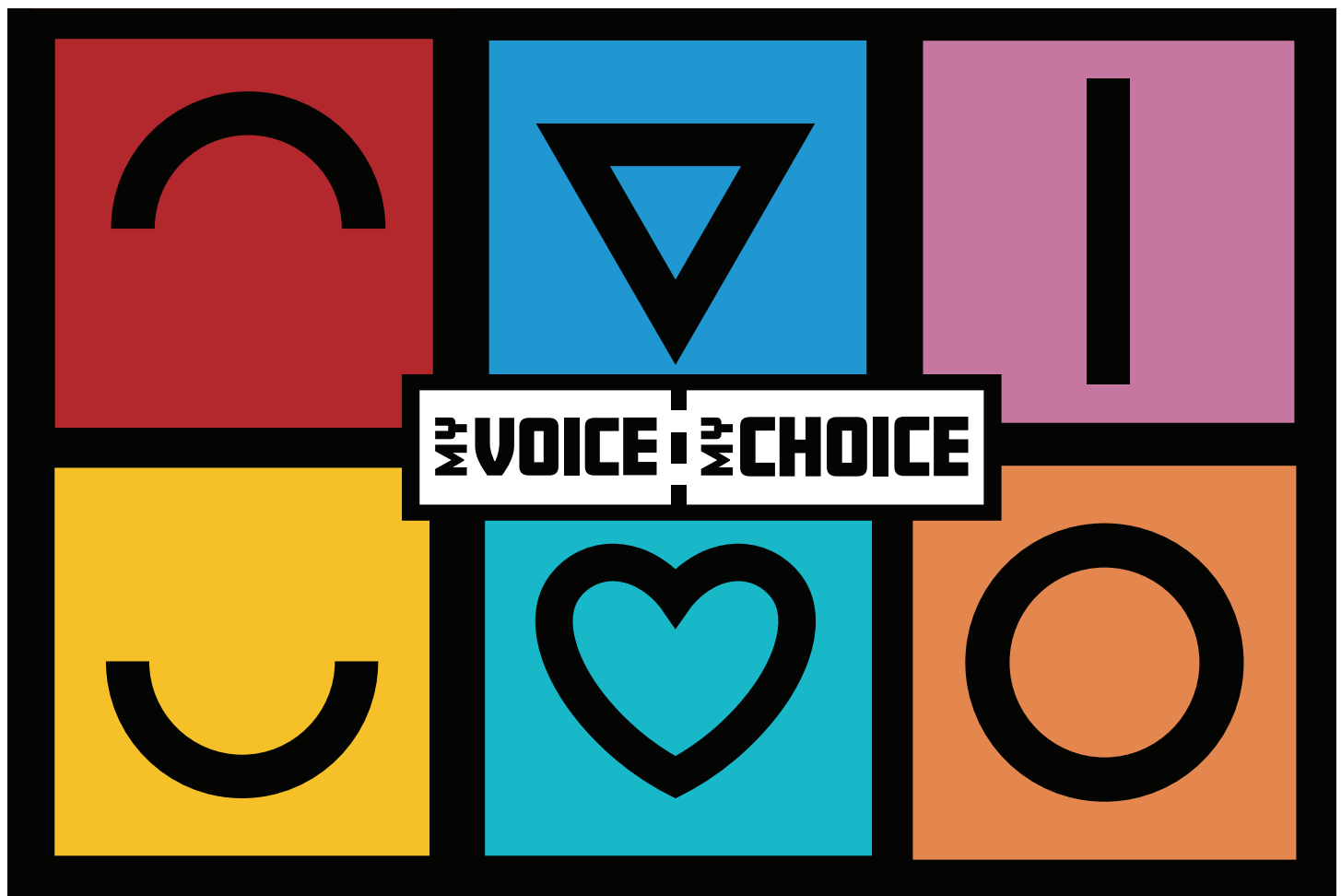


FACILITATOR'S GUIDE



HEALTHY RELATIONSHIPS





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BACKGROUND FOR FACILITATORS

My Voice My Choice (MVMC) was first created in 2011 as an alcohol and drug resistance program for youth. Over the last ten years, the mission of MVMC has changed to a general focus on youth mental wellness throughout the Northwest Territories. The purpose of MVMC is to give youth the information they need to make positive personal choices related to their mental wellness.

Peer relationships are one of the most important social relationships in youth's lives and help in the development of independence and personal identity. Making sure they know how they can manage these relationships in a healthy way can improve emotional, physical and mental well-being.

KEEPING IT IN CHECK

Everyone has a variety of experiences when it comes to past and present relationships. We recommend that facilitators continually reflect on their own experiences, attitudes, values, and beliefs when it comes to this subject. Some questions to reflect upon can include:

- How do I define healthy relationships?
- Have I been involved in or witnessed unhealthy relationships?
- Do I have any personal experiences which may interfere with my capacity to deliver content in a way that is non-judgemental and client-centred?
- Do I know what I need to do to support myself to facilitate something that may be triggering or in contradiction to my own values and beliefs?

CONSIDER: participants in this session may be reflecting on relationships that might be complicated. One of the goals is to make this a safe space for participants. Ensure the "rules" of participation are clear at the start of the session and have a plan to follow up with participants who show signs of distress or disclose safety concerns.



PREPARING TO ADDRESS SESSION CONTENT

Discuss group guidelines in advance

At the start of the session, ask the group to establish a set of guidelines for a safe learning environment. Suggestions from the group should be written on flipchart paper and put up as a reminder of the expectations. Here are some rules facilitators should consider adding if the group doesn't suggest them:

- Confidentiality (also discuss limits of confidentiality)
- Discuss what may be considered “oversharing” or “too much information (TMI)”. It is important to help youth feel safe about sharing their experiences and asking questions while avoiding gratuitous information that could take over the session or make some participants uncomfortable.
- Suggest participants “challenge ideas, but not each other”; it’s okay to disagree on things, but it should be done respectfully.
- No put downs or rude/mean language.

Youth in your session need to know what the term “confidentiality” means. Explain that it means you cannot tell anyone what is shared in your sessions. However, sometimes we need to tell someone about what is shared when it’s about safety. “Limits to confidentiality” include any safety concerns such as abuse, neglect, self-harm, or threats to harm themselves or others. If you have questions about your role in protecting the safety of children and youth, speak to your organization’s leaders about learning more.

Note: Facilitators should make sure they offer participants a way to ask questions or share experiences they may not feel comfortable asking in front of others. For example, the facilitator can begin the discussion by giving out small pieces of paper and a pen/pencil to participants. Participants can write down any questions they do not want to ask in front of the group and the facilitator would collect the notes at the end of the module to address the questions.



FACILITATORS AND MANAGEMENT OF PERSONAL BOUNDARIES

“Do you have a boyfriend/girlfriend?”

“Have you ever been in an abusive relationship?”

“How long did you wait to have sex?”

It is common for youth to ask personal questions to a facilitator. Facilitators should set clear boundaries at the start of sessions. Remember that your personal life is your own, and you do not have to be not obligated to share anything you are not comfortable with. Even if you are open to sharing personal information, it may not always be appropriate.

Consider the following:

- What is the context in which the young person is asking these questions?
 - They may assume you are open to these conversations, they may be trying to make you uncomfortable, or they may be genuinely curious to gain information about something they are not familiar with.
- If you disclose personal information, what is the motivation?
 - Is it being done as a way to establish credibility or build relationships? Always ask yourself why you think it would be necessary for the young person to know this information about you.

- Will there be unintended consequences to your colleagues or other youth participants if you make personal disclosures?
 - For example, a co-facilitator or a group participant may feel pressured to self-disclose or a young person may think it is okay to ask similar questions that others may find invasive.
- Young people need to understand that people have reasons for not wanting to disclose.
 - For example, some people may not feel safe identifying sexual orientation or they may have experienced sexual-related trauma.

Here are some examples of how a facilitator may respond to personal questions:

“I actually don’t discuss my personal life, but since you brought up _____, let’s discuss that.”

“How would this be helpful for you to know?”

“If you have questions about this, how about you see me after the session is done and we can talk about it more.”



Session Materials:

- Paper
- Pens/pencils
- Pencil crayons
- Glue sticks
- MVMC Healthy Relationships subscription box with participant handbooks, activities, etc.
- Flipchart paper or whiteboard
- Markers
- Old magazines (optional and not supplied in subscription box)
- Technology to support audiovisual (optional)

Activity Options:

This facilitator’s guide contains several options for group activities. Facilitators should use their judgement to gauge what activities are best suited to the participants based on factors such as age and group dynamics.

Facilitators are encouraged to check out the additional resources listed at the end of this guide as well.

CONSIDER: participants in this session may be reflecting on relationships that might be complicated. One of the goals is to make this a safe space for participants. Ensure the “rules” of participation are clear at the start of the session and have a plan to follow up with participants who show signs of distress or disclose safety concerns.



MODULE 1

Relationships

OBJECTIVES

- To expand participant's understanding of relationships
- To consider all of the connections participants have with people in their lives
- To support youth in recognizing what boundaries are – for themselves and others
- For youth to feel empowered to know, name, and stand up for their own boundaries

LESSON STYLE: Group Discussion and optional art activities

MATERIALS REQUIRED:

- Boundaries cards
- Paper
- Pens, pencils, and pencil crayons

OPTIONAL MATERIALS REQUIRED:

- White board or flipchart and marker
- Magazines (supplied by facilitator)
- Scissors
- Paper
- Glue



ACTIVITY:

Dynamics of Healthy Relationships

Putting Health into Relationships

Facilitators can inspire critical thinking about this subject by helping participants to consider how “health” is an important part of relationships.

The following activity can include multiple variations which can be adapted according to the size and dynamic of the group. For example, this can be conducted as large or small group discussions or participants can create collages to illustrate personal health and healthy relationships.

Materials Needed:

- Markers
- White board (if available) or paper

Optional materials if adapting activity to create collages:

- Magazines (Note: These are not included in the subscription box.)
- Paper
- Scissors
- Glue

Step 1:

Ask the group to complete the sentence “I am healthy when...” and record the answers on the white board or paper. Some examples of answers can include:

- I am eating well
- I am sleeping well
- I am exercising
- I am being supported by others
- I am physically active
- I spend time in nature

Step 2:

Ask the group to complete the sentence “My relationships are healthy when...” and record the answers on the white board or paper. Some examples of answers can include:

- There is respect
- There is trust
- I have fun with the other person
- We have our own interests and support each other

If this activity is done as a collage, the participants simply cut out pictures and words from a magazine and glue them on one half of their paper under the incomplete sentence “I am healthy when...” and also on the other half of the paper under the incomplete sentence of “My relationships are healthy when...”.

Some participants might have ideas about relationships that they believe are healthy but are not healthy after all. You can explore some of these ideas with the group and gently explain why these ideas are not usually part of healthy relationships. Some examples of this include:

- Calling someone a rude name - even if you’re just teasing or joking
- Being punished for not doing something you felt uncomfortable with. This could look like someone not talking to you or ignoring you for a few days.
- Justifying hurtful or harmful behaviour with good intentions. For example, “I love you so much, my jealousy made me angry” or “My partner doesn’t let me hang out with certain friends because he has been cheated on before and doesn’t want to get hurt again.”



ACTIVITY:

What Are My Boundaries?

Materials Needed:

- Visual cards of actions (included in Appendix #1)

ASK: What is a “boundary?”

Whatever feedback comes from participants, it should be communicated in the discussion that a boundary is a personal limit that someone sets for themselves to feel comfortable.

After the group understands what boundaries are, they can start to explore their own boundaries in their relationships in the next part of the lesson which is broken into two steps.

Step 1:

Show visual cards that represent the following actions:

- Texting
- Following on social media
- Hugging
- Kissing
- Telling secrets
- Waving
- Sending pictures online

Step 2:

After you show each card, **ASK:** What are your boundaries with this activity? How do your boundaries with this change when it comes to different relationships?

ASK the following questions to summarize the activity:

- How do you know if a boundary is crossed?
- How do you let someone know what your boundaries are?
- Is it more difficult to set boundaries with some people compared with others?
- How do you know if you have crossed someone else’s boundary?



OPTIONAL ART ACTIVITY:

Boundaries “In the House”

Materials Needed:

- Boundaries “In the House” worksheet (Appendix #2)
- Pencils, pens and pencil crayons

Step 1:

Hand out worksheets and available art supplies. Explain that the house on the worksheet represents their individual boundaries.

Step 2:

Ask participants to think about who and what they “let into” their house and who and what they may want to keep out. They can also consider who they might let into their yard, but not into their house.

Example: My best friend can be in my house because I trust her. I would not want her boyfriend in my house because I don’t know him well. I might let my guidance counsellor into my yard, but not into my house.

Step 3:

Invite participants to design a “security system” for their house to explore their boundaries safely. For example, this could look like using your voice (like an alarm) to let someone know that you are uncomfortable.

This is an opportunity to discuss how participants may respond when boundaries are not being respected. What are some things they can say? Who can they talk to about it? What advice could they give a friend who was struggling with someone not respecting their boundaries?

Note: Using metaphors as a teaching tool can be too abstract for some youth. Try to keep all examples grounded in events that youth can make literal connections to.



MODULE 2

Gender Stereotypes in Relationships

OBJECTIVES

- To understand what gender, gender expression, gender identity, orientation/attraction and sex are.
- Understand what gender stereotypes are.
- Recognize how stereotypes can cause harm.
- Challenge ideas about gender.

LESSON STYLE: Guided discussion and art activity

MATERIALS REQUIRED: Guided discussion

OPTIONAL MATERIALS REQUIRED:

- White board or flipchart and marker
- Magazines (supplied by facilitator)
- Scissors
- Paper
- Glue



ASK: Do you know what “gender” is?

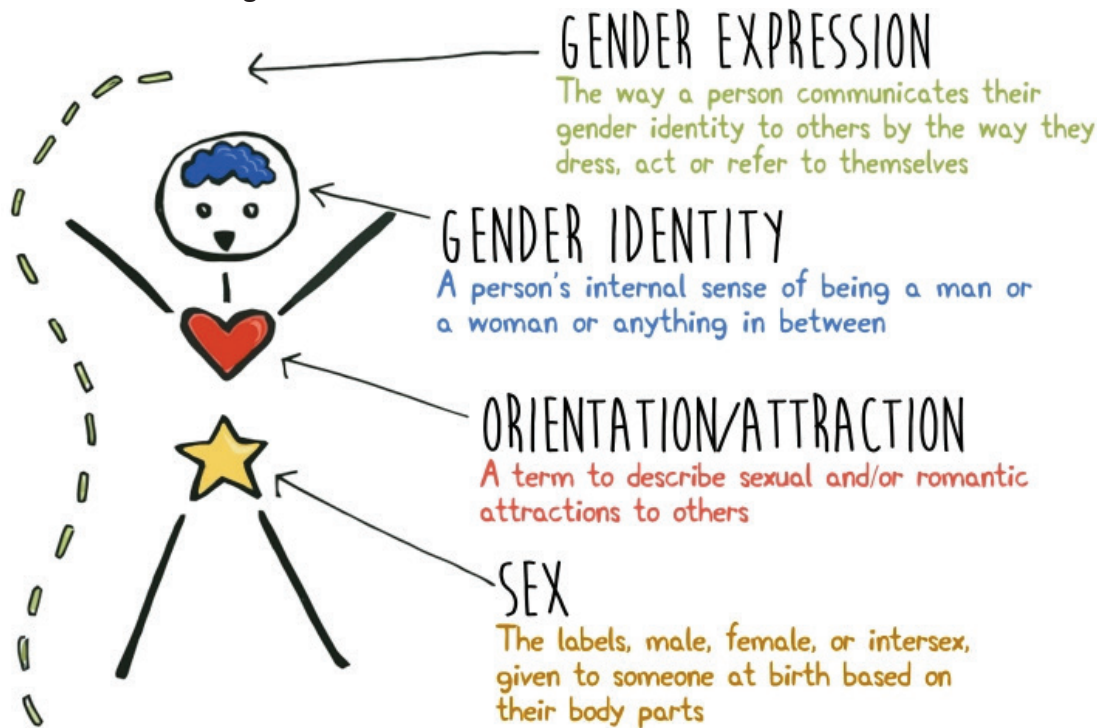
Possible answers:

- Boy
- Girl
- Transgender
- Non-binary
- Agender
- Gender non-conforming

- Gender fluid
- Gender queer

Explain to the group that gender roles are the way that society expects people to act, dress, and behave based on assigned sex. Sex and gender are not the same thing, but lots of people don’t know that.

Refer to the visual aid below to help explain the differences in terms:



Graphic source: <https://understandingtheguidelines.ca/>

Explain that a stereotype is a set of beliefs people may have about a group of people. Gender stereotypes are important to acknowledge because they can lead to people being treated unfairly.

If facilitators have access to the My Choice, My Voice Sexual Health Subscription Box, they can refer to some of the content there on sex and gender as well.

Facilitators are encouraged to review resources in the reference section on gender and sexuality and refer youth to them for additional information.



ACTIVITY:

Thinking Inside and Outside the Box

Materials:

- Paper
- Pens
- Coloured pencils or markers

Option for adapted collage activity:

- Magazines
- Scissors
- Glue

Participants will have three work sheets with “boxes” drawn on them:

- Be a Man
- Act Like a Lady
- Being Non-Binary

Participants will write or draw stereotypes they are aware of inside the box on the paper.

Encourage the group to think about how these stereotypes can impact the health of a relationship. Possible responses for each worksheet could include:

- Be a Man: don't cry, aggressive, make more money, play sports, they can't control themselves sexually, cheat on partners
- Act Like a Lady: emotional, irrational, does whatever male partner wants, nurturing, wears makeup
- Being Non-Binary: attention seeking, confused, sexual orientation matches gender identity

The second part of this activity invites participants to “Think Outside the Box” as they write statements outside of the box which challenge stereotypes.

Possible responses for each worksheet could include:

- Be a Man: can be stay at home parents, can be emotional
- Be a Lady: assertive, leaders, work in occupations traditionally male dominated
- Being non-binary: confident, fluid gender expression

It is important for the facilitator to note that stereotypes are harmful as they can play a role in serious issues such as gender-based violence, poor mental health, and other concerns in society.



MODULE 3

Consent, Power Dynamics, and the Continuum of Violence

OBJECTIVES

- Understand what consent is.
- Provide participants with skills to express boundaries and understand others' boundaries.
- Learn about power dynamics and violence in relationships through the “Power and Control” wheel.
- Explore ways to support a friend who may be involved in an unhealthy relationship.

LESSON STYLE:

- Guided discussion
- Online interactive activity

MATERIALS REQUIRED:

- Power and Control Wheel poster
- Devices to participate in online activity. This could be a computer with a projector to display the website, tablets, or participants can use their own mobile devices
- Resource pamphlets

Note: It is important to take a trauma informed approach to this activity as there may be participants who have experienced sexual assault or other negative experiences. Provide clear messaging that if someone is a survivor of sexual violence, it is never their fault.



Consent is an agreement about respecting the boundaries people are comfortable with.

ACTIVITY:**Consent Game from Sexuality Education Resource Centre (online)****Technology Required:**

- Any personal or shared device that can get online.

Go to the following website teentalk.ca/consentgame either as a group on a shared device or participants can look it up on their phone.

If there is a projector, the website can be displayed on a larger surface for everyone to see.

Ask the participants to “spin the wheel” to practice consent. The explanations to each answer on the wheel are found at the bottom of the webpage.

GUIDED DISCUSSION:**Power Dynamics and the Continuum of Violence****Materials:**

- Power and Control Wheel poster

Tell the group “when someone is hurting someone else in a relationship, it has a lot to do with wanting power and control over them.”

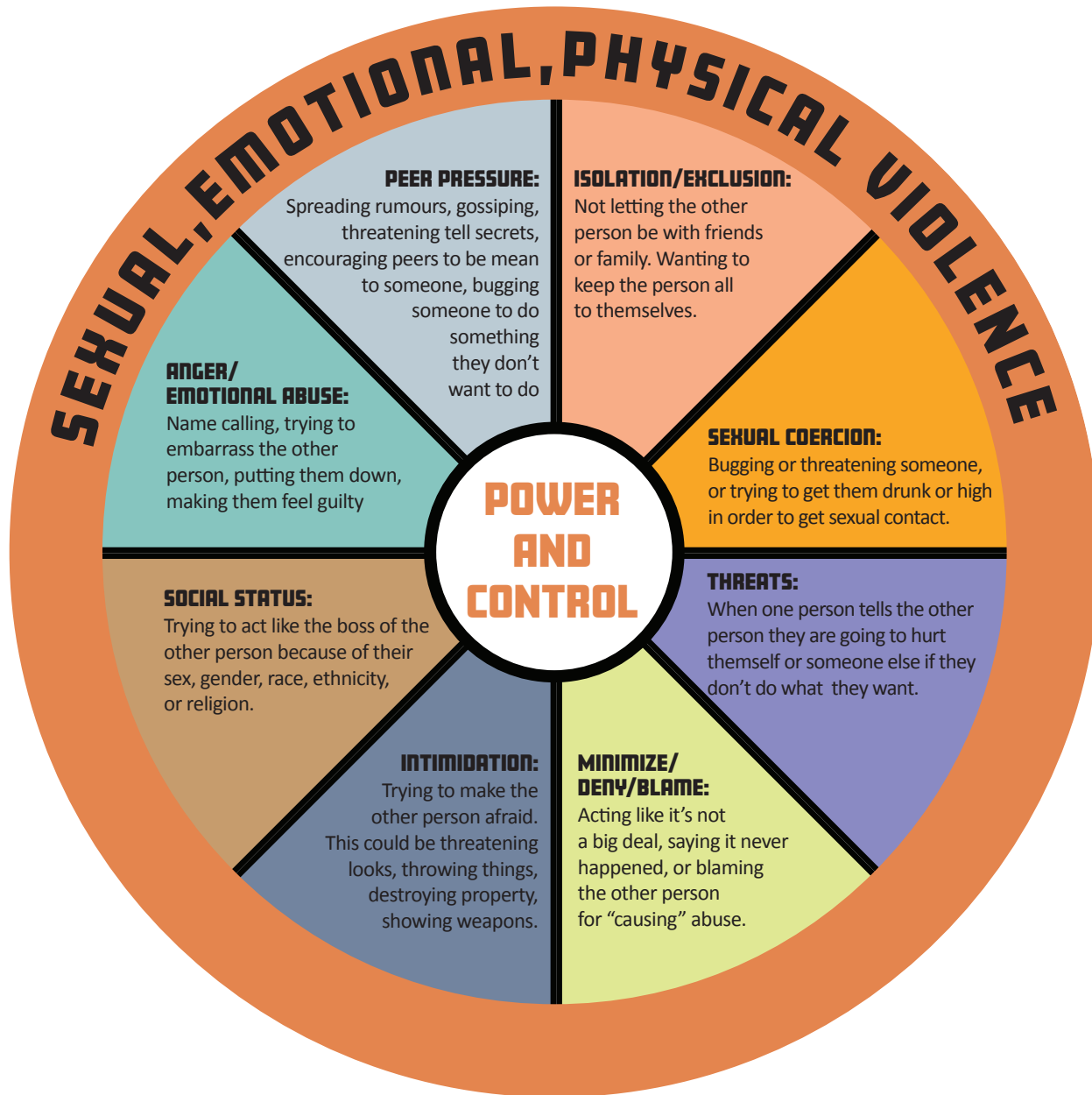
Display the Power and Control Wheel poster to them, read out the sections and have a group discussion.

Possible questions to **ASK:**

“Does this wheel mention anything that surprises you?”

“Does this change the way you see some behaviours in relationships?”

Note: The area of the wheel that has to do with social status is connected to privilege. This sort of power and control is typically done by men in heterosexual relationships because of how society views gender roles. This does not mean that this can’t happen in other relationships including women who abuse male partners or same sex relationships. Using privilege to have power over someone else in a relationship can happen in many ways including racial dynamics and having access to money.





OPTIONAL ACTIVITY:

Being Empowered and in Control

Read the following statements to the group and ask them if it sounds like it belongs on the “Power and Control Wheel” or if it sounds like a healthy way to communicate.

Statement One: Telling a partner you are hanging out with friends and can’t text them in the evening.

Possible answers:

- It’s okay to set a boundary with a partner.
- You’re letting them know you still have other important relationships.
- You’re letting them know in case they are wondering why you’re not answering.

ASK: Why is this a healthy way to communicate?

Possible answers:

- You are letting the other person know what your needs are.
- It’s respectful.

Statement Two: A friend gets upset with you because you had to cancel plans with them. Your friend is so upset, they block you on social media and ignore you at school. You also find out they invited everyone in your friend group over next weekend except for you.

Possible Answers:

- Peer pressure
- Emotional abuse

ASK: How would you deal with this situation? How would you respond if you were in the friend group?

Statement Three: You are dating someone and they act very jealous whenever you spend time with other people. They tell you they love you and that if you care about them, you need to choose between hanging out with them or your friends.

Possible Answers: Isolation/Exclusion

ASK: Should people have to make choices like this? Do you think you should be concerned if someone wants to keep you from having or investing in other relationships?

Statement Four: Your boss gets stressed out on the job and orders you around a lot. Sometimes when they are upset, they yell at you and throw things and say they are going to fire you.

Possible Answers: Intimidation

ASK: What would you do in a situation like this? Why do you think someone would stay working for someone who treated them like this?

Friends in Unhealthy Relationships

Open the discussion on how we can respond if we are worried about a friend who is in an unhealthy relationship. Sometimes the friend is being abused, but perhaps it is the friend who is being abusive to someone else. There are even cases when both people involved in the relationship engage in abusive patterns. In these situations, it can be hard to know what to do.

ASK: What are some signs a friend may be involved in an unhealthy relationship?

Possible answers:

- The other person is controlling them or they want to control the other person.
- They spend all of their time with the other person.
- Their personality is different than it used to be.
- They have signs of physical abuse such as cuts and bruises.
- They get into lots of fights with the other person.
- One person is asking for or taking the other person’s money or belongings.



ASK: What would you do if you were worried about a friend?

Possible answers:

Talk to them in a non-judgemental way.

Refer them to resources.

Talk to an adult you trust, especially if you are worried about someone's safety.

Facilitators can remind participants that they cannot control how other people manage their relationships. Sometimes people choose to stay in unhealthy relationships even when they know it's not good for them, or it may not be safe to leave. It can take people time before they are ready to end relationships. Remind the group that people who hurt others are often in need of help for themselves.

The YWCA's "Is Our Relationship Healthy" quiz is a good tool for people to assess their own relationships as well as supporting someone else who may be involved in an unhealthy relationship.

https://ywcacanada.ca/wp-content/uploads/2018/10/Healthy-Relationship_EN_Web.pdf

Samples of resource will be included in box materials.



MODULE 4

Dealing with Feelings

OBJECTIVES

- Understand what conflict is
- Recognize feelings that come from conflict
- Explore ways to cope with negative feelings
- Increase self-awareness of communication styles
- Increase self-awareness of conflict triggers

LESSON STYLE:

- Guided discussion
- Individual self-assessment (can be adapted to group activity)

MATERIALS REQUIRED:

- Conflict Trigger Self Assessment Worksheet (Appendix #3)



When Conflicts and Negative Feelings Arise

Tell the group that conflict is an unavoidable and a natural part of relationships. Conflict and negative feelings can arise when someone feels disrespected or misunderstood. It can feel uncomfortable, but if conflict is addressed in a healthy way, it can be a positive experience and can even help support health and positivity in the relationships.

Activity: Conflict Trigger Self-Assessment

To work toward conflict resolution, it is helpful for people to understand what their “conflict triggers” are.

Invite participants to complete a self-assessment on their own to enhance personal awareness. If there are concerns related to reading levels, the facilitator can read questions out loud and ask the group to consider the questions as a large group discussion.

Communication

Tell the group that in order to resolve conflict, there has to be communication. Some ways of dealing with conflict include being passive, assertive, passive aggressive, or just being aggressive. Some of these styles are more effective than others.

Passive Communication:

Explain to the group that being “passive” is when people let others talk and make decisions without considering their own needs. People who are passive tend to stay quiet and give in to others. Sometimes they do this to keep the peace and sometimes they think their voices don’t matter. People who are more passive can feel bullied.

ASK: What are the benefits and challenges of being passive?

Possible answers:

- Benefit: Keep the peace (“Don’t rock the boat”)
- Benefit: You don’t fight with people
- Challenge: Low self-esteem
- Challenge: Not feeling respected
- Challenge: Your ideas aren’t considered





Assertive Communication

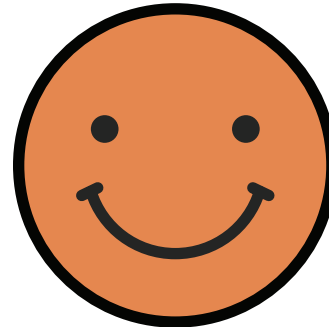
Explain to the group that being assertive means that you address the issue directly by respectfully communicating your feelings and asking for what you need.

Tip for facilitators to share: Asking for help is part of being assertive. Tell participants if they're not comfortable addressing the issue directly with someone, they can ask a friend, teacher, or someone else they trust to help find a way to communicate. For example, sometimes it is hard to speak up, so it can be helpful to communicate in writing.

ASK: What are the benefits and challenges of being assertive?

Possible answers:

- Benefit: Better chance of getting your needs met.
- Benefit: People know where you stand.
- Challenge: It can be uncomfortable.
- Challenge: Things can get worse for a while, especially if the other person feels ashamed or embarrassed.



Passive Aggressive Communication

Explain that being passive aggressive is a way to express disappointment without directly addressing it. Examples include: ignoring someone, talking behind their back, unfollowing them on social media or making vague statements about them online.

ASK: What are the benefits and challenges of being passive aggressive?

Possible answers:

- Benefit: Expressing yourself without physically harming someone makes you feel like you're in control
- Challenge: Can make things worse.
- Challenge: Doesn't make the issue go away.





Aggressive Communication:

Explain to the group that aggressive communication could involve any behaviour that is physically or verbally threatening. Examples could include yelling, name-calling, throwing objects, damaging property, or physical violence toward a person.

ASK: What are the benefits and challenges of attempting to solve conflict with aggression?

Possible answers:

- Benefit: It may make you feel in control in the moment.
- Challenge: It never resolves the issue and usually makes things worse.
- Challenge: Using violence can result in causing harm to yourself and others and may have other consequences including legal issues.

Note to facilitator: Participants need to know that it's okay to feel anger and disappointment when we are hurt by others. Invite participants to share their ideas on how to manage conflict and feelings of disappointment.



Possible responses could include:

- Talking to someone you trust.
- Participating in activities that are healthy and distracting.
- Giving yourself space from the person or group you are having conflicts with.

Wrapping it Up

Congratulations on working your way through this subscription box! At this point, facilitators can also congratulate the youth for making their way through the lessons and activities, and express thanks for their participation, openness, and bravery in discussing these important topics.

If facilitators or youth require additional support after these discussions, a list of community resources can be found in Appendix 6.

Youth may want to speak more about the lesson topics privately or later. This guide has a section of additional resources on healthy relationships which may be helpful for those conversations, or to pass directly to the youth.

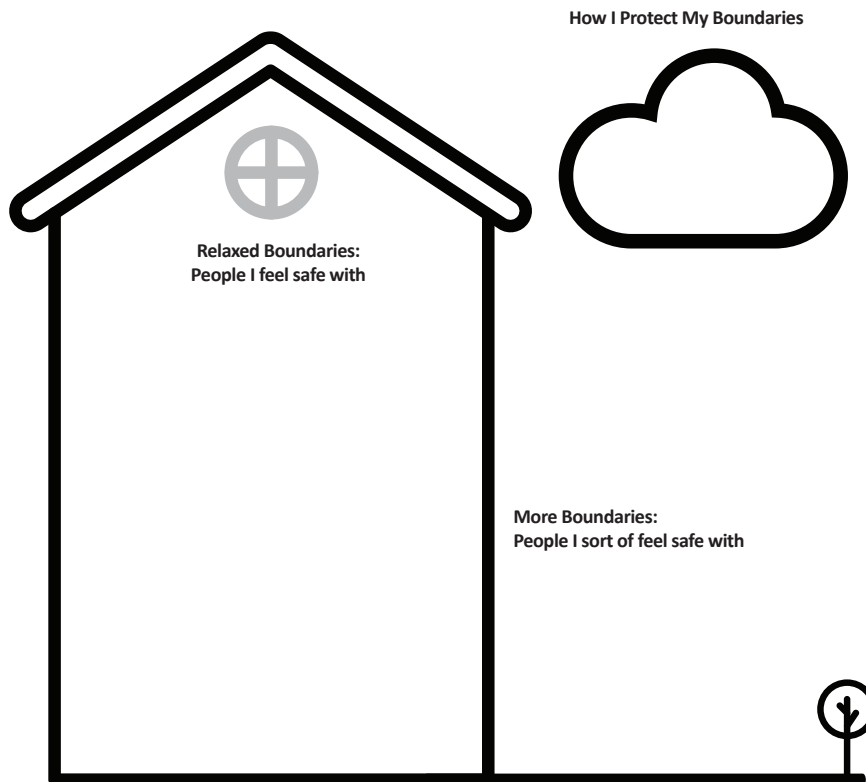


APPENDICES

1. What Are My Boundaries Activity Cards



2. Boundaries "In the House" Worksheet





3. Think Inside and Outside the Box Worksheet

Worksheet: Be a Man

Step 1:

Inside of the box, write down or draw stereotypes you know about for men and boys.

Step 2:

Outside of the box, write down or draw ways you can challenge these stereotypes

Worksheet: Act Like a Lady

Step 1:

Inside of the box, write down or draw stereotypes you know about for girls and women.

Step 2:

Outside of the box, write down or draw ways you can challenge these stereotypes

Worksheet: Being Non-Binary

Step 1:

Inside of the box, write down or draw stereotypes you know about for people who are non-binary.

Step 2:

Outside of the box, write down or draw ways you can challenge these stereotypes



4. Conflict Triggers Self-Assessment (adapted from Teen Conflict Management Skills Workbook)

Instructions: For the following questions, circle yes or no.

I get into conflict with others when someone:

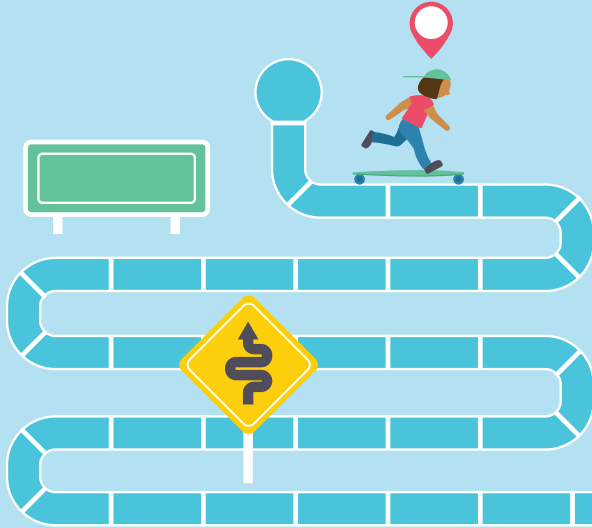
Does not show respect to me	YES	NO
Does not appreciate me	YES	NO
Does not treat me fairly	YES	NO
Does not include me	YES	NO
Makes fun of me	YES	NO
Judges me	YES	NO
Talks about me behind my back	YES	NO
Tells me what to do	YES	NO
Makes rules I do not agree with	YES	NO
Tries to take advantage of me	YES	NO
Takes my things without my permission	YES	NO
Tries to control me	YES	NO
Threatens me and others	YES	NO
Makes offensive comments or jokes	YES	NO
Ignores me	YES	NO

5. YWCA Canada: Is Our Relationship Healthy? (Next four pages)



IS OUR RELATIONSHIP HEALTHY?

Take our quiz to find out!



START

Your Location



END

Healthy Relationships

WHAT DOES IT LOOK AND FEEL LIKE WHEN MY RELATIONSHIPS ARE 'HEALTHY'?

This answer changes depending on who you ask, but in general both of you...

- feel good about your relationship and don't put each other down;
- have your own likes and dislikes alongside your similarities;
- can talk about your wants and needs in ways that do not hurt each other;
- have fun with each other and with other people, you don't prevent each other from having other friends;
- are good to each other, not hurting one another purposefully, either physically or emotionally;
- feel comfortable and safe with each other.
- have fully and freely given consent to what is happening...



WHERE YOU ARE GOING?



Romeo & Juliet was not a love story. It was a relationship between a 13yro and a 17yro that lasted three days and resulted in six deaths.

ASK YOURSELF - "IS THIS RELATIONSHIP GOOD FOR ME?"



Have you ever been in a relationship with a friend or significant other (someone who is your boyfriend, girlfriend, friend with benefits, partner, etc.) that didn't always feel right?

Our relationships can be fun, exciting, and rewarding, but sometimes they can become unhealthy. And you always deserve respect and to be safe. Our relationships can be tough to navigate, so we made you a Road Map to Healthier Relationships. And some places to get help if you're in an unhealthy zone.

When we hear the word "relationship," we often think of romantic relationships, but we also have relationships with our friends, family, teachers, coaches, and co-workers. Relationships are a big part of your life so it's important they're healthy ones!



Do the quiz to help you see the signs of a healthy vs. unhealthy relationship so that you can know when to work on it or leave it. Step one: remember that working through the bumpy parts of relationships may be hard and awkward, but it is part of taking care of yourself. It's important to remember that an unhealthy relationship can happen to people of any gender, race, age, and sexual orientation.



WAIT - WHAT IS CONSENT?



Giving "consent" is when you agree, by your own choice and not out of fear, pressure, or guilt, to participate in sexual activities like penetrative or oral sex, foreplay, and even kissing! If someone does not give consent, for example they say "no", or do not answer, or have taken drugs/drinking, if the sexual activities are continued it is assault which is a serious crime. It is important to remember that even if you said YES in the beginning, you and the other person can say NO / STOP at any point.



QUIZ TIME! IS YOUR RELATIONSHIP HEALTHY?

HEALTHY RELATIONSHIP QUIZ

Did you rarely fight and now you never agree? Did you feel loved and close with someone but now you feel alone or scared? Let's go further. Think of a relationship with a friend, parent, significant other, and ask if they...

TECHNOLOGICAL



- Criticize or embarrass you online
- Threaten to or share pictures you have sent in confidence; this includes nude/partially nude or a photo that you wouldn't want in public or shared
- Record you without your consent
- Have photo-edited you into/onto images that make you feel uncomfortable
- Upload photos or videos of you without your permission, or pressure you to do so
- Command you to share your location
- Pressure you to share your passwords
- Try to control what you share or post online

EMOTIONAL/MENTAL



- Act extremely jealous and try to control your behaviour
- Guilt, scare, ignore or intimidate you
- Threaten to share your secrets and/or invade your off and online privacy
- Control what you wear or how you look
- Ridicule or force you to change your beliefs, religion, or spirituality
- Keep you from seeing family or friends
- Treat you badly or humiliate you in private or in front of others
- Make threats against you or someone you care about

VERBAL



- Have problems controlling their temper
- Accuse or blame you for things
- Call you names
- Commanding you to do things as a way of controlling you
- Talking about you or your body in ways that make you uncomfortable

RACIAL



- Undervalue, shame or make comments about your race
- Threaten your immigration status
- Use culture or identity as an excuse for other types of abuse or behaviour

PHYSICAL



- Threaten to use or use physical violence like scratching, hitting or slapping, pushing, holding you against your will or strangling you
- Grab or pull your hair or clothing
- Throw objects at you
- Smack or touch your butt without your permission or consent
- Force you to eat/drink or take a substance you don't want (weed, alcohol, pork, etc)
- Grab you to prevent you from leaving or to force you to go somewhere

SEXUAL



- Insist or force you to do something sexual that you don't want to do or feel unsure of, from general touching to sex
- Force you to engage in prostitution/sex work or pornography, web cam activity or to be physical with someone else against your will
- Refuse to use safe sex practices like condoms
- Take a condom off during sex without your consent (stealth)
- Prevent you from using or forcing you to use birth control
- Control your decisions about pregnancy and/or abortion
- Withhold sex or affection as a form of control
- Post video or photos of sexual acts without your permission

FINANCIAL



- Take or steal your money or things
- Make you pay for things through guilt
- Control what you do and don't buy
- Ask for your bank account details/ PIN or control your bank account

YOU ASKED THE QUESTIONS, NOW WHICH ROAD ARE YOU ON?

You feel positively about your answers to the questions

HEALTHY RELATIONSHIP!

Both of you are putting time and effort into it. You are a team.



You feel uncertain about your answers

POTENTIALLY IN AN UNHEALTHY ZONE.

You may not be okay with the answers. Your next step is reaching out for help or more information. You are not alone in this. Maps to help are below.

OUR ROMANTIC RELATIONSHIPS AND FRIENDSHIPS START SOMEWHERE.

Here are some safety tips for becoming involved in both! You can look online for more as well.



- Be assertive in what you are and are not comfortable with. Be aware of your surroundings.
- Keep safe and meet in public places for the first few dates or double date! Restaurants, the movies, or a park, are all great date ideas. Stay safe, even if you already know this person through school or a friend.
- Let someone you trust know where you are going and when you expect to return.

Some of the items above are unhealthy behaviours, but some are against the law.

Relationships generally start as healthy and can shift into something else. While it can be hard to think of or come to admit that someone you care about is not treating you with respect, you always deserve respect from the people around you. When you are being hurt in a relationship it is time to leave, even if a bad situation happened only one time. And it is okay, to not go back.

WARNING: MAJOR RISK AHEAD



If you are in an unhealthy relationship, it could take a turn toward abuse. Abuse can happen multiple times in multiple ways, but a single incident of assault (an attack) is also considered abuse. However, abuse does not only mean physical violence:

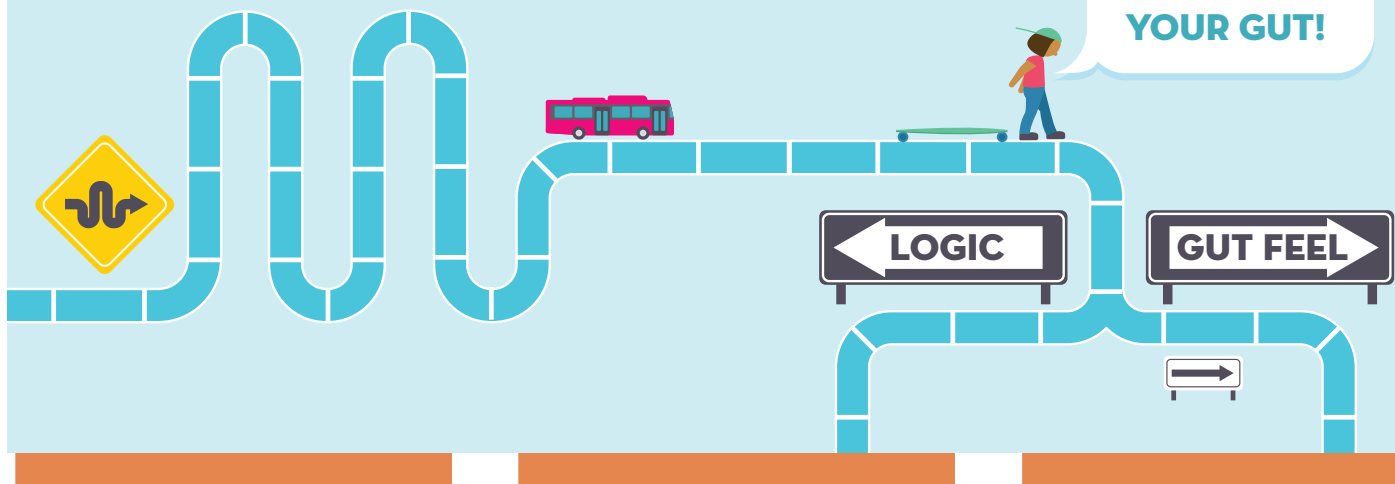
- Sometimes you can see it – being hit, slapped or pushed around;
- But it can also leave no physical marks; abuse can be emotional, verbal and psychological, this includes but isn't limited to, insulting someone, stalking or controlling them;
- Abuse includes making you or the other person feel scared or worthless;
- Abuse can include forcing someone into sexual behaviour against their will.

- Have a backup plan to get home: if you have a phone, make sure it is charged. Have your own money in case you need to take a bus or taxi (310-TAXI) quickly. Have a friend, parent or someone you trust on standby to pick you up. Or, consider using an app for a ride service that is attached to a bank or credit card.
- While we are not responsible for the actions of others, keeping our drinks in our hands and being aware of how much we are drinking are wise things to do.
- Use your smarts! If something doesn't feel right, always trust your instincts.

LISTEN TO YOUR GUT!

LOGIC

GUT FEEL



REMEMBER



If you are in an unhealthy/abusive relationship, you can still be having fun and feel happy sometimes. Imagine a roller coaster; ultimate highs followed by equally intense lows often happening in a repeating cycle.

The other person's words and actions are not your fault. Their words and actions are their responsibility and choice. They are most probably not showing everyone this harmful side of their personality, you are the one experiencing the behavior. Your experience is valid.



YOU CAN CALL US, YOUR LOCAL YWCA, AND GET MORE INFORMATION BY VISITING WWW.YWCACANADA.CA OR CHECK OUT OUR LIST OF RESOURCES EITHER ONLINE OR BELOW. WHAT HELP CAN LOOK LIKE:

WHAT HELP CAN LOOK LIKE:

For information about **who we are** and what we do, check out: www.ywcacanada.ca. For more information about **why** we put together this resource, www.weekwithoutviolence.ca is a great place to start! To learn about your **rights**: www.ywcarightsguide.ca

If you **need to talk** to someone about things going on in your life you can call Kids Help Phone at 1-800- 668- 6868. <https://kidshelpphone.ca/>

For **mental health** help check out: www.ementalhealth.ca

If you are thinking about **suicide**, please go to <https://suicideprevention.ca/need-help/>, to find out who to call in your area.

If you are thinking about **running away** or already have, you can contact <http://operationcomehome.ca/programs/reunite/> to learn more about what to do next.

For **LBGTQ** services contact 1-888-530-6777 or the website <http://pflagcanada.ca/>

For **trans** folks you can also use this hotline and website: (877) 330 - 6366 and <https://www.translifeline.org/>

Childhelp National **Child Abuse** Hotline (170 languages, 24/7) 1-800-4ACHILD or 1-800-422-4453

If you need a **safer place to stay**, visit <http://www.sheltersafe.ca/> for a shelter near you.

Action Canada for **Sexual Health and Rights**: <https://www.actioncanadashr.org>



CONSIDER PASSING THIS ONTO A FRIEND BEFORE RECYCLING

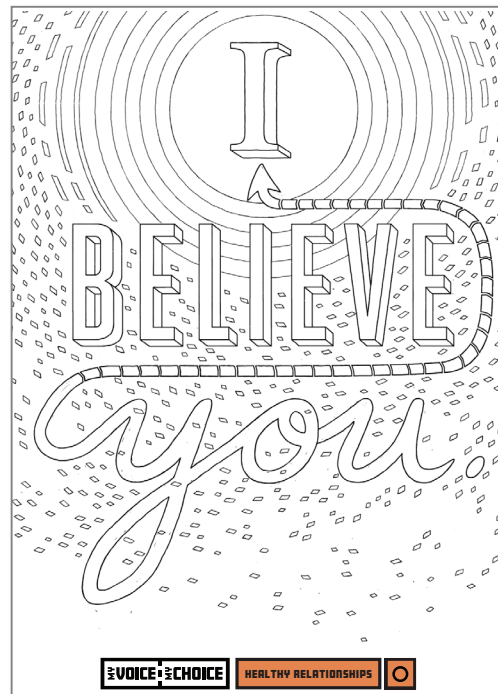
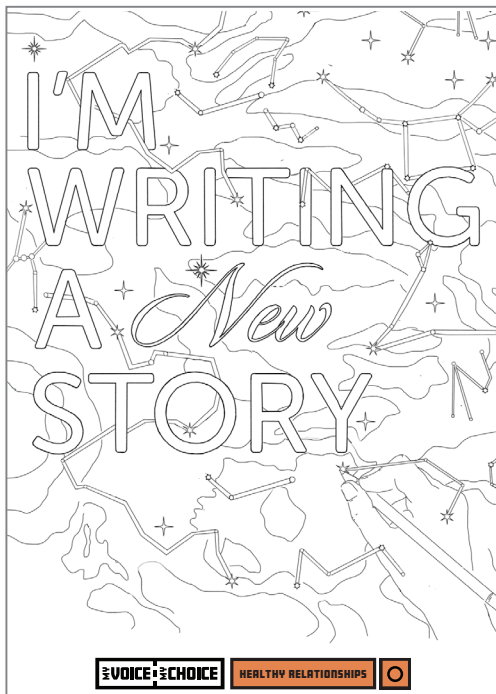
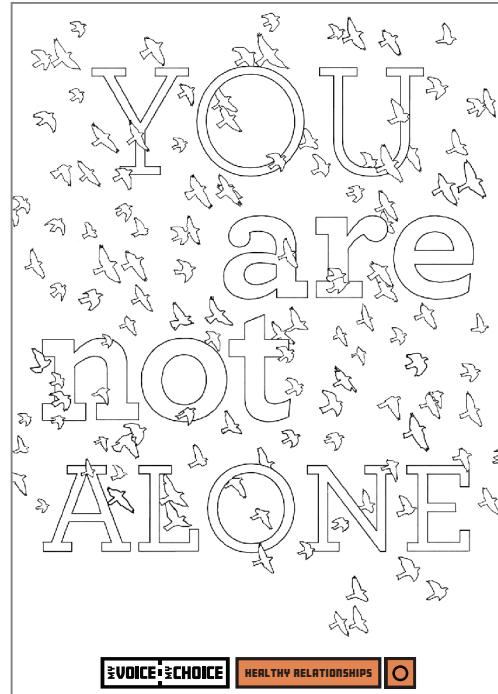
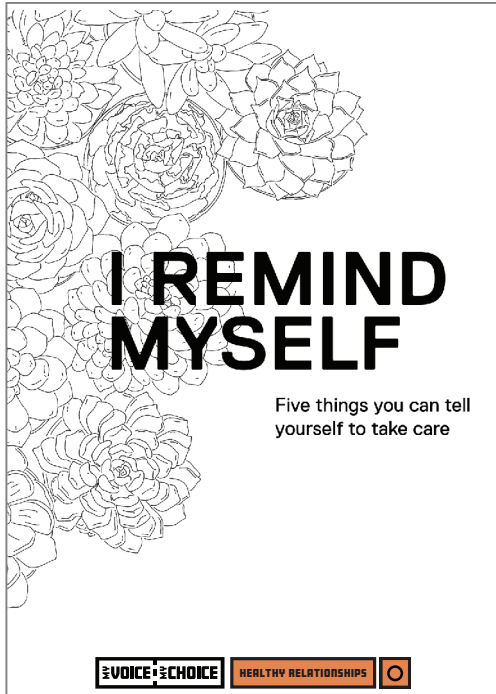


YWCA
CANADA

WEEK
WITHOUT
VIOLENCE



6. Colouring sheets





ADDITIONAL RESOURCES FOR FACILITATORS AND PARTICIPANTS

AMAZE

This website is full of free and fun educational resources such as videos, toolkits and lesson plans on sex and sexuality for youth, parents, caregivers, and educators.

<https://amaze.org/>

BREATHINGROOM™

This is a multimedia experience designed for youth to help improve mental health. The app can be downloaded from Google Play or the App Store. Enter the code XXQTGPUE for full access.

<https://app.breathingroom.me/register?code=XXQTGPUE>

KIDS DEFINE THE LINE

This is a resource created by McGill University for youth on topics such as sexual violence, gender-based violence, and cyberbullying.

<http://kidsdefinetheline.ca>

LOVE IS RESPECT

This resource is aimed at young people and provides education on healthy relationships, personal safety, and supporting others. This site is inclusive to all kind of relationships.

<https://www.loveisrespect.org/>

7 CUPS

7 Cups provides on demand emotional health support and online therapy services. People accessing this site can have 1-on-1 conversations, group chats, participate in forums, and read up on advice from experts.

<https://www.7cups.com/>

STOPTHEHURT

StopTheHurt is an inclusive website designed to support people in having positive relationships in their lives.

<https://stopthehurt.org/>

THAT'S NOT COOL

This site is dedicated to increasing awareness of online relationship dynamics between young people. The site has information, videos, and interactive games about topics related to healthy boundaries and online safety.

<https://thatsnotcool.com/>

TEEN TALK

This is a Manitoba-based site with information and activities on many topics including healthy relationships.

<http://teentalk.ca/>

THE TREVOR PROJECT

The Trevor Project is resource hub for youth who are sex and gender diverse as well as those who support these young people.

<https://www.thetrevorproject.org/>

WELLNESS TOGETHER CANADA (GOVERNMENT OF CANADA)

This website connects users of all ages and backgrounds to a variety of free resources to support mental wellness. Users can get personal recommendations based on their needs and track their progress. "

<https://wellnesstogether.ca/en-CA>



COMMUNITY SUPPORT RESOURCES

Community Counselling Program

Find your regional Community Counsellor contact information at the website below:

- Web: <https://www.hss.gov.nt.ca/en/contact/community-counsellor>

NWT Helpline

- Web: <https://www.hss.gov.nt.ca/en/services/nwt-help-line>
- Call: 1-800-661-0844

YWCA Northwest Territories

- Web: <https://www.ywcanwt.ca/>
- 24 Hour Crisis Line: 1 (866) 223-7775
- Email: giving@ywcanwt.ca

Canadian Women's Foundation

- Web: <https://canadianwomen.org/>
- Call: 1-866-293-4483
- Email: info@canadianwomen.org

Centre for Northern Families

- Web: <https://daycares.ykws.ca/welcome-centre-northern-familiesNWT> HelpLine

Women and Gender Equity Canada

- Web: <https://women-gender-equality.canada.ca/en.html>

Home Base Yellowknife

- Web: <https://www.homebaseyk.com/>
- Call: 1 (867) 766-4673

Kids Help Phone

- Web: <https://kidshelpphone.ca/>
- Call: 1-800-668-6868
- Text: 686868
- Live chat counselling: <https://kidshelpphone.ca/live-chat-counselling>

Rainbow Coalition of Yellowknife

- Web: <http://www.rainbowcoalitionyk.org/>
- Call: 867-444-7295
- Email: info@rainbowcoalitionyk.org

Additional resources for community support groups can be found at arcticfoxy.com/resources

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Government of | Gouvernement des
Northwest Territories
Territoires du Nord-Ouest

