

The Students Commission of Canada

Project NotSoMany's Healthy Relationships Workshop

AUGUST 2006

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Information for Facilitators

Who We Are



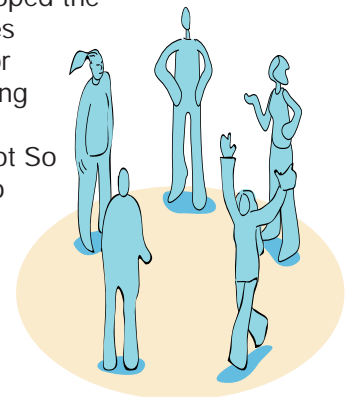
The Students Commission of Canada, lead organization to the Centre of Excellence for Youth Engagement is a national, charitable youth organization that is dedicated to creating and promoting opportunities for young people to use their skills in creating positive change in their lives and communities. The Students Commission's programming is founded upon the organization's Four Pillars of *Respect, Listen, Understand, Communicate™*; a mandate that acknowledges how important the existence of a respectful process in positive youth development really is. Supported by the research of the Centre of Excellence for Youth Engagement, we believe that when young people are afforded opportunities to share and learn in a positive environment, they are better equipped to make healthy choices in their daily lives.

Our mission of healthy youth development and positive youth engagement is supported through the various projects we deliver, including the Healthy and Equal Relationships project that gave rise to this workshop. For more information on The Students Commission, please visit www.tgmag.ca, or contact The Students Commission's Toronto office at (416) 597-8297.

The Project

With the generous financial assistance of the Ontario Women's Directorate and their *Promoting Healthy and Equal Relationships* funding stream, The Students Commission of Canada began hosting weekly discussion group meetings in the spring of 2006 with young men and women from across the Greater Toronto Area. Each Wednesday the young men of Project Not So Much, and each Friday the young women of Project Not So Many came together for a facilitated discussion of their experiences and opinions on the topic of healthy and equal relationships. In late March of 2006 approximately 35 of these young men and women traveled to Cornwall, Ontario for a retreat where they spent an intense three days sharing their ideas with one another, and laying the groundwork for this workshop.

Further discussions between the young men and women's groups developed the content of this workshop even more, shaping their ideas into the activities included in this workshop. Each of these activities are rooted in the major themes of respect, trust, honesty, communication, healthy decision making and self-reflection that emerged from both the retreat and the weekly discussions. The young men and women of Project Not So Much and Not So Many shared their wisdom, their experiences and a part of themselves to create this workshop, and are proud to present their work to you.



Acknowledgements

The Students Commission would like to sincerely thank the Ontario Women's Directorate for providing the funding for this project and making it possible for us to develop and deliver these workshops. We would also like to extend a heartfelt thank you to the young men and women of Project Not So Much and Project Not So Many who gave so much of their time, energy and ideas to this project. Thanks to Gifty, Amina and Romil for working so hard and pulling things together, and doing such a great job. Finally, we would like to thank the partners of The Students Commission who have assisted us with hosting and delivering this workshop. As always, your support is greatly appreciated.

Notes on the Workshop

This workshop is geared towards those young people between the ages of eight and fourteen, however it can easily be adapted for those young people who are older. The messages are applicable for all ages, and the activities can elicit strong discussion on the topic from anyone. **It is important to note that the workshop is designed to be facilitated, rather than taught.** The goal of the workshop is to create an atmosphere where learning happens through shared communication and a communal process of development, an environment which we feel is best achieved through the guidance of a facilitator, rather than that of someone in the role of teacher. Ideally, we envision this workshop as being led by a young facilitator, or a team of young facilitators, as we feel that youth respond well to the leadership and facilitation of other young people.

Before the workshop starts, there are several key things you should remember. First, it is a good idea for the facilitator(s) to read through all of the activities they plan on running before doing them with participants. If you, as a facilitator are comfortable with the language and the ideas behind the activities, the group of participants are more likely to benefit from them. Choose each activity carefully. Within this workshop guide, we have provided a range of activities for you to choose from, allowing you to tailor your workshop to the crowd you are dealing with. Make sure the activities you decide to run are appropriate for the age and size of the group, and are in line with the goals of the workshop.



The basic ideas and principles within the workshops are relatively simple to grasp. They have been designed to work together with the icebreaker and energizer activities in order to promote open and honest communication between participants. Icebreakers and energizers are easy and fun, and can provide safety for those who are shy, or uncomfortable. They are great for opening up the workshop or re-energizing a group that is sluggish. Feel free to bring your own ideas into the workshop. What we have provided here is simply a guide.

When you are talking about things that are as important (and sometimes as difficult) as healthy and equal relationships, it helps for participants to see each other without obstruction. Sitting in a circle can help make this happen, so try to arrange the chairs in a circle, or have everyone sit on the floor or on some cushions if you want to make the floor a little more comfortable. Certain activities in this workshop require table space to work on. If you choose to use these activities, try to use round tables so that everyone in a group can make eye contact with each other while they work, or arrange the people around the tables so they can see each other without obstruction.

It is important that you are prepared with all the materials you will need (down to the last pencil) for the workshop before you start. It will make it easier on you as a facilitator. Read through the list of materials needed as outlined on the module instruction sheet in advance of starting your workshop. Remember that if you make modifications to the activity, you might need to change up some of the materials too.

Establishing guidelines at the start of the workshop (around talking out of turn, respecting other people's ideas and opinions) will go a long way in promoting communication between participants and building community. Ask them what they would like to have as guidelines for the workshop and post on the wall where everyone can see. This way you will be able to refer back to them if necessary.

Make sure you leave enough time for breaks. Watch your crowd! You will know when you are losing them. Throwing in a break, or an energizing activity between the workshop modules can really get the energy level back up. When you see your group starting to get tired or restless, use your judgment as a facilitator, and give them a quick break!

After doing each activity, it is a good idea to check-in, or touch base with participants. The main goal of this is to figure out whether or not the participants have any questions or comments about the activity, or simply if they are feeling comfortable enough to participate. Everyone is at a different point in their lives, and some might be more affected by the subject matter than others. As a facilitator, it is imperative that you are on top of this. Your job is to make sure that everyone is okay; if they are not, it is your responsibility to connect them to someone who can assist them. (For example, a teacher, guidance counsellor or someone else they trust.) A check-in can be as simple as asking how everyone is doing.

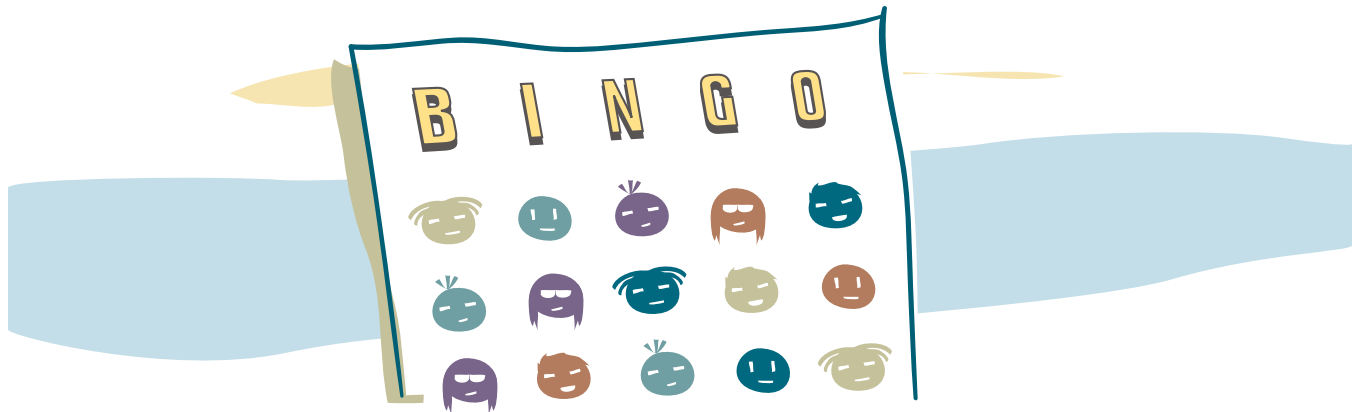
At the end of the workshop, try to leave enough time to 'debrief' with the group. This will give everyone the opportunity to give their final thoughts on how the day went. Asking questions like "what did you learn?" or "did you like today?" can be helpful for yourself as a facilitator as well as participants, bringing a kind of closure to the workshop.

Finally, our last bit of advice is to make sure that everyone knows what's going on, who you are and why they are here. A lot of frustration can appear based on this sort of confusion. Introduce yourself, and make an effort to get to know participants' names and where they are from. (Hint: name tags will make this easier!) Addressing participants, no matter how old they are, by using their names makes people feel more welcomed and included, something that is really important in a workshop like this. Be clear about your goals from the start. This way people will not feel 'lost' or unsure of what they are doing. This workshop has been structured to help participants talk about relationships in all senses of the word. It has been designed to promote healthy and equal relationships through exploration and understanding of the subject, and is an opportunity for participants to talk about their experiences, emotions, and opinions. This workshop is a tool to help them understand the concept of a relationship so that they will be better equipped to handle the situations of their daily lives.

Good luck and we hope you enjoy this workshop! Be creative, have fun with the modules, and remember to change and adapt them to your situation as you see fit.

Sincerely,

The Students Commission Team



Human Bingo

Human Bingo is an excellent icebreaker, as it encourages participants to mix with the rest of the group in a safe and fun way. This activity is generally better suited for larger groups, but will work with groups as small as 10 or 12. The underlying message of this activity is to show participants some of the (often unknown) commonalities that exist in people, as well as showcase the many different, varied sorts of relationships that people have with one another.

Time and Space:

- This module will take approximately 10-15 minutes depending on group size.
- The group will need to move around, so make sure there is a large open space for them.

Materials Needed

- Pencils for everyone
- A copy of the *Human Bingo Sheet* for everyone
- (Optional) A prize for the first person to have their sheet filled out completely

Steps

1. Distribute pencils and a copy of the worksheet to everyone.
2. Instruct the group that they are to fill out the worksheet by finding someone OTHER THAN THEMSELVES that fits the criteria in each square. In addition to that, each individual will have to ask the person that matches the square to name the most important person in the world to them, and explain why. Make sure participants jot this information down too, or they will forget it.
3. Give the group 5-7 minutes to complete their sheets.
4. When the game is finished, call everyone back into the large group and ask them the following questions:
 - Did you meet someone new? Do you think that this means you now have a relationship with this person?
 - Did you learn something new about someone you already knew? What was it?
 - Who did you name as your favourite person in the world and why?

Facilitator Notes:

- If there is a box that no one in the group applies to, make it a freebie.
- Try to get the group to interact with as many people as possible. If you see that there are some people who are struggling, make sure you step in to help them along.

Human Bingo Sheet

List the name of anyone in the group who fits in the box. Try to have as many different names as possible. Make sure you remember to write down who their favourite person is and why they are a favourite too.

My Name is : _____

Find and list at least one person who...

...likes to sing in the shower.	...goes to school and likes it.	...has more than two siblings.	...really likes the colour orange.
...has a best friend.	...does not live with their biological parents.	...likes to go to the movies.	...is an only child.
...knows another language.	...has a name that starts with the letter 'A'.	...has never flown on a plane before.	...likes to play basketball with their friends.
...has a dog or a cat, but not both.	...knows how to dance.	...has never eaten a peanut butter sandwich.	...hangs out with a cousin.

3 Questions

This module is another great ice breaker designed to allow people the opportunity to get to know one another a little better, and start forming a bond that will hopefully allow the breakdown of barriers when dealing with some tougher issues later on in this workshop. We recommend that you use this module near the start of the workshop in conjunction with something that is a little more active as an energizer.

Materials:

- Paper and pens for everyone (Optional)

Time and Space:

- Approximately 15 minutes.
- Enough space for small groups to go off and have conversations without too much interference from others.



Steps

1. Divide the large group into smaller groups of three or four.
2. Have each person 'interview' the individual on their left, asking them one of the three questions (below) at a time so that everyone has a chance to answer before the second question is asked.
3. Once the first three questions have been asked and answered, give participants a couple of seconds to think of another three questions to ask the individual on their right. They may want to write them down so they do not forget them. Go around the circle until everyone has asked and answered this next set of questions.

Questions

1. What is the most important thing in the world to you? Why?
2. Who is the most important person in the world to you? Why?
3. Who are you most proud of in your life? Why?

Facilitator Notes:

- Try to make sure that you are paying attention to the questions that are being asked during the second round so that there are not any questions being asked that are inappropriate or are making someone uncomfortable. If there are, (especially in groups that are familiar with one another like a classroom or an after school program) it would be a good opportunity to bring it up as an issue with the whole group, without calling out who asked the inappropriate questions. Ask the group what their reactions would be if someone asked them something inappropriate. What if they didn't know the person that was asking them? Why does it seem to be okay when you know the person to ask them something that might make them uncomfortable? Is it disrespectful to ask people inappropriate questions for fun or for a laugh?



Back-To-Back

This module is an excellent content activity that demonstrates the power of teamwork, communication and shared decision making in a relationship, as well as a great way to break up the group and get a little energy happening.

Time and Space:

- This exercise will take approximately 10 minutes.
Make sure you have LOTS of open space, free of obstructions.

Steps

1. Divide the group into pairs. (As a facilitator, this is a great opportunity for you to mix up some of the groups that inevitably pair off in these sort of workshops. Feel free to mix participants up as you see fit. It also works best to pair individuals of similar height and weight.)
2. Have participants sit down on the floor with their backs to one another and interlock their arms.
3. On the mark of the facilitator, have the pairs attempt to stand up without unlinking their arms.
4. Give groups two or three attempts at standing. Some groups will be successful, others will definitely not be.
5. When everyone has had an opportunity to try to stand with their partners, have them rejoin the large group for a brief closing discussion. Start the discussion off by asking the following questions:
 - Were you successful on your first attempt? If so, why do you think you were? If not, why do you think you didn't succeed? What could you have done to be successful?
 - What, if anything, does teamwork have to do with keeping a relationship healthy?
 - What does compromise mean? What does it mean to you? What does it have to do with keeping a relationship healthy?
 - When in your life have you ever been a part of team in a relationship? When have you ever had to compromise? How did you feel about it?
 - What sort of communication did you see happening in this activity? Verbal? Non-verbal? Are both of these types of communication important in keeping a relationship healthy? How? Why, or why not?

Facilitator Notes:

- Sometimes the best way to energize a group is to have a little competition. Time permitting, you might want to have something of a round robin "Back To Back" tournament with a small prize for the group who can stand up the fastest. If young people are having fun, they are more likely to be receptive of the messaging behind this activity.
- Be aware of those who are not comfortable with touching other people, or have serious personal space boundaries. The objective of this game is to get young people energized, not to make them uncomfortable in their environment. If this does happen, it might lead into a great discussion on boundaries and their place in relationships, but be sensitive to the fact that you do not want to draw unnecessary attention to someone.

Let's Close It With an Orange

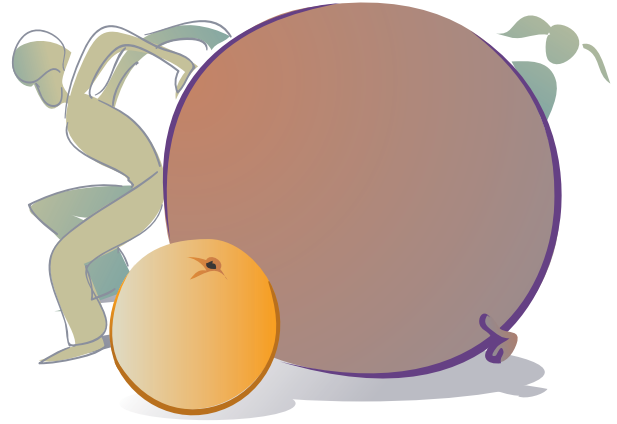
This module is another really great energizer with a purpose! This is another activity that shows the success of teamwork, support, encouragement and communication.

Materials:

- A round, slightly heavy object like an orange, or a rubber ball for each team.

Time and Space:

- Approximately 15 minutes.
- An open space with enough room to run around in.



Steps

1. Divide the large group into two or three teams (aim for even numbers in each team if possible.) The team will be provided with the orange.
2. Set up a course for teams to navigate. For example, to the wall and back, or around a desk and back to the starting point.
3. Have each team pair off its members. The first pair will place the orange between themselves at some point on their bodies (*hint-the shoulders work really well, and so does the head.) They are not allowed to use their hands to keep the orange off the floor. If the orange does fall, the pair has to start again. To save time, you could give them a "time penalty" at the end of the race instead of having them start all over.
4. Pairs can use their hands to pass the orange to the next pair, and to position it between themselves, but not to hold it when they are moving with it.
5. When the teams are finished, call everyone back to the large group for the closing discussion.

Discussion Questions:

1. Other than running with an orange, what is this activity about?
2. Was it fun? Is fun important in a relationship?
3. What did it take for you to successfully complete the course without dropping the orange? (Teamwork? Communication? Working together for a common goal?)
4. How do these things impact the way we travel the course of our relationships? Or do they? If they don't, why not and what does impact how we go through our relationships?
5. Did it help to know that there were people cheering for you? If yes, why? If no, why not? Has there ever been a time in your life that you were helped because someone cheered for you and supported you?
6. What does 'support' mean? How do people support one another? Is there such a thing as negative support? What does this mean? What does it look like?
7. Can you describe a time in your life when you felt like you had all the elements of this activity with you in a relationship? (For example, communication, support, friendship, fun, teamwork)

Facilitator Notes:

- You might want to have a small prize (candy or other small treat) on hand for the winning team.
- As one of the major themes of this activity is support and encouragement, you might want to give a prize to the team that cheered the loudest for their peers as well as to the winning team.

The Discussion Piece

Whenever you are delivering a workshop, it is always a good idea to create some sort of a baseline understanding of the topic materials. This activity is designed to do exactly that. It allows the facilitator the opportunity to look at what participants already know/assume/believe/stereotype/experience about relationships of all kinds. This activity would be a great starting place for people.

Materials Needed

- Flipcharts and markers

Time and Space

- Open space for everyone to move freely and discuss in both large and small groups.
- Approximately 15 minutes.

Steps

1. Break the large group into smaller groups of four or five people. Distribute some flipchart paper and markers to each of the groups.
2. Ask each group to answer the following three questions:
 - What is a relationship? (Define what they think the term “relationship” means.)
 - Who are they with? (For example, brother, sister, pet, partner.)
 - What are they made of? (For example, fear, trust, love, violence.)
3. Have the small groups come back and share their responses with one another.
4. Staying in the large group ask youth the following questions
 - Why do relationships happen?
 - How do unhealthy relationships start?
 - What can unhealthy relationships lead to?
 - What can you do if you are in a relationship you don't like?
 - What if you see a friend in an unhealthy relationship? Do you know where to go, or who to talk to?

Facilitator Notes:

- In this instance, the relationships which we are discussing are the interactions between the individual and anyone else. We are not solely describing a sexually-based relationship, such as one that is between a boyfriend or a girlfriend, so it is important to emphasize that point. We have relationships with everyone that we interact with. A healthy relationship is one that is free from violence, fear, control and power imbalances, shame and guilt about who you are. A healthy relationship is built on trust, communication, respect and understanding and supports and helps to build an individual's self-esteem. It does not work to destroy it.
- Chances are with this age group you will be working with a lot of young people who have been a part of the bullying cycle in one fashion or another. Now might be the opportune time to find out what they think about bullying and how they handle it. What do they do when they see a bully? Have they ever bullied? Why or why not? Have they ever been bullied? What did it make them want to do? How did their friends respond? Do they think that bullying is just “kids being mean” or is it the foundation for a really unhealthy relationship? What can they do about it?



Relationship Pyramid

The pyramid is one of the oldest, most stable architectural structures in existence. Using the imagery of a pyramid, this activity walks young people through the process of defining what makes a strong, stable, lasting relationship for them. It is an activity that asks youth to determine what they feel is important in a relationship and offer reasons as to why. It can be completed individually or in small groups.

Materials

- Something to write on. We recommend sheets of flipchart paper if you do this in small groups
- Something to write with

Time and Space

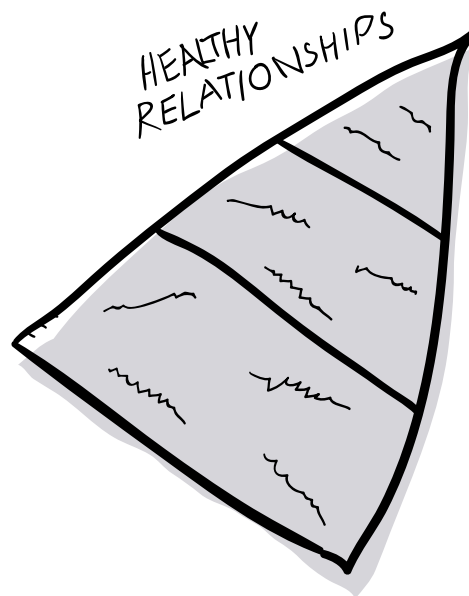
- This activity takes approximately 20 minutes.
- You will need enough space for individuals to spread out in a room, or for the small groups to gather.

Steps

1. In the large group lead a brainstorm about what might be involved in relationships (both good and bad). These could be words like 'respect', 'trust', 'loyalty' 'violence', or 'power'.
2. If you are working in groups, have participants draw the outline of a triangle on their papers. Then get them to divide it into three sections.
3. The base of the pyramid is the strongest part of the structure. Have participants label a maximum of four things that are the most crucial pieces of a relationship to them. These are the things that create the base, or foundation of all their relationships. These are the 'must haves' or needs of a relationship.
4. In the middle section, ask participants to write a maximum of three things that they feel are important, but not crucial to their relationships. These are the things that are really nice to have, but you could do without one or two of them.
5. In the final section at the very top, have participants write no more than one thing they think is a bonus in a relationship. For example, someone might write "laughter" or "money".
6. Ask for volunteers to share their responses with the group. Have them also explain why they ordered the words in the way they did.
7. Close the activity by asking the following questions:
 - Was it hard to separate what you need and what you want in a relationship? Why or why not?
 - What happens if one of your foundational needs is missing? How does the relationship work?
 - Why do different people value different things?

Facilitator Notes:

- This activity works well in conjunction with the "Million Dollar Question" and the "Ship Called Relation" modules in this workshop.
- You might find that some participants have difficulty in ordering their priorities. This is okay as it shows both the importance and the interconnections of the elements of a relationship.
- You might also find if you work in groups, that participants' priorities may differ drastically. If this is the case, try to assist them in talking out a compromise.



Money Can't Buy Me Love?

The purpose of this module is to help participants identify what is important to them in a relationship in a fun way. While we know that money can't actually buy happiness, it can be fun to pretend. This module can be done in groups or as individuals.

Materials Needed

- A copy or two of both the Price and Purchase Lists and something to write with for each group or individual (depending on how you plan to run this activity.)
- Play money for each group (optional)

Time and Space

- 20-25 minutes depending on group size.
- Open space for small groups to gather in without interference from other groups.

Steps

1. If doing this module in small groups, break participants into groups of four or five. Designate one member of the group as the 'banker'. Note, this will be you if doing this individually.
2. Distribute the money and the worksheets. Explain that participants get to 'buy' the items listed for sale on the Price List. There are no limits as to how much of one item they can purchase, however there are limited funds. Each group (or individual if you are not doing this in groups) will only receive \$1 million. (Even if they buy 'money; they can't spend more than one million dollars.) Each item is worth \$100,000.00 (so they can purchase up to ten items.) As a group they will collectively have to decide what is important enough to spend money on.
3. Give each group their own space in the room and about 5 minutes to decide what they want to buy. The banker does not get to choose which items the group gets to buy, rather, they act as the broker. The banker will get to fill out the purchase sheet and hold the money once it is spent.
4. Once everyone is done, have participants report back to the larger group explaining why they bought what they did.

Facilitator Notes:

- If you did this in small groups, you might want to follow this up with a brief series of questions for the larger group.
 1. Did everyone in the group agree on everything? Why or why not?
 2. What role did each person play in the group? How did this affect (if at all) what your group bought?
 3. Do you think this would have been easier to do individually? Why or why not?
 4. Is it hard to prioritize what you really want in a relationship? Why or why not?
 5. Did anyone buy money, jealousy, violence, control or power? Why or why not? Are these items always bad to have in a relationship? Why or why not?



Money Can't Buy Me Love?

Price List

Each of the following items cost \$100,000. Note that that there are ten \$100,000s in \$1 million.
Remember to choose which ones matter the most to you in a relationship.

\$

\$

RESPECT
MONEY
UNDERSTANDING
HONESTY
FRIENDSHIP
JEALOUSY
LOYALTY
LOVE
SECURITY
COMMUNICATION
POWER
HAPPINESS
TRUST
VIOLENCE
FAITH
SUPPORT
INDIVIDUALITY
CONTROL
FORGIVENESS

Money Can't Buy Me Love?

Purchase List

Money Remaining	Item Name	Why we chose this item
\$ 1 Million		
\$ 900,000		
\$ 800,000		
\$ 700,000		
\$ 600,000		
\$ 500,000		
\$ 400,000		
\$ 300,000		
\$ 200,000		
\$ 100,000		



Dare To Trust

Trust is so important in a strong, positive, healthy, equal relationship. If trust is not a part of your relationship foundations the relationship can quickly turn sour through mistrust, dishonesty, or jealousy. This game is an old one, but a good one nonetheless. It is a simple, visual and physical expression of trust that can energize the room in seconds. It may take awhile for some of the group to trust because they may be scared but whenever they do decide to take part, you have to be there ready for them with open arms.



Materials

- None

Time and Space

- Approximately 15 minutes.
- A large open space -if you can find some crash mats just in case, they might come in handy and would go a long way to creating something of a safer space for those who are a little reluctant to participate.

Steps

1. Divide the group into threes. While the game is played with two people at a time, the third person can be a spotter for the pair. Make sure they get a turn though.
2. One participant stands in front of the other who is holding their arms out, ready to catch the falling body. Make sure the distance is not too great. There should be no more than a half a body length between the two people.
3. With the spotter standing by just in case, the one participant falls into the other's arms, which are open and ready to catch his/her partner.
4. When everyone has had a chance to go, gather the young people back into the large group and close the activity with the following questions:
 - How did everyone feel about the game? Was everyone successful?
 - Were you scared about trusting that person? Why or why not?
 - Why is trust important? Or is it?
 - How do you see trust working in your lives? (For example, keeping secrets, being with a parent or guardian, watching their younger siblings after school)
 - Is trust the number one factor in all relationship? If not, what would be?
 - If you don't trust someone, what happens? How can this affect a relationship? How can this impact you and how you feel about someone else? How can this impact the way you feel about yourself?

Facilitator Notes:

- This game is suited for older young people as they are more likely to be able to hold the weight of their counterparts. Use your best judgement when picking this activity. If you are wanting to use it anyway, and you're not sure about the strength of your participants, have them fall back into your arms, or the arms of a co-facilitator.

Made in Clay

Clay is a phenomenal medium to work with. It is forgiving. It allows you to make mistakes and start again. It is a medium that encourages creativity, but does not demand artistry or perfection. This activity is designed to encourage participants to use their imagination and express themselves and their ideas, thoughts and opinions through an alternative medium. It is also a great excuse to get messy and play with clay!

Materials

- Modelling clay/plasticene of various colours
- Wax paper for each participant (like a placemat)
- Moist paper towel for shaping the clay and cleaning up
- A sink and soap somewhere nearby to wash hands!

Time and Space

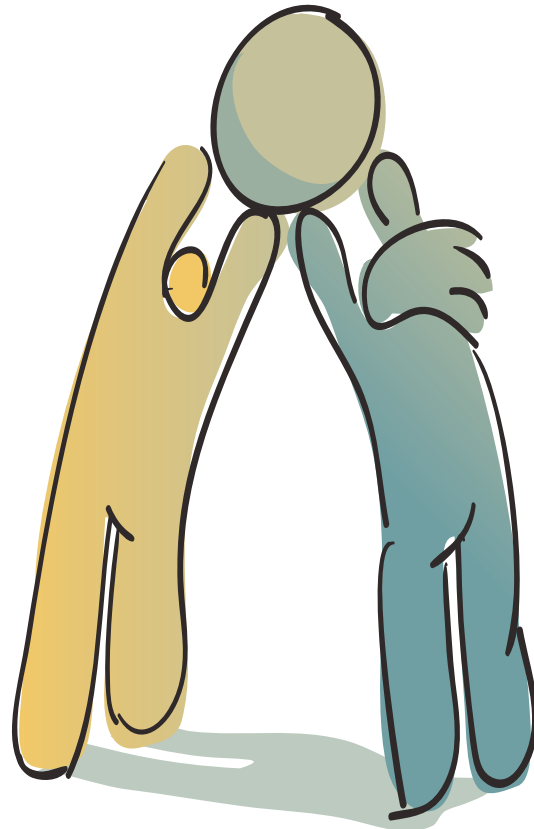
- 25-30 minutes.
- Any place where there is enough room for each person to play with their clay. You will want to have a hard surface for them to build on, so tables would be a good idea.

Steps

1. In the centre of each table, have clay of various colours set out.
2. Ask participants to grab a couple of pieces of clay and start to work the pieces in their hands.
3. As they are working the clay, have them think about the best and worst relationships they have ever had.
4. Have participants "build" both of these relationships out of clay.
5. When they are done, if they are willing to share, have participants describe their creations to one another.

Facilitator Notes:

- This exercise is an alternative method of expressing through art how we see and feel the relationships that have impacted us both positively and negatively. It is crucial to remember expression is not about artistic ability. Encourage those who are having trouble with this idea, and support them with positive feedback and questions around how what they are creating affects them.



Feeling Sculptures



Feeling Sculptures is an activity that encourages the physical expression of emotion both as an individual and as part of a group. Non-verbal communication is an essential part of how we interact and communicate with others, ultimately impacting how our relationships play out. This activity is designed to encourage participants to be expressive, and allows the group to get a sense of how different emotions are demonstrated by different people.

Materials

- Flipchart paper and a marker for the brainstorm

Time and space

- Approximately 20 minutes.
- Open space for participants to move freely.

Steps: Round One

1. As a large group, brainstorm a list of emotions that relate to people and their relationships with others. For example; happiness, sadness, grief, love, anger, guilt, joy, excitement.
2. Divide the large group into smaller groups of two or three, depending on how many participants you have.
3. Instruct the group to create a physical demonstration of the emotion you call out from the list the group brainstormed earlier. Have them work together to create a group expression.

Steps: Round Two

1. From the brainstormed list of emotions, have each member of the group choose one of the words and act it out to their group members without identifying which emotion it is they are portraying.
2. Have the group members attempt to guess which emotion they are acting out.
3. Once each member of the group has had the opportunity to go once or twice, call the large group back together to discuss the questions below.

Questions

1. Was it harder to work with the group to portray emotions? Why or why not?
2. Was it difficult to tell what people were trying to portray individually? Why or why not?
3. Do you think that the way we showed our emotions in this activity is an accurate reflection of how we portray them in real life? Why or why not?
4. Do you think that the way we show our emotions non-verbally impacts our relationships with other people? If so, how? If no, why not? If you answered yes, do you remember a time this might have happened?

Facilitator Notes:

- Though they will likely want to use their voices to help in their expressions of these emotions, try to encourage them not to say anything. The object of this module is to stress non-verbal forms of communication.

Word Association

The idea behind this activity is for the participants to figure out what and who in their life is associated to certain immediate thoughts and emotions. This activity is all about gut reactions. If they don't already know it, this activity will help them find out more about themselves and about their own lives.

Materials needed

- Word list
- Paper and pen/pencil for everyone

Time and Space

- Approximately 10 minutes
- Space enough to spread out

Steps

1. Read the word list aloud (quickly enough so that they do not really have time to give each word too much thought) to the group and have them write down their immediate reactions to it. Make sure they know that they do not have to share their responses with anyone else in the group.
2. When the group is finished, ask them to read over what they wrote. Is there anything that surprises them? Now that they think of it, is there anything that they would change? If so, what? Ask if there is anyone who might want to share their responses.
3. Ask the group if anything they wrote about is based in real life. If so, what? How? Why did they write it? Then ask them if they can see anything on their papers that might be based on a stereotype. Why did they write that down? Would they change it now?



Facilitator Notes:

- Because this can be a highly personal activity, it is important to stress that their responses do not have to be shared with anyone else; these are for their purposes only.

Draw What You Feel

Like the *Word Association* module of this workshop, this activity is also all about gut reactions and instinct. Unlike the *Word Association* game, this activity focuses on drawing your reactions, rather than writing them down. You do not need to be an artist to participate, shapes and colours are just as powerful as portraits and still lifes. This module allows for the creative expression of emotions and gut reactions to the words listed below. Pick up your pencils!

Materials needed

- Paper of different colours, shapes and sizes and markers / pencil crayons / crayons / sparkle pens

Time and Space

- This game should take about 25 minutes.
- Give participants enough space to tap into their creativity.

Steps

1. Get everyone set up with a variety of markers and enough paper. Read each word out loud and get participants to draw out what makes them feel that way. Make sure you leave enough time for them to finish their work.
2. When they are done, encourage them to share their work. Ask them *why* they drew what they did. Probe deeper into the reasons why they chose to portray what they did in their pictures.



Draw What Makes You Feel:

Angry
Happy
Jealous
Concerned
Trusted
Excited
Protected
Irritated
Loved



Confused
Bored
Proud
Scared
Ashamed
Sad
Insulted
Guilty
Alone

Facilitator Notes

- As they are drawing their reactions, encourage them to share about what they are drawing. This might elicit some deeper conversations on the subject. Try to keep the conversation ongoing while they are busy concentrating. You will find it easier to help them focus this way.
- Feel free to modify the word list to the age group and maturity of your audience.

My Best Me!

The root of all healthy relationships is a positive, vibrant, healthy sense of self-worth. Self-esteem is not conceit, it is being proud of who and what you are as a person, and being able to be proud of what you have accomplished through your very own skills and talents. This module is about patting yourself on the back in a creative way.

Materials Needed:

- A variety of random art supplies such as pipe cleaners, markers, washable paint, clay, sparkles, glue, plain paper, bristol board, construction paper and scissors

Time and Space:

- This activity should take about 25 minutes.
- Give them enough room to move around and make a mess.



Steps

1. Distribute the art supplies to various tables and have participants choose a spot to work.
2. Ask participants to think of the thing they are most proud of in their lives. It has to be something that they have accomplished themselves, so placing in a gymnastics competition would count, but winning a hockey stick in a draw would not. If they are having trouble coming up with something, try and help them work it out by asking about their hobbies, their responsibilities at home or school or something they did for someone else. From the art supplies, ask the group to create a representation of their "Best Me!"
3. When everyone is done, have participants present their work to the rest of the group with an explanation of what it is that they represented and why. Be supportive and encourage them to tell the story behind the achievement.

Facilitator Notes:

- It might take some coaxing from you for the young people to actually find something they are really and truly proud of, but eventually everyone can find something. Watch for those who will try to make a joke of other people's accomplishments, this can happen especially in groups that are familiar with one another and have the social hierarchy already defined. If this does occur, use it as a way of talking about respect for others and their accomplishments and how this impacts self-esteem.

This is Me

This is Me is a module that is about expressing yourself through the completion of a number of simple, but powerful statements. Keeping in line with the idea that healthy relationships are directly related to the presence of a healthy self esteem, a concept that is linked to how we as individuals see ourselves and identify who we are, this module is designed to help in this identification process by allowing participants the opportunity to look at the “bare bones” of their identity.

Materials:

- Paper and something to write with for everyone

Time and Space:

- Approximately 10 minutes.
- Enough space for people to spread out and write.

Steps

1. Distribute writing materials to everyone in the group. Have participants number their pages from 1 to 10, two times.
2. Next to the first set of numbers, have them complete the sentence, “I am...” Give them only a few minutes to complete this list.
3. Next to the second set of numbers, allowing them only a few minutes to complete the list, have them finish the following sentences:
 “I feel...” “I understand...” “I think...” “I wish...” “I want...”
 “I will...” “I did...” “I won’t...” “I didn’t...” I should...”
4. When everyone is finished, bring them back to the large group and close with the following questions:
 - Does anyone want to share what they wrote?
 - Was it difficult to finish the sentences? Why or why not?
 - Do you find that it is hard to write or talk about yourself? Is it hard to write or talk about yourself in a positive way? Why or why not?
 - How does how you see yourself connect with your self-esteem?
 - How does your self-esteem connect with your role in a relationship?
 - How can you increase self-esteem? Is it possible to do that alone, or do you need someone else to help you?

Facilitator Notes

- While you should encourage the young people to be positive in their statements, it is okay if they are not. This is about honesty, and for many people that means not always being positive. If this happens, be sure to follow it up as a subject for discussion, as much can be learned from talking about the way we feel about ourselves.

Warm Fuzzies

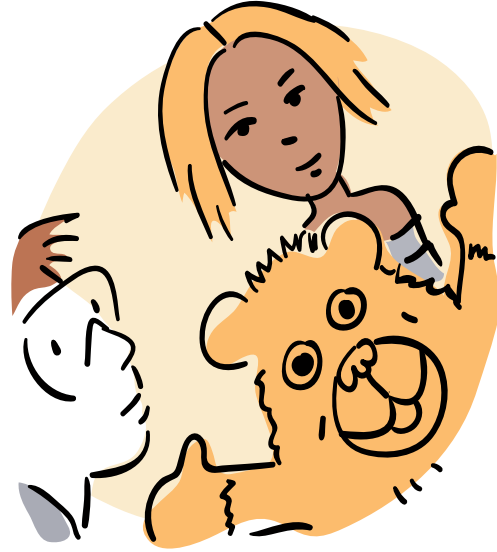
Everyone loves a warm fuzzy! One of the fundamental pieces involved in equality in relationships is the presence of good self-esteem. This activity is designed to encourage youth to think positively by having them verbalize a warm fuzzy for themselves and others in the group.

Materials

- Invite participants to bring with them to the workshop their stuffed toy, blanket or pillow. (Optional)

Time and Space

- With a group size of 15 people, this activity will take approximately 15 minutes including the introduction and closing remarks.
- You will need an open space large enough for participants to sit in a circle.



Steps

1. Have participants sit or lie comfortably on the floor in a circle. If they brought a stuffed toy, have them bring it with them to the circle.
2. Starting with either yourself or a volunteer from the group, go around the circle and have each participant share something positive about themselves with the group.
3. When everyone has had an opportunity to share something with the group, start the activity again. This time participants will share a warm fuzzy about someone in their life. For example their mother, father, teacher or friend.
4. Close the activity with the following questions:
 - What is self-esteem?
 - Is it important? Why or why not?
 - How does a person's self-esteem impact their ability to have healthy relationships with someone?
 - What are some of the ways people build better self-esteem?

Facilitator Notes:

1. Should someone choose to pass, have the group come up with a warm fuzzy about them.
2. If the group is giving generic answers such as "I have nice shoes" encourage them to speak up about their volunteering experiences or the time they helped someone else.
3. This activity also works well with the "My Best Me" module in this workshop.

Emotional Worksheet

When something happens to a person or they witness another's experiences, all sorts of emotions and thoughts are bound to surface. This activity has been created for young people to have the opportunity to express how it is that they feel about the situations described on the worksheet found in the next two pages of this manual. It is also about learning how to translate those emotions into action around healthy and equal relationships with the discussion that follows completion of the worksheets.

Materials Needed:

- Copies of the worksheet for everyone and something to write with

Time and Space:

- This activity should take no more than 15 minutes, depending on how long the discussion runs and the size of the group.
- Make sure you have enough space for the group to sit comfortably in a large circle

Steps



















































1. Distribute the worksheets and have participants fill them out on their own.
2. When they are done, break them into small groups and have them share their answers with one another. Were there any surprises? (Depending on the dynamics of the group, you might want to stay in the large group for sharing.)
3. Bring the small groups back into the larger circle and close with the following questions:
 - When you were filling out the worksheet, did you ever think of something that had happened to you, or something that you had seen/heard happen? If no, what did you think about when you were filling out the worksheet?
 - How do you act when something makes you happy? What do you do?
 - How do you act when something makes you sad? What do you do?
 - How do you act when something makes you angry? What do you do?
 - Are sadness and anger bad things? Can they be positive or productive? If yes, how? Why? If no, why not?
 - Think about the best relationship you have ever had. How would/did/do your emotions and the actions that go with them impact this relationship?
 - Think about the worst relationship that you have ever had. How would/did/do your emotions and the actions that go with them impact this relationship?
 - What can you do about other people's actions when they are emotional? Do you have any influence or say? If yes, how? If no, why not? Is it possible that you could at some point?



















































Facilitator Notes:

- Remember that if you need to modify the wording or the language of the questions to better suit the audience you are working with, by all means, do so. Remember too that these questions are just a guide to start the discussion, feel free to modify them, skip some, expand on others or use questions that you find relevant from other modules in this guide. The important point to remember is to bring a sense of closure to the activity through at very least, a brief discussion, so that it can connect more fully in the minds of the participants to the greater topic of healthy and equal relationships.

Emotional Worksheet

Check the face that best suits your feelings for:

When you hurt someone's feelings.					
When someone hits you.					
When someone hurts someone you love.					
When you see someone fall.					
When someone calls you names.					
When someone steals something from you.					
When someone hugs you.					
When someone tells you they love you.					
When you're with your friends.					
When you're with your family.					

When someone has lied to you.					
When you lie to someone.					
When you are with someone you love.					
When someone smiles at you.					
When someone yells at you.					
When you see someone crying.					
When someone you know has a harmful secret.					
When someone blames you for something you didn't do.					
When you see someone being mean to another.					
When someone is ignoring you.					



The Good Ship Relation

This module is designed to get young people to begin making the connections between what they are discussing in this workshop and their realities. Using the analogy of the *Ship Called Relation*, it encourages participants to reflect on the impacts (both positive and negative) of outside and inside forces on their relationships.

Materials

- One flipchart paper (pre-labeled with the theme of the group) for each of the small groups
- Something for everyone to write with

Time and Space

- This activity will take roughly 15 to 20 minutes.
Make sure you have enough space for groups to spread out.

Steps

1. Divide participants into smaller groups. Odd numbered groups will receive the flipchart with the heading "*The Good Ship Relation*", while even numbered groups will receive the flipchart with the heading "*The Mighty Seas*". When groups receive their papers and markers, have them draw a line down the centre dividing the page in half.
2. Give each group a couple of minutes to answer the following questions on one side of their pages:
 - What are the characteristics of your heading? For example, The Mighty Seas group might answer that they are powerful, dangerous, beautiful, full of life, deep, cold etc. The Good Ship Relation group might answer that they have a crew, can float, move quickly, and are strong.
 - How does your heading impact the other heading? For example, The Mighty Seas might answer that they can cause The Good Ship Relation to sink, or that they can support them to get The Good Ship to their destination.
 - What can impact your own heading? For example, The Mighty Seas might answer that they are impacted by too many ships travelling on the water, too much pollution, or too much wind.
3. When the groups have finished this, ask them to, on the blank half of their papers answer the following questions:
 - If your heading was a person, what would their characteristics be?
 - If your heading was a person, what would the impacts on the other heading (also a person) be? (For example, causing the Ship to sink could be a violent behaviour in real life, whereas supporting the Ship to float would be a positive gesture.) Give examples of real life scenarios.
 - If your heading were a person, what would impact them? What would impact you?

Facilitators Note:

- Because this activity is a little abstract, you might want to use it with older youth. However, there is definitely a place for it with younger audiences as well. As a facilitator, you will simply have to be a little more clear in drawing the connections between the concept of the ship and the sea, and the impacts that external and internal forces have (both good and bad) on relationships.
- Be sure to expand on the questions to help draw out the answers more fully.



How Does It End?

The objective of this module is to actively involve participants in creating the story of a relationship. The questions that accompany the scenes they create are designed to inspire discussion and help them process what is being enacted in front of their peers.

Materials

- A copy of the Discussion Questions for each small group.
- A copy of the Scene Backgrounder for each small group.

Time and space

- Depending on the number of groups, this activity will take close to 45 minutes or longer. Allow approximately 15 minutes for all groups to prepare and a minimum of 15 minutes for each group to perform and discuss their questions.
- Ideally this activity can be done in a theatre, however any room large enough to host a makeshift stage will work too.

Steps

1. Break the large group into several small groups. You will not want more than four or five people in each group.
2. Randomly assign one of the scenario backgrounds to each of the groups. They do not need to keep the scene secret from other groups, however it is generally much more impactful if they do. Give them a paper copy for reference.
3. Distribute the list of discussion questions to each of the small groups for reference.
4. Allow participants time to prepare and practice.
5. Have each group perform their scenes. At the end of each scene, go through the discussion questions. Invite participation and reactions from the audience as well.

Facilitator Notes:

- This activity generally works more smoothly with participants who are a little older as they tend to be able to take it a little more seriously. For a younger audience, use the *Scenarios* worksheet instead, followed by the questions to this activity. You may want to modify the language a bit for the questions.
- This activity is one that allows for a lot of participant freedom. They get to dictate the ending of the scenes, while playing out the elements of relationships they feel are important.
- Encourage participants to look at some of the outside forces that could influence the relationship too. For instance, the influences of alcohol, or money and how it impacts a relationship.
- Every scene will be different, each time you do it. Remember, these aren't always about negative relationships. Encourage the groups to be creative, even if they are given a negative situation, there can still be positive ways to play the scene out.
- The discussion portion of this activity is very important. Make sure you leave enough time for it.
- Feel free to modify any of the scenarios as you see fit!

How Does it End? Worksheet

DISTRIBUTE ONE OF THE FOLLOWING SCENES TO EACH GROUP

Scene One

A group of friends are hanging out after school with nothing to do. One of them says they know someone who would be willing to buy them alcohol. Everyone in the group but one person thinks it is a good idea and want to go for it. How does this scene end?

Scene Two

Your pet dies. How does this scene end?

Scene Three

A girl and her boyfriend have been dating for just over a month now. She wants to have sex, but he doesn't. How does this scene end?

Scene Four

Your step-dad asked you to look after your younger step-sister for the evening. You already had plans with friends. How does this scene end?

Scene Five

Your best friend's mother comes home one night when you are over and she is obviously drunk. She starts to argue with your friend. Your friend pushes the mother really hard. How does this scene end?

Scene Six

You and a couple of your friends are hanging out at the mall. A security guard comes over to you. How does this scene end?

Scene Seven

You just found out that your best friend has been talking about you behind your back. How does this scene end?

Scene Eight

You are on the playground at recess and you see someone start to get bullied by one of your friends. How does this scene end??

DISTRIBUTE THE FOLLOWING QUESTIONS TO EACH OF THE GROUPS

1. What is/are the relationship(s) being described?
2. What aspects of the relationship are being shown? For example, was respect, power, trust, loyalty, dishonesty or something else portrayed? What is missing?
3. How could the scene have changed to end either positively or negatively? What might have influenced this outcome?
4. If you were in this situation, what would you do? What advice would you give your friends if they were in this situation?

Scenarios

For each of the scenarios below, check whether or not you think what is happening is healthy or unhealthy. Can you think of a time something like this might have happened to you? What would you have done differently than these people?

	Healthy Relationship	Unhealthy Relationship
1. Anna and Betty have been best friends forever. Lately Betty has been acting strange. Betty calls Anna names and talks about her behind her back. She makes Anna feel bad, but Betty is one of the "cool kids" so Anna doesn't want to make a scene in case she might become unpopular.	<input type="checkbox"/>	<input type="checkbox"/>
2. John is about to attend a job interview and he is very nervous so he heads towards his father's home office to ask him for advice about the job interview. As he stands in front of the door about to knock on it, he turns around thinking that his father may not be able to help him or may be too busy. He turns around to leave and goes to his room.	<input type="checkbox"/>	<input type="checkbox"/>
3. Stacey is in the kitchen cooking with her younger sister. She is teaching her younger sister how to make chocolate chip cookies. They laugh together as Stacey gets baking powder all over her face.	<input type="checkbox"/>	<input type="checkbox"/>
4. Natasha and her friend Charles were on the playground when someone came over and started to call them names and push them. Natasha pushed back, but Charles went into the school and told the teacher. Natasha and the other person went to detention for fighting.	<input type="checkbox"/>	<input type="checkbox"/>
5. Kyle and Steve decided to go to a party one night. Since Kyle had a car he promised to drive himself and Steve. As they were leaving, Steve's mom reminded him that his curfew was 1.00am. Kyle promised he'd drive Steve home in time to make his curfew. Later, as they were getting ready to leave the party, Steve could tell that Kyle had been drinking. He looked at his watch and knew he would be in trouble if he didn't make curfew. Kyle yelled at him to get in the car, so Steve did.	<input type="checkbox"/>	<input type="checkbox"/>

TIPS₄ Healthy Relationships

Tips for Girls

Whether you're just hanging out with guys as friends or wondering what it would be like to have one as a boyfriend, there's a lot to learn about relationships. Every girl has to decide what kind of woman she wants to be and what kind of relationships she wants to have. In a healthy relationship, you will both feel valued, respected and like equals. Both girls and guys deserve to be in relationships that feel good. Below are some tips to help you have the kind of healthy, equal relationship you deserve.



10 TIPS FOR GIRLS

- **You're worth it.** Feel good about yourself and about being a girl. This is the first step to being in a healthy relationship. If you think you're worth it, you'll be looking for someone who will like you just the way you are. You have a lot to offer and you should expect a lot in return.
- **Expect respect.** Girls and guys are equal and you deserve to be treated that way. Listen to how people talk about girls. Some guys think rude comments and jokes about girls are funny. Sometimes girls put each other down because they think it makes them look cool. Ask yourself how you feel about these comments. Speak up when you hear someone disrespecting girls. Let them know that the joke isn't funny. Tell them you don't think it's cool when they talk about girls that way.
- **girlFRIEND.** The word friend is there for a reason. Friends listen to each other. They care about each other. They like to hangout together. There is give-and-take. Expect the guy you're with to treat you like a friend. If he doesn't like you for who you are, he's not your friend.
- **Express yourself.** A healthy relationship needs lots of communication. Both of you should feel comfortable enough to share your thoughts and feelings. Expect to be heard and taken seriously. Let your boyfriend know how you feel. Say things like "when you listen to what I have to say it makes me feel important to you". If a guy listens to you and takes you seriously he'll be interested in who you are and what you think and feel. These are signs that he respects you. Tell yourself "I deserve to be treated with respect and as an equal in all my relationships".
- **Ups and downs.** All relationships have them. It's normal to feel hurt or angry sometimes, but in a good relationship arguments can be resolved calmly, without yelling or name-calling. Things can be worked out by talking, listening to each other's point of view and coming up with solutions together. Insults and threats are signs of an unhealthy relationship.
- **Do your thing.** Having a boyfriend is great but being in a relationship doesn't mean you have to be together all the time. Both of you need your own space and your own interests. When you spend time apart you will look forward to spending time together.
- **Be aware.** Did you know that girls are more likely to be abused by someone they know, like their boyfriend, than by a stranger? Sometimes guys pressure girls into having sex so talk to your boyfriend about what you consider to be going too far. Know what you want and what you don't want. If you don't want to have sex, say so and expect to be taken seriously. If you feel uncomfortable, trust your instincts and do what you can to change the situation. Find your friends, leave the party, move to another room or call your parents.
- **Danger zone!** Lots of girls think that if a guy ever hit them, they'd just leave him. But a guy doesn't usually start hitting his girlfriend out of the blue. He may start by telling you how to dress and do your hair. He may get really jealous, and try to separate you from your friends. He may insult you, yell or break things. Watch out for these warning signs of abuse. If any of these things happen to you, talk to a parent, a counselor or other trusted adult.
- **The truth is...** that girls and guys aren't always treated equally. Even though times have changed, sometimes girls have fewer opportunities than guys. Guys might get the better sports equipment, better paying part-time jobs or have more career options. Expect to be treated fairly and as an equal. Speak up if you think someone is treating you differently because you're a girl.
- **Get the word out.** Talk to your friends about healthy equal relationships and share these tips with them. Learn more about the issue by doing a project on dating violence. Talk to your guidance counselor or school nurse about arranging for a guest speaker. Get involved in events at your school and in your community.

Tip Sheets provided courtesy of the Ontario Women's Directorate.

To find out more about healthy equal relationships and violence against women and girls, go to: www.ontariowomensdirectoriate.gov.on.ca.

For more help and advice call the Kids Help Phone at 1-800-668-6868 or go to www.kidshelp.sympatico.ca/en/

Healthy Relationships

TIPS 4

Tips for Guys

Whether you're just hanging out with girls as friends or wondering what it would be like to have one as a girlfriend, there's a lot to learn about relationships. Every guy has to decide what kind of man he wants to be and what kind of relationships he wants to have. In a healthy relationship, you will both feel valued, respected and like equals. Both girls and guys deserve to be in a relationship that feels good. Below are some tips to help you have the kind of relationship you want.



10 TIPS FOR GUYS

- **What Kind of Man do you want to be?** Sometimes the messages you get about guys and girls from family, friends, music and TV are outdated. These negative messages show guys as tough and aggressive and girls as objects or possessions. Look for positive messages that show girls and guys as equal. Find male role models that have healthy, respectful relationships with women.
- **What kind of boyfriend do you want to be?** Girls like guys who treat them with respect. Ask for her opinion, listen to what she has to say, take her seriously – this will show her you feel she's equal. Treat her the same way in public as you do when you are alone. Show your friends that your girlfriend is great by talking positively about her. For example, talk about how good she is at playing basketball, brag about the good grades she gets, share your excitement about seeing her in the school play.
- **Start a friendship.** Treat your girlfriend the same as you treat your guy friends. In a healthy, equal relationship you will both feel comfortable to be yourself. Get to know each other, hang out and find things you both like to do. Have fun together. Friendship is an important part of a healthy relationship.
- **Communicate.** Open up. In a healthy relationship both of you should feel comfortable enough to share your thoughts and feelings. Start a conversation about your relationship by talking about the good things. Ask your girlfriend what she likes best about your relationship.
- **Ups and downs.** All relationships have them. It's normal to feel angry or hurt sometimes - but in a good relationship, arguments can be resolved calmly, without yelling or name-calling. Work things out by listening to and understanding each other's point of view and coming up with solutions together.
- **Do your thing.** Being in a relationship doesn't mean you have to be together all the time. It's important that you both have your space. Keep hanging out with your friends and doing what you like to do. Show her you trust her by encouraging her to spend time with her girl and guy friends. When you spend time apart you'll look forward to spending time together.
- **It's no joke.** Listen to how other guys talk about girls. Some guys think put downs and jokes about girls are funny. Sometimes they brag about pressuring a girl to have sex. Ask yourself how you feel about what they say. Speak up when you hear someone disrespecting girls. Let them know that the joke isn't funny. Tell them you don't think it's cool when they talk about girls like they're objects.
- **Be aware.** Recognize the warning signs of an unhealthy relationship. You can do something if you think your friend is in an unhealthy or abusive relationship. If a friend is extremely jealous, expects his girlfriend to agree with everything he says or talks bad about her – tell him you think the way he treats his girlfriend is not cool and that he can get some help for his controlling behaviour. If a friend's boyfriend puts her down in front of her friends, yells at her or if she stops hanging out with her friends because of him – tell her that you are worried about her and that she doesn't deserve to be treated that way. Remind her that jealousy isn't a sign of affection.
- **Be a role model.** Younger guys, like your younger brother or kids at school, look up to you. Teach them what it means to be a guy who treats girls with respect. Talk to them about what they see on TV and at school, tell them that guys don't have to be tough all the time. Show them that it's cool to treat girls as equals by the way you talk about them. For example, if you're interested in a girl at school, talk about the things you like about her personality rather than just how she looks. Always use a girl's name rather than using disrespectful terms.
- **Be a leader.** Raise awareness in your school and in your community. Do a school project on dating violence. Arrange for a guest speaker to talk about healthy equal relationships or put up posters in your school. Your school nurse or guidance counsellor can help you find the resources you will need. Start an anti-violence club in your school – it's a great way to meet girls who are looking to be in a healthy, equal relationship.

Tip Sheets provided courtesy of the Ontario Women's Directorate.

To find out more about healthy equal relationships and violence against women and boys, go to: www.ontariowomensdirectorate.gov.on.ca.

For more help and advice call the Kids Help Phone at 1-800-668-6868 or go to www.kidshelp.sympatico.ca/en/

TIPS₄ Healthy Relationships



Tips for Parents

As a parent, you can be the biggest influence in your kids' lives. Communicate the values and beliefs that will help your son or daughter to build positive, healthy relationships that will be free from violence. You can make a difference that will last a lifetime.

10 TIPS FOR PARENTS

- **Get informed.** This will strengthen your ability to talk to your kids about the issue. Learn about the characteristics of a healthy, equal relationship. Think about key elements such as respect, trust and friendship. Teach them that being in a healthy relationship, where each person is treated as an equal, feels great.
- **It's never too early.** Introduce your son or daughter to the concept of healthy relationships before they start dating. Replace harmful messages about "what it means to be a guy" and "what it means to be a girl" with positive messages about the many opportunities available to everyone, both girls and guys. Demonstrate that girls are just as valuable as boys by treating your kids fairly. Assign chores based on age and maturity rather than on the gender of the child. Make the rules fair. If your 12 year old daughter has to learn to do her own laundry, the same rule should apply to your son when he turns 12.
- **Keep talking about it.** The more frequently you talk about healthy, equal relationships the more comfortable your kids will be talking to you. Look for opportunities to talk about the attitudes and behaviours that lead to healthy, equal relationships. Talk about what you see on TV, the internet and in movies. Ask them to think of examples of healthy and unhealthy relationships they've seen.
- **Create the space.** Provide an open and safe environment for your son or daughter to talk about relationship issues. Always make the time to listen and respond when they ask questions or share their thoughts. Giving them your undivided attention sends the message that what they have to say is important to you. Discuss the issues rather than give a lecture. Ask questions like, "Are any of your friends dating?", "What kind of guy would make a good boyfriend?" and "How do you show someone that you like them?" Listen patiently, ask lots of questions and let them come up with their own conclusions.
- **Take an interest.** Listen to your kids' music, watch their favourite TV shows with them, read their magazines, check out some websites and play their video games with them. It's a good way to understand the space they're in. Participate in their activities. Watch their games, go to the school play, drive them to and from their music lesson. This sends a message that you are interested in their life. Encourage your kids to spend time with their friends in your home. This gives you insight into the issues they are dealing with and the messages they are receiving about relationships.
- **Walk the talk.** Show your kids how to have a healthy, equal relationship. Talk through disagreements with your partner in front of your kids, showing them that conflicts can be resolved through a calm discussion, without yelling or name-calling. Show them how you solve problems together by listening respectfully to each other's ideas.
- **Practice makes perfect.** It is important for your kids to know how to deal with difficult situations before they happen. What will your daughter do if she is being pressured to have sex? How will your son respond if his friends push him to be controlling and disrespectful to girls? Develop realistic scenarios together and discuss how your son or daughter would handle them. Your teens will gain practical experience and confidence in themselves.
- **Talk to your sons and daughters.** Both boys and girls get ideas about what it means to be a man and what it means to be a woman from many different places. Sometimes these messages give kids the idea that boys and girls are not equal. Harmful ideas like these set the stage for unhealthy, unequal and sometimes abusive relationships. Tell your sons and daughters that it's great for men to be sensitive and for women to be independent. Teach them that boys and girls are of equal value.
- **Keep your eyes and ears open.** Look for warning signs that indicate your teen is in an abusive relationship. Get to know who they're dating by inviting them into your home. Pay attention to the interaction between your teen and their boyfriend or girlfriend. Watch for controlling behaviour, criticism and jealousy. Be aware of changes in your teens' behaviour. Some girls who are in an unhealthy relationship become anxious or depressed. Often they withdraw from their normal activities. Some boys who are in an unhealthy relationship become angry easily and change their moods quickly.
- **Know what to do.** If you suspect that your son or daughter is in an abusive relationship, don't be afraid to talk to them about it. Tell them about your concerns and let them know that you are there to support them. Ask how they feel about their relationship and listen without judgement. Focus on your child's feelings. If they don't want to talk to you, help them to find another trusted adult. Provide them with resources such as confidential counselling services and crisis line information.

Tip Sheets provided courtesy of the Ontario Women's Directorate.

To find out more about healthy relationships and violence against women and girls, go to: www.ontariowomensdirectorate.gov.on.ca.

Healthy Relationships TIPS₄

Tips for Mentors

Relationships can be complicated, especially for teens and pre-teens. There are many people that influence what kids learn about relationships – parents, friends, teachers, coaches, movie stars, older siblings and others. And there are many factors that influence them as well – movies, the Internet, music videos, magazines, TV and more.

As a mentor, you understand that kids need positive role models. Whether you are a coach, scout leader, camp counsellor, or educator, you have a role to play in helping young people build the confidence and skills they need to have healthy, equal relationships. You can make a difference that will last a lifetime.



10 TIPS FOR ADULTS IN A MENTORING ROLE

- **Influence the kids you work with.** Lead by example. Demonstrate your ability to resolve conflict in a calm, rational way without yelling or name-calling. Show kids what it means to treat women and girls with respect. Value what women and girls have to say by listening to them and taking them seriously. Treat boys and girls as equals.
- **Make it safe.** Create an environment where girls and boys are treated like equals. Treat children in an equitable, respectful manner and help them to treat each other in the same way. Provide both girls and boys with equal opportunities and responsibilities, such as learning about cars, playing sports, nurturing younger children, cooking and cleaning up.
- **It's never too early.** Kids are exposed to complicated issues at an early age. They need your guidance to develop attitudes and behaviours that will help them to have healthy, equal relationships. Start talking to them early about the importance of equality in relationships before they start dating. You can talk to younger children about the importance of treating their friends as equals.
- **Both boys and girls need guidance.** Talk to both boys and girls about healthy, equal relationships. Teach girls that they have the right to be treated fairly and as equals. Teach boys that girls are equal and deserve to be treated that way. Replace the harmful messages about "what it means to be a boy" and "what it means to be a girl" with positive messages about the many opportunities available to both boys and girls.
- **Keep talking about it.** Look for opportunities to engage boys and girls in a conversation about healthy, equal relationships. Turn every-day activities into learning opportunities. Talk about the lyrics of popular songs and figure out together what they are saying about women, men and relationships. Have them draw pictures or cut them out from magazines and discuss whether or not they show women and men as equals.
- **Active learning.** Engage kids in exercises that will build the skills they need to have healthy, equal relationships, like how to deal with angry or hurt feelings. Encourage them to participate in activities that provide them with outlets for their emotions such as music, art and sports. Create opportunities for them to practise resolving conflicts in a respectful, non-violent manner. Help the kids work together to create a code of conduct for your organization. Work with a group of kids to develop skits that deal with issues of abuse or comedic sketches that illustrate old-fashioned ideas about men and women. These activities allow young people to explore these issues through creative learning.
- **Spread the word.** Tell everyone you know that they can prevent violence against women and girls by promoting equality. Share these tips with your colleagues and friends. Talk about why you think it is so important to help kids break free from harmful ideas about men and women and develop the skills to have healthy relationships. Organize an awareness event during Sexual Assault Prevention Month in May and Wife Assault Prevention Month in November.
- **Keep your eyes and ears open.** Look for warning signs that may indicate a young person is in an abusive situation. Ask them about their relationship and listen for indicators of controlling behaviour, criticism and jealousy. Pay attention to changes in the young person's behaviour. Girls who are in an unhealthy relationship often become anxious, depressed, or withdrawn from their normal activities. Boys who are abusive tend to blame others for their problems, become angry easily and often seem to have two sides to their personality.
- **Supportive environment.** In homes where there is domestic violence, kids often witness the violence. Even if they don't see it, they usually have a good idea that it's happening. Witnessing domestic violence has a devastating effect on children. Girls have an increased risk of becoming victims of abuse later in life and boys have a greater chance of becoming abusers. A supportive environment that promotes equality and teaches kids the importance of healthy, equal relationships can make all the difference.
- **Be ready.** If you suspect that a young person is in an unhealthy or abusive relationship, don't be afraid to talk to them about it. Ask how they feel about their relationship and listen without judgment. Focus on the young person's feelings. Offer to help them find resources such as confidential counselling services and crisis line information. Be aware that you are in a position of trust and have a legal obligation to report the suspected abuse of a child under the age of sixteen, regardless of the age of the abuser. Contact your local Children's Aid Society for more information.

TIPS₄ Healthy Relationships

Tips for Coaches

A young person's participation in sports is a formative experience. It teaches youth about teamwork, commitment and competition. Young people learn social values from social activities, like sports. Ideally, boys and girls will also learn the importance of sports etiquette, respect for one's own and others bodies, and that winning is only one of many successes. Relationships are an important part of sports. The young people you coach today can learn valuable lessons about relationships through sports, like respecting others and the importance of communication. The attitudes and skills they learn on the court, the field or in the gym can prepare young people to have healthy, equal relationships.

Coaches are important figures in athletes' lives and are responsible for teaching more than sport skills and strategies. Coaches also have a role to play in helping young people build confidence and skills essential to healthy, equal relationships. Coaches can make a difference that will last a lifetime.



10 TIPS FOR COACHES

- **Influence the kids you work with.** Lead by example. Show young people what it means to value women and girls by treating girls and boys as equals and respecting the abilities of female athletes.
- **Promote good sports etiquette.** Set an example by treating officials, opponents and fans in a respectful manner. If you disagree with a call, communicate with the official in a respectful way that demonstrates your ability to resolve conflict without yelling or name-calling.
- **Make it safe.** Coaches have a responsibility to make their teams safe for all athletes to thrive. Create a code of conduct for your team that includes rules prohibiting athletes from inappropriate touching, acts of aggression and using language that demeans women and girls, even if there are no girls on the team. For example, statements such as "you run like a girl" diminish the value of girls and their abilities. Include specific consequences for breaking the code, such as sitting out a game. Adopt a zero tolerance policy on all forms of violence and harassment.
- **Recruit women** to serve as coaches and assistant coaches of youth athletics to increase the visibility of strong, confident and athletic female role models for both girls and boys. Teach young people to respect these women as team leaders by modeling this behaviour.
- **Inspire young female athletes.** Showcase elite level female athletes by taking your team to a competitive women's game or tournament. This promotes girls pursuit of sports and teaches both girls and boys to value women's athletic abilities. Invite accomplished female athletes to talk to your team about their athletic experience and the positive impact sports have had on their lives.
- **Respect each player's contribution.** Teach athletes to respect the skills and abilities of their teammates and opponents. Find each girl's strength and encourage her to shine. Every player on your team has something to offer the group. Learn to highlight physical, leadership, emotional and mental contributions. On teams with both boys and girls, promote equality for female athletes by rewarding their value and skills.
- **Encourage girls to get dirty.** Girls can tackle, slide into second, snag a rebound in traffic and be determined—if they are coached this way. Encourage the girls you coach to be focused, strong and competitive. Girls who learn to play this way won't be worried about breaking a nail, messing up their hair or getting dirty.
- **Advocate for equal opportunity.** Demand fair and equitable distribution of athletic opportunities and resources, including selection of sports and levels of competition, funding, equipment and supplies, scheduling and facilities. Encourage the development of girls' interest in sports at an early age and then advocate for the expansion of sports programs for girls, both in schools and in the community.
- **Help boys to be supportive.** Encourage boys to take an interest in girls' activities. This gives them valuable experience for having healthy, equal relationships. Take your boys team to cheer for the girls' team.
- **Be aware** of your legal obligation to contact the Children's Aid Society if you suspect a child under the age of 16 is being abused, even if the abuser is another young person. If you think one of your players is in an unhealthy relationship, let them know you are there to talk to and to find resources that can help them.

Tip Sheets provided courtesy of the Ontario Women's Directorate.

To find out more about healthy equal relationships and violence against women and boys, go to: www.ontariowomensdirectoriate.gov.on.ca.

Healthy Relationships



KEY MESSAGES

Emotionally healthy, non-violent relationships are built on equality.

Participation in sports helps boys and girls to develop the skills needed to have healthy, equal relationships.

Promoting gender equality in sports is an effective way of teaching young people that boys and girls are equal and of equal value.

Inequality between men and women is the root cause of violence against women and girls.

Facts & Stats for Coaches

- A national study on violence against women found that 51% of Canadian women had experienced at least one incident of physical or sexual violence since the age of sixteen ⁱ.
- Violence against women and girls occurs in all ethnic, racial, economic and social groups.
- Young women, ages 12-25 are at the highest risk of sexual assault ⁱⁱ
- Violence against women is complex social problem, deeply rooted in inequality between men and women. It is the result of attitudes, beliefs, laws and practices that condone the unequal treatment of women and girls. This inequality leads to the devaluing of women and girls, which sets the stage for unhealthy and sometimes abusive relationships.
- Healthy, equal relationships are characterized by respect, sharing and trust. They are based on the belief that both partners are equal and that decision making in the relationship is equally shared.
- There are many benefits for girls who participate in sports, including:
 - increased self-esteem and self-efficacy;
 - increased physical and mental well-being;
 - decreased tobacco, alcohol and drug use; and
 - lower incidence of eating disorders. ⁱⁱⁱ
- Beginning at the age of 12, girls' involvement in physical activity declines steadily until only 11% are still active by age 16-17. ^{iv}
- Common barriers for girls participation in sports include lack of encouragement, lack of opportunity, girls belief that they don't have the skill or ability to participate, and parents who perpetuate the myth that sports are for boys.

RESOURCES

Web Resources

www.caaws.ca - The Canadian Association for the Advancement of Women in Sport and Physical Activity

www.promotionplus.org - A site dedicated to the promotion of women and girl's participation in sports.

www.coaches.bc.ca - A coaching site with information about women and sports

www.WomensSportsFoundation.org -The Women's Sport Foundation (USA)

www.womensport.com.au - An Australian site promoting gender equity in sports

Print Resources

Great Girls - Profiles of Awesome Canadian Athletes. Laura Robinson and Maija Robinson (2004)

She Can Coach! Cecile Reynaud (2005)

The Girl and the Game: A History of Women's Sport in Canada. M. Ann Hall (2002)

Girls on the Move: An Active Living Alphabet. LeDrew and Sovak (2002)

The Complete Idiot's Guide to Women in Sports. Randi Druzin (2003)