

HEALTHY RELATIONSHIPS AND CONSENT

FOR SENIOR YEAR EDUCATORS

SUMMER 2026



Land Acknowledgement

WHC has sites in Winnipeg on Anishinaabe Land which is also the heart of the Metis Nation. We recognize and honour that this work has been done for generations on this Land by the Women and Two-Spirit People, the Aunties and Kookums of many Indigenous Nations who meet and gather in what is now Treaty One Territory. We work towards creating a more just, equitable world by learning and growing and sharing health information with youth using an anti-oppressive approach.

Acknowledgements

Countless conversations with many Educators and Youth helped compile and create this resource. We want to acknowledge the contributions made by the WHC Health Promotion Team, the Magpie Crew, especially Vanessa AnakwudwabisayQuay of Peguis First Nation, and the skilled Health and Physical Education Teachers and their many Students at Elmwood Junior High and Gordon Bell. We value and appreciate your knowledge and insight into these important health topics.

Note to Educators

Refer to the [Using an Anti-Oppressive Approach to Teaching Health](#) and the [Teen Talk Service Provider Manual](#) for tips on how to teach comprehensive sexuality education (CSE) in an inclusive, trauma informed, sex positive way where we hope every youth can see themselves in the curriculum. More than just the appropriate wording, a nonjudgmental tone, body language and facial expressions are key. This curriculum is meant to support youth in their journey to uncover and build a healthy relationship with themselves while respecting the diversity of others. Keep in mind while these sessions are informational, they can impact youth personally so confidential feedback forms, check ins and resources are important. Creating and adhering to group agreements can also make the space safer and more comfortable.

Undoubtably families and caregivers are a youth's primary sexuality educators, at the same time schools also have a responsibility to help youth understand the part they can play in creating a more just world through inclusion and acceptance. Schools can teach youth what society needs them to know and give them the understanding that challenging inequality and discrimination at all levels will create healthier communities. Educators can normalize discussing all these essential topics with youth so they can make informed health decisions.

Keep in mind, educator self-care and a supportive environment are crucial as teaching CSE can challenge the messages we ourselves were taught and harmed by, causing discomfort and triggering unresolved personal histories. Nonetheless, we can all do, and benefit from, this important work.

FYI: Refer to [Educator Guide: Healthy Relationships & Consent](#) by the Canadian Foundation for AIDS research for a free digital copy for more in depth information and activities regarding these topics.

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Healthy Relationships

Healthy Relationships Outline

- Check-in
- Introduction to Relationships
- Healthy Relationship with Self
- Relationship Spectrum Activity
 - Dealing with Rejection Video
- An Anishinaabe Worldview of our Relationship with Ourselves
- Key Messages and Feedback Forms

Session Goals

- Explore how we build a healthy relationship with ourselves including an Anishinaabe Worldview of a healthy relationship with ourselves.
- Explore qualities of relationships recognizing that this helps us determine what we are looking for in our interpersonal relationships.
- Develop a basic understanding of a spectrum of behaviors in relationships.
- Normalize healthy ways to deal with rejection.

1. Check-in

What is one quality you have and one quality you look for?

Resources:

- loveisrespect.org Healthy relationships info for youth
- [Teen Talk — SERC's Youth Health Education Program](#) MB youth health education program
- Klinik Sexual Assault Line is open for information, support, and for anyone who wants to talk about an experience, 24/7, 1.888.292.7565 or 204.786.8631.
- NeedHelpNow.ca Removes content and supports youth under 18 whose sexual images or videos have been posted online.

2. Introduction to Relationships

We are talking about relationships today. If some difficult feelings come up about a relationship, please talk to a supportive adult in your life. Relationships are one of the most important aspects of our lives. **What types of relationships do we have?** We may have many different types of relationships, including relationships with friends, family, school staff, peers, pets, higher power, ancestors and romantic or dating relationships (which some people are not interested in at all). We also have a relationship with ourselves, and the Earth as the Earth provides all we need; everything we breathe, eat and use to live. Our relationships have different levels of closeness with some being very deep and others more superficial. Relationships can help people feel connected.

3. Healthy Relationship with Yourself¹ (see handout)

The first and most important relationship we have is with ourselves. We will have a relationship with ourselves throughout our whole lives, so it can be helpful to work towards making it a positive and healthy relationship. **Developing a healthy relationship with oneself is very important as it is vital to our overall well-being.**

Some ways to work towards this could be speaking kindly to ourselves and challenging negative or critical thoughts and self-talk. It could also include taking care of your body, mind and spirit by making sure your basic needs are met, doing things that nourish you such as hobbies/activities you enjoy, setting boundaries for yourself and with others or asking for help.

Using the **Handouts** reflect and respond to the questions pertaining to yourself and who you are. Feel free to tailor your outfit, look and style in the in-person outline.

4. Relationship Spectrum Activity²

Write or post “it depends,” “healthy,” “unhealthy” and “abusive” cards on the board. Pass out the statement cards after explaining the activity and encourage them to talk to each other to figure out which cards belong under which category.

Relationships exist on a spectrum that range from healthy to abusive with unhealthy being in between where there’s no fear or control involved. There is also an “it

depends” card if you feel comfortable explaining what your card may depend on. Abusive relationships differ from unhealthy in that people feel scared, controlled and powerless. If you are being hurt by someone, it’s important to talk to a trusted adult. In this activity we are going to look at the difference between a healthy, unhealthy and abusive situation. If it’s an unhealthy/abusive situation you can also mention what a healthy behavior would look like. Note: This activity can be done in a variety of ways and cards are included.

Relationships Statements

Healthy

My partner is happy for me when I do the things I enjoy, even if it’s not with them.

The things you enjoy should be important to your partner, even if they are different from what they enjoy or if they can’t be there. Your partner can be supportive of your hobbies and activities by being interested, encouraging, helping, and giving you the space to pursue things that are important to you.

My partner and I are comfortable sending naked pictures to each other.

If consent is happening, then sharing pics is okay with the understanding that they are not to be leaked to anyone else. It would not be okay if one person was pressuring their partner or leaking i.e. sending the photos without consent. Consent can be withdrawn at any time, including if the relationship ends. Also, it is not your fault and talk to an adult you trust if your pics are leaked/seen without your consent or check out the website needhelpnow.ca for support.

Note: Some ways to be safer with sexting include not showing the face or distinguishing features like scars or birthmarks, having trust in a partner, using apps where the picture is only temporary, turning the location services off, and aren’t backing up images/videos to a cloud, etc.

FYI: The Supreme Court of Canada in 2001 ruled that young people have a right to express themselves sexually by creating and sharing sexual images of themselves, as long as it is consensual, the images stay private (are not leaked nor distributed by the person who receives them to someone else who was never supposed to see them), it falls within the ages of consent, and there is no physical or sexual assault or abuse depicted in the image or video. Otherwise, it is against the law in Canada to send sexual pictures or videos of anyone who is, or appears to be, under 18 years old. According to section 163.1 of the Canadian Criminal Code, sexual pictures, or videos of people under 18 years old, or who look like they are under 18 years old, are known as child sexual abuse and exploitation material.³

You and your partner miss each other but enjoy spending time apart.

Having a good time without your partner is an okay thing to do. We still get alone time, time

with friends, and time with family. It can even mean you have lots more to tell each other when you are together.

You and your partner don't tell each other everything, but you share a lot and trust each other.

You have enough respect for each other to understand what information should be shared – hobbies and mutual interests – and what should not be shared, like passwords to social media sites and PIN codes to bank accounts. You understand boundaries are necessary for a healthy relationship.

You feel jealous sometimes in your relationship but trust your partner and know how to take care of your uncomfortable feelings.

Do people feel jealous sometimes? Yes. In healthy relationships, it's important to take responsibility for our feelings. Healthy ways of dealing with jealousy are recognizing it is a normal emotion and understanding we are capable of healthy and respectful reactions no matter what the situation. If our partner is trying to make us jealous, that is unhealthy and not okay to do, but we can still choose to deal with our feelings in a healthy way. Sometimes, giving ourselves time and space is a good idea. We may need time to calm down and to let go of the fear or insecurities we are feeling. Things to do can be taking a walk, going for a ride, listening to music that is soothing, and talking it through with someone we trust. Sometimes in relationships, we find our feelings of jealousy are because of actual things our partner has done, like cheating or not telling us the truth. We might have to decide if the relationship is still the one for us. If it's not, that is an okay choice, and we may have other relationships in the future. However, if we are choosing to stay in a relationship that brings up our feelings of jealousy, we need to figure out ways to handle those feelings in a healthy and respectful way.

My partner doesn't participate in my spirituality with me.

Everyone has a right to their own spirituality. That also means that no one should be forced to participate in a religion or spirituality if they don't want to. In some relationships, partners practice different religions or spiritualities and are totally okay with that. Others look for partners that are of the same faith and that's ok too. But if someone is put down because of their beliefs, feels like they can't practice their spirituality because of their relationship, or their partner is using religion or spirituality to control or manipulate them, it is abuse. In a healthy relationship, people feel free to practice their beliefs, even if they are different from their partner's.

Note: On a larger scale, Residential Schools on this land were examples of spiritual abuse. These were places where Indigenous children and youth were forced to go by the Canadian government. The goal was to assimilate the children into white Christian culture, and in the process, have them not be Indigenous anymore. There were many ways the government tried to do this, and we still see this racist idea existing in our society, often showing itself in the news/media and commonly through Canadians' opinions in social media.

Unhealthy**Your partner texts you a lot during the day and gets mad if you don't answer.**

Everyone deserves space, even from their partner. Feeling as though you don't have enough is a sign that your boundaries are not being respected. People don't owe us responses to our messages. Our partners don't have to respond right away; they may be busy and that's okay.

You had a really good day, but don't tell your partner because you know they won't want to hear about it.

Feeling the need to leave things out or hide things from your partner might mean there is a lack of support. If you feel worse or taken down after sharing your good feelings with a partner, it might be a sign of abuse. In a healthy relationship, your partner thinks your happiness is important. A supportive partner takes the time to hear about your day.

I try to make my partner jealous to see if they care about me. (unhealthy even abusive)

Jealousy is not a good way to gauge how much someone cares for us. Jealousy is a complicated emotion that is about self-esteem, past experiences, and fear of losing someone. There are healthier ways to ask for support, affection, and attention from a partner. Trying to make someone jealous is not part of a healthy relationship.

It Depends**My partner likes to give me hickies to show how much they love me.**

There are many ways to show love that do not include physical markings. If hickies are being used to show that a person is 'taken' or 'owned' by their partner, that is control and abuse, not love. If someone enjoys hickies and gives consent, then this can be healthy. One part of this card that sounds like a warning flag is the 'to show how much they love me' bit.

Abusive**My partner hits the wall and/or throws things when they are angry.**

It is not okay for a partner to use intimidation, even if they are angry and you are in a disagreement. Whether the anger is directed at you or not, anger should not be scary. This is abuse because it feels scary and sends the message that more abuse could follow.

It can help to think of anger as a secondary emotion. A primary feeling is what is felt right before we feel angry. We always feel something else first before we get angry. We might first feel afraid, attacked, offended, disrespected, forced, trapped, or pressured. If any of these feelings are intense enough, we think of the emotion as anger. In a healthy relationship, people still get angry but find ways to take responsibility for their feelings that don't scare their partner. Developing a relationship with oneself can help us to learn how to manage our feelings.

I don't like my partner's friends and tell them to stop hanging out with them.

We can have whatever feelings we have about our partner's friends, perhaps they are disrespectful or a bad influence. However, we don't get to tell them who they can or can't hang

out with even if we don't like them as this is considered controlling, isolating and emotionally abusive. Your partner gets to decide who they hang out with.

I tell my partner that I love them, so they make out with me.

Telling someone that you love them in order to gain sexual favors is considered emotionally manipulative and can be seen as a form of emotional abuse because it involves an attempt to control another person's thoughts, words or actions.

My partner asks to borrow money all the time and doesn't pay me back.

You have no obligation to lend or give money to anyone if you don't want to, your partner included. Not returning the money that has been lent to them is a form of financial abuse. Financial abuse is using money to control another person. In a healthy relationship, partners understand their money is their own and don't feel guilt or pressure to 'share' it.

My partner makes fun of my job and makes me feel bad for working weekends.

Everyone has the right to work and earn money if they want to. If a partner is making you feel bad for working or intentionally trying to ruin your experience or reputation, then it would be considered financial abuse.

When there is a disagreement, your partner uses the silent treatment or blocks you on social media.

It's dehumanizing to use the silent treatment as it sends the message that the partner it is used on is not even worth talking to and leaves them with no option of a solution. It is a method of control and for one person to have power over their partner and emotionally abusive. In a healthy relationship, if there are disagreements, people communicate letting their partner know they need to 'take time' to cool down that way, they are more able to find solutions.

My partner refuses to wear a condom.

Everyone has the right to be safer, take care of their health and use protection when having sex. If one partner wants to use a condom, not using one or pressuring them not to is sexual abuse.

My partner and I engage in sexual activity when we are drunk.

We know that there is a correlation between alcohol and sexual assault with exacerbating factors such as misinterpreting cues, targeting vulnerable people, lowering inhibitions etc. When people are drunk or high, they cannot give valid consent ethically or even legally and the priority should be taking care of each other not using each other sexually. People can be comfortable with the sex they have having drunk however, the issue is, there is no guarantee. If two people are getting drunk in order to have sex, it might be helpful to learn ways to be comfortable with each other sexually without alcohol.

When we have an argument, my partner hides my stuff so I can't leave.

If someone is keeping you somewhere against your will, it is abuse. We have a right to leave a

situation safely. In a healthy relationship, taking time and cooling down can help people come back together in a clearer headspace to work things out. FYI: Canada's Criminal Code section 279 (2) defines forcible confinement as everyone who, without lawful authority, confines, imprisons or forcibly seizes another person.⁴

Debrief

Trusting ourselves, our instincts and feelings can help us figure out where many behaviors are on the relationship spectrum. We can all work at building healthier relationships. Abuse is a choice and sometimes ending relationships is the healthiest choice we can make. If people recognize they are using abuse they can choose to change their behaviour and learn to become supportive. We are all deserving of having healthy boundaries, support and respect in our relationships.

5. Dealing with Rejection

[Dealing with Rejection: What's the best way?](#) Video

Dealing with rejection is a normal part of relationships. Often, we need to be taught how to deal with it in a healthy way even when it really hurts.

Debrief

What's the main message?

- First, accept that the person doesn't want to be with you. Yes, it can really hurt; feel like your heart is being ripped out.
- Then thank yourself for taking a chance. If you're feeling angry or sad, talk about it with someone you trust. What are some other ways we can deal with difficult feelings? Taking care of those feelings is very important and sometimes people get stuck and need help.
- Then, focus on you and think about all your great qualities and move on. Moving on isn't always easy so take the time to process.

Debrief

When we have a healthy relationship with ourselves, know what we like and want, know how to regulate and take care of our feelings, then we are much more likely to have healthy relationships with other people. Relationship to ourself and the Earth are the relationships we will have for our entire life so it makes sense to prioritize these.

6. An Anishinaabe Worldview of our Relationship with Ourselves

Original Attachment: Relationship with Ourselves⁵

Contributed by Vanessa AnakwudwabisayQuay, Peguis First Nation

The most important relationship is the one we have with ourselves and our Creator or higher power. The more we learn about our own connections, strengths and challenges the better able we are to understand ourselves, then other people and the world around us. The healthier we are as a person the more likely we'll have healthy relationships with other people too. A good place to start understanding ourselves

is to look at our place in the universe. Within an Indigenous worldview we all have Original Attachment and are connected to all forms of life.

We, Anishinaabe, (The People) or the Two-Leggeds were made last and are therefore the most dependent Children in all of Creation. We rely on All Our Relations to feed, shelter, clothe and teach us how to live. So we watch and we pay attention to Our Relations knowing we are One Family and that we are loved. Grandfather Sun and Grandmother Moon take turns watching over us every day and night. We have Grandmother and Grandfather rocks and stones to use. Trees, bushes, grasses, roots and their Medicines grow all around us to feed, protect and teach us. The Winged Ones, the Four Leggeds, the Crawlers, those that Slither and the Swimmers all have gifts and messages for us. The Stars, the Winds, the Water, Fire, Mother Earth and Father Sky all take care of us and love us every day of our life. They are our siblings, aunties, uncles, and cousins!

If we look through these eyes, the Eyes of our Ancestors, we will see Our Family everywhere and that we are never alone. Even in the biggest, most hectic city with no one around us in this day and age, we have Family with us every moment. There is a lot we can see like plants, trees, animals and other people. There is a lot we cannot see like our personal spirit helpers and Grandmothers and Grandfathers who are with each of us. No matter where we are, what has happened to us or what we are going through we are connect to a Great Family. We Belong. We are Loved.

Think about your relationship with the Earth. What are things you do to connect to the Earth?

7. Key Messages and Feedback Forms

- Our relationship with ourselves is very important and we can do things to nurture it.
- Our relationship with the Earth is integral to our wellbeing.
- Recognizing healthy, unhealthy and abusive behaviors can help us understand relationships.
- Others' unhealthy behavior or abusive behavior is not our fault and reaching out to someone we trust is important.
- Everyone can work towards healthy behavior.

Education Curriculum Connections - Healthy Relationships

This outline contributes to the following Student Specific Learning Outcomes:

Family Studies

- S1 5.1.3 Identify behaviours that promote health and wellness.

Guidance Education: GLOs under Personal/Social Component

Physical Education/Health Education

- K.3.5.B.4 Identify available community supports that promote safety and community health.
- K.3.S1.B.5a Analyze issues related to violence prevention in a variety of contexts.
- K.3.S1.B.6a Differentiate among the terms associated with abusive situations.
- K.3.S1.B.6b Identify skills and community resources for addressing problems associated with sexually abusive behaviours.
- K.4.S1.B.1a Describe ways to treat others for developing healthy and meaningful relationships.
- K.4.S1.B.2b Identify appropriate social behaviours for developing meaningful interpersonal relationships.
- K.5.S1.E.2a Identify the components for building and maintaining healthy, close relationships.
- K.5.S1.E.3b & K.5.S2.E.3b Examine the influences on making decisions for responsible sexual behaviour.
- K.5.S1.E.3c & K.5.S2.E.3c Review personal responsibilities and sources of support with regard to sex-related health issues.
- K.5.S2.E.2 Analyze the components in different case scenarios for building and maintaining healthy relationships.
- S.4.S1.A.3 Apply interpersonal skills in case scenarios related to developing close, meaningful relationships.
- 12.HR.1 Demonstrate understanding of the characteristics of healthy and unhealthy, relationships, and discuss factors that might influence their development.
- 12.HR.4 Apply problem-solving and decision-making strategies to identify and prevent the development of abusive relationships and/or to end unwanted relationships.
- 12.HR.5 Apply problem-solving and decision-making strategies to recognize unhealthy relationships, and identify community supports and services to assist in the healthy resolution of relationship issues.

Consent and Sexual Assault

Consent and Sexual Assault Outline

- Check-in
- Introduction to Consent
 - Tobacco Teaching: Consent
- Sexual Consent Videos and FRIES acronym
 - Understanding Consent Video
 - Age of Consent
 - Sexual Consent FRIES acronym
 - Pizza, Sex and Consent Video
- Sexual Harassment, Sexual Assault, Grooming and Support
 - Sexual Assault, Consent and Sexual Harassment Video
 - Grooming Video
- Group Brainstorms⁶
 - In a sexual situation, it might be challenging to say **no** when you want to because of...
 - In a sexual situation, it might be challenging to say **yes** when you want to because of...
 - Strategies to overcome challenges
- Additional Consent Activity (optional)
- Key Messages and Feedback Forms

Session Goals

- Explore consent including an Anishinaabe Worldview of consent.
- Define sexual consent and sexual assault.
- Unpack consent messaging, laws and ethical consent.
- Explore the role power plays in consent.
- Explore the role abuse of power plays in sexual assault.
- Provide sexual assault resources.

Note to Educators⁷

If youth disclose sexual abuse/assault we should respond with care and provide appropriate support. Let youth know the abuse was/is not their fault. Talking about abuse can be very hard and it may be the first time they are reaching out for help.

Responding to Sexual Assault Disclosures, Practice Tips for Support Workers by Klinik provides tips using a trauma-informed approach and helps survivors feel empowered

by identifying options and resources. *You have Options: Help After Sexual Assault* is a resource on next steps for anyone who has been sexually assaulted. Review your school's policies to know what to do and where you can refer youth in the event of disclosures. For reporting protocols in Manitoba, see *Reporting of Child Protection and Child Abuse: Handbook and Protocols for Manitoba Service Providers*.

The Families Affected by Sexual Assault at New Directions (FASA) has been working in Winnipeg with families offering two programs: one for Families Affected by Sexual Assault and therapy for children under the age of 18 who have been sexually assaulted by someone who is not a caregiver or sibling, and the other for children under the age of 12 with sexual behaviour problems. For more information, call 204.786.7051, ex. 5262.

1. Check-in

What is one activity you like to do with others?

Resources:

- [Teen Talk — SERC's Youth Health Education Program](#) MB youth health education program
- Klinik Sexual Assault Line is open for information, support, and for anyone who wants to talk about an experience, 24/7, 1.888.292.7565 or 204.786.8631.
- [You Have Options: Help After Sexual Assault](#) Info about recognizing sexual assault, understanding the criminal justice system, exploring options for reporting, staying safe and getting counselling, healing and support.
- [NeedHelpNow.ca](#) Removes content and supports youth under 18 whose sexual images or videos have been posted online.
- [Heart Medicine Lodge](#) Offers healing support for Indigenous, women-identifying individuals over 18 who have experienced sexual assault, violence, or intimate partner violence, through Indigenous and women-led, cultural and traditional grounded resources.
- [The Moose Hide Campaign - Moose Hide Campaign](#) Recognizes that all forms of violence are unacceptable, regardless of gender. We see the disproportionate number of women who are victims and the importance of engaging men and boys in addressing this issue knowing that “shame and blame” isn’t the answer.

2. Introduction to Consent

We are talking about consent mainly sexual consent and assault today. This is an informational session but it is also a personal topic so we need to be mindful of others as we don’t know what they have been through. If some difficult feelings come up, please talk to a trusted adult including any adults here. Feel free to zone out, doodle or color.

Consent is one big piece of all relationships beyond the relationship with ourselves and it is an agreement or permission for something to happen or be done. Consent happens at various levels like between organizations, regions or countries. Our culture also influences how we see consent for example for the Anishinaabe, consent is foundational in the culture. In this Indigenous worldview of consent, Tobacco, the sacred medicine, is offered after it is prayed with whenever asking for something of someone whether it’s from a human or nonhuman being.

3. Tobacco Teaching: Consent

Tobacco Teaching: Consent⁸

Contributed by Vanessa AnakwudwabisayQuay, Peguis First Nation

In everything we do, we first ask using the gift of Tobacco. This form of consent is ancient knowledge and one of the first teachings of Anishinaabe (The People). Tobacco as a Sacred Medicine to be used throughout our lives. Tobacco is the first Medicine put here on Mother Earth for The People to use. It is made up and comes directly from Chi-Manitou’s Odhay (Creator’s Heart).

It is a great gift, a connection from the Great Spirit to us ensuring we have everything we

need. We ask for something by putting our prayer and gratefulness in the Tobacco “making spirit” then offering it. Offering it means giving it back to the Earth by placing the Tobacco in Fire, in Water, to the Wind or by the Bush, Plant, Animal, Tree of Rock of which we are asking. When we ask we are showing respect for All Our Relations and humbling ourselves before Our Original Family showing that we understand our connection to All Life. Every Nation has their own way of teaching consent. Tobacco has infinite teachings.

4. *Sexual Consent Videos and FRIES Acronym*⁹

Sexual consent is usually happening in private and media might be one of the only places we see it taking place and often it is not portrayed accurately. Sometimes media also portrays sexual violence and harassment as passion and love which in reality is in fact quite the opposite. In this video we will get a deeper understanding of sexual consent as well as discussing the ages of consent.

Consent 101: [Understanding Consent](#) Video

Age of Consent and Close of Age Exceptions

The close in age exceptions can be covered during the video if paused.

- 16: They can say “yes” to sex with almost anyone 16 years or older.
- 14-15: They can say “yes” to sex with someone less than five years older than them.
- 12-13: They can say “yes” to sex with someone less than two years older than them.
- However, even then, a youth can’t legally have sex with a person in a position of trust/authority i.e. like a coach, EA, supervisor, boss because they have the power to affect their life.

What are your thoughts about the age of consent laws? Keep in mind, sexual readiness is about more than just an age and what it means to be ready will be discussed in another session. The laws also don’t adequately address social power and relationship dynamics, and we also notice powerful people sexually assault others and appear to be above the law, where it unfortunately often takes years to bring them to justice. The media also tends to misrepresent sexual violence cases often blaming the victim or perpetuating myths adding further harm. It is important to keep in mind there are many people that have been harmed and sexual violence is serious and not something to joke about.

In reality there are many power dynamics at play in relationships like financial control, knowledge, experience, emotional labor, social influence etc. Some bigger questions beyond consent to consider are:

- What qualities does an ethical relationship have? (trust, loyalty, honesty)
- How can we all feel safe and secure?
- How do we have equitable relationships?
- How can we have healthy romantic relationships where everyone feels valued?

Debrief

To recap sexual consent is agreeing to do something with someone else's body which includes activities like kissing, hugging, cuddling, touching someone. What body language shows a person is not interested? What happens when a person says "yes" but their body language shows otherwise? (Note: That's not consent as it needs to be both a verbal and nonverbal communication saying "yes.") Sexual consent can be broken down by using the FRIES acronym.

Consent as FRIES Acronym¹⁰

- **Freely given** - no pressure or manipulation. Not under the influence of drugs including alcohol. A person is free to say no or yes without fear of negative consequence.
- **Reversible** - can change their mind at any time even during sexual activities. Checking in with them especially if they do not seem into it anymore.
- **Informed** - understand what they agree to; are not misled or deceived e.g. saying they are using protection like a condom and actually not (stealth).
- **Enthusiastic** - excited or authentic meaning they are excited and want to do this.
- **Specific** - clear about what sexual activities they agree to right now, e.g. not assuming because they agree to kiss that they want to take clothes off etc.



Consent Negotiation: [Pizza, Sex & Consent!](#) Video

Key Aspects of the Pizza Analogy

- **Active Negotiation:** Just as you ask friends about allergies or topping preferences before ordering, you must communicate desires and boundaries before sexual activity.
- **Enthusiastic Consent:** A "yes" to pizza (or sex) should be excited and willing, not just a lack of a "no".

- **Fluidity:** You can change your mind about pizza toppings at any time; similarly, consent can be withdrawn at any point.
- **Respect Boundaries:** If someone does not want pizza, you do not force them. If they dislike a topping, you do not force it on them. This applies directly to respecting sexual boundaries.
- Note: This metaphor, promoted by educators like Al Vernacchio, aims to move away from the "baseball" analogy (bases/scoring) to one focused on mutual pleasure, communication, and respect.

5. Sexual Harassment, Sexual Assault, Grooming and Support

Sexual Assault, Consent and Sexual Harassment: What's The Difference? Video

Debrief

What was the main message? If someone doesn't say "yes," coercing them (pressuring them to turn their "no" into a "yes") is not OK. Just because people are in a relationship does not mean that they have the right to touch the other person.

- No consent, sexual coercion and harassment are sexual assault.
- Any time a person deals with a sexual assault, it's never their fault.
- Talk to a trusted adult and know you are not alone.
- People can and do heal from being assaulted.
- The Klinik Sexual Assault Line is open for information, support, for anyone who wants to talk, 24/7 at no charge anywhere in Manitoba 1.888.292.7565 or 204.786.8631. (If there is a disclosure, let the youth know you will follow up at the end of the session. Then follow through with your school/organization's protocols.)

Grooming: What is Grooming Video

This video discusses the stages of grooming which is a process where someone builds trust, friendship, and a connection with a person, could be a child or teenager, to manipulate, exploit, or abuse them later.

Debrief

- Don't keep relationships a secret.
- It's not a person's fault if they have been groomed.
- If you can, stop interacting with those who are making you feel unsafe.
- Find other people who you trust and call a phone line.

6. Group Brainstorms¹¹

Have the youth either write on three flipcharts or on small pieces of paper for each question. Debrief as a group and add more if there's only a few.

- **In a sexual situation, it might be challenging to say NO when you want to because of...**
- **In a sexual situation, it might be challenging to say YES when you want to because of...**

- **Strategies to overcome challenges**

Debrief**Challenges to say NO - Sample Responses**

Fear of violence
Guilt
Fear of rejection
Fear of speaking up
Not knowing this is an option
Not wanting to cause a scene
Feeling unsafe
Feeling triggered from the past
Feeling shy or embarrassed
Have never said no before
Being unsure of what you want
Liking the other person
Not knowing how/what to say
Pressure or threat
Feeling bad rejecting someone
Feeling confused, unsure what you want
Feeling obliged
Fear of getting a bad reputation
Not wanting to lose the relationship
Pressure surrounding gender norms
Feeling frozen or overwhelmed
Fear that saying no to one thing would stop everything.

Challenges to say YES - Sample Responses

Fear of violence
Feeling bad or dirty
Fear of rejection
Not knowing you can ask
Not wanting to cause a scene
Feeling unsafe
Feeling shy or embarrassed
Have never said yes before
Being unsure of what you want
Not knowing how/what to say
Fear of being foolish/ridiculed
Feeling confused, unsure what you want
Fear of getting a bad reputation
Not wanting to lose the relationship
Pressure surrounding gender norms

Fear of being labeled as sexual, desperate, or easy
Fear that initiating something might stop everything else

Overcoming challenges: Skills and Knowledge**Sample Strategies**

Talking about it with friends, family, at school

Watching videos and reading blogs about consent

Practicing in low-stress, non-sexual situations

Talking to partner(s) about it

Talking about sex when you are not being sexual

Using media as conversation starters

Discrimination and systemic oppression make it more challenging and complicated to practice consent.

Debrief

Notice how there are similar responses in both the yes and no categories. Affirm that power differences are real and effectively challenging them needs to be strategic and conscious. The first step is to notice them and learn how to work with unavoidable power differences.

7. Additional Consent Activity (optional)

Have the group write a request for another person. It can be intimate or not, like want to go get something to eat, play ball, hug, kiss etc. and then collect them. Have the group write a response for the request and collect them separately. Give each person a request and a response and have them read them aloud (and tell the group if the response is giving consent or not.)

8. Key Messages and Feedback Forms

- Consent is a key aspect of relationships.
- Sexual consent is very important and involves being mindful of power dynamics.
- If a person has been sexually assaulted, it is not their fault and they are not alone.
- Support and resources are available for everyone who wants healing.
- People can and do heal from sexual violence and from perpetrating harm.

Education Curriculum Connections - Consent and Sexual Assault

This outline contributes to the following Student Specific Learning Outcomes:

Family Studies

- S1 5.1.3 Identify behaviours that promote health and wellness.

Guidance Education: GLOs under Personal/Social Component

Physical Education/Health Education

- K.3.5.B.4 Identify available community supports that promote safety and community health.
- K.3.S1.B.5a Analyze issues related to violence prevention in a variety of contexts.
- K.3.S1.B.6a Differentiate among the terms associated with abusive situations.
- K.3.S1.B.6b Identify skills and community resources for addressing problems associated with sexually abusive behaviours.
- K.4.S1.B.1a Describe ways to treat others for developing healthy and meaningful relationships.
- K.4.S1.B.2b Identify appropriate social behaviours for developing meaningful interpersonal relationships.
- K.5.S1.E.2a Identify the components for building and maintaining healthy, close relationships.
- K.5.S1.E.3b & K.5.S2.E.3b Examine the influences on making decisions for responsible sexual behaviour.
- K.5.S1.E.3c & K.5.S2.E.3c Review personal responsibilities and sources of support with regard to sex-related health issues.
- K.5.S2.E.2 Analyze the components in different case scenarios for building and maintaining healthy relationships.
- S.4.S1.A.3 Apply interpersonal skills in case scenarios related to developing close, meaningful relationships.
- 12.HR.1 Demonstrate understanding of the characteristics of healthy and unhealthy, relationships, and discuss factors that might influence their development.
- 12.HR.4 Apply problem-solving and decision-making strategies to identify and prevent the development of abusive relationships and/or to end unwanted relationships.
- 12.HR.5 Apply problem-solving and decision-making strategies to recognize unhealthy relationships, and identify community supports and services to assist in the healthy resolution of relationship issues.

Healthy Relationships Handouts

Healthy Relationship with Self Reflection

Things that make me feel good about myself
Positive messages I'd like to say to myself
Things I do for myself when I have a bad day
Things I appreciate about myself

Dealing with Emotional Hurt and Pain

Because of factors such as culture, stigmatizing judgment, childhood experiences, etc. we often don't see vulnerability and emotional pain as a natural human experience and we are often taught to suppress it. As a result, we need to learn healthy ways to deal with emotional pain so consider the following ways to deal that:

- are easy and immediate for me (i.e. comfort food, call a friend, scream)
- have negative consequences (on other people, on my health, on relationships, on my priorities i.e. abuse, addictions)
- I have used and want to use more often (sleeping, breath work, activities)

Adapted from Beyond the Basics by Action Canada for Sexual Health and Rights, 2017

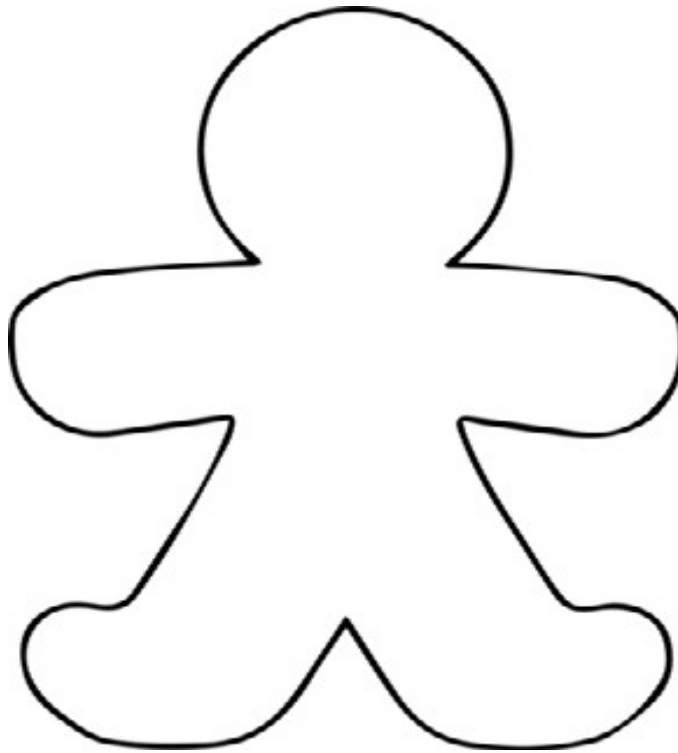
Me, Myself and I

I see myself as...

I value myself as...

The following experiences make me who I am...

I aspire to be...



What are the things that make me unique?

What do I have in common with those around me?

What are some important parts to my identity? (What do I like to do, learn about, and experience?)

Relationship Spectrum Activity Cards

My partner is happy for me when I do the things I enjoy, even if it's not with them.

My partner and I are comfortable sending naked pictures to each other.

You and your partner miss each other but enjoy spending time apart.

You and your partner don't tell each other everything but you share a lot and trust each other.

You feel jealous sometimes in your relationship but trust your partner and know how to take care of your uncomfortable feelings.

I try to make my partner jealous to see if they care about me.

Your partner texts you a lot during the day and gets mad if you don't answer.

My partner doesn't participate in my spirituality with me.

You had a really good day but don't tell your partner because you know they won't want to hear about it.

My partner likes to give me hickies to show how much they love me.

My partner hits the wall and/or throws things when they are angry.

My partner asks to borrow money all the time and doesn't pay me back.

My partner makes fun of my job and makes me feel bad for working weekends.

When there is a disagreement, your partner uses the silent treatment or blocks you on social media.

My partner refuses to wear a condom.

When we have an argument, my partner hides my stuff so I can't leave.

My partner and I engage in sexual activity when we are drunk.

I don't like my partner's friends and tell them to stop hanging out with them.

I tell my partner that I love them, so they make out with me.

Notes

¹ Excerpted from teentalk.ca, accessed October 15, 2021.

² Excerpted from teentalk.ca, the Teen Talk Service Provider Manual, accessed October 15, 2021.

³ Slane, A. Sexting and the law in Canada. *The Canadian Journal of Human Sexuality*, 22(3), 117–122, 2013.

⁴ Legislative Services Branch. *Criminal Code*. Justice.gc.ca. lawslois.justice.gc.ca/eng/acts/c-46/section-279.html, 2019.

⁵ Excerpted from the Teen Talk Service Provider Manual, accessed October 15, 2021.

⁶ Adapted from Beyond the Basics by Action Canada for Sexual Health and Rights, 2017.

⁷ Excerpted from the Teen Talk Service Provider Manual, accessed November 5, 2021.

⁸ Excerpted from the Teen Talk Service Provider Manual, accessed November 5, 2021.

⁹ Planned Parenthood, [What Is Sexual Consent? | Facts About Rape & Sexual Assault](#), accessed Nov 5, 2021.

¹⁰ Excerpted from Planned Parenthood, accessed November 5, 2021.

¹¹ Adapted from Beyond the Basics by Action Canada for Sexual Health and Rights, 2017.