Healthy Relationships
Program for LGBTQ+ Youth

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Welcome and Introductions

Introduce Yourself
- Name
- Gender pronouns (optional)
- What brings you to this session?

i'll use your pronoun
no big deal
THEOCAMPAIGN.CA

Overview

- Healthy Relationships Program (HRP) for Lesbian, Gay, Bisexual, Trans, Queer/Questioning (LGBTQ+) Youth

- Pilot

- Revision Process and Feedback

- Revised Program

- Implications for Practice

Background

LGBTQ Youth
• Mental Health Challenges
• Interpersonal Issues
• GSA Programming

Program
• Coping Strategies
• Adaptation of Healthy Relationship Plus Program (HRPP)
  - Positive Mental Health and Skills Development

Original Program Sessions

1) Getting to Know You
  • Introductions
  • Group guidelines
  • Terminology
  • Stressors (family, school, media/culture, relationships)

2) The Power of Stereotypes
  • What it means to be lesbian, gay, bisexual, trans

3) Shaping Our Views
  • Beliefs about romantic and sexual relationships (family, friends, media, community)

4) Effects of Discrimination
  • Microaggressions
  • Media Representation

Original Program Sessions

5) Recognizing Healthy and Unhealthy Relationships
  • Sounds like, feels like, looks like

6) Knowing Your Values and Boundaries
  • Four corners boundaries scenarios (Absolutely; Yes, but; No way; or No, but)
  • Rights and responsibilities in a relationship

7) Warning Signs of Dating Violence
  • Cutting ties (friend, family, community member)

8) Escalation of Dating Violence
  • Myths and facts
  • Relationship continuum (healthy, unhealthy, undecided)

Original Program Sessions

9) Leaving an Unhealthy Relationship
- Barriers to leaving
- Safety planning (people, emergency numbers, buddy system, safe routes)

10) Healthy Relationship Skills
- Communication skills videos (aggressive, passive, assertive)

11) Healthy Conflict Resolution
- Conflict resolution videos (delay, refusal, negotiation)

12) Taking Responsibility for Emotions
- Coping with stress and anger (brainstorm ways to calm down, reduce stress, support friend who is stressed out)

Original Program Sessions

13) Impacts of Substance Use and Abuse
- Substance use in the media examples
- When does substance use become a problem continuum (scenarios)
- Impact of substance use/abuse (dating partner(s)/friends/family; school and work; health and wellbeing)

14) Mental Health and Wellbeing
- Myths and Facts (quiz, quiz, trade)
- Levels of concern (not, somewhat, very)
- My supports (school, home, community, 3 positive coping strategies)

15) Helping Our Friends
- Active listening skills
- Tips for helping a friend (starting conversation, further in, try not to…)

16) Sharing and Celebrating
- Building blocks (one significant concept each)
- Review of learning (team competition)

Pilot (2015-2016)

Training
- 1 day (Mental Health and Wellbeing, LGBTQ+ Content, HRP Overview)
  - N= 14 (12 facilitators, 2 school board employees)

Implementation
- 8 public high school Gay-Straight Alliances (GSA)
- 1 social/support group for LGBTQ+ Youth

Facilitator Feedback Methods
- Tracking Sheets
- Informal Feedback (i.e., emails, meetings)
- Focus Group (n=8)
- Post Program Survey (n=3)

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Facilitator Feedback

Constructive
- Gay-Straight Alliance (GSA) Curriculum
- Easy-to-Follow
- Core Fourth R Skills

Critical
- LGBTQ+ Content
- Affirmative
- Time

Revision Process

- 2-Day Workshop with 7 Youth

  Day 1
  - Review Original Sessions
  - Start, Stop, Continue
  - Small Group Session Review
  - Wish for Program

  Day 2
  - 5 Revised Sessions
  - 'Dear Facilitator'

- 8-Day Rewriting Process

Start, Stop, Continue…

Start

- "Start with an overview of all programming"
- "Take home information of what we learned"
- "…more in-depth terminology with explanation"
- "Discussions from other types of oppression…"
- "Queer representation"
- "Start educating the facilitators/teachers"
- "More group discussions"
- "Trigger warnings"

Start, Stop, Continue…

Stop

- "Too many topics for session"
- "Long sessions in short time"
- "Stop emphasizing 'well known' topics
  - "crappy representation"
  - "stressors we live this"
- "…'challenge' victim narratives"
- "Stop leading with downers – lead with affirmation
- "Overpowering cis/heterosexual relationships representation"

Start, Stop, Continue…

Continue

- "Group discussions"
- "Identifying healthy/unhealthy relationships"
- "Improving LGBTQ+ inclusion"
- "Take home resources (ex. Hotlines…)"
- "Continue exploring identities in an AFFIRMATIVE manner"
- "Teach more about dating violence – knowing what to look for

Small Group Session Review

Content
- What do you think about the content?
  - Is the information *accurate*?
  - Is the information *relevant* to your life?
  - What information, if any, is *missing*?
  - What information should *stay*?

Learning Strategies
- Are the learning strategies/resources (e.g., videos, discussion questions, specific activities, etc.) helpful for exploring the session's topic?
- What strategies/resources should be used to explore the topic?

Session Suggestions
- What would make the sessions better (e.g., different discussion questions, using alternate media, etc.)?

Wish For the Program

Affirmative
- "More affirming and positive"
- "More positivity"
- "More affirmation of being proud for who you ARE"

Fun
- "Be a fun and excellent program that people will enjoy!!"

Representation
- "More LGBTQ+ focused"
- "Inclusive and accurate sexuality and gender terminology"
- "Get more in depth in the diversity of identities, experience and people…"

Dear facilitator,

"I want you to keep in mind **not everyone is on a binary, is sexual, only has one identity. There are many identities** and many are on a spectrum. **People might get triggered**. Respect their identity. LGBTQ+ people are people, once you take out the hate we're pretty much the same. **Don't rely on LGBTQ+ folks to define and explain your questions.** Do research first – hear the stories straight from LGBTQ+ people (i.e., YouTube, Tumblr, etc.)"

"Respect pronouns, **Do your research**, Genitals do not equal gender."

"Pronouns are a must, **Accept all genders/sexualities/romantic orientations**, Listen, Treat all with **respect**, Love all."

"I need you to know that **pronouns are very significant to some people so please never assume someone's pronouns** and always do the check in! I need you to know that **not all of us students are walking, talking LGBT2Q+ encyclopaedias.** If you don't know a term, research it instead of asking students."

"I want you to remember to **allow and remind students to leave whenever they feel uncomfortable.** I want you to remember to respect pronouns, sexuality, genders of students/people in general."

…and I am a part of this program.

Summary of Program Changes

- LGBTQ+ Integration

- Affirmative
  - Positive representation

- Youth-Centered
  - Realistic and relatable material
  - Sample responses created by youth

- Relationship with Self and Others
  - Developing self and community building

Revised Program

SESSION 1: I HAVE A VOICE: Introduction to the Program
SESSION 2: MINE TO NAME: Identities/Ways of Being
SESSION 3: RECOGNIZE AND RESPECT: Values and Boundaries
SESSION 4: MY JOURNEY: Coming Out
SESSION5: MY MIND MATTERS: Mental Health and Well-being
SESSION 6: IN THE KNOW: Impacts of Substance Use and Abuse
SESSION 7: I BELONG: Communities and Connections
SESSION 8: MY SUPER-POWER: Coping with Challenges
SESSION 9: WE ALL HAVE A SAY: Rights/ Responsibilities/ Consent
SESSION 10: MY VOICE, YOUR VOICE: Active Listening and Communication
SESSION 11: RIGHT AND TRUE: Communication Styles
SESSION 12: WORDS AND ACTIONS: Communicating Through Conflict
SESSION 13: SHIPS: Healthy and Unhealthy Relationships
SESSION 14: (RE)BUILDING TIES: Addressing Relationship Violence
SESSION 15: MY SAFETY: Exits and Safety Plans
SESSION 16: ALLIES: Being There for Others
SESSION 17: THE CONCLUDING CIRCLE: Share and Celebrate

Session #1

I HAVE A VOICE:
INTRODUCTION TO THE PROGRAM

Affirmation: I HAVE A VOICE

Skill: I am using my voice

Practice: Participating in the program in ways that feel right and true for me

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Session #2

MINE TO NAME:
IDENTITIES/WAYS OF BEING

Affirmation: MY IDENTITY IS REAL, VALID, AND MINE TO NAME

Skill: I am aware of the many identities/ways of being, and expressions in communities

Practice: Reflecting on my ways of being

Session #8

MY SUPER-POWER:
COPING WITH CHALLENGES

Affirmation: I AM WORTHY OF RESPECT AND INCLUSION

Skill: I am able to identify and cope with microaggressions

Practice: Recognizing microaggressions and exercising options

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Session #16

ALLIES:
BEING THERE FOR OTHERS

Affirmation: WE ARE ALL ALLIES IN DIFFERENT WAYS

Skill: I can name 2 strategies for supporting a friend

Practice: Listening to and working with others

Revised Session Feedback

SESSION 2: MINE TO NAME: Identities/Ways of Being

Positive	Negative
Sharing "I got to share my opinions" • "A lot of participation" • "Hands on type of stuff" **Listening to Others** • "See other's opinions" • "Hearing everyone's thoughts and opinions" • "Helps group develop a agreed understanding" **Learning** • "Reminded me of forgotten info" • "Learned more"	**Personal Issues** • "I felt like I offended some people which made me feel really bad" • "I got stressed out and made a fool of myself" **Representation** • "Should be more inclusive of races (POC)/spiritualities (2-Spirit), religions, etc." • "Needs more discussion on what the terms mean/what terms weren't included • Less categories (putting people into boxes) is possible?"

Revised Session Feedback

SESSION 4: MY JOURNEY: Coming Out

Positive	Negative
Navigating Coming Out • "Tips for coming out safely" • "Helps people with coming out" • "You don't need to come out" **Discussing and Learning** • "Talk about opinions and issues on coming out" • "Helps people understand other reasons to come out/not come out" • "Learn about each other"	**Triggering** • "Can be triggering" **Time** • "Ran out of time to finish activity"

Revised Session Feedback

SESSION 7: I BELONG: Communities and Connect

Positive	Negative
Sharing and Listening • "Sharing" • "Hearing other's opinions" • "Good opportunities for everyone to talk" • "Spoke about some communities I am involved in" **Useful** • "It was useful" • "Good resources to give out" • "Good advice on how to interact" • "People get a broader understanding of community and find where they 'belong'" • "Learn how to navigate communities"	**Belonging** • "Felt a bit disconnected (not really because of the session)" **Navigating Unsupportive Families** • "Need 'straight' communities for queer kids to tell their parents they're going to"

Revised Session Feedback

SESSION 8: MY SUPER-POWER: Coping with Challenges

Positive	Negative
Useful • "Good tips on how to deal with microaggression" • "Helps people face their problems" • "Relatable topics" **Fun** • "Big book of LGBT2Q+ (crushing microaggressions)" • "Superpowers"	**Representation** • "Still narrow with identities"

Implications for Practice

- Training of Program Facilitators

- Site for Program

- Student Voice

- Affirmative