

Taking Pride

**ADDITIONAL MATERIALS FOR 2SLGBTQ+
HEALTHY RELATIONSHIP SKILLS WORKSHOPS:
POST-SECONDARY VERSION**



McCreary
Centre Society



Stigma and Resilience
Among Vulnerable
Youth Centre

Taking Pride

Additional materials for 2SLGBTQ+ healthy relationships skills
workshops: Post-secondary version

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Appendix A: Opening activities & icebreakers

If the group is new, nearly new, or if you have new members, we recommend starting with a round of introductions where each person shares their name and preferred pronouns. This creates an environment where people are welcomed and encouraged to share and be themselves.

Sample icebreaker questions

- Who is someone that you consider a role model in the 2SLGBTQ+ community?
- What song would you like to be your ‘theme song?’
- If you had all the time in the world, what new hobby would you start doing?
- If you had your own talk show, who would be your first three guests?
- If there was a movie made about your life, who would you want to play you?
- What do you think schools should teach that isn’t currently being taught?
- If you could travel anywhere in the world, where would you go?
- If you could put a giant Pride flag anywhere in your community, where would you put it?
- What piece of clothing or accessory do you feel best represents you?

Other opening round activities

You can also use a short game as an icebreaker or opening round activity:

Two Truths and a Lie

Each person shares three facts about themselves, except one of them is a lie. The group has to guess which one is a lie.

Zip, Zap, Zop

A circle game where you start by passing the “zip” in one direction around the circle by placing your hands together, pointing to the person beside you and saying “zip”. Each person continues passing in the same direction until one person decides to mix things up. You can say “zap” to change direction. You can also say “zop” and point your hands to anyone in the circle to pass the zip to them. The person who received the zip then continues passing the zip.

Question Ball

This requires some preparation ahead of time. Take an old ball you don’t mind writing all over and write various ‘get to know you’ questions on it such as “what’s your favourite colour” or any of the above-mentioned icebreaker questions. Pass the ball around, and whichever question your right thumb is touching is the question you answer.

One Word Short Stories

In this game you collaboratively tell a story, one word per person at a time. For example, one person might start with “once”, and the next person says “upon”, and the next says “a time”, and the story continues. For the sake of equal participation, words like “a”, “the” or “of” can be included in someone’s word.

Appendix B: Duty to report

Confidentiality is an important part of creating a safe space group guideline. However, there are some circumstances where you as a facilitator may need to break confidentiality. Simply put, you must break confidentiality and seek appropriate help if it is disclosed that someone under the age of 19:

- Is going to harm themselves or someone else,
- Is being abused or neglected, or
- Is going to commit an act that could result in the injury or death of another person.

How to report

A facilitator should report this disclosure to a child welfare agency, such as the province's Ministry that supports child protection and child welfare, or to an Indigenous organization that provides child protection services.

The specifics of each province and territory's duty to report, as well as the contact information for reporting, varies across the country, so make sure to know the contact information for the appropriate agency in your area.

What to report

You need not have details or proof prior to calling, but you will be asked for as much information about the concern as you can provide. This may include:

- Your name and phone number (although you may call anonymously if you prefer);
- Your relationship to the youth;
- Any immediate concerns about the youth's safety;
- The location of the youth;
- The youth's age;
- Information on the situation including all physical and behavioural indicators observed;
- Information about the family, parents and alleged offenders;
- The nature of the youth's disabilities, if any;
- The name of a key support person;
- Other child(ren)/youth who may be affected;
- Information about other persons or agencies closely involved with the youth and/or family; and
- Any other relevant information concerning the youth and/or family such as language and culture.

After you report

The child protection social worker will:

- Determine if the youth needs protection;
- Contact the police if a criminal investigation is required;
- Coordinate a response with other agencies, if necessary.

If a youth is in immediate danger, police (9-1-1 or your local police department) should be called to intervene and a child protection social worker should be contacted to determine whether the child is in need of protection.

Appendix C: Taking Pride video series links

The Stigma and Resilience Among Vulnerable Youth Centre (SARAVYC) has created a series of short videos to be used alongside the written curriculum, which showcase 2SLGBTQ+ young adults acting out different relationship scenarios related to the workshop content. These videos are a helpful resource that provide a different medium for engagement (video). They can be used in place of or in addition to the written scenarios or activities, and have been incorporated throughout the curriculum.

For more information about SARAVYC, please visit saravyc.ubc.ca.

Full catalogue of videos (Google Drive):

<https://drive.google.com/drive/folders/159QoZ7iq6wfVN320PClBdrfoPwMRDQHC?usp=sharing>

OR <https://tinyurl.com/2p8tz8aa>

Intro to the Taking Pride curriculum (2:36):

https://drive.google.com/file/d/1bPxZNk2XDemQY0Fh8q1nNQHEgwLpV0pl/view?usp=share_link

OR <https://tinyurl.com/exx8rkjh>

Video 1 (1:52) – Used in Workshop 2: Boundaries and Values

This video shows someone posting a photo of their partner without their partner's consent.

<https://drive.google.com/file/d/1Gy-2-7mS2OXdUAWvyve075ihVlwi6rye/view?usp=sharing>

OR <https://tinyurl.com/yk9cr9yr>

Video 2 (2:19) – Used in Workshop 3: Responding Respectfully in Difficult Discussions

This video shows someone being rejected when they think someone else is flirting with them and try to kiss them.

https://drive.google.com/file/d/1c2BWOIOfvWh3VFI1YHM9xGB2Mq69iU1f/view?usp=share_link

OR <https://tinyurl.com/4w45z9d9>

Video 3 (2:06) – Used in Workshop 5: Conflict Resolution and Addressing Unhealthy Relationship Patterns

In this video, two people who are dating return from a night out. One person wants to continue the date inside the other's home, but the other wants to end the evening and conflict ensues.

https://drive.google.com/file/d/1p4amdeOfTHHkwcZw_hHGz8zbSAWuxHRh/view?usp=share_link

OR <https://tinyurl.com/bddyhnpb>

Video 4 (2:09) -- Used in Workshop 5: Conflict Resolution and Addressing Unhealthy Relationships

In this video, a Two-Spirit Indigenous person invites their non-Indigenous partner to attend ceremony with them, but the partner responds negatively.

<https://drive.google.com/file/d/1kO8pPbP2tJ1hseJdmffcKAXxoPTGvBNt/view?usp=sharing>

OR <https://tinyurl.com/yhv86nhr>

Video 5 (2:48) – Used in Workshop 2: Boundaries and Values

This video shows someone looking at their partner's phone without their partner's consent.

<https://drive.google.com/file/d/1YIUtl8kbAI9Hs6of04kBIHQvVQsmSz11/view?usp=sharing>

OR <https://tinyurl.com/uje2e69u>

Video 6 (1:13) – Used in Workshop 5: Conflict Resolution and Addressing Unhealthy Relationship Patterns

In this video, one person confronts another about trying to get their boyfriend to break up with them.

https://drive.google.com/file/d/1bL0k9ea2mzr0HS2XJZ82L1Hb42eFOvXD/view?usp=share_link

OR <https://tinyurl.com/mr8e9ebb>

Appendix D: Wheel of Consent



Appendix E: Your Relationship Rights

You have rights in your relationship. Everyone does, and those rights can help you set boundaries that should be respected by both partners in a healthy relationship.

Your Relationship Rights

You have the right to...

Privacy, both online and off.

Feel safe and respected.

Choose when/if you have sex.

Say no at any time (to sex, to drugs or alcohol, to a relationship), even if you've said yes before.

Hang out with your friends and family, or do things you enjoy, without your partner getting jealous or controlling

End a relationship that isn't right or healthy for you, or a relationship that you just don't want to be in anymore.

Live free from violence and abuse.

Decide what name and/or pronouns others should use for you.

Come out on your own terms.

Keep your deadname private.

Wear what you want, cut your hair how you want, and do what you want with your body

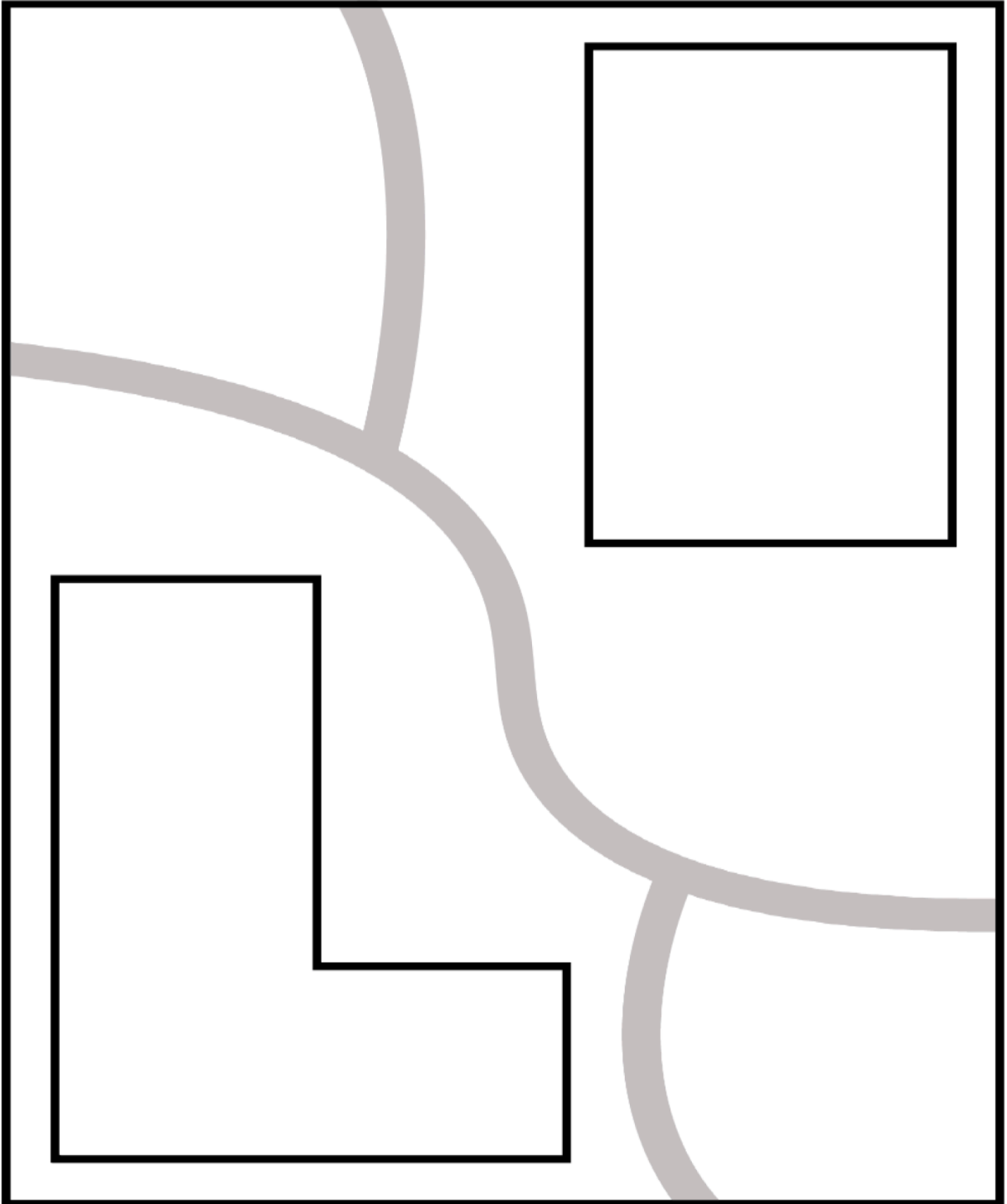
Stop talking, texting, emailing, etc. with someone you don't want to speak to anymore.

Ignore abusive messages, and to seek help.

Choose not to meet someone you met online in person, even if you're in a relationship with them

Adapted from loveisrespect.org/wp-content/uploads/2016/01/Relationship-Rights.pdf

Appendix F: Campus Community Design Lab



Appendix G: Attendance Sheet

Name	Workshop 1	Workshop 2	Workshop 3	Workshop 4	Workshop 5	Workshop 6

Appendix H: Facilitator Workshop Feedback Forms

Please fill out one a feedback sheet after each workshop you co-facilitate and save it to share with McCreary after you have completed all six workshops.

Group name and location:

Which workshop did you complete?

Date workshop completed:

Did you make it through all the material within the allotted time frame? If not, how far did you get?

What, if anything, in the workshop worked well for your group?

What, if anything, in the workshop did not work well for your group?

Did you make any modifications to the curriculum? If yes, what did you change?

What, if anything, would improve this workshop?

Were the Skills and Reflection Journal activities helpful for this workshop? Why or why not?

What, if anything, would you change or add to the journal activities or prompts?

Thank you for completing the Facilitator Workshop Feedback Form!

Notes

