

# Taking Pride

**A MANUAL TO FACILITATE 2SLGBTQ+ HEALTHY  
RELATIONSHIP SKILLS WORKSHOPS:**

**POST-SECONDARY VERSION**



McCreary  
Centre Society



Stigma and Resilience  
Among Vulnerable  
Youth Centre



# Taking Pride

A manual to facilitate 2SLGBTQ+ healthy relationships skills  
workshops: Post-secondary version

Copyright: McCreary Centre Society, 2023  
ISBN: 978-1-926675-94-7  
3552 East Hastings Street  
Vancouver, BC V5K 2A7

For questions about this manual, please email: [mccreary@mcs.bc.ca](mailto:mccreary@mcs.bc.ca)

***Taking Pride: A manual to facilitate healthy relationship skills workshops for 2SLGBTQ+ post-secondary students*** was developed as part of a project that has received approval from the Behavioural Ethics Research Ethics Board, University of British Columbia. Certificate No. H19-02447.



# Table of Contents

|           |  |
|-----------|--|
| <b>2</b>  | <b>About this resource</b>   |
| <b>3</b>  | <b>How to use this manual</b>  |
| <b>3</b>  | <b>Evaluation</b>  |
| <b>4</b>  | <b>Workshop Overview</b>   |
| <b>5</b>  | <b>Getting Started</b>   |
| <b>5</b>  | <b>Preparation Checklist</b>   |
| <b>6</b>  | <b>Workshop One: Getting Started Thinking About Relationships</b>            |
| <b>13</b> | <b>Workshop Two: Boundaries and Values</b>                                   |
| <b>18</b> | <b>Workshop Three: R2D2–Responding Respectfully in Difficult Discussions</b> |

# About this resource

This manual is for 2SLGBTQ+ young adults who will co-facilitate the Taking Pride curriculum with their peers.

## Background

Relationship violence can have a negative impact on young people's health and well-being. Research has shown that youth and young adults that identify as Two Spirit, lesbian, gay, bisexual, trans, non-binary, and/or queer (2SLGBTQ+) are at increased risk of experiencing relationship violence. However, few resources exist to help young people gain the knowledge and skills to develop healthy relationships free from violence and abuse.

It is our hope that by creating this resource, we can help equip 2SLGBTQ+ young adults with the skills to recognize and engage in happy, healthy relationships and reduce the number of 2SLGBTQ+ people who experience relationship violence.

### Did you know...

*The McCreary Centre Society's (McCreary) 2018 British Columbia Adolescent Health Survey (BC AHS) completed by over 38,000 youth aged 12–19 identified healthy relationship skills as one of the top topics youth wanted to learn more about.*

*Studies have also shown that 1 in 4 female and 6% of male post-secondary students in Canada experience relationship violence, and that campus culture can be influential in addressing or condoning unhealthy relationship behaviours (Gurm & Marchbank, 2020).*

## How this manual was developed

This resource was developed by 2SLGBTQ+ young people (aged 16–24) who are members of McCreary's Youth Research Academy (YRA), with support from 2SLGBTQ+ adults and allies at McCreary and the University of British Columbia's (UBC) Stigma and Resilience Among Vulnerable Youth Centre (SARAVYC).

Members of the YRA and adult allies also consulted with 2SLGBTQ+ youth from across BC to ensure the curriculum addresses the skills, which can support young people to engage in healthy relationships.

**Youth Research Academy (YRA)** is a group of youth aged 16–24 with experience of the government care system. Members of the YRA are trained to conduct research projects of interest to youth in and from government care and the agencies that serve them. ([mcs.bc.ca/youth\\_research\\_academy](https://mcs.bc.ca/youth_research_academy))

**McCreary Centre Society (McCreary)** is a charity committed to improving the health of BC youth through research, evaluation, and community-based projects. The Society's vision is that all youth are supported to be healthy and connected. ([mcs.bc.ca](https://mcs.bc.ca))

**Stigma and Resilience Among Vulnerable Youth Centre (SARAVYC)** is based at UBC and aims to understand the influences of stigma and discrimination on health disparities of marginalized youth, including 2SLGBTQ+ youth. The centre's vision is for improved health outcomes and health equity for marginalized youth. ([saravyc.ubc.ca](https://saravyc.ubc.ca))

## How to use this manual

This manual was initially designed to be used with 2SLGBTQ+ young people aged 12–19 but has been adapted to be facilitated with post-secondary-aged 2SLGBTQ+ young adults. The curriculum has been created to be led by a minimum of two peer facilitators that identify as 2SLGBTQ+.

The interactive curriculum consists of six workshops. Each workshop takes about 40-60 minutes to complete. Each workshop has learning objectives that aim to increase knowledge and encourage changes in behavior and attitudes.  
develop healthy relationships free from violence and abuse.

It is our hope that by creating this resource, we can help equip 2SLGBTQ+ young adults with the skills to recognize and engage in happy, healthy relationships and reduce the number of 2SLGBTQ+ people who experience relationship violence.

Relationship violence can be a difficult subject to talk about and some of the subject matter in the workshops may be upsetting or difficult for those who have witnessed or experienced violence.

### It is therefore important that:

- ✔ Group guidelines are established before beginning this curriculum (see Workshop 1 for more details).
- ✔ Facilitators are sensitive to the needs of participants in the group.

Support is available for anyone who may need it.

## Evaluation

Participants will be asked to complete three surveys, which aim to evaluate the effectiveness of the workshops. Each survey takes approximately 20 minutes to complete, and participants will receive an honorarium as a thank you for taking part in each survey.

The first survey is completed prior to the first workshop, the second survey is completed after participants have completed the curriculum, and the final survey is completed 3 months later.

Participants should be encouraged to complete all three surveys even if they only participated in one or two workshops.

Detailed instructions about how and when to administer the surveys are included in the ***Taking Pride Train-the-Trainer Guide*** which accompanies this manual.

**It is important to remind participants that the survey is voluntary and any information they provide will remain anonymous.**

The surveys are completed online. Prior to the start of your workshop, you will be provided with a link to the first survey. The second and third surveys will be sent automatically to those that complete the first survey. The second survey will be shared upon completion of all six workshops, and the third survey will be shared three months after that.

## Workshop overview

The following overview provides information to facilitate six 2SLGBTQ+ healthy relationships training workshops. Each workshop is designed to be interactive and to encourage discussion and skill development.

In addition, there is a booklet that includes reflection activities for each workshop. These activities are an opportunity for participants to reflect on their personal values, behaviours, and relationship experiences to practice the skills learned during the workshops.

Each participant will receive a resource booklet, which has contact information for different LGBTQ2S friendly services and supports. If you know of additional local resources, you may want to add those in before you give participants the booklet.

### You will be facilitating the following six workshops:

#### **Workshop 1: Getting Started Thinking About Relationships**

This workshop focuses on creating a safe space, introducing the curriculum, and explaining the learning objectives. It also shares research and background information to get participants thinking about the importance of healthy relationship skills for 2SLGBTQ+ young adults.

#### **Workshop 2: Values and Boundaries**

This workshop supports participants to identify and respect boundaries in relationships, and understand how boundaries can be affected by personal values and beliefs.

#### **Workshop 3: R2D2- Responding Respectfully in Difficult Discussions**

This workshop discusses rejection and communicating in difficult situations in healthy and empathetic ways. It also includes an exercise to practice rejecting others and responding to rejection.

#### **Workshop 4: Consent in Healthy Relationships**

This workshop focuses on informed consent and recognizing unhealthy behaviours in relationships. Participants will explore what consent looks like in different kinds of relationships, legislation and limitations to consent, and discuss how to recognize when someone is uncomfortable saying no.

#### **Workshop 5: Conflict Resolution and Addressing Unhealthy Relationships**

This workshop addresses conflict resolution and how to recognize healthy and unhealthy conflict. It also covers how to navigate a break-up in a way that is healthy, safe, and respectful.

#### **Workshop 6: Community Connection and Review**

In this final workshop, participants learn about being a supportive friend and ally, and identify how to create a space that is welcoming and supportive for LGBTQ2S+ people. There is also a review of the key learnings from previous workshops.



## Getting started

At the start of each workshop, explain to the group what the workshop is about and what activities are included. This will prepare participants for what is to come, and allow them to decide if they are comfortable participating.

If there are participants at the workshop who have not attended previously, they should be asked to complete an evaluation survey, and given a Resource Booklet.

After you have given an overview of the workshop, start with an icebreaker question. Icebreakers can help get conversation started with something fun and light. Examples of icebreakers are in **Appendix A**.

End each workshop with a debrief session, as this allows participants to reflect on what they just learned, and to feel a sense of closure. A closing round can also be used to lighten the mood after a heavy conversation.

Some of the workshop discussions may challenge what participants (and facilitators!) believe, and participants may have different perspectives and opinions. Creating a group agreement at the beginning of the first workshop and discussing how the group will handle potentially challenging situations and disagreements can help to maintain a safe space. It will also help participants develop and practice the skills required to listen to others' opinions and share their own in a healthy and constructive way.

## Preparation checklist

Before each workshop:

- ✓ Arrange chairs in a circle. Sitting in a circle can help to encourage conversation and can remove barriers between the facilitator and participants.
- ✓ Ensure there is someone, such as a trained support or staff member, available to support and debrief with anyone who needs it.
- ✓ Remind participants that they can take breaks and do not have to participate in any of the activities if they do not want to.
- ✓ Place the group agreement where participants can see it.
- ✓ Begin each workshop by summarizing the previous workshop and telling participants what to expect in the current workshop

### Duty to report

Confidentiality is an important part of creating a safe space and could be included in the group agreement. However, there are some circumstances where a facilitator may need to break confidentiality.

Simply put, if a participant discloses that they are going to harm themselves or someone else, that someone under the age of 19 (including themselves) is being abused or neglected, or that they are going to commit an act that could result in the injury or death of another person, this information must be reported.

**See Appendix B or more details.**

# Workshop One:

## Getting Started Thinking About Relationships

### Overview

This workshop focuses on creating a safe space for the group to be able to discuss potentially sensitive subjects. It also introduces the curriculum and shares some research findings to get participants thinking about the importance of discussing and developing healthy relationships skills for 2SLGBTQ+ young adults.

**Before beginning the workshop ensure all participants have had the opportunity to complete the first evaluation survey.**

### Learning Objectives

Through this workshop, participants will:

- ✔ Gain a clear understanding of how this curriculum was developed and what is covered in each of the six workshops and booklets.
- ✔ Have established guidelines to create safety in conversations about potentially tough topics.
- ✔ Understand confidentiality and its limits for the group.
- ✔ Understand the importance of healthy relationship skills for those who identify as 2SLGBTQ+.
- ✔ Be able to discuss the research evidence about 2SLGBTQ+ relationship violence in BC and across Canada.
- ✔ Start to think about how relationships can be healthy and positive.

### Agenda

1. Opening and icebreaker
2. Give & Get (optional activity)
3. Group Agreement
4. Introduction to Curriculum
5. Activity: Trivia – Dating, relationships, and safety for 2SLGBTQ+ young people in Canada
6. Group discussion: What can healthy relationships look like?
7. Introduction to the Resource Booklet
8. Introduction to Skills and reflection journal
9. Closing Round

### Materials

- Flip chart paper
- Sticky notes (6 per participant)
- Markers
- Small pieces of paper for trivia activity (4 pieces per team of 2–5)
- Computer, projector, and screen (if using trivia activity PowerPoint)
- Trivia activity slides (if using)
- Prizes (optional)
- Resource booklet
- Skills and Reflection Journals (digital, or printed copies for each participant)

**Let's get started...**

# Getting started

Start off by handing out the Attendance Form (**Appendix G**). Participants can use their name or initials, or can use a pseudonym to maintain confidentiality. This attendance form is only to track attendance and to record the number of unique participants.

---

## 1. Icebreaker

Start the workshop with a round of introductions and an icebreaker question. This is an opportunity for the group to get to know each other, and can help to create a welcoming environment.

Ask participants to share their name, pronouns and answer the following question:

***What is one 2SLGBTQ+ movie, TV show, or book that influenced you when you were growing up?***

See **Appendix A** for other suggested icebreakers.

### **Explain to the group:**

*Taking Pride is a series of workshops to help 2SLGBTQ+ youth and young adults to learn skills to foster healthy relationships. Over the next six workshops, we will cover topics like healthy and effective communication, boundaries and values, consent, and conflict resolution.*

## 2. [Optional] Give & Get Activity

Draw a large circle on a flip chart paper with a smaller circle inside. Outside the outer circle write 'Got', inside the outer circle write 'Get' and inside the inner circle write 'Give.'

### **Explain to the group:**

*Before we begin, we'd like to take a moment to reflect on the things we each want to bring to the group and the conversation, as well as the things we are hoping to get out of the workshops. One way to do this is through an activity called 'Give and get.'*

Give each participant six sticky notes and ask them to write three things they want to get out of the workshops and three things they will bring to the workshops (give). Give participants a few minutes to write down their ideas then ask them to place their sticky notes into the correct circle.

Read out the answers and let participants know, you will come back to this activity in Workshop 6. If you don't have anywhere to store the flip chart paper, take a photo of it so you can use that to recreate what participants wrote when you return to this activity in Workshop 6.

*Sample of Give & Get activity poster:*



### 3. Group Agreement

*Note: If your group already has a set of guidelines, you might prefer to use those and see if anything needs to be added or changed.*

To make a group agreement, get a sheet of flip chart paper and place it where everyone can see it. The paper needs to be big enough to fit the guidelines in large, easy-to-read letters.

Ask participants to come up with a list of things they need to feel safe as they work together through the workshops. Have someone write down the suggestions on the flip chart paper. If there are any important guidelines that have been missed, you can bring them up to the group at the end.

Some guidelines you might want to include:

- ▶ Use people's pronouns and names.
- ▶ Let people finish speaking.
- ▶ Everyone has a right to pass in a conversation.
- ▶ Be open minded and non-judgmental.
- ▶ Use 'I' statements.

It is important to have clear guidelines that everyone can understand, and that everyone agrees on their meaning. For example, in the case of someone suggesting, "Respect," try asking for examples of what being respectful might look like.

When developing the group agreement, encourage people to frame things in a positive way. For example, "Don't interrupt" could be reframed as, "Allow others to finish speaking." Be mindful that there may be some areas that are non-negotiable, such as using someone's chosen name and pronouns.

Ensure group members understand that their participation in discussions and activities is always optional, and they are free to pass or take a break at any time.

The group may want to have a guideline about confidentiality. It is important to let everyone know there are some things that cannot be kept confidential. If someone says they are going to harm themselves or someone else, or if someone knows that someone under the age of 19 is being abused or neglected, this must be reported (see **Appendix B** for more details).

### 4. Introduction to Curriculum

**Explain to the group:**

*Taking Pride is a series of healthy relationships workshops for 2SLGBTQ+ youth and young adults.*

*This curriculum was initially developed by and for 2SLGBTQ+ youth in BC. With the input of post-secondary-aged young adults, it has been adapted to address the specific strengths and challenges faced by 2SLGBTQ+ young adults.*

*It aims to enable 2SLGBTQ+ youth and young adults to have healthier relationships, and to reduce relationship violence.*

*The workshops address topics like boundaries and values, consent, effective communication, recognizing unhealthy relationship patterns, ending relationships, and how to be a supportive friend or ally.*

### 5. Introductory Discussion

**Pose the following question to the group:**

***Research shows that those who identify as 2SLGBTQ+ are more likely to experience relationship violence than those who do not identify as 2SLGBTQ+. Why do you think this might be?***

Potential talking points and prompts for discussion:

- ▶ 2SLGBTQ+ identities may be more stigmatized by individuals and in society, which could lead to more isolation and a smaller support network.
- ▶ Sexual health education and relationship training is often focused on heterosexual relationships.
- ▶ It may be hard to seek help from teachers, services, or family members if they hold homophobic or transphobic views or feel uncomfortable or unable to support.
- ▶ People who experience prolonged discrimination and abuse may sometimes be unaware that relationships can be free from violence, name-calling, and abuse.
- ▶ Negative stereotypes can influence our relationships.
- ▶ There is a lack of positive 2SLGBTQ+ relationship role modeling in society and media.

## 6. Activity – Trivia: Dating, relationships, and safety for 2SLGBTQ+ young people across Canada

### Explain to the group:

*This trivia quiz was created using information from various surveys of 2SLGBTQ+ youth and students across Canada.*

*These surveys include the 2018 BC Adolescent Health Survey (BC AHS), the Speak Out national youth survey, and the 2022 Sexualized Violence on Post-Secondary Campuses in BC survey.*

#### The BC AHS:

- ▶ Is conducted across BC every 5 years by a charity called the McCreary Centre Society.
- ▶ Asks youth aged 12-19 questions about things like physical and mental health, sleep, extracurricular activities, sexual health, substance use, bullying and discrimination, dating violence, and other things that can affect people's health now or later in life.
- ▶ Is administered in classrooms by Public Health Nurses.
- ▶ Is completely confidential and anonymous.

#### The 2018 survey was:

- ▶ Designed with input from over 800 young people across BC.
- ▶ Completed by over 38,000 youth in Grades 7–12 in mainstream public schools.

The trivia includes data from the Speak Out survey, a national survey that sought to understand the experiences of gender-based violence among 2SLGBTQ+ youth ages 14–24. The survey was administered in 2019–2020 as a partnership between Egale and the University of Manitoba.

This trivia also shares findings from the 2022 Sexualized Violence on Post-Secondary Campuses in BC survey, administered by the BC Ministry of Advanced Education and Skills Training (BCM-AEST) and by BCcampus. The survey was completed by over 9,600 students at post-secondary schools across BC. The survey aimed to understand student perceptions of sexualized violence on campus. The results of the survey have been used to develop educational and training resources and to inform policies, education, and prevention of sexualized violence at post-secondary schools in BC.

For more information about the Speak OUT survey and findings, please visit: [egale.ca/awareness/speak-out-addressing-2slgbtq-youth-dating-violence/](https://egale.ca/awareness/speak-out-addressing-2slgbtq-youth-dating-violence/)

Findings from the Sexualized Violence on Post-Secondary Campuses in BC survey can be found in the report released by the British Columbia Institute of Technology: [bcit.ca/files/safetyandsecurity/pdf/sexual-violence-post-secondary-campus-es-bc-leger-report.pdf](https://bcit.ca/files/safetyandsecurity/pdf/sexual-violence-post-secondary-campus-es-bc-leger-report.pdf)

For more information about the survey and the actions being taken by the BCM-AEST, please visit: [news.gov.bc.ca/releases/2022AEST0063-001352](https://news.gov.bc.ca/releases/2022AEST0063-001352)

For training resources from BCcampus on preventing and responding to sexualized violence, visit: [bccampus.ca/projects/wellness/preventing-sexual-violence/](https://bccampus.ca/projects/wellness/preventing-sexual-violence/)

### To play:

- ▶ Divide the group into teams of 2 to 5 youth. Give each team four pieces of paper and ask them to write 'A' on the first paper, 'B' on the second, 'C' on the third, and 'D' on the fourth.
- ▶ Read out a question and give teams a couple of minutes to discuss what they think the correct answer is.
- ▶ Ask teams to hold up the letter associated with the answer they think correct. Correct answers gain a point, but incorrect answers do not gain nor lose points.
- ▶ Invite teams to share why those chose their answer, and then facilitate a short discussion using their responses and the discussion questions provided as a guide.

Most groups complete about five questions in about 25 minutes. Choose the questions you think are most relevant and interesting to the group. If you have more time, you can add additional questions at the end.

## Let's play...

### Question 1:

From the 2018 BC AHS, what percentage of youth in BC (aged 12–19) identified as LGBTQ+?

- a) 2%
- b) 8%
- c) 12%
- d) 20%

**Answer: C – 12%**

From the 2018 BC Adolescent Health Survey, 12% of youth reported identifying as LGBTQ+.

In 2022, Among students who responded to the Sexualized Violence on Post-Secondary Campuses in BC survey, 43% identified as a sexual minority (a sexual orientation other than straight/heterosexual), and 10% identified as gender diverse.

#### Discussion Questions:

- ▶ Does this reflect what you see on your campus? Why or why not?
- ▶ Does the experience of 'coming out' or of identifying as 2SLGBTQ+ change from high school to post-secondary?

### Question 2:

From the Speak Out national youth survey, what percentage of 2SLGBTQ+ youth in Canada (aged 14–24) had been in a romantic relationship?

- a) 25%
- b) 42%
- c) 53%
- d) 82%

**Answer: D – 82%**

#### Discussion Questions:

- ▶ Do you think this percentage is different for non-2SLGBTQ+ youth? Why or why not?
- ▶ What does 'dating' typically mean for post-secondary students? What other words might people use to describe their relationships?

### Question 3:

From the 2018 BC AHS, 42% of LGBTQ+ youth had dated in the past year. What percentage of these youth reported that someone they dated had hit, slapped, or physically hurt them on purpose?

- a) 2%
- b) 12%
- c) 22%
- d) 32%

**Answer: B—12%**

12% of LGBTQ+ youth who dated in the past year experience some form of physical dating violence. This was higher than the rate for straight youth (7%).

When it comes to experiences in post-secondary, the Sexualized Violence on Post-Secondary Campuses in BC survey found that LGBTQ2S+ students were twice as likely to experience physical assault and unwanted touching, and 2.5 times more likely to experience attempted assault and sexual assault than their heterosexual and cisgender peers.

#### Discussion Questions:

- ▶ Why do you think these rates are higher for 2SLGBTQ+ youth?
- ▶ Is this something that you feel people are open to talking about? Why or why not?
- ▶ What resources are out there for young adults that might be experiencing violence in their relationships?
- ▶ The question on the BC AHS only asked about physical violence such as hitting, and slapping. What percentage of 2SLGBTQ+ young people do you think experience verbal abuse within their relationships?

### Question 4:

LGBTQ+ youth who experienced dating violence reported poorer mental health than those who did not experience dating violence.

- a) True
- b) False

**Answer: A – True**

According to the 2018 BC AHS, 44% of youth who experienced dating violence reported poor mental health compared to 26% of youth who had not experienced dating violence.

### Question 5:

Youth who experienced dating violence were also more likely to experience which of the following:

- a) At least one form of bullying (i.e., exclusion, physical assault, or teasing)
- b) Increased feelings of despair
- c) Increased stress levels
- d) All of the above

**Answer: D – All of the above**

From the 2018 BC AHS, youth who experienced dating violence were more likely to experience extreme stress and extreme despair. Most youth who experienced dating violence had also experienced at least one form of bullying (i.e., exclusion, physical assault, or teasing) at school or on the way to or from school.

#### Discussion Questions:

- ▶ Why do you think those that identify as 2SLGBTQ+ who experienced dating violence might also be more likely to experience bullying or other experiences of victimization?
- ▶ What could be done to make schools or communities safer for those who identify as 2SLGBTQ+?

### Question 6:

What percentage of LGBTQ+ youth who felt safe at school had experienced dating violence?

- a) 8%
- b) 20%
- c) 47%
- d) 85%

**Answer: A – 8%**

According to the 2018 BC AHS, LGBTQ+ youth who felt safe at school and those who felt like a part of their school were less likely to have experienced dating violence. For example, 8% of those who felt safe at school had experienced dating violence, compared to 23% who did not feel safe there, and 9% of youth who felt like a part of their school had experienced dating violence, compared to 17% of those who did not feel like they were part of their school.

The Sexualized Violence on Post-Secondary Campuses in BC found that cisgender females and those who identified as gender diverse were more likely than cisgender males to report feeling unsafe when in person on campus, and reported feeling most at risk of experiencing sexual violence. These students also felt the least trusting of their institution in appropriately handling the reporting of sexualized violence on campus.

#### Discussion Questions:

- ▶ Thinking about your school or campus, how do you think feeling safe might make a difference for 2SLGBTQ+ students?
- ▶ What makes a school or campus feel safe for 2SLGBTQ+ students?
- ▶ What helps 2SLGBTQ+ students to feel connected to their school?

---

## Group Discussion

### Explain to the group:

*From the trivia, we can see some of the things that can help 2SLGBTQ+ students have healthier relationships, such as caring and supportive adults and peers and a school environment where they feel safe and connected.*

### Ask the group:

*Can you think of any other things that might help 2SLGBTQ+ students to have healthier relationships (either friendships or dating relationships)?*

*Why else might it be important for us to learn healthy relationship skills?*

## 7. Introduction to the Resource Booklet

Give every participant a copy of the Resource Booklet.

### **Explain to the group:**

*As we explored in the trivia game, it is important that students who identify as 2SLGBTQ+ are connected to resources that are welcoming, safe, and affirming of their sexual orientation and gender identity.*

*As we work through each workshop, it is also important to take care of yourselves and seek additional support, if needed. The Resource Booklet that you have been provided share different services and supports for 2SLGBTQ+ youth and young adults. There are both online and in-person resources included. Some of them are resources that can be accessed from anywhere in the province, and some are regional resources.*

*If you know of any additional helpful resources that are not included in this booklet, feel free to add to your own booklet and/or share with the group.*

## 8. Introduction to the Skills and Reflection Journal

Make sure everyone has a paper or digital copy of the Skills and Reflection Journal.

### **Explain to the group:**

*Everyone will receive a booklet with a series of reflections for each workshop. The booklet prompts will allow you to think about the group discussion and how it relates to your own behaviours and relationships, giving you a change to practice some of the skills we have learned in a real-life context. The booklet reflections also provide an opportunity to begin thinking about the conversation for the next group workshop.*

*The section in the journal for Workshop 1 includes a brainstorm activity about what a healthy relationship means to you. There is also a reflection exercise to get you thinking about how you communicate with others, especially in challenging situations.*

## 9. Closing Round

Thank everyone for being a part of the workshop today. Let the group know when you will be doing the next workshop and that Workshop 2 is about boundaries and values, how to recognize them, and the role they play in healthy relationships.

### **Closing question:**

***What is one thing you appreciate about your 2SLGBTQ+ peers or support system?***

### **AND/OR**

***What is one thing you will do to take care of yourself today?***

---

## Facilitator Debrief

Make sure to take time immediately after, or shortly after, the session to debrief with your co-facilitator. This is also a chance to complete the Co-Facilitator Workshop Feedback Form ([Appendix H](#)).

### **Sample debrief questions:**

- ▶ What do you think went well (e.g., activities, questions, discussion)?
- ▶ Did you experience any challenges?
- ▶ How do you feel you managed those challenges?
- ▶ What, if anything, would you facilitate differently next time?
- ▶ Is there anything that you would change or do differently for the next workshop?



# Workshop Two: Boundaries and Values

## Overview

Understanding our values can play an important role in our relationships. Our values influence whom we spend time with and how we feel about our own actions and those of other people. They also influence what boundaries we set, and how we set them.

This workshop discusses boundaries and values. It also covers how to communicate our personal boundaries and how to recognize and respect those of others.

**Before beginning the workshop ensure all participants have had the opportunity to complete the first evaluation survey, and provide them a copy of the Resource Booklet.**

## Learning Objectives

Through this workshop, participants will gain a better understanding that:

- ✔ Boundaries can be physical, emotional, and digital.
- ✔ Values are qualities or ideas we feel are important.
- ✔ Boundaries can be healthy, and everyone has a right to set their own.
- ✔ Boundaries can help develop and maintain healthier relationships.
- ✔ The importance of respecting other people's values and beliefs, even if they are different to our own.
- ✔ The importance of setting healthy boundaries in friendships and dating relationships.
- ✔ The importance of speaking up when boundaries have been crossed and addressing it in a healthy way.
- ✔ How to approach arguments in a way that attacks the problem and not the person by using 'I' statements.

## Agenda

1. Opening round and icebreaker
2. Recap of Workshop 1
3. Introductory discussion: What is a boundary?
4. Activity: Boundary Thermometer
5. Skills and Reflections Journal: Boundaries and Values
6. Closing Round

## Materials

- Markers
- Flip chart paper or poster paper
- Sticky notes
- Tape
- One piece of red construction paper with 'hot' written on it and one piece of blue construction paper with 'cold' written on it
- Computer, projector, screen, and speakers (if using video scenarios for activity)
- Skills and Reflection Journals (digital, or printed copies for each participant)

**Let's get started...**

## Getting started

Start off by handing out the Attendance Form (**Appendix G**). Participants can use their name or initials, or can use a pseudonym to maintain confidentiality. This attendance form is only to track attendance and to record the number of unique participants.

---

### 1. Icebreaker

Start the workshop with a round of introductions and an icebreaker question.

Ask participants to share their name, pronouns and answer the following question:

*If you could have one boring superpower, what would it be? (E.g., folding fitted sheets perfectly)*

See **Appendix A** for other suggested icebreakers.

### 2. Recap of Workshop 1

Remind participants of the discussion and learnings from the last workshop:

- ▶ How to create and maintain a safe space together.
- ▶ How identifying as 2SLGBTQ+ can influence relationships.
- ▶ The influence negative stereotypes can have on 2SLGBTQ+ relationships.
- ▶ Having a caring support network, including peers and other supportive people, and a supportive school environment can promote healthier relationships for 2SLGBTQ+ youth and young adults.

Ask participants if they have any reflections or comments before you move on. You can prompt for things they brought up in the closing round of the last workshop (i.e. something they learned or found interesting) and see if anything has come up in the time since you did the workshop.

### 3. Introductory Discussion

**Ask participants this opening brainstorm question:**

*When I say the word 'boundaries,' what comes to mind?*

Write people's suggestions down on a flip chart paper.

Examples of personal boundaries may include:

- ▶ Wanting someone to ask permission before using or borrowing a belonging
- ▶ Wanting space to think when feeling angry
- ▶ Enjoying a little bit of cuddling, but not all the time

**Explain to the group:**

***Boundaries** are guidelines, rules, or limits that we set to create safe and acceptable ways for other people to behave towards us. They can be physical, emotional, and digital. Communicating our boundaries and listening to what our friend or partner's boundaries are can help everyone feel comfortable and safe.*

***Values** are qualities or ideas that we feel are important. Values can guide our beliefs, the way we relate to others and how we choose to live our lives. Our values can also affect where we place our boundaries.*

After discussing boundaries and values, move into the Boundary Thermometer Game.

## 4. Activity:

### Boundary Thermometer

In this activity, you will read out scenarios and participants will decide whether a boundary was crossed. Choose one side of the room to be the 'hot/yes' (a boundary was crossed) end of the thermometer, and the other to be the 'cold/no' (a boundary was not crossed) end of the thermometer. Tape the 'hot/yes' and 'cold/no' signs on opposite walls in the room to represent the continuum of options.

Below is a list of scenarios (you may want to do them all or if you do not have time, choose the ones that are most relevant to the group).

For each scenario, read the description aloud to the group and ask participants whether they feel a boundary was crossed. Ask participants to position themselves on the thermometer in the place that best fits how they feel (between 'yes' and 'no'). For example, if someone thinks that a boundary was very clearly crossed, they might stand all the way at the 'yes' (hot) end of the room, while another person may stand on the edge of 'yes,' or in the middle between 'yes' and 'no' (cold) if they feel it depends on the circumstances.

#### Alternative way to play:

You might choose to play this way if you feel it would be beneficial for your group to be able to have their responses more anonymous, or if you have a smaller group and they would be more comfortable placing sticky notes on a wall or table instead of moving around.

Hand out sticky notes to each participant, enough for them to have one for each scenario. Instead of asking participants to position themselves on the thermometer according to whether they think a boundary has been crossed, ask them to place their sticky note along the thermometer at the position they would have normally been standing. For example, if a participant thinks a boundary was clearly crossed, they would place their sticky note at the 'yes' (hot) end of the room. If they are unsure and think it would depend on the circumstances, they would place their sticky note somewhere in the middle between the 'yes' (hot) and 'no' (cold) ends.

## Scenarios:

### Scenario 1:

You've been having a hard time with the person you are dating. Things haven't felt very smooth, and you have an extended text conversation with a friend venting your frustrations. The next day, a different friend comes up to you and shows you that the friend you'd been texting had taken screenshots of parts of the conversation and shared it with them.

### Scenario 2:

You've just started seeing someone you met on a dating app and it's going well. You've been on a few dates and made out a bit. You are out with a friend getting a coffee and you see this person standing at a bus stop kissing someone else.

### Scenario 3:

You go to a fun drag show with a few friends on the weekend. You have an Instagram account, but you don't use it very often. After the weekend, you notice that one of your friends has posted a bunch of photos of you all at the show and tagged you in them without asking.

### Scenario 4:

Your friend has recently asked you to use a new name and pronouns for them. They share that they haven't told many people yet but wanted you to know. The two of you are in the same study group for one of your classes and the next time the group meets, you use your friend's new name. The other people in the group look surprised and your friend looks uncomfortable.

### Scenario 5:

Someone in one of your classes keeps sending you nudes, even though you never asked them to.

### Scenario 6:

You and your partner are polyamorous. You have discussed your boundaries and limits, and you have both agreed to be open and honest with each other about the people you are dating. You have started dating someone, and you share the details of this relationship with your primary partner. Recently, your partner has started pressing you to share intimate details about your dates and your relationship with this person, which you feel uncomfortable sharing.

### Scenario 7:

You work a part-time job while in school. You have a good relationship with your boss and enjoy the job. A few times over the past few months, you have taken extra shifts or stayed late when asked because you were short-staffed and could use the money. During one shift, your boss comes up to you and says that they have scheduled you to stay late because he thought you would appreciate the money and because you've always agreed to extra hours.

## Video scenarios:

### Video scenario 1:

This video shows someone posting a photo of their partner without their partner's consent. Watch [Taking Pride Video #1](#) (see full URLs in [Appendix C](#)), pausing at the 'Pause for discussion' title card (1:09) and follow the below discussion questions. After discussion, watch the remainder of the video.

### Video scenario 2:

This video shows someone looking at their partner's phone without their partner's consent. Watch [Taking Pride Video #5](#) (see full URLs in [Appendix C](#)) pausing at the 'Pause for discussion' title card (1:49) and follow the below discussion questions. After discussion, watch the remainder of the video.

---

## Boundary Thermometer Discussion Questions

For each scenario, start by asking people to share why they stood where they stood. For example, if a few are standing at the 'hot' or 'yes' end of the thermometer, invite them to share why they stood there. Then ask those who are standing towards the other end of the thermometer why they chose that position.

Use the following questions as a guide for discussion:

- ▶ Was a boundary crossed? Why or why not?
- ▶ What details are not included in the scenarios that may help us to determine whether a boundary has been crossed or not?
- ▶ What are some ways someone might communicate that their boundaries have been crossed?
- ▶ How might boundaries online differ from (or be similar to) boundaries in-person?
- ▶ How do people communicate when their boundaries have been crossed in an online setting?
- ▶ Is it possible to unknowingly cross someone's boundaries? What might be a way that someone could approach that situation if it happened?
- ▶ Why is it important to understand/be sensitive to each other's boundaries?
- ▶ What personal values might be reflected in each of the scenarios? How does one's identity affect or shape their values, and how can you see that represented in the scenarios?
- ▶ How can we learn to respect other people's values when they are different from our own?

## 5. Skills and Reflection Journal: Boundaries and Values

Make sure everyone has a paper or digital copy of the Skills and Reflection Journal.

Remind participants to review and complete the Boundaries section of their Skills and Reflections Journal.

This section of the journal provides space for them to reflect on their own personal boundaries and an exercise to practice using 'I' statements.

Let everyone know that in Workshop 3, we will be looking in more detail at communication skills. The focus will be on communicating with others when it is hard to do so.

## 6. Closing Round

Thank everyone for being a part of the workshop today. Let the group know when you will be doing the next workshop, and that in Workshop 3, you will be discussing communication skills, and focusing on communicating with others when it is hard to do so.

### Closing question:

*What is one thing you learned today, or something that you found interesting? (To increase anonymity, you can hand out sticky notes for participants to write this down instead.)*

### AND/OR

*What is one thing you will do to take care of yourself today?*

---

## Facilitator Debrief

Make sure to take time immediately after, or shortly after, the session to debrief with your co-facilitator. This is also a chance to complete the Co-Facilitator Workshop Feedback Form ([Appendix H](#)).

### Sample debrief questions:

- ▶ What do you think went well (e.g., activities, questions, discussion)?
- ▶ Did you experience any challenges?
- ▶ How do you feel you managed those challenges?
- ▶ What, if anything, would you facilitate differently next time?
- ▶ Is there anything that you would change or do differently for the next workshop?

# Workshop Three:

## Responding Respectfully in Difficult Discussions

### Overview

This workshop is all about communication skills. It focuses on communication during difficult discussions such as saying 'no', explaining your feelings even when it's difficult to do so, and managing rejection. Learning how to manage difficult experiences with clear, respectful, and empathetic communication can help us to be healthier friends and partners.

The activities in this workshop are designed to encourage discussion about communication styles and to practice communicating in healthy and effective ways.

**Before beginning the workshop ensure all participants have had the opportunity to complete the first evaluation survey, and provide them a copy of the Resource Booklet.**

### Learning Objectives

Through this workshop, participants will gain a better understanding of:

- ✓ Different styles of communicating.
- ✓ How to say 'no' and how to accept 'no' in as healthy a manner as possible.
- ✓ How to manage rejection in friendships and romantic relationships.
- ✓ How verbal and non-verbal communication can work together.

### Agenda

1. Opening round and icebreaker
2. Recap of Workshop 2
3. Introduction: Communication styles
4. Activity: Difficult Discussion Dilemmas
5. Dealing with Rejection
6. Skills and Reflections Journal: Responding Respectfully in Difficult Discussions
7. Closing Round

### Materials

- Computer, projector, screen, and speakers (if using video scenarios for activity)
- Activity slides (if using)
- Skills and Reflection Journals (digital, or printed copies for each participant)

**Let's get started...**

## Getting started

Start off by handing out the Attendance Form (**Appendix G**) Participants can use their name or initials, or can use a pseudonym to maintain confidentiality. This attendance form is only to track attendance and to record the number of unique participants.

### 1. Icebreaker

Start the workshop with a round of introductions and an icebreaker question.

Ask participants to share their name, pronouns and answer the following question:

*Who is your favourite 2SLGBTQ+ celebrity or famous figure, past or present?*

See **Appendix A** for other suggested icebreakers.

### 2. Recap of Workshop 2

Remind participants of the discussion and learnings from the last workshop:

- ▶ Boundaries can be physical, emotional, and digital.
- ▶ Values are qualities or ideas we feel are important.
- ▶ Boundaries can be healthy, and everyone has a right to set their own.
- ▶ Boundaries can help maintain healthier relationships.
- ▶ It is important to respect other people's values and beliefs, even if they are different to our own.
- ▶ It is important to set healthy boundaries in friendships and dating relationships.
- ▶ It is important to speak up when a boundary has been crossed and address it in a healthy way.
- ▶ Using 'I' statements in an argument helps to focus the conflict on the problem and not on the person.

Ask participants if they have any reflections or comments before you move on. You can prompt for things they brought up in the closing round of the last workshop (i.e. something they learned or found interesting) and see if anything has come up in the time since you did the workshop.

### 3. Communication Styles

#### **Explain to the group:**

*Communication is a tool we use every day, and there are many different styles of communication. In relationships, it can be difficult to let someone know when they have 'crossed a line' or made you feel uncomfortable, and even harder if you are worried about hurting someone's feelings or if you are feeling angry.*

*We wanted to define the four main types of communication: **passive, aggressive, passive aggressive, and assertive.***

#### **Passive communication:**

Not expressing your own feelings, saying nothing, or dropping hints about what you want.

#### **Aggressive communication:**

Asking for what you want or saying how you feel in a threatening, sarcastic, or humiliating way.

#### **Passive-aggressive communication:**

A style of communicating where you appear passive on the surface but are really acting out anger in a subtle, indirect, or behind-the-scenes way.

#### **Assertive communication:**

Asking for what you want or saying how you feel in an honest and respectful way, which does not infringe on another person's safety, dignity, or well-being.

Keep these definitions and styles of communication in mind as we go through the following scenarios.

## 4. Activity:

### Difficult Discussion Dilemmas

Each of the following scenarios shares a dilemma or conflict where it may be difficult for one or both people to communicate their wants and needs.

Read out, or ask a volunteer to read out, the following scenarios. Explain that for each scenario, it will be read from the perspective of you saying 'no'. Then it will flip, and it will be read from the perspective of you hearing, or receiving, the 'no'.

Then, follow the discussion questions provided for each dilemma.

#### Dilemma 1:

You're in first year university, new to the city, and living on campus. It's been a bit hard meeting people and you've been slowly getting to know people in your classes but it's taking time.

There is someone who you feel you've hit it off with in one of your classes, and you find it easy to talk to them and you've even hung out a couple times off-campus. Now it's halfway through the semester and they've been skipping the class, texting you with different excuses and asking if you can send them your notes from what they've missed. The first couple of times you don't mind but now you are starting to feel resentful, as it's been a few weeks and they haven't been to class once but are still asking for all your notes.

#### Follow-up discussion questions:

- ▶ Thinking about the communication styles, which style do you think would be the best in this situation and why?
- ▶ What would be a clear and respectful way to 'say no' in this situation?
- ▶ What are some of reasons why it might be hard to say 'no' in this situation?

#### Dilemma 1 [FLIPPED]:

You're in first year university, new to the city, and living on campus. It's been a bit hard meeting people because you've had to get a job outside of classes and it keeps you busy.

There is someone who you've hit it off with in one of your classes. You have attended the campus 2SLGBTQ+ space together and found it easy to talk to them. You've even hung out a couple times off-campus. Unfortunately, a co-worker at your job quits, leaving the place short staffed. Your manager keeps scheduling you for late-night shifts, and for a couple weeks, you don't make it to class because you're trying to catch up on sleep. You've been texting the person you hit it off with to ask if you can borrow their notes from the class you share, and initially they agreed. After a few weeks of you missing class though, they tell you they can't share their notes anymore. You feel frustrated because you don't know anyone else in that class but don't want to fall behind.

#### Follow-up discussion questions:

- ▶ Does being on the other side of this scenario change how you feel about your original response?
- ▶ Thinking about the communication styles, how would you want to receive a 'no' response from the other person? Does this response communicate the other person's boundaries clearly and respectfully?
- ▶ Thinking about the communication styles, how might you respond in this situation if someone was saying 'no' to you? Is this response clear and respectful to the other person and their boundaries?



## Dilemma 2:

You and your partner have been dating for 3 months. You have been out since high school and have had multiple relationships, but you know this is your partner's first queer relationship and they have not told their friends or family yet. Things have been going well and you really like them, but your dates are always just the two of you and only in private places, like your apartment. You want to start being more public about your relationship, so you ask to become 'official.'

Your partner responds by saying, "I'd like to keep dating, but I'd like to keep it between us. Is that OK with you?"

How could you respond?

**Ask the group to come up with responses that would fit within each communication style:**

*Passive*

*Aggressive*

*Passive-aggressive*

*Assertive*

**Follow-up discussion questions:**

- ▶ In this scenario, how might the way you respond make a difference to the outcome of the conversation?
- ▶ How might it affect how your partner feels?
- ▶ Is there one communication style that would be more respectful and effective than other styles for a response in this scenario? Why or why not?

## Dilemma 2 [FLIPPED]:

You and your partner have been dating for 3 months. Your partner has been out since high school and has had multiple relationships since then. They have a supportive family, and you feel they have much more experience and confidence in queer relationships than you. You have only recently come out, but you still feel like you're trying to figure out your identity and where you fit in with the 2SLGBTQ+ community. You haven't come out to your family or your friends yet, and you're afraid of whether they will accept you. You're also worried that by 'coming out,' it means that you have to figure out exactly who you are.

Things have been going well and you really like your partner, but you're too anxious to be with them in public in case someone you know might see you. Your partner has asked to be 'official' and to start being more public with your relationship.

You ask if they are open to continuing to date but not telling everyone about it. They tell you that they do not want to continue the relationship if you cannot be out and open in public. You do not want to end this relationship, but feel frustrated because they have a very caring family and do not seem to understand your fear about coming out.

**Follow-up discussion questions:**

- ▶ Does being on the other side of this scenario change how you feel about your original response?
- ▶ Thinking about the communication styles, how would you want to receive a 'no' response from the other person? Does this response communicate the other person's boundaries clearly and respectfully?
- ▶ Thinking about the communication styles, how might you respond in this situation if someone was saying 'no' to you? Is this response clear and respectful to the other person and their boundaries?

### Dilemma 3: Video scenario

In this scenario, Julie feels that a friend is being flirty with her, but when she tries to kiss them, she is rejected. Watch [Taking Pride Video #2](#) (see full URLs in [Appendix C](#)), pausing at the 'Pause for discussion' title card (1:29). Facilitate the below discussion questions, then finish watching the video.

#### Follow-up discussion questions:

- ▶ Thinking about the communication styles, what communication styles do you see each person using in this scenario?
- ▶ Why might hearing 'no' (rejection) be difficult? How could this person more respectfully accept a 'no' response?
- ▶ What are some of reasons why it might be hard to say 'no' in this situation?
- ▶ Why might saying 'no' (rejecting someone else's advances) be difficult? How could someone clearly and respectfully communicate a 'no' response?
- ▶ Thinking about the communication styles, which communication style do you think would be the most respectful and effective for you to use in this situation and why?

## 5. Dealing with Rejection

### Explain to the group:

*Saying 'no' to someone who would like to spend time with you as a friend or partner can be difficult to do. It is important that we are able to respect our own boundaries and be considerate of others' feelings.*

*Likewise, when we put ourselves out there and ask someone on a date or to hang out, it can be painful to hear 'no'. How we deal with hearing 'no' is important in maintaining healthy relationships. This can be particularly helpful in situations where you are both part of a small social circle and will still see each other on a regular basis.*

*Here are some helpful tips for dealing with rejection:*

### Allow yourself to feel your emotions.

You may have a range of feelings. Allow yourself to feel them rather than avoid them. It can also be helpful to talk to a supportive friend to help you work through these emotions.

### Find some supportive people to spend time with.

Rejection can sometimes make you feel lonely. Hanging out with people who care about you can help you to process your thoughts and emotions, remind you of the positive supports you have in your life, and can help you to feel less alone.

### Do something you enjoy.

Do something you enjoy. Some people like exercising, watching a favourite movie, or getting out in nature.

### Focus on something positive about yourself.

Rejection can feel personal. Try making a list of your best qualities, things you are good at, and the positive things you have in your life. If this is hard to do on your own, ask a friend to help.

### Learn and grow from it

Sometimes rejection can be an opportunity to show us the things we need to work on, whether with work, school, or in our relationships. Reflect on the situation and see if there is anything you can learn from it, including any skills you may want to learn or work on.

### If necessary, seek out professional support.

Sometimes friends and family don't have the right words to help you through what you are feeling. Counselors, therapists, and other support services can be helpful. It is okay to ask for help.

## 6. Skills and Reflection Journal: Responding Respectfully in Difficult Discussions

Make sure everyone has a paper or digital copy of the Skills and Reflection Journal.

### Explain to the group:

*How we communicate with each other can make a positive difference in our relationships.*

*This workshop has focused on verbal communication, but communication happens non-verbally as well, and texting and online communication can bring additional challenges when it comes to communicating.*

*The section in the journal for Workshop 3 offers strategies to keep calm and express yourself during difficult conversations.*

## 7. Closing Round

Thank everyone for being a part of the workshop today. Let the group know when you will be doing the next workshop, and that Workshop 4 is about consent and its importance in healthy relationships.

### Closing question:

*What is one thing you learned today, or something that you found interesting? (To increase anonymity, you can hand out sticky notes for participants to write this down instead.)*

### AND/OR

*What is one thing you will do to take care of yourself today?*

---

## Facilitator Debrief

Make sure to take time immediately after, or shortly after, the session to debrief with your co-facilitator. This is also a chance to complete the Co-Facilitator Workshop Feedback Form ([Appendix H](#)).

### Sample debrief questions:

- ▶ What do you think went well (e.g., activities, questions, discussion)?
- ▶ Did you experience any challenges?
- ▶ How do you feel you managed those challenges?
- ▶ What, if anything, would you facilitate differently next time?
- ▶ Is there anything that you would change or do differently for the next workshop?

# Workshop Four:

## Consent in healthy relationships

### Overview

This workshop focuses on consent. There are activities to spark discussion on what consent looks like, as well as a discussion on how to recognize when someone is uncomfortable saying ‘no’.

In addition to communication, consent is one of the most important parts of a healthy relationship. By learning about giving and receiving consent, and recognizing boundaries, young people can be better equipped to advocate for themselves and for others. Knowing how to identify signs that our (and other people’s) boundaries are not being respected when it comes to consent can also help us to recognize when we may be in an unhealthy relationship or when to seek help.

**Before beginning the workshop ensure all participants have had the opportunity to complete the first evaluation survey, and provide them a copy of the Resource Booklet.**

### Learning Objectives

Through this workshop, participants will gain a better understanding of:

- ✔ What consent is and is not.
- ✔ Who can legally consent to sexual activity and sharing of intimate images.
- ✔ The importance of consent when it comes to sexual activity.
- ✔ Consent applies to friendships and dating relationships.
- ✔ Rights and responsibilities in relationships.

### Agenda

1. Opening round and icebreaker
2. Recap of Workshop 3
3. Introductory discussion: What is consent?
4. Activity: Consent Conundrums Quiz
5. Activity: Intersection Activity
6. Handout: Rights and responsibilities in relationships
7. Activity: Wheel of Consent
8. Skills and Reflections Journal: Consent
9. Closing Round

### Materials

- Small pieces of paper for trivia activity (4 pieces per team of 2–5)
- Computer, projector, screen, and speakers (if using video scenarios for activity)
- Activity slides (if using)
- Wheel of Consent and arrow, printed and cut out (see **Appendix D**)
- Pushpin (for Wheel of Consent), or numbers 1-10 on small pieces of paper
- “Relationship Rights” handout, enough printed for each participant (see **Appendix E**)
- Skills and Reflection Journals (digital, or printed copies for each participant)

**Let’s get started...**

# Getting started

Start off by handing out the Attendance Form (**Appendix G**). Participants can use their name or initials, or can use a pseudonym to maintain confidentiality. This attendance form is only to track attendance and to record the number of unique participants.

## 1. Icebreaker

Start the workshop with a round of introductions and an icebreaker question.

Ask participants to share their name, pronouns and answer the following question:

**What is one thing you are really good at always saying 'no' to?**

See **Appendix A** for other suggested icebreakers.

## 2. Recap of Workshop 3

Remind participants of the discussion and learnings from the last workshop:

- ▶ There are different styles of communicating: passive, aggressive, passive aggressive, and assertive.
- ▶ Learning how saying 'no' and responding when someone says 'no' in a way that is clear and respectful can contribute to healthier relationships.
- ▶ Learning how to manage rejection in friendships and romantic relationships can also help with finding healthy ways to work through difficult emotions.
- ▶ People's body language can play a big role in communication.

Ask participants if they have any reflections or comments before you move on. You can prompt for things they brought up in the closing round of the last workshop (i.e. something they learned or found interesting) and see if anything has come up in the time since you did the workshop.

## 3. Introductory discussion

**Ask participants this opening brainstorm question:**

**How would you define the word 'consent?'**

**Explain to the group:**

*Simply put, consent is giving permission. Consent does not relate only to relationships; it is also present in other kinds of situations. For example, if you give someone consent to borrow your pencil, you are giving them permission to use your pencil. At any time, you can let them know that you want your pencil back, which means you no longer consent to them using your pencil.*

*In relationships, it works the same. If you want to be intimate, both people need to be able to freely give clear, and enthusiastic permission, and to understand what they are consenting to. Only 'yes' means 'yes', and you can change your mind at any time. Also, giving consent to something one time does not mean someone consents to it happening again. Consent only applies to the specific thing that has been consented to, and can be revoked at any time.*

## 4. Activity: Consent Conundrums Quiz

**To play:**

- ▶ Divide the group into teams of 2 to 5 youth. Give each team four pieces of paper and ask them to write A, B, C, and D on the papers.
- ▶ Read out a question and give teams a couple of minutes to discuss their responses.
- ▶ Ask teams to hold up the letter associated with the answer they think correct. Correct answers gain a point, but incorrect answers do not gain nor lose points.
- ▶ Invite teams to share why they chose that answer, and facilitate discussion using provided questions as a guide.

## Let's play...

### Question 1:

What is the legal age of consent in Canada?

- a) 13
- b) 15
- c) 16
- d) 18

#### Answer: C – 16

In Canada, the 'age of consent' is the age at which a young person can legally agree to sexual activity. Age of consent laws apply to all forms of sexual activity, ranging from kissing and fondling to sex. The age of consent in Canada is 16. In other words, a person must be at least 16 years old to be able to legally agree to sexual activity.

#### Discussion Questions:

- ▶ Are there any exceptions to the legal age of consent? (Note: this will be discussed more in question 5!)

### Question 2:

What percentage of women students on post-secondary campuses in Canada reported experiencing at least one unwanted sexualized behaviour in the past year?

- a) 36%
- b) 45%
- c) 68%
- d) 71%

#### Answer: B – 45%

According to the 2019 Survey on Individual Safety on Postsecondary Student Population (SISPSP), 45% of women students reported having experienced at least one unwanted sexualized behaviour in a post-secondary setting in the past year, compared to 32% of men students. Unwanted sexualized behaviour can include behaviours like unwanted sexual jokes, comments, or physical contact.

*Note: The term 'women' and 'men' include both cisgender and transgender women and men. Gender diverse students represent a small proportion of the study and in many cases statistical findings could not be released due to data quality or confidentiality concerns.*

#### Discussion Questions:

- ▶ Did anyone find this surprising? Why or why not?
- ▶ What kinds of supports are available for students experiencing unwanted sexualized behaviour on campus?

### Question 3:

**True or False:** One in ten women students were sexually assaulted in a post-secondary setting in the past year.

- a) True
- b) False

#### Answer: A – True

The 2019 SISPSP found that about one in ten (11%) students reported having been sexually assaulted in a post-secondary setting in the previous year. This is three times higher than men students (5%). Students who identified as Indigenous, living with a disability and as a sexual minority all reported higher rates of experiencing sexual assault.

### Question 4:

What are two situations where consent cannot be freely given?

- a) When someone is intoxicated, unconscious, or asleep.
- b) When the two people don't speak the same language.
- c) When one person's friends don't approve of the other person.
- d) When there are certain age differences between two people.

#### Answer: A and D – When someone is intoxicated, unconscious, or asleep, and when there are certain age differences between two people.

According to the 2018 BC AHS, 44% of youth who experienced dating violence reported poor mental health compared to 26% of youth who had not experienced dating violence.

#### Discussion Questions:

- ▶ Why might those situations mean that consent can't be freely given?
- ▶ Does this mean that consent can always be freely given in situations B and C?

### Question 5:

**True or False:** There are some exceptions to the legal age of consent?

- a) True
- b) False

**Answer: A – True**

There are a few exceptions to the legal age of consent in Canada. One is a close in age exemption, where those aged 14 or 15 can consent to sexual activity with someone less than five years older than them, and those aged 12-13 with someone less than two years older than they are. Another exception is when someone is in a relationship with a person in a position of power or authority or where there is an activity of exploitation, in which case the age of consent is 18.

### Discussion Questions:

- ▶ What are some examples of ‘positions of power?’  
*Note: People in positions of power have some kind of authority, control, or influence over another, such as through money, professional positions, mental or emotional health, or religion/spirituality. Some examples include professors, spiritual or religious leaders, and counsellors.*
- ▶ Why might the age of consent be higher for relationships with people in positions of power?

### Question 6:

**True or False:** If you have asked someone to stop contacting you and they keep messaging you, commenting on your posts, emailing you, or finding other ways to contact you and you feel unsafe, this is criminal harassment and it is against Canadian law.

- a) True
- b) False

**Answer: A – True**

In online relationships, you still have the same rights to consent as you do in in-person relationships. You must always ask for consent before starting online intimate activities like sexting, and the other person must likewise ask you for consent before starting online intimate activities.

You can end an online relationship at any time and tell the other person not to contact you anymore. They must respect your choice, and continued attempts to contact you that make you feel unsafe is considered criminal harassment.

If you are in immediate danger or if you are not sure if you are in immediate danger, phone 911.

### Question 7:

Consent is...

- a) Freely given
- b) Fully understood and informed
- c) Clear and enthusiastic
- d) All of the above

**Answer: D – All of the above**

All parties involved must give consent freely (not coerced or unable to give consent, such as due to intoxication or being asleep), must understand and agree on what is being consented to, and must be clear and enthusiastic (not an unclear or unsure response like ‘maybe’ or a reluctant ‘yes’).

### Examples of what consent looks like:

Each person is engaging in an activity enthusiastically, after agreeing to do that activity.

There’s continuous communication every step of the way.

Respecting the other person when they say ‘no’ or are unsure about anything.

Remembering that not saying ‘no’ does not mean ‘yes’!

The other person is capable of making informed decision. This includes not being under the influence of substances, not asleep or unconscious, or not feeling bullied or intimidated.

### Explain to the group:

Consent also applies to nude/intimate photos or videos of sexual activity. It is a crime to take a photo or video of someone engaging in sexual activity without their knowledge and consent. It is against the laws in Canada (Criminal Code Section 162.1) to protect from the sharing of intimate images without consent.

However, once you send an intimate picture to someone, you no longer have control over what happens to it. Only share intimate images if you want to, and only with someone you trust. If someone breaks your trust and shares the image or threatens to share the image, seek help immediately and remember that it is not your fault.

To read more about Canadian laws related to the non-consensual sharing of intimate images, visit: [justice.gc.ca/eng/rp-pr/other-autre/cndii-cdncii/p6.html](https://justice.gc.ca/eng/rp-pr/other-autre/cndii-cdncii/p6.html)

For support and information about sharing intimate images without consent in BC, visit: [bcsth.ca/what-to-do-if-someone-has-shared-or-threatened-to-share-your-intimate-image/](https://bcsth.ca/what-to-do-if-someone-has-shared-or-threatened-to-share-your-intimate-image/)

### Want to learn more?

**Understanding consent**  
[nomore.org/learn/understanding-consent/](https://nomore.org/learn/understanding-consent/)

**Is That Legal? What the law says about online harassment and abuse**  
[pubsdb.lss.bc.ca/resources/pdfs/pubs/Is-That-Legal-eng.pdf](https://pubsdb.lss.bc.ca/resources/pdfs/pubs/Is-That-Legal-eng.pdf)

## 5. Intersection Activity

### Explain to the group:

Imagine every sexual experience is like driving through an intersection.

At each intersection we approach, there are three colors the light can be:

- Red** – red means stop, there is no consent
- Yellow** – yellow means slow down or be prepared to stop because the situation is not clear
- Green** – green means go, there is clear consent.

Read the following scenarios and ask participants whether they think the light is green, yellow or red for each interaction. Discuss why and then provide your answer.

### Scenario 1

Tyra walked Monica home after they saw a movie together Friday night. When they got to Monica's house, they stood talking for a while. When Tyra gave Monica a hug goodnight, Monica responded with a quick kiss on the lips. Tyra smiled and said, "Can we do that again?" Monica laughed, and they kissed for a long time. They went inside and kept kissing. Tyra wanted to go further but couldn't really tell what Monica wanted by her body language.

### Follow-up discussion questions:

- ▶ What colour did you decide the light was?
- ▶ Was there consent for the kiss? What did Tyra say or do to let you know?
- ▶ Was there consent to do anything further sexually?
- ▶ What should Tyra do in this situation?

### Scenario 2

Alex and Skyler are best friends and are at Pride together. They are both drinking, dancing, and having a good time. Someone approaches Skyler and starts dancing and talking to them, making it clear they are interested and want to kiss. Skyler responds positively and the two of them start kissing. Alex notices that the person who approached Skyler is stumbling a bit and slurring their words. Alex realizes this person is quite drunk. They seem keen on wanting to keep kissing Skyler, and Skyler doesn't seem to notice how drunk they are.

### Follow-up discussion questions:

- ▶ What colour did you decide the light was?
- ▶ Do you think consent is possible in this situation? Why or why not?
- ▶ What could Alex do to help Skyler?



### Explain to the group:

*We don't assume lights are green. We check to be sure. If the light is green, it's okay to go. If we encounter a light that is yellow, we have to slow down and prepare to stop. A red light means we are required to stop. In either case, if we don't slow down or stop, someone could get hurt.*

*The same is true for consent. If you have not received consent, or are unsure if you have received consent (a 'yellow light'), you must slow down, check in, and communicate, like asking clear questions.*

*If you are still not sure if you have consent to continue, you should stop. You should only proceed when you have clearly received consent to do so.*

## 6. Rights and Responsibilities in Relationships

Give each participant a copy of *Your Relationship Rights* (see **Appendix E**).

### Explain to the group:

*It is not always easy to give a clear and direct response when you don't want something. For example, how many people have had trouble saying 'no' to making plans with a friend?*

*In relationships, sometimes people feel pressured to say 'yes' to things because they don't want to hurt someone's feelings. It is all of our responsibilities to communicate clearly, but also to watch out for signs that someone else might be having a hard time saying 'no.'*

*Everyone has certain rights in their relationships that when understood and upheld, can help everyone in the relationship to feel safer and respected. Your Relationship Rights is a list of rights that everyone is entitled to in their relationships. Being aware of these rights may help you to set boundaries for yourself and to respect the boundaries that others set for themselves. Is there anything else you would want to add to this list?*

## 7. Wheel of Consent

The goal of this activity is to highlight what consent looks like, and to talk through different ways that people could say 'yes' and 'no.' This activity will spark discussion and practice communicating consent clearly.

**Safety:** Talking about consent can be heavy for some people. Before you begin, explain the activity and its objectives. Encourage participants to be mindful of their own boundaries and to take a moment to practice self-care if they need to do so

As with the other workshops, ensure a peer or staff support is available to debrief with anyone who may need it. Remind participants of the resources available in the Resource Booklet. There are many people and resources available to reach out to if participants find themselves in need of crisis support.

### To play:

You will need the Wheel of Consent printed out (see **Appendix D**) and an arrow attached to the wheel with a pushpin. Alternatively, you can put ten numbered pieces of paper into a hat.

Invite a volunteer from the group to begin by spinning the Wheel of Consent. As a group, discuss the question it lands on, and have half of the group come up with ways to communicate giving consent (saying 'yes') and the other half of the group come up with ways to communicate not giving consent (saying 'no').

### Wheel of Consent questions:

**Do you want to go on a date?**

**Can I give you a hug?**

**Can I have a high-five?**

**Want to go out on Saturday?**

**Do you want a beer?**

**Want to go for a walk?**

**Can I kiss you?**

**Can I meet your parents?**

**Can I hold your hand?**

**We kissed last week. Can we kiss again?**

### Discussion Questions:

- ▶ Is consent, or lack of consent, clear in your response?
- ▶ How could someone clarify whether consent has been given if they were unsure?
- ▶ What might be some of the non-verbal cues that someone wants to say no?

### Explain to the group:

*Sometimes, it can be hard to say no, even when we want to. There can be many reasons why it might be hard to say no, from worrying about disappointing others to concerns about safety.*

*If you have struggled to say no to certain things in the past, such as agreeing to a volunteer shift even though you don't have time, that's okay! Putting your own needs first, setting boundaries, and saying no can take practice.*

*Try to find small ways or opportunities to say no that respect your own needs and boundaries, but aren't necessarily emotionally taxing. For example, saying no to the cashier if they ask if you want your receipt or no to that volunteering shift if you are too tired or do not have the time.*

## 8. Skills and Reflection Journal: Consent

Make sure everyone has a paper or digital copy of the Skills and Reflection Journal.

### Explain to the group:

*As this workshop demonstrated, consent is an important part of relationships. Yet sometimes it is not obvious whether someone is consenting, and it is important to be clear.*

*The Workshop 4 activities in the Skills and Reflection Journal contains a space to brainstorm different ways people might verbally or physically (non-verbally) say no, as well as a space to brainstorm what consent is and what consent isn't. This is similar to the activity in Workshop 1 which explored what 'A healthy relationship is' and what 'A healthy relationship isn't.'*

## 9. Closing Round

Thank everyone for being a part of the workshop today. Let the group know when you will be doing the next workshop, and that Workshop 4 is about consent and its importance in healthy relationships.

### Closing question:

*What is one thing you learned today, or something that you found interesting? (To increase anonymity, you can hand out sticky notes for participants to write this down instead.)*

### AND/OR

*What is one thing you will do to take care of yourself today?*

---

## Facilitator Debrief

Make sure to take time immediately after, or shortly after, the session to debrief with your co-facilitator. This is also a chance to complete the Co-Facilitator Workshop Feedback Form ([Appendix H](#)).

### Sample debrief questions:

- What do you think went well (e.g., activities, questions, discussion)?
- Did you experience any challenges?
- How do you feel you managed those challenges?
- What, if anything, would you facilitate differently next time?
- Is there anything that you would change or do differently for the next workshop?

# Workshop Five:

## Conflict resolution and addressing unhealthy relationship patterns

### Overview

This workshop will address conflict resolution. Your group will also discuss how to recognize when a relationship might be unhealthy and how to end a relationship.

The Resource Booklet given to you in Workshop 1 will be revisited and participants reminded that it contains sources of support for anyone experiencing relationship violence.

**Before beginning the workshop ensure all participants have had the opportunity to complete the first evaluation survey, and provide them a copy of the Resource Booklet.**

### Learning Objectives

Through this workshop, participants will gain a better understanding of:

- ✓ Conflict resolution and how conflict can be healthy or unhealthy.
- ✓ Recognizing unhealthy patterns in relationships (friendship and romantic).
- ✓ Strategies for ending a relationship
- ✓ How to create a safety plan
- ✓ Review of community resources.

### Agenda

1. Opening round and icebreaker
2. Recap of Workshop 4
3. Introductory discussion: Conflict resolution
4. Activity: Healthy & unhealthy conflict
5. Activity: Red flags
6. Discussion: Ending relationships
7. Discussion: Preparing for a breakup & breaking up
8. Skills and Reflections Journal: Conflict resolution
9. Closing Round

### Materials

- Computer, projector, screen, and speakers (if using video scenarios for activity)
- Activity slides (if using)
- Red pieces of paper (one for each participant)

**Let's get started...**

## Getting started

Start off by handing out the Attendance Form (**Appendix G**). Participants can use their name or initials, or can use a pseudonym to maintain confidentiality. This attendance form is only to track attendance and to record the number of unique participants.

### 1. Icebreaker

Start the workshop with a round of introductions and an icebreaker question.

Ask participants to share their name, pronouns and answer the following question:

*If you could have any fictional 2SLGBTQ+ character for a friend, whom would you choose?*

See **Appendix A** for other suggested icebreakers.

### 2. Recap of Workshop 3

Remind participants of the discussion and learnings from the last workshop:

- ▶ Consent is ‘giving permission’.
- ▶ Legal age of consent in Canada is 16 years old, though there are exemptions for close-in-age relationships and for relationships with people in positions of authority.
- ▶ Consent needs to be there for both people when it comes to sexual activity and it’s important to recognize situations when consent can’t be given freely.
- ▶ Only ‘yes’ means ‘yes,’ and you can change your mind at any time.
- ▶ Consent applies to friendships, dating relationships, and sharing intimate images or videos. Everyone has rights and responsibilities in relationships.

Ask participants if they have any reflections or comments before you move on. You can prompt for things they brought up in the closing round of the last workshop (i.e. something they learned or found interesting) and see if anything has come up in the time since you did the workshop.

### 3. Introductory discussion

#### **Explain to the group:**

*Conflict is a normal part of all relationships. Conflicts often happen when one person’s wants, needs, or expectations have not been met. When conflicts happen, they can be explosive and hurtful experiences, but if everyone can keep their cool and communicate, they can also be opportunities to get to know each other better and for personal growth.*

#### **Ask participants the following question:**

#### *When does conflict become unhealthy?*

#### **All the group to respond, then explain:**

*While conflict is normal, some conflicts are warnings signs that the relationship might be becoming less healthy. For example, if the person you’re seeing frequently makes you feel angry or disappointed, you disagree about “big things” or you both want two different things, but don’t want to compromise.*

*Signs of an unhealthy relationship include physical and emotional abuse. For example, if you or the person you are dating:*

- ▶ Pushes, hits, or destroys the others’ things.
- ▶ Tries to control the other person, tells them what to do, what to wear or who to hang out with.
- ▶ Monitors the other person (for example, calling or texting the other person persistently or to monitor their activity, checks their phone without their permission).
- ▶ Threatens the other person (for example, to harm you or themselves) to make them do something.
- ▶ Gets angry or upset when the other person spends time with friends or family.
- ▶ Accuses the other person of flirting every time they talk to other people.
- ▶ Emotionally or physically punishes the other person for something they did.
- ▶ Convinces themselves and the other person that the problems in the relationship are caused by the other person (such as gaslighting or victim blaming).

*These might be warning signs that a conflict or relationship is becoming unhealthy or harmful to your emotional or physical wellbeing, and where the conflict may not be able to be resolved. If these behaviours are happening to you, you may be considering ending your relationship. There is more discussion about things to consider when ending relationships, including how to prepare for and manage breakups, later in this workshop.*

*In other situations, here are some helpful strategies to consider when addressing or working to resolve conflict:*

## Tips for resolving conflict

**Stay calm and be considerate.** If you are too upset to talk without raising your voice, take a break and come back to the conversation when you have calmed down. If the other person is too upset to talk without raising their voice or name-calling, end the conversation and let them know that you are happy to talk about the issue later.

**Address the issue, not the person.** Remember ‘I’ statements (covered in the Workshop 2 activities in the Skills and Reflection Journal). Talk about the action or situation that caused the conflict, not the person.

**Compromise and meet in the middle.** If one person likes to watch documentaries and the other likes comedies, take turns watching movies the other wants to see, or arrange to do your own thing and meet up later. Find a happy medium that both people feel okay about.

**Look at the issue from their perspective.** Is someone upset because you forgot their birthday? From their perspective, it may seem as though you don’t care about them enough to remember their birthday, even if you would not feel this way if the situation were reversed. It may be helpful to acknowledge their feelings and let them know you care.

**Agree to disagree.** There may be situations where you can’t find a compromise, and for some conflicts, one resolution may be to agree to disagree. For example, if you want to go hiking with your friend, but they hate being outside, accept that hiking is not your friend’s thing and find other activities you can do together. If it is an issue that neither person can let go, on a ‘big’ issue related to values, or where neither person’s needs are being met, then you might not be compatible and you may need to consider ending the relationship.

## “I” Statements

An “I” statement is a way to tell someone that something isn’t working for you and how to fix it. When used properly, they are a great tool for resolving disagreements and communicating clearly with others.



*The key difference between “I” statements and “You” statements is that “You” statements blame the person, and “I” statements address the issue.*

## 4. Activity: Healthy and unhealthy conflict

In this activity, you will discuss scenarios that involve conflict and determine whether they are healthy and normal conflict, or whether they may show signs of unhealthy conflict. If it’s a healthy interaction, discuss what made it seem that way. If it’s unhealthy, discuss what made it seem that way and what could have been done differently. You will also discuss how these conflicts could be resolved.

This activity also asks about the communication styles in each scenario, so remind participants of the four styles of communication:

**Passive communication:** Not expressing your own feelings, saying nothing, or dropping hints about what you want.

**Aggressive communication:** Asking for what you want or saying how you feel in a threatening, sarcastic, or humiliating way.

**Passive-aggressive communication:** A style of communicating where you appear passive on the surface but are really acting out anger in a subtle, indirect, or behind-the-scenes way.

**Assertive communication:** Asking for what you want or saying how you feel in an honest and respectful way, which does not infringe on another person’s safety, dignity, or well-being.

## Scenario 1

You've been dating your current partner since high school, and are now both attending the same university. You've been enjoying meeting new people at school and have connected with the 2SLGBTQ+ group on campus. You've been invited to a few house parties where people are drinking and smoking weed, something you and your partner didn't do much of in high school. You enjoy the parties, but your partner seems uncomfortable and doesn't usually join.

One of your new friends invites you both to a house party, and you're excited for your partner to meet them. When you're about to leave for the party, your partner texts you that they can't go. You're frustrated and text them back saying that you can't believe they would bail on you and finish by texting, "Whatever." You go to the party anyway, and ignore their texts and calls all night.

### Follow-up discussion questions:

- ▶ Was this conflict healthy or unhealthy? What made it feel that way?
- ▶ What styles of communication do you see happening in this conflict?
- ▶ What do you think may have contributed to this conflict?
  - ▶ What boundaries may have been crossed?
  - ▶ What needs or wants may not have been met?
- ▶ How could this conflict be resolved...
  - ▶ From the perspective of the person going to the party?
  - ▶ From the perspective of the person not going to the party?

## Scenario 2

You've been dating someone for a few months and it's going well. However, there have been a few times where you were both at a party drinking and having a good time, but by the end of the night they got verbally aggressive and have picked a fight with you. When you try to chat about it the next day, they brush it off, saying, "Oh I was just drunk, I didn't mean it." You usually don't say anything, but this time you confront them and say, "If you actually wanted to be with me, you wouldn't be such a jerk!"

### Follow-up discussion questions:

- ▶ Was this conflict healthy or unhealthy? What made it seem that way?
- ▶ What styles of communication do you see happening in this conflict?
- ▶ What do you think may have contributed to this conflict?
  - ▶ What boundaries may have been crossed?
  - ▶ What needs or wants may not have been met?
- ▶ How could this conflict be resolved...
  - ▶ From the perspective of the person who has confronted their partner?
  - ▶ From the perspective of the person who has the history of picking fights?

## Scenario 3

This Wednesday will be your one-year anniversary with the person you're dating. You make them a card and pick out a thoughtful gift to surprise them. Wednesday comes around and you give them their gift. They forgot and did not get you anything. They apologize to you, but you're really upset. You tell them it's fine but deep down you're really hurt.

### Follow-up discussion questions:

- ▶ Was this conflict healthy or unhealthy? What made it seem that way?
- ▶ What styles of communication do you see happening in this conflict?
- ▶ What do you think may have contributed to this conflict?
  - ▶ What boundaries may have been crossed?
  - ▶ What needs or wants may not have been met?
- ▶ How could this conflict be resolved...
  - ▶ From the perspective of the person who picked out a gift for their partner?
  - ▶ From the perspective of the person who did not get their partner a gift?

## Scenario 4

In this scenario, two people have gone on a date to the movies. One of them walks the other home, and asks to be invited to go inside, which had been the case on previous dates. When the other person says 'no', the person asking to go inside reacts negatively. Watch the [Taking Pride video vignette #3](#) (links found in [Appendix C](#)) and pause at the 'Pause for discussion' title card (1:10). Facilitate discussion questions then finish watching the video.

### Follow-up discussion questions:

- ▶ Was this conflict healthy or unhealthy? What made it seem this way?
- ▶ What styles of communication do you see happening in this conflict?
- ▶ What do you think may have contributed to this conflict?
  - ▶ What boundaries may have been crossed?
  - ▶ What needs or wants may not have been met?
- ▶ How could this conflict be resolved?

## Scenario 5

A Two-Spirit Indigenous person invites their non-Indigenous partner to attend ceremony with them, but their non-Indigenous partner responds negatively and with harmful stereotypes of Indigenous people and their culture. Watch the [Taking Pride video vignette #4](#) (link found in [Appendix C](#)) and pause at the 'Pause for discussion' title card (1:11). Facilitate discussion questions then finish watching the video.

### Follow-up discussion questions:

- ▶ Was this conflict healthy or unhealthy? What made it seem that way?
- ▶ What styles of communication do you see happening in this conflict?
- ▶ What do you think may have contributed to this conflict?
  - ▶ Why might the non-Indigenous partner have responded the way they did?
- ▶ How could this conflict be resolved?

## Scenario 6

In this scenario, Greg confronts Julie about her efforts to get Greg's boyfriend to break up with him. Watch [Taking Pride video vignette #6](#) (link found in [Appendix C](#)). After watching the video, facilitate discussion questions.

### Follow-up discussion questions:

- ▶ Was this conflict healthy or unhealthy? What made it seem that way?
- ▶ What do you think may have contributed to this conflict?
- ▶ What communication styles do you see in this scenario? How did these styles affect the conflict?
- ▶ How could this conflict be resolved?

## 5. Activity: Red flags

For this activity, hand out a red piece of paper to each participant. Explain that this is their ‘red flag’. After each example given, ask participants to raise their red flag if they think it is something that would be a cause for concern in a relationship.

Read out each example below:

**The person you are dating asks you what you want to do on the weekend.**

**Your friend pressures you to go to a house party, even though you really don’t want to.**

**Your friend always tells you that you need to be more ‘out’ and proud. They don’t understand why you hesitate to tell people about your identity.**

**The person you are dating compliments you.**

**Your friend often criticizes you in front of others.**

**Someone you met on a dating app and have been on a couple dates with is insistent that you give them your phone number so that they can message you outside the app.**

**The person you are dating tells you they are not comfortable with your plan to hang out alone with someone they think you might be attracted to.**

**The person you are dating asks you to change the way you dress when you meet their family for the first time. They tell you they are worried their family will judge you because of the way you dress.**

### Discussion questions:

- ▶ Why do you think that some of these might be red flags in a relationship, whether it is a friendship or dating relationship?
- ▶ What are some other signs a relationship might be unhealthy?
- ▶ What might prevent some people from realizing they are in an unhealthy relationship (friendship or dating)?
- ▶ What are some of the reasons people might stay in a relationship that is not healthy for them?

## 6. Ending relationships

### Explain to the group:

*Ending relationships and rejection are universal experiences. Learning how to cope with these experiences can help us to be healthier friends and partners. Now that we have talked a bit about recognizing some unhealthy behaviours, let’s talk about ending relationships.*

### Discussion questions:

- ▶ Is it possible to end a relationship on good terms? What could that look like?
- ▶ How can some of the communication skills we have talked about play a role in ending a relationship in a healthy and respectful way?

## 7. Preparing for a breakup

### Explain to the group:

*People can feel pressure from their friends and family to just break up and move on, but we know it is rarely that simple. Here are some things to keep in mind when thinking about breaking up.*

**The person you are dating has probably become a big part of your life.** You might see more of them than you do your friends or family, so being scared about feeling lonely after the breakup is normal. Talking to friends or doing activities you enjoy can make filling your new free time easier.

**You will probably miss your significant other after you breakup—maybe a lot.** It is normal to miss them, even if you wanted to end the relationship. Try writing down the reasons you had wanted to end the relationship and keep the list as a reminder.

**If your significant other is controlling, they may make a lot of decisions for you.** It can take time to adjust to figuring out your wants and needs, and to making your own decisions again. If you start to feel helpless or overwhelmed, tap into your support system.

### Explain to the group:

*You may feel scared to end your relationship. For example, you might be scared that your partner will become violent. If this is the case, take that fear seriously. The safety plan template in the Skills and Reflections Journal is designed to help you stay safe if you are ending an abusive relationship.*



## Group discussion: breaking up

Divide a flip chart page into two columns. In the first column, write, 'How to manage break ups,' and in the second column, write, 'How not to manage break ups.' Invite the group to brainstorm and discuss ideas.

Ideas for the 'How to manage break ups' side include:

**Prepare.** Think about what you are going to say in advance (i.e., think about what you will say if they ask you why, and how you will say it).

**Pick the right spot.** Talk to them somewhere that is comfortable for both of you.

**If possible, say it in person.** If you feel it is safe to do so, talk to your significant other face to face.

**Be respectful.** For example, use 'I' statements when discussing the issues in the relationship.

**Make a clean break.** Stick with your decision.

**Be respectful if they need space.**

**Negotiate a plan forward.** For example, if you had been invited to a party as a couple, can you agree to say 'hi' and leave each other alone, or do you need to decide who will go?

### Explain to the group:

*If relationships with unhealthy patterns were only hurtful and never fun or happy, they would not be so difficult to leave. At first, unhealthy behaviours might only happen once in a while, such as during an argument. However, unhealthy or abusive behaviours can become more frequent and more serious over time. The person who did something unhealthy or abusive may apologize profusely and sound sincere—they might even genuinely feel sorry. However, if someone apologizes and continues to repeat the behaviour, then it is likely to happen again and an apology hasn't addressed the problem.*

*At the end of the day, you can only control your own behavior, and not the behaviour of someone else.*

*Remember, however great your relationship skills are it is unrealistic to think you can 'fix' an abusive relationship, and if you find yourself in that kind of situation, the best thing you can do is to seek help. You can seek help from a trusted friend, professional support (like a counsellor or therapist), or use some of the resources outlined in the Resource Booklet.*

## 8. Skills and Reflection Journal: Conflict resolution and addressing unhealthy relationship patterns

This section of the journal includes two quizzes about healthy and unhealthy behaviours in relationships. These quizzes are designed to be done on your own and for you only. The conflict resolution tips discussed in this workshop are also there for you to refer to when you need them.

This section also includes numbers to call if you or someone you know is in immediate danger and refers to the Resources Booklet for other supports. It finishes by leaving space for you to brainstorm the people, places, and things that feel safe and supportive.

This is intended for your own personal use, so you can add specific names of people, places and things in your lives who you consider safe and trustworthy. We won't ask you to share back anything you want to keep confidential.

Remind participants of the resources available to them in the Resources Booklet handed out in Workshop 1.

- ▶ There are both online/phone resources and in-person resources.
- ▶ Some of them are resources that someone can access from anywhere in the province, and then there are resources listed by region.

## 9. Closing Round

Thank everyone for being a part of the workshop today. Let the group know when you will be doing the next workshop, and that Workshop 4 is about consent and its importance in healthy relationships.

### Closing question:

***What is one thing you learned today, or something that you found interesting? (To increase anonymity, you can hand out sticky notes for participants to write this down instead.)***

### AND/OR

***What is one thing you will do to take care of yourself today?***

## Facilitator Debrief

Make sure to take time immediately after, or shortly after, the session to debrief with your co-facilitator. This is also a chance to complete the Co-Facilitator Workshop Feedback Form (**Appendix H**).

### Sample debrief questions:

- What do you think went well (e.g., activities, questions, discussion)?
- Did you experience any challenges?
- How do you feel you managed those challenges?
- What, if anything, would you facilitate differently next time?
- Is there anything that you would change or do differently for the next workshop?

# Workshop Six:

## Community connection & Review

### Overview

In this final workshop, participants learn about being a good friend and ally, how to support someone who is struggling, as well as a review of some of the limits of confidentiality. There is also a review exercise to go over some of the key points from the previous workshops.

Supporting one another is one of the greatest parts of any relationship. Friends are often the first place that people go to for help or support, so knowing how to be a good friend and ally for others can make all the difference when someone is going through a difficult time—as can knowing when to seek additional help.

**Before beginning the workshop ensure all participants have had the opportunity to complete the first evaluation survey, and provide them a copy of the Resource Booklet.**

### Learning Objectives

Through this workshop, participants will gain a better understanding of:

- ✔ What community is and why it is important.
- ✔ The benefit of spaces for 2SLGBTQ+ students on campus.
- ✔ What being a supportive friend and ally can look, sound, and feel like.
- ✔ When and why you might need to break confidentiality.

### Agenda

1. Opening round and icebreaker
2. Recap of Workshop 5
3. Community connection
4. Activity: Campus Community Design Lab
5. Supporting friends
6. Activity: Taking Pride Trivia
7. 2SLGBTQ+ Community Pledge
8. Skills and Reflection Journals: Community connection and review
9. Optional: Give, Get, Got
10. Closing Round

### Materials

- Flip chart and markers
- Printed templates for 'Campus Community Design Lab' (enough for each participant) OR template drawn onto flip chart paper (see **Appendix F**)
- Computer, projector, screen, and speakers (if using video scenarios for activity)
- Taking Pride Trivia slides (if using)
- Prizes (optional)

**Let's get started...**

# Getting started

Start off by handing out the Attendance Form (**Appendix G**). Participants can use their name or initials, or can use a pseudonym to maintain confidentiality. This attendance form is only to track attendance and to record the number of unique participants.

## 1. Icebreaker

Start the workshop with a round of introductions and an icebreaker question.

Ask participants to share their name, pronouns and answer the following question:

*If you could transfer one strength of the 2SLGBTQ+ community to the rest of the world, what would it be?*

See **Appendix A** for other suggested icebreakers.

## 2. Recap of Workshop 3

Remind participants of the discussion and learnings from the last workshop:

- ▶ Conflict can be healthy or unhealthy.
- ▶ There can be unhealthy patterns in friendships and romantic relationships and it's important to be aware of some of the signs of those patterns.
- ▶ There are strategies you can use to end a relationship in a healthier way, such as: prepare ahead of time what you're going to say, say it in person, pick the right spot, and be respectful.
- ▶ Having a safety plan can be an important way to protect yourself from a potentially unhealthy or dangerous situation.
- ▶ You can only control your behaviour, not the behaviour of someone else.
- ▶ If you or someone you know is in immediate danger reaching out for help is important, whether it's 911 or a trusted adult or friend.

Ask participants if they have any reflections or comments before you move on. You can prompt for things they brought up in the closing round of the last workshop (i.e. something they learned or found interesting) and see if anything has come up in the time since you did the workshop.

## 3. Introductory discussion

### Explain to the group:

*Research shows that feeling connected to community can have positive effects on overall health and well-being. However, sometimes a safe community where 2SLGBTQ+ people can be themselves and have others who support them can be difficult to find.*

*For this activity, we are going to be doing a "Campus Community Design Lab."*

Provide each participant with a printout of the campus template (found in **Appendix F**). Alternatively, you can facilitate this activity as a group by drawing a campus outline on a poster or whiteboard.

To the campus template or the poster/whiteboard, ask participants to add:

**People:** People on campus or connected to the school who help 2SLGBTQ+ students to feel supported, accepted, and heard (e.g., supportive instructors, peer or staff supports, friends).

**Places:** Places on campus where 2SLGBTQ+ students feel safe, comfortable, and welcome (e.g., 2SLGBTQ+ campus space, office of a peer or staff support).

**Things:** Activities that help 2SLGBTQ+ students to feel supported, safe, and connected on campus (e.g., Pride events or other on-campus events).

### Discussion questions:

- ▶ What did you include in your campus community? Why were those things important?
- ▶ How does feeling safe and comfortable help students to feel more connected?
- ▶ How could we encourage this at the university/ on campus so that more students feel safe and connected?

## 4. Supporting friends

### Explain to the group:

*Part of feeling connected to community is having strong friendships with people you can share your ups and downs with. Friends can be there when you need support and you can be there for your friends when they need it.*

*However, sometimes supporting friends can be difficult, especially if they are going through serious challenges, or you are facing struggles of your own. So how can we support our friends, have friends who support us, and maintain healthy boundaries for everyone?*

*We asked this question to 2SLGBTQ+ youth and young adults around BC. Here are their suggestions:*

### Give your friends the opportunity to consider their own boundaries.

For example, if you have had a rough day and need someone to vent to, instead of calling your friend and immediately telling them about what is going on for you, provide them an opportunity to let you know if they have the capacity to support you or not. You could start with something like, “I’ve had a hard day and need to vent. Would you have the energy for a call?”

Similarly, consider your own energy and boundaries if a friend has reached out to you for support. Think about how you could respond in a kind, respectful, and assertive way if you cannot support them at that time.

### Listen instead of giving advice.

Everyone is unique and may choose to handle situations differently. What works for one person may not be right for another. Sometimes all you really want from a friend is someone to listen rather than to tell you what you could or should have done.

### Be an ally to your 2SLGBTQ+ friends and partners.

Always treat your friends how they wish to be treated by considering and respecting their boundaries, values, and how they most effectively communicate and resolve conflict.

### Discussion questions:

- ▶ Is there anything in these suggestions that you agree or disagree with? How so?
- ▶ What are some other ways we can be supportive to our friends and maintain healthy boundaries?
- ▶ How do you know when to break confidentiality and seek help for a friend?

It can be tough to decide when you need to break confidentiality, and it might not feel good. However, there are certain circumstances where it is better to seek help for a friend than to keep a secret. These circumstances include if your friend tells you they are:

- ▶ Thinking about hurting themselves or someone else.
- ▶ Being abused or harmed by an adult (if under 19), or partner/other person

The first step would be to show concern to tell your friend that you care about them. You can tell them that you are worried about their safety and that you can help connect them with crisis support, inviting them to have a say in how this happens. There are many online, text, and phone crisis supports available across the country, which you can find at [talksuicide.ca](https://talksuicide.ca). Other resources, including crisis support provided by KidsHelpPhone and Wellness Together Canada can be found in the Resource Booklet.

If you or someone else is in immediate danger or needs urgent medical care, please call 9-1-1.

## 5. Benefits of inclusive schools

### Explain to the group:

*Research has shown that having a GSA or similar space for 2SLGBTQ+ students, and having 2SLGBTQ+ inclusive policies in schools can be positive for everyone (including straight and cisgender students). For example, youth who attended schools with an established GSA were less likely than those in schools without an established GSA to report binge drinking and other harmful substance use, as well as suicidal thoughts and attempts.*

*This shows the importance of making schools and communities a safe and welcoming space for all 2SLGBTQ+ students.*

### Want to learn more?

To download a pdf about the benefits of GSAs in BC schools, visit: [mcs.bc.ca/pdf/considering\\_the\\_evidence.pdf](https://mcs.bc.ca/pdf/considering_the_evidence.pdf)

## 6. Activity: Taking Pride Trivia

### Explain to the group:

To wrap up the workshops and review all the things we have talked about, we will be playing Taking Pride Trivia!

Divide the group into two or three teams, and then do a rock, paper, scissors round to see which team goes first. Each team will collectively answer the question or choose someone on the team to do the activity. If that team is successful, they get a points. If that team is not successful, the other team will be given an opportunity to try. The team with the most points at the end wins.

| Boundaries  | Communication  | Consent   | Conflict resolution   | Breaking up   | Supporting friends  |
|---|--|---|---|---|---|
| <b>100</b>  | <b>100</b>   | <b>100</b>  | <b>100</b>  | <b>100</b>  | <b>100</b>  |
| What is one example of a boundary someone might have?   | Name one quality of a healthy relationship.  | When can someone withdraw consent?  | What is an “I” statement?<br><i>Bonus: a friend keeps putting you down in front of others. How might you address them using an “I” statement?</i> | What is one thing someone needs to think about when preparing to break up with their partner(s)?              | What is one way you can support a friend who is going through a difficult break up? |
| <b>200</b>  | <b>200</b>   | <b>200</b>  | <b>200</b>  | <b>200</b>  | <b>200</b>  |
| Look at the person to your right and tell them they crossed a (made up!) boundary.<br><b>Be assertive and respectful!</b> | Your friend has asked you out on a date, but you only think of them as a friend. What could you say? | What are some indicators that someone might to say no, but do not feel comfortable to do so?<br><i>Bonus: what might you say or ask them?</i> | Give two tips for resolving conflict in a healthy way.  | You’ve just been broken up with by someone you love. What is one thing you could do to take care of yourself? | Give one example of a right that someone has in a relationship.                     |

## 7. 2SLGBTQ+ Community Pledge

### Explain to the group:

*As a final activity, we are going to create a 'community pledge'. Throughout this curriculum, we have learned about communication, conflict resolution, rights and responsibilities, consent, personal boundaries and values, and the importance of safe and welcoming spaces for 2SLGBTQ+ people.*

*We all have a responsibility to care for each other. By making this 'community pledge' we can commit to supporting each other through our actions, and to putting into practice some of the skills we have learned.*

Ask the group to brainstorm the following question, and record their responses on a flip chart:

**Based on all the things we have covered in the Taking Pride workshops, what are some of the things we want to commit to?**

Examples:

*We will be kind to ourselves, and understand our limits and our strengths.*

*We will communicate clearly with kindness and respect.*

After a list has been created that everyone agrees on, invite participants to sign it as a way to declare that they commit to what is in the pledge.

If the group meets in the same space every time, hang the pledge somewhere visible where everyone can see it. If the group does not meet in a regular space, bring the pledge with you to each meeting location. Offer to make smaller, take-home copies for participants if they wish.

## 8. Skills and Reflection Journal: Community connection & review

### Explain to the group:

*The final section of the journal contains a space for reflection as well as a place for you to write down names of people or activities that you find helpful in different situations. It's sort of a "personal resource list." It also contains a space for you to write down your thoughts about the community pledge you just created, and thoughts about how you might live it out in your day-to-day life.*

## 9. Optional: Give, Get, Got

Bring out the flip chart from the first workshop where participants recorded what they wanted to 'Give' and 'Get' from the training. Remind participants what they wrote and give them each three sticky notes. Ask them to write three things they got out of the training. Give participants a few minutes to write down their ideas then ask them to stick their sticky notes outside the outer circle.

Read out the answers, and ask anyone if they have any feedback.

## 10. Closing Round

### Tell the group:

*You did it! Thank you for taking the time to explore healthy relationships and support one another throughout this journey.*

Take the time to debrief with the group about this experience, and note any feedback they share.

Provide an opportunity for the group to complete the second evaluation and feedback surveys during the last workshop, at your next meeting, or in participants' own time.

---

## Facilitator Debrief

Make sure to take time immediately after, or shortly after, the session to debrief with your co-facilitator. This is also a chance to complete the Co-Facilitator Workshop Feedback Form ([Appendix H](#)).

### Sample debrief questions:

- What do you think went well (e.g., activities, questions, discussion)?
- Did you experience any challenges?
- How do you feel you managed those challenges?
- What, if anything, would you facilitate differently next time?
- Is there anything that you would change or do differently for the next workshop?







