



Adapting the Healthy Relationships Program for LGBT2Q+ Youth for a Virtual Context

General Online Facilitation

- Youth should have access to headphones (for privacy and to prevent an echo)
- Youth should be aware of how to turn on/off their mic and video feed, and know how to use virtual backgrounds for further privacy
- Co-construct strategies with youth for taking breaks from program content and/or leaving the group when youth are triggered, etc.
- Familiarize yourself with the interactive features of the online platform (e.g., screenshare, annotation, poll, breakout rooms, etc.) and practice using them prior facilitating the program with youth

Online Discussions (Opening/Closing Circles, and Discussions)

- Give youth the option of using nonverbal responses to answer discussion questions, such as “reactions” (on Zoom), chat, annotation, or other text-based features
- Use a system to facilitate/order the discussion, such as: a) asking youth to raise their hand if they have an answer; b) creating subgroups (e.g., A, B, C, etc.) and inviting someone from each group to respond; or c) calling out names, one by one, ensuring participants have the right to pass if they do not want to share
- Have the questions/prompts embedded in a PowerPoint presentation and share your screen, or type the questions/prompts in the chat so youth can refer to them

Session	Activity	Potential Adaptations
Session 1	<ul style="list-style-type: none"> • Developing Guidelines for the Group (p. 4) • Getting to Know the Program (Dotmocracy) (p. 4) 	<ul style="list-style-type: none"> • Use the whiteboard or chat features on zoom (or a comparable platform) to invite participants to share written/illustrated suggestions for guidelines. Alternatively, you may insert a link to another resource, such as Padlet, and ask participants to add their guidelines and react to others’ contributions. • Copy the 18 program posters (p. 6-23) into a PowerPoint - one image per slide - and share your screen with

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		<p>participants. Ask youth to indicate their preferred sessions in the chat or whiteboard features, or through a shared GoogleDoc or Google Jamboard. Alternatively, you can create one or two polls (i.e., what HRP for LGBT2Q+ Youth sessions are you most interested in participating in?) and invite youth to vote for their favourite sessions - select multiple choice option.</p>
<p>Session 2</p>	<ul style="list-style-type: none"> • Breaking Binaries (p. 26) 	<ul style="list-style-type: none"> • One by one, write each of the six concepts (i.e., sexual orientation, romantic orientation, sex assigned at birth, gender identity, gender expression, and identities/ways of being) on a virtual whiteboard, GoogleDoc, or Jamboard and have participants write/draw their responses. Use the clear feature to erase the whiteboard after you discuss each concept. • Alternatively, you can use the chat option and ask participants to describe the concept, one at a time. Or, you can share a portion of your screen (annotation enabled) to have youth enter their responses on a PowerPoint, etc.
<p>Session 3</p>	<ul style="list-style-type: none"> • Crossing Boundaries (p. 34) 	<ul style="list-style-type: none"> • Verbally present the quadrant options: 1) absolutely; 2) yes, but, 3) no way, no, and 4) but to youth and/or share the attached image (p. 34) via

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		<p>whiteboard, PowerPoint, or the like. After you have read each scenario, one-by-one, read each option and ask participants to use the ‘raise hand’ function on zoom or similar platform to indicate their position in the quadrant.</p>
Session 4	<ul style="list-style-type: none"> • Coming Out Activity (p. 42) 	<ul style="list-style-type: none"> • Copy and paste the attached “coming out statements” (i.e., infographics A-H) (p. 45-52) into a PowerPoint presentation – one image per slide - and share your screen with participants.
Session 5	<ul style="list-style-type: none"> • Mental Health Grid (p. 54) • Mental Health Grid and My Supports Card (p. 58) 	<ul style="list-style-type: none"> • Copy the attached “my mental health grid” and “mental health grid and my supports card” images, paste them into PowerPoint slides, and share your screen with participants. Also, encourage youth to view the images in their workbook (p. 6).
Session 6	<ul style="list-style-type: none"> • Lifelines (Helping Friends) (p. 64) 	<ul style="list-style-type: none"> • Create a breakout room for every two youth. Provide the following instructions to participants: Each time the Helper says something that positively impacts the Partner, they can ‘react’ favourably by giving a ‘thumbs up’ or by typing a smiley face emoji in the chat box. Conversely, the Partner can indicate their displeasure with something that the Helper said by using the ‘thumbs down’ reaction or by typing a frowny face emoji in the chat box.

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<p>Session 7</p>	<ul style="list-style-type: none"> • High Five: Harm Reduction (p. 70) 	<ul style="list-style-type: none"> • Create a communal GoogleDoc that has a table with three columns: 1) activity question prompts; 2) “High Five” questions; 3) significance, and five rows – one for each of the following: 1) Who?; 2) What?; 3) Where?; 4) When?; and 5) How? - for each youth. Ask each participant to respond to the following prompt: create five questions – one per prompt – that should be considered before using substances, by completing their individual table – both the “High Five” question column and the significance column. Ask youth to explain the significance associated with asking each question in the “significance” column. Ask youth to review each other's work. • Alternatively, you can create textboxes on a shared white board with the prompts (i.e., Who? What? Where? When? And How?) and ask youth to add their questions/significance.
<p>Session 8</p>	<ul style="list-style-type: none"> • Group Discussion (p. 76) 	<ul style="list-style-type: none"> • Copy and paste discussion questions into a PowerPoint presentation and share, one question at a time, with youth. Alternatively, you may use the whiteboard or chat features (on zoom) to invite

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		<p>participants to share written/illustrated suggestions to discussion questions.</p>
Session 9	<ul style="list-style-type: none"> • Microaggression Cards Activity (p. 86) 	<ul style="list-style-type: none"> • Copy the six attached “what not to say posters” (p. 90-95) and paste them - one image per slide - into a PowerPoint presentation. Enable youth to view the posters by sharing your screen.
Session 10	<ul style="list-style-type: none"> • Relationship Rights and Responsibilities (p. 99) 	<ul style="list-style-type: none"> • Create two breakout rooms – one for “Relationship Rights” and one for “Relationship Responsibilities” and have youth generate ideas for each in smaller groups. Encourage youth to use the chat feature to summarize their answers. • Alternatively, use the whiteboard or chat features on zoom (or a comparable platform) to invite participants to share written/illustrated responses. You may also opt to insert a link to another resource, such as Padlet, and ask participants to add their responses.
Session 11	<ul style="list-style-type: none"> • Active Listening and the Domino Effect (p. 104) 	<ul style="list-style-type: none"> • Copy and paste the “FICS statements” (p. 107 – 108) into a PowerPoint and share your screen with participants. Have each youth select a statement and practice responding to in the larger group or in smaller breakout rooms.
Session 12	<ul style="list-style-type: none"> • Case Studies and Microaggressions (p. 110) 	<ul style="list-style-type: none"> • Copy and paste “What Not to Say” (p. 90-95) posters into a PowerPoint and share your

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		<p>screen with participants. Ask for volunteers to verbally respond to a specific microaggression on one of the posters.</p> <ul style="list-style-type: none"> • Alternatively, you may (Zoom) screen share the “What Not to Say” posters and have youth use the “annotation” feature to respond assertively via words or drawings.
Session 13	<ul style="list-style-type: none"> • Activity (p. 120) 	<ul style="list-style-type: none"> • Copy and paste scenarios into a PowerPoint presentation and share screen with youth. Have a volunteer select a scenario and respond to it using either: delay, negotiation, or refusal. Ask another volunteer to respond to the scenario using one of the two remaining conflict resolution strategies. Ask a final volunteer to provide a response for the remaining strategy. Repeat until all the desired scenarios are complete. • Alternatively, you may use the whiteboard feature to encourage youth to scribe their responses. Or, you may use the breakout rooms to allow more youth to participate in providing verbal responses.
Session 14	<ul style="list-style-type: none"> • (Un)healthy Relationships (p. 134) 	<ul style="list-style-type: none"> • Group discussions can be facilitated in smaller groups (i.e., breakout rooms) and then be debriefed with the larger group.
Session 15	<ul style="list-style-type: none"> • Cutting and Rebuilding Ties (p. 140) 	<ul style="list-style-type: none"> • Copy and paste statements 1-5 (p. 141-143) in a PowerPoint

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		<p>presentation and share your screen with youth. Have a volunteer read the first statement. After the statement is read, introduce a sound (e.g., wah wah sound effect - https://www.youtube.com/watch?v=CQeezCdF4mk) and/or complete an action (e.g., turn off video feed of youth who read the statement, drop an object, etc.) to signify cutting ties with Egbert. Repeat until all statements are read. Read the “Intervene/Reconnect” statements (p. 146-150) and have youth, one by one, turn their videos back on. Cue a happy audio clip to signify a rebuilding of ties.</p>
<p>Session 16</p>	<ul style="list-style-type: none"> • Activity (p. 153) 	<ul style="list-style-type: none"> • Ask youth to secure a piece of paper to complete the Zine activity (p. 154) or have them download the safety planning app, Be Safe (besafeapp.ca). Encourage youth to create a safety plan – a hard copy or virtual one. Follow the instructions in the manual for the manual for creating a physical copy of the plan (e.g., people, places, and things brainstorm).
<p>Session 17</p>	<ul style="list-style-type: none"> • How to be an Ally (p. 164) 	<ul style="list-style-type: none"> • Copy and paste the attached ‘how to be an ally’ images (p. 166-175) into a PowerPoint presentation. Share your screen with participants while you read them aloud.

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<p>Session 18</p>	<ul style="list-style-type: none"> • Concluding Circle (Appreciation Sheet) (p. 177) 	<ul style="list-style-type: none"> • Share “appreciation sheets” (p. 179) with participants via a GoogleDoc. Cut and paste one appreciation sheet into the document for each youth. Encourage youth fill out the sections, “one thing I appreciate about myself” and “one thing I learned about myself.” Next, have youth rotate through group members’ sheets to fill out what they appreciate about their peers. • Alternatively, follow the same process as above, but use the whiteboard feature to allow participants to annotate their responses. Save the whiteboards afterwards.
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Session 1 Images (Dotmocracy)

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 IDENTITIES ARE 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

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Session # 3:

RECOGNIZE AND RESPECT

VALUES AND BOUNDARIES

Affirmation: I DESERVE TO HAVE
MY VALUES AND BOUNDARIES
HONOURED

Skill: I can identify my personal
values and boundaries

Practice: Reflecting on and
communicating my own values
and boundaries

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Session #4:

MY JOURNEY

COMING OUT

Affirmation: MY JOURNEY, MY WAY, MY TIME

Skill: Recognize that coming out is a process that looks and feels different to different people

Practice: Creating your own coming out affirmation

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Session #5

MY MIND MATTERS

MENTAL HEALTH AND WELL- BEING (Part 1)

Affirmation: I AM NOT STUCK;
MENTAL HEALTH CAN CHANGE
OVER TIME

Skill: I understand that mental health exists
on a grid and I can identify and access
supports that can help me

Practice: Locating your mental health on
the mental health grid; learning about
mental health resources in my community

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Session #6

MY MIND MATTERS

MENTAL HEALTH AND WELL- BEING (Part 2)

Affirmation: I CAN HELP MYSELF
AND OTHERS, BUT I DON'T HAVE
TO DO IT ALONE

Skill: I know how to start and
continue conversations about
mental health with my friends

Practice: Talking about mental
health and wellness with others

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Session #7

THINKING AHEAD

MAKING SAFER CHOICES ABOUT SUBSTANCE USE

Affirmation: I TRUST MYSELF TO
MAKE DECISIONS THAT ARE
RIGHT AND TRUE FOR ME

Skill: I think ahead about my safety
and make informed choices about
substance use

Practice: Asking questions to help
me make informed choices about
substance use

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Session #8

I BELONG

COMMUNITIES AND CONNECTIONS

Affirmation: I BELONG

Skill: I know two ways to
find/connect to different
communities

Practice: Finding connection to
communities

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Session #9

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 #10

WE ALL HAVE A SAY

Rights/Responsibilities/Consent

Affirmation: ALL PARTIES IN A
RELATIONSHIP HAVE A SAY

Skill: I can name my rights and
responsibilities in various relationships

Practice: Asserting my rights,
honouring my responsibilities, voicing
consent

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Session #11

MY VOICE, YOUR VOICE

ACTIVE LISTENING AND COMMUNICATION

Affirmation: OUR VOICES MATTER,
ACTIVE LISTENING MEANS SUPPORT

Skill: I understand the value of active
listening and communication

Practice: Using the Active Listening Skills
and FICS Statement handouts to practise
active listening

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Session #12

RIGHT AND TRUE

COMMUNICATION STYLES

Affirmation: I HAVE THE
COMMUNICATION TOOLS TO DO
WHAT IS RIGHT AND TRUE FOR ME

Skill: I know different
communication styles for dealing
with difficult situations

Practice: Using the assertive
communication style in low-
pressure situations

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Session #13

WORDS AND ACTIONS

COMMUNICATING THROUGH CONFLICT

Affirmation: MY WORDS AND
ACTIONS CAN HELP ME IN ANY
SITUATION

Skill: I am able to choose a communication
skill based on the situation I am in

Practice: Using communication skills to
delay, negotiate, and refuse based on personal
values, boundaries, and circumstances

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Session #14

SHIPS

HEALTHY AND UNHEALTHY RELATIONSHIP

Affirmation: ALL PARTIES, NO
MATTER THE RELATIONSHIP,
DESERVE TO BE TREATED WITH
RESPECT

Skill: I know the difference between
healthy and unhealthy relationships

Practice: Reflecting on the ingredients
that are important for you to foster healthy
relationships

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Session #15

(RE)BUILDING TIES

ADDRESSING RELATIONSHIP VIOLENCE

Affirmation: I AM WORTHY OF HEALTHY RELATIONSHIPS; THE PEOPLE I CARE ABOUT ARE WORTHY OF HEALTHY RELATIONSHIPS |

Skill: I can recognize the warning signs of escalating relationship violence and the value of maintaining ties

Practice: Reaching out and (re)building ties

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Session #16

MY SAFETY

EXITS AND SAFETY PLANS

Affirmation: I DESERVE TO BE SAFE, NO MATTER WHAT

Skill: I know how to plan for my safety in case I have to leave an unhealthy relationship

Practice: Preparing an individual safety plan that can be used in an emergency

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Session #17

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

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Session 2 Images (Gender Unicorn)

The Gender Unicorn

Graphic by: **TSER**
Trans Student Educational Resources

The diagram features a purple unicorn with a rainbow horn and a rainbow in its thought bubble. The unicorn's body is decorated with icons for gender identity (rainbow), gender expression (green), sex assigned at birth (DNA helix), sexual attraction (orange), and romantic attraction (red).

Gender Identity

- Female/Woman/Girl
- Male/Man/Boy
- Other Gender(s)

Gender Expression/Presentation

- Feminine
- Masculine
- Other

Sex Assigned at Birth

- Female
- Male
- Other/Intersex

Sexually Attracted To

- Women
- Men
- Other Gender(s)

Romantically/Emotionally Attracted To

- Women
- Men
- Other Gender(s)

To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan

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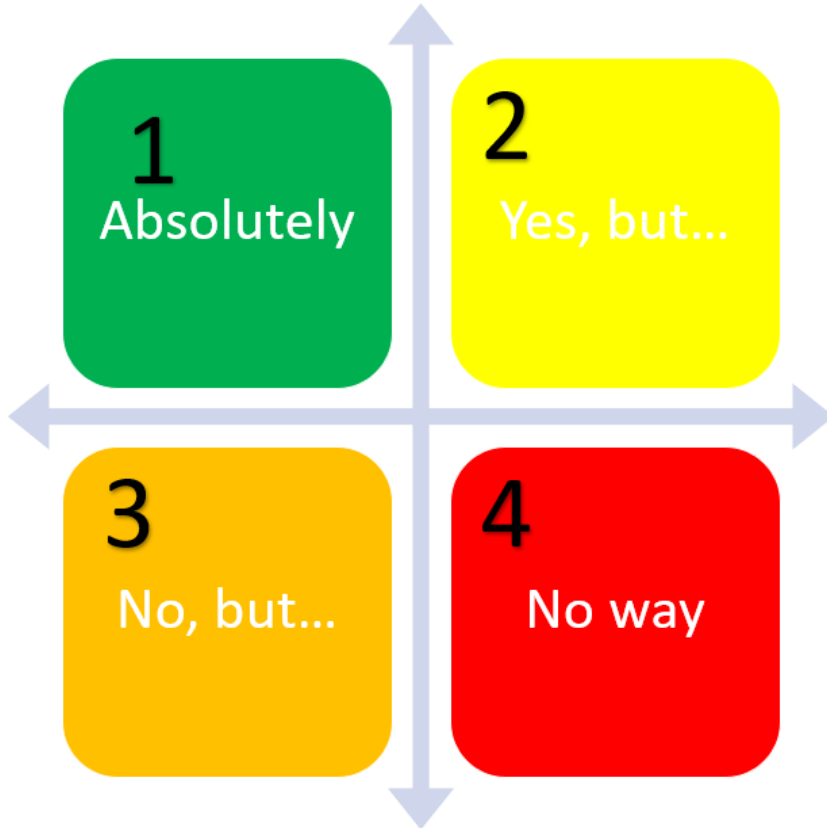
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Session 3 Images (Crossing Boundaries)



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Session 4 Images (Coming Out Statements)

Coming out isn't
just about being gay



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Coming out isn't just about sexual orientation



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Coming out is different for everyone



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You're never really done coming out



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Coming out isn't all or nothing



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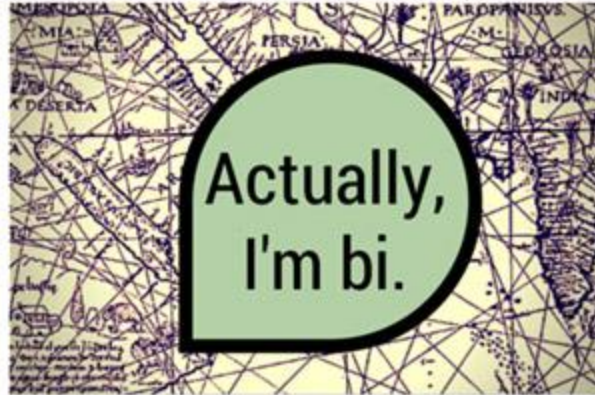
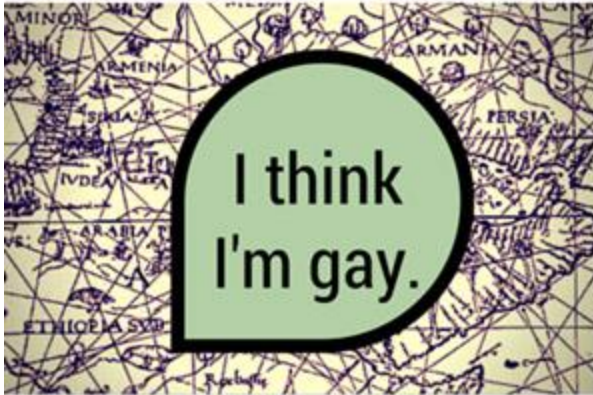
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Coming out can be a process



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It can be risky to come out —even dangerous



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Coming out is a personal choice

My friends all know.

I'm waiting, at least for now.

I'm not telling my parents.

I'm out to everyone.

sexedplus.com

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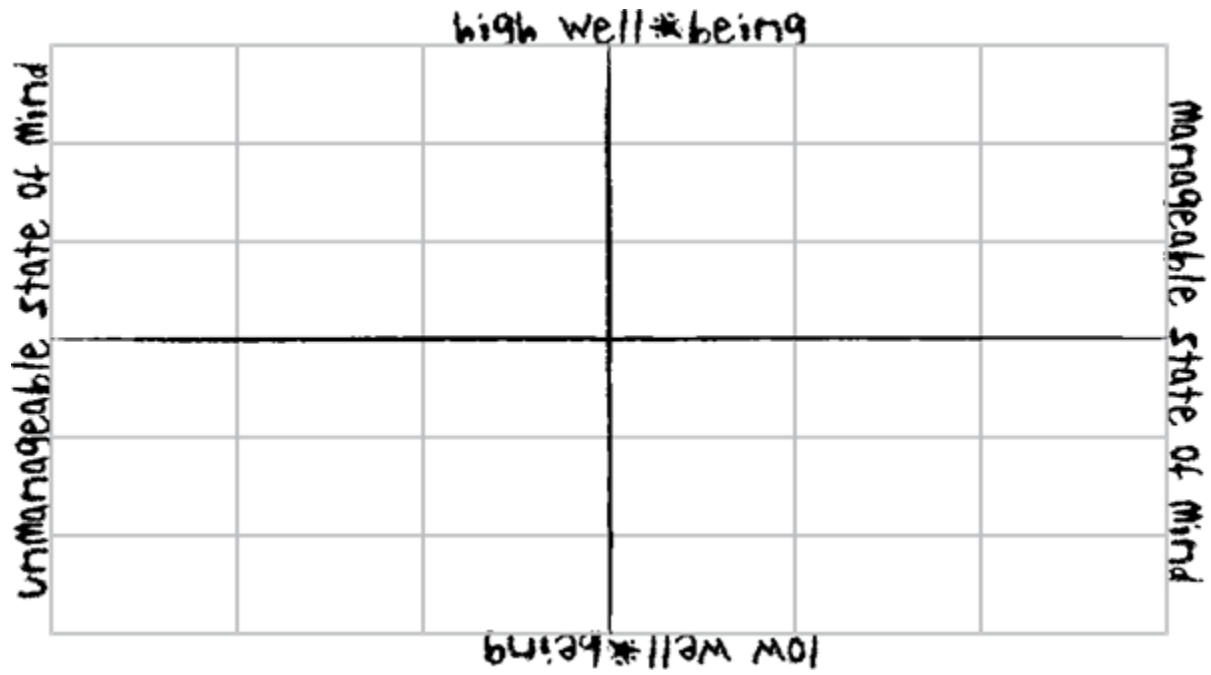
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Session 5 Images (My Mental Health Grid and Resources)



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Worksheet for youth:

MY MENTAL HEALTH GRID AND SUPPORTS AND STRATEGIES CARD

UNMANAGEABLE STATE OF MIND	HIGH WELL-BEING			MANAGEABLE STATE OF MIND	STRATEGIES												
	LOW WELL-BEING					UNMANAGEABLE STATE OF MIND											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;"><u>SCHOOL SUPPORT</u></td> <td style="width: 33%; text-align: center;"><u>FAMILY SUPPORT</u></td> <td style="width: 33%; text-align: center;"><u>COMMUNITY SUPPORT</u></td> </tr> <tr> <td style="text-align: center;">Name:</td> <td style="text-align: center;">Name:</td> <td style="text-align: center;">Name:</td> </tr> <tr> <td style="text-align: center;">Phone Number:</td> <td style="text-align: center;">Phone Number:</td> <td style="text-align: center;">Phone Number:</td> </tr> <tr> <td style="text-align: center;">Email:</td> <td style="text-align: center;">Email:</td> <td style="text-align: center;">Email:</td> </tr> </table>			<u>SCHOOL SUPPORT</u>	<u>FAMILY SUPPORT</u>	<u>COMMUNITY SUPPORT</u>		Name:	Name:	Name:	Phone Number:	Phone Number:	Phone Number:	Email:	Email:	Email:		
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Mental Health Resources:

MENTAL HEALTH RESOURCE SHEET

Where can I go for more information?

www.mindyourmind.ca

- Tools, resources, information around mental health, created by and aimed at youth aged 14-24. Great blog, videos, interviews with musicians and athletes. You can also submit your own stories, ideas and blogs to the site.

www.teenmentalhealth.org

- Lots of information for teens, parents, educators and health professionals about adolescent mental health.

Where do I go/call if I need help for myself or for a friend?

www.kidshelpphone.ca

- A totally confidential and private way to access real counsellors online or by phone. They can direct you to services in your area, or just listen to you vent about anything and everything. 1-800-668-6868.

Ementalhealth.ca

- You can go here to find help services in your community.

www.cmha.ca

- The CMHA website has information about mental health issues as well as how and where to find help. It also includes a page on mental health issues for LGBTQ people (<http://ontario.cmha.ca/documents/lesbian-gay-bisexual-trans-queer-identified-people-and-mental-health/>).

Lesbian, Gay Bi, & Trans Youthline

- The LGBT Youthline offers free support by youth for youth aged 26 and under. 1-800-268-9688 or text 647-694-4275. For more information, visit: www.youthline.ca.

Mentalhealth4kids.ca

- Children and youth mental health services and support directory

Trans Lifeline

- Trans Lifeline is a national trans-led organization dedicated to improving the quality of trans lives. This peer support hotline is run by and for trans people during the following hours: 7am-1am PST / 9am-3am CST / 10am-4am EST. Volunteers may be available during off hours. 1 877-330-6366. For more information, visit: <https://www.translifeline.org/>

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Session 6 Images (Tips for Helping a Friend)

Starting the conversation:

- How are you?
- Are you okay?
- Tell me about it.
- I'm here to listen.
- I'm worried about you.
- Where have you been lately?
- I miss you.
- I'm here for you.
- I care about you.
- What's going on with you?
- What's up?

Further in:

- I'll be here when you're ready to talk.
- I think you might need some help.
- Who else do you talk to about this?
- I can help you get help.
- How can we keep you safe?
- Are you feeling suicidal?
- Have you thought about hurting yourself?
- It's important to me that you're okay.
- Let's figure out who we can get to help us (a trusted adult)

Try not to:

- Judge
- Minimize the problem
- Solve your friend's problems or offer "cures" to their problems
- Interrupt
- Accuse your friend of overreacting
- Promise to keep secrets
- Take on too much. Get help if you're overwhelmed!

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Session 8 (Sample Community Resources)

SAMPLE COMMUNITY RESOURCES

○ **ANOVA** (Formerly: Women's Community House & Sexual Assault Centre London)
255 Horton St. E
3rd Floor
London, ON, N6B 1L1
Phone: 519-642-3003
Website: <https://www.anovafuture.org/>

○ **Cross Cultural Learner Centre**
505 Dundas Street
London, ON, N6B 1W4
Phone: (519) 432-1133
E-mail: cclc@ccclc.org

○ **Gender Journeys**
659 Dundas St.
London, ON, N5W 2Z1
Phone: (519) 660-0874 ext. 313
Website: <http://ihc.on.ca/gender-journeys/>

○ **London Abused Women's Centre**
797 York Street, Unit 5
London, ON, N5W 6A8
Phone: (519) 432-2204
Email: info@lawc.on.ca
Website: www.lawc.on.ca

○ **London InterCommunity Health Centre**
(Dundas Street Location) 659 Dundas St.
London, ON, N5W 2Z1
Phone: (519) 660-0874
Email: mail@ihc.on.ca
Website: ihc.on.ca

○ **LUSO Community Services**
1193 Oxford Street East, Unit 2
London, ON, N5Y 3M2
Phone: (519) 452-1466
Email: info@lusocentre.org
Website: <http://www.lusocentre.org>

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○ **Middlesex-London Health Unit**

355 Wellington St., Suite 110
London, ON, N6A 3N7
Phone: (519) 663-5317
Email: health@mlhu.on.ca
Website: www.healthunit.com

○ **Onyota'a:la Family Healing Lodge**

2212 Elm Ave
Southwold, ON, N0L 2G0
Phone: (519) 652-0657 | Fax: (519) 652-9091
Website: <http://oneida.on.ca/onyotaaka-family-healing-lodge/>

○ **Open Closet**

#30-186 King St.
London, ON
Toll Free: 1-866-920-1601 | Phone: (519) 434-1601
Email: opencloset@hivaidconnection.ca
Website: www.hivaidconnection.ca/open-closet

○ **PFLAG (London, Ontario Chapter)**

170 Tarbart Terrace
London, ON, N6H 3B2
Phone: 519 686 7691 | Toll Free: 1-888-530-6777 ext. 300
Facebook: <https://www.facebook.com/groups/pflaglondon/>
Email: londonon@pflagcanada.ca
Website: www.Pflaglondon.ca

○ **Youth Opportunities Unlimited (YOU)**

333 Richmond St.
London, ON, N6A 3C3
Phone: (519) 432-1112
Website: <http://www.you.ca/>

○ **YOU Belong**

332 Richmond St., Cornerstone Building
London, ON, N6A 3C3
Phone: (226) 777-0116 ext. 101
<https://www.facebook.com/YOUBelongLondon/>

○ **Wulaawsuwikaan Healing Lodge**

275 Jubilee Drive, RR #1
Muncey, ON, N0L 1Y0
Phone: (519) 432-1112
Website: <http://www.you.ca/>

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Session 9 (What Not to Say Posters)



“You’re just scared of trusting someone.”

“Do you masturbate?”

“You need to get your hormones checked out.”

“Good luck finding someone who will date you.”

“I bet I could change that.”

Let’s get this straight.



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What not to say to people who identify as

TRANS

“What’s your birth name?”

“When are you going to start taking hormones?”

“Do you still have your real genitals?”

“I don’t think I could ever think of you as someone else, sorry.”

“You have to pick one gender and stick with it.”

Let’s get this straight.



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What not to say to people who identify as

PANSEXUAL

“Why don’t you just call yourself bisexual?”

“What even is that? Are you attracted to pans?”

“So you want to sleep with everyone?”

“That’s just another fad made up by the internet.”

“There’s only two genders though.”

Let’s get this straight.



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What not to say to people who identify as

BISEXUAL

“That’s so hot. Threesome?”

**“It would make me really insecure
if my partner was bi.”**

**“Everyone experiments, you don’t
need a label to feel special.”**

“Stop staying half in the closet.”

**“How many people of the same gender
have you been with?”**

Let’s get this straight.



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What not to say to people who identify as
LESBIANS

“That’s so hot! Can I watch?”

“Wait...how do you have sex?”

**“You probably just haven’t found the
right guy yet.”**

“Which one of you is the man?”

“But you don’t LOOK like a lesbian...”

Let’s get this straight.



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What not to say to people who identify as
GAY

“So, like, which one’s the guy and which one’s the girl in your relationship?”

“OH MY GOD, we should totally go shopping!”

“Will you be my gay BFF!?!”

“Why are all the good ones gay? I wish you were straight!”

“But you don’t LOOK gay...”

Let’s get this straight.



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Session 10 (Rights and Responsibilities in Relationships)

Rights in Relationships	Responsibilities in Relationships
<ul style="list-style-type: none"> - have your boundaries respected - to decide you do not want to do certain or any sexual acts with another person (even if you did something sexual with them previously) - spend time with other friends/family (don't have to spend 24/7 together) - Right to not be "outed" by anyone, including family members - have your own interests - to be treated as an equal - have intimate thoughts and actions kept confidential - to not have your whereabouts and conversations monitored (i.e. not looking through your phone, email, Instagram, etc.) - to change your mind about things, including sex - to say no and to have that request respected - to have your sexual orientation and gender identity respected and affirmed - to have people use your chosen name and pronouns 	<ul style="list-style-type: none"> - respect boundaries of person - respect a person's decision not to take part in certain or any sexual acts - advocate that you each have your own time and space - respect people's wishes to not be "outed" - encourage personal growth in others - be honest about your feelings - use people's chosen names and pronouns. Apologize and use the right ones moving forward if you make a mistake

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Session 11 (Active Listening Skills)

ACTIVE LISTENING SKILLS

We are going to use the simple acronym F.I.C.S. to think about how we listen effectively and actively to others. Try to use these ideas when you are listening to someone.



FICS statements:

Statement #1

"I think my friend is in a bad place with their mental health; they have been posting some pretty dark stuff online, and I'm really worried about them"

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Statement #2

“My teacher keeps mispronouncing me (i.e., using the wrong pronouns) and telling me that “they/them/their” is grammatically incorrect, and they can’t “get behind that.” I feel so frustrated.”

Statement #3

“My younger sibling keeps going through my stuff, and I’m worried that they will find my binder and say something”

Statement #4

“We don’t talk about racialized and disability issues enough in GSA. I want to focus more on things that directly impact me as a queer Chinese Canadian with Cerebral Palsy.”

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Statement #5

"I told my dad that I'm bi and that I have a partner. He didn't say anything; he just switched the subject. He just pretends like it didn't happen."

Statement #6

Come up with your own!

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Session 12 (Guidelines for Respondent)

F	EELINGS:	Have I said how I feel?
O	PTIONS:	Have I offered a win-win option?
U	NDER CONTROL:	Am I staying calm?
R	IGHTS:	Am I respecting my rights and the rights of others?
T	ALKING:	Am I talking assertively?
H	APPEN:	Have I said what I want to happen?
R	REALISTIC:	Is my response realistic?

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Session 14 (Breaking Up: What to Say/Do and What Not to Say/Do)

BREAKING UP: WHAT TO SAY/DO AND WHAT NOT TO SAY/DO

Breaking Up: What to Say/Do

- be honest without hurting the person's feelings
- tell the person face to face (not by email or text) as long as there is no concern for safety
- tell the person before you tell others
- tell the person in private as long as there is no concern for your safety
- be assertive
- stay calm
- explain, if possible

Breaking Up: What NOT to Say/Do

- if possible, don't text/email the break up
- don't tell others about the break up before telling the person yourself
- don't just start ignoring the person and hope the message is clear
- don't spread rumours about the person
- don't yell or use violence
- don't blame the person

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Session 15 (Eggbert)

Eggbert values having lunch each day with their group of friends. Eggbert is also excited to be in a new relationship. Eggbert's partner is very romantic, buys flowers, and tells Eggbert how attractive they are. One day, Eggbert's partner says, "Why can't we have lunch together? It seems like you like your friends more than me." Eggbert feels bad, reminds their partner that they are committed to the relationship and promise to have lunch with their partner a few days in the week.

Person #1, please cut ties.

One day, Eggbert's partner says, "We need to talk. Something has been bothering me. I checked your Instagram and I see you have been commenting a lot on one of your friend's pictures. Are you cheating on me?" Eggbert insists that they are just friends, but their partner is not convinced. Eggbert asks, "How can I prove to you that I only love you?" Their partner answers, "If you really love me then you will unfollow this person. Today." Eggbert unfollows the person.

Person #2, please cut ties.

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Eggbert starts to realize that maybe it is not their fault that their partner is upset with them all the time. Eggbert works up the courage to tell their partner that they want to break up. In a split second, Eggbert's partner slaps them. Their partner apologizes profusely, saying, "I don't know what came over me. I love you so much and I can't imagine life without you. Please give me one more chance, and I will do whatever you want, but don't leave me."

The next day, Eggbert's teacher asks if everything is okay and points at the bruise on their face. Eggbert lies and says that they bonked ~~themselves~~ with the hairdryer by accident.

Person #3, please cut ties.

Eggbert tells their mom that they are being abused. Eggbert's mom is shocked and questions whether Eggbert really is being abused. Mom says, "Your partner is so nice, I don't think that is what is going on here." Mom tells Eggbert that they should sit down and talk to their partner.

Person #4, please cut ties.

Not knowing where else to turn, Eggbert goes to a shelter for help. They tell the worker that they are being abused, are afraid their partner will hurt them again, and they may need a safe place to go. The worker is transphobic, and tells Eggbert, "You can't stay here."

Person #5, please cut ties.

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Sample Responses:

When Eggbert is supported:

- Has options
- Is cared for
- Is validated
- Is connected
- Is safe

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“Why can’t we
have lunch
together? It
seems like you
like your friends
more than
me.”

How could we intervene to support Eggbert? How could the ties be rebuilt for Eggbert?

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“If you really love me then you will unfollow this person.”

How could we intervene to support Eggbert? How could the ties be rebuilt for Eggbert?

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“Is everything okay?”

How could we intervene to support Eggbert? How could the ties be rebuilt for Eggbert?

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“You can’t stay here.”

How could we intervene to support Egbert? How could the ties be rebuilt for Egbert?

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“You should sit down and talk with your partner.”

How could we intervene to support Egbert? How could the ties be rebuilt for Egbert?

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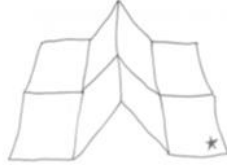
Session 16 (Activity: Exits and Safety Plans Zine)

a short guide to folding an eight-page mini zine

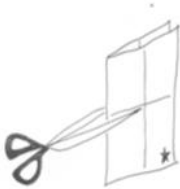
1 Fold a standard piece of white copy paper (8.5 x 11 inches) into eight even parts like so:



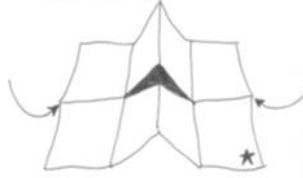
2 Now crease those folds so the paper rests like this naturally:



3 Now fold the paper in half as below and cut it halfway through so it looks like "4"...



4 Place the paper down like so. Now put your index fingers where the arrows are, lifting up while folding the sheet lengthwise over your index fingers...



5 During lengthwise folding in step "4" the middle of the sheet should buckle so that it can fold into this form naturally:



6 And now you have your eight-page zine! Notice the "starred" page is the front page of the zine. Voila!



ZINE DIAGRAM CREATED BY: ANDREW S. YANG, WWW.ANDREWYANG.NET

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SAFETY PLAN

No one deserves to be scared, belittled, controlled, threatened, hurt, or sexually coerced. If you are thinking about leaving an unsafe relationship, consider developing a Safety Plan first (a strategy for how to safely leave). Here are some considerations:

Which adults, people at school, and friends can you tell to help you be safe?

Who can you call in case of an emergency for a place to stay or a ride?

Develop a code word you can share with people you trust that signals you are afraid or need help.

Consider using a buddy system to travel to and from school, classes, activities, and more isolated areas.

Plan out safe routes to and from other places you usually go (home, work, the gym, friend's house, etc.).

Consider changing your school locker location or lock.

Consider changing your cell phone number and passwords for email, Facebook, etc.

Regularly delete your web browser history.

Keep items with you that you may need if you can't go home for a while (e.g., cash, debit card, health card, driver's license, medications, glasses or contact lenses, cell phone, keys, change of clothing, number of a crisis hotline or shelter, copy of restraining order if you have one).

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DATING VIOLENCE SUPPORT SERVICES

National Coalition of Anti-Violence Programs (NCAVP): a coalition of organizations throughout the United States and Canada dedicated to providing assistance to LGBTQ+ individuals experiencing violence
The 519 (Toronto-based NCAVP center): 416-392-6874 / www.519.org

Kid's Help Phone: Provides immediate help and hope that young people need and deserve - 24 hours a day, 365 days a year.
Toll Free Help Line: 1-800-668-6868
Website: www.kidshelpphone.ca

The Victim Support Line (VSL): It is a toll-free information line providing a range of services to victims of crime.
Toll Free Line: 1-888-579-2888

Youthline.ca: Peer support for LGBTQ+ Youth
Toll Free: 1-800-268-9688
Text: 647-694-4275
Live chat with a Peer Support Volunteer
Website: <http://www.youthline.ca/>

School Resources:

- Social worker
- GSA advisor
- Principal
- Guidance counsellor
- Trusted teacher
- Coach

Additional Online Resources:

- www.mentalhealth4kids.ca
- www.pflagcanada.ca
- www.adstv.on.ca
- www.mindyourmind.ca
- www.soahac.on.ca
- www.lawc.on.ca
- www.egale.ca

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SUPPORTING FRIENDS

Should Say / Do	Should NOT Say / Do
<ul style="list-style-type: none"> - believe them - be a good listener - help them to see they are being abused (you may need to help them identify excuses they are making for the abusive partner and dating violence myths they believe in) - help them to see that it is not their fault - encourage them to seek help and/or accompany them to get help - share options and resources that they can choose from to receive help - ask for help for yourself (again, you may need to keep your friend's identity anonymous if they would prefer that, but you should still seek help for the heavy emotions you will be carrying with you, such as visiting your school counsellor) - consider your own safety when helping 	<ul style="list-style-type: none"> - do not blame them for not telling you sooner (there are good reasons) - do not imply they may have done something to cause their partner to be upset – no one asks to be abused - do not blame them for not leaving earlier - do not force them to leave now or tell other people without their permission - do not confront the abusive partner directly (this may place you and your friend at greater risk of harm) - do not distance yourself from your friend if they don't actively try to contact you for a while (it's probably not because they don't want to be friends anymore)

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Session 17 (Ally Posters)

How to Be an Ally

Being an Ally is about Listening

ADAPTED FROM, SO YOU CALL YOURSELF AN ALLY: 10 THINGS ALL 'ALLIES' NEED TO KNOW, BY JAMIE LITZ (2013).

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How to Be an Ally

Stop thinking of 'Ally' as a noun

ADAPTED FROM, SO YOU CALL YOURSELF AN ALLY: 10 THINGS ALL 'ALLIES' NEED TO KNOW, BY JAMIE [LITA](#) (2013).

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How to Be an Ally

‘Ally’ is not a
self-
proclaimed
identity

ADAPTED FROM, SO YOU CALL YOURSELF AN ALLY: 10 THINGS ALL ‘ALLIES’ NEED TO KNOW, BY JAMIE [UTK](#) (2013).

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How to Be an Ally

Allies don't get to take breaks

ADAPTED FROM, SO YOU CALL YOURSELF AN ALLY: 10 THINGS ALL 'ALLIES' NEED TO KNOW, BY JAMIE [LUTZ](#) (2013).

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How to Be an Ally

Allies
educate
themselves
constantly

ADAPTED FROM, SO YOU CALL YOURSELF AN ALLY: 10 THINGS ALL "ALLIES" NEED TO KNOW, BY JAMIE LITZ (2013).

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How to Be an Ally

You can't be an Ally in isolation

ADAPTED FROM, SO YOU CALL YOURSELF AN ALLY: 10 THINGS ALL "ALLIES" NEED TO KNOW, BY JAMIE UTT, (2013).

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How to Be an Ally

Allies do not need to be in the spotlight

ADAPTED FROM, SO YOU CALL YOURSELF AN ALLY: 10 THINGS ALL "ALLIES" NEED TO KNOW, BY JAMIE LUKA (2013).

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How to Be an Ally

Allies focus on those who share their identity

ADAPTED FROM, SO YOU CALL YOURSELF AN ALLY: 10 THINGS ALL 'ALLIES' NEED TO KNOW, BY JAMIE UFF (2013).

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How to Be an Ally

When criticized or
called out, Allies
listen, apologize,
act with
accountability,
and change

ADAPTED FROM, SO YOU CALL YOURSELF AN ALLY: 10 THINGS ALL 'ALLIES' NEED TO KNOW, BY JAMIE LITZ (2013).

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How to Be an Ally

Allies never monopolize the emotional energy

ADAPTED FROM, SO YOU CALL YOURSELF AN ALLY: 10 THINGS ALL 'ALLIES' NEED TO KNOW, BY JAMIE UTT (2013).

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Session 18 (Appreciation Sheet)

APPRECIATION SHEET

One thing I appreciate about you

One thing I appreciate about myself

One thing I learned about myself

One thing I learned from you

For more information, please contact Annaliese Loepky (Project Coordinator) at aloepky@uwo.ca and/or Dr. Alicia Lapointe (Research Scientist) at alapoint@uwo.ca.

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