



# YWCA DATING SAFE CURRICULUM

## FACILITATOR'S GUIDE

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# TERRITORIAL ACKNOWLEDGEMENT

The YWCA Dating Safe Program operates on the traditional, ancestral and unceded territory of the Coast Salish peoples. Based on what we know right now, this includes the following nations: in Vancouver: Musqueam, Squamish, and Tsleil-Waututh Nations, as well as in Surrey: Musqueam, Kwikwetlem, Kwantlen, Katzie, Semiahmoo, Qayqayt and Tsawwassen (treaty).



# ABOUT YWCA METRO VANCOUVER

Founded in 1897, YWCA Metro Vancouver (YWCA) is one of Metro Vancouver's largest and most diversified non-profit organizations. Our holistic, integrated programs and services help to foster economic independence, wellness and equal opportunities for all community members. In addition to employment and training services, we provide wrap-around supports including housing, legal education, services for survivors of violence and abuse, targeted services for single mothers, early learning and child care, youth programs, mentorship and health and wellness. We offer 72 different programs and services across 66 locations in Metro Vancouver.

We have been providing a range of employment services for men and women in Metro Vancouver since 1991 serving more than 4,000 job seekers annually. Our YWCA Employment and Training Services are funded by the Government of Canada, Province of British Columbia and community and corporate donations.





# DATING SAFE: PROJECT BACKGROUND

In response to the widespread issue of gender-based violence in Canada, the Public Health Agency of Canada (PHAC) invested \$40 million over five years in programs aiming to prevent gender-based violence from a health perspective. YWCA Metro Vancouver is one of the 24 organizations that received funding to promote healthy relationships and prevent dating violence among teens and youth.

The YWCA's Dating Violence Prevention Program, 'Dating Safe', aims to provide youth with the knowledge and skills necessary to develop healthy relationships that are free from violence and abuse. With this goal in mind, we conducted a needs assessment, which included a comprehensive literature review, interviews and focus groups with experts in the field, youth, and facilitators.

Based on our research, we developed an eight-module program that was delivered over a 4-year period to Grade 8 students, with two additional 'booster modules' offered in Grades 9 and 10, as part of their Physical Health and Education classes. The program was offered in two high schools in Vancouver and Surrey School District to support students of all genders, sexual orientations and identities in developing healthy relationship skills.





# CONTRIBUTORS

## THE TEAM

Program Lead: Jonanne Gage  
Program Facilitator: Ryan Avola  
Program Coordinator: Dvorah Silverman  
Project Evaluation: Reciprocal Consulting  
Lead Researcher: Public Health Agency of Canada (PHAC)

## A SPECIAL THANK YOU

Special thanks to the students and facilitators who contributed their experiences and expertise.

## PARTNERS

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**VSB** Vancouver  
School Board

 **Surrey Schools**  
LEADERSHIP IN LEARNING

The views expressed herein do not necessarily represent the views of the Public Health Agency of Canada.

# CONSIDERATIONS FOR FACILITATORS

The facilitator plays a crucial role. They speak with students about the sessions being an opportunity to explore dating relationships and learn skills and strategies to create and maintain healthy, violence-free relationships throughout their lives. The program facilitator will work with students throughout the sessions to make connections between their health and safety, and social and emotional learning related to dating relationships. It is important that throughout the program delivery, the facilitator continue to revisit the:

## **Curriculum Big Ideas**

- Healthy choices influence our physical, emotional, and mental well-being.
- Healthy relationships can help us lead rewarding and fulfilling lives.
- Advocating for the health and well-being of others connects us to our community.

## **FACILITATOR PERSONALITY AND SELF-REFLECTION**

As the curriculum addresses sensitive topics of gender, sexuality, race, colonialism etc. it is important that the facilitator takes time to reflect on their social position and how this might affect classroom discussions. It is vital to consider the identities and lived experiences of the students in relation to your own identity to create a safer and braver space for all.

For non-Indigenous facilitators, respectfully and intentionally engaging with Indigenous Knowledges requires guidance from Indigenous mentors to avoid misappropriation. Come prepared to speak to any current events that impact Indigenous peoples in your area. Sharing information about relevant projects, artists, leaders, organizations, and activists from the nations whose territories you live on can be one way to personalize your territorial acknowledgement.



# DISCLOSURE PROTOCOL AND CONTENT WARNING

It is important for the facilitator to be aware that the curriculum content may lead to students asking for additional support, or disclosures of abuse concerning themselves, friends or family members. The facilitator should be aware of the school's disclosure protocol and YWCA's disclosure policy.

As the facilitator, it is essential that you remind students that the program is about preventing dating violence so if there is ever a time where they feel uncomfortable or unsafe with the program content, they are encouraged to connect with you after the session. Let students know of the appropriate school staff that are available to support students if they do require additional help. It is strongly suggested that the facilitator provide a list of community resources that students can access as needed.

While you should encourage everyone to share in the sessions, be clear with students that facilitators have a duty to report any disclosures around abuse or neglect, as well as any suspected harm to oneself or others that is shared during the sessions. It is advised that the facilitator include this reminder at the start of each module.

## PROGRAM APPROACH

The Dating Safe program approach is trauma-informed, violence-informed, gender equitable and culturally safe to ensure that students feel as comfortable as possible to share in the space. The Dating Safe curriculum is grounded in anti-racist perspectives, guided by Indigenous Knowledges, inclusive of gender and sexual diversity and accessible to students across abilities and languages.

Throughout the curriculum there are relevant delivery tips and additional resources to support facilitators in ensuring an accessible environment for all students. This may include prompts for facilitators to remind students of sensitive content, to offer grounding techniques, reflection questions, mental health supports, community-based resources and more.





# HOW TO DELIVER THIS PROGRAM

Before you begin each Module, facilitators should take time to:

- Acknowledge the traditional, ancestral and unceded territories applicable to your area. For more information, please visit: [native-land.ca](http://native-land.ca)
- Acknowledge that not everyone wants to be in romantic dating relationships, and that Dating Safe sessions are a fantastic opportunity to learn more about oneself.
- Provide a content warning for students, bringing awareness to the topics the module covers that could be retraumatizing.
- Remind students that if sensitive information about experiencing abuse is shared during the sessions, that facilitators have a duty to report it.
- Let students know of the appropriate school staff and community resources that are available.
- Provide a grounding exercise before beginning the modules.



# HOW TO USE THIS RESOURCE GUIDE

## ACTIVITY ADAPTABILITY

Each activity can be adapted for the group's context. This curriculum was designed with Grade 8's in mind, however modules can be adjusted to fit the needs of Grade 9 and 10 classes. Facilitators are encouraged to consult the school curriculum to prevent overlap.

Each activity will include a total suggested duration with a breakdown of time allotted for each sub-section. To support facilitators in adapting activities, additional delivery tips and further reading can be found following the activity breakdown or in the Appendix.



## MODULE SUMMARIES

### [Module 1: Healthy Relationships](#)

Recognizing the characteristics that make up a healthy and unhealthy relationship

### [Module 2: Power & Stereotypes](#)

Understanding hierarchies of power and how stereotypes teach us what is "normal"

### [Module 3: Communication Skills](#)

Learning to value and connect with our emotions, set boundaries, practice accountability and assertiveness

### [Module 4: Social Media & Consent](#)

Understanding everyday consent, different forms of cyber-violence and how to support others experiencing cyber-violence

### [Module 5: Understanding Dating Violence](#)

Understanding the cycle of abuse and how to support someone in a violent relationship

### [Module 6: Intoxication and Consent](#)

Debunking myths about the effects of alcohol in relation to safety and consent

### [Module 7: Bystander Intervention](#)

Assessing the benefits and consequences of intervening

### [Module 8: Recap and Closing](#)

Reviewing key lessons and building a "safety code"

## COLOUR LEGEND

Intended Outcomes



Delivery Tips



Further Reading



## ICONS YOU WILL FIND IN THIS GUIDE

TYPES OF ACTIVITY



ARTS-BASED



DISCUSSION



MEDIA



REFLECTION



ROLEPLAY



GAME

SIZES OF GROUPS



INDIVIDUAL



PAIRS



SMALL GROUP



LARGE GROUP





# MODULE 1

## INTRODUCTIONS & HEALTHY RELATIONSHIPS

## SESSION GOALS

- Students engage in discussions about what constitutes a healthy and unhealthy relationship.
- Students reflect on their own relationship values.
- Students have conversations about different types of relationships and how they can articulate their needs within a healthy relationship.

This introductory module provides students with the opportunity to meet the facilitator and learn more about the foundation of the YWCA Dating Safe program. Through engaging skill building activities, brainstorming, whole group discussions and self-reflection, students can expand their perceptions of healthy and unhealthy relationships, including how they can affect the mental, emotional and physical aspects of people's health.

**“Healthy relationships are about, setting boundaries, giving support to one another, [and] helping each other grow.”**

- Program Participant

Often because of peer pressure to be in dating relationships, some youth settle for unhealthy relationships and find it difficult to communicate their concerns to their partners. Problems may begin with what seem to be “small” issues and can eventually lead to abuse and violence.

The program explores all kinds of relationships, including romantic and sexual ones. The conversations with students will focus on the many ways that people feel attached to a gender identity, experience their bodies, express themselves and feel attraction (or the lack thereof) for others. Our hope is that all students of all genders and sexualities can feel that they have the skills and resources to have safe and respectful dating experiences.

**NEED HELP?**  
Visit the ‘How to deliver this program’



For students to develop positive, healthy relationships they will need to:

- Practice relationship skill building in the same way they practice reading, writing and mathematical skills.
- Know the characteristics of a healthy relationship.
- Be able to identify when relationships are unhealthy and damaging.





# ACKNOWLEDGING OUR RELATIONSHIP TO LAND

Begin the session with a personalized land acknowledgment such as,

*“The Dating Safe Program operates on the traditional, ancestral and unceded territory of the Coast Salish peoples. Based on what we know right now, this includes the following nations: Surrey: Musqueam, Kwikwetlem, Kwantlen, Katzie, Semiahmoo, Qayqayt and Tsawwassen (treaty) Vancouver: Musqueam, Squamish, and Tsleil-Waututh Nations.”*

As we operate on unceded and treaty lands, the land acknowledgment is used as a starting point to discuss “healthy relationships” within the context of colonialism. This encourages everyone to think about their own family’s journey to this land, so that we can reflect on who we are, what the world is like, and what our place is in it.

The term “unceded” is discussed and the ongoing genocide of Indigenous peoples on these lands is acknowledged in order to ground the work. To exemplify unhealthy relationship dynamics, you can speak to the nonconsensual removal of Indigenous peoples from their lands and the disconnection that comes with settler colonialism, white supremacy and patriarchy. This leads to the degradation of the water, land and families. In order to move forward through this course, we must look at how we rebuild our connection to the land and each other.

As many students may not yet (or ever) be in a dating relationship, it is important for the facilitators to explain the value of the sessions for all relationships, including with the self, family, friendships and future dating experiences. The Dating Safe sessions are a fantastic opportunity to learn more about oneself, so healthy relationships with others are possible.



# ICEBREAKER: STEP INTO THE MIDDLE

## ACTIVITY

### ABOUT THIS ACTIVITY

10

MINUTES



LARGE GROUPS



GAME

### ACTIVITY BREAKDOWN

1. Ask all the students to stand up (if able) and make a circle.
2. Introduce the game by saying, “Step into the middle if you’ve ever had a pet?”. The participants will intuitively step into the middle if they have and remain on the outside if they have not.

#### Main Rules:

- Students may take half steps to indicate that the statement is partially true for them
  - It’s easier and faster if no one talks
  - No calling each other out and pointing fingers
  - If the statement is true for you, but you don’t want to step in, that’s completely fine
  - The more honest and vulnerable we are in sharing, the more we get out of this game
3. After guiding them through a few rounds as the leader, the floor can be opened to include statements from participants that raise their hands.



### **Step into the middle if you:**

- were born in Canada
- parents or guardians were born in another country
- speak a language that isn't French or English
- have Indigenous ancestry to Turtle Island
- play sports
- play video games
- like makeup
- have ever worn high heels
- like reading
- would rather be inside than outside
- use TikTok
- have ever done something you regretted
- someone has said something to you that made you upset
- have ever said something to someone that made them upset
- have ever had to speak up when someone said something mean
- have ever felt unwelcome in a space
- didn't say something when someone else was being bullied
- like math
- like reading
- like scary movies
- a movie has ever made you cry
- sing in the shower
- have ever received a gift, you didn't want but didn't say anything

4. Close the icebreaker by thanking everyone for participating and provide a statement about the power of diversity. Acknowledge how this game shows us the many ways we are different and the many ways we are similar.

For instance, “In these modules we are going to experience even more ways we are different and similar, and it’s important that we maintain a safer space for everyone to express themselves freely. This way we get the privilege of learning from each other’s experiences.”

You can drive home the power of diversity by talking about ecosystems and link back to the land acknowledgement by citing, “Although they comprise less than 5% of the world population, Indigenous peoples protect 80% of the Earth’s biodiversity in the forests, deserts, grasslands, and marine environments in which they have lived for centuries” (World Wild Life Fund, 2020).<sup>1</sup>



# ACTIVITY 1: WE ALL HAVE A STORY

## ACTIVITY

### LEARNING OBJECTIVES

- Students can understand that importance of diversity and critical thinking

### ABOUT THIS ACTIVITY

**15**

MINUTES



LARGE GROUPS



SMALL GROUPS



ARTS-BASED/DISCUSSION

### MATERIAL

Paper and pens

### MAIN RULES

- Don't explain the takeaway behind this game until the end.
- The point of this game is to draw attention to the idea that we all interpret the world very differently depending on our experiences and conditioning.
- Groups of five can be made but the game can also be done as one large group.

### GAME INSTRUCTIONS

1. All students start with a piece of paper.
2. Ask students to write a one-sentence story at the very top of their page. The story needs to include a subject and a description of what's happening to the subject. For example, "A tree grows on a hill", or, "A chicken crosses the street".
3. The students then pass the paper to their left, and receive a paper from their right.
4. The students draw a picture of the story they have in front of them directly below the words from the previous person. Don't draw too big!

5. Give them 1-minute to draw and then ask them to fold the paper so the original words of the story are hidden and only their drawing is visible, and then pass the paper to the left.
6. Now the students receive a page with only a drawing visible to them. They now write a one sentence story describing the picture they see and then fold the page so the drawing is hidden and only their words are visible. The cycle repeats.
7. After 5 passes, the paper either returns to the original story writer (if in groups of 5), or you stop 5 cycles down (if in one big group) and reveal the changes the story has taken. Students can move through the classroom and try to find their original page. Make sure the cycle ends with writing, not drawing.
8. Give the students some time to raise their hands and share what their original story was and what the final story became.



## DEBRIEF

- Ask students, “What is the moral of the story?”, or more directly, “what can we learn from this game?”
- See if they can identify on their own that this is about how we all have our own perception of the world.
- Reinforce this message by encouraging them to think about how their experiences shape the lens through which they view the world and what happens when we begin relationships with people with different experiences than our own.
- The conversation can get us to reflect on how our perspectives are shaped by the stories we get told and taught to us as young people.
- Ask students, “Are there dominant stories that get told more often than others in popular culture?” “Who gets to write the history we study in school?” “What are the consequences of having a single story for humanity?”

Chimamanda Ngozi Adichie’s TED talk about the “[Danger of a Single Story](#)” can help support the takeaway message from this activity.

# ACTIVITY 2: BRAVER VS. SAFER SPACE

## ACTIVITY

### LEARNING OBJECTIVES

- Students know how to respect and uphold the safety of diverse collective spaces

### ABOUT THIS ACTIVITY

15

MINUTES



LARGE GROUPS



DISCUSSION

### MATERIAL

Flip chart paper, markers (optional)

### ACTIVITY BREAKDOWN

#### SAFE SPACE (5 MIN)

1. Ask the students to think about what makes a space safe enough for people to share personal stories and ideas about relationships. Brainstorm collectively and create a list on a piece of flip chart paper or on the board that highlights the needs of the group. The students draw a picture of the story they have in front of them directly below the words from the previous person. Don't draw too big!

#### Community Guidelines

##### Confidentiality

We take what we learn out of this room, but we leave people's stories and personal information in the room.

##### Respect

Respect people's identities and lived experiences. Avoid name calling, personal attacks, intentional stereotyping.

Respect people's boundaries and needs.



### **Speak from your own experiences**

Avoid speaking on behalf of someone else and focus on “I” statements.

### **Don't yuck my yum!**

If someone else shares an opinion about something they like, avoid putting that person down or making it seem like they are bad for liking this thing.

### **Participate as much as you're able**

Be aware of your energy levels and take breaks as needed.

### **Challenge by choice**

If you don't agree with someone else's opinion, you can voice your own ideas, however that person is allowed to avoid the conflict if they want to. This gives people space to not engage in a topic that might be very challenging or personal to them.

### **Open-mindedness**

It is important to come to the space with a willingness to learn and to uphold the community guidelines.

## **BRAVE SPACE (5 MIN)**

2. Introduce the idea of brave space and continue the conversation to see if new agreements come up.
- Explain that Brave Spaces arises out of the reality that we can't always create safe spaces when we are working together in spaces with a lot of diversity.
  - Brave Space acknowledges the reality that in classroom settings there is the potential for someone to cross someone else's boundaries, especially when we address sensitive topics like gender, race and sexuality.
  - Brave Space is about being mindful of the ways we could say or do something that offends or causes harm to another person in the group. In order to show up in this space, it requires some bravery and courage.

To learn more about Safe Space vs. Brave Space, you can read, [“From Safe Space to Brave Space: A New Way to Frame Dialogue Around Diversity and Social Justice”](#) by Brian Arao and Kristi Clemens (2013).

## ACCESS NEEDS (5 MIN)

3. This is a time to discuss access needs and hold space for students to bring forward the things they require in order to show up comfortably in the space.
- Access Needs are the things we require in order to fully access the space and can address someone's barrier to participate.
  - For example, dimming the lights for someone with light sensitivity, sitting further away from the others if space boundaries are a concern, having someone help translate sitting next to them, having images explained to them if they are visually impaired, etc.
  - Everyone is encouraged to express some kind of access need that they have or state that all of their access needs are currently being met.
  - If people don't have anything to add it means their access needs are currently being met, not that they don't have any, and they can say, "all of my access needs are currently being met". This allows for students with disabilities to express their needs in the classroom.
  - Be sure to check in with students as the program progresses, as some of their access needs could change. Invite students to share their access needs with you at any time.

To learn more about [access needs](#) and ["access intimacy"](#) you can read more from Mia Mingus.

# ACTIVITY 3: HEALTHY, UNHEALTHY, UNSURE

## LEARNING OBJECTIVES

- Students can articulate characteristics of a healthy or unhealthy relationship.
- Students increase self-awareness through exploration of their own dating relationship values.
- Students can connect bullying behaviours to characteristics of unhealthy

## ABOUT THIS ACTIVITY

20

MINUTES



LARGE GROUPS



DISCUSSION

## MATERIAL

Pens, sticky notes, tape, Scenarios and Debrief Questions, Teen Relationship Equality Wheel Work Sheet.

## ACTIVITY BREAKDOWN

1. Introduce the activity by explaining how we all receive a variety of messages about how people should behave in relationships.
  - “These messages have a big impact on whether we see something as healthy, unhealthy, or a mix.”
  - “We’re going to do an activity that gets us thinking about where the line between healthy and unhealthy is for us.”



2. Tape three signs Healthy, Unhealthy and Unsure) on separate classroom walls and explain to students that they will listen to a scenario and decide if they believe it is healthy, unhealthy or if they are unsure. They will then move to the side of the room that best reflects their perspective and have an opportunity to engage in a whole class discussion about their choices.
  - Close out the game by acknowledging that there were moments in the activity where our views did not align with other people's. Emphasize how we all have different understandings of what is and isn't healthy for us based on our own experiences.
  - It takes engaging in discussions with other people and experiencing different relationships for us to learn about our own boundaries (see Module 3: Boundaries).
3. Close out the game by acknowledging that there were moments in the activity where our views did not align with other people's. Emphasize how we all have different understandings of what is and isn't healthy for us based on our own experiences.
  - It takes engaging in discussions with other people and experiencing different relationships for us to learn about our own boundaries (see Module 3: Boundaries).
4. Explore the differences between Green Flags and Red Flags and how to notice these signals when we first meet someone or start dating a new person.

## DEBRIEF: TEEN RELATIONSHIP EQUALITY WHEEL

5. Ask students to return to their desks and discuss the following questions with their neighbours:
  - What are some characteristics of a healthy relationship?
  - What are some characteristics of an unhealthy relationship?
6. Ask the students to write their answers on sticky notes at their desk.
7. After their answers are completed, distribute the Teen Relationship Equality Wheel Work Sheet and ask the students to reflect on where their answers for characteristics of a healthy relationship show up on the wheel.

8. Ask students to read aloud the sections of the wheel that represented what they said until each section has been read aloud for everyone to hear.
9. Have students to think back on the last hour you have spent together and pick one thing they heard, felt, or thought that was interesting. Encourage volunteers to share with the class.

The Big Idea, “Healthy relationships can help us lead rewarding and fulfilling lives” can also be explored with students as the session ends.

10. Thank the students for their participation in the session and share three things you appreciated about the class during the session. It is important that students observe the facilitator modeling affirmation and appreciation as an important characteristic of a healthy relationship.

## DELIVERY TIPS

If time permits, show the “[What Makes a Relationship Healthy?](#)” video as part of the closing. Ask the students to spend some time before the next class either journaling or discussing healthy relationship characteristics with friends or family . Try to think of music that might speak to healthy relationships and be ready to share with the group . In preparation for the next session, ask the students to come up with a guess of how many human emotions there are.



## SCENARIO AND DEBRIEF QUESTIONS WORK SHEET

**A) Jared texts his partner Teron more than 20 times a day and gets upset if they don't respond within 10 minutes.**

- Why did you choose to stand where you did? What do you think? How many texts are too many texts?

**B) A couple has an agreement that they won't put passwords on their phones and can check each other's texts and social media accounts whenever they feel like it.**

- Does this seem reasonable to you?

**C) Mei-yin trusts her partner Jiang, who is going with several of his friends to a party while she goes out to a movie with her sister.**

- Is trust a big issue in relationships? Why or why not?

**D) Alia doesn't want her girlfriend Wendy hanging out with her best friends Anna and Irina anymore because she thinks they are immature.**

- Why would someone tell their partner not to hang out with their friends?
- What do you think Alia might be feeling?



E) Halim tells his new boyfriend Josh that he is proud of how smart he is when Josh does better than him on a history test.

- Are compliments important in a relationship? What type of compliments do you like receiving?

F) Kai wants to start taking guitar lessons and their partner Mark gets upset and tells them it's a waste of their weekend time together and that he's not sure about their relationship anymore.

- Does jealousy come up frequently in dating relationships? Is it possible to express jealousy in a healthy way?

G) Sam decides to hold off on dating until at least Grade 11.

- What might be healthy about this situation? Is there pressure to date in high school?

H) Elizabeth speaks about her insecurity about her body. Her partner Michael listens and tells her that everyone's body is different and that he doesn't expect her to have a 'perfect' body. He then assures her that he will keep the conversation between the two of them.

- Is confidentiality an issue in dating relationships?

I) Candace worries that her relationship might be coming to an end and she tells her partner Li that she'll do anything to make sure it doesn't.

- In your opinion, is this unhealthy? Healthy? Why?

J) Hannah refuses to text nude pictures to her boyfriend. He insists and tells her she's being immature and that if she's into him she'll send them because it isn't a big deal.

- Is Hannah making a healthy choice? Why?

K) Priya is realizing that she feels unhappy most of the time in her relationship with her partner because they put down her family and their religious beliefs.

- How would you support Priya if she shared this with you as her friend?

L) Nathan starts flirting with his girlfriend Leith's best friend at a party while she is away with her family on vacation.

- Is flirting healthy? When is flirting not healthy? Why?

M) Cosima usually decides when, where, and what she and her partner Olivia do together. Olivia says she doesn't like making decisions and is fine with this.

- How might this dynamic impact their relationship over time?

N) Sandy is unsure if she wants to be in a committed relationship with one person. She is dating Kyle, who does want to be in a committed relationship. He says he is open to the two of them just getting to know each other, but he explodes with a great deal of anger when Sandy tells him about going for a walk with another boy in their class.

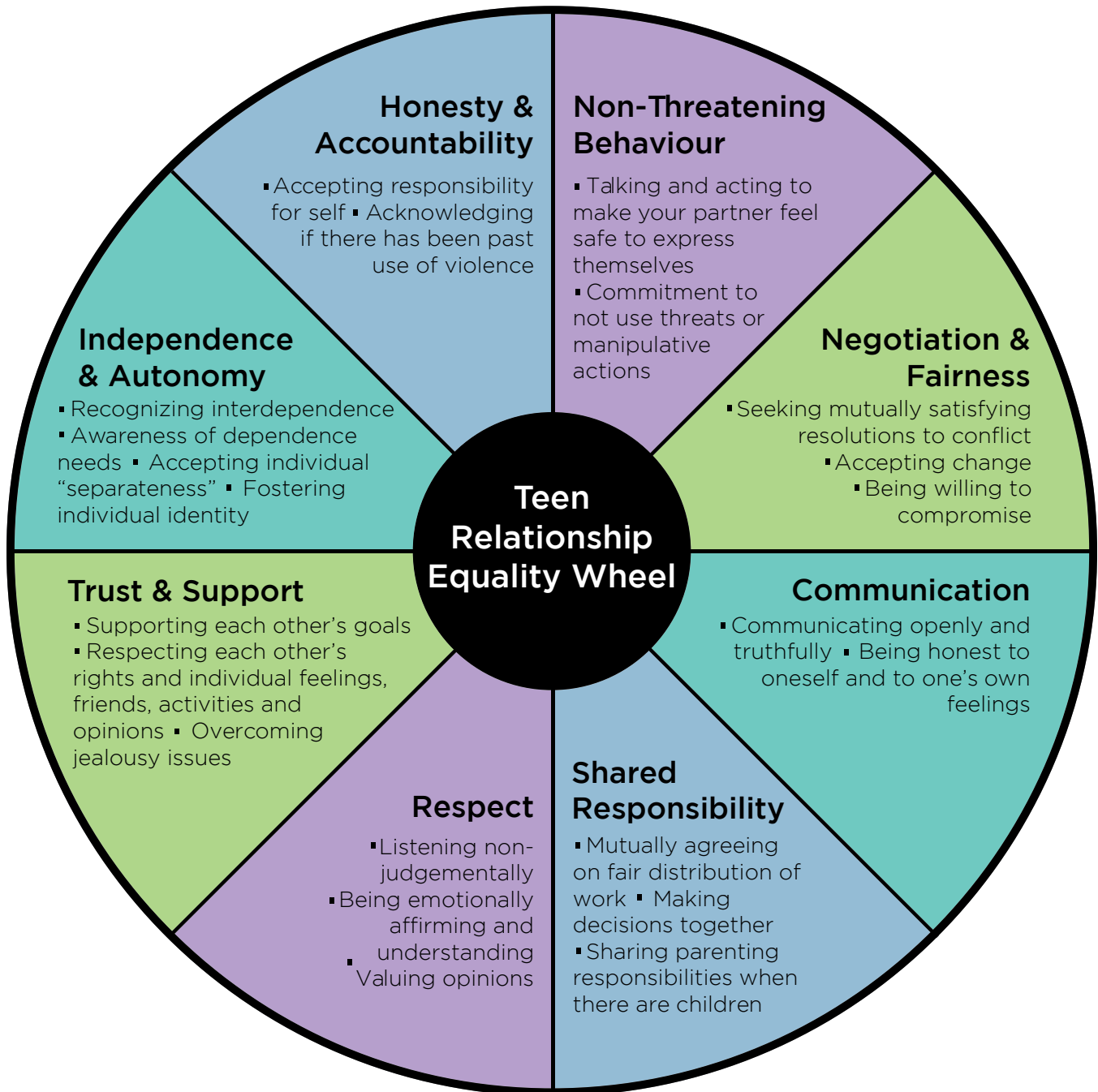
- Is it ok for a person to not want to commit to one person? Was Kyle's response appropriate? What might his reaction say about his future behaviour?

## DELIVERY TIPS

It can help us discuss the differences between experiencing unhealthy moments in our relationships and an abusive relationship. We may experience uncomfortable disagreements and dynamics in our relationships, which we address and change.

We may hurt people intentionally when we are not at our best. Abusive relationships differ in that they are ongoing and include specific patterns to pay attention to, including the cycle of abuse, which will be covered in Module 5.

# TEEN RELATIONSHIP EQUALITY WHEEL



Adapted from: Domestic Abuse Intervention Project –  
202 East Superior Street, Duluth, MN 55802 – (218) 722-4134



## MODULE 2

### POWER & STEREOTYPES



## SESSION GOALS

- Students understand gender stereotypes and how they influence dating relationships.
- Students increase knowledge of how healthy relationships can help us lead rewarding and fulfilling lives.
- Students engage in meaningful conversations about the consequences of stereotyping and discrimination

Module 2 will focus on assisting students in understanding structural power and inequality through defining gender stereotypes, and how they impact people and their beliefs about themselves and others, including in dating relationships.

**“Always be respectful of others and don’t judge them.”**

- Program Participant

This includes discussions about systems of oppression such as: racism, sexism, misogyny, transphobia, homophobia, classism, ableism and other -isms. This module can bring up difficult conversations so it is important to remind students to do what they need to take care of themselves during the class. Reviewing the previous modules discussion on creating a safer, braver space can be supportive in acknowledging the vulnerability it takes to have honest conversations.

NEED HELP?  
Visit the ‘How  
to deliver this  
program’





# LAND ACKNOWLEDGMENT

Begin the session by acknowledging the traditional, ancestral and unceded territories applicable to your area. For more information, please visit: [native-land.ca/](https://native-land.ca/)

Remind the students about the meaning of “unceded” and the ongoing occupation of these lands by the Canadian state, which is rooted in a history of nonconsensual violence.

Introduce the Lakota philosophy and prayer “Mitakuye Oyasin” (Mee-tah-koo-yay Oy-yah-seen), meaning, “all my relations”, or “we are all related”. Then, read the following quote or project this to read through with the class. The lesson behind Mitakuye Oyasin:

*“Mitakuye Oyasin honors the sacredness of each person’s individual spiritual path, acknowledges the sacredness of all life (human, animal, plant, etc.) and creates an energy of awareness which strengthens not only the person who prays but the entire planet... It was a prayer of respect, honor and love for all of [human]kind, and for the Earth. It was a prayer that said, “I wish goodness and peace for all. I would leave no one out. I pray for all.” It was a prayer that crossed the barriers of religion and could be prayed by one of any faith. It was a prayer that united, instead of dividing.” iv – Giana Scaramucci*

Explain the importance of this phrase within the context of the forced erasure of Indigenous languages and practices through settler-colonialism. Explain that this Lakota teaching helps us remember the importance of all our relationships, not only dating relationships.

Draw connections between last module’s “who gets to write history” reflection during the “Everyone Has a Story” activity debrief and the context of the attempted erasure of Indigenous languages and teachings by colonial powers. Use this connection to introduce this quote from Leanne Betasamosake Simpson about the normalcy of gender variance in many Indigenous cultures that predates colonization.

Share the quote from Leanne Betasamosake Simpson (Mississauga Nishnaabeg):

*“Many of our societies normalized gender variance, variance in sexual orientation and all different kinds of relationships as long as they were consistent with our basic values of consent, transparency, respect and reciprocity. We weren’t “queer” until settlers came into our communities and positioned the “queer” parts of our relationships and societies as defiant, abnormal and sinful.” v - Leanne Betasamosake Simpson*

## DELIVERY TIPS

Frame this quote within the context of the **colonial oppression of gender and sexual diversity on these lands**.

Indigenous languages come with different ways of experiencing and understanding our relationships to all things, which become a barrier to colonial imperialism. In fact, the Lakota had to keep their spiritual practices underground until the late 1960s. For Lakota to speak this phrase now is an act of **resilience and resistance** that is generations old and should be deeply respected as we teach about it.

The colonialization of Indigenous peoples has been through **assimilation policies**, such as the Indian Act, Residential Schools, as well as other laws and institutions today. It was **illegal to practice their culture and speak their languages**, which is why we don’t know many Indigenous languages of these territories and we don’t teach them in school.

The term **“Two-Spirit”** is an **English word in a colonial context** used to replace the many different words from many different languages and cultures on these lands that have been forgotten due to colonial violence. The current conditions for Indigenous LGBTQIA+ and Two-Spirit folks is one of attempted erasure and disproportionate violence.

[Lakota Prayer](#)

[Evidence of Indigenous Language erasure](#)

[Leanne Simpson’s work](#)

# ACTIVITY 1: POWER TRIANGLE

## ACTIVITY

### LEARNING OBJECTIVES

- Students have a more critical examination of where inequality stems from in their society
- Students have a stronger understanding of how inequality and power dynamics can play out in their relationships

### ABOUT THIS ACTIVITY

**25**

MINUTES



LARGE GROUPS



GAME/DISCUSSION

### MATERIAL

Garbage or recycling bin, recycled paper or soft balls (e.g., hacky sack)

### ACTIVITY BREAKDOWN

1. Invite students to sit in rows that make up a triangle shape with the point of the triangle (first row with 1-2 people) at the front and the base at the back (fourth row with 10 or more people).
- If unable to adjust the room, this can be played while sitting in the rows or groups already set up in the classroom.
2. Place a garbage or recycling bin at the front of the room. Make sure the bin is close enough to the front row so it's highly likely they will sink their shot, while those in the back row have a very small chance.
3. Draw a triangle on the board with a small square at the top of it to represent a diagram of the game.
4. Give the students recycled paper to ball-up or provide small soft balls. Instruct the students to take turns, row-by-row, shooting their ball into the basket. If the



second and third rows are not making any shots, bring the bin closer.

- After one row shoots, stop the game and keep track of how many shots went in the bin. Record a percentage based on how many students are in that row. Write this on the board next to the triangle to represent the row's score.

E.g., There are 5 people in row two and 3 people sink their shot, the row receives a score of  $3/5 = 60\%$ .

The idea is to end up with a total score, something like this:

Row 1:  $2/2 = 100\%$

Row 2:  $3/4 = 75\%$

Row 3:  $2/7 = 28\%$

Row 4:  $1/10 = 10\%$

5. Ask the students to put the room back in order and return to their original seats. Lead a discussion to identify the hidden themes in the game. Depending on how the students do on their own, prompt them with additional reflection questions.
6. Debrief the discussion by summarizing some of the key themes and ideas expressed by the students.

## DELIVERY TIPS

Investigate the difference between equality, equity and justice:

- Equality: everyone gets the same
- Equity: everyone gets what they need to succeed
- Justice: the barriers that exclude, impede and restrict access are removed

# ACTIVITY 2: THE BOXES

## LEARNING OBJECTIVES

- Students have a better understanding of how the gender binary impacts our understanding of ourselves and others
- Students have a better understanding of how stereotypes are used to discriminate against each other
- Students understand how to cultivate healthier relationships free of stereotyping

## ABOUT THIS ACTIVITY

**35**

MINUTES



LARGE GROUPS



DISCUSSION/REFLECTION

## MATERIAL

Sticky notes

## ACTIVITY BREAKDOWN

### PART 1: STEREOTYPES (5 MINUTES)

1. Introduce this activity as a critical thinking exercise where we practice deconstructing stereotypes. Remind the students about the community agreements and that these activities require a high degree of sensitivity and care for each other.
2. Introduce the topic of “stereotypes” and ask the students to define it together.
3. Invite a student to write the classes’ main ideas on the board.
  - Support the discussion by drawing attention to how human brains like to categorize things. Science is in large part a practice of classifying, categorizing and describing things.
  - We categorize things so that we can make sense of the world around us and understand things faster.

- When we do this to each other, we often make mistakes, we over-simplify, we put people in categories they don't want to be in, and we invent categories that aren't accurate.
4. Facilitate the discussion and help address these key points:
- Stereotypes are generalizations
    - a. E.g., "All ([insert demographic/identity/culture/etc.] are [insert description])".
  - Is it a stereotype or is it a self-proclaimed cultural trait?
    - b. Let people write their own stories
    - c. "Some stereotypes are true" maybe means these are just verified cultural traits
  - Stereotypes teach us to assume things about other people without knowing them
  - Stereotypes are connected to systems of oppression and teach us to discriminate against each other at the relationship level
5. Explain how this activity is going to focus on "gender stereotypes" and the ways we are taught to understand what it means to be "masculine" or "feminine".
6. Explain the term "gender binary" and how it is connected to white supremacy and European colonization. Take time here to define the word, "dichotomy", and explain how the gender binary teaches us that to being masculine is the opposite of being feminine.

## DELIVERY TIPS

Draw a connection back to the Leanne Simpson quote from the start of the class. Reflect on how the gender binary is a product of white supremacy used to enforce a gendered system that upholds the segregation of races, and the supremacy of whiteness. You can draw a direct line between racist science and policies that enforce the gender binary. Colonialism deems what is "normal" or "proper" (i.e., white) masculinity and femininity.<sup>xi</sup>

This started with the subjugation of women and gender diverse people by colonial officers. Today's stereotypes are a direct result of the attempted erasure of trans and gender diverse people, as well as the subjugation of women, femmes and femininity across many cultures by white male colonizers since contact.<sup>xii</sup>



## **PART 2: GENDER STEREOTYPES REFLECTION (5 MINUTES)**

7. Draw a box and write over top of it, “Act Like a Woman”.  
Ask the students to start reflecting on what stereotypes come to mind when we hear this phrase.
  - No one is to share anything out loud right now or discuss any ideas with neighbours yet, this is a self-reflection.
  - We are reflecting on what types of behaviours would be examples of so-called “femininity” and the so-called “proper” way for a person to be a woman.
  - Remind students that, “each of us have different ideas based on our own experiences, and stereotypes vary by time, location, culture, etc.”
8. Now draw another box and write “Act Like a Man” over top.
  - Students are asked to reflect privately on their own about what this means.
  - Prompt further reflection by asking, “What are examples of someone being so-called “manly”?” What are acceptable ways to perform masculinity based on society’s standards?”

## **PART 3: BUILDING THE BOXES (10 MINUTES)**

9. Pass around sticky notes and ask the students to write down examples of stereotypes from the box they were assigned at birth. If they are trans, non-binary or gender diverse they can choose either box.
10. Remind the students this is a part of the activity they are doing on their own and aren’t sharing their ideas with others. Inform them that they are allowed to just observe the activity if they want.
11. Invite the students to share their ideas anonymously on the board by writing an “M” or a “W” in the top right corner of the note to indicate which box it is for. Their sticky note will then be collected and displayed on the board.
  - If students don’t want their ideas displayed, they can opt out by not putting an “M” or a “W”.
  - Dispose of the notes that are left without an identified box.
12. Once the notes are up, invite the students in small groups to browse the boxes on the board and the sticky notes in each one, and then facilitate a discussion around the ideas that emerge.

## **PART 4: DISCUSSION (15 MINUTES)**

13. Focus on the students' ideas and support the conversation development so that students can self-identify the issues the gender binary bring up. No one is to share anything out loud right now or discuss any ideas with neighbours yet, this is a self-reflection.
- Ask, "how do you feel about these stereotypes?"
  - Ask, "how might this stereotype impact the ways boys and men build friendships with each other?"
14. Help the students make the connection between the Big Idea that healthy relationships can help us lead rewarding and fulfilling lives, and how being aware of how stereotypes influence and affect our relationships can help us to dismantle them.

## **CLOSING (5 MINUTES)**

15. Ask the class to reflect on:
- one way they live outside of gender stereotypes.
  - what we can say at school or at home if you hear a gender stereotype.
16. Share one way you live outside or within the gender stereotypes covered. Role modelling helps affirm that it is okay to be vulnerable with each other
- For example, it's okay to be a man who likes chopping wood, or a woman that likes baking; as long as we feel we are entering into these activities freely and have the opportunity to challenge where these ideas come from.

## REFLECTION QUESTIONS

A) In what ways do we enforce these boxes on each other? What happens to people that don't fit in the box we think they're supposed to be in?

- Gendered language like, “boys will be boys”, or “don't be a girl”, or “that's so gay”, or “man up”, or “real men don't cry”, etc. all lead to reinforcing harmful stereotypes.
- Often when we do not conform to the socially accepted stereotypes for our gender, we are ridiculed, bullied, isolated, excluded and could be subjected to severe forms of violence.
- Often when we do not conform to the socially accepted stereotypes for our gender, we are ridiculed, bullied, isolated, excluded and could be subjected to severe forms of violence.
- Trans youth often don't have the option of hiding in the boxes and simultaneously become hyper-visible and experience erasure.

B) How does the consideration of race affect or change certain gender stereotypes?

- Acknowledge that these gendered stereotypes have developed within white supremacy and impose an idea of what is considered “normal” masculinity and femininity.
- “Proper”, “civilized”, or “normal”, are all code words for “white”. We can draw a direct connection between racist science and policies that enforced the gender binary.
- For example, 18th century scientists falsely claimed that white people were more “civilized” because they could observe a greater degree of difference between white men and white women.
- The gender binary was used to assert domination over cultures where white people observed “men” and “women” performing similar roles. However, since prior to this time European men were known to wear dresses, high heels, makeup and the colour purple and pink.

C) Where do the stereotypical standards of beauty and attractiveness come from? Who is excluded from these standards? What impact can this exclusion have on people?

D) What kinds of impacts do you think these stereotypes have on a person's self-esteem?

E) How might these stereotypes show up in our dating relationships?



F) Where do we learn about gender stereotypes?

G) What might people feel when they are the victims of sexist, racist, homophobic, ableist, ageist or transphobic stereotypes?

H) Is it bad for me to identify with some of these stereotypes?

I) Why do people try to stay in this box or live according to these stereotypes?

J) Why is it important for us to be aware of these stereotypes?

K) Do we know of any traditional and cultural names given to trans, non-binary and gender non-conforming people existing around the world?

## DELIVERY TIPS

Some key themes that can be discussed include, how power operates across stereotypes and how certain ideas hold up power and privilege, while others are oppressed by means of homophobia, heteronormativity, sexism, racism, classicism, ableism etc.

Acknowledge how the “Man Box” is given power in our society and how that power is propped up on top of the “Woman Box.” The Man Box harms boys and men by enforcing a type of “hypermasculinity” or “toxic masculinity”.<sup>xiii</sup> Draw attention to how we find emotions in the Woman Box and outside of the Man Box. Emphasize how important emotions are for building close intimate relationships with others.



## MODULE 3

### COMMUNICATION SKILLS

## SESSION GOALS

- Students develop healthy communication skills that can be applied in dating relationships.
- Students can identify strategies to engage in self-awareness and emotional regulation in times when anger could lead to violence.
- Students increase their knowledge and willingness to use conflict resolution methods and seek out the help of an adult if needed.

The activities in this module provide opportunities for students to practice effectively communicating their feelings, boundaries, and needs and engaging in effective conflict resolution with others. Through engaging skill building activities, whole group discussions, storytelling and self-reflection, students will be given the opportunity to grow skills to have healthy relationships.

**It is important to, “seek help if you’re in an abusive relationship, don’t hide it or how you’re feeling.”**

- Program Participant

This module empowers students to have healthy relationships through the development of self-awareness and emotional intelligence. While many students may not be in a dating relationship, it is important for the facilitator to explain that the skills being shared can be of great value to all of the relationships in their lives, including friends, family, facilitators and community.

It’s important for us to be able to recognize when communication, or the lack thereof, is used to cause harm and what effective communication looks like in healthy relationships. This session presents an opportune moment for facilitators to connect the sessions topic to the Land Acknowledgment and the ways we see the governing body of Canada lie, manipulate and bypass consent leading to violence against Indigenous nations and their peoples.

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Visit the ‘How  
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# ICEBREAKER: WHOSE EMOTIONS IS IT ANYWAY?

## ABOUT THIS ACTIVITY

10

MINUTES



LARGE GROUPS



DISCUSSION/GAME/ROLEPLAY

## MATERIAL

Two chairs, list of adjectives.

## ACTIVITY BREAKDOWN

1. Introduce the game as being something like the improv television show, [“Whose Line is it Anyway?”](#) This game is a fun way to get students to start thinking about types of emotions, communicating emotions, and trying to understand what someone else is feeling based on their body language and verbal cues.
2. Select two volunteers to participate in the middle of the circle, while the rest of the class becomes the audience.
3. Instruct the pair in the middle to each pick an emotion from the emotion wheel provided to them, while keeping that word secret from everyone else. The pair will then act out a scene where they are two friends meeting at a restaurant for lunch.
4. The facilitator plays the role of the server at the restaurant. The scene starts with the facilitator welcoming the pair to the restaurant and seats them at their table (place two chairs in the middle of the circle). Ask the pair if they want a drink to start and explain that you will give them a minute before you come back and take their order.
5. The pair then have one minute to talk, while each behave like the emotion they chose from the list (e.g., sleepy, annoyed, angry, frustrated, indifferent, excited, etc.).
6. After one minute, return to take their order while staying in character. Once the order is taken the scene ends.



7. Each partner takes a turn trying to guess the emotion the other person chose based on how they behaved in the scene. If they don't guess correctly, the audience can be asked to guess by raising their hands.
8. Debrief by explaining how this game is about emotional literacy and trying to understand what someone else is feeling based on verbal and nonverbal communication. Ask the students how we know what another person is feeling, and see if they can name, "body language, facial expressions, tone of voice, and content of their words".

# ACTIVITY 1: OPENING DISCUSSION & EMOTIONS WHEEL <sup>XIV</sup>

## ACTIVITY

### LEARNING OBJECTIVES

- Students have increased understanding about the importance of emotional intelligence as a critical life skill for mental health.
- Students can identify and articulate their emotions.
- Students will grow understanding of strategies to engage in emotional regulation to manage anger and stress.

### ABOUT THIS ACTIVITY

**25**

MINUTES



PAIRS/LARGE GROUP



DISCUSSION

### MATERIAL

Emotions Wheel Work Sheet

### ACTIVITY BREAKDOWN

#### PART 1: EMOTIONS (10 MINUTES)

1. Explain to students that to develop positive, healthy relationships they will need to be able to:
  - Build their emotional intelligence (i.e., knowing what we are feeling, when we are feeling it)
  - Engage in assertive communication and conflict resolution (i.e., understanding what our emotions are telling us)
  - Practice empathy by better understanding the feelings of others
2. Ask the students if anyone has seen an 'emotion wheel' before? Follow up by asking, *"how many emotions do you think humans are capable of feeling?"*

- There is no agreed upon number of human emotions and experiences by researchers. Emotions researchers, such as Alan Cowen and Dacher Keltner, cite twenty-seven or twenty-eight emotions that span the human experience, while others cite less or more. If you include experiences, the number would be much larger. <sup>xv</sup>
3. Display the Emotions Wheel Work Sheet on the screen or by poster and pass out pre-printed copies for students.
  4. Ask the students if they've ever felt like it was bad or unacceptable to be "emotional", and if so, why and where does this idea come from?
    - Friends, family, media (e.g., television and movies) and society in general discourage emotional expression and consider it a sign of femininity and therefore a weakness.
    - Remind them to think about gender boxes we covered in the last module, and how "being emotional" is often assigned to the "Woman Box".
  5. Ask students how they think this impacts our relationships?
    - Men are often taught to not be vulnerable or emotional within their relationships. An impact of this has been shown in research around men and their closest relationships, where men often reported having few close friends they can turn to and report having higher levels of loneliness. <sup>xvi</sup>
    - If we consider emotions to be bad, we will choose to hold them in, which can result in all kinds of health issues within our own bodies. As well, it prevents us from building close intimate relationships with other people, which we need to be mentally, emotionally and spiritually well.

## **PART 2: EMPATHY (10 MINUTES)**

6. Explain that in this activity students will take turns sharing stories in pairs or groups of three. These stories can be either a positive or challenging experience they've had recently.
7. Describe how empathy is like a muscle that we need to use and work out for it to get stronger.
8. Explain that when one student has shared with the other about their positive or challenging experience, the other student will try to guess the emotion(s) that they were feeling by asking:

**"Did you feel \_\_\_\_\_ (pick an emotion from the Emotion Wheel)?"**

- For example, if a student says, “Last week I had an argument with my sister because she wouldn’t leave my things alone in my room.” The other student could say, “Did you feel frustrated or confused?”
- The first student can confirm these emotions were being felt when they had this experience, or they can respond saying, “no I wasn’t really feeling that way”, and the second student can ask about other emotions.
- If the listener doesn’t guess the correct emotion before the round is up, then the storyteller can share what emotions they were feeling.

### **PART 3: SELF-REGULATING (5 MINUTES)**

9. After students have finished sharing in their pairs or triads, ask the students if anger was one of the emotions that came up in your group. Depending on the answers, hold space for a group reflection on how we can understand the feeling and expression of anger better.

#### Question prompts:

- What does anger feel like?
- What happens in our bodies when we feel angry?
- Why do we feel angry?
- Is anger good or bad?
- How can we hold space for other people’s anger better?

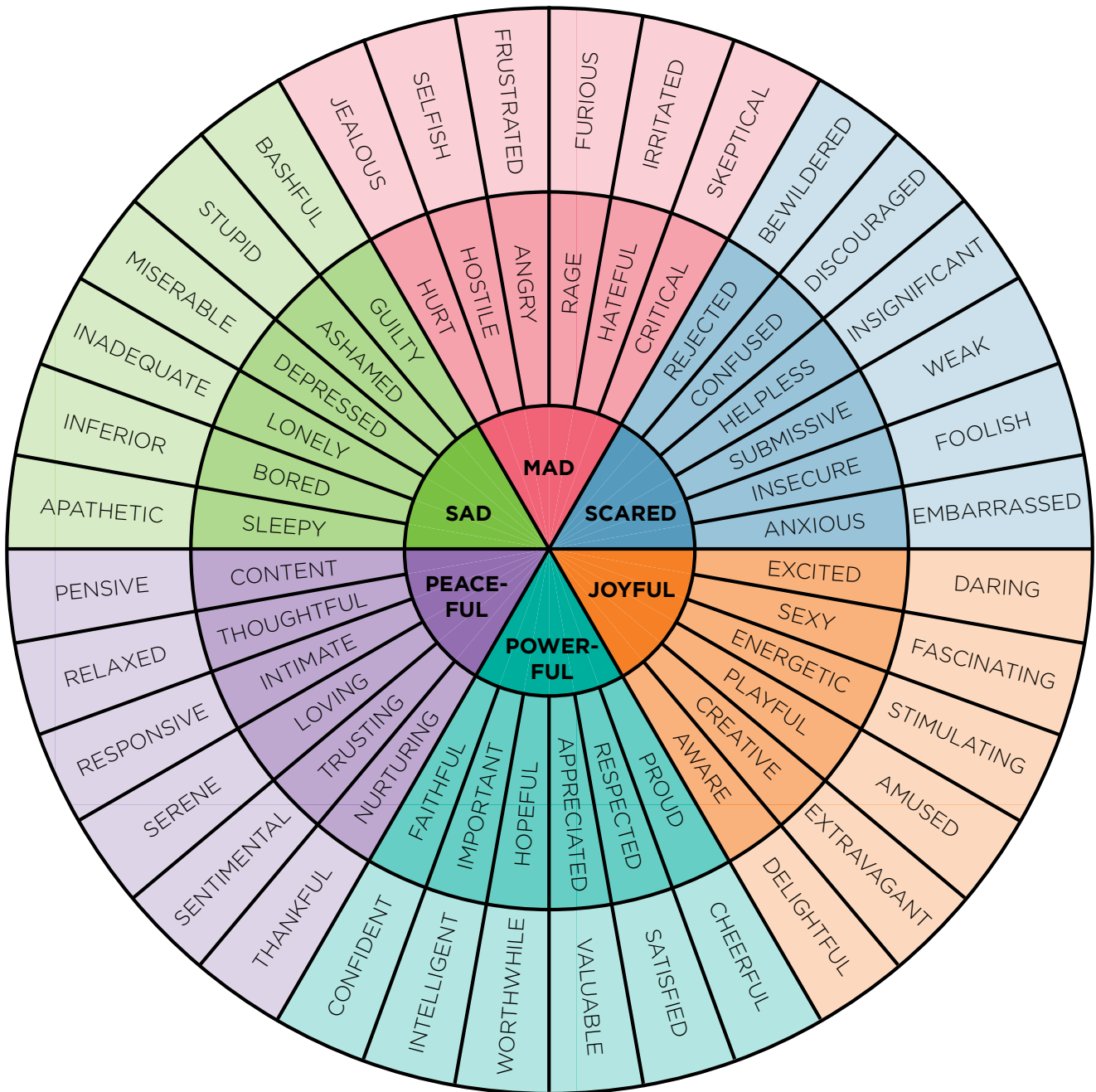
10. Ask the students, “what are some of the ways that we can regulate and or manage our emotions?”

Depending on what comes up, note the following forms of emotional regulation:

- Getting adequate sleep.
- Getting adequate exercise.
- Taking care of yourself when physically ill (asking for help).
- When we feel angry, looking for the feelings alongside anger and finding safe ways to express and process those feelings.
- Talking with friends about challenging and positive experiences.  
Writing about our experiences and emotions in a journal.
- Daily meditation and deep breathing in stressful situations.
- Seeking resources, community support and counselling.



# EMOTION WHEEL



Adapted from: Dr. Gloria Willcox's Feelings Wheel

# ACTIVITY 2: BOUNDARIES CROSSED & CONFLICT RESOLVED

## ACTIVITY

### LEARNING OBJECTIVES

- Students understand the steps necessary to resolve conflict.
- Students can recognize when to communicate assertively and how to do so.

### ABOUT THIS ACTIVITY

**30**  
MINUTES

   
INDIVIDUAL/LARGE GROUP

  
REFLECTION

### MATERIAL

Sticky notes (three different colours), Emotions Wheel Work Sheet.

### ACTIVITY BREAKDOWN

#### PART 1: BOUNDARIES (20 MINUTES)

1. Ask students to come up with their own definition of a boundary and then share the following program definitions:
  - **Boundary:** A guideline or limit that someone has for themselves about what feels safe and comfortable.
  - Prentis Hemphill says that, “boundaries are the distance at which I can love you and me simultaneously”.<sup>xviii</sup>
2. Explain how everyone has different boundaries, which is why we can cross someone’s boundaries without even knowing it.
  - Our boundaries also change over time as our relationships evolve.
  - When someone’s boundary is crossed, they can feel mistreated, harmed, and depending on the severity, act out with violence (i.e., violence being defined as

words or actions that harm oneself or another person).

- Our collective desensitization to violence has led most people to not see boundary violations as acts of violence, when in fact they are.
- 3. Explain to students that we will explore three different types of boundaries that can often get crossed: Space, Talk and Touch.
- 4. Ask students for an example of each different form of boundary crossing to help define each category. If students are unable to provide examples, the facilitator may do so themselves.
  - An example of a space boundary is someone standing too close to you in line at the grocery store.
  - An example of a talk boundary is someone spreading rumors about you.
  - An example of a touch boundary is someone hugging you without permission.
- 5. Hand out sticky notes (three per student) and ask them to write down at least one example of a boundary crossing under each category (Space, Talk and Touch) that they think people may experience (note: they can be true for them or not).
- 6. Write “SPACE”, “TALK” and “TOUCH” headings on the board in three different columns. After a few minutes, invite the students that want to share their ideas on the board to come up and place their sticky notes under their respective headings.
- 7. Invite the students in small groups to come up and browse the answers on the board.
- 8. Once all seated, initiate a conversation by asking these questions:

A) Looking at your Emotions Wheel Work Sheet, what are some of the emotions people feel when their boundaries are crossed?

- Scared, angry, humiliated, confused, rejected, disconnected, hopeless, sad and frustrated.
- Guilt is “I did something bad”
- Shame is “I am bad”
- Sometimes we feel responsible for someone else’s behaviour, even when they’ve violated our boundaries.

## B) Does conflict happen when boundaries get crossed? Does conflict mean violence?

- Conflict is always present when boundaries are crossed, but conflict does not equal violence.
- Not all conflict is bad; it can help us solve a problem that is occurring and we're being called to address it.

## C) How might a person's gender affect the kinds of boundary violations they experience?

- Girls experience higher rates of sexually-based verbal abuse and harassment, as well as physical sexual violence (almost always from boys and men).
- Boys experience higher rates of physical and verbal abuse, often in the form of homophobia, as well as higher rates of workplace injuries and car accidents. This speaks to the lack of guidance boys and men receive in how to set boundaries that help keep them safe.
- Trans, non-binary, gender fluid or Two-Spirited people can experience transphobia in the form of verbal, physical and sexual violence. About 90% of trans students hear negative or demeaning comments daily or weekly from other students. <sup>xix</sup>

## DELIVERY TIPS

Conflict can happen for many different reasons including, when boundaries are crossed, someone's needs are not being met, or because of a difference of opinion. When someone expresses their boundaries to us, we can view it as an **invitation to get closer** to each other. If someone wants me to apologize to you, that's a sign that they care about the relationship and there is a level trust.

Sometimes in a conflict, people can be more interested in making sure their viewpoints are heard rather than listening to how another person is feeling. It is important to remember that we can disagree about our opinions on things such as, which sports team is the best, or if pineapples on pizza are gross, but **when it comes to opinions about the validity of, and the respect for, human beings and their identities, we do not need to tolerate someone's hateful opinions.**

**Bystander intervention tips** for disrupting transphobia in sports culture.



## PART 2: ASSERTIVENESS & ACCOUNTABILITY (10 MINUTES)

### ABOUT THIS ACTIVITY

10

MINUTES



PAIRS



ROLE-PLAY/DISCUSSION

### MATERIAL

Collected sticky notes

### ACTIVITY BREAKDOWN

1. Have students work in pairs, with each student selecting an example of a boundary crossing from the collection of sticky notes, or picking a new boundary crossing.
2. Explain that the first student will practice assertiveness by expressing their boundary and their feelings about it in the following way. This can be written on the board or shown on a slide:
  - Boundary and how it was crossed
  - Emotions being felt
  - Needs not being met
  - Request for the behavior to change or stop

Here is an example using the issue of name-calling:

*"I feel angry and confused (emotions) when you call me names and make fun of me (boundary). I need to feel respected and safe (needs) when I'm with my friends so don't call me those names anymore (request)."*

3. Explain that the other student will practice accountability by acknowledging the boundary-crossing, feelings and needs, and then apologizing. Ask the other student if they have anything else to say:
  - Acknowledge boundary crossed: "I hear that your boundary has been crossed."
  - Acknowledge emotions and needs: "I also hear you feel confused and angry because your need for safety and respect has not been met."

- Apologize: “I am sorry for calling you names.”
  - Commit to respecting boundary in future: “I will do my best to not cross this boundary again in the future.”
  - Check that felt heard: “Do you feel that I have heard you?”  
Anything else? “Is there anything else you would like to say about this to me?”
4. Instruct the students to switch roles afterwards.
  5. When all students have gone through this exercise, ask for volunteers to demonstrate effective conflict resolution using the boundary violations they have been practicing.
  6. After pairs of students have demonstrated conflict resolution, prompt a discussion by asking:
    - Do you think this is an effective way of communicating?
    - Can you see yourself practicing this in real life?
    - When might this process not work?
    - Are there ways you would change the process to better fit their communication style?
  7. Acknowledge that this scripted way of speaking is not natural for us and affirm that this is a lesson to build on with our own everyday language. Here are some other examples of boundary setting that we can combine with the aforementioned assertiveness steps:
    - “I will share my cell number with you when I know you better”.
    - “For now, let’s high five, we can hug when I know you better”.
    - “I would prefer if we just hung out, I get overwhelmed hanging out with large groups”
    - “I would rather not talk about that right now. Can we check in later?”
    - “Can I know more about the Robotics Club before making the commitment to join?”
    - “I can hang out on Saturday morning but in the afternoon, I need time to myself”.
    - Waiting to respond to texts until you have the energy to do so.
    - Taking a break from the news.

## CLOSING (5 MINUTES)

8. Share your feelings with students about the work done in this module. Feelings could include gratitude, inspiration and satisfaction because students have engaged in transformative communication growth and development that many adults struggle with.
9. Ask students for the definition of empathy, and depending on the answers that emerge share the following definition in writing: “The ability to understand and share the feelings of another.”<sup>xx</sup>
  - Emphasize that at its core, conflict resolution is about empathy: trying to understand how someone else is feeling in the hope that they will feel better when their needs are met.
  - While it may be very beneficial to engage in conflict resolution, there may be times when boundary crossings are violent and the perpetrator has no capacity to engage with empathy.
  - It may not be emotionally safe for the person whose boundary has been crossed to talk with the person who has violated their boundary.
  - In this circumstance, seeking out the support of your community, a guidance counselor, facilitator, parent or other trusted adult, may be helpful.

## DELIVERY TIPS

Regardless of whether it is a peer, dating, family or work relationship, conflict is normal. Remind students that it is important to have strategies to manage, transform and resolve conflict in order to make relationships better and stronger. The strongest lasting relationships are those that are best at repairing after a conflict, not those that avoid conflict entirely. We can view **conflict as an invitation for closeness**.

There is a **difference between conflict and oppression**. Where power structures are unequal, it may not be safe to practice nonviolent communication and assertiveness. We may need to resort to other measures to avoid a violent situation, leave a relationship entirely, or be forced to engage in self-defense.

A lot of these teachings around assertiveness and accountability come from, “**Non-Violent Communication**” techniques popularized by Marshall Rosenberg.



# MODULE 4

## SOCIAL MEDIA & CONSENT



## SESSION GOALS

- Students have strategies for developing and maintaining healthy relationships by practicing consent in their daily lives.
- Students have strategies for promoting the health and well-being of the school and community through consent culture skills and values.
- Describe and assess strategies for promoting mental well-being, for self and others in dating relationships and online communications.
- Students have strategies to recognize uncomfortable, exploitive or harmful online behaviours as aspects of an unhealthy dating relationship.

Through experiential activities drawing on the wisdom of students, as well as role playing activities, and an exploration of strategies to foster positive mental health, this module gives students the opportunity to grow skills to have [healthy online relationships](#).

**“Know your boundaries, if you need help don’t hesitate to ask and keep your body safe.”**

- Program Participant

The activities in this module also support youth to grow their understanding about what is and what is not acceptable to them in online relationships, and to be able to communicate their boundaries.

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Visit the ‘How  
to deliver this  
program’





## ICEBREAKER 1: HANDSHAKES

### ABOUT THIS ACTIVITY

5

MINUTES



SMALL GROUPS



GAME

### ACTIVITY BREAKDOWN

1. Ask the students to pair up with someone that they feel comfortable giving a handshake or a high five to. They can make a group of 3 if they want.
2. Ask the students to give each other a high five or a handshake. Maybe they already have an idea of what their handshake or high five looks like, but maybe they just wing it.
3. Show this meme of an awkward handshake, OR, notice if any of them had an awkward handshake, where they mistimed it or it didn't quite workout. Explain how this funny experience can happen when we go to "fist pound" but the other person keeps their hand open for a handshake, and then both people alternate and end up doing this weird handshake dance. Explain how this is an example of a communication breakdown.

4. Pull out a timer and give the students 30 seconds to practice and plan their handshake together. After 30 seconds, ask if any pairs or groups want to demonstrate their handshake to the group
5. Draw attention to how the handshakes improved from the first round and explain how the more we communicate about our physical interactions with each other the more complicated and smooth those interactions can become.
6. Give the students another 30 seconds to perfect their handshake, add an element to it, or make it more complex.
7. Ask if any students want to demonstrate their final handshake for the group
8. Explain how this icebreaker is about consent and ask them to imagine what communication would be necessary if we were advancing in physical closeness with a new friend or a dating partner. Explain how we might go from not hugging someone we just met, to eventually hugging each other, to maybe holding hands, and maybe eventually to kissing. Explain how these changes in our relationships require good clear communication asking for consent and communicating our boundaries.

# ICEBREAKER: COMPUTER TECHNOLOGY TRIVIA

## ABOUT THIS ACTIVITY

5

MINUTES



LARGE GROUP



GAME

## ACTIVITY BREAKDOWN

1. Introduce the icebreaker activity by explaining some of the major ways technology has changed how we communicate and relate to each other over the past few decades.
2. Explain how younger generations are more experienced with technology because they were born into a world connected through the Internet in a way that no other humans have ever experienced.
3. Provide some story about your earliest experiences with social media.
4. Ask students to raise their hands if they think they have an answer to the trivia questions.

## TRIVIA QUESTIONS

**Q: When was the first computer created?**

A: 1936 in Germany by Konrad Zuse. In 1842 Ada Lovelace came up with the first algorithms for a computing machine and is considered the first computer programmer. These early machines were thought up by Charles Babbage and are commonly referred to as the “Father of Computers”.

**Q: When was the first mobile phone created?**

A: 1973 by Motorola. <sup>xxii</sup>

**Q: When was Facebook created?**

A: 2004. <sup>xxiii</sup>



**Q: Which social media platform has the most monthly users? Facebook, YouTube, TikTok and Instagram.**

A: Facebook – 2.9 billion | YouTube – 2.5 billion | Instagram – 2 billion | TikTok 1 billion. <sup>xxiv</sup>

**Q: On average, how many hours a day do you think teenagers consume digital media?**

A: On any given day, American teenagers (13 – 18 years old) average about nine hours of entertainment media use, excluding time spent at school or for homework. Tweens (8 – 12 years old) use an average of about six hours of entertainment media daily. <sup>xxv</sup>



# ACTIVITY 1:

## UNDERSTANDING CONSENT <sup>XXVI</sup>

### ACTIVITY

### LEARNING OBJECTIVES

- Students understand what boundaries are and how to communicate them in online relationships.
- Students have an increased understanding that each of us has the power to decide which behaviours are acceptable and unacceptable in a social media context.
- Students can differentiate between helpful, unhelpful, and harmful online communication.

### ABOUT THIS ACTIVITY

15

MINUTES



LARGE GROUP



DISCUSSION

### MATERIAL

Reviewing Consent Laws in Canada Work Sheet

### ACTIVITY BREAKDOWN

1. Start by asking the students to make small groups with the people around them and try to come up with a definition of “consent”. However, they are not allowed to use these words:
  - a. Give, Get, Permission, Agreement, Yes, No, or Sexual Assault.
2. After 2 minutes ask some groups to share what they came up with. Explain that the purpose of doing this is to get us to think beyond our traditional definition and go deeper into what actually constitutes consent practice. Explain that we are striving for something more relational, where we understand each other’s boundaries, needs, desires, dislikes, expectations etc. Consent is about alignment

and being on the same page, it's about emotional, physical, and even spiritual connection. Consent is not only something we practice when we are in romantic situations with people, it's something we practice every day, all the time.

3. Follow up by asking students to share examples of “everyday consent”.
  - a. Ex. Raising your hand in class, asking to borrow a friend's pencil, asking your parents to hang out with your friends, asking your friends if you can take their photo, etc.
4. Ask the students if there's anything confusing about consent that they want to bring up? If nothing comes up, provide this example: Did you know that the law says you cannot be intoxicated and able to consent to sexual interactions with others? Then ask them to raise their hand if they've ever seen a movie or a tv show where people were drinking or doing drugs and then hooked up with each other. . Acknowledge that that could be kind of confusing. Explain how it's important for us to know the laws but the laws are just one place we learn about consent, and it takes a lot more practice and working it out to figure out how consent works best for us in our lives.
5. Show the Reviewing Consent Laws in Canada Work Sheet on slides.

## **REVIEWING CONSENT LAWS IN CANADA WORK SHEET<sup>xxvii</sup>**

### **Consent to Sexual Activity**

- The age of consent is the age at which a young person can legally agree to sexual activity. Age of consent laws apply to all forms of sexual activity, ranging from kissing and fondling, to sexual intercourse.
- All sexual activity without consent is a criminal offence, regardless of age.
- These are serious offences that carry serious penalties, including mandatory minimum penalties.

### **Canada's Age of Consent**

- The age of consent to sexual activity is 16 years. In some cases, the age of consent is higher (for example, when there is a relationship of trust, authority or dependency).
- In other words, a person must be at least 16 years old to be able to legally agree to sexual activity.

## Close in Age Exceptions

- A 14- or 15-year-old can consent to sexual activity if the partner is less than five years older and there is no relationship of trust, authority or dependency or any other exploitation of the young person. This means that if the partner is five years or older than 14- or 15-year-old, any sexual activity is a criminal offence.
- There is also a “close in age” exception for 12- and 13-year-old. A 12- or 13-year-old can consent to sexual activity with a partner if the partner is less than two years older and there is no relationship of trust, authority or dependency or any other exploitation of the young person. This means that if the partner is two years or older than the 12- or 13-year-old, any sexual activity is a criminal offence

## Sexual Exploitation

A 16- or 17-year-old cannot consent to sexual activity if:

- Their sexual partner is in position of trust or authority towards them, for example their teacher or coach
- The young person is dependent on their sexual partner, for example for care or support
- The relationship between the young person and their sexual partner is exploitative

The following factors may be considered when determining whether a relationship is exploitative of the young person:

- The young person’s age
- The age difference between the young person and their partner
- How the relationship developed (for example, quickly, secretly, or over the internet)
- Whether the partner may have controlled or influenced the young person



# ACTIVITY 2: UNDERSTANDING CYBERVIOLENCE

## ACTIVITY

### LEARNING OBJECTIVES

- Students understand what boundaries are and how to communicate them in online relationships.
- Students have an increased understanding that each of us has the power to decide which behaviours are acceptable and unacceptable in a social media context.
- Students can differentiate between helpful, unhelpful, and harmful online communication.

### ABOUT THIS ACTIVITY

15

MINUTES



LARGE GROUP



DISCUSSION

### ACTIVITY BREAKDOWN

1. Ask the students to recall the definition of a boundary:
  - “A guideline or limit that someone has for themselves about what feels safe and comfortable.”
2. Ask students if they have ever been in a situation where they had a feeling in their body that something bad was going to happen, or that they shouldn’t do something.
  - Ask them to explain what this feeling feels like, when it happens to us, and why our bodies have learned to do this.
3. Share some examples if the students need some help initiating the conversation. Avoid focusing on traumatic events and instead focus on universal experiences like the suspense we feel during a scary movie, riding a rollercoaster, being alone

with someone in an elevator, etc.

4. Explain that when we are self-aware and know the emotions that we are feeling, we can use these emotional messages to inform decisions about what is healthy and safe or unhealthy and unsafe for us.
5. Ask the students to define “cyberviolence” and have a volunteer record the ideas on the board.
6. After, show the students the following definition from YWCA Rights Guide for Girls, Young Women and Gender Non-Conforming Youth on a Power Point slide.

“Cyber violence is defined as online behaviours that criminally or non-criminally assault, or can lead to assault, of a person’s physical, psychological or emotional well-being. It can be done or experienced by an individual or group and happen online, through smartphones, during Internet games, etc. Even though cyber violence takes place online, it affects people offline and has real world implications.”<sup>xxviii</sup>

7. Ask the students if they can think of an example for each one of the following forms of cyber violence. Some examples are:

## THREATENING

- Example: when someone you don’t know says, “I know where you live”.

## BULLYING

- Definition: ongoing, targeted harassment that asserts power-over
- Example: intimidating direct message, texts, emails or posts about someone’s appearance

## BLACKMAILING

- Example: when someone says, “write my essay for me or I’ll post all of your personal information publicly”.
- Note: this is also an example of “doxing” - sharing someone’s personal information publicly.

## UNWANTED SEXTING

- Example: sending sexual content and sexually suggestive texts to someone that hasn’t consented to it.

## STALKING

- Definition: using someone's online profiles to track where they are.
- Example: could refer to obsessively checking someone's profiles

## HATE SPEECH

- Definition: abusive or threatening speech or writing that expresses prejudice against a particular group, especially on the basis of race, religion, or sexual orientation
- Example: posting a video that promotes racism.

## LURING & GROOMING<sup>xxix</sup>

- Definition: tempting or training someone (often younger) to do something or to go somewhere, especially by offering some form of reward.
- Example: a stranger asks to meet up at a park by saying they'll bring you a gift

## NON-CONSENSUAL DISTRIBUTION OF IMAGES

- Definition: someone posts a photo of someone else without their permission
- Example: someone secretly takes a photo of someone else and shares it in a group chat to make fun of them

8. Ask the students to get their Emotion Wheel Work Sheet out or show the image. Ask the students to raise their hands and share what emotions someone might feel if they are experiencing cyberviolence.

- Possible feelings might include fear, anxiety, discomfort, shocked, powerless, embarrassed, hurt, confused, isolated, abandoned, lonely, paralyzed, overwhelmed and worried.

9. Explain how cyberviolence is often a form of emotional or psychological harm and can have a severely negative impact on our mental health. Offer students the following definition of mental health from the World Health Organization:

“Mental health is defined as a state of well-being in which every individual realizes [their] own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to [their] community.”<sup>xxx</sup>

10. Ask the students if they know what “sexting” is and if they can define it. Ask them the following questions and see what their responses are before sharing more information with them.

a. How common is the sharing of sexual images?

One research study found that for high school students “Twenty-eight percent of the sample reported having sent a naked picture of themselves through text or e-mail (sext), and 31% reported having asked someone for a sext. More than half (57%) had been asked to send a sext, with most reported being bothered by having been asked.”<sup>xxxix</sup>

b. Is sexting amongst teens under the age of 18 legal?

Yes. However, people can be charged for the non-consensual sharing of images if those images are shared outside of the relationship.

Note that according to the Criminal Code of Canada, sexual images of persons under the age of 18 are considered child pornography under section 163.1. If someone has spread these images without another person’s consent, that person could be charged with child pornography.<sup>xxxix</sup>

Conversely, Supreme Court of Canada precedents (R.v. Sharpe) have now indicated that two youth consensually sharing sexual images with each other is legal if it is for their purposes only.<sup>xxxix</sup>

c. Why do people share sexual images of other people without their consent?

They may feel angry, upset and want to have power and control over someone. In some cases, it could be about getting revenge on someone or simply to seem cool and gain social status. Young people often don’t know the consequences of sharing non-consensual images and may think that the one person they sent it to will keep it to themselves.

d. What might stop people from spreading sexts?

People could stop if they had a better understanding of the impacts that this can have on a victim’s mental health. This requires more empathy and respect for the person in the photo as a living, breathing person and not just reduced to a body or object.

Non-consensual spreading of sexual images can also lead to expulsion from school, loss of future employment or admission to university or college, and even potential criminal charges for all parties involved.



Awareness of the laws surrounding the non-consensual sharing of images and learning to have more empathy for the person in the photo may be a way to prevent the non-consensual spreading of sexts.

e. What are some of the mental health impacts people experience as a result of cyberviolence?

Survivors of cyberviolence can experience depression, anxiety, PTSD, sleep terrors, alcoholism and other forms of substance abuse, self-harm including cutting, burning and people ending their own lives.

Read more about this study, **“Teen sexting and its association with sexual behaviours”**

For more details from the Department of Justice about **“Cyberbullying and the Non-consensual Distribution of Intimate Images”**

# ACTIVITY 3: HEALTHY VS. UNHEALTHY COPING

## LEARNING OBJECTIVES

- Students understand what coping skills they can incorporate into their self-care practices
- Students have an increased understanding that each of us has the power to decide which behaviours are acceptable and unacceptable in a social media context.
- Students can differentiate between helpful, unhelpful, and harmful online communication.

## ABOUT THIS ACTIVITY

10

MINUTES



SMALL GROUP/LARGE GROUP



DISCUSSION

## ACTIVITY BREAKDOWN

1. Ask the group if they know what “coping” means. Depending on what emerges, explain that to cope means “to deal with and attempt to overcome problems and difficulties”<sup>xxxiv</sup>. Introduce the ideas of “positive vs. Negative coping”, or “helpful vs unhelpful coping”, or “healthy vs unhealthy coping”.
2. Split the group into two and assign half the students to “healthy coping” and the other half to “unhealthy coping”. Have them work on two pieces of chart paper or two different sections of the white board. Ask them to come up with as many ideas as they can in their group.
3. After 5 minutes, ask the groups to select a team member to present their ideas to the class.
4. Depending on what emerges from students, mention the following points could be considered “unhealthy” coping strategies. These can be written on the board or presented on Power Point:

- Cutting and other forms of self-harm
- Eating too much or not enough
- Excessive television or other media consumption
- Excessive exercise
- Compulsive shopping
- Isolation/withdrawal from social situations
- Blaming others
- Violence to others
- Risky behaviour

5. The following examples could be considered “healthy” coping strategies:

- Continue to build connections with friends and family
- Seeking out information and support
- Maintaining physical health and well-being
- Accessing resources and support when we know we need them
- Identify risk factors for declines in mental health (including unhealthy relationships)
- Eating well and drink lots of water
- Avoiding excessive use of substances including marijuana, alcohol and tobacco
- Getting lots of sleep by maintaining as regular as possible sleep schedule
- Talking about mental health to reduce stigma
- Activism – getting involved in your community
- Emotional processing like journaling
- Listening to music, doing some art or a craft

6. Conclude by explaining how sometimes a healthy coping skill can become unhealthy.

- For example, we might turn to our phones for a distraction when we feel anxious. However, if we spend a few hours dissociating on our phones, we may skip meals and lose touch with our in-person relationships.

- It's important to remain gentle with ourselves and trust that we are doing our best. Sometimes we won't choose the best coping strategy but maybe we are dealing with extreme stress and it's reasonable to choose a less healthy option to cope.
- It's important we talk about our feelings with trusted friends, family members and professionals if we feel stuck and unable to choose the healthier options.

## DELIVERY TIPS

- Note that for those that have experienced trauma, they may be drawn to stressful and potentially unsafe situations and relationships because that is what the body has become accustomed to as "normal".
- Likewise, hypersensitive or hypervigilant reactions may be due to violence students have experienced. Not everyone will be able to trust their body, and may have a hard time pinpointing what emotions they are feeling.
- It is important to remind students that however we respond to traumatic experiences is individual, normal, and often a very rational reaction to something irrational (like abuse).
- We can still learn tools that keep us safe, like checking in with friends, family members, and trusted adults about our relationship dynamics.

## CLOSING: SOCIAL LEARNING AND REFLECTION (10 MINUTES)

### 1. Research statistics to consider:

"Grade 7 - 12 students who spend over 2 hours/day on social media experience higher depression, anxiety and suicide thoughts" - Canadian Mental Health Association

"86% of students said they visit social media sites daily and about 16% spend five hours or more on social media every day, the study found" - Canadian Mental Health Association

### 2. Remind the students that we can have unhealthy relationships with anything in our lives.

- Addictions often arise when we have a lack of healthy connections to ourselves and others.
- While online relationships have become very normalized in our society, it's important to acknowledge that online relationships are new to us as human beings.



- We are still in the process of understanding them, and how they may positively or negatively influence us.
- Show a picture of Michaela Coel with her Emmy acceptance speech quote about social media: <sup>xxxvi</sup>



- Explain how Michaela Coel (first Black woman to win an Emmy for Outstanding Limited or Anthology Series in 2021) stated in her acceptance speech that she deleted social media and as an artist wants to be really mindful of how she is influenced by other people.
  - Encourage the students to reflect on the ways that we are influenced by the images and trends we consume online.
3. Show this social experiment video about social learning and herd behaviour:
- [Brain Games: Conformity Waiting Room](#)
  - Encourage the students to reflect on the very real pressure we feel to conform to social trends, and that this is even hardwired into our brains. Encourage them to reflect on how they can critically think about the trends and ideas they consume online, especially if they spend 5+ hours a day online.

4. To conclude, ask the students to share some of the positive aspects of online relationships. Possible answers include:
  - Increased connection
  - Decreased shyness and greater willingness to make connections
  - Can provide safety
  - Convenient and efficient
  - Gateway to in person face-to-face connection
5. Finally, it is important to make connections to the curriculum Big Ideas. Re-enforce that healthy relationship choices online or in person, influence our physical, emotional, and mental well-being. When we feel safe, we will hopefully experience less anxiety and other mental health issues. Additionally, healthy relationships can help us lead rewarding and fulfilling lives.



## MODULE 5

### UNDERSTANDING UNHEALTHY RELATIONSHIPS



## SESSION GOALS

- Students have knowledge about dating violence and understand the impact it has on people's physical, emotional and mental health.
- Students have grown their understanding of why dating violence happens and how to seek resources and supports around the issue.
- Students have strategies for responding to potentially unsafe, abusive, or exploitive dating situations.

This module supports students in growing their understanding of dating violence, why it happens, and where they can get support around the topic. While it can be difficult to talk with young people about dating relationship violence, it is valuable and highly necessary to begin these conversations in a class-like setting.

**“It’s important to stand up for yourself if you’re experiencing violence, as well as standing up for others when they’re experiencing violence.”**

- Program Participant

These conversations send a clear message to students that the topic is not only personal, but systemic. It also solidifies the point that dating violence is an important issue for all people in our society to engage with so that we can create changes and decrease incidents of dating and domestic violence.

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# ACTIVITY 1: FILM

## ACTIVITY

### LEARNING OBJECTIVES

- Students have an understanding of the definition of dating violence and the different forms, types and causes.
- Students will have awareness of the impacts that an unhealthy and abusive relationship can have on both physical and mental well-being.

### ABOUT THIS ACTIVITY

20

MINUTES



LARGE GROUP



MEDIA

Purchase the  
film here\*



### MATERIAL

“Dealing with Teen Dating Abuse: Crossing the Line” video

### ACTIVITY BREAKDOWN

1. Explain to the class that they will spend the rest of the session exploring the signs of unhealthy and abusive relationships, as well as some strategies for how to respond to these situations.

Show the following definition on the screen: <sup>xxxvii</sup>

“Dating violence is controlling, abusive, and aggressive behavior...perpetrated by a partner...in a romantic...or casual...relationship. It can happen in straight or [LGBTQ2IA+] relationships. It can include verbal, emotional...physical...or sexual abuse, or a combination... Dating violence can also be perpetrated online or in person[.]”– National Centre for Victims of Crime.

2. Explain the premise of the film and some of the key moments that we should pay attention to.
3. Explain that this film depicts a scene with non-consensual sexual activities.

## DELIVERY TIPS

- Acknowledge that the main characters in the “Crossing the Line” film are both white, cis-gender, straight and able-bodied from what we can see. This imagery is something displayed to us most often and does not represent the vast diversity of human experiences. This is a good time to explain how representation is important and that we ought to see ourselves represented in the media we consume.
- Though the graphic scene does not show the full details, it can be triggering or uncomfortable to watch. It is recommended to skip over this part of the film, to spare the students from witnessing sexualized violence take place on screen.
- Any students that wish to put their heads down or go for a walk during the film may do so. Make sure there is an alternative place for students to go during the film that is supported by their teacher and school staff.  
If introduced well and if the class is relatively mature, the scene could be shown to prevent disrupting the film. Teacher discretion is advised.

**\* If you have questions or require suggestions for adaptations to this activity please contact us at [youth@ywcavan.org](mailto:youth@ywcavan.org)**

# ACTIVITY 2: FILM DISCUSSION

## ACTIVITY

### LEARNING OBJECTIVES

- Students have an understanding of the definition of dating violence and the different forms, types and causes.
- Students will have awareness of the impacts that an unhealthy and abusive relationship can have on both physical and mental well-being.

### ABOUT THIS ACTIVITY

**20**

MINUTES



LARGE GROUP



DISCUSSION

### MATERIAL

Flip chart paper, markers, Cycle of Abuse Work Sheet

### ACTIVITY BREAKDOWN

1. Ask the students to take a moment and come up with one word to describe how they are feeling after watching the video.
2. Ask for a volunteer to start by sharing their word and then circle around the room, hearing all responses from students. Remind participants that they also can pass during this activity.
3. Prompt the discussion by asking these questions:
  - Were there any early warning signs when Megan and Matthew began their dating relationship?
    - For instance, Matthew mentioning his past girlfriends breaking up with him because he was possessive and telling Megan he loves her on one of their very first dates.
  - Did you notice a cycle in Megan and Matthew's relationship? What was it and how did it unfold?

4. Introduce and review the [Cycle of Abuse Work Sheet](#) on flip chart paper and share the following points:
- **Tension Phase** – There is a breakdown of communication. Tension or stress builds. The victim becomes fearful and feels the need to calm or please the abuser.
  - **Incident or Explosion Phase** – Tension builds and there is verbal, emotional or physical abuse. The abuser uses anger, intimidation and threats and often blames the victim for the violence.
  - **Reconciliation Phase** – Abuser may apologize, make excuses for their actions, blame the victim or deny that the abuse happened or was not as serious as the victim claims.
  - **The Calm or “Honeymoon” Phase** – The explosion/violence is “forgotten” and little to no abuse takes place during the “honeymoon phase”.
5. This can be a good time to talk about gaslighting, as this can be a technique that is used to derail someone’s attempt at asserting their boundaries and perpetuates the cycle of violence during the reconciliation phase. Asks the students if they know what, ‘gaslighting’ is.
- Explain that *gaslighting* is an emotional/psychological abuse tactic that involves dismissing the other person’s feelings and denying their reality. Gaslighting is rooted in shame (you are bad) and sounds like, “You’re overreacting”, “You need help”, “I didn’t do that”, “You’re upset over nothing”, “You’re confused again”, “You’re so dramatic”, “I never said that”, “Stop imagining things”.
  - Remind the students to think about the definition of boundaries; if our boundaries are being crossed, we are often unsafe and being harmed. It can be difficult to assert our boundaries when someone is harming us, especially if we care a lot about that person, but we can learn how to prioritize our boundaries over the feelings of someone that’s hurting us.

6. Continue the large group discussion with these set of questions:

[A\) How did Megan show signs of fear in her relationship?](#)

- Body language, stopped hanging out with friends, ignored her own boundaries, did not give consent to sex, made excuses for Matthew.

[B\) Did Megan give enthusiastic consent at the party?](#)

- No. Encourage a discussion about what active ongoing consent looks like.

C) How did Megan change throughout the video? How might Matthew's behaviour be affecting Megan's physical, emotional and mental health?

- She was excited, outgoing, friendly and engaged in the beginning of their relationship, and timid and more isolated by the end of the video.
- Discuss one of the curriculum's Big Ideas: *Healthy choices influence our physical, emotional, and mental well-being.*

D) If Matthew was your friend, how might you express concern for him and encourage him to seek out resources and supports to come to terms with his feelings?

- It is important to hear responses from students first before sharing more of your opinion. Some students may give answers such as, 'I'd beat him up'. This can be a moment to talk about conflict resolution and emotional intelligence from Module Three and the importance of students being able to identify how they feel, including confused, frustrated, helpless or angry.
- Identify the difference between calling someone in vs. out, and the pros and cons of each of these tactics. Explain that when we are in close relationships, calling in your friend and inviting a conversation with compassion is an act of love for that person. Asking that person to be accountable for their actions is a sign that you care about that relationship.
- Writing a person off entirely, or "cancelling" them, shows you are not committed to helping transform the conflict or the behaviour.

E) What is dangerous about this dating relationship?

- Megan's isolation, eroded self-esteem, and changing her behaviour because she is afraid. Matthew's emotional, verbal and physical violence is escalating and could lead to physical injury and compromised mental well-being for Megan.

F) What are some of the feelings Matthew may be feeling?

Is he expressing them in a healthy way? Where might he have learned to behave this way? Where might he get help?

- Jealous, insecure, hurt, fearful, angry, frustrated, vulnerable. Talk about gender violence and Matthew's lack of emotional intelligence and modeling in his family and socialization.
- Matthew could choose to speak with a school counsellor, a friend, someone in his religious community, or a trusted adult.
- Note that there are ample supports for someone who can admit that they are using abusive communications with their partner.



G) Anna says she will keep Megan's secret and not tell anyone. Do you think she is making the right choice in this situation?

- Keeping a promise to a friend when their safety and well-being may be compromised is difficult and risky. Anna could see a school counsellor and ask for confidentiality around the situation with Megan, and work to come up with ideas on how to support Megan.
- Address the idea of Anna breaking the promise so that she can advocate for her friend's safety; at what point should a promise be broken to protect someone? What kind of support does Anna need in this situation?

H) Why do you think dating violence happens?

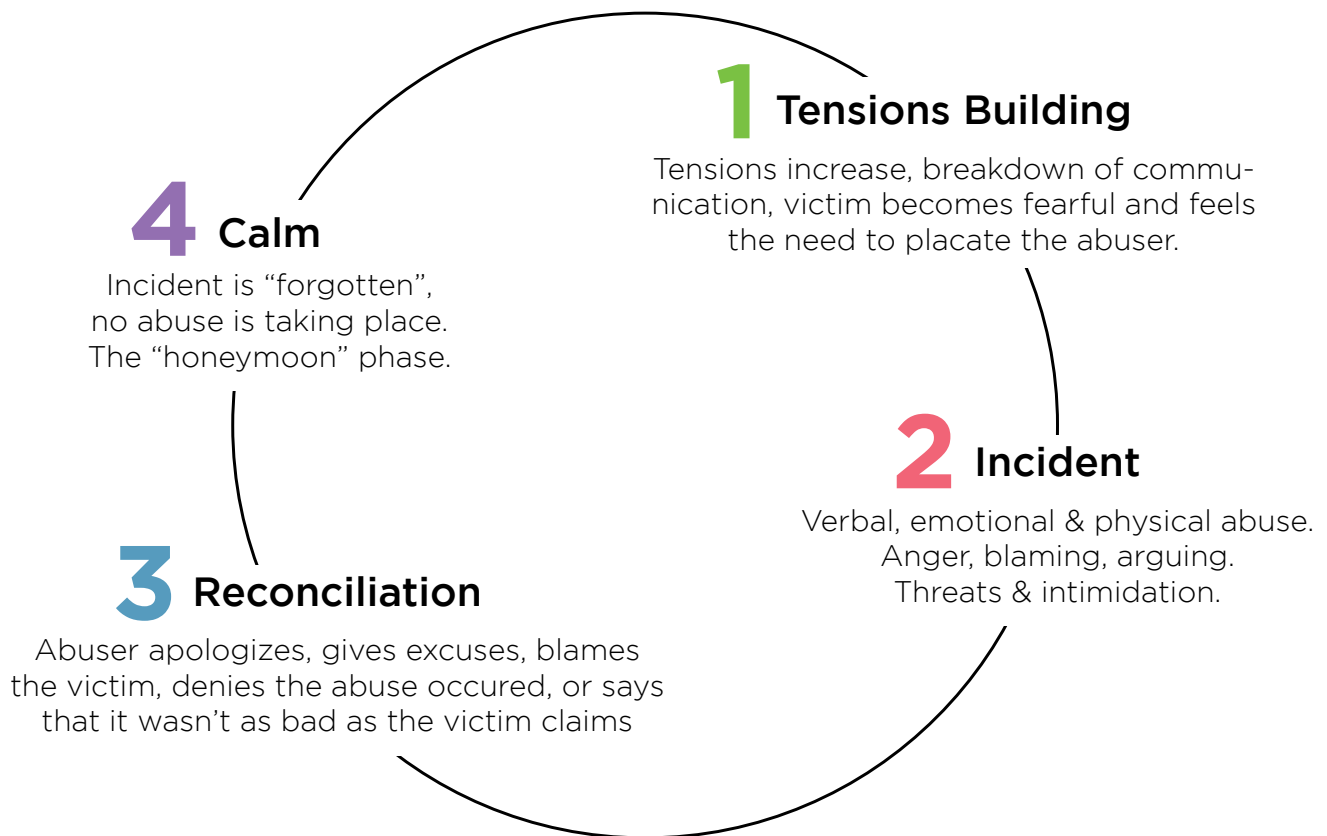
- Influences from home, family, peers, the media. For example, someone may witness and or experience violence in their home that leads them to repeat that behaviour.
- Dating violence and abuse stem from a desire to gain and maintain power and control over an intimate partner. People become abusive if they believe they have the right to control and restrict their partners. They believe their feelings and needs take priority and use abusive tactics to make their partners feel less valuable and deserving of respect in the relationship.
- Someone might be interested in this behaviour if they've experienced what it's like to have their power taken away from them and feel themselves as being powerless and worthless – they could turn to violence to regain a sense of power and control.
- Alternatively, someone might be given power and privileges at a young age and have their dominating behaviours condoned, leading them to believe they are deserving of that role.

7. Add any additional questions that may support a deeper classroom conversation.

## DELIVERY TIPS

- Affirm students throughout the conversation and weave in any themes from previous sessions including the importance of having clear boundaries, being able to name and express their emotions and have them respected in a dating relationship.
- Refer to the previous class discussions about consent and how important it is to practice in all aspects of a dating relationship.

# CYCLE OF ABUSE



Adapted from: Lenore E. Walker's Cycle of Abuse Wheel.  
Photo found on Center County Women's Resource Center. "About Domestic Violence".

# ACTIVITY 3: POWER AND CONTROL WHEEL

## LEARNING OBJECTIVES

- Students can recognize and overcome barriers to getting support.
- Students have awareness of where to get support in their community if they, or someone they know is experiencing/has experienced dating violence.
- Students understand the definition of dating violence and the different forms, types and causes.

## ABOUT THIS ACTIVITY

15

MINUTES



INDIVIDUAL/SMALL GROUPS/LARGE



REFLECTION

## MATERIAL

Teen Power and Control Wheel, Teen Relationship Equality Wheel, flip chart paper, markers

## ACTIVITY BREAKDOWN

1. Share a copy of the Teen Power and Control Wheel with each student and ask them to read each part of the wheel so that they can increase their understanding of the definition of dating violence.
2. Ask the students to make note of any of the types of power and control they saw used in the “Crossing the Line” video earlier.
3. Share a copy of the Teen Relationship Equality Wheel and allow the students a moment to compare the two wheels.
4. As students review both wheels, remind students that knowing the differences between a healthy and unhealthy relationship is foundational in building relationships built on trust, safety and respect. Acknowledge that these wheels are not gender inclusive and do not address all kinds of violence. The following

relationships built on trust, safety and respect. Acknowledge that these wheels are not gender inclusive and do not address all kinds of violence. The following questions can be asked:

- What are the differences between these two wheels?
- What are your top three most important characteristics from the Teen Equality Wheel?

## **WHERE TO GET HELP BRAINSTORM (5 MIN)**

5. Divide the class into working groups of four to five students and give each group a sheet of flip chart papers and markers. Each group will work with the following questions that you'll write on the white board at the front of the room:

### **A) What are some strategies for responding to potentially unsafe, abusive, or exploitive dating situations?**

- The number one way to stop abusive dating situations is to get help.
- Learn to recognize unsafe behaviour in yourself and others, and how to identify the signs of an abusive dating relationship through educational resources.
- Listen to and trust your gut.
- Have a few solid friendships with people you trust and can talk to.
- When you are socializing, stay with a group.
- Reach out and share with a facilitator or school counsellor. Know that you can involve the police.
- Protect your mental, emotional and physical health by asserting your boundaries. If the first person you talk to does not believe you, tell someone else, until you find someone who does believe and supports you.

### **B) What might make it difficult for someone who is experiencing dating violence to go and get support?**

- The person may feel too afraid to speak up or act.
- They may feel embarrassed or believe that the abuse is their fault.
- They may be concerned that everyone at school may find out.
- Talking with a counsellor at school may be difficult because they do not know or trust the person.
- They may not want to get their partner in "trouble".

C) Who is someone here at your school you could go and talk to about a dating relationship? In your wider community?

## **CLOSING (5 MIN)**

6. Explain to students that dating violence can be small things to start but then escalate or compound to become a larger problem.
  - It is important to recall “red flags” that we discussed in Module 1, so we can pick up on the early warning signs in our relationships.
  - Many people believe that they wouldn’t ever be in a relationship with someone who is abusive but that it can and does happen.
7. Explain the difference between unhealthy moments in a relationship and dating violence.
  - Unhealthy moments may include feeling awkward about expressing feelings or emotions at times, when a disagreement turns into a fight but not as a frequent pattern, when someone feels embarrassed or are unwilling to say how they feel because their partner may not listen or care in the moment.
  - In a dating relationship with violence, it is often one person making all the decisions about sexual choices, friend groups, boundaries, what’s true and what’s not. The person experiencing the violence feels like they can’t talk to other people, especially about what’s really happening in their relationship.
  - Dating violence is a complicated issue and sometimes both parties can be mutually abusive to each other. This could be the case in any relationship, and could occur in a queer relationship where the power dynamic is more equal (for example, in situations where both people are the same gender or the same sex).
  - Ask students to think about how they might help a friend who is experiencing dating relationship violence, whether now or in the future. Ask them to consider how they might bring the topic forward in a larger school community to increase school awareness about the topic.
  - Thank the class for their maturity, thoughtfulness and openness to the discussions they shared today. The classroom facilitator can also share positive reflections with the class about their participation in the session.
  - Close the lesson with a grounding exercise.



## DELIVERY TIPS

Take time to remind students that:

- abuse can be emotional, as well as physical.
- there is nothing someone has done that causes the abuse.
- the person who is mistreating you is always responsible for their actions.  
abuse rarely goes away by itself and it usually becomes worse over time.

For this session, a counsellor or administrative staff could attend to provide extra support for students. This can act as an opportunity for school staff to articulate the school policy around violence.

The facilitator and school staff can reiterate that they understand that it can be difficult for students to seek help, and that it takes courage, leadership and strength to do so.

Prepare and distribute the **Community Resources list** of free and confidential numbers that students can call or text.



**Violence**

**Physical**

**Sexual**

**Violence**

**Physical**

**Sexual**

**Violence**

**Teen Power and Control Wheel**

- Peer Pressure**
  - Threatening to expose someone's weakness or spread rumors
  - Telling malicious lies about an individual to their peer group
- Anger/Emotional Abuse**
  - Putting them down
  - Making them feel bad about themselves
  - Name calling
  - Making them think they're crazy
  - Playing mind games
  - Humiliating them
  - Making them feel guilty
- Using Social Status**
  - Treating them like a servant
  - Making all the decisions
  - Acting like the "master of the castle"
  - Being the one to define each person's role
- Intimidation**
  - Making someone afraid by using looks, actions, gestures. Smashing things
  - Destroying property
  - Abusing pets
  - Displaying weapons
- Minimize/Deny/Blame**
  - Making light of the abuse and not taking concerns about it seriously
  - Saying the abuse didn't happen
  - Shifting responsibility for abusive behavior
  - Saying the victim caused it
- Threats**
  - Making or carrying out threats to do something to hurt another
  - Threatening to leave, commit suicide, or report them to the police
  - Making them drop charges
  - Making them do illegal things
- Sexual Coercion**
  - Manipulating or making threats to get sex
  - Getting them pregnant
  - Threatening to take the children away
  - Getting someone drunk or drugged to have sex
- Isolation/Exclusion**
  - Controlling what another does, who they see and talk to, what they read, where they go
  - Limiting outside involvement
  - Using jealousy to justify actions

*Note: This wheel is not gender inclusive and does not address all kinds of violence.*



## MODULE 6

### INTOXICATION CULTURE & CONSENT



## SESSION GOALS

- Support students in a positive and critical dialogue about the impacts of intoxication culture and correlation to acts of violence.
- Grow understanding about the health effects of binge drinking in the short and long term.
- Examine intoxication culture through a gender lens.
- Students have strategies for developing and maintaining healthy relationships by practicing consent in their daily lives.
- Students have strategies for promoting the health and well-being of the school and community through consent culture skills and values.

Through engaging whole group discussions, learning activities and self-reflection, students are given the opportunity to critically examine the intoxication culture present in our society. This process empowers students to make informed decisions that can keep themselves and their friends safe. It is necessary to discuss intoxication culture, because of the prevalence and impacts of excessive alcohol and substance use on the health and well-being of teens.

This module will emphasize the link between the damage to the frontal lobes and poor decision-making, impulse control, idea formation and emotional regulation. Many cases of sexual violence occur while perpetrators are under the influence of alcohol.

**“I learned that if you notice that your relationship is not working out it’s better to leave because if it’s not healthy, you shouldn’t stay in the relationship especially if it’s hurting you.”**

- Program Participant

**NEED HELP?**  
Visit the ‘How to deliver this program’



# ICEBREAKER: TWO QUESTION MINGLE

## ABOUT THIS ACTIVITY

10

MINUTES



INDIVIDUAL/LARGE GROUP



GAME/REFLECTION

## MATERIAL

Stick notes, pens

## ACTIVITY BREAKDOWN

1. Ask the students to come up with two different questions that they'd want to ask anyone in the class and write them on two different sticky notes.

Encourage the students to think of interesting and curious things that are appropriate and stay within the community agreements. Encourage them to not make them too simple, but to be genuine, they should not be too personal or designed to make anyone feel uncomfortable. Remind them that this activity is about practicing “everyday consent”.

Some examples include:

- “Where would you go if you could go anywhere?”
- “What’s one of your earliest memories?”
- “What’s something you love to do?”
- “What’s something you’re afraid of?”

2. Give the students some time to mingle throughout the room and ask each other their questions.



## The Main Rules

- When two people approach each other, they are to greet each other and then one of them will go first by asking one of their questions.
  - The other person gets to respond with the answer to the question, or “No, I don’t want to answer your question”.
  - They then switch and the other person asks one of their questions, and the first person either responds with the answer or with, “No, I don’t want to answer your question”.
  - They would then exchange the sticky notes with the questions they asked each other and go onto mingle with someone else. Encourage the students to say “no” to every third question.
2. After a few minutes ask the class to freeze. Collectively take a big deep breath in. Reach your hands up to the sky. Exhale and bent forward to reach to the ground. Repeat and then return to their seats.
3. End with a short discussion about how it felt to say “no” to someone, and how it felt to receive a “no”.
- During the activity, what was it like to say, “no” to someone? What is awkward? Was it empowering? What emotions came up for you?
  - During the activity, what was it like to receive a “no”? Were you upset about it? Did you take it personally? What emotions came up for you?
  - Why might it be difficult to say “no” to someone when we actually mean it?
  - Have you ever asked someone in your life for something and they told you “No”? How did that feel?
  - What are some ways we can manage our feelings when we receive a “no”, and why might this be an important skill for a healthy relationship?

# ACTIVITY 1: THE INTOXICATION CULTURE

## ACTIVITY

### LEARNING OBJECTIVES

- Students have awareness of the way that alcohol impacts human behaviour.
- Students can name community resources for addiction and mental health.

### ABOUT THIS ACTIVITY

**25**

MINUTES



SMALL GROUP/LARGE GROUP



GAME/DISCUSSION

### MATERIAL

Truth or Myth Work Sheet, sticky notes, pens, [“Under Construction: Alcohol and the Teenage Brain”](#) video

### ACTIVITY BREAKDOWN

1. Explain to students that they are going to play a game called ‘Truth or Myth’ to build understanding about the ways alcohol impacts human behaviour.
2. Divide the students into four stations and give each group two Truth or Myth statements. In small groups they will decide if they are Myths or Facts and record their answer on a sticky note along with their reason for their answer. Explain that this film depicts a scene with non-consensual sexual activities.
3. The group will have to come to a consensus on the answer and give a one-sentence reason, explaining their choice. After two-minutes at the first station, ask the students to record their answers and then rotate to the next station. Each group will get a chance to engage with the four stations (for two-minutes each) before they are asked to reveal their answers.

4. Once the students have visited each station, ask by a show of hands if their answers for station one, statement one was myth or fact. Invite one or two statement two, and so on.
5. Each question is a key point to be emphasized if students do not bring it up. If there are disagreements between groups, give students time to voice them and have a discussion. It is up to the facilitator to fill in any missing information.
6. Play the video: “Under Construction: Alcohol and the Teenage Brain”. This video will talk more about the way that alcohol impacts decision-making processes.
7. When the video is done playing take questions from students and ask for reflections.
  - What is one new thing you learned about the teenage brain?
  - What is myelination?

## DELIVERY TIPS

Provide content notes and be especially considerate that students themselves or someone they care about may be struggling with an addiction or experiences with overdose.

Provide the following list of resources and supports for students:

- School counsellor
- Any other school-based resources
- [Drug Rehab Services of British Columbia](#)
- Kids Help Phone (1-800-668-6868)
- [Foundry](#)
- HealthLink BC (811)

**For more  
resources, see  
appendix**

# TRUTH OR MYTH WORK SHEET XXXVIII

## ACTIVITY

### STATION 1 QUESTIONS

A) You can 'sleep off' drinking excessive amounts of alcohol and the worst thing that will happen is that you'll have a bad hangover.

**Myth:** People can get alcohol poisoning. In Canada, an average of 77 000 people are admitted to hospitals per year because of alcohol consumption. Additionally, alcohol interferes significantly with sleep patterns, causing people to have difficulty sleeping not just the night that they have consumed alcohol, but the next night as well. If someone is consistently consuming alcohol it can affect their overall energy, health, vitality, and impact their school-work and relationships.

B) People can still be 'in control' while drinking excessively.

**Myth:** Alcohol impacts the frontal lobes (at the front of the brain), and causes people to make bad decisions that they often regret. These can include sexual and physical violence against friends and strangers. Regardless of intoxication levels, people are still legally responsible for their actions. If the person needing to give consent is intoxicated, they cannot legally give consent because of the way alcohol impacts decision-making.

### STATION 2 QUESTIONS

C) Alcohol makes people feel happy.

**Truth:** While alcohol can increase people's sociability and can make them feel happy, people may also feel many different emotions under the influence of alcohol, including anger, irritation, distress, confusion, overwhelm, depressed, sorrow and frustration.

**Answers could also be Myth, for example:**

Alcohol is a depressant. It can slow vital functions, leading to slurred speech, slowed reaction time and impaired memory. While some people may drink to relax, the effects of alcohol can actually include increased anxiety and stress.

D) It's okay to smoke cannabis and drive a vehicle.

**Myth:** It is not safe for anyone to consume mind-altering substances of any kind and drive vehicles. Cannabis decreases reaction time, especially for the first hour after

consumption. It is a criminal offence to consume cannabis and drive because people can be hurt or killed in car crashes involving cannabis.

## STATION 3 QUESTIONS

E) Cannabis isn't as addictive like other substances such as tobacco and alcohol.

**Myth:** Cannabis is addictive and habit-forming. Some research suggests that marijuana is about as addictive as caffeine and can lead to dependency. Recent studies suggest that around 30% of marijuana users may have some degree of a "marijuana use disorder". Dependence on marijuana leads to withdrawal symptoms when not taking the drug. This could include irritability, mood and sleep difficulties, decreased appetite, cravings, restlessness, and/or physical discomforts that can last around 2 weeks. It becomes addiction when the user cannot stop even when it negatively impacts their life. People who begin using marijuana before the age of 18 are four to seven times more likely to develop a marijuana use disorder.

f) You can overdose on cannabis.

**Truth:** Technically, anytime you take more than the recommended dose of a substance, it is an overdose. Overdosing on marijuana can make you feel severe panic, anxiety, confusion, and can lead to increased heart rate and vomiting. Many people show up in the hospital with marijuana overdose symptoms. Some of this is from consuming extremely high levels of THC in edibles. In the 1990's THC levels averaged between 3 – 5 %. Now THC levels can be 15-20% in flowers and upwards of 80% in concentrates. Though schizophrenia and psychosis only affect between 1-2% of the population, recent studies suggest that both heavy use of, and earlier and longer exposure to marijuana is linked to psychosis. It is difficult to say if marijuana usage can cause psychosis though – psychotic illnesses are multifactorial. It's never one thing. It's likely that marijuana can lead to an early onset of an illness that an individual was predisposed to already. There are many genetic factors that play into this. To date, there are claims that people have died from marijuana overdose, but that claim is unfounded. It is possible that it could happen, but it's estimated that 2 million Canadians use marijuana daily, so the likelihood of dying from a joint is very unlikely.

## STATION 4 QUESTIONS

G) Men and women drive drunk at the same rates.

**Myth:** Men make up 78% of drunk drivers.

H) It's safe to drink more alcohol over time because the human body develops 'tolerance'.



**Myth:** Over time the body metabolizes alcohol more easily, leading to the need to drink more to feel ‘buzzed’. However, increasing tolerance rates are a warning sign that harm could be happening to our body due to the toxins and poison found in alcohol. Binge drinking is defined as “only four drinks for men and three drinks for women”

#### Optional Discussion Questions

- Why are there different standards for “men” and “women” based on the gender binary?
- Does this guideline reinforce gender stereotypes and the assumption that “men are bigger than women”
- How could this bias lead to problems for teens as we present this information?

Binge drinking is done with the intention to achieve intoxication. It is common among all ages, but particularly amongst teenagers. This behaviour can be a marker for risk for future problems with alcoholism.

# ACTIVITY 2:

## CONSENT IS LIKE FRIES XXXIX

### LEARNING OBJECTIVES

- Students will develop protective strategies by learning how to practice consent in friendships, dating relationships and school community
- Students have increased awareness of how practicing consent can lead to rewarding and fulfilling lives
- Students have developed an understanding of the connection between consent and maintaining healthy relationships

### ABOUT THIS ACTIVITY

15

MINUTES



LARGE GROUP



GAME/ROLE-PLAY

### MATERIAL

Consent Scenarios Work Sheet

### ACTIVITY BREAKDOWN

1. This activity is done as a full group and combines elements from charades and word guessing. Commonly known as 'hang man' – but we're not going to use that name or encourage the use of that name for this game. If that name comes up, be prepared to speak to why it's an inappropriate name for a game and can be triggering.
  2. Write the word "FRIES" in capital letters on the board.
  3. Explain that students will be read scenarios and then must guess the word(s) that relate to a corresponding lesson from the teaching tool, "Consent is like FRIES" (using FRIES as an acronym).<sup>xi</sup>
- The students will be given clues to what the word(s) are that they are trying

to guess, by knowing how many letters are in the word(s) (represented with underscore dashes on the board or prepared on a slide show) and guessing the letters and ultimately the answer through a process of elimination.

- To help the activity along, a student volunteer can be given the answers that they then have to act out non-verbally to help their classmates guess the word(s).
- For example, the first lesson in Consent is like FRIES is, “Freely Given” – the ‘F’ is for freely given.

4. After hearing the corresponding scenario, students take turns guessing the letters and eventually the word(s) as one student, who knows the answer, acts out some gestures that help their classmates guess correctly. For the first scenario, the underscore dashes would look like this:

\_\_\_\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ (6 dashes for the first word, “FREELY” and 5 dashes for the second word, “GIVEN”).

5. Read the following scenarios and let the students try to guess the answers for each letter of “FRIES” one round at a time.
6. Share the Consent Scenarios work sheet with students.
7. The debrief discussion can include a reminder about good consent practices, respecting someone’s boundaries and learning to understand body language. Explain that alcohol and other substances can hinder our decision-making skills and decrease our ability to read someone else’s body cues.
8. Explain how next class we will think more about bystander interventions and how to respond to dangerous situations if we are the ones observing.

# CONSENT SCENARIOS

## WORK SHEET

Let's imagine now that we are all at a party together.

### Scenario A

You're dancing with your friends, when someone you don't know comes up and starts dancing really close to you. You ask them to give you some space and you're just here to dance with your friends. They say, "why don't I get us a few drinks to help you loosen up, and then maybe you'll want to dance with me?".

- Answer: FREELY GIVEN
- Lesson: People can use alcohol as a tool to make you intoxicated so that you might be less capable of asserting your boundaries. This is deceptive and predatory behavior and something we need to protect ourselves from. We know that alcohol impairs our decision-making abilities, which is why you cannot legally give consent while intoxicated. Consent is always freely given, when you are not under the influence of drugs or alcohol, and you're not manipulated, tricked, coerced or forced. If we are seeking healthy authentic connections with other people, we want everyone to have full agency and control over their minds and bodies.

### Scenario B

Later on at the party, a person you have a crush on comes up to you and asks if you'd like to go for a walk and talk alone. At first you agree to this, but as you're getting your shoes on, you change your mind.

- Answer: REVERSIBLE
- Lesson: People are allowed to change their minds. We can consent in one moment, and as the situation changes or prolongs, we can decide we aren't consenting anymore. At this point, whatever is happening should stop immediately.

Often there is a myth in pop culture that if someone isn't that into you, you just need to try harder. This can be particularly true when the dynamics include a woman and a man - where the "Woman Box" conditions those assigned to this box that being submissive and "playing hard to get" is considered attractive and "feminine", and the "Man Box" conditions those assigned to this box that being competitive, aggressive,

dominant and risk-seeking are attractive qualities in order to be considered “manly” and “masculine”. It’s important to respect that a “no” is a no and not an invitation to try harder, and clear, honest communication is the way to a healthy and enjoyable connection.

### Scenario C

Now you realize that you wanted to go on the walk, not because you really liked this person, but because you didn’t know there would be alcohol at this party and you aren’t very comfortable around people when they’re drinking. You feel upset because your friend that invited you told you there wouldn’t be any drinking going on. You only agreed to come because you thought there wouldn’t be drinking.

- Answer: INFORMED
- Lesson: We can only consent to the information we are given. If the information we are given is false, or we aren’t given any at all, then we aren’t able to consent to it. In this situation maybe the friend also didn’t know that there would be drinking and only communicated the information they were given. People might sometimes withhold certain information from us to coerce us into a situation we don’t want to be in. It’s important we get trustworthy and accurate information so we can base our decisions off of facts. In healthy relationships we should be able to clearly express our feelings and intentions with each other and trust each other to share true and accurate information.

### Scenario D

It’s nearing the end of the night and you approach the person you have a crush on. This time you ask them if they’d like to walk home with you. They seem hesitant but, in the end, say, “hmm, well maybe, okay sure I guess.”

- Answer: ENTHUSIASTIC
- Lesson: Consent needs to be clearly expressed with body and verbal communication. We could say yes with our words, but our whole body could be saying no – which is not consent. For the one initiating the request, we are seeking a clear and confident confirmation of their consent and not the smallest most obscure hint of “yes”.

Sometimes we can be conditioned to fake enthusiasm in order to keep ourselves safe, because declining is too dangerous. The goal is to have all parties agreeing clearly and confidently to the interaction.

### Scenario E

You’re now walking home with your crush and you’re approaching your house. You stop them one block away and ask them if they’d like a hug before parting ways. They agree, and as you lean in for a hug, you kiss them on the cheek.



- Answer: SPECIFIC
- Lesson: Another example of why it's important to communicate clearly and say what we mean. We can't consent to something that hasn't been communicated to me or has been hidden from me. If we're asking for consent, we need to be specific about what we're asking. Also, as situations change, we need to keep checking in and asking for consent at each stage of the interaction to make sure the other person is still consenting.

## DELIVERY TIPS

- Remind students about good boundary setting and using the communication skills we learned in module 3.
- Remind students about the importance of being accountable for our actions, even if we are drunk or under the influence.
- A discussion about the #MeToo movement would be relevant and allow students to engage with the real-life severity of this content.

# ACTIVITY 3: SPIN THE BOTTLE

## ACTIVITY

### LEARNING OBJECTIVES

- Students can name community resources for addiction and mental health.
- Students can conceptualize and name alternatives to participating in intoxication culture.

### ABOUT THIS ACTIVITY

**10**  
MINUTES



### MATERIAL

Empty bottle, examples of love poems (optional)

### ACTIVITY BREAKDOWN

1. Explain that this activity will explore alternatives to the intoxication culture, including reducing the negative consequences of alcohol consumption. Ask the students if anyone can share what the game 'Spin the Bottle' is.
2. Depending on what emerges, explain that this is a party game played between people that involves a person spinning a bottle and then engaging in some form of sexual activity or 'truth or dare' with the person that it lands on.
3. Ask the students if consent is always present when this happens.
  - Can either person easily voice their lack of consent in group situations such as this?
4. State that intoxication by definition means: "the condition of having physical or mental control markedly diminished by the effects of alcohol or drugs".
5. Then, ask the students: Does anyone know the other definition? (Answer: "...a

strong excitement or elation”. Ask students, “Can we think of a time when we might use the word to explain our strong excitement?” Hopefully someone mentions, “when we are in love”.

6. Explain that we are going to play a different version of spin the bottle. Have students sit in a circle and place the bottle in the middle, whoever the bottle points to is invited to say something that makes them excited or overjoyed, or read a poem about love to the class.
- Students can also always pass and practice good consent culture.
- After a student shares or passes, they spin the bottle so it points to a new person in the circle.
- If the bottle lands on the same person more than once, you can invite that person to spin the bottle instead of answering again.

Some other ideas for alternatives to intoxication culture may center around:

- Cultural, spiritual and religious focused lifestyles (e.g., meditation gatherings, or harm reduction approaches such as having one to two drinks at a social gathering)
  - Spending time in spaces that do not include alcohol and substances (e.g., community centers)
  - Physical activities (e.g., hiking)
  - Resources and supports that foster health and well-being (e.g., Substance abuse counselling)
  - Supporting each other to live free from intoxication states as friends and allies (e.g., when a friend doesn’t want to drink more, respecting this choice)
7. The person who has shared an alternative will then come forward and spin the bottle towards another student. This process will be repeated until the time has run out or all students have had a chance to share.
  8. Share appreciation for the students that shared in the game and note that going against the popular and prevailing culture can be challenging, but also very rewarding, and helps us to lead healthy and rewarding lives. Importantly, consider that students of certain cultural backgrounds do not permit drinking.

## CLOSING (5 MINUTES)

9. Share gratitude and appreciation for the maturity of the students in this session. When we can understand the linkages between intoxication and sexual violence within dating cultures, we can grow skills to help us make choices to prevent rewarding and fulfilling lives.
10. As a checkout question, ask the students to share one thing they are taking away from this session.
11. Share this (American) statistic, “approximately half of all reported and unreported sexual assaults involve alcohol consumption by the perpetrator, the victim, or both” (Abbey et al., 2001) <sup>xlii</sup> and reflect on this together, or have them reflect on this as they leave the class today. We know that there is often a link between alcohol consumption and violence.
12. Encourage students to keep reflecting on what activities really make us fulfilled and happy so that we can have a lot of options ready for when we need them, as well as how we can respond to difficult situations of peer pressure and how we can build our bystander intervention skills and assertiveness communication skills.
13. Remind students that next module will focus on “bystander intervention”.

## DELIVERY TIPS

- The consent version of the spin the bottle game becomes something we could do instead of drinking alcohol or doing drugs.
- Students can also opt to read a poem about “intoxicating love” from a list provided for them.
- Alternatively, this activity can be run as a discussion with students at their desks.





# MODULE 7

## BYSTANDER INTERVENTION



## SESSION GOALS

- Students understand the importance of advocating for the safety, health and well-being of others and how it connects us to our community.
- Students propose strategies for responding to potentially unsafe, abusive, or exploitive dating situations.
- Students identify community resources to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings.
- Students make connections between bystander intervention and how healthy choices influence physical, emotional, and mental well-being.

Through experiential activities, whole group discussions, and a creative exercise, this module pulls together key ideas from previous modules, and weaves together a tapestry for students to take with them as they head out in the world of dating relationships in their teenage years.

**“One big thing I learned was how to help a friend get through these things.”**

- Program Participant

Later in this module we will discuss different techniques to bystander intervention called, **“The 5 D’s of Bystander Intervention”**. We will see that taking a direct approach is not the only option.

NEED HELP?  
Visit the ‘How  
to deliver this  
program’



# ICEBREAKER: BYSTANDER EFFECT

## ABOUT THIS ACTIVITY

10

MINUTES



LARGE GROUP



DISCUSSION

## ACTIVITY BREAKDOWN

1. Ask students, “has anyone heard of the “bystander effect”?” See if anyone can explain what this psychological phenomenon is.
2. Explain the story of Kitty Genovese from 1964 in New York, where a woman was stabbed by a serial killer near her apartment complex and for 30 minutes none of her neighbours came to her rescue. This story led to a psychology study that coined the term “bystander effect”, where we witness violence but assume someone else will act on it.
  - The theory claims that one person alone is more likely to act than a large number people because we all assume someone else will act.
  - This story has been rebuked many times and there are many different versions to the story, including accounts that neighbours did in fact call for the police and one went down to aid Kitty and held her while she died.
  - Another version of the story suggests that Kitty was a lesbian and that homophobia was a factor as to why neighbours were reluctant to help her.
3. Prompt a discussion by asking these questions:
  - If you saw someone being harassed outside of school, and a fight started from it, and suddenly dozens of students, including many of your friends, were watching it, what would you do?
  - Do you think that most people would watch without trying to intervene or help in anyway? If so, why?

#### 4. Introduce **Bystander Intervention**

- The first step is to assess the risk to yourself and others. If it isn't safe for you to intervene, if the risk to violence to yourself or to others is too great than it's best not to intervene directly.
- It is important to try and understand the power dynamics in the conflict. For example, if two big adults are having an aggressive argument and might get violent with each other, it's not safe for a smaller or much younger person to intervene.
- Remind the students to think about the Power Triangle activity in Module Two. It is important to understand what the conflict is about and who has access to



# ACTIVITY 1: BENEFITS AND CONSEQUENCES

## ACTIVITY

### LEARNING OBJECTIVES

- Students make connections between bystander intervention and how healthy choices influence physical, emotional, and mental well-being.
- Students understand the importance of advocating for the safety, health and well-being of others and how it connects us to our community

### ABOUT THIS ACTIVITY

10

MINUTES



LARGE GROUP



DISCUSSION

### ACTIVITY BREAKDOWN

1. Ask the students to fill out a T-chart together through a discussion about the benefits of intervening vs. the consequences of not.
  - What are the potential positive outcomes that could arise from bystander intervention, and what are the potential negative outcomes that could arise from no intervention?
2. Record the students answers on the board and support the discussion.
  - Tell students it's important to ask questions about what makes an intervention successful.
  - Remind students that we need to always assess our safety first before intervening.
  - Tell the students that we will discuss different strategies later in the module.



BENEFITS	CONSEQUENCES
Shows violence is not accepted.	Violence continues
Deterrent to future violence acts	Target may feel isolated and unsupported
Opportunity for perpetrator to get resources and support	Mental health of individuals is compromised
Encourages others to intervene	Bystander feels guilt
Target may feel connected, supported and seen	Violence is normalized
Sense of caring and community grows	Desensitization occurs
The potential for better mental health outcomes for those involved	People don't feel safe



# ACTIVITY 2: WWYD

## ACTIVITY

### LEARNING OBJECTIVES

- Students propose strategies for responding to potentially unsafe, abusive, or exploitive dating situations.
- Students identify community resources to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings.

### ABOUT THIS ACTIVITY

**20**

MINUTES



LARGE GROUP



DISCUSSION/MEDIA

[Click here to watch the video](#)

### MATERIAL

[What Would You Do'](#) video

### ACTIVITY BREAKDOWN

1. Explain that the class will watch a short clip from a hidden camera TV show called, What Would You Do?
  - In this show we see a young couple in a coffee shop where one of them is being aggressive and violent towards the other.
  - We're going to watch how some of the bystanders react and what kinds of strategies they use to intervene.
2. Key points to address during the discussion:
  - What stood out to you in this video?
  - What are the power dynamics in the situation? What makes it safe for an intervention to occur, and when is it probably not safe for me to intervene?
  - What tips can we take away from the different interventions?
  - Would you have gone with a different approach that we don't see in this video?
  - Can we draw attention to some of the power dynamics in the café?

# ACTIVITY 3: 5D'S XLIV

## ACTIVITY

### LEARNING OBJECTIVES

- Students propose strategies for responding to potentially unsafe, abusive, or exploitive dating situations.
- Students identify community resources to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings.

### ABOUT THIS ACTIVITY

20

MINUTES



SMALL GROUP/LARGE GROUP



DISCUSSION/MEDIA

Click here to  
watch the video

### MATERIAL

[5 Ds of Bystander Intervention](#) video, Bystander Intervention Scenarios Work Sheet, 5 D's written on cards or pieces of paper.

### ACTIVITY BREAKDOWN

1. Introduce the idea of the 5 D's: Distract, Delegate, Delay, Document and Direct. See if the students can guess them before you tell them.
2. Show the video to help the students understand the different intervention strategies: 5 Ds of Bystander Intervention
3. Assure the students have a good grasp of the 5 D's before moving forward. Ask if any students have engaged in any of these strategies before and ask if there are any stories to share about how that process went.
4. Distribute Bystander Intervention Scenario work sheet to 5 different groups of students along with a card with one of the 5 D's on it.
5. Have the students read the scenario and use the D they were assigned to come up with an intervention.
6. After a short time, ask some of the groups to share their scenario and strategy with the full group.
7. Then have the groups exchange scenarios and D's to complete another round.

8. Lead a follow-up discussion after the groups get a chance to engage with a few different scenarios. Ask the students which strategy they like the best, or feel more comfortable with.
- Can they see themselves using any of these strategies in their lives?

## **BYSTANDER INTERVENTION**

A) From a distance you see a friend of yours having an argument with her partner down the hallway at school. There's no one else in the hallway at this time and you notice your friend looks scared while her partner appears very angry. The partner makes eye contact with you and then grabs your friend's arm and pulls her down the hallway while continuing to yell at her.

B) Your friend at school says that she's uncomfortable walking down the hallway at school because an older boy keeps whistling at her and checking her out every time she walks by him. The next time you're walking down the hallway with her in-between classes, he does it again while standing with a group of his friends.

C) After school you see a group of students yelling at and chasing another student. You don't know the student that is running away, but they look scared and yell for help.

D) You're standing in a group of your friends after school when one of your friends starts to show the group a nude photo of someone at your school.

E) You go to a party with a friend and you both start being pressured to drink alcohol. You accept a drink but your friend isn't into it. When your friend declines, they're made fun of and continue to get harassed for not participating.

## **CLOSING (5 MINUTES)**

9. Thank the students for their hard work and vulnerability engaging in this lesson. Summarize the main ideas from the module:
- Bystander interventions are some of the hardest things we have to do whether it's with our friends or strangers.
  - Remind them that assessing the risks and knowing when it is and isn't safe to intervene is very important.
  - We should consider what alternatives to direct interventions we have, and think critically about when we choose to engage with the police and law enforcement.
10. Knowing what we do about police brutality and structural racism in the incarceration system,

- How can we be smart and strategic about how we provide support to those in need, as well as consider the best outcome for the person perpetuating harm?
- How can we find people support?
- How can we reimagine community safety?

[Infographics and more](#) information about the 5D's.





## MODULE 8

### RECAP AND CLOSING



## SESSION GOALS

- Students understand the key concepts and take away lessons from the entire course
- Students have opportunities to clarify any questions or concerns they have about the lessons.
- Students can identify the signs of abusive and unhealthy relationships and suggest strategies for responding to dating violence.

This module is meant to be a **review of the key messages** from each module and a time to thank the students for their time and energy.

It allows us to close the program in a good way and really drive home some of the program's most important lessons. The students are asked to take these key messages and build a "Safety Code" using what they've learned.

**"The main lesson I learned is that dating is complicated, but the right knowledge can help you."**

- Program Participant



# ICEBREAKER: ACT LIKE AN ANIMAL

## ABOUT THIS ACTIVITY

5

MINUTES



LARGE GROUP



GAME

## ACTIVITY BREAKDOWN

1. Ask each student to think of an animal and an action associated to that animal.
2. Go around the circle and ask each student to share their animal and its action following this format, “[action] like a [animal]”.
  - For example, “Jump like a kangaroo”. “Move slow like a turtle”.
3. Once everyone has gone, ask everyone to stand up and walk around the room in a circle together and one-by-one call out your action and animal, and the rest of the class calls back, repeating your phrase.
  - For example, we are all walking around in a circle clockwise and the person in front of me starts by calling out, “Fly like an eagle”, and then the whole class calls back, “fly like an eagle”. Then it’s my turn, and I call out, “Run like a cheetah”, and then the whole class calls back, “run like a cheetah”. And the process continues until everyone has gone.

## DELIVERY TIPS

- You can have students mime action the animal to provide more movement during the icebreaker activity

# ACTIVITY 1: REVIEWING KEY LESSONS

## ACTIVITY

### LEARNING OBJECTIVES

- Students can recall the themes and main lessons from each module

### ABOUT THIS ACTIVITY

10

MINUTES



INDIVIDUAL/LARGE GROUP



DISCUSSION

### ACTIVITY BREAKDOWN

1. Ask the students to review their personal workbooks and reflect on the topics you have covered in the class.
2. See if they can recall the theme or title of each module before giving them clues.
3. Once all of the titles of the modules are refreshed and after giving them time to reflect, ask the students to try and pinpoint one or two key lessons they remember from each module to share with the class.

### REVIEW OF MODULES' MAIN LESSONS

#### Module 1: Healthy Relationships

- 8 characteristics that make up a healthy relationship
- Green flags and red flags
- What do we think is a healthy/unhealthy relationship?

#### Module 2: Power & Stereotypes

- The hierarchies of power and how we create discrimination based on who is considered better than others and given power over
- How stereotypes teach us what is “normal”
- How we can break outside of the gender binary to be more of our true selves

### Module 3: Communication Skills

- Learning to value our emotions and connect with them
- Space, Talk + Touch boundaries
- Accountability steps
- Assertiveness steps

### Module 4: Social Media & Consent

- Everyday consent
- Different forms of cyber-violence
- How to support friends experiencing cyber-violence
- Positive and negative strategies for coping with difficult emotions that result from experiencing violence/abuse

### Module 5: Understanding Dating Violence

- The cycle of abuse
- How someone's behaviour changes if they're experiencing violence
- How to support someone going through a violent relationship
- How does someone come to be a perpetrator of violence?

### Module 6: Intoxication and Consent

- Myths vs truths about the effects of alcohol
- Consent is like FRIES
- Effects of alcohol on the brain
- Keeping ourselves and others safe at parties

### Module 7: Bystander Intervention

- Assessing the risk of intervening
- Benefits vs. consequences of intervening and not intervening
- The 5 Ds of intervention

# ACTIVITY 2: BUILDING A SAFETY CODE

## LEARNING OBJECTIVES

- Students can apply the lessons from each module in a practical way.

## ABOUT THIS ACTIVITY

**10**

MINUTES



INDIVIDUAL/LARGE GROUP



DISCUSSION

## MATERIAL

Big sheets of paper (optional), markers (optional)

## ACTIVITY BREAKDOWN

1. After the review, ask the students to take the lessons and turn them into a “safety code phrase”. A Safety Code is something that we can refer to with guidelines that will help keep our relationships safe. Here are some examples:
  - If the main lesson is about “green flags and red flags”, the Safety Code phrase could read, “Know what your red flags are and pay attention to them when they show up”.
  - If the main lesson is about emotions and boundaries, the Safety Code phrase could be, “Pay attention to your emotions. If you are feeling angry or nervous around someone, it might be because they are crossing one of your boundaries”.
  - Another example for this lesson could be, “You are allowed to assert your boundaries and express your emotions when your boundaries are crossed” or, “Assess the risk to yourself and others before trying to engage in bystander intervention”.
2. Give the students some time to work through their own Safety Code, coming up with at least one Safety Code phrase per module. You can review these all



together and make a master list on the whiteboard or big sheet of paper for the students to take a picture of or keep in their classroom.

3. Let the students know that their safety codes may change over time and encourage them to continue to develop their knowledge on these topics.

## **CLOSING (5 MINUTES)**

1. Show a lot of gratitude to the students for all their hard work and thank them for participating in this program.
2. Encourage them to continue to review their personal workbook and have these conversations with their friends as they continue learning these skills throughout their lives.
3. Remind them of the importance healthy relationships play in our lives and how necessary they are for living a rewarding and fulfilling life. This has been a part of their health class because our relationships will directly impact our physical and mental health.

## **DELIVERY TIPS**

- Other games, prizes, gifts of food could be provided to create a “closing ceremony” type of environment that celebrates them for their hard work and dedication making it through all the modules.



# APPENDIX 1

## ‘DATING SAFE’ YOUTH RESOURCE LIST

## CRISIS LINE

### **Kids Help Phone**

'Immediate and caring support, information and, if necessary, referral to a local community or social service agency.'

Website: <https://kidshelpphone.ca/>

Phone: 1 (800) 668-6868

### **Crisis Intervention and Suicide Prevention Centre**

'Confidential, non-judgmental, free emotional support 24 hours a day, 7 days a week for people experiencing feelings of distress or despair, including feelings which may lead to suicide.'

Website: <https://crisiscentre.bc.ca/>

Phone: (604) 872-3311 or for deaf or hearing-impaired call: 1 (866) 872-0113

### **CART: Child Adolescent Response Team**

'Provides short term crisis response to youth ages 6-19 who present with risk of harm to self or others. Typically respond within 72 hours. Hours are 9am – 7pm.'

Website: [http://www.vch.ca/Locations-Services/result?res\\_id=304](http://www.vch.ca/Locations-Services/result?res_id=304)

Phone: (604) 874-2300

You can also access resources through Vancouver Coastal Health here: <http://www.vch.ca/public-health/children-youth-schools/youth-health>

### **VictimLinkBC**

'24-hour confidential crisis support to victims of family and sexual violence and provides

information and referral services to victims of crime.'

Website: <https://www2.gov.bc.ca/gov/content/justice/criminal-justice/victims-of-crime/victimlinkbc>

Phone: 1 (800) 563-0808

### **Youth Against Violence Line**

'The Youth Against Violence Line is a 24/7 anonymous and confidential line to talk to trained support workers. You can contact them about bullying, gang activity, harassment, intimidation, sexual exploitation, and many other issues. This service is also available in multiple languages.'

Website: <http://youthagainstviolenceline.com/how.html>

Phone: 1 (800) 680-4264

Text: (604) 836-6381

Email: [info@youthagainstviolenceline.com](mailto:info@youthagainstviolenceline.com)

## GENERAL RESOURCES

### **Sex Sense**

'Sex Sense is a free and confidential sexual health resource and referral service available Monday to Friday from 9am-9pm.

Website: <https://www.optionsforsexualhealth.org/sex-sense/>

Phone: 1 (800) 739-7367

Sexual Health Clinics: [https://www.optionsforsexualhealth.org/care/clinic-finder/?fwp\\_clinics\\_map=45.665104%2C-170.628151%2C61.157273%2C-76.585183](https://www.optionsforsexualhealth.org/care/clinic-finder/?fwp_clinics_map=45.665104%2C-170.628151%2C61.157273%2C-76.585183)

### **Love is Respect**

'Trained peer advocates are available 24/7/365 to offer education, support and advocacy to teens and young adults, as well as their concerned friends and family members, who have questions or concerns about their dating relationships.'

Website: <https://www.loveisrespect.org/for-yourself/contact-us/>

Phone: 1 (866) 331-9474

Text: loveis (capitalization does not matter) to 22522.

## INDIGENOUS SUPPORT

### **KUU-US CRISIS LINE**

'The KUU-US Crisis Line Society provides First Nations and Indigenous specific crisis line available 24 hours a day, 7 days a week, toll-free from anywhere in British Columbia.'

Website: <https://www.healthlinkbc.ca/mental-health-substance-use/resources/kuu-us-crisis-line>

Phone: (250) 723-2040

### **Inuit and First Nations Hope for Wellness Line**

'The Hope for Wellness Help Line offers immediate mental health counselling and crisis intervention to all Indigenous peoples across Canada 24 hours a day, 7 days a week, or you can

use the chat box at the link below to connect with a counsellor online.'

Website: <https://www.hopeforwellness.ca/>

Phone: 1 (855) 242-3310



## 2SLGBTQIA+ SUPPORT

### **QMUNITY**

BC's Queer Resource Center Information, education, support groups, advocacy and referrals for lesbian, gay, transgender, bisexual, and questioning youth, adults and older adults and allies.'

Website: <https://qmunity.ca/>

Phone: (604) 684-5307

### **Prideline**

A peer support service for the lesbian, gay, bisexual, transgender, and queer community. Hours are Monday to Friday, 7pm to 10pm, and offers support to people experiencing conflict.

Phone: (604) 684-6869

### **Sher Vancouver**

'Sher Vancouver' is a registered charity for queer South Asians and their friends, families, and allies in Metro Vancouver, B.C. Sher Vancouver hopes to reduce the alienation and discrimination of people dealing with sexuality, gender and coming-out issues by providing Crisis Counselling Program, Youth Leadership Award, Peer Support Groups, Intake, Information and Referral, Student Practicum and Mentorship Program, among many other services.

Website: <https://www.shervancouver.com>

Email: [info@shervancouver.com](mailto:info@shervancouver.com)





## APPENDIX 2

### ADDITIONAL LEARNING

## TO LEARN MORE ABOUT:

### The gender binary and gender non-conformity

[“Beyond the Gender Binary”](#), by Alok Vaid-Menon and illustrated by, Ashley Lukashevsky. You can also learn a lot from Alok on their blog [here](#).

### The intersection of whiteness and feminism

[“The Trouble with White Women”](#) by Kyla Schuller.

### Shifting and changing conceptions of gender and sexuality in Iran through the 19th century into modern times

[“Women with Mustaches and Men without Beards: Gender and Sexual Anxieties of Iranian Modernity”](#) by, Afsaneh Najmabadi.

### How the gender binary was conceptualized and enforced through 19th century cross-dressing laws in the United States

[“Arresting Dress: Cross-Dressing, Law, and Fascination in Nineteenth-Century San Francisco”](#), by Clare Sears.

### The shifting perceptions and definitions of “sex” throughout the West from ancient times to modern times

[“Making Sex: Body and Gender from Greek to Freud”](#), by Thomas Laqueur:

### The connection between colonialism in Africa and the enforcement of “the erotics of empire”, including Western notions of family, love, desire, sex, and gender

[“The Sexual Demon of Colonial Power: Pan-African Embodiment and Erotic Schemes of Empire”](#), by Greg Thomas.

### The connection between masculinity and colonial nation-building

[“Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917”](#), by Gail Bederman. p. 62

- Alcohol and hospital admissions
- Alcohol and impacts on sleep
- The effects of alcohol on the brain
- Marijuana consumption and impairment
- More on studies on marijuana and addiction can be found here
- More on drinking and driving
- More on binge drinking and tolerance
- Addiction and treatment options





# APPENDIX 3

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