



#CanadaWeWant  
#leCanadaquenoussohaitons

NATIONAL YOUTH MOVEMENT | MOUVEMENT NATIONAL DES JEUNES



# Healthy Relationships and Communities

A #CanadaWeWant Theme

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## Acknowledgements

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We were also surrounded by Indigenous communities: to the North were the Chippewas of Georgina Island; to the East were the Mississaugas of Scugog Island; and to the West were the Chippewas of Kettle and Stoney Point. Through Indigenous-led ceremony, acknowledgement and respect, we recognized the enduring presence of Indigenous Peoples on this land, and were very grateful to have the opportunity to use it as a meeting place, and a space for knowledge sharing.

Thank you to the Department of Heritage's Youth Forums Canada for providing the travel dollars for young people to attend this conference and to RBC Foundation for supporting the delivery of the conference. Thank you as well to YMCA Cedar Glen, The Students Commission of Canada, Sharing the Stories Research and Evaluation Platform, Centre of Excellence for Youth Engagement, UNICEF Canada and the many other funders of the #CanadaWeWant Conference 2020. Thank you to The Students Commission Conference Planning Committee for their hard work, and to all of the organizers, elders, adult allies, and facilitators.

## The 2020 #CanadaWeWant Conference

The 2020 #CanadaWeWant Conference, organized by The Students Commission of Canada, took place from May 3 to 10, 2020 at YMCA Cedar Glen in Nobleton, Ontario. Over 150 youth and adult allies from across Canada attended the conference to discuss a variety of topics and to develop recommendations and materials to illustrate what youth want to see in their country. The youth participants, aged 12 to 25 years old identified in many ways, including Indigenous, racialized, differently abled, religious, 2SLGBTQ+, and many more identities. Young people spoke a variety of languages as well, including English, French, their own culture's languages, and many Indigenous languages. All aspects of the conference were presented in both national languages and translation took place across formal and informal interactions at the conference, with many bilingual youth taking leadership roles to include their unilingual friends in conversation.

This year, conference facilitators and influencers took part in three days of role-specific training to prepare them for working with their theme teams. When the youth arrived, they were presented with eight theme teams to choose from and then broke into smaller groups to discuss and tackle challenges and opportunities related to their topic. To explore the issues, young people shared their feelings, beliefs, experiences, and aspirations surrounding their theme team topics. They also consulted with research, experts, and other young people at the event. Each theme team worked towards creating key recommendations for policy and program change. As a conference finale, each theme team selected two young people to present at a showcase event at Roy Thompson Hall in Toronto, ON to an audience of community stakeholders, policy makers and decision makers. Additionally, young people participated in creating other outputs, such as videos, program material, and knowledge mobilization products.

This report includes a break down and analysis of the work done by the Healthy Relationships and Communities theme team along with the team's response to the deliverable of creating three communication pieces for adult audiences to understand how youth perceive healthy relationships. Given the diversity of our theme team, every one brought a different understanding of healthy relationships and communities; some group members identified as having experienced several healthy relationships while others identified as having experienced few or no healthy relationships. Because of the deeply personal content, the impact of generational trauma, and other factors experienced by the team during the conference that were external to our group discussions, the focus of our time together was spent on understanding what a healthy relationship *looks like, sounds like, and feels like* and demonstrating that through intentional relationship and community building among the group members.



## Day One – Setting the Tone and Beginning to Connect

### The Four Pillars

The Healthy Relationships and Communities theme team spent the majority of the first day discussing The Four Pillars™ and how they relate to our time together and to our theme. Each Pillar (Respect, Listen, Understand, and Communicate) was written on a separate piece of chart paper and the team was broken into smaller groups to discuss what they thought each one meant. Ideas and questions were written on the chart paper and the groups rotated around to each Pillar. The smaller groups were encouraged to review what was written by other groups and to add, branch off, and/or ask questions about the other ideas. Once each of the smaller groups had a chance to visit all four charts, we returned as a whole group to review what was written.

*“I picked healthy relationships because this is the topic we have been learning about at school and this is an interesting and important to know about.” ~ youth participant*

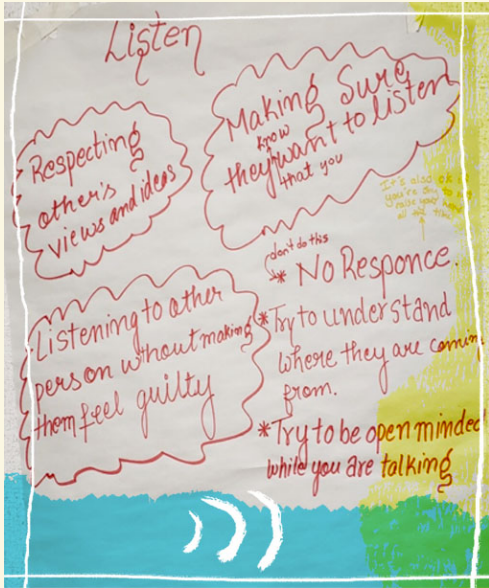
After taking time away from the group work to play a few icebreakers, the team then returned to working on linking the Four Pillars to the theme of Healthy Relationships and Communities. To start, the team took part in a *Snowball Activity* with the first Pillar, Respect. Each person was given a few pieces of paper and something to write with. They were asked to write down what Respect in a healthy relationship *looks like, sounds like, and feels like*. Once their ideas were written down, everyone was asked to crumple up their paper (like a “snowball”) and throw it into the middle. Individuals chose a random piece of paper from the middle and read it to the group, allowing for an anonymous way to learn more about the individual experiences of our group members and their initial insights and understandings of healthy relationships. Once all the “snowballs” were read aloud, the team then went around to three different chart paper stations and added their ideas to what the other Pillars might *look like, sound like, and feel like* in a healthy relationship.

# RESPECT *in Healthy Relationships*

- Validating each other's feelings always (not making them feel bad for being upset)
- Accepting difference
- Respecting themselves
- Knowing and following boundaries
- Not doing a certain thing or things to make your s/o or partner uncomfortable or feel disrespected
- Respect in a healthy relationship is taking care of yourself where you can, and not relying on another person if you don't need them
- ALSO – respecting a person's identity, and not glorifying or shaming people for who they are
- Being aware of each other's boundaries
- Respecting the other person's space
- Respect the aim and desires of others and try to help them
- Trust, safety, no jealousy, being open with everything, being comfortable with each other. 4 pillars
- A healthy relationship w/ respect looks to me like boundaries and understanding
- A non-healthy relationship w/ no respect looks to me like abusing secrets that were told, breaking boundaries
- It's not jealousy or judgement
- Listen and respond to each other's opinions
- Work out any issues
- Honesty and compromise
- Respect in relationships is having trust and honesty
- It would not be a healthy relationship if you fought a lot and had bad talking skills
- A healthy relationship for me would be that you are comfortable with them, have trust in each other, "4 pillars", and respect the other's opinion
- It's acceptance and caring for that person
- Great communication



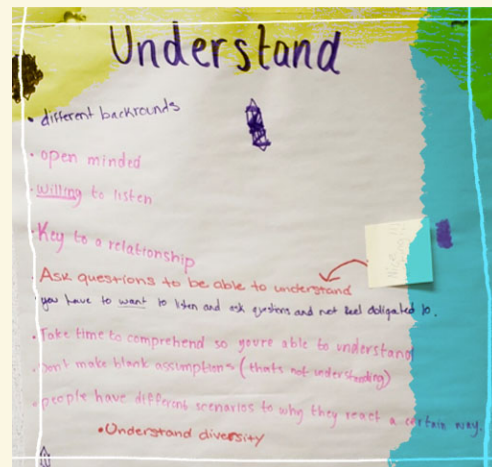
## LISTENING in Healthy Relationships



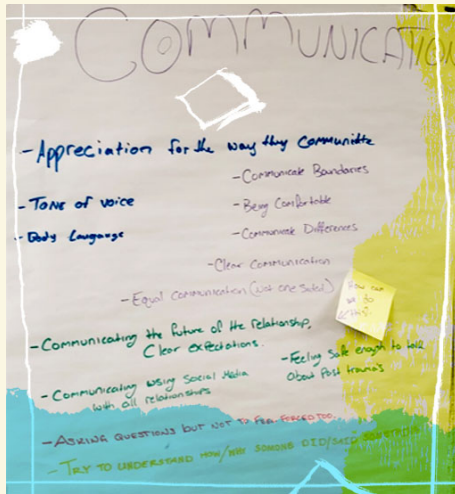
- Respecting each other's views and ideas
- Making sure they know that you want to listen
- Listening to [the] other person without making them feel guilty
- No response
  - Don't do this
  - It's also ok if you're shy to raise your hand all the time
- Try to understand where they are coming from
- Try to be open-minded while you are talking

## UNDERSTANDING in Healthy Relationships

- Different backgrounds
- Open-minded
- Willing to listen
- Key to relationship
- Ask questions to be able to understand
- You have to want to listen and ask questions and not feel obligated to
- Take time to comprehend so you're able to understand
- Don't make [blanket] assumptions (that's not understanding)
- People have different scenarios to why they react a certain way
- Understand diversity



# COMMUNICATION *in Healthy Relationships*



- Appreciation for the way they communicate
- Tone of voice
- Body language
- Communicate boundaries
- Being comfortable
- Communicate differences
- Clear communication
- Equal communication (not one-sided)
- Communicating the future of relationship, clear expectations (How can we do this?)
- Communicating using social media with all relationships
- Feeling safe enough to talk about past traumas

## Establishing a Safe Space

One of the first and most important things the Healthy Relationships and Communities theme team did was to intentionally establish a safe space in our room and with each other. Establishing a safe space was important for all theme teams, but for ours, ensuring this happened was essential both early on and throughout the week to allow for all team members to feel comfortable with sharing their honest thoughts and ideas. Overall, this process was notably slow-moving at first, but as the group progressed together, it was clear that this was how it had to be in order to best support all team members.

Some of the ways the facilitators began to establish the space included reading the room, checking in, and providing alternate methods of communication. All three of these methods were used throughout the entire conference whenever the Healthy Relationships and Communities theme team was together, and the immediate feedback from the team was that they liked the variety of options available to them to communicate and shape their individual experiences.

### Reading the Room

The facilitators took to informally reading the room throughout the course of all theme team sessions, using body language, attentiveness to the task, willingness to share, and other verbal and non-verbal cues to assess how the team was managing. This allowed the facilitators to shift the plans as needed by the group and made time for short, whole group breaks.

## Checking In

Checking in was a more formal way of assessing how the team was managing and often took place while sitting in a circle. Activities like going around the circle to share what individuals thought was going well and/or what needed changing, fist-to-five ranking, thumbs up/thumbs down/thumbs sideways, and an anonymous comment box were all seen as successful ways to effectively communicate group needs and wants throughout the day.

## Providing Alternate Methods of Communication

Finally, it was noticed early on that once we established a “right to pass” rule when it came to whole group discussions/activities, some group members were passing their chance to speak more often than others. To support different participation styles among the group, the facilitators offered everyone the option to write down their responses rather than sharing them aloud. Those who were reluctant to share verbally were more willing to write out their responses. The options to share what was written with the facilitators and/or to have the facilitators read the written answers aloud were taken up by various group members.

## Community and Relationship Building

In order to balance the deeper thinking portions of our sessions with building healthy relationships among our theme-team members, it was important to play both a variety of get-to-know-you activities and just-for-fun activities. One of the favourite activities the team did was *Speed Friend Making* where the group sat in two concentric circles with those sitting in the inner circle facing those sitting in the outer circle. The people sitting across from each other had two minutes to try to discover two or three things they had in common. Once the two minutes was up, the inner circle shifted over by one person, and the process repeated until everyone had a chance to speak with each other.

It was clear to the facilitators that after playing this game, the atmosphere in the room had shifted away from newness and shyness of group members to an atmosphere of curiosity and excitement to learn and do more with friends. While these activities took up a significant portion of time, activities like this were crucial to creating a stronger and more personal group dynamic.

## Team Stars and Wishes for Day One

Based on the informal and formal check-ins done as a theme team (including the Head, Heart, Feet, Spirit evaluation sheets), the group identified things that were going well (“Stars”) and areas of concern or issues (“Wishes”). Below are the Stars and Wishes for Day 1.

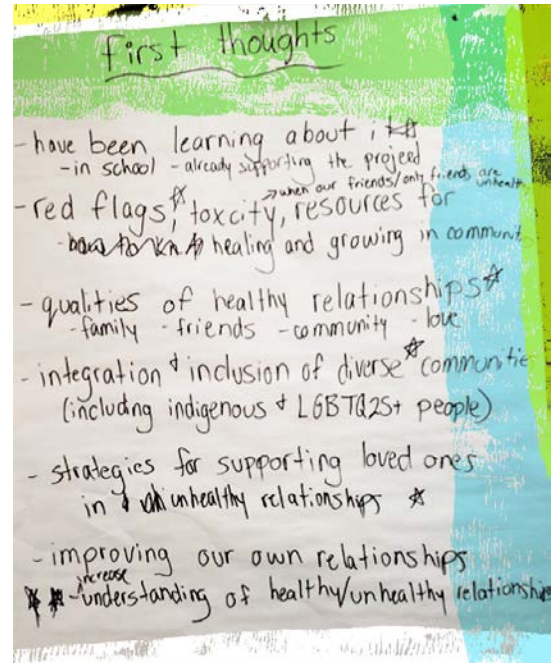
Stars	Wishes
<ul style="list-style-type: none"><li>▪ Community building activities</li><li>▪ Mix of small group reflections, personal reflections, and large group brainstorming</li><li>▪ Speed friending!!!</li><li>▪ Different types of check-ins</li></ul>	<ul style="list-style-type: none"><li>▪ Tired (lack of sleep, late arrivals the night before, adjusting to time zone changes)</li><li>▪ Facilitators observed the group was slow (but steady) to warm up to each other</li><li>▪ Head, Heart, Feet, Spirits reflected wanting to get going with the topic</li></ul>



## Day Two – Digging Deeper

### Initial Thoughts

To further the conversations from day one, and to begin digging deeper into the theme of Healthy Relationships and Communities, the group was asked, “When you heard our theme/saw our pitch, what words, thoughts, ideas did it bring to mind? What areas do you want to explore in this space? Why did you want to join this group?”. The group members were instructed to write their ideas down on a piece of paper and crumple those papers into a “snowball”. The group went around and read a random, anonymous snowball. All ideas were summarized on chart paper and stars were drawn beside ideas that came up more than once to track themes.



*“I want to know what issues people face in relationships (especially family, peers, and intimate) and in their communities, and how these issues can and should be addressed.”*

*- youth participant*

### The Four Guiding Lenses

The #CanadaWeWant conference uses four guiding lenses to explore conference topics and to frame recommendations. These lenses were selected based on recurring themes that emerged during previous youth conferences and encourage young people to take an intersectional approach to tackling their topic area. The four guiding lenses are: Rural and Remote Experiences, Addressing Structural Racism, Truth Leading to Reconciliation, and Children’s Rights.

Following a morning of exploring why the individuals in the Healthy Relationships and Communities group chose this team, and after taking some time to participate in outdoor team-building activities, the group spent the afternoon crafting (i.e., cutting out the leaves, apples, and branches for the Dream Team) while discussing the *Four Lenses* in relation to our theme. Bernard from the Elders Council joined for the afternoon and the entire group continued to connect with each other and Bernard. It was noted by several group members that as the conversation became more intense, having something to do with their hands (crafting) was helpful for reducing anxiety and uncomfortableness while supporting active listening.

The facilitators began the discussion around the Four Lenses by asking the group to name them. The discussion then flowed from lens to lens as the group suggested them. The order was brought up naturally by the group and it allowed space for the group to move the conversation at their pace in a deep and meaningful way.

## Children's Rights

The group reviewed the basics of the UN Convention on the Rights of the Child. The group had a common understanding that children are considered "vulnerable" because they need to be cared for by adults. Group members emphasized the importance of healthy relationships from an early age (some said from birth, some said from before birth), as being a key factor for how children grow up to view healthy relationships.

## Systemic Racism

The group discussed how our identities are shaped and influenced by the systems, structures, and institutions around us whether we are aware of it or not. The discussion moved onto how these systems not only influence the individual but how they influence relationships and communities. Group members emphasized the idea that systemic racism means that racism is embedded in the structures of our systems and those with privilege often do not understand this impact unless they understand their privilege. One system that was discussed was the residential school system.

## Truth Leading to Reconciliation

The group discussion around Truth Leading to Reconciliation was a major turning point for the group in terms of opening up, sharing, and having difficult but important conversations. The conversation started with silence for what felt like two to three minutes.

Afterwards, the facilitators thought that this was maybe because Bernard was with us. Bernard, an Indigenous elder, had just that morning shared his personal story of growing up in residential schools and the impacts of intergenerational trauma. It is possible that Bernard's presence for this discussion, among other unknown factors, led to the slow, and sometimes awkward start to the conversation. The facilitators also thought the silence may have been due to feelings of not wanting to assume or offend, or not understanding the question or the definition right away.



To get the conversation moving, the facilitators spoke to say it is okay to not know the answer. The group was reminded of the Four Pillars and the power they have to create spaces where people can have uncomfortable, hard, but important conversations. Once this air was cleared, the group slowly began to share their understanding of the importance of speaking our own truths and sharing our own stories. The group emphasized that relationships and communities that allow individuals to share their truths should be considered "healthy" while those that do not allow this space are "unhealthy".

The discussion around Truth Leading to Reconciliation ended by talking about *apologizing* in relation to reconciliation. The group emphasized that while apologizing is a good first step, an apology on its own is not reconciliation. The group agreed that apologies are just words and only through following the apology with clear actions will the true path to reconciliation be shown.

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## Rural, Remote and Northern Youth

The discussion of the fourth and final lens began with two open questions posed to the group by the facilitators: *Who in our group comes from a rural or remote community?* and *Can you share what your experience has been?* The first ideas shared were positive experiences, associated with living in a tight-knit community and knowing everyone. However, youth shared that a tight knit community also poses other challenges: everyone knows everything about one another, it can be hard to “be you,” and some towns have many people who think the same way who struggle to understand people who are different from them. Young people also identified many inequalities experienced by people living in rural and remote communities, such as: access to clean water (particularly on reserves), access to health care, and access to resources in general.

### Written Notes for the Four Guiding Lenses

One group member chose to write out their ideas during the Four Guiding Lenses rather than sharing them aloud. These notes were then provided to the facilitators and were typed out verbatim for the purposes of this report.

#### **Children's Rights**

- A child today is the future of tomorrow as Mackenzie said.

#### **Systemic Racism**

- I think to me that means any system like policing, schooling and in any institution such as hospitals and places like that are being racist but it's silent, it's hidden racism in any system, especially policing.

#### **Truth Leading to Reconciliation**

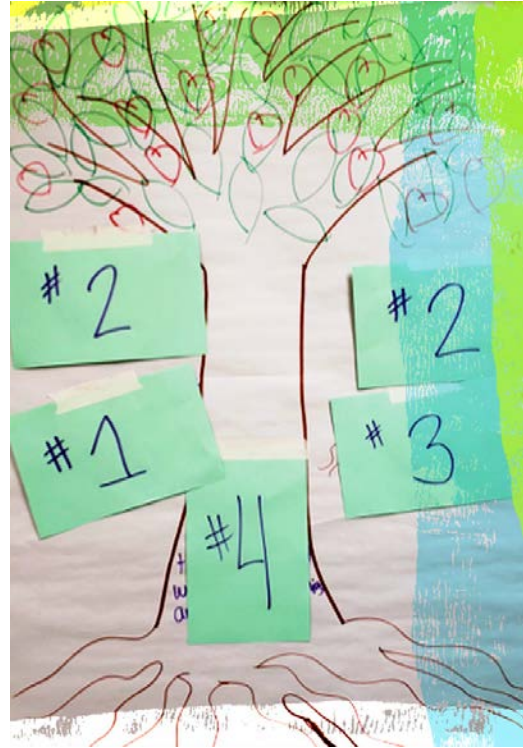
- Specifically talking about Indigenous Peoples.
- It doesn't work. In my opinion telling the truth does not lead to reconciliation, through experience and seeing it with the police, police wanting to "reconcile" with Indigenous Peoples in Saskatoon but still continuing to treat us the way they do and us Indigenous Peoples telling the truth we get put on blast and get treated even worse.
- [To] reconcile is to make peace and friendship in a way and we do that through storytelling, ceremony and forgiveness but we can't forgive when no one was apologizing, it's a matter of "who goes first" or "who did worse" back and forth between different worldviews.

#### **Rural and Remote Communities**

- My community, Saskatoon, SK, Pleasant Hill Community, is one of the "well known" communities because it's one of the worst, it's "ghetto" and "run down" said by everyone who does not live in that area. It's mainly populated with Indigenous Peoples, poor and middle class. I wouldn't necessarily call it rural and remote but often times people stay away or avoid it because it's "the hood". But the people that live there, such as myself, are kind, they mind their own business and [are] not usually in anyone's faces.
- But rural and remote communities, the first things that come to mind are reserves. Specifically, [in relation to remote, which]... most [are] in Saskatchewan.

## The Dream Tree

The Dream Tree exercise was helpful for framing the group's current understanding of healthy and unhealthy relationships and for exploring where the Healthy Relationships and Communities project could go. The branches (#1) represented types of relationships, the apples (#2) and leaves (#3) represented what "ideal, healthy relationships look like, sound like, feel like", and the roots (#4) represented the values healthy relationships are rooted in. The group did the activity in sequential order, not knowing what later elements represented until they moved onto that element.



### The Branches – What types of relationships are there?

Starting with the branches was a great way to kickstart the conversation, and the types of relationships brought up by the group exceeded the facilitators' expectations. The facilitators expected relationships such as "family", "friends", "romantic", "online", "teachers", "peers", and "coworkers" to come up, which they did. However, relationships with "yourself", "enemies", "food", "drugs", "the environment", "exes", "difficulties", "our studies", and "everything" also came up as relationships that were recognized as important by the group. This additional list incorporated relationships with material objects and abstract concepts, broadening the generally accepted social definitions of "relationship".

### The Apples and Leaves – What does an ideal healthy relationship look like, sound like, feel like?

The group was provided with the option to place these qualities around a specific branch or simply anywhere around the tree. Once the "everything" relationship branch was added, many of the overarching qualities were placed around it. Some group members were able to contribute several ideas to the apples and leaves while



others were observed to struggle with the task. In a one-on-one conversation, a group member revealed that they were finding it difficult to imagine the qualities of an ideal healthy relationship because they had realized through the activity that they had never experienced one. Options were provided to the whole group to take paper with them, to let the question sit, and add to the tree as we went. Other options of reframing the question were provided to allow space for the growing understanding of individual group members. Some of these included imagining changes a person might want to make to current relationships they consider to be unhealthy or that "could be healthier" and forming these changes as the qualities of ideal healthy relationships.

### Roots – What are healthy relationships grounded in?

This part of the activity led to fewer answers with various causes stemming from the group being tired (this was at the end of quite a long few days), being unsure, and generally thinking the "roots" were similar to the qualities listed on the apples and leaves.

## Real Talk About Real Relationships

The conversation that grew from the Dream Tree exercise was one of the group's most notable moments. This was the first time a self-guided, naturally flowing discussion was experienced by the group. Many group members commented on this later as a pivotal point for the group as a whole and, for some, as individuals. The conversation came from trying to brainstorm some of the concrete actions that would have to happen to ensure that everyone was able to experience the ideal, healthy relationships that were imagined on the tree.

The first idea provided by the group was around what we teach in schools. The discussions focused on group members sharing their ideas, their concerns, and their own stories of what they've experienced. Their thoughts centered on how young people are taught about, and how they experience, healthy relationships from a young age. The school structures and provincial curriculums varied among the nationally diverse group with some youth having remembered explicitly about healthy and unhealthy relationships during Health classes while others did not recall this topic being taught in schools. Various suggestions were also given around how to ensure hard-to-reach youth are given education about healthy and unhealthy relationships including the use of community-based programs outside of school. Most youth in the group didn't feel current school efforts were enough and saw benefits to bringing in community programs to support.

*"[H]ow you can help a friend get out of an unhealthy relationship?"*

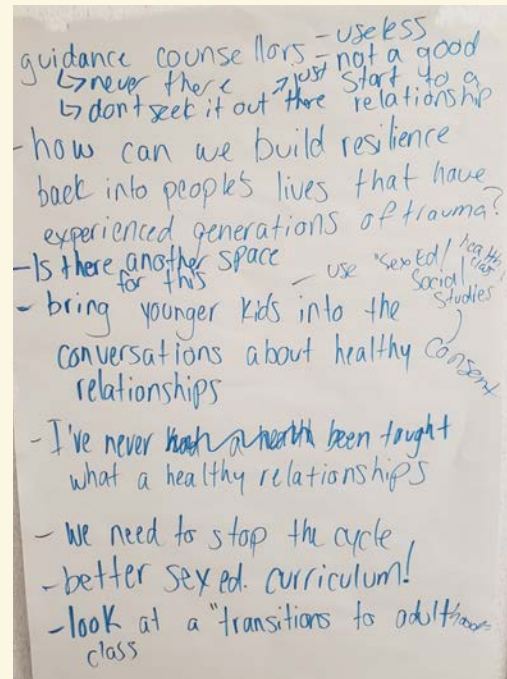
*- youth participant*

The discussion ended with ideas around how hard and big this thinking can get, but that it doesn't mean these things cannot happen eventually. The facilitators spoke briefly around short-term versus long-term goals and the importance of not getting too caught up in the immensity of some of these issues. The focus when tackling large problems is to work on the most manageable parts first, eventually getting through it all. This was the messaging that ended the night and would launch the final discussions around the team's deliverables and recommendations.



## Discussion

- Guidance counselors
  - Never there
  - Useless
  - Don't seek it out
  - Not a good start to a relationship
- How can we build resilience back into people's lives that have experienced generations of trauma?
- Is there another space for this?
- Bring younger kids into the conversation about healthy relationships
  - Use sex ed., health, social studies
  - Consent
- I've never been taught what a healthy relationship is
- We need to stop the cycle
- Better sex ed. curriculum!
- Look at a "transitions to adulthood" class
- If we throw in topics/choice into schools, kids might be more willing to go
- Need people other than teachers
- Animations with kids with high anxiety, low attendance → found out they just needed someone to talk to → feels good to tell someone something without the fear of it being reported
- Bring programs into schools
- When you have a lot on your shoulders, going to school, being around lots of people, is the last thing you want to do
- Kids who need it most may not go to school
  - Online?
  - Organization?
  - Helpline?
- Does depend on the kid's mindset
- Youth shares → guidance counsellor → teacher → principal → parent → back to youth



- It's a big journey, not a school year journey → may take years and years
- Problems/needing to talk doesn't fit into Monday-Friday 9-5
- In school and out of school
- Respect time
  - Have patience
  - Can't succeed without failure
  - Learn
- Kids compare themselves to others
  - School "defines" who they are
  - Impact of social media



## Day Three – Where We Are and Where We Want to Go

### The Importance of Naming “Unhealthy” Relationships

After Throughout the group conversations, especially those that occurred around the Dream Tree activity, the group fell into the habit of referring to our topic as “healthy and unhealthy relationships.” When this was explored more, the group decided that there was value in naming relationships as they are, as being either healthy or unhealthy. For those with diverse relationship experiences, choosing to only to name the healthy ones can be challenging and restrictive. Further, the group explained that they didn’t want to lose the intentional understanding that unhealthy relationships exist, that they are common, and that they need to be recognized. Overall, the group discussed the dichotomy of healthy and unhealthy relationships as being two sides of the same coin, where one is unable to understand one without experience of the other.

### The Need to Build Awareness Across Generations

A significant reflection on the discussions and experiences throughout the #CanadaWeWant Conference related to the importance of intergenerational experiences when it comes to talking about healthy and unhealthy relationships. Through sharing and listening to each other’s stories, it became clear that unhealthy relationships are common consequences of intergenerational trauma. Thus, the group felt it was important to not only build awareness about what healthy relationships are, but how to move relationships from unhealthy to healthy ones and how to support loved ones who may be experiencing unhealthy relationships.

## Theme Team Deliverables

### Top Three Communication Tools to Understand Healthy Relationships

The young people in the theme team identified three communication tools to help people understand what a healthy relationship looks like. They are:

1. Build an online platform (a website for adults, an app for youth/both) to interactively inform and teach everyone more about having and/or supporting Healthy Relationships.
  - Built in consultation with youth as a supplement to curriculum and public health information
  - Interactive, age-appropriate activities to understand the difference
  - Cover topics related to intergenerational trauma and how this perpetuates the cycle of unhealthy, familial relationships with strategies and resources for breaking the cycle

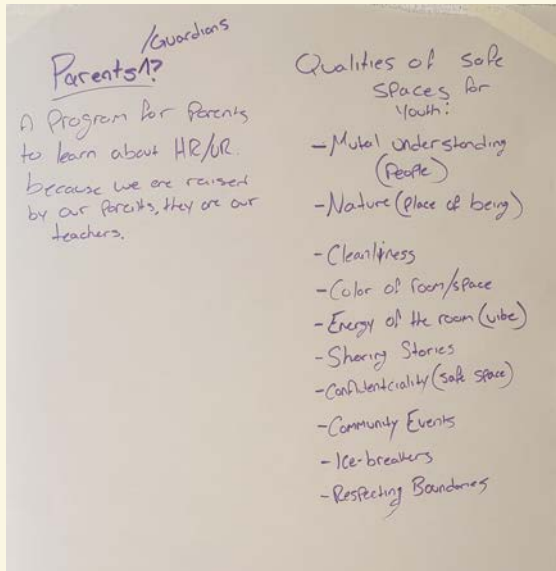
2. Create a series of visual/print materials to express what a Healthy Relationships looks like when compared to an Unhealthy Relationship.
  - Singular statements that are often said by those in relationships (both healthy and unhealthy) mixed with imagery that can reflect what that statement could look like when spoken by someone in either type of relationship
  - The same phrase would be used with different pictures to represent diverse backgrounds and experiences
  
3. Have youth in various communities across Canada create short films to explain what they think a Healthy Relationship *looks like, sounds like, feels like* compared to what Unhealthy Relationships *look like, sound like, and feel like*.
  - Various methods including VR could be used in communities currently connected to the Be The Program project

## Discussion

When asked what could be created as communication pieces (with an adult audience in mind) to better understand how youth perceive healthy relationships, the following ideas were discussed and documented. A “small groups” format was used to maximize the discussion.

\*Note: UR = Unhealthy Relationships; HR = Healthy Relationships

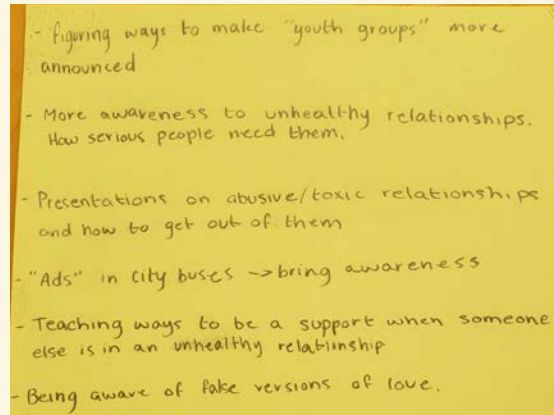
**Group One**

<p><b>Parents/Guardians?</b></p> <ul style="list-style-type: none"> <li>▪ A program for parents to learn about HR/UR because we are raised by our parents, they are our teachers</li> </ul> <p><b>Qualities of safe spaces for youth:</b></p> <ul style="list-style-type: none"> <li>▪ Mutual understanding (people)</li> <li>▪ Nature (place of being)</li> <li>▪ Cleanliness</li> <li>▪ Color of room/space</li> <li>▪ Energy of the room (vibe)</li> <li>▪ Sharing stories</li> <li>▪ Confidentiality (safe space)</li> <li>▪ Community events</li> <li>▪ Icebreakers</li> <li>▪ Respecting boundaries</li> </ul>	
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## Group Two

- Figuring ways to make “youth groups” more announced
- More awareness [of] unhealthy relationships [and] how seriously people need them
- Presentations on abusive/toxic relationships and how to get out of them
- “Ads” in city buses → bring awareness
- Teaching ways to be a support when someone else is in an unhealthy relationship
- Being aware of fake versions of love



- Figuring ways to make "youth groups" more announced

- More awareness to unhealthy relationships. How serious people need them.

- Presentations on abusive/toxic relationships and how to get out of them

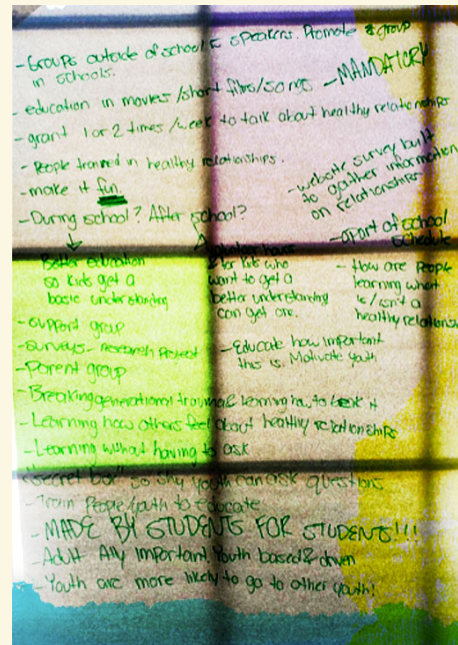
- "Ads" in city buses → bring awareness

- Teaching ways to be a support when someone else is in an unhealthy relationship

- Being aware of fake versions of love.

## Group Three

- Groups outside of school w/ speakers. Promote group in schools
- Education in movies/short films/songs → MANDATORY
- Grant 1 or 2 times/week to talk about healthy relationships
- People trained in healthy relationships
- Make it fun
- Website survey built to gather information on relationships
- During school? → better education so kids get a basic education
- After school? → volunteer hours [so] kids who want to get a better understanding can get one
- A part of school schedule
- How are people learning what is/isn't a healthy relationship
- Support group
- Surveys – research project
- Educate how important this is. Motivate youth
- Parent group
- Breaking generational trauma & learning how to break it
- Learning how others feel about healthy relationships
- Learning without having to ask
- “Secret box” so shy youth can ask questions
- Train people/youth to educate



- Groups outside of school & parents promote group in schools. - MANDATORY

- education in movies/short films/songs

- grant 1 or 2 times/week to talk about healthy relationships

- People trained in healthy relationships.

- make it fun

- During school? After school?

- website survey built to gather information on relationships

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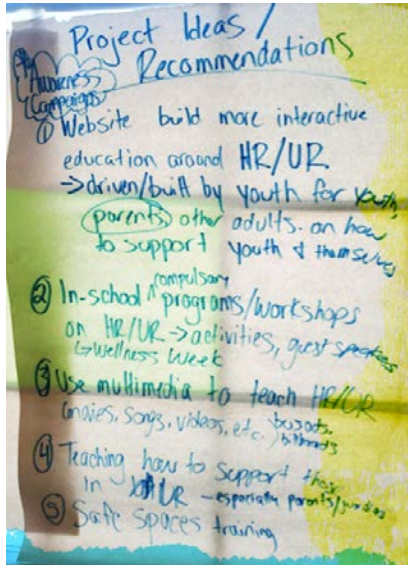
- MADE BY STUDENTS FOR STUDENTS!!!

- Adult Ally important. Youth based & driven

- Youth are more likely to go to other youth!

- MADE BY STUDENTS FOR STUDENTS!!!
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- Youth are more likely to go to other youth!

## Summarizing Small Group Points into Potential Project Ideas/Recommendations



Overall, the group landed on several types of awareness campaigns geared to various audiences:

1. Website – build more interactive education around HR/UR
  - Driven/built by youth for youth, parents, other adults, on how to support youth & themselves
2. In-school compulsory programs/workshops on HR/UR
  - Activities, guest speakers
  - Wellness Week
3. Use multimedia to teach HR/UR
  - Movies, songs, videos, etc.
  - Bus ads, billboards
4. Teaching how to support those in UR
  - Especially parents/guardians
5. Safe spaces training

## Vision for Change – Theme Team Recommendations

The theme-team identified the following recommendations as key actions to support healthy relationships and communities. The youth feedback gathered throughout the conference will be used to inform the Students Commission of Canada's healthy relationship's project, *Be The Program*:

1. Ensure current, relevant, and age-appropriate topics related to Healthy and Unhealthy Relationships are in the publicly funded education curriculums for all provinces and territories from kindergarten to grade twelve.
  - a. Kindergarten to Grade 6: what are healthy/unhealthy relationships in terms of family, friends, peers, etc.
  - b. Grades 7 to 12: what are healthy/unhealthy relationships in terms of online spaces, romantic relationships, more complicated friend/family relationships, relationships with material goods/abstract concepts (as outlined in Dream Tree activity).
2. Consult a diverse selection of youth throughout all stages of curriculum and program development.
3. Train youth as peer-to-peer influencers to run community-based programs related to healthy relationships.
4. Develop and implement high quality mental health programs and support systems to address intergenerational trauma and the role it plays in unhealthy relationships.
5. Develop and implement high quality programs and supports for individuals who regularly provide support to someone who is experiencing unhealthy relationships.