

Relationships, Consent, and Violence Workshop – Parents

Time needed:

- about 60 minutes each session
- 2 sessions total

Guests invited for Session 2:

- SANE (Sexual Assault Nurse Examiner) Program Coordinator (902-863-6221)
- RCMP Community Policing Officer (902-863-6500)

Venue/Materials needed:

- Health Centre boardroom
- markers, flipchart paper, poster board, post-it notes, painters' tape
- laptop, speakers, projector, screen
- food
- door prizes
- talking stick/item
- "take home messages" handout
- **free, informed, and prior consent poster**
- **laws around consent poster, ages of consent poster**
- **sexual violence poster**
- **evaluations**

Objectives:

- parents, guardians, and caregivers will learn what a healthy relationship means for themselves and their youth based on Sacred Seven Teachings and Mi'kmaq traditional values
- parents, guardians, and caregivers will learn what consent means and the laws around consent
- parents, guardians, and caregivers will learn about forms of violence – sexual violence and cyberviolence

- parents, guardians, and caregivers will learn about resources and choices re: disclosing and/or reporting violence
- parents, guardians, and caregivers will learn how to talk with their youth about relationships, consent, and violence

Session breakdown:

Session 1 – Your Relationships and Your Youth

1. Introductions and Group Agreement (5 minutes)

- prepare: flipchart paper, markers, painters' tape
- ask: to help build healthy relationships in this session, how will we treat each other? what will we agree to?
 - write: the group's responses and keep this agreement posted on the wall
 - ideas: confidentiality? privacy? caring? good/appropriate language? listening? sharing the air?
 - remind: questions at any time in this session
 - **remind: duty to report for under 16 years of age**

2. Your Relationship Values and Behaviours (15 minutes)

- prepare: flipchart paper, post-it notes, markers, painters' tape
- activity: ask: what are your values and behaviours around relationships? individuals respond on post-it notes and place them on a wall
 - debrief: individual responses and write any other responses that might come up
 - remind: relationships are about connections
 - ideas: safety, respect, trust, communication, enjoyment, fairness, boundaries
- activity: ask: what are some things that make it challenging for you to have healthy relationships? individuals respond on post-it notes and place them on a wall

- debrief: individual responses and write any other responses that might come up
- ideas: expectations? pressures? unequal power? colonization? residential schools? intergenerational trauma? racism? sexism? poverty? suppression of traditional teachings and matriarchal ways/value of women? heterosexism?
- remind: all relationships are different. a person's biological sex, gender, and sexual orientation are all different as well. Think of two-spirited people (those who aren't considered to be male or female and instead have both a male and a female spirit within the same body. The term two-spirited is described as acknowledging the gender inclusiveness of traditional First Nations cultures and the balance between the male and female spirit, or "those who walk between genders").
- remind: no relationship is perfect and all require communication, work, and sharing from everyone in the relationship!
- activity: ask: what are warning signs of unhealthy relationships?
 - write: the group's responses
 - ideas:
 - Avoiding friends, family, and school activities
 - Making excuses for partners behaviour
 - Loss of interest in favourite activities
 - Bad grades
 - Unexplained injuries, like bruises or scratches
 - questions for reflection:
 - Does your partner get angry when you have other plans, or won't drop every thing for him/her?
 - Does your partner criticize the way you look or dress or make you feel bad about yourself?

- Does your partner ask you to stop doing something you like or ask you to stop talking to other girls/boys/women/men?
- Does one of you make all the decisions or set all the rules for your relationship?
- Do you hide things because you're worried they may upset your partner?
- Are you afraid to say 'no' to sexual activities or sex?
- Do you know that your partner was abusive in a previous relationship?
- Has your partner ever threatened you, or grabbed, pushed, or hit you?

3. Relationship Values and Behaviours and Your Youth (10 minutes)

- prepare: flipchart paper, post-it notes, markers, painters' tape
- activity: ask: how do you share the positive values and behaviours with your youth and not the negative ones? what are the ways you teach your youth? individuals respond on post-it notes and place them on a wall
 - debrief: individual responses and write any other responses that might come up
 - ideas:
 - Frame the conversation for yourself as a way of loving your child.
 - Begin talking to them as young as 2 years old.
 - Teach them the actual names of body parts.
 - Share the only instances when their private parts can be seen and touched.
 - Teach them that private parts are special.
 - Teach them and respect their right to control their bodies.
 - Explain that no one should physically hurt them, especially in their private parts.

- Encourage them to trust their gut around their safety.
 - Explain that a secret is still secret when shared with the parents.
 - Tell them that you will believe them if someone is hurting them and they won't be in trouble.
- remind: we all learn about relationships from various people and places – family, friends, music, magazines and books, observing other relationships, school, internet, and tv – you and your youth!
- explain: Four Point Plan:
 - Facts:
 - Give truthful information
 - Find out the facts together if you need more information
 - Values:
 - Share what you believe in and what is important to you
 - Practice what you believe in and be a positive role model
 - Responsibilities:
 - Let children know what you expect of them
 - Allow your child to think and talk about how they feel
 - Help your child understand and accept the consequences of their decisions and actions
 - Self-Esteem:
 - Help your child feel good about themselves
 - Treat your child with respect, and they will learn to respect themselves and others
 - Encourage your child to follow through with their own decisions even when their friends disagree

- Keep the lines of communication open.
Language is a powerful tool to help to help build healthy self-esteem
- activity: ask: how do the teaching ways you shared earlier fit with this Four Point Plan: Facts, Values, Responsibilities, and Self-Esteem?
 - write: move their responses by each of the corresponding Four Points

4. Talking with Your Youth (10 minutes)

- activity: ask: how do you start the conversations? where do you start the conversations?
 - write: the group's responses
 - ideas:
 - Try using teachable moments to start a conversation.
 - Try taking advantage of quiet times together (i.e. driving in your car)
 - Be cautious not to make fun or light of the topic.
 - Q: How do you want to be treated?
 - Q: How do you feel about themselves when they are with a certain person?
- activity: ask: what could you talk about together?
 - write: the group's responses
 - ideas:
 - Dealing with pressure
 - Relationship values and behaviours (healthy and unhealthy)
 - Sacred Seven Teachings: Courage, Wisdom, Respect, Love, Honesty, Truth, Humility
 - Mi'kmaq Traditional Values
 - Sexuality (development and orientation)
 - Sexual decision making
 - Abusive relationships

- Types of abuse – Emotional or Psychological, Physical, Social, and Financial
- Respect: Speak and solve problems in a respectful manner. This will teach your child how to treat people with respect and recognize when they are being disrespected.
- Anger Management: How to deal with anger in positive, healthy, non-violent ways.
- Problem Solving: Break problems down, find possible solutions, and consider possible outcomes for each solutions.
- Negotiation, compromise and agree to differ: Try turning problems into win win situations where each person gets some of what he or she wants. However, it is valuable to know when to agree to disagree. People are free to their views. It is learning to understand and respect others that is important.
- Assertiveness: Not aggression: Assertiveness is asking for what one wants clearly and respectfully, without threats, or physical force. Assertive communication means respecting the rights of others, as well as your own rights.
- Talk about this session!

Session 2 – Consent 101 and Violence 101

* For this session, invite SANE and RCMP to talk about Resources and Choices re: Disclosing (i.e. telling someone) and/or Reporting (i.e. telling authorities) Violence to add to this session.

- remind: services offered at the Health Centre, Women's Centre, Men's Health Clinic, etc.

5. Consent According to Us (15 minutes)

- prepare: flipchart paper, markers, painters' tape
- ask: what is consent? how would we describe what consent is?

- write: the group's responses
- remind: consent is voluntary agreement
- ideas: free, prior, and informed consent (UN Declaration on the Rights of Indigenous Peoples)
- **Free**
 - **Communities must be free to participate in negotiations that affect them without force, intimidation, manipulation, coercion, or pressure by the government, company, or organization seeking consent.**
- **Prior**
 - **The community must be given a sufficient amount of time to review and consider all necessary information and to reach a decision before the implementation of the project begins. Because every community is different and has different decision-making processes, the community and only the community must decide how much time it needs.**
- **Informed**
 - **The interested parties must provide adequate, complete, relevant information to the community so that it can assess the potential pros and cons of a particular action. Information must be provided in a form that is easily accessible to the community, including translated documents and media and descriptions of proposed actions that can be understood by a layperson. Scale models, videos, maps, diagrams and photographs can only do so much in depicting complex, large-scale changes that the community may never have experienced and are hard to conceptualize. Ideally, representatives of affected communities are able to visit similar projects in person and enter into dialogues with people who have experienced similar**

developments firsthand. It is also crucial that the community have access to independent, neutral counseling and the necessary legal and/or technical expertise to understand all of the potential results of the proposed action.

- **Consent**

- **The community must have the option of saying “yes” or “no” to the project before planning begins, along with a detailed explanation of the conditions under which consent will be given. This decision must be respected absolutely by all interested parties. The community must also be given the opportunity to provide feedback at every stage of project development and execution to ensure that the conditions of consent are met. If the conditions of initial consent are not met, the community must have the option of withdrawing its consent and all interested parties must immediately cease any part of the project to which the community had not agreed.**

- ask: what do we need to do to make sure we have consent? what are our responsibilities when we seek consent?
 - write: the group's responses
- ask: what is coercion? what can coercion look like?
 - write: the group's responses

6. Consent According to Laws (20 minutes)

- prepare: laptop, speakers, projector, screen
- prepare: laws around consent poster, ages of consent poster
- show video: Would you like a cup of tea? (clean version)
 - <https://youtu.be/fGoWLS4-kU>
- explain: what are the laws around consent? (from Criminal Code of Canada)

- **Subsection 273.1(1) of defines consent as the voluntary agreement of the complainant to engage in the sexual activity in question. Conduct short of a voluntary agreement to engage in sexual activity does not constitute consent as a matter of law.**
 - **Only yes means yes!**
- **For greater certainty, subsection 273.1(2) sets out specific situations where there is no consent in law; no consent is obtained:**
 - **where the agreement is expressed by the words or conduct of a person other than the complainant**
 - **where the complainant is incapable of consenting to the activity... drugs/alcohol/age!**
 - **where the accused induces the complainant to engage in the activity by abusing a position of trust, power or authority**
 - **where the complainant expresses, by words or conduct, a lack of agreement to engage in the activity, or where the complainant, having consented to engage in sexual activity, expresses, by words or conduct, a lack of agreement to continue to engage in the activity**
- **show video: Can I wear your hat?**
 - <https://youtu.be/xAgD1yfgUuk>
 - **remind: consent in relationships can be even more challenging... but a lot of violence that does occur, occurs in relationships**
- **explain: what are the ages of consent? (from Criminal Code of Canada)**
 - **UNDER 12 – It is illegal to have sexual activity with anyone, even if you consent to it.**
 - **AGE 12 – If you are 12, you can consent to sexual activity with someone who is less than two years older than you.**

- **AGE 13** – If you are 13, you can consent to sexual activity with someone who is less than two years older than you.
- **AGE 14** – If you are 14, you can consent to sexual activity with someone who is less than five years older than you.
- **AGE 15** – If you are 15, you can consent to sexual activity with someone who is less than five years older than you.
- **AGE 16** – You have reached the age of consent, except...
- **UNDER 18** – It is for someone over 18 to engage in sexual activity with someone under 18 where there is a relationship of authority, trust, or dependency (like a coach, teacher, or family member), even if the younger person consents.

7. Violence 101 (20 minutes)

- prepare: flipchart paper, markers, painters' tape
- prepare: sexual violence poster
- ask: on the scales of recognition and frequency... what kinds of abuse or violence can happen? how recognized as "violence" would that behavior be? how frequent?
 - write: the group's responses
 - remind: culture of violence is violence that is normalized and encouraged in culture (talking about broader culture, i.e. society!)... it creates an environment where survivors/victims of violence feel even more vulnerable and where many people feel unsafe
- ask: what is sexual violence?
 - explain: **sexual violence is any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic or otherwise, directed against a person's sexuality using coercion, by any person regardless of their relationship to the**

survivor/victim, in any setting, including but not limited to home, community, school, and work.

- ask: what is cyberviolence?
 - explain: cyberviolence includes...
 - cyberbullying
 - digital harassment
 - sexting
 - if you are under 18 or someone else is under 18 and take/share sexually explicit picture... even depictions/drawings... against the law!!!
 - except! when under 18, the photo is within lawful sexual activity as long as pictures created together and shared with one another... but now you have to think about the age of consent...
 - online revenge porn
 - cyberstalking
 - sexual exploitation of children and youth via Internet
 - online hate speech
 - Bill C13, the Protecting Canadians from Online Crime Act, became law. This legislation makes it a criminal offence to knowingly publish, distribute, transmit, sell, make available or advertise intimate images.
 - criminal harassment
 - uttering threats and intimidation
 - extortion
- ask: what are things we do or could do to resist violence (in real life and online)?
 - write: the group's responses

8. Evaluations, Take Home Messages, and Conclusion (5 minutes)

- **distribute and collect: evaluations**
- distribute: "take home messages"

- activity: ask: from this session, what are the most important things you learned about or were reminded of that other youth or even adults should know? leave your thoughts on the poster
- thanks!
- door prizes

Relationships, Consent, and Violence Handout – Parents

Take home messages:

- Relationships are about connections.
- There are values and behaviours that are positive and negative in all relationships. These can be shared from various people and places.
- When teaching our youth, we can think about the Four Point Plan (Facts, Values, Responsibilities, and Self-Esteem):
 - Facts:
 - Give truthful information
 - Find out the facts together if you need more information
 - Values:
 - Share what you believe in and what is important to you
 - Practice what you believe in and be a positive role model
 - Responsibilities:
 - Let children know what you expect of them
 - Allow your child to think and talk about how they feel
 - Help your child understand and accept the consequences of their decisions and actions
 - Self-Esteem:
 - Help your child feel good about themselves
 - Treat your child with respect, and they will learn to respect themselves and others
 - Encourage your child to follow through with their own decisions even when their friends disagree

- Keep the lines of communication open.
Language is a powerful tool to help to help build healthy self-esteem
- How we talk with our youth and what we talk about are important.
- Consent is voluntary agreement. It should also be free, prior, and informed (UN Rights of Indigenous Peoples).
- When you are seeking someone's consent, you have certain responsibilities in making sure that you have voluntary agreement.
- Coercion can be used to manipulate someone's consent.
- Only yes means yes (Criminal Code of Canada).
- You cannot consent if:
 - someone consents for you
 - you are incapable of consenting... maybe because of drugs/alcohol/age
 - the person trying to get your consent is abusing their position of trust/power/authority over you
 - you express a lack of agreement at any point
- Ages of consent:
 - UNDER 12 – It is illegal to have sexual activity with anyone, even if you consent to it.
 - AGE 12 – If you are 12, you can consent to sexual activity with someone who is less than two years older than you.
 - AGE 13 – If you are 13, you can consent to sexual activity with someone who is less than two years older than you.
 - AGE 14 – If you are 14, you can consent to sexual activity with someone who is less than five years older than you.
 - AGE 15 – If you are 15, you can consent to sexual activity with someone who is less than five years older than you.
 - AGE 16 – You have reached the age of consent, except...

- UNDER 18 – It is for someone over 18 to engage in sexual activity with someone under 18 where there is a relationship of authority, trust, or dependency (like a coach, teacher, or family member), even if the younger person consents.
- Sexual violence is any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic or otherwise, directed against a person's sexuality using coercion, by any person regardless of their relationship to the survivor/victim, in any setting, including but not limited to home, community, school, and work.
- Violence can be normalized or even encouraged in our broader society. We can resist those messages.
- There are some resources and choices when it comes to telling someone (disclosing and/or reporting), e.g. SANE and RCMP.

Resources:

- Responding to and Prevention Sexual Violence Project
 - Karla Stevens, Community Facilitator
 - karla@awrcsasa.ca
 - Annie Chau, Project Coordinator
 - annie@awrcsasa.ca
- Paqtnkek Health Centre
 - Therapist, Addictions Counsellor, Nurse, Physician, Wellness & Recreation Programs, Maternal & Infant Health Programs
 - 902-386-2048
- Antigonish Women's Resource Centre
 - Lindsay's Health Clinic, Support Workers, Therapists, Inspire Program, Healthy Relationships for Youth Program
 - awrcsasa.ca
 - 902-863-6221

- Men's Health Clinic
 - Physical health, mental & emotional health, sexual health
 - www.fsens.ns.ca/menhealth.php
 - 902-863-2358
- Sexual Assault Nurse Examiner (SANE) Program
 - 24/7 Crisis Line: 1-877-880-SANE (7263)
- RCMP
 - 911