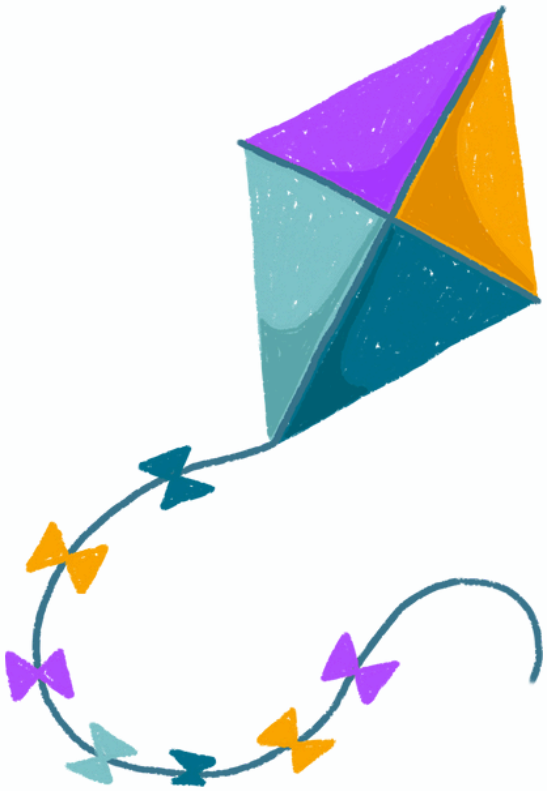
NETWORK TO ELIMINATE VIOLENCE IN RELATIONSHIPS



THE YOUTH HEALTHY RELATIONSHIP PROGRAM CURRICULUM

Designed to be taught to Young Adults

Funded by the Government of Canada's Community Services Recovery Fund

Canada

NETWORK TO ELIMINATE VIOLENCE IN RELATIONSHIPS

About Project Youth Violence Intervention and Prevention

NEVR has created lesson plans as an adjunct to the toolkit that is available on the NEVR website. The resource is a set of lesson plans aimed at raising awareness and teaching youth about nurturing healthy relationships, identifying signs of relationship violence, responding to such incidents safely, and offering support to those affected. This resource consists of a number of lesson plans, you can use all of them or select those that meet your needs.

Create an environment that makes youth feel comfortable so they contribute freely. It is important to role model respect and encourage youth to have discussions that value everyone's opinions. Various lesson plans are developed using an interactive educational model.

There are links to videos with similar content to that in the text format. They are incorporated into lessons plan. The symbols below are links to external video content. Feel free to use one, some or all of the lesson plans. Together, they create the Youth Healthy Relationships Program, but each is a stand alone lesson.

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Introduction that can be used if teaching the entire course

Hello everyone, my name is [Your Name], and I am [state a sentence or two about yourself], and I'm excited to be here with you today as we explore the topic of healthy relationships. I want to start our course with a land acknowledgement. We are on the unceded traditional territory of (list the nations whose land your on) the Katzie, Semiahmoo, Kwantlen and other Coast Salish Peoples.

This course is about healthy relationships. Each lesson covers a different aspect. We want lots of discussions so the ground rule is that what is said in the room, stays in the room. You can use what you learned from it but you cannot share the stories outside these walls. The only exception is that if there is imminent danger, I must report it. Other than that, everything is confidential.

Recognizing Healthy and Unhealthy Relationships' Lesson Plan (Chapter 1, Module 1, Lesson 1)		
Duration	**Objective**	**Activity**
5 mins	1. Foster a sense of community where all know each other and feel comfortable in each other's presence 2. Establish guidelines for respectful and effective communication and collaboration within the group.	Introduce yourself and have students introduce themselves if they do not know each other. Start with a list of rules and have students add (large group activity).
15 mins	1. Recall Characteristics of healthy relationships 2. Explain the difference between healthy and unhealthy relationships 3. List the signs of a healthy relationship 4. List the signs of an unhealthy relationship	Questions and discussion: Ask the pre-assessment questions. If youth cannot provide the definition and characteristics of the questions below, fill the gaps with a lecture/video. Pre-assessment questions: • What is a healthy relationship? • What is an unhealthy relationship? • What are the signs of healthy relationships? • What are the signs of unhealthy relationships?
5 mins	Distinguish between unhealthy and healthy relationship characteristics	Exercise: Identify unhealthy and healthy characteristics
5 mins	Each student is able to state at least one thing they will take away from the lesson	Ask students " what is one thing you learned today? How will you use what you learned? Ask everyone to name one thing. Show a video highlighting key concepts.
Materials Required: Flip Chart/Whiteboard/Blackboard + Pen/Marker		

Chapter 1, Module 1, Lesson 1

Recognizing Healthy and Unhealthy Relationships

Activity: Introduction **Objective: Foster a sense of community where all know each other and feel comfortable in each other's presence.**	Ask the youth to introduce themselves and do a quick check-in. It can be as simple as how they are feeling today. They can also be invited to share how they would like to be addressed in this session. Think of asking them an ice-breaker question, as this is a conversation-based class and it is important that youth feel at ease around each other. Some examples: • If you had enough money that you never had to work a day in your life, what would you do with your time? • If you could be anything other than a human, what would you rather be? Fore more ice-breaker question ideas, check out here.

Activity: Classroom rules- large group discussion **Objective: Establish guidelines for respectful and effective communication and collaboration within the group.**	Instructions: Ask group to come up with class rules. Discussion Questions: • What are the rules for our group? • Examples of rules: be on time, listen to each person, respect each person, if you disagree do it with respect and try to find common ground • How do you think these rules will help us work together better? • What can we do to make sure everyone follows the rules? Summary: It is important to respect each other and follow the rules we created. This will help us work together in a good way.

Activity: Lecture **Objective: Recall Characteristics of healthy relationships**	In our lesson today, we want to think about healthy relationships! Let's think about our relationships! In a healthy relationship, everyone feels valued and appreciated. Just as each plant needs specific care to stay healthy, every relationship needs attention. By being supportive, understanding, and compassionate towards one another, we can have a safe and loving environment where everyone feels good. In a healthy relationship, everyone can be themselves without being afraid of being judged or not accepted. Characteristics of a Healthy Relationship: 1. Effective Communication: It's important to talk openly and honestly with each other. Listen carefully to what the other person is saying and try to understand their feelings. 2. Mutual Respect: Treat each other with kindness and respect. Value each other's opinions, feelings, and boundaries. Be supportive and understanding. 3. Trust and Honesty: Trust is built on honesty. Be truthful with each other and keep your promises. Trusting each other helps strengthen your relationship. 4. Support and Encouragement: Be there for each other in good times and bad. Offer support, encouragement, and help each other achieve your goals. 5. Celebrating Differences: Everyone is unique. Respect and appreciate each other's differences. Celebrate what makes each of you special.

Activity: Lecture **Objective: Recall Characteristics of healthy relationships**	Shared Values and Goals: It's important to have similar beliefs. Having similar goals and interests helps you understand each other better and work together towards a shared future. Space for Individual Growth: Allowing each other the freedom to pursue personal interests and grow as individuals is very important. Supporting each other's personal development makes the relationship stronger. Fun and Laughter: Enjoying each other's company and having fun together makes a positive and happy relationship. Consent: Respecting each other's boundaries and always asking for consent before doing anything is also very important.

Activity- Whole Group Discussion **Objective: Distinguish between healthy and unhealthy relationship characteristics**	Activity: Healthy vs. Unhealthy Have the youth read the following behaviors. For each behaviour, ask everyone to determine if it is healthy or unhealthy. • Acts controlling or possessive – like you own your partner (Unhealthy) • Always feel safe with each other (Healthy) • Both apologize when you're wrong and both accept responsibility for your actions (Healthy) • Solve conflicts without putting each other down, cursing at each other or making threats (Healthy) • Have close friends and family who like the other person and are happy about your relationship (Healthy) • Have equal decision-making power about what you do in your relationship (Healthy) • Embarrasses or humiliates the other (Unhealthy) • Gets extremely jealous or accuses the other of cheating (Unhealthy) • Makes all the decisions about what the two of you do (Unhealthy) • Each enjoy spending time separately, with your own friends, as well as with each other's friends (Healthy)

What is Communication's Lesson Plan (Chapter 1, Module 2, Lesson 2)		
Duration	**Objective**	**Activity**
5 mins	1. Foster a sense of community where all know each other and feel comfortable in each other's presence 2. Establish guidelines for respectful and effective communication and collaboration within the group.	Introduce yourself and have students introduce themselves if they do not know each other. Start with a list of rules and have students add (large group activity).
10 mins	1. Recall important communication skills 2. Explain different forms of communication 3. List the ways in which a communication can be improved	Questions and discussion: Ask the pre-assessment questions. If youth cannot provide the answers, fill the gaps with a lecture/video. Pre-assessment questions: • Why is it important to listen when someone is speaking? • How can we express our ideas clearly when talking to others? • What does it mean to be respectful when communicating with someone? • How can we use words and actions to show kindness when talking to others?
10 mins	Explain the importance of effective communication and practice skills for clear and respectful communication	Small group discussion about communication
5 mins	Reflect on the impact of commincation on real life	Large group discussion about communication
5 mins	Each student is able to state at least one thing they will take away from the lesson	Ask students " what is one thing you learned today? How will you use what you learned? Ask everyone to name one thing. Show a video highlighting key concepts.
Materials Required: Flip Chart/Whiteboard/Blackboard + Pen/Marker		

Chapter 1, Module 2, Lesson 2

What is Communication?

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Activity: Introduction **Objective: Foster a sense of community where all know each other and feel comfortable in each other's presence.**	Ask the youth to introduce themselves and do a quick check-in. It can be as simple as how they are feeling today. They can also be invited to share how they would like to be addressed in this session. Think of asking them an ice-breaker question, as this is a conversation-based class and it is important that youth feel at ease around each other. Some examples: • If you had enough money that you never had to work a day in your life, what would you do with your time? • If you could be anything other than a human, what would you rather be? Fore more ice-breaker question ideas, check out here.
Activity: Classroom rules- large group discussion **Objective: Establish guidelines for respectful and effective communication and collaboration within the group.**	Instructions: Ask group to come up with class rules. Discussion Questions: • What are the rules for our group? • Examples of rules: be on time, listen to each person, respect each person, if you disagree do it with respect and try to find common ground • How do you think these rules will help us work together better? • What can we do to make sure everyone follows the rules? Summary: It is important to respect each other and follow the rules we created. This will help us work together in a good way.

Activity: Lecture **Objective:** • **List important communication skills** • **Explain different forms of communication** • **List the ways in which a communication can be improved**	**Communication Skills** The importance of communication cannot be overstated in any aspect of life. Effective communication is the key to building strong relationships, fostering understanding, and resolving conflicts. It is through communication that we express our thoughts, feelings, and ideas to others. Good communication skills can help us succeed in our personal and professional lives, enabling us to connect with others on a deeper level and collaborate more effectively.

Activity: Lecture **Objective:** • **Recall important communication skills** • **Explain different forms of communication** • **List the ways in which a communication can be improved**	**Verbal communication**: Verbal communication goes beyond just the words we use; it's about how we express ourselves, convey our feelings, and share our thoughts with others. **Non-verbal Communication**: Effective non-verbal communication can enhance our message and help us connect with others. Pay attention to your body language, such as posture, gestures, and facial expressions. Maintain eye contact to show interest and openness. For example, your facial expressions can convey a lot of information. Smile to show friendliness and nod to indicate understanding. Similarly, your tone of voice can convey emotion and meaning. Use a warm, friendly tone! Also, always keep in mind to respect personal space boundaries. **Active listening**: Active listening is a crucial skill that involves not just hearing the words someone is saying, but truly understanding and empathizing with their message. It requires full attention, focus, and genuine interest in the speaker's perspective. By actively listening, we can build stronger connections, foster better relationships, and improve communication in all aspects of our lives. Remember, it's not just about hearing the words – it's about listening with an open mind and a compassionate heart.

Activity: Small Group Discussion **Objective: Explain the importance of effective communication and practice skills for clear and respectful communication**	**Small Group Discussion Topic: Effective Communication** Instructions: 1. Divide youth into small groups of 4-5. Identify a facilitator and scribe. 2. Provide each group with a scenario related to communication. 3. Ask students to discuss the scenario and come up with a solution or response. Let them know they will be asked to share their responses with the class. 4. Encourage students to consider how they can communicate clearly and respectfully in each situation. 5. After discussing the scenarios, have each group share their responses with the class. Scenarios: 1. Your friend accuses you of doing someting that you didn't. How would you explain this to your friend? 2. You and your group are working on a project, but one member is not participating. How would you address this issue? 3. You want to talk to your sibling, but they are busy. How would you ask them to talk without interrupting their task? 4. You accidentally bump into someone in the hallway. How would you apologize and make sure they are okay? 5. You disagree with a classmate about which book to read for a project. How would you express your opinion and listen to theirs?

Activity: Large Group Discussion **Objective: Identify how communication skills can be used.**	**Discussion Questions for the whole class** Ask youth the following questions and write a summary of discussed points on the board. 1. Why is it important to talk clearly and nicely to others? 2. How does really listening to someone help you understand them better? 3. What are some problems you can solve by talking with each other? 4. How can your face and body help you show what you mean without talking? 5. Have you ever been in a tough situation where talking things out made it better? Videos to watch in class:

Consent's Lesson Plan (Chapter 1, Module 3, Lesson 3)		
Duration	**Objective**	**Activity**
5 mins	1. Foster a sense of community where all know each other and feel comfortable in each other's presence 2. Establish guidelines for respectful and effective communication and collaboration within the group.	Introduce yourself and have students introduce themselves if they do not know each other. Start with a list of rules and have students add (large group activity).
10 mins	1. Define consent 2. Recall some of the non-verbal signs that indicate lack of consent	Questions and discussion: Ask the pre-assessment questions. If youth cannot provide the answers, fill the gaps with a lecture/video. Pre-assessment questions: • How can you ask for permission before doing something? • Why is it important to listen to someone when they say "no"? • How can you show that you understand and accept someone's decision?
15 mins	Recognize what non-verbal signs indicate consent and which ones indicate a lack of consent when observed in others	Large group Game of Chaardes about non-verbal signs of consent/lack of consent
5 mins	Each student is able to state at least one thing they will take away from the lesson	Ask students " what is one thing you learned today? How will you use what you learned? Ask everyone to name one thing. Show a video highlighting key concepts.
Materials Required: Flip Chart/Whiteboard/Blackboard + Pen/Marker		

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Chapter 1, Module 3, Lesson 3

Consent

Activity: Introduction **Objective: Foster a sense of community where all know each other and feel comfortable in each other's presence.**	Ask the youth to introduce themselves and do a quick check-in. It can be as simple as how they are feeling today. They can also be invited to share how they would like to be addressed in this session. Think of asking them an ice-breaker question, as this is a conversation-based class and it is important that youth feel at ease around each other. Some examples: • If you had enough money that you never had to work a day in your life, what would you do with your time? • If you could be anything other than a human, what would you rather be? Fore more ice-breaker question ideas, check out here.
Activity: Classroom rules- large group discussion **Objective: Establish guidelines for respectful and effective communication and collaboration within the group.**	Instructions: Ask group to come up with class rules. Discussion Questions: • What are the rules for our group? • Examples of rules: be on time, listen to each person, respect each person, if you disagree do it with respect and try to find common ground • How do you think these rules will help us work together better? • What can we do to make sure everyone follows the rules? Summary: It is important to respect each other and follow the rules we created. This will help us work together in a good way.

Activity: Lecture **Objective: Define consent**	Consent is like a magic word in any relationship—it's the key to making sure everyone feels comfortable and respected. Consent means that both people agree to what's happening, whether it's holding hands, sharing personal information, or anything else. It's like asking someone if they want to play a game before diving into it together. In a healthy relationship, consent is always given freely and enthusiastically, without any pressure or coercion. It's about listening to each other and honoring each other's boundaries. Just like you wouldn't want someone to take your phone without asking, it's important to always ask for and receive consent before doing anything that involves someone else. So, remember, when it comes to consent, always ask first and respect each other's choices!

Activity: Lecture **Objective: Recall some of the non-verbal signs that indicate lack of consent**	If someone doesn't want to do something or feels uncomfortable, they might: - Move away or make space. - Not look at you. - Get stiff or tense. - Push you away. - Turn away or try to leave. - Not move or look scared. - Make a sad or worried face. - Cross their arms or legs defensively. - Not respond to what you're doing. - Cry or look upset. - Shake or seem distressed. Watch the videos in class:

Activity: Whole Class Charades **Objective: Recognize what non-verbal signs indicate consent and which ones indicate a lack of consent when observed in others**	**Whole Class Charades** Materials Needed: - List of non-verbal cues of consent (e.g., shaking head, crossing arms, stepping back) - Timer - Scoreboard or paper to keep track of points Steps: 1. Introduction (5 minutes): - Explain the rules of the game to the participants (in section 2). - Divide the participants into teams (3-4 members per team). - Briefly review the non-verbal signs of lack of consent. 2. Charades Game (5 minutes): - One member from each team will come up and act out a non-verbal sign of lack of consent without using any words. - The rest of the team must guess what non-verbal sign is being acted out. - Set a time limit for each round (e.g., 1 minute). - If the team guesses correctly within the time limit, they earn a point. - Rotate the player acting out the non-verbal sign for each round until all team members have had a turn. 3. Discussion (5 minutes): - After each round, discuss why the non-verbal cue is indicative of lack of consent. - Encourage participants to ask questions and clarify any confusion. At the end, tally up the points and announce the winning team.

Activity: Whole Class Charades **Objective: Recognize what non-verbal signs indicate consent and which ones indicate a lack of consent when observed in others**	4. Scenarios (for charades): - Scenario 1: Avoiding eye contact and stepping back when approached. - Scenario 2: Crossing arms and looking uncomfortable when hugged. - Scenario 3: Shaking head and pushing someone's hand away. - Scenario 4: Freezing and looking scared when someone gets too close.

Boundaries' Lesson Plan (Chapter 1, Module 4, Lesson 4)		
Duration	**Objective**	**Activity**
5 mins	1. Foster a sense of community where all know each other and feel comfortable in each other's presence 2. Establish guidelines for respectful and effective communication and collaboration within the group.	Introduce yourself and have students introduce themselves if they do not know each other. Start with a list of rules and have students add (large group activity).
10 mins	1. Define Boundaries and recognize their importance 2. Explain some ways to set boundaries in a healthy and respectful way 3. Recall some tips to set boundaries with adults 4. Explain the importance of recognizing and respecting the boundaries of others in building healthy relationships	Questions and discussion: Ask the pre-assessment questions. If youth cannot provide the answers, fill the gaps with a lecture/video. Pre-assessment questions: • What does it mean to have a boundary? • Can you give an example of a boundary you might have with a friend? • How can you tell if someone is not respecting your boundary? • How can you set a boundary with someone? • Why is it important to respect other people's boundaries? • What can you do if someone is not respecting your boundary?
10 mins	Apply setting boundaries in different areas of life	Reflective pair work on setting boundaries
5 mins	Each student is able to state at least one thing they will take away from the lesson	Ask students " what is one thing you learned today? How will you use what you learned? Ask everyone to name one thing. Show a video highlighting key concepts.
Materials Required: Flip Chart/Whiteboard/Blackboard + Pen/Marker		

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Chapter 1, Module 4, Lesson 4

Boundaries

Activity: Introduction **Objective: Foster a sense of community where all know each other and feel comfortable in each other's presence.**	Ask the youth to introduce themselves and do a quick check-in. It can be as simple as how they are feeling today. They can also be invited to share how they would like to be addressed in this session. Think of asking them an ice-breaker question, as this is a conversation-based class and it is important that youth feel at ease around each other. Some examples: • If you had enough money that you never had to work a day in your life, what would you do with your time? • If you could be anything other than a human, what would you rather be? Fore more ice-breaker question ideas, check out here.

Activity: Classroom rules- large group discussion **Objective: Establish guidelines for respectful and effective communication and collaboration within the group.**	Instructions: Ask group to come up with class rules. Discussion Questions: • What are the rules for our group? • Examples of rules: be on time, listen to each person, respect each person, if you disagree do it with respect and try to find common ground • How do you think these rules will help us work together better? • What can we do to make sure everyone follows the rules? Summary: It is important to respect each other and follow the rules we created. This will help us work together in a good way.

Activity: Lecture **Objective: Define Boundaries and recognize their importance**	Setting boundaries means establishing clear guidelines for how you want to be treated and what is acceptable or unacceptable in your interactions with others. It is a way to protect your mental and emotional well-being by communicating your needs and values effectively. Setting boundaries can help you establish healthy relationships, improve your self-esteem, and create a more positive environment for yourself. It's important to assert your boundaries with confidence and respect, knowing that taking care of yourself is a valuable and necessary practice. Setting boundaries is not about building walls, but rather about creating healthy and respectful interpersonal dynamics. When you establish boundaries, you are essentially defining your personal limits and teaching others how to treat you with respect. By communicating your boundaries assertively yet compassionately, you are paving the way for more authentic and fulfilling relationships in your life.
Activity: Lecture **Objective: Explain some ways to set boundaries in a healthy and respectful way.**	**How to Set Boundaries** • Communicate your boundaries clearly and assertively. Be confident in expressing what you are and are not comfortable with. Use “I” statements. Setting boundaries is not about being mean or controlling others; it's about respecting yourself and your needs. • Be prepared for pushback or resistance when you first start setting boundaries. Stay firm and consistent in upholding them, even if it feels uncomfortable at first. • Practice self-care regularly to ensure you are in a good mental and emotional space to establish and enforce your boundaries. This may include activities like meditation, exercise, spending time with loved ones, or engaging in hobbies that bring you joy and relaxation. • Setting boundaries is a skill that takes time to develop. Be patient with yourself as you learn to identify your limits and communicate them effectively. • Seek support from trusted friends, family members, or a therapist if you need help setting or maintaining boundaries. It's okay to ask for assistance and guidance as you navigate this process.

Activity: **Lecture** **Objective:** **Recall some tips to set boundaries with adults**	**Establishing Boundaries with Adults** • Setting boundaries with adults, even parents and teachers, may seem daunting, but it's a vital skill to possess. • Establishing boundaries reflects self-respect and is crucial for maintaining positive relationships and safeguarding your well-being. • Reflect on what makes you comfortable or uncomfortable in your interactions. This self-awareness will guide you in recognizing where boundaries are needed. • When communicating boundaries, be direct and assertive yet respectful. Use "I" statements like “I need…” or “I feel…” instead of accusatory language. • Choose a quiet, private moment to discuss your boundaries, ensuring they can focus on the conversation. Avoid addressing this during times of agitation; pick a calm moment for better reception. • Some individuals may not initially respect your boundaries. Stay composed, assertive, and reiterate your boundaries while explaining your reasons respectfully. • If you struggle with setting boundaries, seek advice and support from a trusted friend, family member, or counselor to navigate the situation effectively.

Activity: Lecture **Objective: Explain the importance of recognizing and respecting the boundaries of others in building healthy relationships.**	**Recognizing the Boundaries of Others** Objective: To help youth understand the importance of recognizing and respecting the boundaries of others in building healthy relationships. Key Points to Emphasize: - Recognizing the boundaries of others is crucial for respectful and healthy relationships. - Paying attention to verbal and non-verbal cues helps us understand when someone is comfortable or uncomfortable. - Respecting boundaries means honoring personal space, emotions, and autonomy. - Active listening, asking for consent, and being mindful of boundaries are essential in building trust and respect. - Respecting boundaries creates an environment of trust, safety, and mutual respect in relationships.
Activity: Pair Role Play **Objective: Apply setting boundaries in different areas of life.**	Steps: 1. Role-Play Preparation: - Divide the class into pairs. - assign each pair a scenario. 2. Role-Play: - Each pair will take turns role-playing the scenarios. - One person will play the role of the adult, and the other will play the role of the youth. - Set a time limit for each role-play. 3. Discussion: - After each role-play, ask the youth to reflect on the experience. - Discuss what went well and what could be improved in terms of boundary-setting. - Encourage youth to share their thoughts and feelings about setting boundaries with adults.

Activity: Pair Role-Play **Objective: Apply setting boundaries in different areas of life.**	**Scenarios** - Scenario 1: Your uncle keeps asking you personal questions that make you uncomfortable. How do you politely tell him you don't want to answer? - Scenario 2: Your coach asks you to stay late for extra practice, but you have other commitments. How do you assertively decline? - Scenario 3: Your teacher gives you extra homework that you feel is unfair. How do you respectfully express your concerns? - Scenario 4: Your neighbor often asks you to help with chores around their house. How do you set limits on your availability? This activity provides youth with a safe space to practice setting boundaries with adults, helping them develop valuable communication skills for future interactions.

Relationship Violence's Lesson Plan (Chapter 2, Module 1, Lesson 5)		
Duration	**Objective**	**Activity**
5 mins	1. Foster a sense of community where all know each other and feel comfortable in each other's presence 2. Establish guidelines for respectful and effective communication and collaboration within the group.	Introduce yourself and have students introduce themselves if they do not know each other. Start with a list of rules and have students add (large group activity).
10 mins	1. Define Relationship Violence 2. Recall Different Forms of Relationship Violence 3. Name different settings in which violence may occur	Questions and discussion: Ask the pre-assessment questions. If youth cannot provide the answers, fill the gaps with a lecture/video. Pre-assessment questions: • What does "relationship violence" mean to you? • Can you think of different ways people can be hurtful or mean in a relationship? • How do you think violence in relationships can make people feel? • What are some ways we can help someone who is experiencing violence in their relationship? • Why is it important to talk about and address relationship violence?
10 mins	Connect the concept of relationship violence to life	Large group discussion about relationship violence
5 mins	Each student is able to state at least one thing they will take away from the lesson	Ask students " what is one thing you learned today? How will you use what you learned? Ask everyone to name one thing. Show a video highlighting key concepts.
Materials Required: Flip Chart/Whiteboard/Blackboard + Pen/Marker		

Chapter 2, Module 1, Lesson 5

Relationship Violence

Activity: Introduction **Objective: Foster a sense of community where all know each other and feel comfortable in each other's presence.**	Ask the youth to introduce themselves and do a quick check-in. It can be as simple as how they are feeling today. They can also be invited to share how they would like to be addressed in this session. Think of asking them an ice-breaker question, as this is a conversation-based class and it is important that youth feel at ease around each other. Some examples: • If you had enough money that you never had to work a day in your life, what would you do with your time? • If you could be anything other than a human, what would you rather be? Fore more ice-breaker question ideas, check out here.
Activity: Classroom rules- large group discussion **Objective: Establish guidelines for respectful and effective communication and collaboration within the group.**	Instructions: Ask group to come up with class rules. Discussion Questions: • What are the rules for our group? • Examples of rules: be on time, listen to each person, respect each person, if you disagree do it with respect and try to find common ground • How do you think these rules will help us work together better? • What can we do to make sure everyone follows the rules? Summary: It is important to respect each other and follow the rules we created. This will help us work together in a good way.

Activity: **Lecture** **Objective:** **Define Relationship Violence**	Relationship violence (RV) is any form of physical, emotional, spiritual and financial abuse, negative social control or coercion that is suffered by anyone that has a bond or a relationship with the offender. As a complex and multifaceted issue, RV can happen at any age, across gender, ethnicity, social and economic status. RV is also known by many other terms which include, but it is not limited to, intimate partner violence (IPV), domestic violence, neglect, dating violence, family violence, battery, child neglect and child abuse, bullying and cyberbullying, seniors or elder abuse, male violence, sextortion, and stalking. RV is considered a serious crime that affects millions of people in Canada; however, appropriate practices and policies can prevent it.

Activity: **Lecture** **Objective:** **Recall Different Forms of Relationship Violence**	**Different forms of violence** • Physical violence is when someone hurts another person by hitting, kicking, or using things to harm them. • Emotional violence is when someone tries to scare or control another person with mean words or actions. • Sexual violence is when someone touches someone else in a way they don't like or makes them do things they don't want to do. • Financial abuse is when someone controls someone else's money or things, or makes someone else buy them stuff. • Neglect is when someone doesn't take care of someone else, like doing things like not giving enough food or clothes to a baby. • Cyberbullying is when someone is mean online and tries to hurt or use others. • Sextortion is when someone threatens to share private pictures of a person unless that person does what they want. • Harassment is when someone bothers others or makes others feel scared. • Bullying is when someone is mean over and over again. • Social control is when rules from society or family limit someone's freedom.

Activity: Lecture **Objective: Name different settings in which violence may occur**	**Settings Where Relationship Violence May Happen** Relationship violence can happen in homes, schools, online, and really anywhere. It can be like hurting or scaring someone on purpose. This can happen between family members, partners, friends, classmates, and any other relationship you can think of. Anyone can experience this, no matter who they are. In homes, violence can happen to anyone in the family, from kids to older adults. At school or work, it can start with small things like being left out or called names, and it can get worse over time. Violence can also happen online, like when someone sends mean messages or shares embarrassing things about someone else.

Activity: Large Group Discussion **Objective: Connect the concept of relationship violence to life**	**Class Discussion: Understanding Relationship Violence** Pose the following questions to the class and encourage youth to share their thoughts: 1. What does relationship violence mean to you? Can you give examples of it? 2. Why is it important to stop relationship violence? 3. How can we make sure everyone is treated with respect and kindness to prevent relationship violence? Wrap up the discussion by asking youth to reflect on what they've learned about relationship violence and how they can help prevent it in their own lives and communities. Encourage them to speak up if they see or hear about relationship violence and to seek help if they or someone they know is experiencing it.

What to do about Relationship Violence's Lesson Plan (Chapter 2, Module 2, Lesson 6)		
Duration	**Objective**	**Activity**
5 mins	1. Foster a sense of community where all know each other and feel comfortable in each other's presence 2. Establish guidelines for respectful and effective communication and collaboration within the group.	Introduce yourself and have students introduce themselves if they do not know each other. Start with a list of rules and have students add (large group activity).
10 mins	1. Recall ways to help a survivor of violence 2. Explain what one should do if experiencing violence	Questions and discussion: Ask the pre-assessment questions. If youth cannot provide the answers, fill the gaps with a lecture/video. Pre-assessment questions: • What are some ways you can support a friend who is experiencing relationship violence? • Do you know where to seek help if you or someone you know is experiencing relationship violence? • How can you help to create a safe and respectful environment in your school or community to prevent relationship violence?
10 mins	Explore how to help create a safer environment for everyone	Large group discussion about how to create a safer environment
5 mins	Each student is able to state at least one thing they will take away from the lesson	Ask students " what is one thing you learned today? How will you use what you learned? Ask everyone to name one thing. Show a video highlighting key concepts.
Materials Required: Flip Chart/Whiteboard/Blackboard + Pen/Marker		

Activity: Introduction **Objective: Foster a sense of community where all know each other and feel comfortable in each other's presence.**	Ask the youth to introduce themselves and do a quick check-in. It can be as simple as how they are feeling today. They can also be invited to share how they would like to be addressed in this session. Think of asking them an ice-breaker question, as this is a conversation-based class and it is important that youth feel at ease around each other. Some examples: • If you had enough money that you never had to work a day in your life, what would you do with your time? • If you could be anything other than a human, what would you rather be? Fore more ice-breaker question ideas, check out here.

Activity: Classroom rules- large group discussion **Objective: Establish guidelines for respectful and effective communication and collaboration within the group.**	Instructions: Ask group to come up with class rules. Discussion Questions: • What are the rules for our group? • Examples of rules: be on time, listen to each person, respect each person, if you disagree do it with respect and try to find common ground • How do you think these rules will help us work together better? • What can we do to make sure everyone follows the rules? Summary: It is important to respect each other and follow the rules we created. This will help us work together in a good way.

Activity: Lecture **Objective: Recall ways to help a survivor of violence**	**Ways to Intervene** Before getting involved, ask yourself "is it safe?" If the situation is already violent or appears to be escalating quickly, do not intervene directly, call 911, it is an emergency. Do not try to “rescue” a person experiencing relationship violence or fight off an abuser: Not only are you endangering yourself, but the abuser may take out their anger on the abused person later. If you suspect someone is in a violent relationship, there are several ways you can intervene and offer support: Listen and Believe: Listen to their concerns without judgment and believe what they are telling you. Offer Support: Let them know you are there for them and offer to help in any way you can. Safety Planning: Help them create a safety plan in case they need to leave the relationship quickly, or in case they decide to stay. Encourage seeking professional help and community support: Encourage them to seek help from a counselor, therapist, or support group. Also, suggest reaching out to trusted individuals, such as family and friends. A strong support system and community can improve the chances of getting help and healing. Sometimes it is important to reach out to others without letting the abuser know, as they may get more violent. Provide Resources: Offer information about local shelters, hotlines, and support services. If they choose to stay in a violent relationship, ask them if they are aware of the cycle of violence and if they have noticed its stages in their relationship. You can explain it to them if they are not familiar with it. *****An Important Resource*****: Kids Help Phone: Call 1-800-668-6868 (toll-free) or text CONNECT to 686868. Available 24 hours a day to anyone in Canada aged 5 to 29 who wants confidential and anonymous care from trained responders. Respect Their Decisions: Ultimately, it is up to the individual to decide what steps to take. Respect their choices and offer support without pressure.

Activity: Lecture **Objective: Explain what one should do if experiencing violence**	**What to do if you experience violence** It is always a good idea to ask for help. You can talk to your parents, teachers, school counsellor, therapist, or an adult that you trust. It is not your fault, so don't be afraid of asking for help. Take very good care of yourself. Violence is hard, and experiencing it has negative effects on our bodies and minds. Try selfceare activities that make you feel calm and in control, like doing meditation or spending time with family and friends. You deserve happiness and safety.

Activity: Small Group Discussion **Objective: Explore how to help create a safer environment for everyone**	Pose the following questions to the class and encourage youth to share their thoughts: 1. What does a safe place look like to you? 2. What can we do to make sure everyone feels safe and respected? 3. How can we stop bullying and violence? 4. How can we be nice and polite to each other every day? 5. How can we use words to share our feelings and needs instead of being mean? 6. What can grown-ups do to make things safer?

Society and Violence's Lesson Plan (Chapter 2, Module 3, Lesson 7)		
Duration	**Objective**	**Activity**
5 mins	1. Foster a sense of community where all know each other and feel comfortable in each other's presence 2. Establish guidelines for respectful and effective communication and collaboration within the group.	Introduce yourself and have students introduce themselves if they do not know each other. Start with a list of rules and have students add (large group activity).
10 mins	1. Explain how society impacts one's health and experiences of violence 2. Identify ways to help everyone feel included and safe	Questions and discussion: Ask the pre-assessment questions. If youth cannot provide the answers, fill the gaps with a lecture/video. Pre-assessment questions: • What is the connection between the world around us and how we experience violence? • Do some people experience violence more than others because of who they are? • What can we do to make sure we are all safe and not in danger of more violence because of who we are?
10 mins	Illustrate the impact of society on health and well-being	Large group discussion about society and health
5 mins	Each student is able to state at least one thing they will take away from the lesson	Ask students "what is one thing you learned today? How will you use what you learned? Ask everyone to name one thing. Show a video highlighting key concepts.
Materials Required: Flip Chart/Whiteboard/Blackboard + Pen/Marker		

Chapter 2, Module 3, Lesson 7

Society and Violence

Activity: Introduction **Objective: Foster a sense of community where all know each other and feel comfortable in each other's presence.**	Ask the youth to introduce themselves and do a quick check-in. It can be as simple as how they are feeling today. They can also be invited to share how they would like to be addressed in this session. Think of asking them an ice-breaker question, as this is a conversation-based class and it is important that youth feel at ease around each other. Some examples: • If you had enough money that you never had to work a day in your life, what would you do with your time? • If you could be anything other than a human, what would you rather be? Fore more ice-breaker question ideas, check out here.
Activity: Classroom rules- large group discussion **Objective: Establish guidelines for respectful and effective communication and collaboration within the group.**	Instructions: Ask group to come up with class rules. Discussion Questions: • What are the rules for our group? • Examples of rules: be on time, listen to each person, respect each person, if you disagree do it with respect and try to find common ground • How do you think these rules will help us work together better? • What can we do to make sure everyone follows the rules? Summary: It is important to respect each other and follow the rules we created. This will help us work together in a good way.

Activity: Lecture **Objective: Explain how society impacts one's health and experiences of violence**	When certain groups face discrimination and barriers due to factors like race, gender, or socio-economic status, it creates an environment where violence can thrive. Think about what happens when people don't have equal access to resources like education, healthcare, and employment. We need to understand the complex interconnection between social factors and violence in order to address and prevent it effectively. In many societies, gender norms play a significant role in shaping expectations and behaviors related to masculinity and femininity. One common gender norm is the expectation of female submissiveness, which reinforces the idea that women should be passive, obedient, and accommodating. This norm can lead to women being seen as less capable or deserving of respect, which can contribute to their vulnerability to violence. This is the pervasive gender norm in Canadian Society especially in patriarchal families. On the other hand, toxic masculinity refers to the harmful aspects of traditional masculinity, such as the emphasis on dominance, aggression, and the suppression of emotions. Toxic masculinity can create a culture that glorifies violence and aggression as a way to assert power and control over others. This can lead to men feeling pressure to conform to these ideals, even if it means resorting to violence to assert their dominance and power.
Activity: Lecture **Objective: Identify ways to help everyone feel included and safe**	We can play a significant role in addressing systemic inequalities and reducing violence in our communities. By working together and standing up for what's right, all of us can contribute to creating a more inclusive and peaceful world. • One way is by educating ourselves and others about social justice issues through books, videos, and discussions. • We can also speak up against unfair treatment and discrimination when we see it, whether it's at school, in our neighborhoods, or online. • Taking part in community service projects and volunteering with organizations that work towards equality can make a positive impact. • Additionally, we can support our peers who may be experiencing discrimination or violence by offering empathy and friendship.

Activity: Large Group Discussion **Objective: Illustrate the impact of society on health and well-being**	1.Group Discussion: Facilitate a discussion with the whole class using the following questions: - Can you think of other ways in which social determinants influence health outcomes? - Can you give examples of how income, education, or living conditions can impact health? - Do you think everyone has equal access to resources that influence health, such as nutritious food or safe housing? 2. Note-taking: Summarize and write down youth's answers on the board. 3. Wrap-Up: Read aloud the key points of the discussion and emphasize the importance of addressing social determinants of health for promoting health equity.

How to Maintain a Healthy Relationship's Lesson Plan (Chapter 3, Module 1, Lesson 8)		
Duration	**Objective**	**Activity**
5 mins	1. Foster a sense of community where all know each other and feel comfortable in each other's presence 2. Establish guidelines for respectful and effective communication and collaboration within the group.	Introduce yourself and have students introduce themselves if they do not know each other. Start with a list of rules and have students add (large group activity).
10 mins	1. Recall ways to maintain a healthy relationship 2. Illustrate how role models affect one's behaviour 3. Explain the importance of having support systems	Questions and discussion: Ask the pre-assessment questions. If youth cannot provide the answers, fill the gaps with a lecture/video. Pre-assessment questions: • How can we keep a healthy relationship? • What are some ways that we can practice healthy behaviours in a relationship? • What relationships in our life can help our health and well-being?
10 mins	Explain different forms of communication and their impacts on a relationship	Large group discussion about different forms of communication
5 mins	Each student is able to state at least one thing they will take away from the lesson	Ask students "What is one thing you learned today? How will you use what you learned? Ask everyone to name one thing. Show a video highlighting key concepts.
Materials Required: Flip Chart/Whiteboard/Blackboard + Pen/Marker		

Chapter 3, Module 1, Lesson 8

How to Maintain a Healthy Relationship

Activity: Introduction **Objective: Foster a sense of community where all know each other and feel comfortable in each other's presence.**	Ask the youth to introduce themselves and do a quick check-in. It can be as simple as how they are feeling today. They can also be invited to share how they would like to be addressed in this session. Think of asking them an ice-breaker question, as this is a conversation-based class and it is important that youth feel at ease around each other. Some examples: • If you had enough money that you never had to work a day in your life, what would you do with your time? • If you could be anything other than a human, what would you rather be? Fore more ice-breaker question ideas, check out here.

Activity: Classroom rules- large group discussion **Objective: Establish guidelines for respectful and effective communication and collaboration within the group.**	Instructions: Ask group to come up with class rules. Discussion Questions: • What are the rules for our group? • Examples of rules: be on time, listen to each person, respect each person, if you disagree do it with respect and try to find common ground • How do you think these rules will help us work together better? • What can we do to make sure everyone follows the rules? Summary: It is important to respect each other and follow the rules we created. This will help us work together in a good way.

Activity: Lecture **Objective: Recall ways to maintain a healthy relationship**	Maintaining healthy relationships requires effort and commitment from both parties involved. Communication is key—being open, honest, and respectful in your interactions helps build trust and understanding. It's important to listen actively and empathetically, acknowledging each other's feelings and perspectives. Setting and respecting boundaries ensures that both partners feel safe and respected. Supporting each other's goals and aspirations, and celebrating successes together, strengthens the bond between partners. Additionally, spending quality time together, while also allowing for individual interests and space, helps maintain a healthy balance in the relationship. Conflict is inevitable, but learning to resolve conflicts calmly and constructively. • Ensure that the relationship you have with yourself is a positive one. • Accept and celebrate the fact that we are all different. • Actively listen to hear what other people have to say. • Give people time and “be present” when you are with them. • Develop and work on your communication skills. • Learn to be more understanding and empathetic.

Activity: Lecture **Objective: Illustrate how role models affect one’s behavior**	Role models are important in helping us learn how to have good relationships! Adults like parents and teachers can be role models when they act kindly and respectfully. When adults show positive behaviour, we can learn from them and do the same. For example, if a parent or teacher stays calm during an argument, we can see how they do it and learn to do the same. It's important to notice the role models in your life and how they behave. Look for people who are kind, honest, and calm. Pay attention to how they handle tough situations. You can learn from them and use their actions as a guide for your own behaviour. Remember, others might look up to you as a role model too, so try to show kindness and respect in all you do!

Activity: Lecture **Objective: Explain the importance of having support systems**	Co-regulation and support systems are essential components of emotional well-being and mental health. Co-regulation refers to the process by which individuals regulate their emotions in interaction with others. This process is particularly important during times of stress or when facing challenges. When someone, especially a younger person, observes someone else remaining calm and resilient during challenges, it can have a calming effect on them as well, helping them to also stay composed and able to regulate their emotions. Support systems are the networks of people who provide emotional, practical, and sometimes financial support to individuals. Having a strong support system can greatly enhance one's ability to co-regulate and manage their emotions. For example, during times of stress, having someone to talk to can provide a sense of relief and validation. Additionally, having supportive relationships can help buffer against the negative effects of stress and adversity. Support systems can take many forms, including family, friends, teachers, and mental health professionals. It's important to cultivate these relationships and seek help when needed. By nurturing supportive relationships and practicing co-regulation, we can build resilience and improve our overall well-being.

Activity: Large Class Discussion **Objective: Explain different forms of communication and their impacts on a relationship**	**Brainstorm and Scribe Exercise: Feeling That You Have Been Heard*** Invite youth to brainstorm using the following questions as a guide: 1. How can you tell that you are being listened to? 2. How do you know when you are not being listened to? As you debrief the ideas generated, look for openings to explore the notions of verbal and non-verbal communication. Listen also for ways to open discussion about what active or respectful listening looks and feels like. Three forms of communication: • Verbal: What we say and how we say it; our words, tone of voice • Non-verbal: Communication without words; facial expressions, body language • Effective listening: Indicates our level of interest in the other person and what they are saying. Even when we're not talking, we're still communicating. Our faces and how we move can show others how we're feeling, even if we're not saying anything. In fact, most of the information we get from others comes from these non-verbal cues, like body language. These cues help us understand the feelings, context, and intentions behind what someone is saying. When our words and our body language don't match up, it can confuse the person we're talking to. **Question** 1. How can paying attention to the other person help us communicate more effectively? *This exercise is taken from Respectful Futures, Module 3 – Building Better Relationships through Better Communication

Relationship Skills' Lesson Plan (Chapter 3, Module 2, Lesson 9)		
Duration	**Objective**	**Activity**
5 mins	1. Foster a sense of community where all know each other and feel comfortable in each other's presence 2. Establish guidelines for respectful and effective communication and collaboration within the group.	Introduce yourself and have students introduce themselves if they do not know each other. Start with a list of rules and have students add (large group activity).
10 mins	Define different self-regulation and emotional intelligence skills	Questions and discussion: Ask the pre-assessment questions. If youth cannot provide the answers, fill the gaps with a lecture/video. Pre-assessment questions: • What does it mean to be self-aware? • How do you think understanding your own feelings can help you in your relationships with others? • How do you think empathy can help prevent conflicts? • What are some ways you can calm yourself down when you're feeling angry or upset?
10 mins	Explore Emotional Intelligence and how it helps us build strong, positive relationships.	Small group discussion about emotional inteligence and real life scenarios
5 mins	Each student is able to state at least one thing they will take away from the lesson	Ask students "What is one thing you learned today? How will you use what you learned? Ask everyone to name one thing. Show a video highlighting key concepts.
Materials Required: Flip Chart/Whiteboard/Blackboard + Pen/Marker		

Chapter 3, Module 2, Lesson 9

Relationship Skills

Activity: Introduction **Objective: Foster a sense of community where all know each other and feel comfortable in each other's presence.**	Ask the youth to introduce themselves and do a quick check-in. It can be as simple as how they are feeling today. They can also be invited to share how they would like to be addressed in this session. Think of asking them an ice-breaker question, as this is a conversation-based class and it is important that youth feel at ease around each other. Some examples: • If you had enough money that you never had to work a day in your life, what would you do with your time? • If you could be anything other than a human, what would you rather be? Fore more ice-breaker question ideas, check out here.
Activity: Classroom rules- large group discussion **Objective: Establish guidelines for respectful and effective communication and collaboration within the group.**	Instructions: Ask group to come up with class rules. Discussion Questions: • What are the rules for our group? • Examples of rules: be on time, listen to each person, respect each person, if you disagree do it with respect and try to find common ground • How do you think these rules will help us work together better? • What can we do to make sure everyone follows the rules? Summary: It is important to respect each other and follow the rules we created. This will help us work together in a good way.

Activity: Lecture

Objective: Define different self-regulation and emotional intelligence skills

Emotional intelligence and Self-Regulation skills

Emotional intelligence (EI) and self-regulation skills are crucial for navigating life's challenges, building healthy relationships, and achieving personal success. EI encompasses the ability to recognize, understand, and manage our own emotions, as well as the emotions of others. Self-regulation involves managing our thoughts, feelings, and behaviors in different situations. Developing EI and self-regulation skills can lead to better mental health, improved decision-making, and stronger interpersonal relationships. Here are some key aspects of each:

Recognizing emotions: Being aware of and accurately identifying your own emotions is the first step in EI. It involves understanding what you are feeling and why.

Managing emotions: Once you recognize your emotions, you can learn to manage them effectively. This involves regulating your emotions so that they don't overwhelm you or negatively impact your behavior.

Empathy: Empathy is the ability to understand and share the feelings of others. It is a key component of EI and involves being able to see things from someone else's perspective.

Social skills: Good social skills are essential for building and maintaining healthy relationships. This includes effective communication, conflict resolution, and cooperation with others.

Self-awareness: Self-awareness is the ability to recognize your own strengths, weaknesses, values, and emotions. It allows you to understand how your thoughts and emotions affect your behaviour.

Self-regulation: Self-regulation involves controlling your impulses, managing your stress, and adapting to changing circumstances. It allows you to stay calm and focused in challenging situations.

Activity: Small Group Discussion **Objetive: Explore Emotional Intelligence and how it helps us build strong, positive relationships**	**Growing Strong: Understanding Ourselves and Others** - Divide the group into smaller groups or pairs. Let them know they will be asked to share their discussion with the class. - Give each group a scenario involving a social or emotional challenge from the list below. - Ask them to discuss how they would apply relationship skills to handle the situation positively. - Encourage groups to share their ideas with the larger group. Scenarios: • You see one of your friends is feeling sad and sitting alone at lunchtime. How can you be kind to your friend? What can you say to help them feel better? • In a game, you bump into someone and they get upset. How can you think about your own feelings about the accident? What can you do to help them feel better? • Your little brother or sister is crying because they lost their favorite toy. How can you be kind to your sibling? What can you do to help them feel happy again? • You feel upset because you're having trouble with a school assignment. How can you think about your feelings? What can you do to feel better and ask for help?

Relationship with Ourselves' Lesson Plan (Chapter 3, Module 3, Lesson 10)		
Duration	**Objective**	**Activity**
5 mins	1. Foster a sense of community where all know each other and feel comfortable in each other's presence 2. Establish guidelines for respectful and effective communication and collaboration within the group.	Introduce yourself and have students introduce themselves if they do not know each other. Start with a list of rules and have students add (large group activity).
10 mins	1. Define the concepts of self-love and self-care and recall ways to practice them 2. Define the concept of self-esteem and how one can practice it 3. Recall ways to improve self-esteem	Questions and discussion: Ask the pre-assessment questions. If youth cannot provide the answers, fill the gaps with a lecture/video. Pre-assessment questions: • What does it mean to have a good relationship with yourself? • How do you take care of yourself when you're feeling sad or upset? • What are some things you can do to feel better when you're having a bad day? • How do you think having good self-esteem can help you in school or with friends? • What are some things you can do to boost your self-esteem? • How do you think being kind to yourself can affect how you feel about yourself and in general?
10 mins	Practice self-love	Large group exercise to practice self-love
5 mins	Each student is able to state at least one thing they will take away from the lesson	Ask students "What is one thing you learned today? How will you use what you learned? Ask everyone to name one thing. Show a video highlighting key concepts.
Materials Required: Flip Chart/Whiteboard/Blackboard + Pen/Marker		

NETWORK TO ELIMINATE VIOLENCE IN RELATIONSHIPS

Chapter 3, Module 3, Lesson 10

Relationship with Ourselves

Activity: Introduction **Objective: Foster a sense of community where all know each other and feel comfortable in each other's presence.**	Ask the youth to introduce themselves and do a quick check-in. It can be as simple as how they are feeling today. They can also be invited to share how they would like to be addressed in this session. Think of asking them an ice-breaker question, as this is a conversation-based class and it is important that youth feel at ease around each other. Some examples: • If you had enough money that you never had to work a day in your life, what would you do with your time? • If you could be anything other than a human, what would you rather be? Fore more ice-breaker question ideas, check out here.

Activity: Classroom rules- large group discussion **Objective: Establish guidelines for respectful and effective communication and collaboration within the group.**	Instructions: Ask group to come up with class rules. Discussion Questions: • What are the rules for our group? • Examples of rules: be on time, listen to each person, respect each person, if you disagree do it with respect and try to find common ground • How do you think these rules will help us work together better? • What can we do to make sure everyone follows the rules? Summary: It is important to respect each other and follow the rules we created. This will help us work together in a good way.

Activity: **Lecture** **Objective:** **Define the concepts of self love and self care and recall ways to practice them**	**Self-care, Self-love** Self-care and self-love are very important to our overall well-being. They involve taking actions to take care of our physical and emotional needs. Self-care is about recognizing when we need to take a break, setting boundaries, and engaging in activities that recharge and rejuvenate us. Self-love is about accepting and valuing ourselves as we are, being kind and compassionate to ourselves, and recognizing our worth. Practicing self-care can include activities such as: - Engaging in regular exercise - Eating nutritious meals - Getting enough sleep - Spending time outdoors - Practicing mindfulness or meditation - Engaging in hobbies or activities you enjoy - Setting boundaries in your relationships - Seeking support from friends, family, or a therapist when needed Self-love involves: - Practicing positive self-talk and affirmations - Forgiving yourself for past mistakes - Setting realistic expectations for yourself - Celebrating your accomplishments, no matter how small - Surrounding yourself with people who uplift and support you - Engaging in activities that make you feel good about yourself

Activity: **Lecture** **Objective:** **Define the concept of self-esteem and how one can practice it.**	**Self-Esteem** Self-esteem refers to how we think about ourselves, and what sense of worth and value we attribute to ourselves. It reflects our beliefs about our abilities, qualities, and attributes. Healthy self-esteem is important for our health and our ability to maintain healthy relationships, as it influences how we think, feel, and act. These are some factors that contribute to our sense of self-esteem: • Self-worth, which is feeling deserving of respect and kindness, regardless of achievements or failures. • Self-acceptance, which is embracing all aspects of ourselves, including strengths and weaknesses. • Self-efficacy, which is believing in our ability to achieve goals and handle challenges. • Social connectedness, which is feeling a sense of belonging and acceptance in relationships and communities. • Personal values, which is aligning our actions with our personal beliefs and values, leading to a sense of integrity and authenticity. Low self-esteem can show itself in various ways, such as negative self-talk, seeking approval from others, fear of failure, and avoiding challenges. On the other hand, healthy self-esteem is associated with resilience, positive relationships, and overall well-being.

Activity: Lecture **Objective: Recall ways to improve self-esteem**	**How can we improve our self-esteem?** 1. Practice self-compassion: Treat yourself with kindness and understanding, especially during difficult times. 2. Set realistic goals: Break down larger goals into smaller, achievable steps to build confidence. 3. Challenge negative thoughts: Replace self-critical thoughts with more balanced and realistic ones. 4. Celebrate achievements: Acknowledge and celebrate your accomplishments, no matter how small. 5. Seek support: Talk to friends, family, or a mental health professional for encouragement and guidance.
Activity: Large Class Activity **Objective: Practice self love**	**Activity: Self-Love Letters** Ask everyone to write a letter to themselves filled with love, thanks, and pep talks. Tell them to add good sayings and notes about how awesome they are. After writing, they can jazz up their letters with drawings or colors to make them look cool. If there's time, youth can share parts of their letters with the class.

Conflict Resolution's Lesson Plan (Chapter 3, Module 4, Lesson 11)		
Duration	**Objective**	**Activity**
5 mins	1. Foster a sense of community where all know each other and feel comfortable in each other's presence 2. Establish guidelines for respectful and effective communication and collaboration within the group.	Introduce yourself and have students introduce themselves if they do not know each other. Start with a list of rules and have students add (large group activity).
10 mins	1. Define conflict and identify ways to resolve conflict 2. Illustrate how one can manage their anger 3. Explain what is assertiveness 4. Recall different communication styles and the importance of assertiveness	Questions and discussion: Ask the pre-assessment questions. If youth cannot provide the answers, fill the gaps with a lecture/video. Pre-assessment questions: • What does the word "conflict" mean to you? • Can you describe a time when you had a disagreement with someone? How was it resolved? • What are some ways people can handle conflicts peacefully? • Do you think it's important to listen to others' perspectives during a conflict? Why or why not? • What are some strategies you can use to calm down when you're feeling upset during a conflict?
10 mins	Identify whether a behaviour is aggressive, assertive, or passive	Large group discussion about different forms of communication
5 mins	Each student is able to state at least one thing they will take away from the lesson	Ask students "What is one thing you learned today? How will you use what you learned? Ask everyone to name one thing. Show a video highlighting key concepts.
Materials Required: Flip Chart/Whiteboard/Blackboard + Pen/Marker		

NETWORK TO ELIMINATE VIOLENCE IN RELATIONSHIPS

Chapter 3, Module 4, Lesson 11

Conflict Resolution

Activity: Introduction **Objective: Foster a sense of community where all know each other and feel comfortable in each other's presence.**	Ask the youth to introduce themselves and do a quick check-in. It can be as simple as how they are feeling today. They can also be invited to share how they would like to be addressed in this session. Think of asking them an ice-breaker question, as this is a conversation-based class and it is important that youth feel at ease around each other. Some examples: • If you had enough money that you never had to work a day in your life, what would you do with your time? • If you could be anything other than a human, what would you rather be? Fore more ice-breaker question ideas, check out here.

Activity: Classroom rules- large group discussion **Objective: Establish guidelines for respectful and effective communication and collaboration within the group.**	Instructions: Ask group to come up with class rules. Discussion Questions: • What are the rules for our group? • Examples of rules: be on time, listen to each person, respect each person, if you disagree do it with respect and try to find common ground • How do you think these rules will help us work together better? • What can we do to make sure everyone follows the rules? Summary: It is important to respect each other and follow the rules we created. This will help us work together in a good way.

Activity: Lecture **Objective: Define conflict and identify ways to resolve conflict**	**Conflict Resolution** Conflict is a struggle or contest between people with opposite needs, ideas, beliefs, or goals. This is often unavoidable in life and often happens because people don't understand one another. A conflict could happen between you and your friends, parents, siblings, teachers, or anyone else in your life. **Managing Conflict** 1. Talk to the other person to find out their opinion of the situation, and tell them yours. 2. Set some rules. For example, we will speak one at a time, listen to each other, not talk while the other is talking, or call each other names. 3. Identify the problem clearly. 4. Agree on what each person wants when the conflict is fixed. 5. Look for solutions to the problem. 6. Think of as many solutions as possible. 7. Select those solutions which will give each person something that they want and agree with them. 8. Make a plan on how to give each person something that they want.

Activity: Lecture **Objective: Illustrate how one can manage their anger**	**Anger Management*** Anger is a bit like a warning that tells us something deeper is going on inside. It often comes from other feelings like fear, sadness, or frustration. When we feel scared or hurt, anger can show up to protect us or cover up those more sensitive feelings. Understanding this helps us look deeper into our emotions and deal with what's really bothering us. To deal with anger, it's important to find healthy ways to let out that strong feeling without hurting anyone. Afterwards, talking to someone can help us understand and deal with the real reasons behind our anger. Here are three questions to ask yourself when you're feeling angry: 1. How can I take care of myself right now? This could mean focusing on your breathing, taking a short break, going for a walk, or using positive self-talk. 2. What other feelings might be hiding behind my anger? It's important to address these hidden feelings instead of just the anger itself. 3. How can I express my feelings in a healthy way? Whether it's through physical activity, creative expression, or talking to someone you trust, finding a positive way to let out your emotions can help you manage your anger better. Remember, it's normal to feel angry, but it's important to handle those feelings in a way that helps you feel better and learn from them. *This section is taken from Respectful Futures' module on Anger Management

Activity: **Lecture** **Objective:** **Explain what is assertiveness**	**What is Assertiveness?** The ability to speak up for yourself, which means saying what you think or feel in a way that is truthful and polite. But not everyone finds it easy to do. **Here's what it means to be assertive:** • You can share your thoughts or feelings. • You can ask for things you want or need. • You can say if you don't agree, but you should be nice about it. • You can give your ideas or advice. • It's okay to say no without feeling bad. • And sometimes, you can speak up for others too!

Activity: **Lecture** **Objective:** **Recall different communication styles and the importance of assertiveness**	**What is a Communication Style?** The way we talk to others can help us get what we need. Being assertive means you respect yourself and others. When you speak assertively, you show you believe in yourself. **Three Communication Styles** Passive: When someone doesn't say what they really think or feel. Assertive: When people speak up for themselves honestly and respectfully. Aggressive: When someone talks loudly and might not listen to others.

Activity: Large Group Discussion **Objective: Identify whether a behaviour is aggressive, assertive, or passive**	**Activity - Scenarios** Read the 3 scenarios listed below. Ask youth what communication style best describes each scenario (passive, aggressive, or assertive). 1. Janine has no trouble speaking her mind. But when she does, she comes across as loud and opinionated. Janine dominates the conversation, often interrupts, and rarely listens. If she disagrees with you, she lets you know- usually with sarcasm or a putdown. She has a reputation for being bossy and insensitive. ANSWER: AGGRESSIVE 2. When you ask for Ben's opinion, he gives it honestly. If he disagrees with you, he'll say so- but in a way that doesn't put you down or make you feel wrong. Ben is interested in your opinion, too. He listens to what you have to say. Even when Ben disagrees with you, you still feel he respects your point of view. ANSWER: ASSERTIVE 3. If you ask Paula what movie she wants to see, she's most likely to say, "I don't know, what do you want to see?" She usually lets others decide things, but later regrets not saying what she wanted. It bothers her that her friends do most of the talking. But when Paula tries to break into the conversation, she speaks softly that others talk over her without realizing. ANSWER: PASSIVE

Peer Pressure's Lesson Plan (Chapter 4, Module 1, Lesson 12)		
Duration	**Objective**	**Activity**
5 mins	1. Foster a sense of community where all know each other and feel comfortable in each other's presence 2. Establish guidelines for respectful and effective communication and collaboration within the group.	Introduce yourself and have students introduce themselves if they do not know each other. Start with a list of rules and have students add (large group activity).
10 mins	1. Define Peer Pressure and recall its different types 2. Recognize ways to deal with peer pressure	Questions and discussion: Ask the pre-assessment questions. If youth cannot provide the answers, fill the gaps with a lecture/video. Pre-assessment questions: • What does the term "peer pressure" mean to you? • Do you think peer pressure can be positive sometimes? Why or why not? • What are some ways you can resist peer pressure? • How do you think peer pressure can influence our choices and behaviors? • Who do you think can help you resist negative peer pressure? Why? • Why is it important to make your own decisions, even if your friends think differently?
10 mins	Apply the knowledge to deal with peer pressure to a real life scenario	Large group discussion about ways to deal with peer pressure
5 mins	Each student is able to state at least one thing they will take away from the lesson	Ask students "What is one thing you learned today? How will you use what you learned? Ask everyone to name one thing. Show a video highlighting key concepts.
Materials Required: Flip Chart/Whiteboard/Blackboard + Pen/Marker		

NETWORK TO ELIMINATE VIOLENCE IN RELATIONSHIPS

Chapter 4, Module 1, Lesson 12

Peer Pressure

Activity: Introduction **Objective: Foster a sense of community where all know each other and feel comfortable in each other's presence.**	Ask the youth to introduce themselves and do a quick check-in. It can be as simple as how they are feeling today. They can also be invited to share how they would like to be addressed in this session. Think of asking them an ice-breaker question, as this is a conversation-based class and it is important that youth feel at ease around each other. Some examples: • If you had enough money that you never had to work a day in your life, what would you do with your time? • If you could be anything other than a human, what would you rather be? Fore more ice-breaker question ideas, check out here.

Activity: Classroom rules- large group discussion **Objective: Establish guidelines for respectful and effective communication and collaboration within the group.**	Instructions: Ask group to come up with class rules. Discussion Questions: • What are the rules for our group? • Examples of rules: be on time, listen to each person, respect each person, if you disagree do it with respect and try to find common ground • How do you think these rules will help us work together better? • What can we do to make sure everyone follows the rules? Summary: It is important to respect each other and follow the rules we created. This will help us work together in a good way.

Activity: Lecture **Objective: Define Peer Pressure and recall its different types**	**What is Peer Pressure?** Almost everyone has experienced peer pressure before, either positive or negative. Peer pressure is when your classmates, or other people your age, try to get you to do something. It is easy to give in to peer pressure because everyone wants to fit in and be liked. Especially when it seems like "everyone is doing it". Sometimes people give in to peer pressure because they do not want to hurt someone's feelings or they do not know how to get out of the situation so they just say "yes". Types of Peer Pressure Rejection Pressure by threatening to end a relationship or a friendship Unspoken Pressure Simply seeing all your peers doing something or wearing something can be a form of pressure Insults Making a person feel bad for not doing something, so that they eventually will Reasoning Pressure by giving a person reasons why they should do something

Activity: Lecture **Objective: Recognize ways to deal with peer pressure**	**To Deal with Peer Pressure** 1. Listen to your gut. If you feel uncomfortable, even if you friends seem to be OK with what's going on, it means that something about the situation is wrong for you. 2. Plan for possible pressure situations. If you'd like to go to a party, but you believe you may be offered alcohol or drugs there, think ahead of how you'll handle this challenge. Decide ahead of time – and even rehearse – what you'll say and do. 3. Arrange a "bail out" code phrase you can use with your parents. You might call home from a party at which you feel pressured to drink alcohol and say, for instance, "can you come drive me home? I have a terrible headache." 4. Learn to feel comfortable by saying "no". For example, "No thanks, I've got a soccer game tomorrow." 5. Hang out with people who feel the same way you do. Just having one other person stand with you against peer pressure makes it much easier for both people to resist 6. Blame your parents: "Are you kidding? If my mom found out, she'd kill me." 7. If a situation seems dangerous, don't hesitate to get an adult's help.

Activity: Large Group Discussion **Objective: Apply the knowledge to deal with peer pressure to a real life scenario**	**Finding Solutions to Peer Pressure** Have a person read out the following scenario. Then have the youth brainstorm solutions and provide them with ideas if they cannot think of solutions. Scenario: I am having problems with my friends at school. We are a group of five. I enjoy being with them and doing things, but sometimes after school we get together and do things I do not feel good about, like stealing and smoking cigarettes. Another time, they found a can of paint and sprayed words on a garden wall. I have sometimes said I do not feel it is right, but my friends have all laughed and teased me and called me names. They say that if I do not want to do these things with them, then I must leave the group. I do not want to be without friends, but I feel bad doing these things. Please help me. Solution Ideas: 1. Ask a trusted adult for help or advice. 2. Think of excuses to leave; for example, I have to go home for dinner or I have soccer practice. 3. Invite them to hang out at your house when your parents are home. 4. Use the “bail out” code.

Bullying's Lesson Plan (Chapter 4, Module 2, Lesson 13)		
Duration	**Objective**	**Activity**
5 mins	1. Foster a sense of community where all know each other and feel comfortable in each other's presence 2. Establish guidelines for respectful and effective communication and collaboration within the group.	Introduce yourself and have students introduce themselves if they do not know each other. Start with a list of rules and have students add (large group activity).
10 mins	1. Define bullying and identify its various forms 2. Recall ways to deal with experiencing bullying 3. Name some resources that address bullying 4. Identify ways to help someone experiencing bullying 5. Recall impacts of bullying	Questions and discussion: Ask the pre-assessment questions. If youth cannot provide the answers, fill the gaps with a lecture/video. Pre-assessment questions: • What does the word "bullying" mean to you? • How do you think bullying affects a person's feelings about themselves? • What are some different forms of bullying you're aware of? • What are some ways you can support someone who is being bullied? • Why do you think some people bully others?
10 mins	Practice effective strategies for intervening when witnessing bullying	Small group role play about how to support someone who is experiencing bullying
5 mins	Each student is able to state at least one thing they will take away from the lesson	Ask students "What is one thing you learned today? How will you use what you learned? Ask everyone to name one thing. Show a video highlighting key concepts.
Materials Required: Flip Chart/Whiteboard/Blackboard + Pen/Marker		

NETWORK TO ELIMINATE VIOLENCE IN RELATIONSHIPS

Chapter 4, Module 2, Lesson 13

Bullying

Activity: Introduction **Objective: Foster a sense of community where all know each other and feel comfortable in each other's presence.**	Ask the youth to introduce themselves and do a quick check-in. It can be as simple as how they are feeling today. They can also be invited to share how they would like to be addressed in this session. Think of asking them an ice-breaker question, as this is a conversation-based class and it is important that youth feel at ease around each other. Some examples: • If you had enough money that you never had to work a day in your life, what would you do with your time? • If you could be anything other than a human, what would you rather be? Fore more ice-breaker question ideas, check out here.
Activity: Classroom rules- large group discussion **Objective: Establish guidelines for respectful and effective communication and collaboration within the group.**	Instructions: Ask group to come up with class rules. Discussion Questions: • What are the rules for our group? • Examples of rules: be on time, listen to each person, respect each person, if you disagree do it with respect and try to find common ground • How do you think these rules will help us work together better? • What can we do to make sure everyone follows the rules? Summary: It is important to respect each other and follow the rules we created. This will help us work together in a good way.

Activity: Lecture **Objective: Define bullying and identify its various forms**	**What is Bullying?** Bullying is a form of aggressive behavior that involves a real or perceived power imbalance. It can be physical, verbal, or social, and is typically repeated over time. Bullying can take many forms, including teasing, name-calling, spreading rumors, exclusion, and physical attacks. It often occurs in settings where there is a lack of witnesses, such as schools, playgrounds, or online. Bullying can have serious consequences for the victim, including emotional distress, low self-esteem, and academic or social problems. It's important to recognize and address bullying behaviour to create safe and respectful environments for everyone. There are several types of bullying, including: 1. Verbal bullying: This involves using words to hurt others, such as name-calling, teasing, or making threats. 2. Physical bullying: This includes hitting, kicking, pushing, or otherwise physically harming someone. 3. Social bullying: Also known as relational bullying, this type of bullying involves spreading rumors, excluding others from social groups, or damaging someone's reputation. 4. Cyberbullying: This form of bullying takes place online or through digital devices and can include sending hurtful messages, spreading rumors, or sharing embarrassing photos or videos. 5. Sexual bullying: This involves making unwanted sexual comments or advances, or engaging in sexual harassment or assault. 6. Prejudicial bullying: This type of bullying is based on prejudice or discrimination, such as bullying someone because of their race, religion, sexual orientation, or disability. 7. Sextortion: This is when someone threatens to share private or sensitive images, videos, or messages unless you do something for them, such as paying money or providing more explicit material. It's a form of blackmail that often targets young people online.

Activity: Lecture **Objective: Recall ways to deal with experiencing bullying**	**What to do if You Are Being Bullied** If you are being bullied, remember these steps to help yourself: 1. Stay calm: Try not to show the bully that they are upsetting you. 2. Get help: Talk to someone you trust, like a teacher, parent, or friend. 3. Set boundaries: Tell the bully firmly that their behavior is not okay. 4. Keep a record: Write down what happened, when, and where. 5. Report the bullying: Tell an adult at school or work, or report it online. 6. Take care of yourself: Do things that make you feel good and help you relax. 7. Talk to a professional: If you feel really upset, talk to a counselor or therapist for help.

Activity: Lecture **Objective: Name some resources that address bullying**	**Write the following resources on the board:** If you need immediate help, dial 911 9-8-8: Suicide Crisis Helpline 24/7 mental health line: 604.951.8855 | 1.877.820.7444 Kids Help Phone: Call 1-800-668-6868 (toll-free) or text CONNECT to 686868.

Activity: Lecture **Objective: Identify ways to help someone experiencing bullying**	**How to help someone who is being bullied?** If you see someone being bullied, you can help: 1. Speak up: Tell the bully to stop in a calm but firm voice. 2. Support the person being bullied: Offer comfort and let them know they're not alone. 3. Get help: Tell a teacher, parent, or another adult who can help. Remember to stay safe and not put yourself in danger. If the situation needs help right away, call 911. Your actions can make a big difference in stopping bullying and helping others feel safe and supported.

Activity: Lecture **Objective: Recall impacts of bullying**	**Impacts of Bullying** Bullying can make you feel really bad. It can make you sad, anxious, and like you're not good enough. It can also make it hard to make friends and be happy. Sometimes, it can even make you act differently, like being more angry or upset. When you're bullied, it can be tough to focus in school and do well. You might also have trouble sleeping or get headaches and stomachaches. Bullying can make you want to stay away from others and feel alone. It's important to talk to someone you trust if you're being bullied. They can help you feel better and figure out what to do. You deserve to feel safe and happy.

Activity: Small Group Exercise **Objective: Practice effective strategies for intervening when witnessing bullying.**	**Role-Playing Exercise: What to do in Bullying Situations** Instructions: 1. Divide the students into small groups of 3-4. 2. Provide each group with a scenario involving bullying. You can find a list of example scenarios in the following page. 3. Assign roles to each group member: the bully, the survivor, and the bystander/s who will intervene. Let everyone know they will be asked to perform for the class. 4. Encourage the bystander/s to use one of the following strategies to intervene: - Direct approach: Confront the bully directly and tell them to stop. - Distraction: Distract the bully by changing the subject or inviting them to do something else. - Support: Support the survivor by standing next to them and offering comfort or help. - Report: Report the bullying to a teacher or other authority figure. 5. Allow each group time to discuss and practice their roles. 6. After practicing, have each group perform their role-play for the class. 7. Facilitate a discussion after each role-play, focusing on what strategies were effective and how they can be applied in real-life situations. Discuss when some approaches can be unsafe.

Activity: Small Group Exercise **Objective: Practice effective strategies for intervening when witnessing bullying.**	Scenario 1: - Bullying Situation: A group of students is making fun of another student's appearance during lunch break. - Intervention: A bystander approaches the group and changes the subject, inviting them to talk about something else. Scenario 2: - Bullying Situation: A student is spreading rumours about another student on social media. - Intervention: A bystander reports the cyberbullying to a teacher or school counsellor. Scenario 3: - Bullying Situation: A student is being excluded from a group project by their peers. - Intervention: A bystander invites the excluded student to join their group. Scenario 4: - Bullying Situation: A student is being pushed around and called names in the hallway. - Intervention: A bystander stands next to the survivor and offers them support when the bully has ended. 5. Scenario 5: - Bullying Situation: A student is being pressured to cheat on a test by their classmates. - Intervention: A bystander tells the teacher about the situation and asks for help.

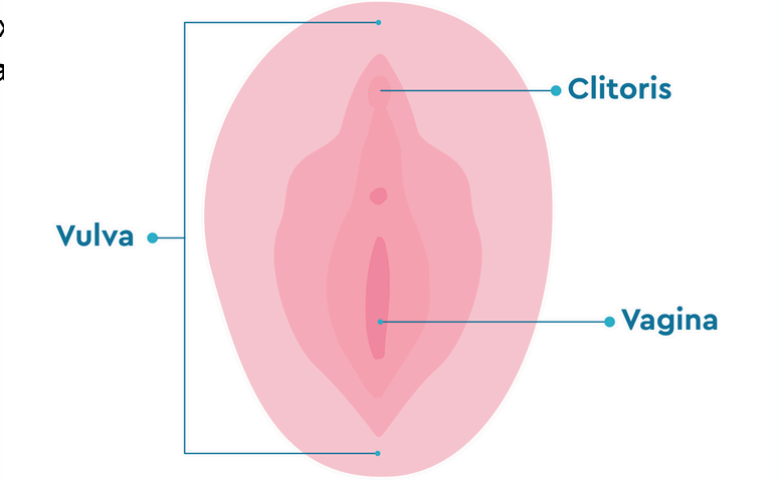
Basic Anatomy's Lesson Plan (Chapter 5, Module 1, Lesson 14)		
Duration	**Objective**	**Activity**
5 mins	1. Foster a sense of community where all know each other and feel comfortable in each other's presence 2. Establish guidelines for respectful and effective communication and collaboration within the group.	Introduce yourself and have students introduce themselves if they do not know each other. Start with a list of rules and have students add (large group activity).
10 mins	1. Name external female reproductive organs and what they do 2. Name internal female reproductive organs and what they do 3. Name different male reproductive organs and what they do	Questions and discussion: Ask the pre-assessment questions. If youth cannot provide the answers, fill the gaps with a lecture/video. Pre-assessment questions: • What are the reproductive organs in a female body? • What is the main function of the ovaries? • Name the female reproductive organ where a baby grows and develops. • What are the reproductive organs in a male body? • What is the role of the penis in reproduction? • Can you name one similarity and one difference between male and female reproductive anatomy?
10 mins	Reflect on the importance of knowing about our bodies	Large group discussion about basic anatomy
5 mins	Each student is able to state at least one thing they will take away from the lesson	Ask students "What is one thing you learned today? How will you use what you learned? Ask everyone to name one thing. Show a video highlighting key concepts.
Materials Required: Flip Chart/Whiteboard/Blackboard + Pen/Marker		

NETWORK TO ELIMINATE VIOLENCE IN RELATIONSHIPS

Chapter 5, Module 1, Lesson 14

Basic Anatomy

Activity: Introduction **Objective: Foster a sense of community where all know each other and feel comfortable in each other's presence.**	Ask the youth to introduce themselves and do a quick check-in. It can be as simple as how they are feeling today. They can also be invited to share how they would like to be addressed in this session. Think of asking them an ice-breaker question, as this is a conversation-based class and it is important that youth feel at ease around each other. Some examples: • If you had enough money that you never had to work a day in your life, what would you do with your time? • If you could be anything other than a human, what would you rather be? Fore more ice-breaker question ideas, check out here.
Activity: Classroom rules- large group discussion **Objective: Establish guidelines for respectful and effective communication and collaboration within the group.**	Instructions: Ask group to come up with class rules. Discussion Questions: • What are the rules for our group? • Examples of rules: be on time, listen to each person, respect each person, if you disagree do it with respect and try to find common ground • How do you think these rules will help us work together better? • What can we do to make sure everyone follows the rules? Summary: It is important to respect each other and follow the rules we created. This will help us work together in a good way.

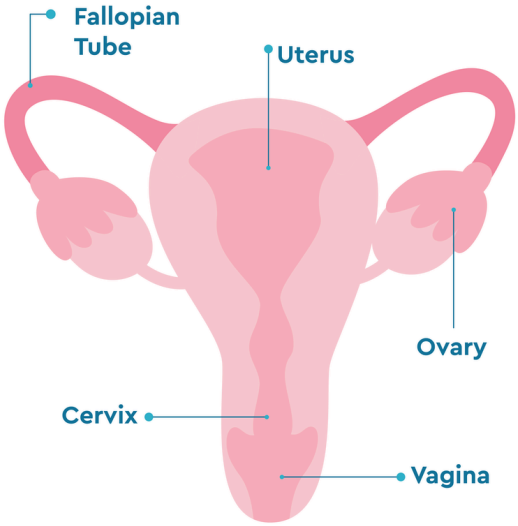
Activity: Lecture **Objective: Name external female reproductive organs and what they do**	Learning about female and male body parts helps us understand our bodies better. It's important because it lets us know how our bodies work and how to take care of them. When we understand our bodies, we can make good choices about our health and feelings. Knowing about body parts also helps us feel more comfortable and confident about ourselves. Please keep in mind that this is what the bodies of most females/males look like but there are variations, including intersex folks. **External Female Reproductive Organs** **Clitoris:** A small part for sexual pleasure **Labia Majora/Minora:** The outer and inner pairs of skin folds that covers the vulva **Urethra:** A tube leading from the bladder that carries pee out of the body **Vagina:** An opening that forms the passageway between the cervi **Vulva**  Source

Activity:
Lecture

Objective:
Name internal female reproductive organs and what they do

Internal Female Reproductive Organs

Cervix: Located at the bottom of the uterus
Uterus: A pear-shaped hollow organ where a baby develops
Fallopian Tubes: A passage through which an egg is carried from the ovary to the uterus
Ovaries: The pair of organs that store and release eggs



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Activity:
Lecture

Objective:
Name different male reproductive organs and what they do

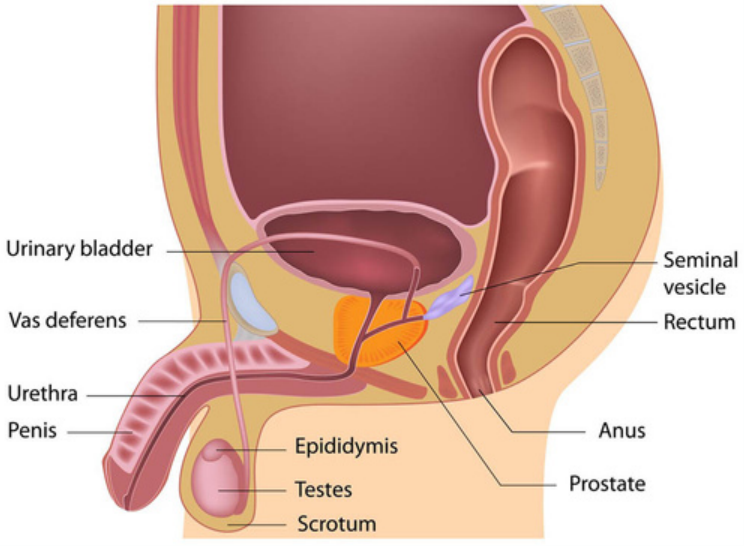
Male Reproductive Organs

Penis: External male reproductive organ; delivers sperm into the vagina during sexual intercourse; also used to pass urine out of the body

Scrotum: Wrinkly sac of skin that holds the testicles

Testicles: Two round organs located inside the scrotum that make sperm

Urethra: This tube is a passageway for urine and semen



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Activity: Large Group Discussion **Objective: Reflect on the importance of knowing about our bodies**	**Discussion Topic: Understanding Our Bodies - Female and Male Anatomy** Pose the following questions and invite youth to think about them and share their thoughts with the class. 1. Can anyone tell me one thing they learned about female anatomy? 2. What about male anatomy? 3. Why do you think it's important to learn about our bodies? 4. How can understanding our bodies help us stay healthy? 5. How can knowing our bodies contibute to healthy relationships?

What is Sex's Lesson Plan (Chapter 5, Module 2, Lesson 15)		
Duration	**Objective**	**Activity**
5 mins	1. Foster a sense of community where all know each other and feel comfortable in each other's presence 2. Establish guidelines for respectful and effective communication and collaboration within the group.	Introduce yourself and have students introduce themselves if they do not know each other. Start with a list of rules and have students add (large group activity).
10 mins	Define different types of sex	Questions and discussion: Ask the pre-assessment questions. If youth cannot provide the answers, fill the gaps with a lecture/video. Pre-assessment questions: • What does the term "sex" mean to you? • Why do you think it's important to learn about sex? • Have you learned about sex? Where and from Whom? • What are some topics you think are important to learn about when it comes to sex? • Do you think it's important to learn about sex from reliable sources? Why or why not?
10 mins	Explain the importance of reliable sources in learning about sex. List reliable resources.	Large group discussion about reliable sources
5 mins	Each student is able to state at least one thing they will take away from the lesson	Ask students "What is one thing you learned today? How will you use what you learned? Ask everyone to name one thing. Show a video highlighting key concepts.
Materials Required: Flip Chart/Whiteboard/Blackboard + Pen/Marker		

Chapter 5, Module 2, Lesson 15

What is Sex?

Activity: Introduction **Objective: Foster a sense of community where all know each other and feel comfortable in each other's presence.**	Ask the youth to introduce themselves and do a quick check-in. It can be as simple as how they are feeling today. They can also be invited to share how they would like to be addressed in this session. Think of asking them an ice-breaker question, as this is a conversation-based class and it is important that youth feel at ease around each other. Some examples: • If you had enough money that you never had to work a day in your life, what would you do with your time? • If you could be anything other than a human, what would you rather be? Fore more ice-breaker question ideas, check out here.

Activity: Classroom rules- large group discussion **Objective: Establish guidelines for respectful and effective communication and collaboration within the group.**	Instructions: Ask group to come up with class rules. Discussion Questions: • What are the rules for our group? • Examples of rules: be on time, listen to each person, respect each person, if you disagree do it with respect and try to find common ground • How do you think these rules will help us work together better? • What can we do to make sure everyone follows the rules? Summary: It is important to respect each other and follow the rules we created. This will help us work together in a good way.

Activity: Large Group Discussion **Objective: Define sex and its different types**	Sex encompasses a range of physical, emotional, and social experiences related to sexual activity, intimacy, and reproduction. It is not just about intercourse and penetration! Sexual activities that do not involve intercourse are often referred to as "non-penetrative sex." These activities include but are not limited to: • Kissing and making out: This involves kissing, touching, and caressing each other's bodies in a sensual way. • Oral sex: This involves using the mouth, lips, and tongue to stimulate a partner's genitals. • Mutual masturbation: This involves stimulating each other's genitals manually or with the help of sex toys. • Erotic massage: This involves using massage techniques to stimulate erogenous zones on the body for sexual pleasure. • Sensual touching: This involves touching and caressing each other's bodies in a way that feels good and increases arousal. • Role-playing and fantasy: This involves acting out sexual fantasies or scenarios to enhance arousal and intimacy.

Activity: Lecture **Objective: Explain the importance of reliable sources in learning about sex**	Many young people today learn about sex from online pornography, which can show things that are not realistic or healthy. Watching pornography can give you the wrong idea about sex and relationships. It might make you think that some things are expected when having sex, when they're not. It's important to get information about sex from reliable sources, like educational websites, books, or trusted adults. These sources can give you correct information about anatomy, reproductive health, consent, and healthy relationships. They also tell you about respect, communication, and understanding, which are very important for having healthy attitudes about sex and relationships.

Activity: Large Group Discussion **Objective: Explain the importance of reliable sources in learning about sex**	Class Discussion: Understanding Sex from Reliable Sources Introduction: Sex is a natural part of life, but it's important to have good information so we can make healthy choices and understand our bodies. Discussion Questions: 1. What do you think sex means? 2. Why is it important to learn about sex? 3. Where have you heard or seen information about sex? 4. What are some things you think are important to know about sex? 5. How do you think learning about sex from reliable sources can help us? 6. How can we tell if a source of information about sex is reliable? Conclusion: Learning about sex is important, and getting information from reliable sources can help us make informed decisions and understand our bodies better. It's not only ok but also important to ask questions and look for good information in the sources we trust.

Healthy Sexual Relationships' Lesson Plan (Chapter 5, Module 3, Lesson 16)		
Duration	**Objective**	**Activity**
5 mins	1. Foster a sense of community where all know each other and feel comfortable in each other's presence 2. Establish guidelines for respectful and effective communication and collaboration within the group.	Introduce yourself and have students introduce themselves if they do not know each other. Start with a list of rules and have students add (large group activity).
10 mins	1. Define a healthy sexual Relationship 2. Identify important steps before having sex	Questions and discussion: Ask the pre-assessment questions. If youth cannot provide the answers, fill the gaps with a lecture/video. Pre-assessment questions: • What does a healthy sexual relationship mean to you? • How do you think communication plays a role in a healthy sexual relationship? • How can you make sure that your sexual relationship is respectful and safe for all partners? • Why is it important to talk openly about sexual health and relationships?
10 mins	Engage in a thoughtful discussion about healthy sexual relationships, including consent, communication, and respect	Large group discussion about healthy sexual relationships
5 mins	Each student is able to state at least one thing they will take away from the lesson	Ask students "What is one thing you learned today? How will you use what you learned? Ask everyone to name one thing. Show a video highlighting key concepts.
Materials Required: Flip Chart/Whiteboard/Blackboard + Pen/Marker		

NETWORK TO ELIMINATE VIOLENCE IN RELATIONSHIPS

Chapter 5, Module 3, Lesson 16

Healthy Sexual Relationships

Activity: Introduction **Objective: Foster a sense of community where all know each other and feel comfortable in each other's presence.**	Ask the youth to introduce themselves and do a quick check-in. It can be as simple as how they are feeling today. They can also be invited to share how they would like to be addressed in this session. Think of asking them an ice-breaker question, as this is a conversation-based class and it is important that youth feel at ease around each other. Some examples: • If you had enough money that you never had to work a day in your life, what would you do with your time? • If you could be anything other than a human, what would you rather be? Fore more ice-breaker question ideas, check out here.

Activity: Classroom rules- large group discussion **Objective: Establish guidelines for respectful and effective communication and collaboration within the group.**	Instructions: Ask group to come up with class rules. Discussion Questions: • What are the rules for our group? • Examples of rules: be on time, listen to each person, respect each person, if you disagree do it with respect and try to find common ground • How do you think these rules will help us work together better? • What can we do to make sure everyone follows the rules? Summary: It is important to respect each other and follow the rules we created. This will help us work together in a good way.

Activity: Lecture **Objective: Define a healthy sexual relationship**	**Healthy Relationships in Sex!** Healthy sexual relationships are built on trust, communication, and mutual respect. It's like a dance where both partners move in sync, understanding each other's desires and boundaries. In a healthy sexual relationship, consent is always enthusiastic and freely given, with both partners feeling comfortable and safe to express their needs and preferences. Communication is key, whether it's discussing likes and dislikes, practicing safer sex, or addressing any concerns or uncertainties. Trust plays a vital role, allowing both partners to feel secure and valued in their intimacy. Overall, a healthy sexual relationship is a space where pleasure, respect, and understanding flourish, enriching the connection between partners and promoting emotional and physical well-being.

Activity: Lecture **Objective: Identify important steps before having sex**	Remember that you have the right to make decisions about your own body and sexual health. Also, you don't want to hurt anyone! Take the time to educate yourself, communicate openly, and prioritize your well-being in all sexual interactions. 1. Understand consent: Learn what consent means and why it's crucial in any sexual activity. Consent should be enthusiastic, ongoing, and freely given by all parties involved. 2. Know your rights: Educate yourself about your rights regarding sexual health, including access to contraception methods, STI (sexually transmitted infection) testing, and information about sexual health resources. 3. Practice safer sex: Use condoms and other forms of contraception to protect against pregnancy and STIs. Safer sex practices are essential for your health and well-being. 4. Communicate openly: Be willing to have honest and open conversations with your partner about sexual desires, boundaries, and expectations. Effective communication is key to a healthy sexual relationship. 5. Respect boundaries: Respect your partner's boundaries and communicate your own clearly. It's essential to establish and maintain boundaries that feel comfortable and safe for both partners. 6. Seek reliable information: Be critical of the information you receive about sex and relationships. Seek out reliable sources, such as reputable websites, books, or trusted adults, for accurate information about sexual health. For example, instead of relying on social media or random websites, you can look for information on reputable sites like Amaze (https://amaze.org/us/) and Planned Parenthood (https://www.plannedparenthood.org/learn/parents/sex-and-sexuality). Talking to a trusted adult is also a very good idea, as you could discuss your questions or concerns about sex and relationships with a parent, guardian, teacher, or counselor who can provide accurate information and guidance. There is no shame in asking questions! Your sexuality is nothing to be ashamed of. You can also seek out books or articles written by experts in sexual health and relationships to gain a deeper understanding of the topics, and participate in educational workshops or seminars on sexual health and relationships to learn from professionals in the field. And if you have specific questions about sexual health, consider talking to a healthcare provider, such as a doctor or nurse, who can provide medical advice and resources.

Activity: Lecture **Objective: Identify important steps before having sex**	7. Get tested: If you're sexually active or considering becoming sexually active, get tested regularly for STIs. Many STIs can be asymptomatic (which means there is no symptom!), so testing is crucial for your health and the health of your partners. Also you should get vaccinated for STIs. For more information, see: https://www.fraserhealth.ca/health-topics-a-to-z/sexual-health/protect-yourself-against-stis/vaccines-for-stis 8. Consider your emotions: Understand that sex can have emotional implications, and it's okay to take things slow or wait until you feel ready. Make decisions about sexual activity based on your own comfort level and emotional readiness. No one has a right to rush you into doing things you are not ready for. 9. Know where to go for help: Familiarize yourself with sexual health resources available to you, such as school counselors, healthcare providers, or community organizations. These resources can provide support, information, and assistance if needed. 10. Trust your instincts: Trust your instincts and prioritize your own well-being in any sexual situation. If something doesn't feel right or you're unsure, it's okay to say no and remove yourself from the situation.

Activity: Large Group Discussion **Objective: Engage in a thoughtful discussion about healthy sexual relationships, including consent, communication, and respect**	1. Introduction: Start by explaining the purpose of the activity: to explore what is a healthy sexual relationship. Emphasize the importance of respect, communication, and consent in such relationships. 2. Guided Discussion: Pose the following questions to the group and encourage everyone to participate: - What does a healthy sexual relationship look like to you? - How can partners talk about their sexual needs and boundaries? - How can we make sure that our sexual relationship is respectful and safe? 3. Closing: Wrap up the discussion by summarizing the key points discussed and reiterating the importance of healthy sexual relationships. Encourage youth to continue learning and talking openly about sexual health and relationships. **Note:** Ensure that the discussion is conducted in a respectful and inclusive manner, and be prepared to address any sensitive or challenging topics that may arise.

NETWORK TO ELIMINATE VIOLENCE IN RELATIONSHIPS

Consent in Sexual Relationships' Lesson Plan (Chapter 5, Module 4, Lesson 17)		
Duration	**Objective**	**Activity**
5 mins	1. Foster a sense of community where all know each other and feel comfortable in each other's presence 2. Establish guidelines for respectful and effective communication and collaboration within the group.	Introduce yourself and have students introduce themselves if they do not know each other. Start with a list of rules and have students add (large group activity).
10 mins	1. Recall the age of consent in Canada 2. Explain and identify what is and what is not consent 3. Define Stealthing	Questions and discussion: Ask the pre-assessment questions. If youth cannot provide the answers, fill the gaps with a lecture/video. Pre-assessment questions: • What does consent mean to you? • Can someone give consent if they are under the influence of drugs or alcohol? • Is it okay to assume someone has consented if they don't say "no"? • Is it possible for someone to change their mind about consent during a sexual activity? • Can someone give consent if they feel pressured or intimidated?
10 mins	Apply the knowledge of consent to real life scenarios	Large group discussion about what is consent
5 mins	Identify what is and what is not consent	True or false questions about consent
5 mins	Each student is able to state at least one thing they will take away from the lesson	Ask students "What is one thing you learned today? How will you use what you learned? Ask everyone to name one thing. Show a video highlighting key concepts.
Materials Required: Flip Chart/Whiteboard/Blackboard + Pen/Marker		

NETWORK TO ELIMINATE VIOLENCE IN RELATIONSHIPS

Chapter 5, Module 4, Lesson 17

Consent in Sexual Relationships

Activity: Introduction **Objective: Foster a sense of community where all know each other and feel comfortable in each other's presence.**	Ask the youth to introduce themselves and do a quick check-in. It can be as simple as how they are feeling today. They can also be invited to share how they would like to be addressed in this session. Think of asking them an ice-breaker question, as this is a conversation-based class and it is important that youth feel at ease around each other. Some examples: • If you had enough money that you never had to work a day in your life, what would you do with your time? • If you could be anything other than a human, what would you rather be? Fore more ice-breaker question ideas, check out here.

Activity: Classroom rules- large group discussion **Objective: Establish guidelines for respectful and effective communication and collaboration within the group.**	Instructions: Ask group to come up with class rules. Discussion Questions: • What are the rules for our group? • Examples of rules: be on time, listen to each person, respect each person, if you disagree do it with respect and try to find common ground • How do you think these rules will help us work together better? • What can we do to make sure everyone follows the rules? Summary: It is important to respect each other and follow the rules we created. This will help us work together in a good way.

Activity: **Lecture** **Objective:** **Recall the age of consent in Canada**	**Note to Facilitator:** Please keep in mind even though this is a sexual health presentation we want to also emphasize consent does not only pertain to sexual intercourse. **Age of Consent to Sexual Activity in Canada: At Least 16** In Canada, the age of consent is the age when you can legally agree to have sex. It's usually 16, but it can be younger if both people are close in age and there's no abuse of power or trust. If there's a big age gap, the older person is seen as having more influence. If someone older than the allowed age difference has sex with someone under 16, it's considered a crime. **Remember:** Though your body may have the ability to have sex and you may really want to satisfy your curiosity, it doesn't mean your mind is ready. Make sure it is before starting any sexual activity.

Activity: Lecture **Objective: Explain what is and what is not consent**	• Consent only counts if the person is completely sober and fully understands what they are agreeing to and if they are able to consent. • Consent needs to be given from all people involved • All parties can change their minds AT ANYTIME (whether it is in regards to sexual activity or consenting to something else). • YOU choose who you want to have sex with • YOU choose what sexual activities YOU are willing to do • YOU choose what birth control YOU want to use Consent DOES NOT Count: • If someone else gives consent for you • If the person you are getting consent from is under the influence of drugs or alcohol • When the person trying to get consent is forcing the other person by abusing a position of trust, power or authority • When the other person either verbally or through actions show that they do not want to have sex or perform a sexual activity • When someone who initially consented either verbally or through actions shows they do not want to continue • When you are a minor and your partner is older than you by more than the legally permissible age difference

Activity: Lecture **Objective: Define Stealthing**	**Stealthing** Stealthing is when someone secretly removes a condom during sex without the other person knowing or agreeing to it. This is a form of sexual assault and a breach of trust. It can lead to unwanted pregnancy and STIs. Consent means agreeing to all aspects of a sexual encounter, including the use of protection. It's important to communicate openly and respect each other's boundaries during sex.

Activity: Large Class Activity **Objective: Apply the knowledge of consent to real life scenarios**	Activity: "Is This Consent?" These scenarios are to have youth think about what consent looks like in real life. • Sam and Alex are both drinking at a party. Sam becomes extremely drunk. Alex offers to take Sam home. On the way, Sam has trouble walking and makes several wrong turns. Once in Sam's room, Alex initiates sexual activity. Sam looks confused and tries to go to sleep. Alex has sex with Sam. Answer: There was no consent to have sex. A person who is incapacitated—lacking the ability to make or act on considered decisions to engage in sexual activity—cannot give consent. • Jessie and Vic have been flirting all semester and agree to meet at a party. After dancing together for a while, Vic proposes going to one of their rooms and Jessie agrees. Each is interested in hearing what the other wants and is paying attention to the other's signals. They reach and sustain clear agreement upon mutually desired sexual activities. Answer: This is consensual sex: Vic and Jessie reached positive and voluntary agreement to engage in sexual conduct together. • Jack and Jess have been going out for a couple of months now. Jack tells Jess he will dump her if she does not perform oral sex on him because he is sick of waiting. Jess is afraid of losing him and agrees to perform oral sex on him. Is this consent? Answer: No. Even though Jess has said yes, she has been pressured into it. How do you think Jess feels? Answer: Sad, angry, violated, upset, etc. Do you think that coercion like this indicates a mutually respectful relationship? Answer: No. Power does NOT equate to respect, trust, happiness, fairness, etc. How can a person who feels pressured manage this situation? Answer: Make an excuse, tell the truth, walk away, etc.

Activity: Large Class Activity **Objective: Apply the knowledge of consent to real life scenarios**	• Lee and Adrian are making out. When Lee starts to run his hands up Adrian's legs, Adrian responds by pulling away slightly, moving Lee's hands and saying "not so fast; I'm not sure." Lee cooperates briefly but then moves his hands up once more. Adrian inches backwards and then becomes still. Regardless, Lee keeps trying to touch Adrian. Is this consent? Answer: No, Adrian did not want Lee to keep touching him however, Lee continued to do so therefore, it was not consensual. • Ryo and Casey are dating. Casey is not sure about whether they should have sex, but Ryo is convincing and finally obtains Casey's consent. As they engage in sex, Casey says "wait – stop – that hurts." Ryo decides to continue for several more minutes, restraining Casey. Afterwards, Casey is upset. Ryo apologizes, but says they were past the point of interruption. Is this consent? Answer: No. Casey says "stop" and Ryo continues and restrains Casey despite Casey refusing. Therefore, it is not consensual sex.

Activity: Large Class Activity **Objective: Identify what is and what is not consent**	**Activity: Consent True/ False** Have students complete this true or false quiz to see if they understand consent. Question: A person who says “no” really just wants you to try harder. Answer: False Question: It is okay to get someone drunk then try to have sex with them. Answer: False Question: Consent is required for all sexual contact. Answer: True Question: If the other person doesn’t say the word “no”, then that means they consented. Answer: False Question: You don’t need to worry about consent if you’ve made out with the person before. Answer: False Question: A person can mean “no” with an action like turning away. Answer: True Question: It is okay to assume the other person is consenting if that person isn’t fighting back. Answer: False

Looking at CyberBullying's Lesson Plan (Chapter 6, Module 1, Lesson 18)		
Duration	**Objective**	**Activity**
5 mins	1. Foster a sense of community where all know each other and feel comfortable in each other's presence 2. Establish guidelines for respectful and effective communication and collaboration within the group.	Introduce yourself and have students introduce themselves if they do not know each other. Start with a list of rules and have students add (large group activity).
10 mins	1. Define cyberbullying and explain its prevalence 2. Identify how to prevent cyberbullying	Questions and discussion: Ask the pre-assessment questions. If youth cannot provide the answers, fill the gaps with a lecture/video. Pre-assessment questions: • What is cyberbullying? • Can cyberbullying happen through social media? • What are some examples of cyberbullying? • How can you protect yourself from cyberbullying? • Is it important to think before you post or share online? Why?
10 mins	Identify different forms of cyberbullying	Large group discussion about different forms of cyberbullying
5 mins	Each student is able to state at least one thing they will take away from the lesson	Ask students "What is one thing you learned today? How will you use what you learned? Ask everyone to name one thing. Show a video highlighting key concepts.
Materials Required: Flip Chart/Whiteboard/Blackboard + Pen/Marker		

Chapter 6, Module 1, Lesson 18

Looking at CyberBullying

Activity: Introduction **Objective: Foster a sense of community where all know each other and feel comfortable in each other's presence.**	Ask the youth to introduce themselves and do a quick check-in. It can be as simple as how they are feeling today. They can also be invited to share how they would like to be addressed in this session. Think of asking them an ice-breaker question, as this is a conversation-based class and it is important that youth feel at ease around each other. Some examples: • If you had enough money that you never had to work a day in your life, what would you do with your time? • If you could be anything other than a human, what would you rather be? Fore more ice-breaker question ideas, check out here.

Activity: Classroom rules- large group discussion **Objective: Establish guidelines for respectful and effective communication and collaboration within the group.**	Instructions: Ask group to come up with class rules. Discussion Questions: • What are the rules for our group? • Examples of rules: be on time, listen to each person, respect each person, if you disagree do it with respect and try to find common ground • How do you think these rules will help us work together better? • What can we do to make sure everyone follows the rules? Summary: It is important to respect each other and follow the rules we created. This will help us work together in a good way.

Activity: Lecture **Objective: Define cyberbullying and explain its prevalence**	**Did you know...?** • More than half of the teen population have experienced being bullied on the internet and the same number have engaged in cyber bullying. • One reason why it has become so common: increased access to cell phones and social networking sites. **What is Cyber-Bullying?** It is a form of violence that occurs on the internet or through other means of technology. Usually, hostile or aggressive language is used. It can include tormenting, harassing, threatening, or embarrassing another person/group of people with the intention to hurt them.

Activity: Lecture **Objective: Identify how to prevent cyberbullying**	**Some tips for preventing cyberbullying** 1. Be mindful of what you share: Think twice before posting something online. Avoid sharing personal information or anything that could be used to harass or embarrass you. Also, avoid storing your personal information and personal/intimate materials on your phone or somewhere that may be accessed by others. 2. Use privacy settings: Adjust the privacy settings on your social media accounts to control who can see your posts and information. Make sure your GPS is not on and your Location is not visible. Do not accept “share location” requests from websites and apps. If you need to share your location with an app, choose the “only when using the app” option. 3. Think before you click: Be cautious of clicking on links or downloading attachments from unknown sources, as they could contain malicious content. 4. Keep your passwords safe: Use strong, unique passwords for your online accounts and never share them with anyone. 5. Block and report: If you experience cyberbullying, block the person responsible and report their behavior to the platform or website. 6. Talk to someone: If you're being cyberbullied, don't keep it to yourself. Talk to a trusted adult, such as a parent, teacher, or counselor, for support and guidance. 7. Be kind online: Treat others with respect and kindness online, just as you would in person. Avoid engaging in behavior that could be hurtful or harmful to others.

Activity: Large Group Discussion **Objective: Identify different forms of cyberbullying**	 Discuss the different forms of cyberbullying with youth. Tick off the answers displayed as they are mentioned, then read out the ones that were missed. - Stealing someone's identity/photos, pretending to be them, and portraying them negatively to the public to intentionally hurt them or their reputation - Sending hurtful messages to a person's phone, email, social media account - Taking unflattering photos of someone and spreading them on the internet without their consent - Spreading rumors, lies, or gossip online - Threatening to share embarrassing photos/information to blackmail the victim - Intentionally and cruelly excluding someone from an online group then harassing that person - Sending sexually suggestive photos of a person and spreading them on the internet or through text messages without their consent - Humiliating another person by spreading their private information without their consent (this is called outing) - Harassment or threats via social media or text messages (this is known as cyberstalking) - Creating a fake identity to harass or threaten another person anonymously

NETWORK TO ELIMINATE VIOLENCE IN RELATIONSHIPS

What to do about CyberBullying's Lesson Plan (Chapter 6, Module 2, Lesson 19)		
Duration	**Objective**	**Activity**
5 mins	1. Foster a sense of community where all know each other and feel comfortable in each other's presence 2. Establish guidelines for respectful and effective communication and collaboration within the group.	Introduce yourself and have students introduce themselves if they do not know each other. Start with a list of rules and have students add (large group activity).
10 mins	1. Explore solutions for dealing with cyberbullying 2. Identify signs of experiencing cyberbullying	Questions and discussion: Ask the pre-assessment questions. If youth cannot provide the answers, fill the gaps with a lecture/video. Pre-assessment questions: • What should you do if you are in immediate danger due to cyberbullying? • 2. How can you protect yourself from further cyberbullying online? • 3. What steps can you take to block and report a cyberbully on social media? • 4. Why is it important to keep evidence of cyberbullying? • 5. Who can you talk to for support and help if you are being cyberbullied?
10 mins	Identify ways to help someone who is experiencing cyberbullying	Large group discussion about different ways to address cyberbullying
5 mins	Each student is able to state at least one thing they will take away from the lesson	Ask students "What is one thing you learned today? How will you use what you learned? Ask everyone to name one thing. Show a video highlighting key concepts.
Materials Required: Flip Chart/Whiteboard/Blackboard + Pen/Marker		

NETWORK TO ELIMINATE VIOLENCE IN RELATIONSHIPS

Chapter 6, Module 2, Lesson 19

What to do about CyberBullying

Activity: Introduction **Objective: Foster a sense of community where all know each other and feel comfortable in each other's presence.**	Ask the youth to introduce themselves and do a quick check-in. It can be as simple as how they are feeling today. They can also be invited to share how they would like to be addressed in this session. Think of asking them an ice-breaker question, as this is a conversation-based class and it is important that youth feel at ease around each other. Some examples: • If you had enough money that you never had to work a day in your life, what would you do with your time? • If you could be anything other than a human, what would you rather be? Fore more ice-breaker question ideas, check out here.

Activity: Classroom rules- large group discussion **Objective: Establish guidelines for respectful and effective communication and collaboration within the group.**	Instructions: Ask group to come up with class rules. Discussion Questions: • What are the rules for our group? • Examples of rules: be on time, listen to each person, respect each person, if you disagree do it with respect and try to find common ground • How do you think these rules will help us work together better? • What can we do to make sure everyone follows the rules? Summary: It is important to respect each other and follow the rules we created. This will help us work together in a good way.

Activity: Lecture **Objective: Explore solutions for dealing with cyberbullying**	**If you're being cyberbullied, you can:** 1. If you're in danger, contact the police right away. 2. Don't respond: Avoid responding to the cyberbully, as this can often escalate the situation. 3. Save the evidence: Keep records of the bullying messages or posts, including dates, times, and any relevant screenshots. 4. Block the bully: Use privacy settings to block the bully from contacting you or viewing your profile. 5. Report the bullying: Report the cyberbullying to the relevant platform or website. Most social media platforms and websites have reporting tools for this purpose. 6. Talk to a trusted adult: Reach out to a parent, teacher, counselor, or other trusted adult for support and guidance. 7. Seek help: If you are feeling overwhelmed or distressed, consider seeking help from a mental health professional or counselor. 8. Take care of yourself: Practice self-care by engaging in activities that help you feel calm and relaxed, such as exercise, hobbies, or spending time with friends and family.

Activity: Lecture **Objective: Identify signs of experiencing cyberbullying**	**My friend is being bullied...** Know the Signs! (Here are some signs that may indicate that your friend is a victim of cyberbullying. It includes but is not limited to the following) - They seem nervous when receiving a text message, phone call, or email. - They refuse to leave the house and no longer want to engage in social activities they used to enjoy. - You have noticed that they don't eat or sleep well, and their grades have been falling. - They suddenly delete their social media accounts and withdraw from computer or phone usage. - When you ask why, they refuse or become reluctant to tell you. - Your friend appears to be more agitated and shows signs of aggressive behavior that are unexplained. You know your friends! If you feel that there may be something wrong, chances are you're right.

Activity: **Lecture** **Objective:** **Identify ways to help someone who is experiencing cyberbullying**	**Here are Some Things You Can Do:** 1. Encourage your friend to tell a trusted adult about their situation. However, if they refuse and your friend's safety is at risk, it is important for you to let someone know right away. 2. They may be afraid and feel sensitive towards the issue. Be supportive and ask what you can do for them. 3. Don't pry, but let them know you're there for them when they're ready to talk and let them know you care. 4. Ask your friend to keep a screenshot or copy of the cyberbullying incident as proof. 5. If your friend is visibly being bullied on a social networking site, report it (most sites have a "report" link). 6. Be careful not to make the situation any worse or put yourself in any danger. Only if it is safe to do so, you can tell the bully to stop. 7. Suggest that your friend block the bully's number. 8. Call Kids Help Phone with them or use one of the community.

Activity: Large Group Discussion **Objective: Explore solutions for dealing with cyberbullying**	**Activity** Read the following scenario. Then, as a group, brainstorm solutions. Provide youth with the following ideas if they need some help. **Scenario:** I stumbled upon my classmate Leslie, who I speak to occasionally, crying in the girl's washroom. I asked her what was wrong, and she told me that there was a group of girls from her gym class harassing her. They were posting embarrassing photos of her along with her information on dating websites. She wanted to get help to stop them, but they threatened her with a photo that they took while she was changing in the locker room. She is visibly in distress and explained to me that she felt helpless. I barely know her, how can I help? **Possible Solutions:** 1. Don't turn away by the fact that you "barely know her." A little help goes a long way. Comfort and support her. 2. If you can, report the profile on the dating website. 3. Even though she is being threatened by another photo, let her know that the best thing right now is to not ignore it and let someone know (i.e., family member, teacher, counselor, police officer).

Sextortion and Grooming's Lesson Plan (Chapter 6, Module 3, Lesson 20)		
Duration	**Objective**	**Activity**
5 mins	1. Foster a sense of community where all know each other and feel comfortable in each other's presence 2. Establish guidelines for respectful and effective communication and collaboration within the group.	Introduce yourself and have students introduce themselves if they do not know each other. Start with a list of rules and have students add (large group activity).
10 mins	1. Define Sextortion and identify tips to prevent it 2. Define Sexting and Identify ways to keep it safe 3. Define Grooming 4. Recall warning signs of grooming	Questions and discussion: Ask the pre-assessment questions. If youth cannot provide the answers, fill the gaps with a lecture/video. Pre-assessment questions: • What is sextortion? • How can someone protect themselves from experiencing sextortion? • What are some warning signs that someone may be attempting to groom you online? • What is sexting? • How can sexting get unsafe? • What is grooming? • What should you do if you suspect that someone is trying to groom you or someone you know?
10 mins	Explore the concepts of sextortion and grooming	Large group discussion about sextortion and grooming
5 mins	Each student is able to state at least one thing they will take away from the lesson	Ask students "What is one thing you learned today? How will you use what you learned? Ask everyone to name one thing. Show a video highlighting key concepts.
Materials Required: Flip Chart/Whiteboard/Blackboard + Pen/Marker		

NETWORK TO ELIMINATE VIOLENCE IN RELATIONSHIPS

Chapter 6, Module 3, Lesson 20

Sextortion and Grooming

Activity: Introduction **Objective: Foster a sense of community where all know each other and feel comfortable in each other's presence.**	Ask the youth to introduce themselves and do a quick check-in. It can be as simple as how they are feeling today. They can also be invited to share how they would like to be addressed in this session. Think of asking them an ice-breaker question, as this is a conversation-based class and it is important that youth feel at ease around each other. Some examples: • If you had enough money that you never had to work a day in your life, what would you do with your time? • If you could be anything other than a human, what would you rather be? Fore more ice-breaker question ideas, check out here.

Activity: Classroom rules- large group discussion **Objective: Establish guidelines for respectful and effective communication and collaboration within the group.**	Instructions: Ask group to come up with class rules. Discussion Questions: • What are the rules for our group? • Examples of rules: be on time, listen to each person, respect each person, if you disagree do it with respect and try to find common ground • How do you think these rules will help us work together better? • What can we do to make sure everyone follows the rules? Summary: It is important to respect each other and follow the rules we created. This will help us work together in a good way.

Activity: Lecture **Objective: Define Sextortion and identify tips to prevent it**	**Sextortion** Sextortion is when someone threatens to share private pictures or videos of you unless you give them money or do what they say. They might trick you, force you, or hack into your devices to get these images. It's a serious crime that can hurt you a lot. Tips to Avoid Sextortion: 1. Don't share personal information or private photos online. 2. Use strong passwords and two-step verification for security. 3. Be cautious of requests for personal information or photos. 4. Keep your devices up to date and use antivirus software. 5. If threatened, don't reply and tell the authorities. 6. Learn and tell others about sextortion risks and how to stay safe online.

Activity: Lecture **Objective: Define Sexting and Identify ways to keep it safe**	**Sexting** Sexting is sending or receiving sexy messages, photos, or videos on phones or computers. It's a way some people express their sexuality or stay close in relationships. But be careful, because if these messages or images are shared without permission, it can cause privacy issues. It's important to talk openly with partners about what's okay and what's not. **Keeping sexting safe involves several important steps:** 1. Consent: Always get permission before sending or sharing anything sexual. 2. Privacy: Use apps that keep your messages private and delete them after they're seen. 3. Trust: Only sext with people you trust and who respect your boundaries. 4. Boundaries: Be clear about what you're comfortable sharing and respect your partner's limits. 5. Safety: Avoid showing identifying details in photos or videos. 6. Delete safely: If you want to delete sexts, do it securely so they can't be recovered. 7. Communication: Talk openly with your partner about how you feel and any worries you have.

Activity: **Lecture** **Objective:** **Define Grooming**	**Grooming** Grooming is when someone tricks a person into trusting them so they can harm them later. Online grooming is when this happens on the internet, especially to kids. If you think someone online is trying to trick you or someone you know, tell a trusted adult and block the person right away.

Activity: Lecture **Objective: Recall warning signs of grooming**	**Signs that someone may be grooming youth online can include:** 1. Excessive attention: Giving a lot of attention, compliments, or gifts to make the child feel special. 2. Secrecy: Trying to keep the relationship secret from parents or caregivers. 3. Isolation: Trying to isolate the child from their family and friends. 4. Manipulation: Using emotional manipulation or guilt to control the child. 5. Sexualized behaviour: Talking about sexual topics with the child. 6. Control: Trying to control the child's behaviour, like by monitoring their online activity.

Activity: Large Group Discussion **Objective: Explore the concepts of sextortion and grooming**	Class Discussion Topic: Sextortion and Grooming • Discussion on Sextortion (10 minutes): 1. How can someone who is being sextorted seek help? 2. What role does consent play in sextortion cases? 3. How can we support someone who is being sextorted? 4. What are some warning signs that someone may be trying to sextort you? Encourage youth to ask questions and share their thoughts on how to prevent sextortion. • Discussion on Grooming (10 minutes): 1. What are some common tactics that groomers use to trick kids? 2. How can someone recognize if they or someone they know is being groomed? 3. Why do groomers target young people online? 4. How can someone protect themselves from being groomed online? 5. What should you do if you suspect that someone is being groomed? Open the floor for questions and address any concerns youth may have. Then Recap the key points discussed during the class. Remind youth to be vigilant online and to seek help from a trusted adult if they encounter any suspicious or uncomfortable situations.

Making Online Friends' Lesson Plan (Chapter 6, Module 4, Lesson 21)		
Duration	**Objective**	**Activity**
5 mins	1. Foster a sense of community where all know each other and feel comfortable in each other's presence 2. Establish guidelines for respectful and effective communication and collaboration within the group.	Introduce yourself and have students introduce themselves if they do not know each other. Start with a list of rules and have students add (large group activity).
10 mins	1. Define Internet Friends and identify ways to be safe while making friends online 2. Explore ways to safely make friends online	Questions and discussion: Ask the pre-assessment questions. If youth cannot provide the answers, fill the gaps with a lecture/video. Pre-assessment questions: • Why is it important to talk to your parents or a trusted adult about your plans to make/meet an internet friend? • What should you do if your internet friend wants to keep your meeting a secret? • How can you stay safe while making friends online? • What would you do if your internet friend asked you to do something that made you feel uncomfortable? • Can you think of any red flags that might indicate an internet friend is not who they say they are?
10 mins	Identify which situations are safe to make online friends	Large group discussion about making friends online
5 mins	Each student is able to state at least one thing they will take away from the lesson	Ask students "What is one thing you learned today? How will you use what you learned? Ask everyone to name one thing. Show a video highlighting key concepts.
Materials Required: Flip Chart/Whiteboard/Blackboard + Pen/Marker		

NETWORK TO ELIMINATE VIOLENCE IN RELATIONSHIPS

Chapter 6, Module 4, Lesson 21

Making Online Friends

Activity: Introduction **Objective: Foster a sense of community where all know each other and feel comfortable in each other's presence.**	Ask the youth to introduce themselves and do a quick check-in. It can be as simple as how they are feeling today. They can also be invited to share how they would like to be addressed in this session. Think of asking them an ice-breaker question, as this is a conversation-based class and it is important that youth feel at ease around each other. Some examples: • If you had enough money that you never had to work a day in your life, what would you do with your time? • If you could be anything other than a human, what would you rather be? Fore more ice-breaker question ideas, check out here.

Activity: Classroom rules- large group discussion **Objective: Establish guidelines for respectful and effective communication and collaboration within the group.**	Instructions: Ask group to come up with class rules. Discussion Questions: • What are the rules for our group? • Examples of rules: be on time, listen to each person, respect each person, if you disagree do it with respect and try to find common ground • How do you think these rules will help us work together better? • What can we do to make sure everyone follows the rules? Summary: It is important to respect each other and follow the rules we created. This will help us work together in a good way.

Activity: Lecture **Objective: Define Internet Friends and identify ways to be safe while making friends online**	In today's world, it's common for people to have "internet friends." These are friends you meet online and only know through the internet. While having internet friends can be fun, it's important to be careful. You might trust your internet friend, but you never really know who they are! Some tips to stay safe: 1. Never share personal information like your full name, address, or school. 2. If your internet friend asks you to do something that makes you uncomfortable, you can say no. If they keep asking, you can block them and tell a trusted adult. 3. Avoid video chats or sharing personal photos. 4. Trust your instincts. If something feels wrong, it's okay to back away. 5. A real friend will respect your boundaries and keep you safe.

Activity: Lecture **Objective: Explore ways to safely make friends online**	**I want to meet my online friend! How can I do this?** 1. If at any time you feel uncomfortable about meeting your internet friend, don't – trust your gut! 2. Ask your parents for permission. 3. Let your parent (or a trusted adult) know your plans: - Tell them about your internet friend, where you're meeting, and when you're coming home. - Stick to these plans and don't make any changes unless your trusted adult has approved. 4. For your safety, it is important to meet in a public place in the daytime like a mall, a popular restaurant, or your local coffee shop – never meet in private. 5. If you can, bring another friend or a trusted adult with you – if your internet friend really wants to be friends with you, they will not mind that you brought another person. 6. After you have spent time together, leave separately – do not let them drive or walk you home. 7. Tell your parent (or trusted adult) about how it went – let them know about how you felt meeting them and if there were any moments where you felt troubled.

Activity: Large group activity **Objective: Identify which situations are safe to make online friends**	**Activity: Safe or Unsafe** Have a student read out the scenarios. Then, as a group, decide whether the situation is safe or unsafe. Scenario #1: Cathy met her internet friend, Jordan, on Tumblr. They have been messaging each other nonstop for the past two weeks, talking about their shared interest in art. Jordan wants to mail a drawing he created for her and asks for Cathy's address. Answer: Unsafe Why? Although Jordan has good intentions, it is unsafe for Cathy to give out her home address and her full name. Instead, she can ask him to take a picture of the drawing and send it to her via e-mail. Scenario #2: Danny met Eric on a gaming forum. After discussing the new characters on a game that they both own, Danny asked Eric if he could add him on the game. Eric feels comfortable and accepts his request. Answer: Safe Why? Eric is not revealing any personal information or photos by accepting Danny's request (in most games, friends are added by usernames) and he feels comfortable doing so.

How to Protect Myself Online's Lesson Plan (Chapter 6, Module 5, Lesson 22)		
Duration	**Objective**	**Activity**
5 mins	1. Foster a sense of community where all know each other and feel comfortable in each other's presence 2. Establish guidelines for respectful and effective communication and collaboration within the group.	Introduce yourself and have students introduce themselves if they do not know each other. Start with a list of rules and have students add (large group activity).
10 mins	1. Explore ways to be safe online 2. Identify the top 5 cyber security incidents	Questions and discussion: Ask the pre-assessment questions. If youth cannot provide the answers, fill the gaps with a lecture/video. Pre-assessment questions: • What are some ways to protect your personal information online? • How can you stay safe while chatting or messaging online? • What should you do if someone online asks for your personal information? • How can you recognize a phishing scam? • Why is it important to use strong and unique passwords? • What should you do if you receive a threatening or uncomfortable message online?
10 mins	Explore ways to be safe online	Large group discussion about making friends online
5 mins	Each student is able to state at least one thing they will take away from the lesson	Ask students "What is one thing you learned today? How will you use what you learned? Ask everyone to name one thing. Show a video highlighting key concepts.
Materials Required: Flip Chart/Whiteboard/Blackboard + Pen/Marker		

NETWORK TO ELIMINATE VIOLENCE IN RELATIONSHIPS

Chapter 6, Module 5, Lesson 22

How to Protect Myself Online

Activity: Introduction **Objective: Foster a sense of community where all know each other and feel comfortable in each other's presence.**	Ask the youth to introduce themselves and do a quick check-in. It can be as simple as how they are feeling today. They can also be invited to share how they would like to be addressed in this session. Think of asking them an ice-breaker question, as this is a conversation-based class and it is important that youth feel at ease around each other. Some examples: • If you had enough money that you never had to work a day in your life, what would you do with your time? • If you could be anything other than a human, what would you rather be? Fore more ice-breaker question ideas, check out here.

Activity: Classroom rules- large group discussion **Objective: Establish guidelines for respectful and effective communication and collaboration within the group.**	Instructions: Ask group to come up with class rules. Discussion Questions: • What are the rules for our group? • Examples of rules: be on time, listen to each person, respect each person, if you disagree do it with respect and try to find common ground • How do you think these rules will help us work together better? • What can we do to make sure everyone follows the rules? Summary: It is important to respect each other and follow the rules we created. This will help us work together in a good way.

Activity: Lecture **Objective: Explore ways to be safe online**	**What Does Protecting Myself Online Look Like?** Remaining anonymous online as much as possible. You should never allow the public to see: - Your full name - Any type of photograph (even of your pet) - Your current location - Home or school address - Phone numbers - Social Security Number - Passwords - Credit card numbers **How Do I Disable Location Services?** **For iPhone users** 1: Go to your iPhone's Setting 2: Tap Privacy > Location Services 3: Scroll down and click each app, changing the "Allow Location Access" from 'While Using the App" to "Never" **For Android users** 1. Open the App Drawer and go to Settings 2. Scroll down and tap Location 3. Scroll down and tap Google Location Settings 4. Tap Location Reporting and Location History, and switch the slider to off for each one 5. To delete your phone's location cache, tap "Delete Location History" at the bottom of the screen under Location History Repeat this process for each Google Account you have on your Android device

Activity: **Lecture** **Objective:** **Explore ways to be safe online**	**Someone is using my photo on their profile, and stealing my identity. What can I do?** 1. If the picture/video is already online, you can take action to have it removed. Report the following profile and photo/video, and contact the service (e.g., Facebook, Instagram) to have it removed. 2. Private all of your accounts to protect your privacy from now on. 3. Remove your full name from your accounts, and any other information that might give away your place of residence or school. 4. Block any users you do not know from your accounts. By limiting your followers and friends to people you legitimately know, this will keep you safe. 5. Do not panic or worry. These accounts are usually disabled and banned by the services within a few days of receiving the report. Let your friends, family, and followers know that the fake account is not you.

Activity: Lecture **Objective: Identify the top 5 cyber security incidents**	**Top 5 Cyber Security Incidents for Your Family to Know** 1. Hacked Passwords - Did you know that most passwords can be hacked in less than one second? 2. Phishing - Not fishing! It's a kind of identity theft where criminals trick you into entering your personal information on a fake website. - Watch out for phishing messages through email, text, or social media. 3. Unsecured Public Wi-Fi - Be cautious on public Wi-Fi networks, as unauthorized people can access your information if the network is not encrypted. - Avoid logging into public networks at places like malls or coffee shops. 4. Ransomware - Criminals can remotely lock your computer and demand money for unlocking it. 5. Online Bullying - Also known as cyberbullying

Activity: Large Group Discussion **Objective: Explore ways to be safe online**	**Activity: Discussion** Lead a discussion on the following questions and let each student reflect about how they feel about the Internet. 1. Do you feel safe on the internet? 2. Who do you video chat with online? 3. Have you activated any of the privacy settings or other controls on your account? 4. Have you ever been asked for information/content that made you feel uncomfortable? 5. What are the most common things you share with your friends and others you are connected to? 6. What are the most unusual requests you have received online? After this discussion, review as a group together: 1) Chat Options - Discuss how some services allow users to restrict who can chat with them to only those on their contact or "friends" list rather than being open to all users of the service. 2) Information Entered into Profile - Talk about the importance of choosing what information to enter into profiles on social networking sites. While some fields may be required, users can choose what information to share in others. 3) Privacy Settings - Explore privacy settings provided by services that allow users to limit what is shared with others. Discuss the importance of adjusting these settings to protect personal information.

Online Dating Sites & Apps' Lesson Plan (Chapter 6, Module 6, Lesson 23)		
Duration	**Objective**	**Activity**
5 mins	1. Foster a sense of community where all know each other and feel comfortable in each other's presence 2. Establish guidelines for respectful and effective communication and collaboration within the group.	Introduce yourself and have students introduce themselves if they do not know each other. Start with a list of rules and have students add (large group activity).
10 mins	Explain the possible dangers of online dating for underage children	Questions and discussion: Ask the pre-assessment questions. If youth cannot provide the answers, fill the gaps with a lecture/video. Pre-assessment questions: • What is one danger of meeting someone in person whom you've only met online? • Why is it important to keep personal information private when using the internet? • Why is it important to verify the identity of people you meet online? • What are some signs that someone may not be who they say they are online? • Why is it important to talk to a trusted adult about your online activities and interactions?
10 mins	Discuss the possible dangers of online dating for underage children	Large group discussion about online dating
5 mins	Each student is able to state at least one thing they will take away from the lesson	Ask students "What is one thing you learned today? How will you use what you learned? Ask everyone to name one thing. Show a video highlighting key concepts.
Materials Required: Flip Chart/Whiteboard/Blackboard + Pen/Marker		

NETWORK TO ELIMINATE VIOLENCE IN RELATIONSHIPS

Chapter 6, Module 6, Lesson 23

Online Dating Sites & Apps

Activity: Introduction **Objective: Foster a sense of community where all know each other and feel comfortable in each other's presence.**	Ask the youth to introduce themselves and do a quick check-in. It can be as simple as how they are feeling today. They can also be invited to share how they would like to be addressed in this session. Think of asking them an ice-breaker question, as this is a conversation-based class and it is important that youth feel at ease around each other. Some examples: • If you had enough money that you never had to work a day in your life, what would you do with your time? • If you could be anything other than a human, what would you rather be? Fore more ice-breaker question ideas, check out here.

Activity: Classroom rules- large group discussion **Objective: Establish guidelines for respectful and effective communication and collaboration within the group.**	Instructions: Ask group to come up with class rules. Discussion Questions: • What are the rules for our group? • Examples of rules: be on time, listen to each person, respect each person, if you disagree do it with respect and try to find common ground • How do you think these rules will help us work together better? • What can we do to make sure everyone follows the rules? Summary: It is important to respect each other and follow the rules we created. This will help us work together in a good way.

Activity: Lecture **Objective: Explain the possible dangers of online dating for underage children**	**Tinder** is officially 18+. However, it is still being used by under-aged kids – it is not foolproof! The use of online dating sites and apps can allow strangers (like older men) to pose as teenagers, make fake accounts with fake photos, and lure kids into meeting them in real life. You can see how dangerous this can become. **Question: I met a boy on Tinder and am planning on meeting him at his house. Is it safe to go?** Absolutely not! Remember, the Internet is full of predators. You never know who you are speaking to behind the computer screen. Many criminals make fake profiles online to lure young girls to meet with them – sexual assault and rape can result. Be Internet safe and do not join dating apps – especially if you are underage.

Activity: Lecture **Objective: Explain the possible dangers of online dating for underage children**	**Discussion Topic: The Dangers of Online Dating for Underage Children** **Opening:** - Begin by acknowledging that while online dating is not appropriate for underage children, some may still be tempted to use these platforms. - Emphasize the importance of this discussion for understanding the risks and promoting safety. **Guiding Questions for Discussion:** - What are some ways underage children might access or use online dating platforms? - How can fake profiles and deceptive practices on dating apps lead to dangerous situations for kids? - What are the potential consequences of sharing personal information with strangers online? **Conclusion:** - Recap key points discussed, emphasizing the importance of staying safe online. - Encourage participants to share what they've learned with friends and family to promote online safety for all.

Adverse Childhood Experiences (ACEs)s' Lesson Plan (Chapter 7, Module 1, Lesson 24)		
Duration	**Objective**	**Activity**
5 mins	1. Foster a sense of community where all know each other and feel comfortable in each other's presence 2. Establish guidelines for respectful and effective communication and collaboration within the group.	Introduce yourself and have students introduce themselves if they do not know each other. Start with a list of rules and have students add (large group activity).
10 mins	1. Define ACEs 2. Identify impacts of ACEs 3. Explain the relationship between ACEs and Substance use 4. Connect the concepts of peer bullying and ACEs	Questions and discussion: Ask the pre-assessment questions. If youth cannot provide the answers, fill the gaps with a lecture/video. Pre-assessment questions: • Do you know what it means to feel safe? • Do you think it's important to have people you can trust and talk to if something upsetting has happened to you? • What are some things that help you feel better when you're feeling sad or scared?
10 mins	Identify ways to heal from experiencing ACEs	Large group discussion about ACEs
5 mins	Each student is able to state at least one thing they will take away from the lesson	Ask students "What is one thing you learned today? How will you use what you learned? Ask everyone to name one thing. Show a video highlighting key concepts.
Materials Required: Flip Chart/Whiteboard/Blackboard + Pen/Marker		

Chapter 7, Module 1, Lesson 24

Adverse Childhood Experiences (ACEs)

Activity: Introduction **Objective: Foster a sense of community where all know each other and feel comfortable in each other's presence.**	Ask the youth to introduce themselves and do a quick check-in. It can be as simple as how they are feeling today. They can also be invited to share how they would like to be addressed in this session. Think of asking them an ice-breaker question, as this is a conversation-based class and it is important that youth feel at ease around each other. Some examples: • If you had enough money that you never had to work a day in your life, what would you do with your time? • If you could be anything other than a human, what would you rather be? Fore more ice-breaker question ideas, check out here.

Activity: Classroom rules- large group discussion **Objective: Establish guidelines for respectful and effective communication and collaboration within the group.**	Instructions: Ask group to come up with class rules. Discussion Questions: • What are the rules for our group? • Examples of rules: be on time, listen to each person, respect each person, if you disagree do it with respect and try to find common ground • How do you think these rules will help us work together better? • What can we do to make sure everyone follows the rules? Summary: It is important to respect each other and follow the rules we created. This will help us work together in a good way.

Activity: **Lecture** **Objective:** **Define ACEs**	**What are Adverse Childhood Experiences (ACEs)?** Adverse Childhood Experiences (ACEs) are difficult things that happen to children before they turn 18. These can include being hurt, abused, or living in a home where there is fighting or violence. ACEs can also be things like having a family member who drinks too much or uses drugs, or feeling like you're not loved or cared for. These experiences can be really hard and can affect how children feel and act as they grow up. It's important to know that if you've had ACEs, it's not your fault, and there are people who can help you feel better.

Activity: Lecture

Objective: Identify impacts of ACEs

Impacts of ACEs

When bad things happen to us when we're young, like parents fighting a lot or feeling unsafe, it can affect us for a long time. These experiences can make us feel scared, stressed, sad, or angry. They can also make it hard to trust others or feel good about ourselves. As we grow up, these experiences can lead to health problems, like getting sick often or having trouble sleeping. They can also make it tough to do well in school or get along with others.

Experiencing Adverse Childhood Experiences (ACEs) can increase the chances of being involved in or experiencing violence in relationships later in life. When someone goes through ACEs, like abuse or neglect, they may develop unhealthy ways to cope with their emotions, making it harder to have healthy relationships. They might also learn negative behaviors from their past, which can lead to them being in or accepting abusive relationships. ACEs can also affect the way the brain develops and increase the chances of mental health issues, substance use, and low self-esteem, all of which can make someone more likely to experience relationship violence. Recognizing the impact of ACEs and getting the right support can help break the cycle of violence and promote healthier relationships.

Activity: Lecture **Objective: Explain the relationship between ACEs and Substance use**	**Substance Use** When we feel stressed, our bodies and minds can react in different ways. Stress can come from many things, like school, relationships, or problems at home. When we experience a lot of stress, it can be hard to cope, and some people might turn to substances like alcohol or drugs to try to feel better. This can be especially true for people who have experienced Adverse Childhood Experiences. When people use substances to cope with stress, it can sometimes lead to problems with addiction or other health issues. Also, while it may provide a temporary relief, our bodies and minds will feel even worse once the effects of the substance wear off. It's important to find healthy ways to cope with stress, like talking to someone you trust, practicing relaxation techniques, or engaging in activities you enjoy.

Activity: Lecture **Objective: Connect the concepts of peer bullying and ACEs**	**Peer Bullying and ACEs** Peer bullying can be seen as an Adverse Childhood Experience (ACE) because it can have bad effects on a child's mental and emotional health. When children are bullied by their peers, they may feel afraid, ashamed, and isolated, which can harm their self-esteem and mental health. Bullying can also make them feel powerless and helpless, which are common aspects of ACEs. Also, being bullied can create an unsafe and hostile environment, leading to many negative things like depression, anxiety, and substance use.

Activity: Lecture **Objective: Identify ways to heal from experiencing ACEs**	**Healing from tough experiences when you were young is possible with the right help. It takes time, but with the right support, you can feel better and move forward in a positive way.** 1. Learn skills to cope with tough times, make friends who support you, and find things that give your life meaning and joy. 2. Talking to a counsellor or joining a support group can help you understand your feelings and learn better ways to handle them. 3. Creating a safe and stable routine, setting boundaries, and being around caring people can help you feel more secure. 4. Taking care of yourself, like getting enough sleep, eating well, and doing things you enjoy, can help you feel better. 5. Spending time in nature can be calming and healing.

Activity: Large Group Discussion **Objective: Identify ways to heal from experiencing ACEs**	**Discussion Questions** 1. What are some examples of difficult things that can happen to children? - Encourage everyone to share their thoughts. Examples might include bullying, parents fighting, feeling lonely, or being in an accident. 2. How do you think these experiences can make kids feel? - Discuss possible feelings like sadness, fear, anger, or confusion. 3. Do you think these feelings can stay with children even when they grow up? - Help everyone understand that some feelings can last a long time if they're not dealt with. 4. What are some ways children can feel better if they've been through difficult situations? - Encourage everyone to think of ways to cope, like talking to a trusted adult, spending time with friends, or doing things they love. 5. Why is it important to talk about these tough things and get help if you need it? - Discuss the importance of sharing feelings and getting support from others. **Conclusion:** - Wrap up by reminding everyone that it's okay to feel all kinds of emotions and that there are people who can help them feel better when they're going through tough times. By discussing ACEs in a simple and supportive way, everyone can start to understand their feelings and learn healthy ways to cope with them.

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