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# Aippagiittarniq

## DISCUSSION GUIDE



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 IQITIAQHIMALUGU INUUHIQ KATIMAJIIT  
 EMBRACE LIFE COUNCIL  
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# Aippagiittiarniq Discussion Guide

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# Introduction

## Modelling Healthy Relationships

The Isaksimagit Inuusirmi Katujjiqatigiit Embrace Life Council is a non-profit charitable organization whose mission is to support and encourage Nunavummiut to value life. One of our objectives is to educate the public on the issues of suicide, mental health, community health, and related social issues. As such, this resource was designed to give Nunavut's educators a platform to explore what a healthy relationship looks like, including an overview of what constitutes an unhealthy or abusive relationship, with the goal of promoting healthy relationships for youth.

Aippagiittiarniq means “ways of being in good partnership” in Inuktitut; the objective of the Aippagiittiarniq discussion guide is to provide an opportunity for youth to discuss their understanding of healthy and unhealthy relationships in a manner conducive to free expression of their ideas and feelings. While examples and descriptions of different kinds of abuse and other facets of unhealthy relationships are discussed, the ultimate focus of this campaign is to model healthy relationships.

In this resource guide, you will find information and activities to engage youth that may be adapted to the class sizes, grades, and time that you have available. We recommend that this discussion guide be used to supplement teaching to youth in grades 8 through 12, though it can be applied to older youth as well.

Before beginning any of the following activities or lessons, it is important to let youth know that you will be discussing potentially triggering topics. It is highly likely that some youth will have either witnessed or experienced similar abuse in their own lives. For this reason, provide all youth with a copy of the resource list (included at the end of this document) before getting started, and go through it with them so they know what each of the resources are and how to access them.

If possible, it could also be a good idea to have a counsellor or community resource person available for youth to talk to if they become overwhelmed during any of the lessons, especially for those youth who may feel that they want to make a disclosure, which can be very difficult to handle if you are in a group or classroom situation. Being able to create a safe, non-judgemental space is paramount in ensuring that youth are able to fully internalize the lessons.

All of the videos and printable content referenced in this guide can be found on the USB that accompanies this discussion guide. Alternatively, it can be requested directly from IIKELC.

The campaign includes 3 goals to help promote healthy behaviour of teenagers in their relationships:

**1. ATTITUDE**

De-normalise abuse and teach youth to recognize the signs of unhealthy and abusive behaviour.

**2. CHANGE**

Encourage youth to think differently about common abusive behaviours by demonstrating the consequences of abuse and depicting healthy alternatives to model.

**3. ACTION**

Motivate youth to take action, challenge abusive behaviour, and seek help if they are affected by abuse.

# Recognizing Healthy, Unhealthy, and Abusive Behaviour

All relationships exist on a spectrum, from healthy, to abusive, to somewhere in between. Below, we outline the behaviours that occur in healthy, unhealthy, and abusive relationships.

## Defining Healthy Relationships

Begin by explaining to the youth that every relationship looks different, but all healthy relationships have a few things in common. Go through this list and be sure to link each item to the appropriate Inuit Qaujimajatuqangit principle where provided.

**Communication:** Is a key part of building a healthy relationship. The first step is making sure each partner in the relationship wants and expects the same things—being on the same page is very important, and as a team, being able to communicate what you want or do not want equally is very healthy.

**Speaking up:** In a healthy relationship, when something is bothering you or your partner, you are able to talk about it instead of holding it in. Healthy relationships allow partners to freely express emotions and speak up for themselves without fear.

**Aajiiqatgiinniq:** Decision making through discussion and consensus.

**Respecting each other:** Each partner's wishes and feelings have value. Talk to each other about these wishes and feelings, and make an effort to keep your partner's feelings and values in mind. Mutual respect is essential in having a healthy relationship.

**Inuuqatigiitsiarniq:** Respecting others, relationships and caring for people.

**Compromising:** Disagreements are a natural part of any relationship, even healthy ones, but it's important to be patient and find a way to compromise if there is a disagreement. Everyone sees things differently; try to solve conflicts in a fair and rational way. Compromising is a healthy way for you and your partner to agree on something and be happy, even if it is not exactly how you initially wanted it.

**Piliriqatigiinniq / Ikajuqtiqiniq:** Working together for a common cause.

**Being supportive:** In a healthy relationship, you are building a life together; by providing reassurance, encouragement and letting your partner know you are there for them, you are offering them your support.

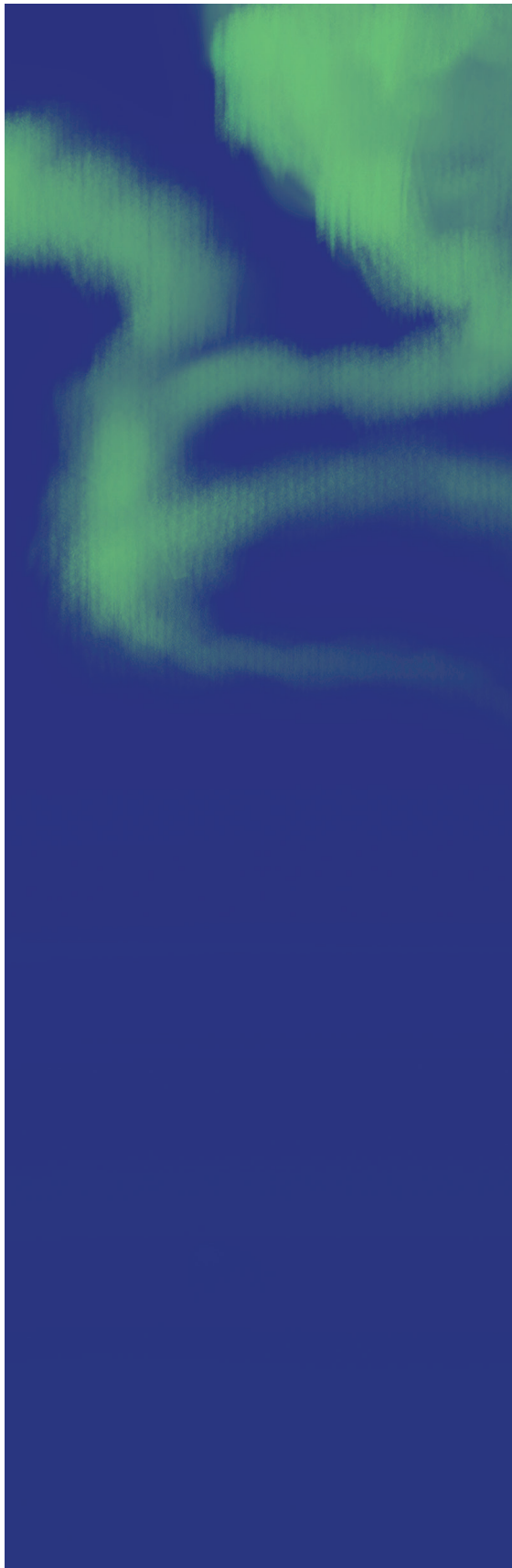
Also note that in a healthy relationship, communicating your need for support to your partner is your responsibility, and vice versa.

Healthy relationships are about building each other up, not putting each other down.

**Respecting each other's time and privacy:** Just because someone is in a relationship doesn't mean they have to share everything and constantly be with their partner. Healthy relationships take time and each person involved needs to be able to trust one another, be patient and let each other know that they are there for each other.



## A Strong Foundation...



The following tips come from the Healthy Relationships Brochure and can help youth to create a strong foundation and maintain a healthy relationship with their partner. Provide each youth with a copy and go through them if necessary (further explanation for some items in the brochure are provided in parentheses.)

1. Learn about the person (their values, goals etc.)
2. Know that sex and love are not the same thing (both are possible without the other)
3. Say what you need from your partner
4. Respect each other
5. Ask questions (keep communication open)
6. Solve problems as they come
7. Make peace before going to bed if you've argued during the day
8. Cooperate with each other
9. Say you're sorry
10. Take care of yourself (hygiene, mental health etc.)
11. "Do it yourself"; don't neglect your own independence/hobbies, etc.
12. Feel good about yourself
13. Maintain closeness
14. Share life responsibilities
15. Enrich your relationship
16. Be spontaneous

### **You're together, You're a team!**

You and your partner are working toward a common goal. Embrace each other's viewpoints and strengths to make a team that is stronger than you and your partner alone.



## Defining Unhealthy Relationships

Now that aspects of healthy relationships have been addressed, you can move on to discussing what it looks like when relationships are, or are becoming, unhealthy. Explain that in the early stages of an unhealthy relationship, you may not think unhealthy behaviours are a big deal. However, these can be the early warning signs of an abusive partner.

An unhealthy relationship is a relationship where at least one person involved exhibits behaviours that are not healthy and are not founded in mutual respect for the other person; these behaviours are based on power and control rather than equality, boundaries and respect. An unhealthy relationship is not necessarily an abusive relationship, but it can be. On the other hand, an abusive relationship is ALWAYS an unhealthy relationship.

Some examples of unhealthy behaviours are:

**Peer pressure:** This involves threatening to expose your partner's weaknesses or spreading rumours about them. It can also involve telling malicious lies about your partner to their friends or other people.

**Using anger or emotional abuse:** Putting your partner down, name calling, making the person feel like they are "crazy", playing mind games, gaslighting them (see minimizing, denying and blaming), humiliating them or making them feel guilty.

**Abusing social status:** This can involve treating your partner like they're your servant, making all the decisions and being the one to define gender roles in the relationship.

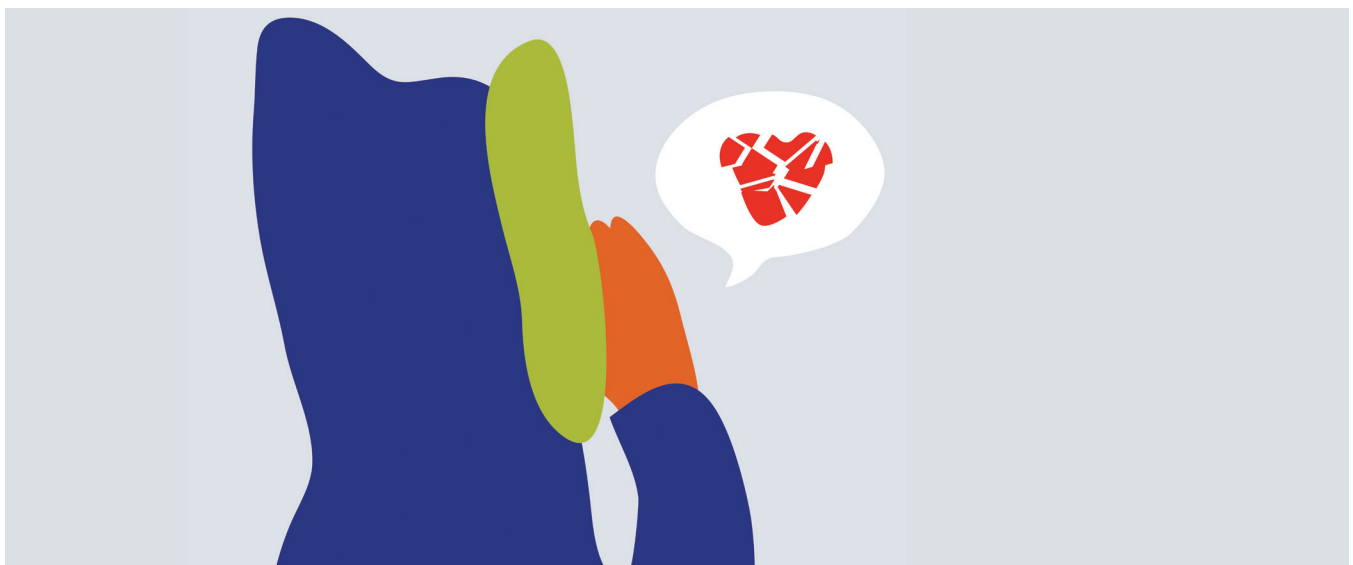
**Intimidation:** Making your partner afraid by using looks, actions and gestures. It might include smashing things, destroying property, abusing pets or displaying weapons.

**Minimizing, denying and blaming:** These tactics involve making light of the abuse and not taking concerns about it seriously. This can involve saying the abuse didn't happen and shifting the responsibility for the abusive behaviour by saying that your partner caused it, it's their fault, they made you mad, etc.

**Threats:** Making and or carrying out threats to do something to hurt your partner or someone else. It can also involve threatening to leave, to die by suicide, to report the partner to the police when they have done nothing wrong, or to share their personal information on social media. It could also involve making your partner do illegal things, or things they do not want to do.

**Sexual coercion:** Manipulating your partner or making threats in order to get sex. This can also involve getting someone drunk or drugging them in order to sexually assault them. In some cases, it can involve deliberately getting your partner pregnant or tampering with their birth control.

**Using isolation or exclusion:** Controlling what your partner does. This can include controlling whom they see and talk to, as well as controlling what they read, watch and where they go. It involves limiting your partners outside activities. The abuser monitors their partners' behaviour and jealousy is often used to justify these actions.



# THE CYCLE OF ABUSE

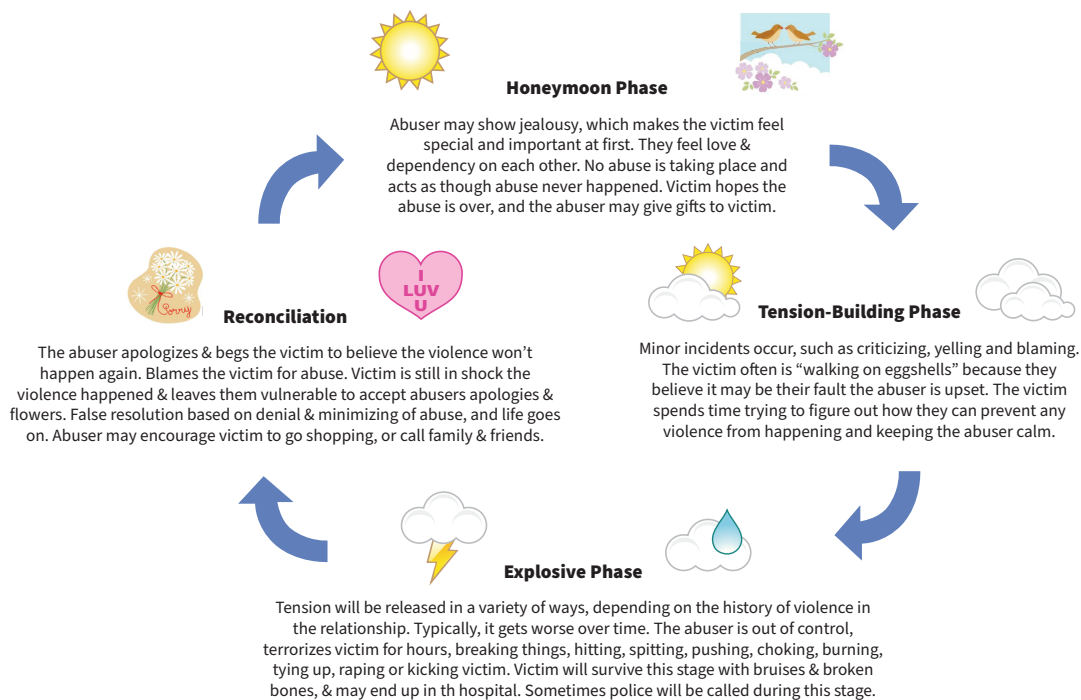


Image source: [www.volunteers4humanity.org](http://www.volunteers4humanity.org)

## Defining Abuse

Abuse is a **pattern of destructive behaviors used to exert power and control over a partner**. While we define violence as a pattern, that doesn't mean the first instance of violence is not abuse. It just recognizes that abuse usually involves a series of violent behaviors over a course of time.

**Reiterate that abuse can happen to anyone**, regardless of age, race, gender, sexual orientation or background.

Drugs and alcohol can affect a person's judgment and behavior, **but being intoxicated does not excuse abuse or violence**. Alternatively, if a person uses drugs/ alcohol it does not mean they deserve abuse or assault from their partner.

## Dating violence can be:

- **Sexual:** pressuring or forcing you to do anything sexual you're not comfortable with and/or do not consent to, including but not limited to sexting, restricting access to birth control, and unwanted kissing or touching.
- **Physical:** hitting, slapping, choking, kicking, grabbing, pulling hair, pushing, shoving, etc.
- **Emotional/Verbal:** putting you down, mind games and manipulation, embarrassing you in public (online or off), threatening you in any way, telling you what to do or what to wear, threatening suicide, accusing you of cheating without reason, etc.

Print out the graphic above and give a copy to each youth. You can go through it together as a class, or have them read through it independently, with time for any questions afterwards.



## Activity 1

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In order to open the discussion around healthy relationships, it is important to understand the different ways in which relationships can become unhealthy. What are some examples of unhealthy behaviour in relationships? Get youth to brainstorm all the different types of abuse that they are aware of. This can be done as a group on a whiteboard, or, depending on how many youth are involved, in a few groups on large pieces of paper.

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Some examples of answers you are looking for are:

- Physical Abuse (hitting, punching, slapping, beating, use of weapons, etc.)
- Sexual Abuse (rape, unwanted sexual touching/kissing etc.)
- Emotional Abuse (insults, degradation, isolation from friends and family, etc.)
- Financial Abuse (not allowing your partner to make their own money, spending their wages, withholding their bank cards, etc.)
- Spiritual or Religious Abuse (mocking beliefs, using their own beliefs to excuse abuse, insisting that you follow their beliefs, etc.)
- Cultural Abuse (belittling your culture and practices, refusing to let you participate in cultural activities, telling you you're "too Inuk\*/not Inuk enough", using cultural stereotypes to put you down, etc.)

Bear in mind that some of these kinds of abuse overlap; for example, as shown in the video "Love Without Control", financial abuse can also be a form of emotional abuse.

\* "Inuk" is used here as a Nunavut-specific example – people of other ethnicities are also victims of cultural abuse.

## Activity 2

To begin, it is important to get an idea of where youth are regarding their understanding of what constitutes consent, healthy relationships, and unhealthy relationships. Print out the following multiple choice questionnaire. Let everyone know that this questionnaire is not a test; if they don't know all the answers, they will learn them over the course of the lessons. Discuss the answers as a class after they have completed this task. Depending on the ages of the youth involved, you may need to spend some extra time explaining the meaning of consent.

### Sexual Consent Multiple Choice

Read through the following questions and select all answers that apply.

1. What is sexual consent?
  - a) Replying “yes” when asked if you want to have sex
  - b) If the person you want to have sex with doesn't say “no”
  - c) A mutual agreement between two people to engage in sexual activity
  - d) If the person you want to have sex with says they're not sure
2. When should you ask for consent?
  - a) The first time you have sex
  - b) Every time you have sex or begin any sexual activity, including kissing and touching
  - c) When you have sex with someone new
  - d) Only if the other person seems like they don't want to
3. Which of the following indicate consent?
  - a) “Yes!”
  - b) “I'm not sure”
  - c) If you've had sex with the person before
  - d) “Not right now”
  - e) If they said earlier that day that they would have sex with you
4. A person can say “no” by:
  - a) Saying “I have a headache”
  - b) Pushing away
  - c) Staying silent
  - d) Being too drunk or high to say yes
  - e) Being too young to say yes
  - f) All of the above
5. A person can withdraw consent:
  - a) Until sexual intercourse begins
  - b) At any time
  - c) Unless they are drunk
  - d) Unless they have given consent before
6. Which of the following are reasons for sexual abuse?
  - a) Dressing provocatively
  - b) Sending mixed signals or “teasing” someone
  - c) Not having sex with your partner when they want to
  - d) None of the above; sexual abuse happens because of the abuser

Once the youth have completed the multiple choice task and you have discussed the answers together, provide them with a copy of the answer key below for their reference. If there is anything they weren't sure about, they will be able to refer back to this in their own time. All of the answers will be explored in further detail in the section covering sexual abuse, so if they don't understand why a certain answer is incorrect, they will be given an explanation when this section is reached.

## **MULTIPLE CHOICE – ANSWER KEY**

**1. What is sexual consent?**

- a) Saying “yes” when asked if you want to have sex; and b) A mutual agreement between two people to engage in sexual activity

**2. When should you ask for consent?**

- b) Every time you have sex or begin any sexual activity including kissing and touching

**3. Which of the following answers indicate consent?**

- a) “Yes!”

**4. A person can say “no” by:**

- f) All of the above

**5. A person can withdraw consent:**

- b) At any time

**6. Which of the following are reasons for sexual abuse?**

- d) None of the above; sexual abuse happens because of the abuser

## Activity 3

The following activity aims to educate about and dispel commonly held ideas around physical abuse in relationships. You can either have youth complete this task independently on printed copies of this questionnaire, or go through the questions as a group, with the facilitator/teacher reading the questions aloud and asking whether they believe the statements are true or false. You will find detailed answers and data explaining the responses in the answer section following this activity.

### Physical Abuse True or False Questionnaire

1. Emotional abuse is almost always present in relationships where physical abuse is taking place.
2. People of any gender can engage in physically abusive behaviours.
3. A one-time incident of slapping or shoving a person cannot be classified as physical abuse.
4. Same-gender partners don't usually engage in physically abusive behaviours.
5. A quarter of all victims of physical abuse have been threatened with death if they end their relationships.
6. Many individuals invite physical abuse through their actions and behaviour.
7. After physical abuse, it is common to accept the apology and believe the abuser when they promise that "it will never happen again."
8. Victims of physical abuse may be in denial, feel helpless, or be ambivalent (have mixed feelings) about the violence in their lives.
9. In order to have a happy, healthy relationship, partners need to work together.



**Remember that you are a person and deserve to be respected. There is no excuse for abuse of any kind.**

## TRUE OR FALSE – ANSWER KEY

1. **TRUE.** Emotional abuse is almost always present within relationships where physical abuse takes place.
2. **TRUE.** People of all genders engage in physical violence in relationships. One study found that women were more likely than men to perpetrate physically abusive behaviour such as slapping, kicking, and assault with an object. Men were more likely to engage in behaviour such as strangling, choking or beating up a partner. (Archer, 2002).
3. **FALSE.** Physical abuse may involve a single assault or repeated incidents. Assaults can be distinguished between mild (slapping, pushing, spanking, or grabbing) and severe (kicking, punching, beating, or using a weapon). Mild forms are more common, but remain important and consequential.
4. **FALSE.** Physical abuse in same-gender relationships has similar dynamics to physical abuse in different-gender relationships. However, issues such as finding support, unwillingness to disclose, and stereotypes may prevent LGBTQ2S+ people from speaking out about their abuse or getting help.
5. **TRUE.** In a US survey involving over 3300 victims of physical abuse by a romantic partner, one quarter of respondents had been threatened with death if they ended the relationship.
6. **FALSE.** While abuse may be triggered by an external event, it is the abuser's inability to handle anger, fear, jealousy, or their desire for power that is responsible for the violence.
7. **TRUE.** This commonly occurs in the honeymoon phase of the relationship. Abusers may exhibit sorrow, remorse, guilt, and affection following an abusive incident.
8. **TRUE.** Denial, self-blame, and ambivalence are common responses to a physically abusive relationship and are often part of the reason why an individual may struggle to leave.
9. **TRUE.** A relationship involves partners working together and having patience and respect for each other, so they are able to build a happy and healthy life together, for themselves and one another.

Regardless of whether the activity was completed independently or as a group, you can provide each youth with a copy of the statements and answer key for their personal reference.

## Activity 4

### Healthy Relationships Speed Activity

Ask youth to list as many of the positive impacts of honest, respectful communication about sex as they can in 2 minutes. They can do this in small groups competing against each other, or as a class, with youth calling out answers and the facilitator/teacher writing them down.

Examples of answers you should look for:

- Feel closer to your partner
- Know that your partner trusts you
- Trust your partner
- Maintain personal boundaries
- Feel equal in your relationship
- Feel heard and listened to
- Maintain positive body image/self-esteem
- Feel respected and valued as a person
- Learn more about yourself and your partner's likes and dislikes

### Setting Healthy Boundaries

Ask youth what some possible ways to prevent abuse from happening could be, leading them in the direction of boundary setting and away from victim blaming (i.e. if someone says “try not to make the other person mad”, you could reframe this as “talk about triggers/things that upset you and how to deal with them as a team.”) Explain that healthy relationships require healthy boundaries; by creating these healthy boundaries, you and your partner will be on the same page about how to keep your relationship happy, healthy, strong, and secure.

By setting boundaries together, partners can have a deeper understanding of each other and the type of relationship they each want.

Boundaries are not meant to make anyone feel trapped or as if they are “walking on eggshells,” or that their wants and values are less important than their partner's.

Creating boundaries is not a sign of secrecy or distrust—it's an expression of what makes someone feel comfortable and what they would like or not like to happen within their relationship.

#### Healthy boundaries shouldn't restrict someone's ability to:

- Go out with their friends, with or without their partner.
- Participate in activities and hobbies they like.
- Have their own passwords to their email, social media accounts or phone.
- Respect each other's individual likes, needs, values, and beliefs.

#### Healthy boundaries in relationships should:

- Allow partners to have their own needs and wants.
- Allow for alone time for each partner.
- Empower each partner to go after their dreams.
- Create a safe place for each other and provide a framework to be each other's supports.

## Content Warning

Each of the following sections is divided into an information section and a video with associated activities and discussion questions. Take some time to go through the information pertaining to the section you are covering with youth before showing them each video. Remember to let them know, especially when viewing the “unhealthy relationship” videos, that while nothing explicit is shown, some of the content may be triggering, and let them know what resources are available to them if they are overwhelmed.

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## “Love without Respect” Video 1 - Unhealthy Relationship

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### Overview:

This video sends the message that sex without consent is sexual assault.

### Objectives:

- To bring awareness about this issue to youth
- To learn about the legal age of consent and what consent means
- To understand the impacts of sexual assault on victims

### Materials

Video “Love without Respect Video #1” - Unhealthy Relationship

### Introduction:

Introduce the video as follows:

In the video, you will see several friends at a house party. After everybody leaves Mark’s apartment, he and Emily, his girlfriend, are spending some time together. Mark wants to take another step in their relationship, but Emily tells him she is not ready. He does not agree and proceeds to push the issue, which results in Mark sexually assaulting Emily.

It is important to note that while the video depicts a male sexually assaulting a female, people of any gender can both experience and perpetrate sexual assault.



### Whole Group Discussion Questions

- Ask youth to give you a definition of sexual assault.

**Sexual assault:** any unwanted sexual act done by a person to another person. This includes sexual touching of any kind that is unwanted or forced, including kissing or groping. Rape means being forced to have vaginal, oral or anal intercourse against your will or without your consent.

- What do you see happening in this relationship that makes you uncomfortable?
- Why might someone pressure or force their partner into sexual activity even though that person has said no and made it clear that they do not want to have sex? (Note that nothing excuses sexual assault and that it is always the assaulter’s fault.)
- If you were friends with either of the two main characters in the scenario, and you became aware of what happened, what would your reaction be to their relationship?
- What kinds of help could you offer either of the two main characters in the scenario? What help is available in your community?

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## Small Group Discussion Questions

- What could contribute to a power imbalance in a sexual situation like this?
  - (examples: greater physical strength, larger size, being older (discuss age of consent here), being in a position of trust/authority (coach, family member, teacher), having more money or influence (social status), using threats/weapons, gender roles, etc.)
- How do you know when someone does not want to engage sexually? What body language or words indicate this?
- How do you know when someone wants to engage sexually? What body language or words indicate this?
- This video presents a very clear example of sexual assault. Sexual assault is not always as easy to recognize in the moment, and can be difficult to challenge. Why might this be the case? What are some strategies to ensure that we are comfortable to challenge behavior that is abusive and/or makes us uncomfortable?

### **"NO" looks like...**

**"No."**  
**"Not now."**  
**"I don't know."**  
**Silence**  
**"I'm not sure."**  
**"Later."**  
**Unenthusiastic body language**  
**"I don't want to do this anymore."**  
**"I don't feel well."**  
**Acting scared or uncomfortable**  
**"I am tired."**  
**Not smiling**  
**"I'm not ready."**  
**"Let's do \_\_\_ instead."**  
**Turning away**  
**Obstructing actions**

### **"YES!" looks like...**

**"Yes!" and enthusiastic,  
positive, responsive,  
and ongoing verbal and  
physical cues. You have both  
communicated to each other  
that this is what you want.**



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## “Love with Respect” Video 2 - Healthy Relationship

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### Overview:

This video sends the message that open and positive communication with your partner is a healthy way to ensure both parties are safe and that all activities are consensual.

### Objectives:

- To bring awareness about this issue to youth
- To learn about what consent means and looks like
- To understand the importance of honest, two-way communication about sex
- To show that there are different ways to deal with different stages of a relationship

### Materials:

Video “Love with Respect #2” – Healthy Relationship

### Introduction:

Introduce the video as follows:

In the video, you will see 4 friends at a bonfire. After the bonfire, Sarah and her boyfriend go back to his apartment. He wants to take another step in their relationship, but Sarah tells him she is not ready. He understands, apologizes for pressuring her, and they agree to talk about it again when she is ready. They feel closer because of this honest conversation, and both leave feeling happy.

It is important to note that while the video depicts a male wanting to take another step physically with a female who is not ready, either role applies to people of any gender.



### Whole Group Discussion Questions

- What were some of the positive actions taken by either Sarah or her boyfriend in the video?
- Did anyone do anything wrong in the video?
- What are some other ways the couple could have begun a conversation about their physical relationship?
- Why might someone feel offended or rejected if their partner does not want to take a new physical step? (Note that when someone is not ready or comfortable taking the physical relationship further, it is not a comment on how they feel about the other person; they are just not ready to go there yet.)

### Small Group Discussion Questions

- What are some good ways to start a conversation with your partner about taking the next physical step?
- How can you tell your partner that you are not ready to take a new step, or that you want to take a step back in your physical relationship because you are not comfortable?
- What are some ways to ensure your partner feels comfortable being honest with you?
- In this example, the couple were able to have a positive conversation because both parties cooperated. This is not always the case. How could this conversation have gone if the boyfriend had a negative reaction? What are some strategies to handle situations like this?

## Activity

### Sexual Consent Scenarios

Youth break off into groups and are given one of the following scenarios written on a piece of paper. In groups, have them answer the questions related to their scenario and then share it with the rest of the class. Set aside a few minutes for discussion after each group has presented. Afterwards, provide everyone with their own copy of all the scenarios and the answer key.

#### 1. Michael and Eva

Michael and Eva start hanging out, and there is definite chemistry between them. After a few weeks, spring break comes around and they agree to go camping for the weekend. They have been physical with each other, but they haven't had sex. His friends say to him, "she'll loosen up with a little vodka."

At the camp, Michael and Eva start doing shots of vodka. She tells him the cabin is spinning and she feels sick and thinks she is going to pass out from all the vodka. He says, "Don't worry," and they have sex. In the morning she angrily asks Michael, "What did we do?"

Was consent given? Why or why not?

#### 2. Steven and Lizzie

Lizzie is dating Steven, a star athlete on one of the high school teams. One night, they hook up in his room, but things go further than she wants. She says "no" several times, but he ignores her and sexually assaults her.

That night as she walks home, Lizzie thinks about what happened. She doesn't understand why Steven continued after she said "no." The next day, she tries to concentrate in class, but her mind keeps going back to the assault. She wonders, "Should I have done more to resist?"

Finally, even though she is scared, Lizzie decides to report the assault to the RCMP.

Is reporting the right decision?

#### 3. Jess and Mary

For the past 3 months, Jess has been seeing Mary. Mary goes back to Jess' room one night and they start getting physical. Mary says she isn't ready to have sex. Jess says, "Come on! I know you had sex with your ex-boyfriend." Mary responds, "Yes, but I'm not ready with you." Jess continues to press the issue that night and each time, Mary says "no". Mary becomes so tired of the incessant asking, she finally agrees to sex.

Is this sexual assault? Why or why not?

#### 4. Andrea and Nate

Andrea is 14 years old and has just started Grade Nine at the local high school. Nate, who is 20 and graduated last year, messaged her on Facebook saying that he has seen her around the hockey arena and thinks she is cute. The two chat over Facebook for a week. Nate often tells Andrea she is very mature for her age. Nate asks Andrea to come to his place one day after school. Though she is very nervous, she likes him, and agrees to come.

At Nate's house, Nate puts on a movie and the two of them sit closely on the couch. He kisses Andrea, and as they are making out, he asks her if she wants to have sex. Andrea is unsure, because she has never had sex before, but Nate reassures her it will be fine, and she says "okay."

Was consent given? Why or why not?

## SCENARIOS – ANSWER KEY

### 1. Michael and Eva

NO. Someone who says they are about to pass out from alcohol or drug use is not able to give consent.

### 2. Steven and Lizzie

YES. Lizzie was raped and reported it to ensure her offender is prosecuted. However, it is important to note that reporting sexual assault is a very personal decision that involves many factors, and some people may decide not to for a variety of reasons. This does not mean they were lying about their assault or that it wasn't "real". If Lizzie had chosen not to report the assault, she still would have made the right choice for herself.

### 3. Jess and Mary

YES. If Mary had consented freely, this would not have been sexual assault. However, insisting after someone says "no," in words or behaviour, is not a respectful approach to sex. Since Mary agreed out of a sense of coercion, this incident counts as sexual assault.

### 4. Nate and Andrea

NO. Consent was not given. Because Andrea is 14 and Nate is over 5 years older than her, Andrea was legally unable to consent, regardless of what she said to Nate.

## Extra Scenario

### 1. Thomas and Jessica

Thomas and Jessica are in high school. Thomas is 14 years old, and he has been dating Jessica, who is 18 years old, for over 6 months. A couple of days ago they both had a conversation about taking their relationship to the next level and decided that at a party on the weekend, they would have sex for the first time.

At the party, Thomas gets very intoxicated and appears to be falling all over the place. Jessica seems to be a little frustrated with Thomas and takes him upstairs. On the way up he says he is sorry for embarrassing her and apologizes that it won't be a special night like they had planned because he is so drunk.

Once in the room, Jessica starts pressuring Thomas to have sex. After telling her "no" several times, Jessica says that she will break up with him and tell his friends lies if he doesn't agree to have sex with her.

Thomas gives in and has sex for the first time.

Is this consent? Why or why not?

## Extra Scenario Answers

NO. Consent was not given for several reasons. Firstly, even though they had reached a mutual agreement about having sex earlier in the day, Thomas ended up changing his mind and saying no. Secondly, Thomas was under the influence of alcohol, and was therefore not legally able to consent to sex with Jessica. Lastly, Thomas only ended up agreeing to have sex because Jessica threatened to break up with him and tell lies to his friends, which means she coerced him.

## Age of Consent

It is important to note that consent can vary depending on several factors, including: whether one of the individuals is in a position of trust or authority over the other; whether one is in a relationship of dependency with the other; or if the relationship between the individuals is exploitative in nature.



### What is the law

- If two children are under the age of 12, it is not an offense to engage in sexual activity with each other. However, a child under the age of 12 cannot consent to any sexual activity with any other older age.
- If a child is 12 or 13 years old, they can consent to any sexual activity with a person who is less than 2 years older than them.
- If a child is 14 or 15 years old, they can consent to any sexual activity with a person less than 5 years older than them.
- If a child is 16 to 18 years old, they can consent to any sexual activity with a person more than 5 years older than them.
- No child can consent to any sexual activity with a person in a position of authority over them, regardless of their age difference.



### What is illegal

- If an individual submits to sexual activity because another person threatens them or uses force against them.
- If an individual is incapable of giving consent due to intoxication, disability, etc.
- If an individual engages in sexual activity because another person said “yes” on their behalf (i.e. a family member or friend agrees that you will have sex with someone.)
- If an individual engages in sexual activity because the other person has lied (i.e. one person is 15 and the other person lies about their age saying they are 19 when they are really 24.)
- If an individual engages in sexual activity because another person has used their position of power, trust, or authority over them to get sex (i.e. coach, teacher, parent, religious leader, etc.)
- If an individual says no in words or behaviour (body language), either before or during sexual activity (i.e. verbally says no, pushes the individual away, etc.)

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## “Love with Violence” Video 1 – Unhealthy Relationship

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### Overview:

This video explains that an abusive relationship is when a partner uses power or control in a negative way.

### Objectives:

- To help youth recognize relationship violence in youth relationships
- To acknowledge that nothing can justify abusive behaviour (i.e. cheating, alcohol, etc.)
- To understand what jealousy is

### Materials:

Video “Love with Violence #1 - Unhealthy Relationship

### Introduction:

Introduce the video as follows:

In the Video, you will see Meeka in her bedroom. She is getting ready to go see her friend that she hasn’t seen in a while. She is wearing a nice dress and is putting some make-up on. Noah, her boyfriend, asks her to change. She refuses, and he grabs her arm and becomes violent.



### Whole Group Discussion Questions

- Ask youth to give a definition of physical abuse.
  - Physical Abuse: is when someone uses physical force against you in a way that hurts you or puts you in danger. This includes pinching, pushing, grabbing, slapping, hitting, tripping, choking, burning, assault with a weapon, and more. Physical abuse is always a crime and can be reported to the police.
- What do you see happening in this video that makes you uncomfortable?
- What do you think is going to happen to the characters after the video ends? What will the next day, week, or month look like for the abusive partner?
- Do you think a violent episode is likely to happen again? Explain that physical violence is often cyclical- we call this the cycle of violence. The cycle has four phases (refer back to the “Cycle of Abuse” image you provided to youth earlier on):
  - ◊ Tension build up
  - ◊ Violent episode
  - ◊ Honeymoon phase
  - ◊ Clam phase
- If you were a friend of either of the two main characters, what would you advise them to do?

### Small Group Discussion Questions

- What might cause someone to use physical force? Explain that no action by the victim justifies physical abuse, whether they did something wrong or not.
- What could be some long-term effects of physical abuse on the victim? On the abuser?
- Why might it be difficult to leave a physically abusive relationship? What might some challenges be for someone to leave?

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## “Love without Violence” Video 2 – Healthy Relationship

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### Overview:

This video explains that there is always a way to defuse potentially volatile situations without resorting to physical abuse.

### Objectives:

- To demonstrate that there are positive ways to communicate about jealousy
- To show an example of resolving an escalated situation without violence; violence is never an option

### Materials:

Video “Love without Violence #2” – Healthy Relationship

### Introduction:

Introduce the video as follows:

In the video, you will see Lisa in her bedroom. She is getting ready to go and see a friend she hasn’t seen in a while. Mark, her boyfriend, accuses her of lying about where she is going, and the situation begins to escalate. Lisa reminds him that their relationship should be based on trust, and he apologizes for reacting inappropriately and irrationally.

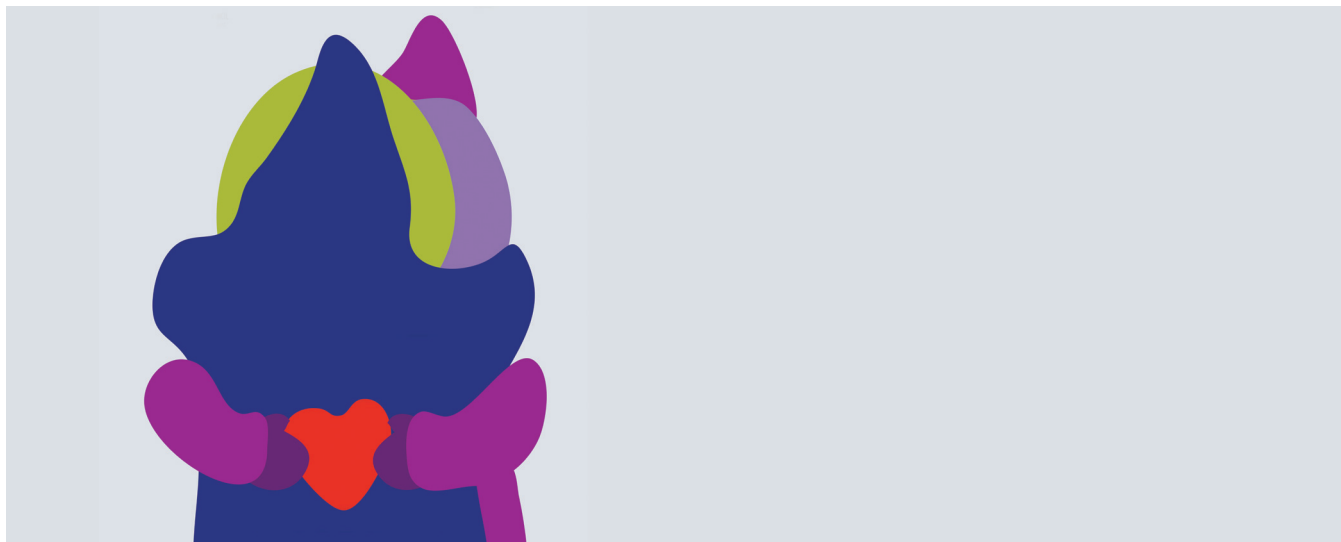


### Whole Group Discussion Questions

- Do you notice any “red-flag” - type behaviours in this video?
- How could Mark have better expressed how he was feeling?
- What were some positive actions taken by Lisa or Mark?

### Small Group Discussion Questions

- Is some level of jealousy acceptable in a relationship?
- What are some constructive ways to communicate to a partner that you are feeling jealous?
- How can you show your partner that you are supportive of their interests and social life outside of your relationship? Why is this important?
- In this example, the couple were able to have a constructive conversation because both parties cooperated. This is not always the case. How could this conversation have gone if one of them had a negative, or physically abusive reaction? What are some ways to handle a situation like this?



## Activity

### Physical Abuse Sticky Note Activity

Divide youth into small groups. Ask each group to brainstorm excuses for abusive behaviour and write them down on sticky notes.

1. Collect sticky notes and have youth group them together under the following headings.
  - a) Ways of denying that abuse has taken place
  - b) Ways of minimizing the extent or impact on the victim
  - c) Ways of blaming someone else for the abusive behaviour
  - d) Ways of blaming something else for the abusive behaviour
  - e) Other reasons
2. Discuss the results of the activity.



### Physical Abuse Information

#### Information on Jealousy

- Jealousy is often an early warning sign of an unhealthy relationship.
- It stems from insecurity, and is often accompanied by possessiveness, anger, suspicion, and manipulation.
- Jealousy is a product of a perceived or real threat to the relationship that causes fear of losing pride, a hurt ego, abandonment, or a lost sense of security or control.
- A jealous partner does not trust the person they are with, and feels that it is necessary to keep them away from any possible situation that poses a real or imagined threat to the relationship.
- Someone who wants to control their partner is not only demonstrating fear, but also exhibiting a need for power and control in the relationship.

**Jealousy is NOT a sign of love and can be used as a form of control. Jealousy is a natural feeling, but it is our responsibility to work through that feeling. It is not healthy to make our partner responsible for our jealousy.**

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## “Love with Control” Video 1 – Unhealthy Relationship

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### Overview:

The aim of the video is to recognize that emotional abuse is a real, yet preventable, dynamic in relationships.

### Objectives:

- To bring awareness about this issue to youth.
- To learn that emotional abuse often leads to or occurs simultaneously with physical abuse.
- To understand the impact of emotional abuse on victims.

**Time:** 1 hour

### Materials:

Video “Love with Control #1” - Unhealthy Relationship

### Introduction:

Introduce the video “Love without Control” as follows:

In the video you will see Jimmy coming back home from work. Nala, his girlfriend, is waiting for him; she gives him a cup of coffee and asks him if he has got something for her. She grabs the envelope from his shirt and takes money from him.

Explain that is important to understand that emotional abuse occurs when one partner uses different types of abusive behaviour to gain power and control over the other partner.



### Whole Group Discussion Questions

- Ask youth to give you a definition of emotional abuse.  
**Emotional abuse:** a pattern of destructive behaviour that attacks a person’s sense of self-worth and confidence. It may include insults, humiliation, threatening to harm, put-downs, yelling, and extreme jealousy.
- What are your thoughts or reactions to the scenario?

### Small Group Discussion Questions

- What types of emotional abuse are happening in this scenario? Is emotional abuse a common occurrence in youth dating relationships? What harm is emotional abuse causing?
- Why would someone want to control their partner? How is power used in this relationship? Does it appear that this relationship could escalate to physical violence? Why?
- Why do you think they stay together? What do you think will happen in this relationship?
- If Jimmy and Nala were your friends, what could you say to them?



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## “Love without Control” Video 2 – Healthy Relationship

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### Overview:

This video demonstrates that emotionally abusive behaviour can be avoided by communicating your needs and feelings to your partner, and holding yourself accountable if you have been acting in an unhealthy way.

### Objectives:

- To demonstrate that there are positive ways to communicate about difficult feelings.
- To show an example of resolving an escalated situation without resorting to abuse, which should never be an option.

### Materials:

Video “Love without Violence #2” – Healthy Relationship

### Introduction:

Introduce the video as follows:

In the video, you will see Jimmy coming home from work. His girlfriend, Nala, is making tea; she comes over to rub Jimmy’s shoulders, then asks if he has something for her and takes his day’s wages off the table where he placed them. The couple then has a conversation about their feelings around money, with Jimmy saying he feels like he has been paying for everything, and Nala disclosing that being alone at home all day has made her turn to gambling.

Explain that thanks to their openness and honesty with one another, Jimmy and Nala were able to reach an agreement for Nala to get help with her gambling, and that she was also able to let her guard down and apologize to Jimmy for her behaviour.

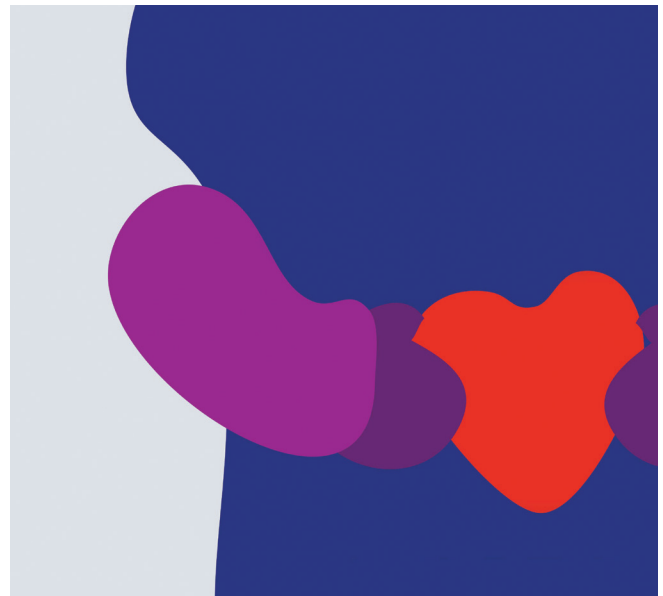


### Whole Group Discussion Questions

- What did Jimmy do well in this situation?
- Why do you think Nala felt comfortable enough to admit she had a problem?
- What was the main difference between this scenario and the last one we saw?

### Small Group Discussion Questions

- Are there any reasons that might excuse emotionally abusive behaviour? (No, but there might be underlying issues that could be addressed – for example, Nala’s loneliness in this scenario)
- What are some ways to let your partner know that their behaviour towards you is making you uncomfortable?
- In this example, Jimmy and Nala were able to reach an agreement about what to do next; this is not always the case. What other actions could be taken to diffuse a situation where one partner is being emotionally abusive?



## Activity

### Letter to Self

The purpose of this activity is to help participants reflect on what they have learned through the Aip-pagiittiarniq curriculum. The desired outcome from this activity is that participants will leave with a deeper understanding of the dynamics they would like to see in their current or future relationships, as well as the behaviours that they will not accept (aka boundaries). There are a few different ways to do this exercise. The first option is to pass out blank pieces of paper and either verbally prompt students' writing or write the prompts on the whiteboard. The second option is to print off copies of the letter template provided below and have participants fill in the blanks. Over the next 5-10 minutes, we encourage you to create a quiet and safe environment that encourages participants to clarify the desires and boundaries in their interpersonal relationships.

#### Verbal or Whiteboard Prompts:

- 1) ***Dear Self, I wanted to write this letter to remind you that you are ...***

Have participants name a characteristic about themselves that they love or are proud of.

- 2) ***"What I wish for you in your relationships are ..."***

Examples: peace, mutual respect, love, honesty, open communication, etc.

- 3) ***Remember to check in with yourself if you notice...***

Have participants name certain unhealthy behaviors such as yelling, lying, etc.

- 4) ***What I am not willing to accept in my relationships are...***

Examples: physical abuse, name-calling, gaslighting, etc.

- 5) ***If you are feeling overwhelmed and don't know what to do next, remember that you can always call...***

Have participants name a supportive person in their life, such as their sister, brother, best friend, safe adult, etc.

- 6) ***I hope that you look back on this letter whenever you are feeling...***

Examples: unsure, lost, lonely, confused, etc.

#### OPTIONAL:

Have the participants seal their letter in an envelope and write their address on it. Collect everyone's letters and send the letters back to the student's addresses after six months. This is a special option as it will most likely be very impactful for participants to receive a letter from themselves reminding them of their hopes and boundaries.

Dear \_\_\_\_\_ ,

I wanted to write this letter to remind you that you are \_\_\_\_\_  
(strong, beautiful, etc.). You deserve nothing but the best, and what I wish for you in  
your relationships are \_\_\_\_\_ , \_\_\_\_\_ ,  
\_\_\_\_\_, (mutual respect, peace, love, etc.). Remember to check  
in with yourself if you notice unhealthy behaviours like \_\_\_\_\_ ,  
\_\_\_\_\_, or \_\_\_\_\_ ; these are things that  
you decided aren't right for you. What I am not willing to accept in my relationship is  
\_\_\_\_\_, \_\_\_\_\_ , \_\_\_\_\_  
(physical abuse, name-calling, etc.). If you are feeling overwhelmed and don't know what to  
do next, remember that you can always call/ rely on \_\_\_\_\_ (name  
of sister, best friend, counselor, teacher, etc.) or get help through the Kid's Help Line or  
the counseling center, etc. I hope that you look back on this letter when you are feeling  
\_\_\_\_\_ (for example, unsure, lonely, lost, etc.) and that it can give you  
an idea of what to do next/where to go next.

Love, \_\_\_\_\_

## Emotional Abuse and Control Information

Emotional abuse is the most common form of abuse seen in youth dating relationships. It can happen on its own, or alongside other types of abuse. It does not always lead to sexual or physical abuse, but it is a reliable “red flag” that the relationship is not healthy.

Many people who experience emotional abuse are unsure about whether anything bad is really happening. They know something is wrong, but thoughts such as “at least she doesn’t hit me” or “he’s never threatened me” can cloud their judgment about the relationship. Just because somebody is not being hurt physically does not mean the abuse is not damaging them. Emotional abuse is just as real as physical and sexual abuse.

There are several different types of emotional abuse. Some common ones are:

- **Degrading:** A person receives messages of not being good enough (humiliation, insults and degrading remarks.)
- **Ignoring:** One partner ignores the other and gives them mixed messages about the status of the relationship.
- **Isolating:** Individuals are cut off from normal social interactions, and/or family and friends. Some abusers prohibit their partners from working or going to school, so that they become dependent on their abusers for all their needs.
- **Terrorizing:** One partner causes fear by using verbal and non-verbal threats, to intimidate a person and destroy their independence and self-esteem.
- **Corrupting:** A person is encouraged to participate in illegal, destructive behaviour.
- **Exploiting:** A person is making use of their partner to meet inappropriate needs, or for economic or social gain.
- **Controlling:** One partner tries to dominate and control the other partner’s behaviour. This is often motivated by jealousy.



**Read this statement to youth and ask them their thoughts about it:**

**Emotional abuse is underneath all other types of abuse.**

**The most damaging aspect of abuse is the trauma to our hearts and souls from being betrayed by the people that we love and trust.**

- Robert Burney

## Resource List

Kamatsiaqtut  
Nunavut Helpline

(English/Inuktitut)

1-800-265-3333

Assaulted  
Women's Helpline

(English/French)

1-866-863-0511

Kids Help Phone

(English/French)

1-800-668-6868

text TALK to 686868

text INUIT to 686868  
to talk to an Indigenous  
volunteer crisis responder

Nunavut Victim  
Services

1-866-456-5216

Residential  
School Survivors  
Help Line

1-866-925-4419

Canada Suicide  
Prevention Service

1-833-456-4566

text SERVICE to 45645

Online chat:  
[crisisservicescanada.ca](https://crisisservicescanada.ca)

Inuit and First  
Nations Hope for  
Wellness Helpline

(English/Inuktitut)

1-855-242-3310

# Sources

## **IRespectMyself**

The Department of Health wants to empower Nunavummiut to make healthy choices about their sexual and reproductive health and has developed many resources that are available for free at community health centres or online.

[irespectmyself.ca](http://irespectmyself.ca)

## **Love Is Respect**

Love is Respect offers comprehensive resources that engage, educate, and empower young people to prevent and end abusive relationships.

[Loveisrespect.org](http://Loveisrespect.org)

## **SAVIS Youth**

SAVIS stands for Sexual Assault and Violence Services and is a not for profit organization in Ontario, CA. Their project, called “Be the Change”, works to end violence by talking to youth about gender and relationships. This website helps to define healthy relationships as well as abuse and assault.

[savisyouth.org](http://savisyouth.org)

## **I Know Mine**

iknowmine has been a trustworthy health resource for you(th) and their allies like providers, parents, teachers, aunties and uncles and other trusted adults since 2009. They continue to provide information and resources to promote, improve and achieve holistic well-being through quality prevention and education.

[iknowmine.org](http://iknowmine.org)

## **We Matter**

We Matter is a national organization, led by Indigenous youth, with the goal of Indigenous youth support, hope, and life promotion.

[wemattercampaign.org](http://wemattercampaign.org)

## **Kids Help Phone**

Kids Help Phone has a pioneering history of creating innovative supports for critical issues young people face since 1989. Their mission is to provide free, accessible support to any young person reaching out from coast to coast to coast. The Kids Help Phone website offers a variety of mental health tips, interactive activities, quizzes and games, and crisis support information.

[kidshelpphone.ca](http://kidshelpphone.ca)

## **Teen Talk**

Aims to deliver accurate, non-judgemental information so that youth can make healthier decisions for themselves. They provide services for youth from a harm reduction and prevention education perspective as well as focusing on sexuality, reproductive health, body image, substance use awareness, mental health, issues of diversity and anti-violence issues.

[teentalk.ca](http://teentalk.ca)

## **One Love**

One Love Foundation is a non-profit organization with the goal of ending relationship abuse. They empower young people with the tools and resources they need to see the signs of healthy and unhealthy relationships and bring life-saving prevention education to their communities.

[joinonelove.org](http://joinonelove.org)

## **Safe and Respectful**

The website provides educational information on healthy, unhealthy and abusive dating relationships and behaviours, and identifies national and local resources to assist teens, and those who care about them, with accessing supportive services.

[safeandrespectful.org](http://safeandrespectful.org)

## **AMAZE**

Amaze takes the awkward out of sex ed by harnessing the power of digital media to provide young adolescents around the globe with medically accurate, age-appropriate, affirming, and honest sex education that they can access directly online – regardless of where they live or what school they attend. AMAZE also strives to assist adults – parents, guardians, educators, and health care providers around the globe – to communicate effectively and honestly about sex and sexuality with the children and adolescents in their lives.

[amaze.org](http://amaze.org)



