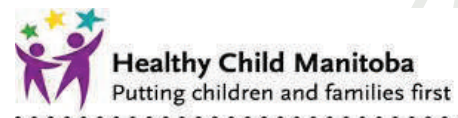


# HEALTHY RELATIONSHIPS TOOLKIT



**CANADIAN  
RED CROSS**



# PRESENTER'S NOTES

## THE HEALTHY RELATIONSHIPS TOOL KIT INCLUDES:

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- “Healthy Relationships” Presentation Cards
- Laminated Traffic Light Cards – These cards support the discussion on warning signs of an unhealthy relationship.
- Emotional Violence Matching Game – This includes laminated definition cards for the seven types of emotional violence and laminated participant scenario cards.
- Suggested Video Resources – This includes a handout with potential videos and debrief instructions for facilitators.
- “Warning Signs of a Hurtful or Unhealthy Relationship” Handout
- “Manitoba Domestic Violence Resources” Brochure
- “Abuse is Wrong” Justice Canada Booklet

## IMPORTANT:

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This kit includes information about healthy intimate relationships and types of intimate partner violence, as well as how to get help for yourself or a friend. If participants are concerned about their safety, please call the police and/or a crisis line directly.

# PRESENTER'S NOTES



## FACILITATORS:

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The topics of healthy relationships and intimate partner violence are personal and sensitive issues, and this can make it challenging for a facilitator. When preparing to deliver this kit, consider some of these tips to help create a safe space for all participants.

- Discuss safety guidelines and explain confidentiality at the beginning of each session
- Participants may be personally experiencing the issues that are discussed in this kit, so it is important to ask questions and provide scenarios that focus on how to help a family member or friend. This can encourage all participants to be engaged, without feeling pressure to share their personal experiences.
- The topic of violence can have a lot of stigma, so it is important to have resources available that can be accessed discreetly. This could include:
  - A resource table that has a variety of resources, not just related to intimate partner violence, that can be picked up during or after the program.
  - Posters with information and crisis line numbers in the bathroom stalls that allow participants to take a photo or write down the information without others witnessing.
- If you are concerned about a participant in the program, approach them privately and start with open-ended questions to see how they are doing. Ask if you can support in any way.

## ADDITIONAL INFORMATION:

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If you have questions regarding information contained in this kit, please contact the Canadian Red Cross' Respect Education program:

**Phone: 204-982-7320**

**Email: [MB.RespectED@redcross.ca](mailto:MB.RespectED@redcross.ca)**



# HEALTHY RELATIONSHIPS KIT CONTENT OUTLINE

**Characteristics of a healthy relationship**

**Warning signs of an unhealthy relationship**

- Activity: Red Light, Yellow Light, Green Light

**Definition of intimate partner violence**

**Types of intimate partner violence**

**Emotional violence**

- Activity: Types of emotional violence
- Impact of family violence on children
- Optional video resources

**How to get help**

- Supporting a friend
- Safety planning
- Community resources



**WHAT DO WE NEED TO FEEL  
COMFORTABLE SHARING?**

# WHAT DO WE NEED TO FEEL COMFORTABLE SHARING?

1

- **Ask participants:** What are the things that you need in order to feel comfortable to share and participate in the discussion today?
- **Answers may include:**
  - Listening when others are talking
  - Being open to new or different ideas
  - Not judging other people
  - Maintain confidentiality
  - Not be forced to share or answer questions
  - Laughter and fun
- **Review important points, including:**
  - Maintaining confidentiality means that we don't share other people's stories or experiences outside of the group, unless we have asked for their permission. As a facilitator, there are a couple of situations where I can't maintain confidentiality and this includes if you share that you are thinking of hurting yourself or hurting someone else.
  - Everyone is invited to participate as they feel comfortable, and you are free to pass if you don't want to answer or share.
  - Feel comfortable sharing your personal opinions and experiences.
  - It is okay if you disagree with someone else's ideas, but it is important to respectfully challenge one another by asking questions.



**WHAT MAKES A RELATIONSHIP  
HEALTHY?**



# WHAT MAKES A RELATIONSHIP HEALTHY?

## 2

- We all have relationships in our lives, but we don't often talk about what makes a relationship healthy.
- **Ask participants:** Think about a relationship in your life that you think is healthy. The relationship could be with a family member (e.g., sibling or parent), a friend, or with a boyfriend/girlfriend/partner/spouse.
- **Ask participants:** What do you see, hear, and feel in this healthy relationship?  
**Answers include:**
  - You see: talking, smiling, having fun together, and showing concern
  - You hear: laughing, complimenting one another, and asking how you are
  - You feel: trusted, loved, cared for, and worry-free.
- Relationships are a necessary and important part of our lives. They provide us with a sense of belonging and support. They are fun and make us feel loved.
- And, relationships take work. We are not born with the skills to have a healthy relationship; we learn these skills from watching others and through practice in our own relationships.





**RESPECT**

**TRUST**

**COMMUNICATION**

**ABLE TO RESOLVE CONFLICT**

**INDEPENDENCE**

# **CHARACTERISTICS OF A HEALTHY RELATIONSHIP**

# CHARACTERISTICS OF A HEALTHY RELATIONSHIP

## 3

- To understand what makes a relationship healthy, we need to learn the behaviours that are part of healthy relationships.
- These behaviours include:
  - **Respect** is the foundation of all healthy relationships. To respect someone means to care about them, and treat them in a way that honours their feelings, needs, and rights.
  - Having a sense of **trust** is very important. Trust involves having confidence in someone or something.
  - **Communication** is an essential part of a healthy relationship. Each person needs to be able to express themselves. Learning to communicate your needs, expectations, and boundaries are key skills.
  - Disagreements are a natural part of life. At times, disagreements can result in conflict of varying degrees. However, it is important to understand how to **solve conflicts** in a fair, open, and healthy way.
  - It is important that both people in a relationship function **independently**. Making choices and decisions outside of your relationship helps you develop in a healthy way.



**EQUALITY**

**PROVIDING SUPPORT**

**SAFETY**

**EMPATHY**

**FUN**

# **CHARACTERISTICS OF A HEALTHY RELATIONSHIP**

# CHARACTERISTICS OF A HEALTHY RELATIONSHIP (CONTINUED)

## 4

- Your relationship should be based on **equality**. But what does equality look like? In an equal relationship, everyone feels that they have the power to make decisions, express their opinions, share their feelings, and feel respected.
- Healthy relationships are about **supporting** and encouraging one another. It is also important to be able to ask for support when you need it.
- You should feel comfortable and **safe**. A healthy relationship does not involve physical, sexual, or emotional violence. Both people should feel as if their presence is valued and that their thoughts and feelings are encouraged and welcomed.
- **Empathy** is very important. When we try to relate to what another person is going through, we're being empathetic. In a relationship, this means that we try to understand the other person's feelings, wishes, and needs.
- Although it may seem obvious, your relationship should be **fun**. Relationships are about doing things together and enjoying each other's company.





# **WARNING SIGNS OF AN UNHEALTHY RELATIONSHIP**

# WARNING SIGNS OF AN UNHEALTHY RELATIONSHIP

# 5

- Along with knowing the characteristics or behaviours that are healthy in a relationship, it is also important to be able to recognize the warning signs of an unhealthy relationship.
- Explain to participants that you will read out a series of relationship scenarios.
- Ask participants to use the traffic light metaphor to decide whether they would:
  - Red Light = **Stop** (i.e., end the relationship or seek help)
  - Yellow Light = **Proceed with caution** (i.e., identify and communicate your feelings and concerns)
  - Green Light = **Go** (i.e., continue with the relationship).
- After reading the first scenario, ask participants to talk in pairs about whether they would “stop”, “proceed with caution”, or “go”.
- If space allows, place the traffic light cards in different corners of the room and ask participants to stand beside the light that represents their reaction.
- After two minutes, ask if any participants want to share their reaction to the scenario with the large group.
- Continue with as many scenarios as time allows.

*Optional:* Handout – Warning Signs of a Hurtful or Unhealthy Relationship



**YOUR PARTNER/BOYFRIEND/GIRLFRIEND/  
SPOUSE MAKES COMMENTS ABOUT YOUR  
APPEARANCE ON FACEBOOK AND TWITTER.**



# YOUR PARTNER/BOYFRIEND/ GIRLFRIEND/SPOUSE MAKES COMMENTS ABOUT YOUR APPEAR- ANCE ON FACEBOOK AND TWITTER.

- **Would you “stop”, “proceed with caution”, or “go”?**
  - Invite pairs to share what they discussed with the large group.
- **Ask participants:**
  - If the comments are negative, how could that make you feel? How could you communicate your hurt feelings to your partner?
  - If this keeps happening, what could you do?
  - If the comments are positive, how could that make you feel? Are you comfortable that the comments were posted publicly on Facebook and Twitter?
- It is important to remember that we each have personal boundaries—the physical, emotional, and sexual limits that we set for ourselves—and if our personal boundaries are not respected, then we need to tell that person.
- We also have the responsibility to respect our partner’s/boyfriend’s/girlfriend’s/spouse’s boundaries, too.



**YOUR PARTNER/BOYFRIEND/GIRLFRIEND/  
SPOUSE SUPPORTS YOU SPENDING TIME  
WITH YOUR FAMILY AND FRIENDS AND  
DOING ACTIVITIES YOU ENJOY.**

# YOUR PARTNER/BOYFRIEND/ GIRLFRIEND/SPOUSE SUPPORTS YOU SPENDING TIME WITH YOUR FAMILY AND FRIENDS AND DOING ACTIVITIES YOU ENJOY.

7

- **Would you “stop”, “proceed with caution”, or “go”?**
  - Invite pairs to share what they discussed with the large group.
- This is an example of a behaviour that supports independence, support, communication, respect, and trust—all characteristics of a healthy relationship.



**YOUR PARTNER/BOYFRIEND/GIRLFRIEND/  
SPOUSE CONSTANTLY CHECKS UP ON YOU,  
ASKING “WHERE ARE YOU? WHAT ARE YOU  
DOING? WHO ARE YOU WITH?”**

# YOUR PARTNER/BOYFRIEND/ GIRLFRIEND/SPOUSE CONSTANTLY CHECKS UP ON YOU, ASKING “WHERE ARE YOU? WHAT ARE YOU DOING? WHO ARE YOU WITH?”

8

- **Would you “stop”, “proceed with caution”, or “go”?**
  - Invite pairs to share what they discussed with the large group.
- **Ask participants:**
  - How many texts or calls is too many?
  - Do constant texts or calls demonstrate trust?
- Each person has their own personal boundaries—the physical, emotional, and sexual limits that we set for ourselves—but it is important to remember that trust is a characteristic of a healthy relationship.
- If somebody is constantly checking up on you, then that suggests that they don’t trust you. This may be something you need to talk about, and if it continues, may cause you to end the relationship.





**YOUR PARTNER/BOYFRIEND/GIRLFRIEND/  
SPOUSE CRITICIZES AND PUTS YOU DOWN  
FOR THINGS YOU DO, BUT SAYS THEY ARE  
JUST TRYING TO HELP.**

# YOUR PARTNER/BOYFRIEND/ GIRLFRIEND/SPOUSE CRITICIZES AND PUTS YOU DOWN FOR THINGS YOU DO, BUT SAYS THEY ARE JUST TRYING TO HELP.

9

- **Would you “stop”, “proceed with caution”, or “go”?**
  - Invite pairs to share what they discussed with the large group.
- **Ask participants:**
  - Can you provide advice or feedback in a positive way?
  - Does making someone feel embarrassed, hurt, or sad help them?
- Nobody is perfect. Every one of us has strengths and weaknesses.
- In a healthy relationship, your partner/boyfriend/girlfriend/spouse encourages your strengths and supports you in areas where you may need to grow.
- Providing healthy feedback doesn't focus on making the other person feel bad about themselves. It is not about criticism. It is about providing support, encouraging growth, and helping each other to become a great partner.
- If somebody is constantly criticizing and putting you down for things you do, that is not supportive or encouraging. That is an unhealthy way to communicate and is focused on making you feel bad about yourself.





**YOUR PARTNER/BOYFRIEND/GIRLFRIEND/  
SPOUSE THROWS THINGS AND BREAKS  
THINGS WHEN THEY ARE ANGRY.**

# YOUR PARTNER/BOYFRIEND/ GIRLFRIEND/SPOUSE THROWS THINGS AND BREAKS THINGS WHEN THEY ARE ANGRY.

- **Would you “stop”, “proceed with caution”, or “go”?**
  - Invite pairs to share what they discussed with the large group.
- **Ask participants:**
  - Is it normal to get angry?
  - What are some healthy ways of dealing with our anger?
- Anger is a normal emotion. It is a reaction to an unfair situation, to harm that has been done or to not having our basic needs such as food and sleep.
- Everyone controls their emotions in different ways and uses different strategies to calm down—whether this includes physical activity, talking with friends and family, or taking time for yourself.
- When we don’t use these healthy strategies, anger can lead to negative and violent behaviours. These behaviours are not a healthy way to respond and can cause fear in others.



**YOUR PARTNER/BOYFRIEND/GIRLFRIEND/  
SPOUSE ACCUSES YOU OF CHEATING WHEN  
THEY SEE YOU TALKING TO SOMEONE ELSE.**

# YOUR PARTNER/BOYFRIEND/ GIRLFRIEND/SPOUSE ACCUSES YOU OF CHEATING WHEN THEY SEE YOU TALKING TO SOMEONE ELSE.

11

- **Would you “stop”, “proceed with caution”, or “go”?**
  - Invite pairs to share what they discussed with the large group.
- **Ask participants:**
  - Is it healthy to have friends outside of our intimate relationship?
  - Does accusing someone of cheating demonstrate trust?
- All of us need many different types of relationships in our lives. We have family, friends, colleagues, and intimate relationships, and these are all important.
- If somebody is constantly accusing you of cheating, that is not showing trust.
- It is normal to feel jealous at times, but how we act on that feeling is important. In a healthy relationship, we can talk about our feelings. An unhealthy way to deal with jealousy is to accuse, blame, or criticize.





**YOUR PARTNER/BOYFRIEND/GIRLFRIEND/  
SPOUSE MAKES DECISIONS WITH YOU.**

# YOUR PARTNER/BOYFRIEND/ GIRLFRIEND/SPOUSE MAKES DECISIONS WITH YOU.

12

- **Would you “stop”, “proceed with caution”, or “go”?**
  - Invite pairs to share what they discussed with the large group.
- **Ask participants:**
  - It is important to make all decisions together?
- It is important to share and talk about decisions. Some decisions you might make by yourself, but other decisions that impact both of you and your family may start with a conversation together to share thoughts and feelings.



## **INTIMATE PARTNER VIOLENCE**

is “the actual or threatened physical, sexual, psychological, emotional or financial abuse” between people who are married, living together, dating, separated or divorced.<sup>1</sup>



# INTIMATE PARTNER VIOLENCE

13

- Unhealthy behaviours in a relationship are warning signs that the relationship could become abusive.
- When violence happens in a relationship between people who are married, living together, dating, separated, or divorced, we call this intimate partner violence.<sup>1</sup> **Intimate partner violence includes:**
  - **psychological or emotional,**
  - **physical,**
  - **sexual,**
  - **or financial abuse.**<sup>1</sup>
- Intimate partner violence includes any behaviour by one or both partners that is used to:
  - gain power or control
  - manipulate
  - make a person feel bad about himself/herself or other people who are close to this person (such as friends or family)
  - make a person feel afraid.
- Intimate partner violence may start with name-calling or hurtful teasing. While some people may think that this is normal behaviour in relationships, it can actually lead to other types of violence including physical or sexual assaults.<sup>2</sup>



**HOW MANY PEOPLE EXPERIENCE  
INTIMATE PARTNER VIOLENCE?**

# RATES OF INTIMATE PARTNER VIOLENCE

14

- Intimate partner violence accounts for one-quarter of all police-reported violent crimes.<sup>3</sup>
  - Women and men between the ages of 25 and 34 have the highest rates of intimate partner violence, followed closely by those ages 15 to 24.<sup>3</sup>
  - Manitoba has the second highest rate of intimate partner violence against women, after Saskatchewan, among Canadian provinces<sup>3</sup> at double the national average.<sup>4</sup>
- Of those adults with children who experience intimate partner violence, more than half of the children witnessed the violence.<sup>3</sup>
  - Each year, an estimated 362,000 children witness or experience family violence.<sup>5</sup>
  - In investigations of children directly exposed to intimate partner violence, 25% of children are between one to three years of age, and 10% are under the age of one.<sup>6</sup>
- Pregnancy can also change an intimate relationship, and this can lead intimate partner violence to start, increase, or temporarily stop.<sup>7</sup>



**EMOTIONAL VIOLENCE**

**PHYSICAL VIOLENCE**

**SEXUAL VIOLENCE**

# **TYPES OF INTIMATE PARTNER VIOLENCE**

# TYPES OF INTIMATE PARTNER VIOLENCE

15

- **Emotional violence is words or actions that attack a person's sense of self-worth. It is a pattern of behaviour over time.**
  - Emotional violence can include insulting someone's beliefs and values, putting someone down, threatening to hurt someone or damage someone's possessions, spying on someone, threatening to attempt suicide if their partner breaks up with them, sharing information or images of someone online that were supposed to be private.
- **Physical violence is the intentional use of force or threats of force to control, intimidate or punish another person.**
  - Physical violence can include scratching, punching, kicking, throwing something, grabbing your clothes, stopping you from leaving, using a weapon, or threatening to use a weapon.
  - Physical violence doesn't often happen just once. It is often a pattern of behaviour.
- **Sexual violence is when someone forces any form of sexual activity on someone else without their consent.**
  - Consent is freely given. It is your choice to participate in sexual activity and you must be able to decide without any pressure or threats.
  - Sexual assault includes unwanted kissing, touching, oral sex, or intercourse.





# EMOTIONAL VIOLENCE

Is the use of words or actions to control, dominate, intimidate, degrade, or intentionally harm another person psychologically.<sup>8</sup>

# EMOTIONAL VIOLENCE

# 16

- Emotional violence is the most common form of intimate partner violence and is present in all other forms of intimate partner violence.
- Emotional violence is the use of words or actions to control, dominate, intimidate, degrade, or intentionally harm another person psychologically.
- Emotional violence is different from regular emotional hurts, or ups-and-downs. Every relationship will have some level of conflict; we are not perfect. There will be times when we say or do things that may hurt others, whether it is intentional or not.
- When emotional hurts become a pattern, it is emotional violence. Emotionally violent relationships involve the use of repeated or excessive criticisms, insults, threats, or controlling behaviours—either in person or through technology.





**DEGRADING**

**ISOLATING**

**IGNORING**

**CORRUPTING**

**EXPLOITING**

**CONTROLLING**

**TERRORIZING**

# **TYPES OF EMOTIONAL VIOLENCE**

# TYPES OF EMOTIONAL VIOLENCE

17

- Emotional violence has seven different types that can happen in relationships. Although these are the most common, emotional violence can and does look different in every relationship.
  - **Degrading** is insulting and humiliating another person to make them feel worthless.
  - **Isolating** is stopping someone from spending time with their family and friends or doing social activities. It can lead to being dependent on the other person because you are cut off from your support network.
  - **Ignoring** is being caring and attentive at one time, and then another time not listening or showing any interest. This behaviour can lead to mixed messages.
  - **Corrupting** is encouraging someone to participate in unwanted, harmful, and often illegal behaviour.
  - **Exploiting** is using a person to get something that you want.
  - **Controlling** is trying to dominate and direct another person's behaviour and it is often motivated by jealousy.
  - **Terrorizing** is causing fear by using verbal or non-verbal threats to frighten another person. Stalking is an example of terrorizing, because it causes fear.



# **EMOTIONAL VIOLENCE: MATCHING ACTIVITY**

# EMOTIONAL VIOLENCE: MATCHING ACTIVITY

18

- Place the *Emotional Violence Definition Cards* around the room, so that participants can see them.
- Provide each participant or each pair of participants with an *Emotional Violence Example Card*.
- Based on the Definition Cards, ask participants to decide what type of emotional violence is being used in the example scenario.
- Taking turns, ask participants to read their Example Card to the larger group and share what type of emotional violence they think is being used.
- **After all the Example Cards have been discussed, ask participants:**
  - Before this discussion, would you have identified the actions in these scenarios as being violent? Why or why not?
  - Why do you think it would be important to deal with these behaviours in a relationship, and not ignore them?





**DOES SEEING OR HEARING  
VIOLENCE IMPACT CHILDREN?**

# DOES SEEING OR HEARING VIOLENCE IMPACT CHILDREN?

19

- **Ask participants:** Does seeing or hearing intimate partner violence impact infants and children?
- **Answer:** Yes. There is a misconception that infants or children exposed to violence are not very impacted, but that is not true.
  - Mothers report holding infants while experiencing violence and that children have been injured while trying to intervene to stop the abuse.<sup>9</sup>
  - Children exposed to violence experience all types of emotional abuse. They may be afraid because of what they have seen (terrorizing), isolated by the “secret” that violence happens in their family, or feel that adults in their home cannot provide safety and support.<sup>10</sup>
- **Ask participants:** What do children learn from experiencing family violence?
- **Answer:** Children exposed to family violence learn:
  - Violence is an okay way to solve problems or to manage stress or anger
  - Violence is normal in families
  - There are few, if any, consequences for using violence
  - It is okay to hit someone who is smaller or less powerful.<sup>11</sup>





**WHAT ARE THE IMPACTS OF  
EXPERIENCING VIOLENCE?**

# WHAT ARE THE IMPACTS OF EXPERIENCING VIOLENCE?

20

- **Ask participants:** What are the impacts on infants and children of experiencing family violence?
- **Answer:**
  - The short-term effects on infants include excessive irritability, sleep disturbances, and emotional distress.<sup>12</sup>
  - Children exposed to family violence are more likely to be anxious, self-injure, be involved in fighting and bullying, and have difficulties at school.<sup>13</sup>
- **Ask participants:** Does intimate partner violence during pregnancy impact the development of a fetus?
- **Answer:** There are a lot of health risks for a pregnant woman who experiences violence, but there are also health risks for the developing fetus.
  - Violence during pregnancy can lead to miscarriage, premature delivery, decreased infant birth weight, and fetal injury or death.<sup>14</sup>
  - Pregnant women may experience depression and suicidal thoughts and health complications such as bleeding, anemia, or infections.<sup>15</sup>



## HOW TO HELP...

**ACTION 1:** Acknowledge the situation and feelings and carefully listen.

**ACTION 2:** Comfort, affirm, and ensure the person's safety.

**ACTION 3:** Refer or report to appropriate community resources.



# HOW TO HELP...

21

- **If you know or believe that a family member or friend is experiencing intimate partner violence:**
  - Let them know that the abuse is NOT their fault.
  - Be supportive and listen.
  - Let them know there is help available and help them find local resources.
  - Do not give up on them, even if they are not accepting of help at first.<sup>16</sup>
- **If a family member or friend tells you that they are living with intimate partner violence, use the three actions to help know how to respond:**
  - Action 1: Acknowledge the situation and feelings and carefully listen.
  - Action 2: Comfort, affirm, and ensure the person's safety.
  - Action 3: Refer or report to appropriate community resources.



**WHAT IS A SAFETY PLAN?**



# SAFETY PLANNING

# 22

- When supporting someone who is experiencing intimate partner violence, it is not our decision if the person is going to stay or leave their partner.
- Helping someone stay safe can start with a **Safety Plan**—which is a series of steps you can take to help you be safe in dangerous situations and in an emergency.<sup>17</sup>
- **Ask participants:** When making a safety plan, what should you think about?
- **Answer:**  
**Things to consider:**
  - How does your partner act before the violence? Does it often happen at the same time? Are alcohol or drugs involved?
  - What help is available in your community including crisis lines, family/friends you trust, and shelters?
  - What are all the possible escape routes from your home?
  - Where is a safe place where you and your children can go, such as a family or friend's home or a shelter?
  - How will you get to the safe place?
  - How will you get to a phone to call for help?
  - Who will you call if you are in immediate danger?<sup>18</sup>

# WHERE CAN I GET HELP?

## “Healthy Relationships” Toolkit

has been developed and produced in partnership by Healthy Child Manitoba and the Canadian Red Cross

### Information about healthy relationships:

Canadian Red Cross Respect Education program

<http://www.redcross.ca/healthy-relationship-tips>

### Information about services and supports for those experiencing intimate partner violence:

Domestic Violence Crisis/Information Line: 1-877-977-0007

24-Hour Crisis Line: 1-888-322-3019

Manitoba Rural Support Services: 1-866-367-3276

**If you need immediate help, call the police.**

This kit was developed in March 2015. It is not intended as a handout for program participants.



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# DEGRADING

A person receives messages that they are not good enough. They are insulted, humiliated and made fun of. They may come to feel worthless.



# ISOLATING

A person is kept from their regular social interactions, and/or their family and friends. They are cut off from their support networks.





# IGNORING

A person is given mixed messages—welcomed in some situations and ignored in others.



# CORRUPTING

A person is encouraged to participate in unwanted, harmful, and perhaps even illegal behaviour.



# CONTROLLING

One person tries to dominate and control another person's behaviour. This is often motivated by jealousy.



# EXPLOITING

One person uses another to obtain something they want or need—whether emotionally, physically, financially, or sexually.



# TERRORIZING

Fear is created using insults and by verbal or non-verbal threats, which intimidate a person.



# EMOTIONAL VIOLENCE EXAMPLE CARDS

## DEGRADING

“I wish you weren’t so fat. Sometimes you look ugly.”

“You’re lucky I’m with a loser like you.”

“Can’t you say anything smart? Sometimes you sound so stupid. I wish you would just keep your mouth shut!”

## ISOLATING

“My partner only wants to spend time alone with me. We can’t go out with or hang out with other people because they don’t want to.”

“My partner is constantly criticizing my sister. I know she’s not perfect and she has a point, but she is my sister! I feel embarrassed when she’s around, so I’ve been avoiding my sister.”

“Whenever I decide to do something with my best friend, my partner gets upset and wants me to cancel my plans.”

## IGNORING

“My partner is really nice to me when we’re alone, but barely even says hi to me when they are with their friends.”

“When I am out with my partner and his friends, it’s like I’m not even there. All he cares about is what his friends are doing and talking about.”

“My partner is really nice to me when we’re at home, but when we are out somewhere they don’t even acknowledge me.”



## EMOTIONAL VIOLENCE EXAMPLE CARDS (CONTINUED)

### CORRUPTING

“My partner is always trying to get me drunk or high, so I’ll do things that I wouldn’t normally agree to.”

“My partner steals things when we are out. He says I should, too, because everyone does, and besides, it doesn’t hurt anyone.”

“At a party, drunk, my partner forced me to give oral sex to their friends because they owed them money and this would be an alternative form of payment.”

### CONTROLLING

“My partner is very dominant and threatening. I must follow a set of rules. Sometimes she scares me with threats, but I can’t tell if it is a joke or not.”

“My partner expects me to text him every hour to tell him where I am, where I am going, or who I am going to be with.”

“My partner won’t let me leave the house by myself since I became pregnant, unless they are taking me to doctor appointments or the store.”

“My partner gets really angry when I talk to other people. They accuse me of cheating.”



## EMOTIONAL VIOLENCE EXAMPLE CARDS (CONTINUED)

### EXPLOITING

“My partner takes nude or semi-nude pictures of me and then shares those pictures with their friends.”

“My partner tells me that I need to have sex with them whenever they say because they need to be satisfied.”

“My partner won’t let me use the child tax benefit to buy things for our child. They always take and spend it on themselves.”

### TERRORIZING

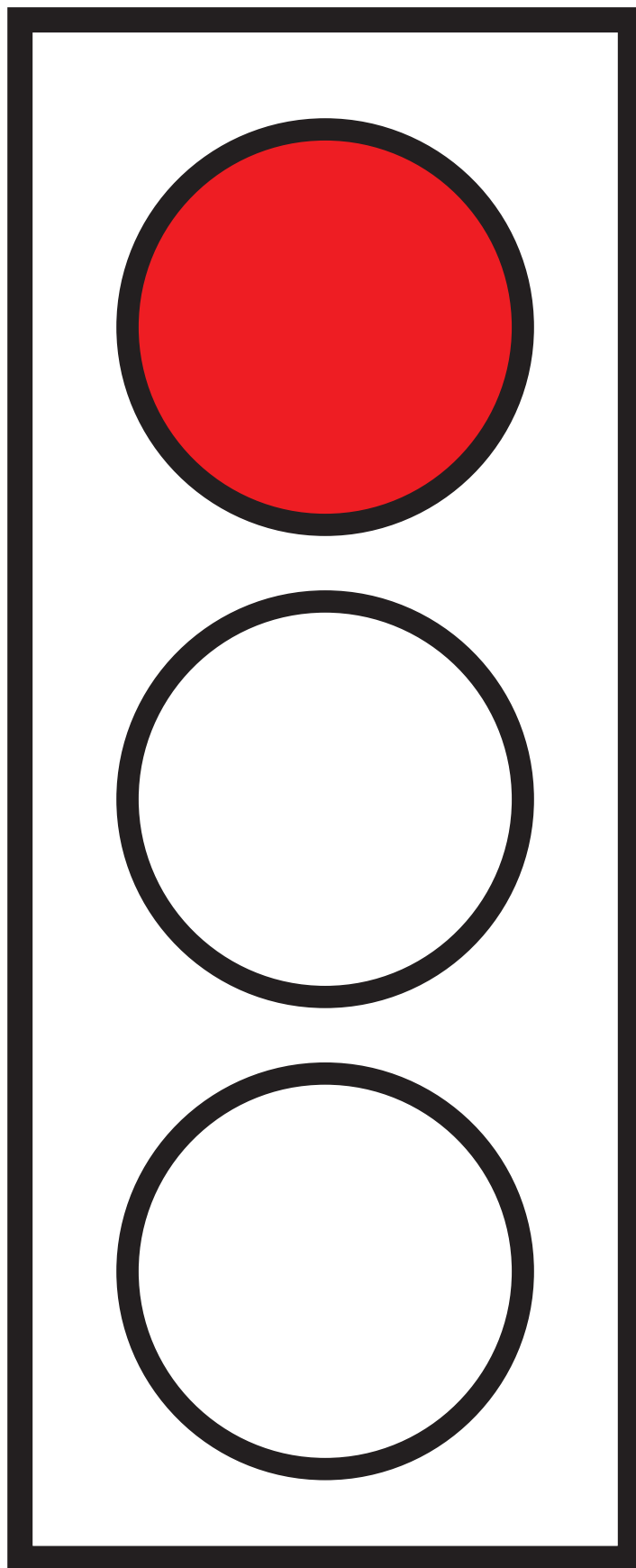
“I tried to break up with my partner once, but they took lots of pills and then called me. Nothing happened but it really scared me. And I promised I would never try to hurt them again.”

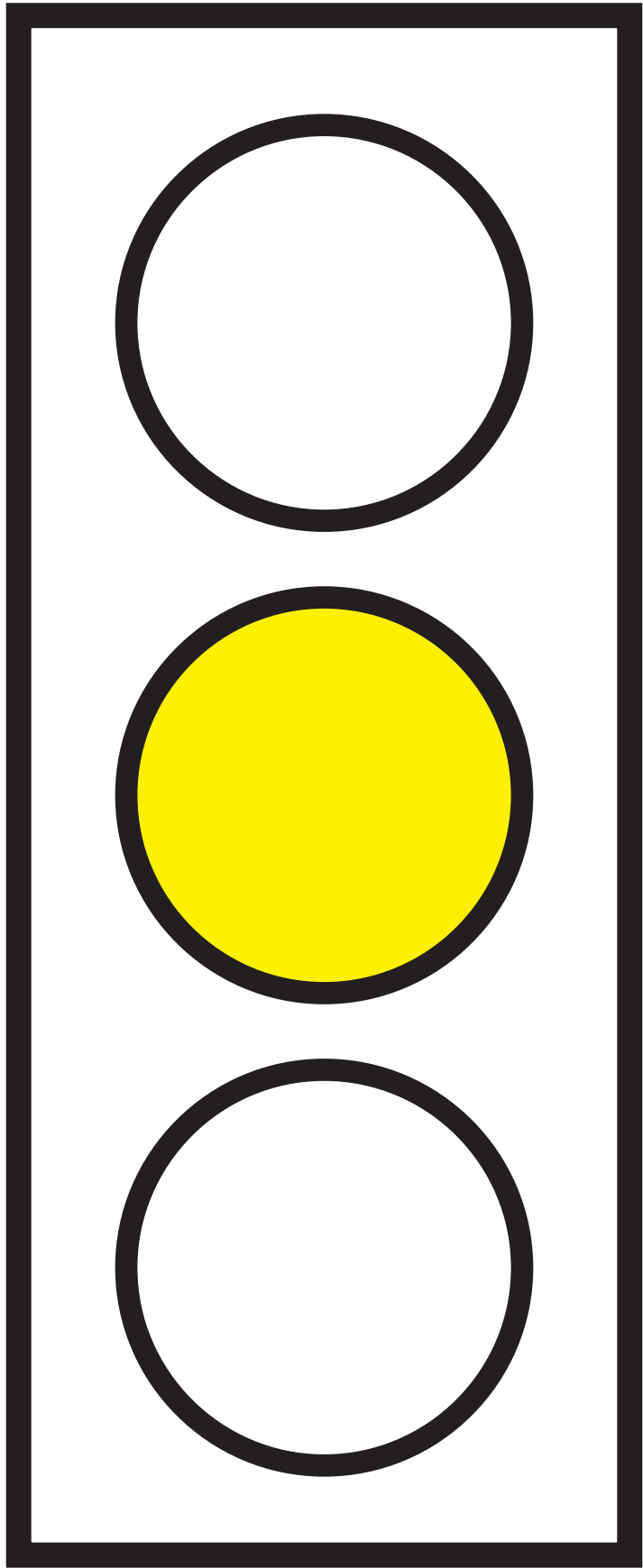
“My ex-partner keeps driving past my house and showing up to places when I’m out without me telling him where I’m going to be.”

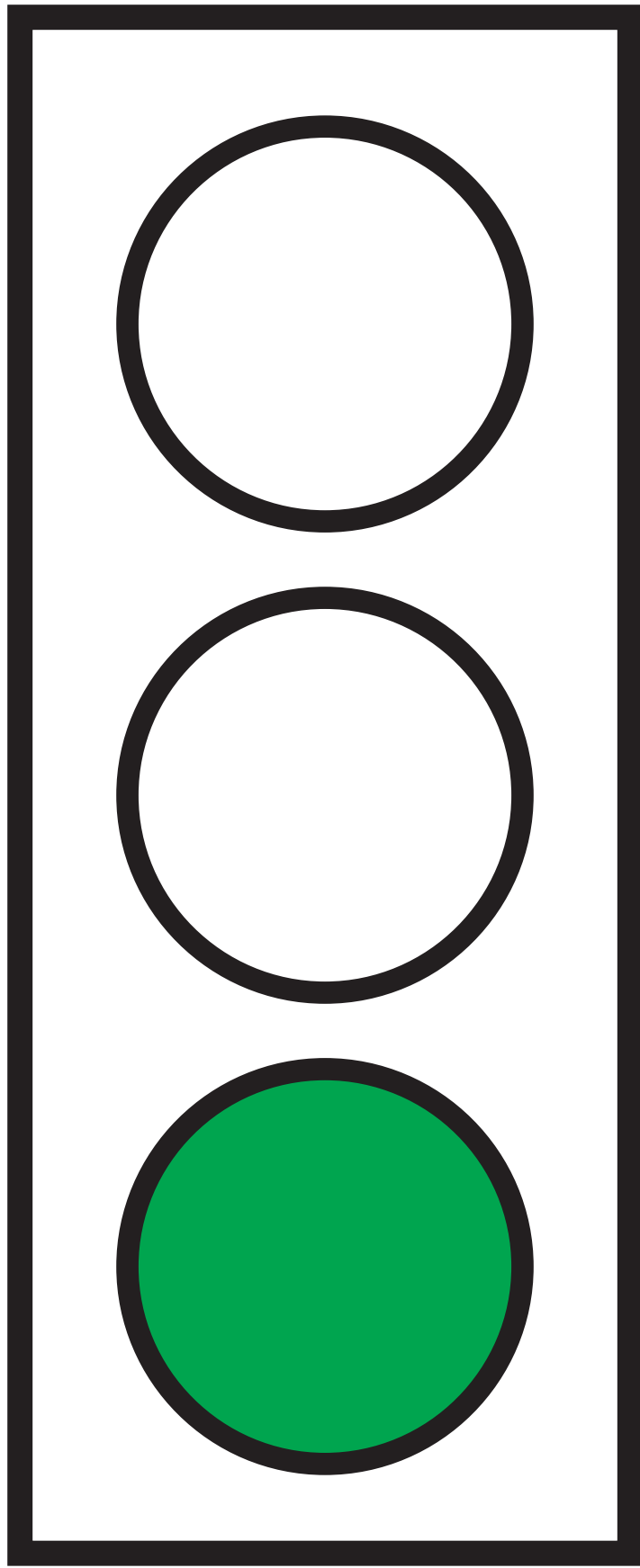
“My partner threw a chair at the wall during a fight we had.”

“When my partner gets angry, he screams and tells me he will kill our dog if I don’t do what he says.”











# WARNING SIGNS OF A HURTFUL OR UNHEALTHY RELATIONSHIP

DO YOU OR YOUR PARTNER OR FRIEND...

	YES	NOT SURE	NO
Ignore the other person's feelings and wishes?			
Use name-calling?			
Tease and ridicule the other person about things that are important to them?			
Tell the other person how to look and dress?			
Not respect private information or secrets?			
Check up and want to know what the other person is doing at all times?			
Act friendly when alone, but ignore the other person when friends are around?			
Keep the other person away from their friends, or put their friends down?			
Sulk, show anger, or threaten suicide when they do not get their own way?			
Encourage the other person to do things that make them feel uncomfortable?			
Refuse to accept limits about sexual activity?			
Constantly question who the other person has been around or spoken to?			
Check the other person's phone or text messages without them knowing?			
Act jealous and accuse the other person of cheating?			

# SUGGESTED VIDEO RESOURCES

## Facilitator Guidelines

When using video resources, it is necessary to introduce a video and make participants aware if there is difficult content to watch. It is also necessary to ensure that there is time to debrief following the video. Having a discussion following the video provides participants an opportunity to process what they have seen and consider how this relates to their life and experiences, which provides a more impactful learning opportunity.

### CHILDREN SEE. CHILDREN DO.

<https://www.youtube.com/watch?v=5JrtpCM4yMM>

Introduction: *Children See. Children Do.* was developed as a community service video for NAPCAN (National Association for Prevention of Child Abuse and Neglect) in Australia. It is a workshop in a minute. Although the video is short, it has a strong message about the influence of parents and caring adults on children's behaviour.

Debrief Discussion:

1. What are your initial thoughts or reactions to this video?
2. What power and influence do we have as parents and caring adults?
3. How do children learn from parents and caring adults?
4. At the end of the video, the father bends down to help a woman pick up the groceries that spilled out beside her car. The young boy bends down to help the woman, along with his father. When we discuss the power and influence of adults on children's behaviour, it is important to remember that this influence can be negative and positive. So, let's be aware of our actions while children are around and make our influence positive.

### NO MORE'S SUPER BOWL COMMERCIAL

[https://www.youtube.com/watch?v=tJaSj\\_qipic](https://www.youtube.com/watch?v=tJaSj_qipic)

Introduction: This commercial was shown during the NFL Super Bowl game in 2015 to raise awareness about domestic violence. The commercial was reportedly based on a real-life story and demonstrates the importance of listening carefully to recognize when someone may be asking for help.

Debrief Discussion:

1. What are your initial thoughts or reactions?
2. Why did the NFL develop a commercial to raise awareness about the issue of domestic violence? Why did they air the commercial during the Super Bowl?
3. In our relationships with family, friends, co-workers and neighbours, how might someone ask for help indirectly? What questions can we ask?
4. This commercial was funded and aired by the NFL after a number of football players were involved in child and domestic abuse related investigations. By airing this commercial during TV's most watched professional sporting event, the idea was to get everyone thinking about how they can listen and support those experiencing domestic violence.





## STOP THE VIOLENCE

<https://www.youtube.com/watch?v=UnifMo9Nrp4>

Introduction: *Stop the Violence* was produced by the Broadway Neighbourhood Centre's Just TV program as part of the Manitoba Domestic Violence Strategy. It highlights the various impacts on children that are exposed to violence in the home.

Debrief Discussion:

1. What are your initial thoughts or reactions?
2. When violence happens at home, how do infants and children act? What types of behaviours will they show?
3. How can we support infants and children experiencing violence at home?
4. The acronym C.A.R.E. reminds us that children need support and care from us as adults. They are looking for adults to provide safety and to help them understand what is happening, as well as reinforcing the important message that the violence is not their fault.

