

TAKING PRIDE

TRAIN THE TRAINER GUIDE

A guide to facilitate the Taking Pride curriculum



Stigma and Resilience
Among Vulnerable
Youth Centre



McCreary
Centre Society

Taking Pride: Train the Trainer

A GUIDE TO FACILITATING
THE *TAKING PRIDE* CURRICULUM

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Members of the YRA and adult allies also consulted with LGBTQ2S+ youth from across BC to ensure the curriculum addresses the skills which can support young people to engage in healthy relationships.

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INTRODUCTION TO THE TRAIN THE TRAINER GUIDE

Thank you for volunteering to co-facilitate the *Taking Pride* curriculum!

You will also receive a detailed step-by-step manual to help you deliver each workshop of the *Taking Pride* curriculum. The curriculum was co-created by LGBTQ2S+ youth in consultation with LGBTQ2S+ youth from across BC and was designed to be co-facilitated by both a youth and an adult.

This guide is designed to familiarize you with what it is you are about to do, why you are doing it, and how to do it. You will learn group facilitation skills, how to support yourself and others through potentially difficult subject matter, and how to help your group get the most out of this curriculum.

This guide is divided into eight chapters. It gives a brief introduction to the curriculum and explains what each of the six workshops you will facilitate are designed to achieve:

Chapter 1 gives an overview of your role as facilitator and what is required.

Chapter 2 explains how the curriculum is designed to address unhealthy behaviours.

Chapter 3 explains the evaluation and informed consent.

Chapter 4 looks at self care.

Chapter 5 provides information and practical tips to effectively deliver the *Taking Pride* curriculum.

Chapter 6 covers creating a safe space.

Chapter 7 identifies potential facilitation nightmares and how to address them.

Chapter 8 pulls everything together to summarise what makes a great facilitator.

Please contact the McCreary Centre Society if you have any questions

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Publications and information about McCreary can be found at www.mcs.bc.ca.

CHAPTER 1: ROLE OF FACILITATORS

By having a youth and adult co-facilitate the curriculum, you are providing the group with leadership from a familiar and relatable peer, as well as support from an experienced adult co-facilitator.

Effective facilitators practice good communication and observation skills, are comfortable guiding open and honest conversations with diverse participants, can remain impartial, and are sensitive to both group dynamics and individual needs.

Before beginning each training session, the co-facilitators should decide what roles each facilitator is comfortable taking on.

Facilitators' responsibilities:

- ◆ Deliver the *Taking Pride* curriculum.
- ◆ Be familiar with the material being presented.
- ◆ Get to know the group.
- ◆ Obtain informed consent from all participants.
- ◆ Keep participants engaged, attentive, and focused.
- ◆ Encourage safe and respectful discussion.
- ◆ Stay within the time you have for the session.
- ◆ Ensure compliance with the group agreement.
- ◆ Ensure all participants have the opportunity to fully engage in the sessions.
- ◆ Debrief with co-facilitator after each session.

VALUES AND BELIEFS

As a facilitator, it is important to be aware of what you are bringing to the group based on your own experiences. There are many things that influence who we are as individuals.

As you move through the content of this curriculum, consider how your background, relationships, and culture might influence your perspectives.

Being mindful of our own world view can help us to facilitate balanced and respectful conversations.



YOUTH FACILITATOR

In addition to working closely with the adult co-facilitators to plan and deliver the sessions, the youth facilitator should:

- ◆ Set and maintain a positive and safe space.
- ◆ Lead by example.
- ◆ Ensure all youth can be active participants.

As a youth facilitator, you are in a unique position as you are not only learning the curriculum but you're also helping to teach it. That gives you a valuable perspective!

ADULT FACILITATOR

The adult facilitator's primary role is to support the youth facilitator(s) to deliver the curriculum, and ensure the safety of the co-facilitators and the group. There are some things that an adult must be the one to do. For example, if a youth shares that they are being harmed or may harm themselves, the adult has a duty to report it (See **Appendix B** of the *Taking Pride Workshop Manual* for more details about how and when to report). The adult facilitator should also:

- ◆ Support skills development of the youth facilitator(s).
- ◆ Provide emotional support and/or connect youth to resources as needed.
- ◆ Ensure participants have provided informed consent to participate in the training and the evaluation.
- ◆ Debrief with co-facilitators after each session.

WORKING AS A TEAM

Your role as co-facilitator includes ensuring the learning objectives for each session are met. The learning objectives are laid out at the beginning of every session and the previous workshop's important messages are also reviewed. Teamwork takes practice, planning, and communication. To ensure you are working as a team, the co-facilitators should:

- ◆ Plan in advance who will be responsible for each task.
- ◆ Discuss each person's strengths and support each other.
- ◆ Discuss the skills each facilitator would like to build and find opportunities to practice them.
- ◆ Debrief what went well and anything that should be changed for the next session.

During the sessions it is important to model support and respect for each other. For example, by not interrupting or talking over each other, and helping to break the ice or clarify if participants are not engaging in an activity.

Some situations to consider before beginning the workshops include, what you will do if:

- ◆ Participants are not listening while someone is speaking.
- ◆ No one is talking during discussion.
- ◆ One facilitator is not sure what to say.
- ◆ One facilitator has not had the chance to facilitate much.

- ◆ Someone has said something which could be hurtful to someone else.

DEBRIEFING

To be effective co-facilitators it is important to debrief together after each session. This can support your emotional health and provides an opportunity to reflect on how the session went and any modifications that might need to be made for the next one.

Suggested debrief questions:

- ◆ What went well?
- ◆ What were some of the themes people talked about?
- ◆ Is there anything that could be done differently if we were to do it again?
- ◆ Is there anything requiring follow-up (either with a youth or with the group)?

Tip!

If one facilitator enjoys leading activities and another prefers leading discussions, this can be a great way to divide roles, but don't be afraid to practice new skills. Take a little extra time to prepare, and don't forget to discuss how the new role felt during the facilitator debrief!

McCREARY SUPPORT

Throughout your time delivering this curriculum, you will receive support from a staff member at the McCreary. Contact information is provided on page 2 of this guide, and the primary point of contact will be Katie. Katie will be staying in touch with you and will do regular check-ins to make sure things are going well and offer any support you may need. These check-ins can happen over the phone, via video chat, or through email. During your training you will decide which format works best and how often you'd like a check-in.

If at any point there is confusion about an activity or discussion question, don't hesitate to reach out to McCreary, we are here to support you!

CHAPTER 2: HOW TO CHANGE BEHAVIOUR

ABOUT BEHAVIOUR CHANGE

Information is important, but just knowing something doesn't always mean that people's attitudes or behaviours will change. For example, someone may know that they should exercise every day but still decide they would rather skip a walk and watch tv instead.

The *Taking Pride* curriculum has been designed to help young people to change how they think about relationships, and to practice skills that will equip them to make healthier decisions and can lead to behaviour change.

There are four stages of behaviour change:

1. Recognizing there is a problem
2. Deciding to do something about it
3. Doing something about it
4. Maintaining that change

If you are interested in learning more about the theory behind behaviour change used in the curriculum, here is a link to the Transtheoretical Model of Change: <https://sphweb.bumc.bu.edu/otlt/mph-modules/sb/behavioralchangetheories/BehavioralChangeTheories6.html>

REDUCING DATING VIOLENCE AMONG LGBTQ2S+ YOUTH

To reduce LGBTQ2S+ dating violence and increase healthy relationships we need to do three things: increase knowledge, develop healthy attitudes and replace any unhealthy behaviours with healthy ones. The sessions have been set up so that youth can learn information and then have a chance to practice a behaviour change or skill. This is also why there are booklets to accompany each session. The purpose of the booklets are to help youth to continue to practice some of the things they learned in the sessions, as we know that it is through repetition that real behaviour change can happen.

It is important to recognize that everyone will be at different stages of 'change'. Some youth may be ready to make a change while others may not even have recognized that they need to. It is important to be aware of this as it means that not everyone will respond the same way to the curriculum. However, hopefully through repetition and a chance to practice some skills, there will be some movement towards behaviour change. There may also be youth that are already on their way to having some of these skills and hopefully this curriculum will encourage them to keep going.

CHAPTER 3: EVALUATION AND INFORMED CONSENT

EVALUATING THE CURRICULUM

Before beginning the curriculum, you will ask participants to complete an online evaluation survey. You will also ask them to complete a survey at the end of the final workshop and three months later. The evaluation will help us see if the training was helpful in reducing dating violence and supporting healthy relationships, and if there is anything we need to change.

These surveys are confidential and no one will be able to connect what youth write on the survey to them personally. Each survey takes about 20 minutes to complete.

Participants should be encouraged to complete all three surveys even if they only complete in one or two workshops. A link to each online survey will be emailed to participants before starting the curriculum, immediately after completing the curriculum, and three months after completing the curriculum.

Youth will receive a \$15 gift card after filling out the first two surveys, and a \$20 gift card after filling out the third survey. If a participant completes all three surveys, they will have earned \$50 in total. Participants will have a selection of gift cards to choose from (e.g., Tim Hortons, Starbucks, Walmart, Presidents Choice).

INFORMED CONSENT

It is very important that you ensure you have received informed consent from all participants before they participate in the evaluation and the sessions. Informed consent means that participants understand the following:

- ◆ What they are consenting to participate in.
- ◆ What they can expect from the sessions.
- ◆ How the information they provide will be used.
- ◆ How their privacy will be protected.
- ◆ Any potential risks or benefits of their participation.

It important to revisit this each time you ask youth to complete an evaluation survey.

CHAPTER 4: LOOKING AFTER YOURSELF (SELF CARE)

Hearing about or witnessing the trauma of others can sometimes upset you more than you might expect (this is known as vicarious trauma). It is important to be aware of your own feelings and pay attention to three key areas:

- 1 Awareness of our needs, emotions, and limits.
- 2 Balance between school, work, leisure time, and rest.
- 3 Connection to others.

Self-care is more than just bubble-baths. Bubble-baths might be a great way to get some much needed rest and leisure time, but it is also important to ensure you make time to see friends, to do activities you enjoy, and to recognize when you might benefit from talking to someone.

Taking care of ourselves emotionally, physically, mentally, and spiritually is all part of self-care.

Please also connect with Katie if you want to debrief or need some additional support while delivering this curriculum.

CHAPTER 5: DELIVERING THE CURRICULUM

This chapter provides information and tips about how to effectively deliver the *Taking Pride* curriculum.

TIME MANAGEMENT

Facilitators should be aware of any competing priorities for the group which may affect time. For example, if you are delivering the sessions after school, do participants have a transit schedule they need to work with.

Each session is designed to take between 40 minutes and an hour. Consider how much time you have with the group and how much time the group will need for breaks or to unwind after completing a session.

ATTENDANCE TRACKING

There are attendance sheets provided at the back of the *Taking Pride Workshop Manual* in Appendix C. This will help us to track how many participants complete each session and whether they've been given the link to the evaluation surveys.

CO-FACILITATOR SESSION FEEDBACK SHEETS

There are also co-facilitator feedback sheets provided at the back of the *Taking Pride Workshop Manual*, in Appendix D, one for each session. Please fill out one feedback sheet after each session you co-facilitate and save it to hand in to McCreary at the end of the 6 sessions. This will help us continue to improve this curriculum.

STARTING AND FINISHING EACH SESSION

Before beginning each session arrange the group's chairs in a circle to help facilitate discussion and reduce power imbalances. The circle allows everyone to see one another, ensures everyone is included, and helps to put everyone on an equal level. It also allows you as a facilitator to see non-verbal responses from participants.

At the start of each session, let the group know what the topic of the session is and what they can expect from their time together. This will ensure youth can prepare themselves and are not taken by surprise. If you have any new participants, do a round of introductions and review the group agreement (The group agreement will be developed in the first session).

Remind participants that any personal information youth may share should not be discussed outside the group. Also remind participants of the limits to confidentiality if they reveal harm to themselves or others. (For more information about the Duty to Report, please see **Appendix B** in the *Taking Pride Workshop Manual*).

We recommend starting each session with an opening round to help everyone feel more comfortable talking with each other. Examples of icebreaker questions are included in the *Taking Pride* workshop manual).

Before ending each session, give participants an opportunity to share any concluding thoughts, and facilitate a closing round where each person answers a light-hearted or positive question. Examples of closing questions are included in the *Taking Pride Workshop Manual*.

Be sure to leave time for youth to relax and socialize after the sessions. This not only gives the group time to unwind, but it also gives time for individuals to ask for support if they need it.

FACILITATING MEANINGFUL PARTICIPATION

As a facilitator, it is your role to create genuine opportunities for all youth to participate. To encourage meaningful participation, it is necessary to create a welcoming environment in which all youth feel safe and valued. It is also important to offer a variety of ways for youth to participate. For example, you can get creative by dividing up into pairs or small groups, or by incorporating written or artistic elements to encourage feedback from youth who may be less comfortable talking.

To give everyone a chance to add to the conversation, you can start some discussions by asking a question and then giving everyone in the circle a chance to share their thoughts before opening the floor to a “popcorn style” conversation where people can speak up as they want to.

Others ideas include using:

- ◆ Sticky-notes for youth to write down their ideas.
- ◆ A talking object (i.e., When you have the object it is your turn to share uninterrupted. When you are done, you pass the object to another person for them to speak)
- ◆ Mind-maps to talk about themes—youth add key words or pictures and are invited to explain them to the group. (See example of a mind map below)



<https://www.art-is-fun.com/create-a-mind-map>

ASKING QUESTIONS

The way we ask questions can extend or close the conversation. Here are some of the types of questions we may use during discussions or activities to keep the ball rolling and encourage others to join in.

Open Questions are questions that do not have a yes or no answer. For example, “How do you feel about chocolate?” Open questions are great for starting discussions.

Probing Questions are questions that dig deeper. Use them to invite someone to talk more in-depth about something they’ve said, or to clarify what they said. For example, if a participant said they love chocolate, a probing question could be, “What do you love about chocolate?” Try to avoid “why” questions as they can make people feel defensive (e.g., asking ‘why do you love chocolate?’ might make someone feel they have to justify liking chocolate).

If participants are not speaking much, the facilitator can probe for fuller, clearer responses. A few suggested techniques are:

Pause for the answer—a thoughtful nod or expectant look can convey that you are interested in a fuller answer.

- ◆ Repeat the question—repetition gives people more time to think.
- ◆ Repeat the reply—hearing it again sometimes stimulates conversation.
- ◆ Ask when, what, where, which, and how questions to gather more detailed information.
- ◆ Use neutral comments (e.g., Is there anything else?)

Ask one question at a time to avoid confusing or overwhelming participants.

Exercise:

Try having a conversation. One person starts off by asking a closed question. The other person should answer the question and then finish their response with another closed question.

After a few rounds of this, try it again, but this time each person must finish their answer with an open question.

Discuss:

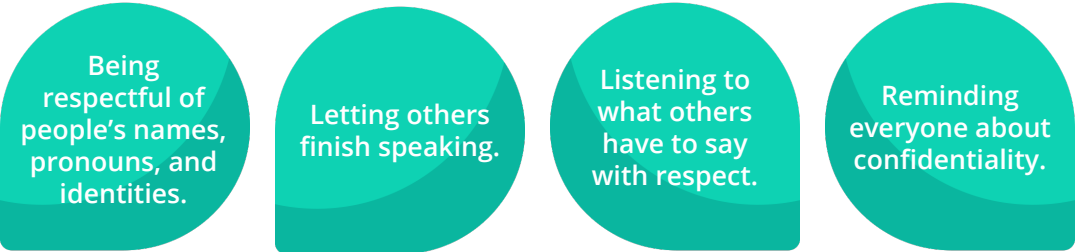
- ◆ Which conversation did you prefer?
- ◆ Which conversation was the most interesting? Why?

CHAPTER 6: CREATING AND MAINTAINING A SAFE SPACE

GROUP AGREEMENTS

When discussing potentially sensitive topics like relationships or experiences with violence and discrimination, it is important to create a safe, welcoming, and open environment. Coming up with a group agreement can help with this. Detailed instructions on creating a group agreement are in the *Taking Pride Workshop Manual*.

As a facilitator it can be helpful to consider which guidelines may be most helpful or important in advance. These may include:



Be prepared that strong opinions may arise during discussions. It is important to discuss with your co-facilitator(s) ahead of time the potential areas for conflict and come up with a plan for how to address it if it becomes disruptive or unsafe to the group.

GROUP AGREEMENT

Here is an example of a group agreement created by Qmunity, BC's Queer, Trans, and Two Spirit Resource Centre:

- One Diva, One Mic – one person speaks at a time.
- Keep it Cute – use appropriate and respectful language.
- Don't Yuck My Yums – respect people's choices, experiences, and feelings.
- Assume Best Intent – This is a space to learn, and sometimes that means making mistakes.
- Las Vegas Rule – Respect confidentiality, what is said in the group, stays in the group.
- Shake, No Shout – Silence or turn off your electronic device.
- Step Up, Step Back – Include your voice and make space for other voices to be heard.
- Self Care – Take care of yourself, whatever that may look like.

<https://qmunity.ca/wp-content/uploads/2016/06/QCT-guidelines.pdf>

CULTURAL SAFETY

The sessions you facilitate will include participants from different backgrounds and with different experiences and ways of looking at the world. The sessions should be safe and inclusive for everyone. It is therefore important to recognize and respect the cultural identities, rights and needs of everyone in the group, and be aware of the ways in which your own background or culture might influence you as a facilitator.

To learn about different cultures and communities, you could access resources for self-study, and respectfully ask appropriate questions to help you understand.

BEING TRAUMA INFORMED

Trauma comes from an experience that overwhelms someone's ability to cope. Trauma can result from a single event such as an assault or sudden loss, or from multiple bad experiences such as a history of abuse or a family history of residential school.

Trauma can affect the way people react in certain situations. It can look different for different people and can impact relationships. It can affect people physically (e.g., not being able to sleep) and emotionally (e.g., feeling angry, depressed or anxious). It can also affect people's behaviour (e.g., using substances as a way to cope or forget).

It is important to take a **trauma-informed** approach when delivering this curriculum. This means you recognize that some participants in the group will have experienced trauma and that it is important to create a group culture of safety, learning, and collaboration.

Using a trauma-informed approach does not mean people have to talk about trauma, but does mean that you create a space that is physically and emotionally safe, where each participant has choice and control, and where they can participate in a way that feels comfortable to them.

LANGUAGE

Using trauma informed language means focusing on strengths and not on what is wrong. For example, rather than saying "They can't sit and listen" you would say "They listen best when they move around," or instead of thinking "They just want attention" you might think "The individual is trying to connect in the best way they know how."



For more information on being trauma-informed visit:
http://bccewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf

SUPPORTING PARTICIPANTS DURING DISCUSSION AND ACTIVITIES

Be a role model of positivity! If a participant contributes during a session, acknowledge their contribution and show your appreciation.

If someone puts someone else down for a comment or question they shared, remind them of the group agreement. It is important to remember that this person's comment might come from a place of not-knowing, rather than an intentional 'put down.'

Some discussions might be difficult for some youth. Encourage participants to be mindful of their own boundaries and to practice self care. This may include taking a break, or participating in a discussion just by listening. Introducing the topic of the next session in advance and starting each session with a brief overview will better prepare youth to take care of themselves.

If someone is in need of crisis support, the adult co-facilitator should help them to connect with the appropriate resource.

UNDERSTANDING AND REPORTING ABUSE

The *Taking Pride* curriculum focuses on building healthy relationship skills in order to help LGBTQ2S+ youth enjoy happier and healthier relationships, and to prevent dating violence and abuse. As facilitators, it is important to know what abuse is and how to recognize it.

Abuse can be physical, sexual, or emotional. Where a healthy relationship has trust, respect, and consideration, an unhealthy or abusive relationship won't have all of these qualities. Instead, it may involve jealousy, control, violence, disrespect, or mistreatment. Unhealthy or abusive relationships can happen in dating relationships, family relationships, and friendships.

Physical abuse involves any form of physical violence including punching, hitting, slapping, kicking, pushing, pinching, hair-pulling, etc.

Sexual abuse can happen to anyone of any gender. It can include being pressured or forced into doing sexual acts, unwanted displays of genitalia or sexual activity, sharing or threatening to share intimate photos of you, etc.

Emotional abuse can be difficult to recognize and may even seem flattering at first. Emotional abuse can look like jealousy, controlling behaviour, yelling, threats, put-downs or name calling, boundary violations, betrayal, outing or threatening to out you, etc. Relationships need to have trust, and each partner needs to be able to have things in their life that don't involve the person they're dating or their friend.

Digital abuse is the use of technology and social media to stalk, harass, bully, or intimidate someone. Digital abuse is a form of emotional abuse. It includes using social media to keep tabs on someone, sending insulting or threatening messages, publicly putting someone down on their social media feed or status updates, insisting on knowing someone's passwords, checking someone else's phone/emails/direct messages, constantly texting someone and/or getting upset when you don't message them right away, controlling who someone 'friends' on Instagram or other social media platforms, etc.

Signs of Abusive Relationships

Important warning signs that someone might be in an abusive relationship include when someone:

- ◆ Physically harms you in any way.
- ◆ Tries to control parts of your life, such as how you dress, who you hang out with, or who you talk to.
- ◆ Frequently humiliates you or makes you feel unworthy.
- ◆ Threatens to harm you or themselves if you leave the relationship.
- ◆ Twists the truth to make things your fault.
- ◆ Needs to know where you are at all times.
- ◆ Becomes jealous or angry when you want to hang out with other family or friends.
- ◆ Tries to convince you to do sexual acts you don't want to do, or refuses to have safer sex (e.g., refuses to use condoms).
- ◆ Says things like, "If you loved me you would/wouldn't..."
- ◆ Threatens to out you to friends, family, coaches, employers, etc.
- ◆ Claims you are confused or lying about your sexual orientation or gender identity.
- ◆ Accuses you of cheating without reason or because of your sexual orientation.
- ◆ Criticizes or makes fun of your gender expression or sexual orientation.

Signs someone you know might be in an abusive relationship

Someone in an abusive relationship may not believe that they are, they may not be ready to leave, or it may not be safe for them to leave right away.

In addition to what is listed above, here are some signs that a friend might be being abused:

- ◆ Unexplained injuries such as bruises, sprains, or marks.
- ◆ Excessive guilt or shame for no apparent reason.
- ◆ Secrecy or withdrawal from friends, family, and/or activities they used to do.
- ◆ Avoiding school or social events.

If someone tells you they are being abused, it is important to believe them and listen to them without judgement.

What to do if someone is in an abusive relationship

Anyone can find themselves in an unhealthy relationship. During the course of delivering this curriculum, it is possible that someone in the group could be experiencing abuse in a relationship. As a facilitator, it is important to provide appropriate support as well as help connect someone who needs help to the appropriate resources.

If someone you know confides in you that they are in an abusive relationship, encourage them to get help from an adult immediately. Help can come from a parent (if it is safe for that person to be out to their parents), teacher, nurse, or another trusted adult. Help or advice can also come from confidential resources like crisis or help lines.

Youth Against Violence Line

The Youth Against Violence Line is a multilingual, anonymous, and confidential helpline that is active 24/7.

Call: 1-800-680-4264

Email: info@youthagainstviolenceline.com

Kids Help Phone

The Kids Help Phone is another confidential 24/7 help line youth can call, text, or chat online to get advice on what to do.

Text a Crisis Responder: 686868

Kids Help Phone Live Chat: www.kidshelpphone.ca/live-chat/ (or download the *Always There* app)

Call: 1-800-668-6868

Kuu-Us Crisis Line

The Kuu-Us Crisis Line is a free and confidential 24/7 helpline specifically for Indigenous youth in BC that can provide immediate and on-going support for First Nations, Métis, and Inuit youth in any kind of crisis.

Call: 1-800-588-8717

There are more resources provided in the Resource Booklet which you will give to participants during the first workshop.

If you or someone you know is in immediate danger, call 911.

What to do if someone realises they are abusive

If someone realises that their behaviour is abusive, it is important to listen without judgement. To admit that behaviour is abusive is an incredibly important first step in changing behaviour.

If someone is being abusive, encourage them to seek help immediately. They should reach out for support from a trusted adult, a counselling service, or any of the resources listed above or in the Resources Booklet.

What to do if someone realises what they thought was healthy relationship behaviour is actually unhealthy behaviour

The curriculum deals with addressing unhealthy relationship patterns. It is important to be aware that there might be some youth who have never realized what unhealthy relationship patterns are because that is all they have ever seen modelled in their home/friendships. In some families, violence and conflict are “the norm” and if that is all a youth has ever seen, they won’t necessarily recognize that this is unhealthy. It is important not to assume that all participants know the information in the curriculum, even the information that seems obvious to you.

While working through the curriculum (especially Workshop 5, which focuses on unhealthy relationship patterns) a participant may realize that what they see at home is not good. This has the potential to be upsetting, and it’s good to be prepared by observing the reactions of youth in your group and always remembering to take a trauma-informed approach. If a participant is becoming upset over the course of the session, the adult co-facilitator should check to see if the youth would like support after the session is over. (The youth co-facilitator should let the adult co-facilitator know if they have noticed a youth is upset, in case the adult has not noticed).

CHAPTER 7: OVERCOMING COMMON FACILITATION CHALLENGES

This chapter shares some common facilitation challenges, and offers suggestions for ways to overcome them.

Welcome other perspectives and experiences.

Group pressure to conform can occur when an idea is adopted without discussion or disagreement. To minimize the chances of this happening, the facilitator can probe for alternative views. For example, try asking the group, "Does anyone have a different viewpoint they'd like to share?"

Someone is dominating the conversation.

In group discussions, it is not uncommon for a few individuals to be the only ones contributing to the discussion. To balance participation and ensure all participants can join in if they want to, it may help to ask, "anyone we have not heard from yet."

It can also be helpful to respectfully acknowledge the contribution of a person who may be dominating the conversation by saying something like, "I really appreciate your comments and I'm very interested in hearing what other people think about this issue."

Participants feel uncomfortable talking.

This is less likely to occur when groups start with an icebreaker or the facilitator is able to set a comfortable tone and put people at ease in the beginning. If this is an issue during the session, you may need to back up and do a little work to make people feel more comfortable. Talk about easier, more comfortable, or more familiar topics, or things that you know are particularly interesting to participants, as this may help them to feel more comfortable talking in a group setting.

It is okay to make space for silence to allow people time to think. Often, someone will speak up, either to answer the question or to ask a question that allows you to better understand the silence.

No one responds to a question.

It is helpful to try to understand why people may not be speaking. For example, if a question is difficult to understand, try asking it in a different way. If a question is too sensitive, try moving on to a different question or topic that is less sensitive, and come back to it later, if appropriate. You can also use probing questions to get at a different aspect of the topic at another point in the session.

Participants are tired of talking about the topic or have said all they have to say.

In this case, simply state, "Is there anything else you would like to share? [Pause] If not, we can move on to our next activity." If it seems that participants do have more to say on that topic, rather than trying to force things, just be aware that there may be an opportunity to bring it up again later by linking it to one of the activities later on.

The group talks about topics that are not relevant.

Although you want to give youth the opportunity to discuss topics that are important to them, it may be necessary to respectfully move the conversation along if it gets too far off topic. When this happens, take advantage of a pause and say, "Thank you for that interesting idea. Perhaps we can discuss it afterwards but if it is okay, let's move on to another topic."

Alternatively, it can be helpful to acknowledge how much time is left and remind youth of the other activities you want to leave time for.

A useful tool that you can also use is 'the bike rack'. You can introduce this at the beginning of the session by acknowledging that topics might come up that are related to the material but are not directly covered. You can let participants know that when/if this happens, you can agree to put that topic into 'the bike rack' to be discussed later. It can be helpful to have a flip chart on the wall titled 'Bike Rack' so you can write down the topics that participants would like to explore further. Alternatively, you can have your co-facilitator write them down as you go and remind you to revisit 'the bike rack' at the end. If you run out of time at the end of the session, you can decide as a group when you might want to explore those topics, such as at the beginning of the next session.

Participants are having side conversations.

Side conversations can disrupt activities and discussions by making participants feel unsafe, making it hard for people to hear others, and making it hard for the facilitators to focus on the group.

One of the best ways to handle side conversations is to remind people of the group agreement and ask that they rejoin the group discussion and continue their conversation later.

This kind of disruption can also signal that it is time to take a break. If this is the case, be clear on how long the break is and be proactive about bringing people back together.

Participants make insulting or offensive remarks.

The emotional safety of all participants is very important. Gender, sexual orientation, culture, ethnicity, spirituality, appearance, and other aspects of identity need to be respected by everyone.

Sometimes people say things without realizing how hurtful they may be. The chance of this happening can be reduced by discussing how to respect each other when you make your group agreement. If someone does make an upsetting remark, a gentle reminder of the agreement or how they could express their point differently may be a good way to support everyone's learning as well as the safety of those affected by the comment.

It is important that facilitators do not shame or embarrass participants for making mistakes or for having different perspectives. Brief corrections of pronouns or word choices can be helpful, but you must use your judgement to decide if something should wait until you can address it in private.

In situations where someone is being deliberately offensive, this may warrant a private conversation or more serious intervention by the adult facilitator.

Participants do not feel comfortable with the subject being discussed.

If a participant does not feel comfortable answering a question or discussing a topic, this must be honoured. If they say that they are not comfortable, thank them and acknowledge their honesty.

Conversations about sex, consent, and violence can make people feel uncomfortable. To reduce discomfort, questions should be introduced gently. As the group becomes more comfortable, use follow up questions and probing questions to continue the conversation.

Rather than focusing on the negative aspects of sensitive topics, it is important to phrase the questions in a way that emphasizes what could change or what would help, and to generalize questions so that youth can answer theoretically rather than by disclosing personal experiences.

If a discussion or activity upsets a participant, the adult co-facilitator should check in with them and ensure they have access to resources and support. In situations like these, the youth co-facilitators should continue with the session (and skip the rest of the discussion or activity if appropriate). Be sure to note if any discussion or activity was upsetting on the co-facilitator feedback form.

Participants disagree with the concepts being presented.

Be aware that relationship skills or ideas about what is or is not healthy may not be shared by all participants. It is important to consider how an individual's culture or history may influence their perspective on the concepts being shared.

If appropriate, this could be a good opportunity to have a discussion to highlight key concepts and why they are important.

Try asking open questions that prompt participants to consider others' perspectives, feelings, and needs. If the comment or opinion shared is victim-blaming/ racist/homophobic/transphobic/etc., do not invite further conversation during group time. Redirect the conversation for the group and revisit the issue with the participant individually.

Remind participants that what we think is harmless might cause great harm to others and recognizing this is part of being a healthy friend or significant other. It is normal to have different opinions or boundaries than someone else, but we need to treat others how they would like to be treated not how we would want to be treated.

One participant has an opinion that is different than the majority.

During an activity, you may end up in a situation where one participant has a different opinion to the majority. It is important to remind the group at the beginning of every activity that everyone has different opinions and the purpose of the activities is not to call people out on their behaviour in the group, even if they disagree with someone's opinion. It is also important not to ask the participant with the different opinion to defend their opinion/position.

This situation may happen especially with the Boundary Thermometer Activity as people have different definitions of boundaries. If you are worried that this might be difficult for people in your group, considering playing the Boundary Thermometer in the alternate way described in the toolkit, to allow for more anonymous responses.

CHAPTER 8: FINAL THOUGHTS

Thank you again for agreeing to facilitate the *Taking Pride* curriculum. You have now covered all the skills you will need to facilitate the curriculum.

Below is a summary of the skills and characteristics of successful *Taking Pride* facilitators:

- ◆ Come to sessions prepared.
- ◆ Are clear what the objectives and goals of the sessions are.
- ◆ Are aware of their own privilege and biases.
- ◆ Create an atmosphere where participants can learn from one another.
- ◆ Encourage participants to be engaged.
- ◆ Ensure positive and respectful interaction.
- ◆ Summarize and clarify difficult content or discussions.
- ◆ Ask open-ended questions and actively listen to the responses.
- ◆ Are positive, enthusiastic, and focused.
- ◆ Include a variety of activities.
- ◆ Offer encouragement and recognition.
- ◆ Understand participants bring different experiences and learn in different ways.
- ◆ Keep to the agreed timeline.
- ◆ Encourage constructive differences of opinion.
- ◆ 'Park' or 'table' topics that will derail the focus of the session.
- ◆ Get agreement on group processes.
- ◆ Pay attention to participant reactions, moods, and attentiveness.

Don't forget that we are here to support you, if you need it!

