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Addressing Forced Marriage Through ESL Classes:

A Facilitators' Guide &
ESL Curriculum for Teachers

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ABOUT THIS CURRICULUM

We encourage you to share and adapt this curriculum to suit your needs.

In 2010 the Forced Marriage Project began a crucial aspect of our work, preparing to introduce the topic of forced marriage into ESL classes in the Greater Toronto Area (GTA). Through this process we learned many valuable lessons which we would like to share with you in this Facilitator's Guide. All comments about the introduction of the topic of forced marriage to ESL students, and their responses to our curriculum, come from this component of our project. We welcome your thoughts and experiences on introducing this subject to your students. We can all learn from each other. The more we share, the richer we all become.

To begin, we will take a look at forced marriage by defining it, explaining its distinction from arranged marriage, its position as a form of violence against women, and its breadth and prevalence in Canada.

ABOUT FMP

The **Forced Marriage Project (FMP)** is an initiative funded by **Status of Women Canada** and is a project of **Agincourt Community Services Association**.

FMP raises awareness and provides information about forced marriage in Canada through interactive workshops, presentations to service providers and community groups, a website, newsletter, and through participation in both local and international initiatives.

ABOUT OUR PROJECT

The Forced Marriage Project (FMP) is an awareness and education initiative. Hundreds, possibly thousands, of women, girls, men and boys in Canada are affected by forced marriage. We approach the issue of forced marriage from an anti-oppressive, anti-racist position, viewing it primarily as a form of domestic violence and a form of violence against women, which is sometimes used to control men and boys as well, and we seek to address it along with other forms of violence and domestic abuse.

ACKNOWLEDGEMENTS

FMP would like to thank the **South Asian Legal Clinic of Ontario (SALCO)** for their diligent work on the issue of forced marriage and for their generosity in allowing the use of some of their materials in the informational sections of the Facilitator's Guide.

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FACILITATORS' GUIDE

The Forced Marriage Project

In 2010 the Forced Marriage Project began a crucial aspect of our work, preparing to introduce the topic of forced marriage into ESL classes in the Greater Toronto Area (GTA). Through this process we learned many valuable lessons which we would like to share with you in this Facilitator's Guide. All comments about the introduction of the topic of forced marriage to ESL students, and their responses to our curriculum, come from this component of our project. We welcome your thoughts and experiences on introducing this subject to your students. We can all learn from each other. The more we share, the richer we all become.

To begin, we will take a look at forced marriage by defining it, explaining its distinction from arranged marriage, its position as a form of violence against women, and its breadth and prevalence in Canada.

What is a Forced Marriage?

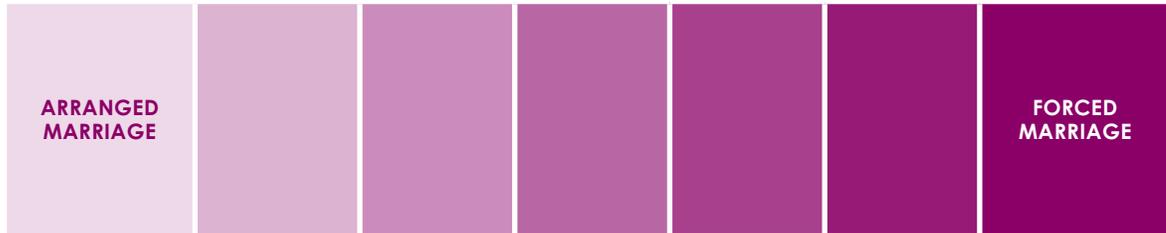
Forced marriage is the “union of two persons at least one of whom has not given their full and free consent to the marriage.”

- UN Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriage, Article 1(1), 1964

“A forced marriage occurs when people are coerced into a marriage against their will and under duress, which can include both physical and emotional pressure. A forced marriage is very different from an arranged marriage in which the free and informed consent of both parties is present. Due to its confusion with the tradition of arranged marriage, forced marriage is often associated in developed states with South Asian immigrants, but it is important to remember that it occurs across many cultures and religions.”

- Department of Justice Canada, Annotated Bibliography on Comparative and International Law relating to Forced Marriage, 2007

What is the Difference Between an Arranged Marriage and a Forced Marriage?



An arranged marriage is a legitimate way of finding a suitable marriage partner. In an arranged marriage, the parents or extended family members take the lead in finding a potential marriage partner for their adult child. These marriages often result in stable, satisfying, long-term relationships. An arranged marriage should have the full and free consent of both parties to the marriage. They must be the ones to ultimately decide WHO, WHEN and IF to marry.

A forced marriage occurs when that choice is taken from one or both of the parties to the marriage. Sometimes this is done using physical force and threats of violence. Sometimes it is done by taking the child to another country and using deceit or pressure to force the marriage. But many times a forced marriage takes place with only the use of emotional duress. This leaves no physical scars and sometimes breaks no laws directly but it can cause extreme emotional and mental trauma to the individual involved, and these emotional scars can last a lifetime, affecting the individual's mental health, family interactions, and family cohesion. No matter what methods are used to force the marriage, forced marriage is a breach of an individual's human rights and it can invalidate the marriage in Canadian family law.

Why is it Important to Understand Forced Marriage as a Form of Violence Against Women?

It is important to recognize forced marriage as a form of **violence against women** in order to understand that:

Forced Marriage is Not a Cultural or Religious Practice

Forced marriage occurs in all patriarchal societies at some point, and manifests itself in all patriarchal institutions, whether they are religious, legal, cultural or governmental. Understanding forced marriage as a form of violence against women allows us to understand that it is not a core tradition of any particular culture or religion but rather a symptom of patriarchal control.

Forced Marriage is Directly Related to Women's Inferior Position Within Society

Forced marriage is overwhelmingly a form of power and control used against women and girls. Like partner abuse, rape and other forms of sexual assault, it is used to control women, their sexuality, and often, their offspring. If forced marriage is not positioned as a form of violence against women, women's treatment and status throughout society will not be examined, leaving the roots of this form of violence - women's inequality - untouched.

Male Victims of Forced Marriage are Treated "As If" They Were Women

In patriarchal societies, the worst insult that can be given to a man is to equate him with, or call him, a woman. Men who are forced to marry often feel less "manly", less in control, because they feel that they are being treated like women. In her study of young men from immigrant communities in Norway, Anja Bredal found that "Forced marriage is an especially problematic term when trying to get young men to talk. It has been a topic related to young women, and it is important for these men not to be associated with women's problems."¹

Positioning forced marriage as a form of violence against women allows us to critique the position of both women and men within society, and the damage done by gender stereotypes and the devaluation of women.

¹ Bredal, A. (2011). Mellom makt og avmakt ("Between Power and Powerlessness") (No. 4) (p. 136). Oslo: Institute for Social Research. Retrieved from http://www.socialresearch.no/content/download/31823/630521/file/R_2011_4web.pdf

Where forced marriage is not understood as a form of violence against women, some men have reacted by taking out the anger they feel at their loss of control onto the women they have been forced to marry. When this happens, these men are in fact perpetuating the very system that abused them.

When men come to an understanding of the negative consequences of patriarchal control for **both** genders they will be able to work **with** women to overcome these attitudes and practices. Men who have faced forced marriage will come to understand that the inferior status of women in patriarchal societies needs to be eliminated in order to ensure the freedom of all members of society.

Who is Forced To Marry?

While the majority of victims are women and girls, forced marriage also happens to men and boys. Adolescence and early adulthood are the most common ages for a forced marriage, but as a recent study of forced marriage victims in the UK has shown, it can happen at any age. Of those who sought help from the UK's Forced Marriage Unit in 2011, the youngest victim was a 5-year-old girl and the oldest was an 87-year-old woman.²

Possibly because of the tradition of arranged marriage and its conflation in many people's minds with forced marriage, South Asian countries are often seen as most associated with forced marriage. However, forced marriages in Canada also happen to individuals of African, South American, East Asian, and both Western and Eastern European ancestry. While some forced marriages happen among immigrants, a large number happen to Canadian-born individuals.

Forced marriages occur in Protestant, Catholic, Muslim, Hindu, Sikh, Buddhist and Jewish populations. Forced marriages also occur in non-religious families. The forced marriages that took place within the fundamentalist sect of the Church of the Latter Day Saints in Bountiful BC, may be only the tip of the iceberg for forced marriages taking place among the more exclusive segments of mainline Christian churches originating in Western European countries.

Each person who is forced to marry, regardless of her or his age, gender, religion, ethnicity or country of origin, is an individual whose most basic human rights have been violated. Do not assume that strength of character, physical strength, or economic independence can prevent a person from being forcibly married. While lack of these attributes can significantly impair an individual's ability to resist a forced marriage, the possession of them may not be enough in the face of emotional duress, violence, deception, or family loyalty.

² Nina Lakhani, The Independent, 31 March 2012. <http://www.independent.co.uk/news/uk/home-news/societys-shame-the-five-year-old-girl-forced-into-marriage-7604140.html>

Why Do We Need To Include the Subject of Forced Marriage in ESL Classes?

Teachers are uniquely positioned to promote awareness and understanding, and to provide students with the tools to create change. While it's true that there are probably just as many Canadian-born victims of forced marriage as there are immigrant victims, the ESL classroom offers a unique opportunity to discuss the subject and to help prevent forced marriages.

The primary purpose of ESL classes is to enable students to learn to read, write, speak and understand English. But this is not their only purpose. ESL classes also prepare students for living and working in Canada. This can include everything from preparing them to handle a Canadian winter and helping them to understand Canadian social norms, to providing them with information about Canadian laws and the potential consequences faced by those who violate them.

When we asked ESL students from a variety of backgrounds³ what they liked best about Canada, the most common answers were: "Human rights," "Women's rights," "Equality," and "Healthcare for everyone." It is this thirst for equality and inclusiveness that attracts many immigrants. It is our responsibility to show students the full extent of the freedoms and human rights to which they are entitled, and to encourage them to respect the human rights of others, including their children.

It came as a surprise to many women that in Canada married women can charge their husbands with battery and rape. As one student said, "In my country, a man can do anything to his wife. She is seen as his property." Even for women who are single, or who have loving husbands, the knowledge that in Canada they have these rights, gives a pronounced boost to their sense of self-esteem and perceived value. This can, in turn, affect the way in which they value their daughters and the women around them.

³ East Asian, South and Central American, African, Eastern European, Middle Eastern and South Asian.

Introducing the Topic of Forced Marriage to ESL Students

Concerns

What Will Happen If We Start To Talk About Forced Marriage?

When we first proposed introducing the subject of forced marriage into classes at the local public ESL school, some administrators were concerned. They understood the importance of the subject matter and they didn't deny the fact that forced marriages were happening with alarming regularity within the community. What concerned them was the reaction of students. Would they leave the school in droves because a secret abuse was being made public? Would they tell others to avoid the public school because it opened the conversation on forced marriage? These may be concerns that you or your school are contemplating.

As a result of these concerns, we created a curriculum that included forced marriage as one community issue among many. Other subjects in the original curriculum were drug and alcohol addictions, gambling, depression and suicidal thoughts, the difficulties involved in adjusting to a new country and language, and where to find resources in the community for help with each issue. Forced marriage was introduced in a short video to encourage listening skills, as well as in a story to improve reading skills. The video is a short documentary about a Canadian forced marriage survivor who was born in the UK and forced to marry a Canadian. The fictional story centers around a Canadian teenager who was taken abroad on a vacation and forced into a marriage.

Students showed a keen interest in all the videos, stories and activities. When it came time for the evaluator to conduct a focus group with students, the first question she asked was, "What was the most important thing you learned about in the classes?" Almost in unison the students responded, "Forced marriage." Some said, "That's something we never talk about in my culture," "Women are just expected to shut up about it," "This is something we need to talk about."

The students were then asked, "What other subjects would you like to see in ESL classes?" Once again, the answers surprised some administrators. "What was that disease he gave his wife [in the forced marriage video]? I don't know anything about diseases you get from sex. That's another thing we never talk about in my culture." "Wife beating like what he did in the video [on forced marriage]. Women are supposed to keep quiet about that and we don't want to. We need to learn more about it and what to do about it." "Parenting. That's hard, especially when you're in a new country and people do different things. We need to know how to raise our kids to have respect for other people."

Women's Only Versus Co-ed Classes

In working on this project, we had the opportunity of piloting the curriculum in both Women's Only classes as well as in co-ed classes. Some teachers will not have the option to choose the gender makeup of their classes. Whatever your situation, here are some points to consider.

Women's Only ESL Classes

In these classes more women will feel free to share their experiences and thoughts. In some cultures and communities women and men seldom mix where sensitive topics are discussed. With or without cultural restrictions, many women do not feel comfortable discussing sexual assault, domestic violence, sexually transmitted infections, or forced marriage, which can contain all of the above, in mixed groups. With the topic of forced marriage, it can be of particular concern to women that no men be present, especially if they have brothers, fathers, uncles, or cousins among the students.

After Women's Only classes, we found that women were more likely to disclose details of problems relating to the subject at hand, to the teacher. Whether this was a result of the more open discussion that tends to occur in classes made up only of women, or whether it was simply the fact that there were no men present to observe them approaching the teacher, women were much more likely to talk privately with the teacher after women's only classes. This does not only apply to subjects like forced marriage, sexual assault, and domestic violence. It was found to happen just as often with subjects such as depression and social isolation.

Co-ed ESL Classes

When dealing with co-ed classes, it is important to keep men from feeling left out, and to emphasize their part in ending sexual assault and forced marriage.

When speaking about forced marriage, sexual assault, and domestic violence, point out that although the majority of victims of these crimes are women, men can also be victims. Make it clear that all victims, including men, deserve equal respect and support.

It is also important to discuss men's potential role in ending these abuses and assisting women who face violence. Some suggestions for accomplishing this with the resources might be the following:

Unveiling the Abuse story – Discuss how the father could have behaved differently and how his changed behaviour might have altered the outcome for his daughter, himself, and for his grandchildren.

- Why do you think he forced his daughter to marry?
- What would have been a better choice?
- What could he have done differently when he found that the marriage had become abusive?
- How could he have become a positive influence in her life instead of a negative influence?

Becoming Herself story – Discuss how a male friend or family member could have supported Olga and helped her to heal.

- Would he help in similar or different ways than her female friend Iman helped? Or both?
- What special ways could a man help a woman who had been raped?
- How could a male friend or relative help a woman heal in the long run?

Showing how men can become part of the solution gives them agency and encourages them to use their voice and influence for positive change.

The Importance of the Community Resources Booklet

We also created a Community Resources Booklet to accompany our Healthy Relationships Curriculum. This booklet contained information on services in the particular community in which the classes took place. It included services directly related to the subjects under discussion, such as addictions, gambling, depression, and forced marriage. But it also included other services which would be of interest to ESL students such as food banks, health clinics, newcomer and settlement services, counselling services, legal clinics, and services specifically for women, men, youth, children, or senior citizens.

The Community Resources Booklet was used during classes to help students learn how to locate and access resources related to the subject under discussion. But of equal importance, it allowed students to take the booklet home with them without arousing the suspicion it might have if they were to bring home a brochure or booklet targeted toward a controversial subject such as forced marriage. This made the booklet of great importance to students facing forced marriage, partner abuse or sexual assault, especially if their abuser was in the home. It also meant that the booklet was valued equally by students not facing any of these abuses. Because of this, the booklet also had a good chance of finding its way into homes where others who might be at risk, resided.

Creating or Enhancing Your Own Community Resources Booklet

You may find that your community already has a booklet of resources for residents. If that is the case, you may be able to convince the publisher (government, local organization or club, etc.) to issue a revised edition which includes resources on forced marriage, or any other subjects that will be raised in your classes, and information on how to access those resources. If that is not a possibility, you may request permission to reproduce the resource booklet with the addition of the relevant information.

If there is no such resource booklet available for your community, you may wish to create your own. Enlist the help of agencies or organizations in your community in compiling the information, and in financing and distributing the publication. Agencies and organizations which take part in the planning and publication of the booklet will be more likely to be active in its distribution and promotion. The availability of such a booklet will be of great benefit to all community members, not only to ESL students. As many of those at risk of forced marriage are Canadian-born and have English as their first language, there is the potential for reaching an even greater number of those in need.

For suggested headings in your community resources booklet, go to www.fmp-acsa.ca, **ESL Resources page located on the Service Provider section of the website.**

Introducing Forced Marriage Through Healthy Relationship Classes

Forced marriage can often be addressed quite successfully as part of a Healthy Relationships curriculum which also addresses a number of other problems faced by newcomers, for which they may not be adequately prepared. The use of the Community Resources Booklet reinforces English skills while helping students to learn what resources are available to assist them with the various issues addressed in the curriculum.

The curriculum is divided into lessons. Each lesson takes about an hour of class time with the addition of English language exercises which can be found on our website or adapted from exercises the facilitator already uses. If class time allows for more than one lesson to be taught in one class, read the stories and activities as well as the notes at the beginning of the stories, especially "HOW THIS STORY REINFORCES LEARNING ON FORCED MARRIAGE," in order to decide which stories and DVD's to pair with others. Pairing a lesson which uses a DVD with a lesson which uses a written story is often the best way to pair lessons as it adds variety to the class and gives students the opportunity to practice both listening and reading skills in the same session.

Introducing Forced Marriage Directly

As we found in our introductory classes, many students are eager to talk about subjects they have never been able to discuss before, especially topics that affect them or their families. At times, introducing forced marriage directly as the topic under discussion can bring the greatest education and awareness in the shortest amount of time. If you feel this would work in your classroom, here are some tips:⁴

1. Provide information on the breadth and prevalence of forced marriage in Canada and elsewhere.

If students feel that by coming forward, their particular community will be vilified, then they are less likely to do so. This does not mean that you need to minimize the occurrence of forced marriage in any particular community (whether community is defined as ethnic, religious, or geographic), but rather that you acknowledge its occurrence in a variety of communities. When students feel comfortable about sharing, they will often address the issue as it pertains to their own community.

2. Make the Connection Between Forced Marriage and Other Forms of Violence Against Women.

Addressing forced marriage as a product of patriarchal culture helps students understand its connection to other forms of violence against women and clarifies why rape and partner abuse are so common in forced marriages. It also connects students to each other. Students who are not at risk of forced marriage and do not know anyone in a forced marriage, still understand partner abuse and sexual assault and the risk they pose to all women. Many of your students will know someone who has experienced some form of violence. In fact, many will have experienced violence themselves.

3. Emphasize the Resilience and Courage of Forced Marriage Survivors

Although forced marriage victimizes the individual pressured or threatened into marriage, many victims have gone on to become resilient survivors. Emphasize the courage and tenacity it takes for survivors to create a life free of violence for them and their children. Encourage students to support each other in naming the violence and abuse they have encountered, and in working together to end violence for everyone's benefit.

⁴ These tips can also be incorporated into classes that deal with forced marriage as one among many topics.

The Importance of Emphasizing Canadian Law and Human Rights Directives

One young woman who was under intense pressure to marry said, "I want forced marriage in Canada to be like fireworks. When people come from India, one of the first things they learn is that you can't set fireworks off wherever and whenever you like. They understand that it's against the law in Canada and they could face consequences if they break the law."

When teachers emphasize Canadian law and Human Rights legislation, it takes away some of the judgment of students' thoughts and actions, and becomes informative rather than proscriptive. This can open dialogue and encourage change. Essentially, the teacher is saying to the students, "Whether you agree with this or not, it is important that you understand Canadian laws and the consequences you face if you violate these laws. What is the history of this law? Why do you think it came into being?"

In the lessons on parenting, the videos show a number of circumstances where a parent is doing what they believe to be best for their child. The videos also explain the illegality of what the parents are doing and the consequences they might face. The first video shows a single mother who has left her young son to be cared for by her daughter who is only slightly older. Although the mother is depicted as caring and hard-working, what she is doing is illegal in Canada and could result in her having her children taken from her by authorities. Whether students agree with the law or not, the teacher explains the necessity of understanding the law and the consequences that violating it could incur. Students are then encouraged to think of other options and solutions for a parent caught in this situation. They can also be encouraged to discuss how this law may have come into being and why it is considered necessary.

Although there is not a specific law criminalizing forced marriage in Canada, many of the actions that may occur in the process of a forced marriage are illegal. These include, but are not limited to, forcible confinement, threats, rape, sexual assault, and other forms of violence. In addition, any time that emotional duress is used to secure an agreement to marry, the full and free consent which is an essential part of a valid marriage, is removed. This means that it is not a valid marriage in Canadian family law and is subject to annulment, if desired by the partner who has been forced. It was only in 1983 that rape of a wife by her husband finally became illegal in Canada. In many countries, rape by a spouse is still not illegal and women who are raped by their husbands have no recourse in law. It is important for students to understand that in Canada, rape in marriage is just as illegal and subject to punishment as any other form of rape.

Most newcomers want to adjust to their new country and take advantage of all its rights and freedoms, many of which were not available to them in their country of origin. Helping students to understand Canadian laws and the consequences of violating these laws is an important part of that adjustment, and an important part of ESL instruction.

The “To Do” List for Classes Introducing Forced Marriage to ESL Students:

1. At the beginning of every class, assure the students of your professional duty and personal commitment to maintain the confidentiality of anything they choose to disclose to you.
2. At the beginning of every class, let the students know that you will be available after class if they have any questions about grammar, vocabulary, or any of the issues explored in the class. By addressing it in this manner, you allow students to feel that in talking to you after class, other students will not necessarily assume that they are discussing the subject that was the main point of the lesson, but possibly questions about grammar or vocabulary.
3. If some students must leave immediately after class, make sure that they have your contact information, including an email address, should they need to contact you outside of class for more information on the subjects addressed.
4. Always ensure that after each lesson students are made aware of where they can go and who they can contact should they, or someone they know, have a problem with the issue addressed. If there is not time for an exercise in locating the resources in the Community Resources Booklet, draw their attention to the pages and sections where information is available.
5. Maintain student confidentiality and encourage your students to maintain the confidentiality of their classmates especially when students share their personal stories in class.

Engaging Students and Encouraging Dialogue

How do you start a conversation? How do you keep from shutting students down without allowing hostile viewpoints to dominate? These are some of the concerns we faced when presenting our curriculum.

One of the most important things to remember when dealing with sensitive or potentially controversial subjects is to show respect for students' opinions while keeping others from feeling silenced or attacked.

One way to do this is to acknowledge a potentially damaging comment without affirming it, and use it to solicit other opinions: “That’s one person’s opinion. Does someone else have a different opinion?”

Another way to encourage debate after a harmful remark is to question the opinion at the root of the remark, rather than questioning the student who made it: “What makes some people believe that a woman must have done something wrong to make her husband beat her? What might be some other explanations for his behavior?”

Being prepared for potentially divisive or harmful remarks that may arise with each particular story or video, allows the teacher to also prepare questions that open dialogue and encourage debate.

Remember: If no other students come forward with contradictory opinions to refute the damaging opinions that may silence others, it is the teacher's responsibility to suggest alternative ways of understanding the issue.

Dealing with Disclosure

Whether students choose to disclose problems to you is often subject to a complex mixture of cultural norms, previous experiences, and the present situation in which they find themselves. Never attempt to pressure a student to disclose a problem because of something they have insinuated in class. Attempt to create an inclusive and open environment but do not feel that you have been unsuccessful if students do not open up about their experiences. You are presenting important information that is certain to help at least some of your students. When and where they seek help is not within your control.

However, if a student does disclose to you about forced marriage or a related issue, keep in mind the **One Chance Rule**.

The One Chance Rule. Remember that **you may only have one chance** to meet, talk to and consult with the person, so make efficient use of the time, get as many details as possible, and provide as much information and support as you can.

Dealing with Forced Marriages

IMPORTANT INFORMATION

- **DO NOT Send the individual away** without assistance, in the belief that it is not your responsibility, or that you cannot help them
- **DO NOT Approach the family or friends**, unless the individual asks you to do so
- **DO NOT Send the individual back to their family** without their permission
- **DO NOT Breach confidentiality**
- **DO NOT Attempt to be a mediator**
- **DO NOT Contact community leaders or members** unless requested to do so by the individual
- **DO NOT Disclose immigration status** to police or immigration authorities
- **DO NOT Provide legal advice** unless you are qualified to do so

FORCED MARRIAGE ABROAD

How to assist a student who suspects that they may be taken abroad to get married:

If possible, they should find a way to keep from going abroad. Assist them with alternatives. If this does not work as an option, assist your student in registering with the Canadian Department of Foreign Affairs and International Trade (**DFAIT**) **before leaving**.

The form can be found on the DFAIT website www.voyage.gc.ca or by calling **1-800-267-6788** (inside Canada) or **613-996-8885** collect (outside Canada).

⇒ Provide DFAIT with the following personal information:

- Full name
- Date of birth
- Passport details (number, city and date of issue)
- A recent photograph
- Overseas contact information
 - Names of people you will be staying with and your relationship to them
 - Address of place where you will be staying
- Local contact information
 - Contact details of someone you trust in Canada.
 - Names and occupations of your parents
 - Anticipated departure and return dates/ Flight details (carrier, flight #)
 - Names of people you are travelling with

⇒ **The student should also take these things with them:**

- Currency – Canadian currency as well as the local currency of the country you will be visiting (try to keep hidden)
- Cell phone (try to keep hidden - can be used to text to Canada)
- Photocopies of your passport, tickets, and other major identification (try to keep hidden)
- Important phone numbers of resources and contacts in Canada and in the destination country (try to keep hidden)

In addition, if possible, they should leave a copy of the information they have given DFAIT along with photocopies of their passport and tickets, and a recent photograph of themselves, with a trusted friend or adult. If the student wishes, have them leave a copy with you.

Please note that this advice applies only if the individual is a Canadian citizen. **If the individual at risk is a permanent or temporary resident** it is more complex. If this is the case, please refer them to a legal service which deals with these types of residents.

- ⇒ **The student should also take a list of resources available in the country to which they will be travelling.**
- ⇒ Assist the student in creating a list of agencies in Canada that may be able to support them, as well as a list of helpful NGO's in the destination country.



Healthy
Relationships:
Family, Friends
and Community
ESL CURRICULUM



Throughout the **ESL CURRICULUM** you will find icons meant to indicate what is required for each lesson. The following are each icon's meaning:



Computer Mouse: A computer with access to the internet is required



Exclamation Mark: Important and useful information



Group of People: Group activity/work



Hand Writing: Written work



Lightbulb: Brainstorming activity



Open Book: Story to be read



Printer: Requires printing handouts



Video Camera: Video to be shown

LESSON #1: THE COURAGE TO CHANGE

This story deals with a young man who becomes addicted to drugs. His parents lock him in his room to protect him from himself.

HOW THIS STORY REINFORCES LEARNING ON FORCED MARRIAGE:

There is no question that these parents care about their son's well-being. However, as this story emphasizes, they do not have the right to lock him away, even with the best of intentions. The story explains Canadian law as it applies to forcible confinement, a tactic sometimes used to keep a young woman or man from running away when faced with a forced marriage.

The Courage to Change



Neil's parents were **confused** by his behaviour. Some days he would seem full of energy, going to work early and coming home asking if there was anything he could do to help out around the house. Other days he would sleep through his alarm clock and they could not wake him. He **swore** at anyone who bothered him, and **accused** his parents of stealing his money while he was asleep. He would **lie** and say that nothing was wrong with him.

Finally, his boss came to visit. She told them that Neil was **addicted to cocaine** and that he had been stealing from the company. She said that she would not report him to the police if Neil enrolled himself in a **detox program**. However, Neil lost his job.

Neil agreed to enter detox but he **complained** about all the rules he had to obey. After a few days, he called his parents and said that he wanted to come home.

They allowed him to return but as soon as he did, he began to go to parties. His parents would receive calls, sometimes at two or three o'clock in the morning. They would go to find Neil **passed out** in someone's house or on their **lawn**.

Neil's parents were afraid that he would end up in jail, or maybe even dead. They tried locking him in his room only to find that he called the police. The officers told his parents that it is illegal in Canada to lock someone up, even though they had their son's best interests **at heart**. (See "Additional Information").

They let Neil out and found that he was stealing from them to buy drugs. They were at their **wit's end**. Then someone told them about groups like Al Anon and Narc Anon which helped the families of **alcoholics** and **drug addicts**.

At these meetings his parents found others who were facing the same problems as they had faced. They learned how to **react** differently to Neil's behaviour. Once he found that his parents would not let him live with them if he continued to use drugs, he decided to re-enter the detox program.

Neil also found a group called Cocaine Anonymous (CA) and began attending meetings. One man he met at these meetings had almost died from using **crack cocaine** but now he had been free and clean for five years. He became Neil's **sponsor** and showed him what he needed to do to stay free from drugs and alcohol.

Today Neil's parents continue to attend Al Anon meetings and give help to other parents who have children with drug or alcohol problems. Neil continues to work with CA and gives guidance to young men who have developed an addiction to cocaine. The problems that Neil and his parents have faced together have made them stronger and closer as a family.

Activity - 1



→ **Ask for feedback on the story.** Write the answers on a flip chart or white board.

Use open-ended questions to encourage responses:

- How do they feel about it?
- What stands out to them?
- Why did Neil's parents decide to lock him up?
- Are there other things the parents could have done instead?

Explain why, from the legal point of view, the parent's actions were wrong, even though their intentions were good. Introduce the topic of Human Rights (Power Point Slides- UN Declaration and Criminal Code of Canada stipulations).

→ **Addictions Brainstorm.** Have students work together in pairs or small groups. Ask them to write down all the things that they can think of which are addictive. Bring them together as a group and have each pair or group present their answers. Write the answers on a flip chart or white board.

Possible questions to discuss for certain items:

- Why is this particular drug illegal while [name another, such as alcohol] is not?
- Do others agree that [item x] is addictive? If yes, why? If no, why not? What would be another word other than "addictive" to use for its effect on people?
- What are the dangers of [item x]?
- Why would people want to use [item x]?
- How do you know you are addicted to something?

→ **Using the Community Resource Booklet**

- Use the resource booklet to find places that could help someone who has an addiction problem. Ask students to do this in pairs or small groups. Come together and discuss how students found the resources and under what section(s) they were found.

Materials You will Need:

- Coloured Markers
- Flip Chart or White Board
- Community Resource Booklet from the **ESL Resources**
- Copies of "Recognizing the Symptoms of Cocaine Addiction" handout (See **FACILITATOR HANDOUTS**)

Words and Phrases

confused – (*verb*, past tense) - did not understand.

swore - (*verb*, past tense) – to use bad words.

accused – (*verb*, past tense) – to blame someone.

lie – (*verb*) – the opposite of truth

addicted – (*verb*, past tense) – cannot stop doing something, or using something that is bad for you.

cocaine – (*noun*) - An addictive narcotic drug. Selling, keeping or using this drug is against the law in Canada.

detox program – Detoxification program - A treatment program which usually happens in a hospital, or in a drug and alcohol treatment centre. The program tries to teach the addict or alcoholic how to live without using drugs and alcohol to cope with problems. It also gives the body of the addict or alcoholic a chance to clean itself of the poisonous drugs or alcohol.

complained – (*verb*, past tense) – to say that you are unhappy or uncomfortable about something.

at heart – In one's heart, one's true emotional feelings.

passed out – like fainting, but because of overuse of drugs.

lawn – (*noun*) – an area covered with grass around a house.

wit's end – to feel hopeless and not know what to do.

alcoholic – (*adjective*) someone who cannot stop using alcohol (wine, beer, etc.).

drug addict – someone who cannot stop using drugs.

react - (*verb*) how you behave toward something or someone's words or actions.

crack cocaine – A purified and extremely addictive form of cocaine. Owning it or selling it is illegal in Canada.

sponsor – (*noun*) – someone who takes responsibility to help and support an alcoholic or a drug addict as they get over their addiction. A sponsor is usually someone who used to be a drug addict or alcoholic and has learned to stay free from drugs and alcohol. He can now help other addicts and alcoholics learn these skills.

Recognizing the Symptoms of Addiction to Cocaine



People who abuse cocaine have many things in common with people who abuse other drugs.

The main thing to look for is changes in behaviour, for example:

- An increase in activity and excitement
- An increase in talkativeness
- A low need for rest or sleep followed by a need to sleep for a long time
- A low level of hunger sometimes followed by increased hunger

Although cocaine is usually used to create good feelings, someone who has used cocaine may behave very strangely. They may be more restless or afraid of normal things. They may also shake or sweat a lot. Some people also see and feel things that are not real.

LESSON #2: UNVEILINIG THE ABUSE - VIDEO - Forced Marriage

(Videos are available at www.fmp-acsa.ca in the **Service Provider section under ESL Resources**)

This segment from a documentary tells the real-life story of Sandeep, a Canadian forced marriage survivor. She tells her story in her own words and through her experience students learn the connections between forced marriage, domestic violence, marital breakdown, and other issues. They also learn that it is possible to move on from a forced marriage to a happy, productive life.

Activity - 2



→ **Ask for feedback on the “Unveiling the Abuse” video.** Write the answers on a flip chart or white board.

- What did you think of the story?
- What surprised you most in the story?
- Sandeep spoke about her human rights at the beginning of the film. How were her human rights not respected?
- Do you think most Canadians know they have human rights?
- Do you think most newcomers to Canada know they have human rights?
- Before watching this video, did you know that putting emotional pressure on someone to force them to marry was a violation of their human rights?
- Do you know anyone who has been forced to marry? If yes, discuss.

→ **Arranged vs. Forced Marriage**

- Explain the difference between a forced marriage and an arranged marriage. (Refer to the chart on www.fmp-acsa.ca, **FAQ, Arranged Marriage vs. Forced Marriage** page on the main site) Highlight main difference: **The Right to Choose.**
- Explain that Arranged Marriage is acceptable under Canadian Law but Forced Marriage is not.
- What made Sandeep's marriage a forced marriage rather than an arranged marriage?
- If she had known her rights, do you think she would have gone through with the marriage?
- If yes, why?
- If no, what would she have done differently?

Materials You will Need:

- Coloured Markers
- Flip Chart or White Board
- **“Unveiling the Abuse”** Video
- **FAQ** page on FMP main site



→ **Discussion:**

- Divide students into pairs or small groups.
- Ask them to prepare guidelines for helping someone facing a forced marriage.
- If Sandeep was your friend, how would you help her?
- How could you intervene without making the situation more difficult for her?
- Using the Resource booklet, identify agencies or organizations that might be able to help someone in this situation.
- Have each pair or group present their strategy
- Have the other students discuss how the plan might be improved upon.

LESSON #3: WINNERS AND LOSERS & VIDEO

(Videos are available at www.fmp-acsa.ca in the **Service Provider section under ESL Resources**)

Story: This story shows how a gambling problem develops and how it can have a serious impact on someone's life.

Video: The video shows why gambling is particularly attractive to new immigrants. It also outlines steps to take to keep gambling from becoming a problem.

Winners and Losers



Maryam checked the numbers on her lottery tickets against the numbers in the newspaper. The first two tickets won her a free ticket each. The rest won her nothing until she got to the last one. She had won seventy-five dollars. She was **ecstatic**.

Maryam had a dream for her future. She wanted to buy a little house with a garden. She thought that she could never save enough money from her job cleaning office towers at night, but she'd seen pictures of people who had won the lottery and could afford to buy new houses and cars. Why couldn't she be one of them?

She had a plan. She would save everything she could from her paycheque and use it to buy as many lottery tickets as possible. Surely one of them would win her big money someday. At first she cut out treats, like donuts. Then she began to walk the three kilometres to and from work instead of spending money on **transit**. By the time she started to bring her own peanut butter sandwiches from home instead of buying a hamburger, she realized that she was saving one hundred dollars from every paycheque. She would **lie** in bed at night and dream of her new home.

One cold February morning, Maryam was standing by the heater trying to get warm after her long walk to work. Her co-worker, Shauna, asked her why she didn't take the bus. Maryam told her that she was trying to save more money to buy more lottery tickets so that eventually she would win enough money to buy a house. She also told Shauna that this was the reason she only ate peanut butter sandwiches and never bought a donut.

Shauna got out a pen and paper and did some calculations. If Maryam was saving one hundred dollars every two weeks, in one year she would have two thousand, six hundred dollars. If she put this money in a high interest savings account, in five years she'd have almost \$13,500, enough for a down payment on a small house. But Maryam thought that she could win enough money to buy an entire house in five years. Shauna explained that lotteries were set up to make money for the government, the casino, or the **charity** which ran the lottery. They could never make the huge amounts of money they did unless most people lost a lot more than they won.



It was difficult for Maryam to give up on her dream of winning enough money to buy a house but she wanted to be sure she would have enough money in five years for the down payment. Shauna told her that if she took advantage of government programs and other savings options she would have even more money by the end of five years. It would be a shame if at the end of five years all she had was a lot of losing lottery tickets. In fact, when Maryam calculated how much she'd spent on tickets and how much she'd won, she could easily see that the lotteries were making a lot of money at her expense.

Maryam still buys the occasional ticket for fun but she's not relying on winning the lottery to solve all her problems. **Realistically**, it will probably never happen. And the closer she gets to having enough money to put a down payment on a home, the happier she is that she didn't leave it to chance.

Activity - 3



Materials You will Need:

- Coloured Markers
- Flip Chart or White Board
- Video
- Copies of “How to Keep Gambling From Becoming a Problem” handout (See FACILITATOR HANDOUTS)
- Community Resource Booklet from the **ESL Resources**

→ **Watch Gambling Video or Read “Winners and Losers.”**

→ **Ask for feedback on the video or story.** Write the answers on a flip chart or white board.

Use open-ended questions to encourage responses:

- Why do you think gambling is so attractive to new immigrants?
- Can gambling become addictive?
- How can you tell the difference between gambling for fun and a gambling problem?
- What happens that changes it from a game to a problem?
- Do you know anyone who has had a problem with gambling?

→ **Gambling Brainstorm**

- Hand out copies of “**How to Keep Gambling From Becoming a Problem**”
- Divide students into pairs or small groups.
- Ask them to use the pointers to create a plan for helping someone with a gambling problem.
- How would they approach that person to discuss their gambling problem?
- Ask each pair or group to present their plan.
- Ask other students to make suggestions for improving each plan.

→ **Using the Community Resource Booklet**

- Use the resource booklet to find places that could help people with gambling problems. Ask students to do this in pairs or small groups. Come together and discuss how students found the resources and under what section(s) they were found.

Words and Phrases

ecstatic – very happy

transit – Transit system - a city's system of buses, streetcars and subways

lie (verb) – to be at rest, usually flat on a bed or sofa or other surface

charity – an organization that helps people or animals, and does not make a profit. The Cancer Society, The Humane Society and The Red Cross are all charities

realistically – in the real world; not in a fantasy

How to Keep Gambling From Becoming a Problem



1. See gambling as a form of entertainment, not as a way to make money.
2. Never spend more money than you can afford to lose. Do not spend money that you need for rent, food or transportation.
3. Never borrow money to gamble.
4. Set a limit before you gamble and stop playing when you have used that amount.
5. Balance gambling with other activities. If you are gambling so much that you are not spending enough time with friends, family and hobbies that you enjoy, then you need to cut back on your gambling.

LESSON #4: FEAR OF LIVING

This story shows how depression can become a problem for new immigrants. It also shows how someone can recover from depression, especially if their friends or family members help them.

Fear of Living



David moved to Canada with his family when he was fourteen years old. At first he was excited. He enjoyed playing in the snow and learning to skate. But as time went by, he began to feel lonely. His teachers told him that his English was **improving** but when he spoke to others, he often found that he needed to repeat himself several times before he was understood.

He also had a difficult time making friends. It seemed that everyone his age already had his or her own set of friends. He was never invited to parties or special events. David spent a lot of time alone. He didn't want to tell his parents how he was feeling because they were busy with their jobs and trying to raise four children. Sometimes he felt like he was in the way.

One day at school, someone called him a **racist name**. David's face became red and he started to reply. Several students began to laugh at him and make fun of his broken English.

As he walked home he decided that it was not **worthwhile** to live. He wanted to die so that he didn't need to feel any more pain. He sat down and began to write a **suicide** note.

His mother called him for dinner before he had finished it. After dinner his little brother asked him for help with his homework. When he finally went back to his room, he found his sister Mary sitting at his desk, looking at his note. **Their eyes met.**

She said she had just come in to borrow his dictionary and she had noticed the note. She asked him why he had never told her he was feeling this way. David began to cry. He said he felt he was of no use to anyone. He said he felt that his English would never be good enough for him to get into university. He said that he was tired of being lonely and having no friends.

Mary put her arm around his shoulder. She told him to remember how happy he had been playing the flute before he came to Canada. She suggested that he join a group where he could play the flute again. It was something that he could do well and that he enjoyed. This would help him feel better about himself.

She also suggested he join a group for young people who were **experiencing depression**. Her friend Marla had joined one and found it helped. She further suggested that he talk to his parents about his feelings, and ask his **guidance counsellor** to refer him for extra tutoring in English.

David felt a little bit of hope because his sister cared about him. When he told his parents how he was feeling, they were surprised and began to spend more time listening to him and offering help.

David began to play the flute in a band. He found it easier to express himself in music than in English. The band played many concerts and always received a **standing ovation**. He joined the group for teens with depression and found that many young people felt the same as he did. Together they learned how to **cope** with feelings of depression, and to feel better about themselves and their future. And as his English improved, he began to help other newcomers who wanted to learn the language. David soon began to feel useful, happy and, most of all, wanted. He kept the suicide note to remind him to always reach out to others who might be feeling as he once felt.

Activity - 4



Materials You will Need:

- Coloured Markers
- Flip Chart or White Board
- Community Resource Booklet from the **ESL Resources**
- Copies of "Signs of Deression" handout (**See FACILITATOR HANDOUTS**)

→ **Ask for feedback on the story.** Write the answers on a flip chart or white board.

Use open-ended questions to encourage responses:

- What did you think of the story?
- What made David feel so depressed?
- How can you tell if a person is depressed?
- What is the difference between sadness and depression?
- What might happen to a person like David who does not get help?

→ Discussion

- Ask students if they have ever felt sad about anything. Instructor can encourage responses by listing a few things that commonly make people feel sad or depressed (examples: a cloudy day; when someone we love dies.)
- Define "Depression" as a very serious form of sadness. It can be very hard to overcome. When someone is depressed, they do not see any happiness or hope in life.
- Ask- What can you do to help someone who is depressed? List on chart paper.

→ Using the Community Resource Booklet

- Use the resource booklet to find places that could help someone who is depressed. Ask students to do this in pairs or small groups. Come together and discuss how students found the resources and under what section(s) they were found.

Words and Phrases

improving – (*verb*, present progressive) – to make something better.

racist name – a negative word or name that is used to make someone feel badly about their culture, their country or their skin colour.

worthwhile – (*adjective*) - something that is good enough to spend time or energy on.

suicide - (*verb*) – when someone kills himself/herself.

their eyes met – they looked at each other.

experiencing – (*verb*, present progressive) – the process of doing and seeing things and having things happen to you.

depression – (*noun*) – feeling very sad, hopeless and unimportant.

guidance counsellor – (*noun*) – someone who works at a school and who is trained to help or guide students who are having trouble with school or other things in their lives.

standing ovation – Enthusiastic cheering or applause, accompanied by the audience members rising from their seats.

cope – (*verb*) – to deal with or handle

Signs of Depression



Depression happens differently from person to person, but there are some common signs and symptoms. It's important to remember that these symptoms can be part of life's normal lows. But the more symptoms you have, the stronger they are, and the longer they've lasted—the more likely it is that you're dealing with depression. When these symptoms become too much for you to handle, or they stop you from doing normal things, it's important to seek help. Here is a list of some common signs and symptoms of depression:

- **Feelings of helplessness and hopelessness.** A bleak outlook—You feel that nothing will ever get better and there is nothing you can do to improve your situation.
- **Loss of interest in daily activities.** You have no interest in former hobbies, pastimes, social activities, or sex. You've lost your ability to feel joy and pleasure.
- **Appetite or weight changes.** You have significant weight loss or weight gain—a change of more than 5% of body weight in a month.
- **Sleep changes.** Either insomnia, especially waking in the early hours of the morning, or oversleeping (also known as hypersomnia).
- **Irritability or restlessness.** Feeling agitated, restless, or on edge. Your tolerance level is low; everything and everyone gets on your nerves.
- **Loss of energy.** Feeling fatigued, sluggish, and physically drained. Your whole body may feel heavy, and even small tasks are exhausting or take longer to complete.
- **Self-loathing.** Strong feelings of worthlessness or guilt. You harshly criticize yourself for perceived faults and mistakes.
- **Concentration problems.** You have trouble focusing, making decisions, or remembering things.
- **Unexplained aches and pains.** You have an increase in physical complaints such as headaches, back pain, aching muscles, and stomach pain.

LESSON #5: THE VACATION

This story depicts the experience of a Canadian citizen who is taken abroad and forcibly married in another country.

The activities include making connections between this story and the video **“Unveiling the Abuse”** about the forced marriage of a young woman in Canada, as well as making connections between this story and **“Fear of Living”**, in which the main character feels he has no choice but to commit suicide.

The Vacation



Naj was excited. Her parents were going to take her on a vacation to India, where they had been born, to attend a wedding. Naj was born in Canada and had never been to India, so she was very happy.

She told her friends Tracey and Lee that she would see the Taj Mahal and buy them **saris** from the marketplace. She said she might even get to see a king cobra. Tracey's grandparents had immigrated to Canada from England. She had never seen a king cobra. Lee's family were native Canadians. They had hunted and fished on this land longer than forever. She'd seen a Mississauga rattlesnake, but never a king cobra.

When Naj arrived in India, she got a big surprise. Her parents told her that the wedding she would be attending would be her own wedding. She would be getting married to an older cousin she had never met. Later, she would have to **sponsor** him to come to Canada.

Naj was frightened. She didn't want to marry someone she had never met. She had seen a picture of him and he looked like he was always angry. She didn't want to marry someone who was almost as old as her father. What would they **have in common**?

She begged and **pleaded** with her parents. She said that it was not **fair**, but they would not change their minds. They told her it was in her **best interest** to marry this man.

That night Naj could not sleep. She thought about going into her parents' room and taking her mother's bottle of sleeping pills. If she swallowed them all, she would never wake up again. She would never have to marry her cousin.

Then Naj thought of her friends back in Canada. She **tiptoed** downstairs and made a phone call to Tracey and Lee. It was daytime in Toronto so they were studying together.

Naj told her friends what was happening. Tracey and Lee told her that they loved her and promised to help her.

After the phone call, Tracey and Lee did an internet search. They found a lot of information about **forced marriages** and they found a Canadian website www.fmp-acsa.ca that gave them information about places to go for help in Canada.

Naj was still frightened but she trusted her friends to help her. After the wedding, the family flew back to Canada.

As soon as she got home, Naj went to visit her friends. They took her to an agency that provided free legal services to anyone who was forced into a marriage in Canada or **abroad**. The lawyer was very kind. She explained that forced marriage was illegal in Canada and that Naj's marriage could be **annulled**.

Naj was happy that she wouldn't have to sponsor her cousin who had been abusive to her, but she was sad that her parents were angry with her and did not want her to come home.

Naj went to live with Lee's family. All three friends went to their university classes together, studied together, and learned to **downhill ski** together.

After they graduated, Naj met a kind young man who was of the same Catholic religion as her family. His parents had also been born and raised in India. They married and plan to start a family together.

Naj knows that without her friends she would have killed herself. They loved her enough to give her the strength to go on living and to make a wonderful life for herself and her new family.

"You're living up to your name Naj," said Tracey and Lee. "Najya means 'victorious,' and you are!"

Activity - 5



Materials You will Need:

- Coloured Markers
- Flip Chart or White Board
- Copies of “Is it a Forced Marriage?” & UN Declaration and Criminal Code of Canada handouts (See FACILITATOR HANDOUTS)

→ **Ask for feedback on the story.** Write the answers on a flip chart or white board.

Use open-ended questions to encourage responses:

- How did the story make them feel?
- Why did Naj’s parents not listen when Naj said that she did not want to marry the man her parents had chosen?
- How did Naj plan to avoid the marriage?
- Why did she see this as the only option?

→ **Making Connections with “Unveiling the Abuse”**

- In what ways is Naj’s story similar to Sandeep’s story?
- In what ways is it different?
- Re-introduce the topic of Human Rights (Handouts of the **UN Declaration and Criminal Code of Canada** stipulations).
- Discuss family law that states that forced marriages that occur outside of Canada can be annulled (explain the term “annulled”) once the individual gets back to Canada.

→ **Making Connections with “Fear of Living”**

- David was a young man who was very depressed for a very long time and he decided to kill himself. With Naj, she only thought about suicide very suddenly when she had to face a crisis situation in her life.
- The similarity is that both Naj and David felt that they had no other option, no other way out.
- What were the similarities in the way that the two cases were resolved?

→ **Discussion:**

Divide students into pairs or small groups and ask them to work on the following question.

- What could you do to help someone who was being forced into a marriage in another country?
- List the steps you would take.
- List the problems that might arise.
- How would you deal with each problem?
- Use the Resource booklet to find agencies or other places that might help someone who was being forced into a marriage abroad.

Words and Phrases

saris – (*noun*, plural) – a long piece of cloth that is wrapped around the body/shoulder. Women from South Asia (India, Bangladesh, Sri Lanka) wear these clothes.

sponsor – (*verb*) – agree to take legal and financial responsibility for someone.

have in common – to share the same idea or interest or hobby with someone else.

pleaded – (*verb*, past tense) – a stronger way of saying “begged”.

fair – (*adjective*) – just

best interest – a situation that is best for someone.

tiptoed – to walk on the tips of one’s toes, so no noise is made.

forced marriage – A marriage which takes place without the free consent of one or both of the individuals getting married. Emotional pressure or abuse is used to ‘force’ one or both people to marry against their will. Forced marriage is illegal in Canada and goes against the UN Universal Declaration of Human Rights, to which Canada is a signatory.

annulled – to legally state that a marriage is ended because it was not a legal marriage in the first place.

abroad – (*noun*) – somewhere outside of the country in which you live.

downhill ski – a winter sport where you slide down a snow-covered hill wearing long, flat boards on your feet.

Is It a Forced Marriage?



- Are you allowed to delay the marriage until you finish university, start your career, or for some other reason?
- Are you allowed to turn down a marriage that you do not want?
- Is emotional pressure put on you to make you agree to the marriage?
- Have you been forcibly locked inside a room or house to make you agree to the marriage?
- Have you been threatened with violence if you do not agree to the marriage?
- Has violence been used against you to make you say “yes” to the marriage?

Remember: In Canada it is illegal to use emotional pressure, to lock someone in the home or elsewhere, or to use violence or threat of violence to make someone agree to, or enter a marriage. If any of these things have been used to pressure you or someone you know into a marriage, there is help available (See “Community Resources” booklet).

Crossover Words - Words Found in More Than One Story

Sponsor is a word that is used in two different stories in two different ways. In both cases the word means “to take responsibility for.” In the first story, sponsor is used as a noun to mean “someone who agrees to take responsibility for helping a drug addict recover.” In the second story, sponsor is used as a verb and means “to take legal and financial responsibility for someone coming to Canada from another country.”

sponsor – (*noun*) – someone who takes responsibility to help and support an alcoholic or a drug addict as they get over their addiction. A sponsor is usually someone who used to be a drug addict or alcoholic and has learned to stay free from drugs and alcohol. He can now help other addicts and alcoholics learn these skills.

sponsor – (*verb*) – agree to take legal and financial responsibility for someone.

Homonyms. Are words that sound the same and have the same spelling, but they have completely different meanings.

fair (*adjective*) – just

fair (*noun*) – community event

lie (*verb*) – to be at rest, usually flat on a bed or sofa or other surface

lie (*verb*) – the opposite of truth

Additional Information:



Criminal Code of Canada

Forcible confinement

(2) Every one who, without lawful authority, confines, imprisons or forcibly seizes another person is guilty of;

(a) an indictable offence and liable to imprisonment for a term not exceeding ten years; or

(b) an offence punishable on summary conviction and liable to imprisonment for a term not exceeding eighteen months.

UN Universal Declaration of Human Rights

Article 16.

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) **Marriage shall be entered into only with the free and full consent of the intending spouses.**

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

LESSON #6: FOLLOWING IN OUR PARENTS' FOOTSTEPS

This story shows some of the different ways that people select a marriage partner.

HOW THIS STORY REINFORCES LEARNING ON FORCED MARRIAGE:

- This story shows that an arranged marriage is different from a forced marriage, and that an arranged marriage can be a good way of finding a marriage partner (**Fatima's story**).
- The fact sheet covers research on a number of issues related to forced and early marriage:
 1. The importance of not marrying too early.
 2. The importance of getting an education before marrying.
 3. The value of meeting a marriage partner through family and friends (a positive aspect of arranged marriage).
 4. The value of marriage partners getting to know each other before marriage.

Following in Our Parents' Footsteps?



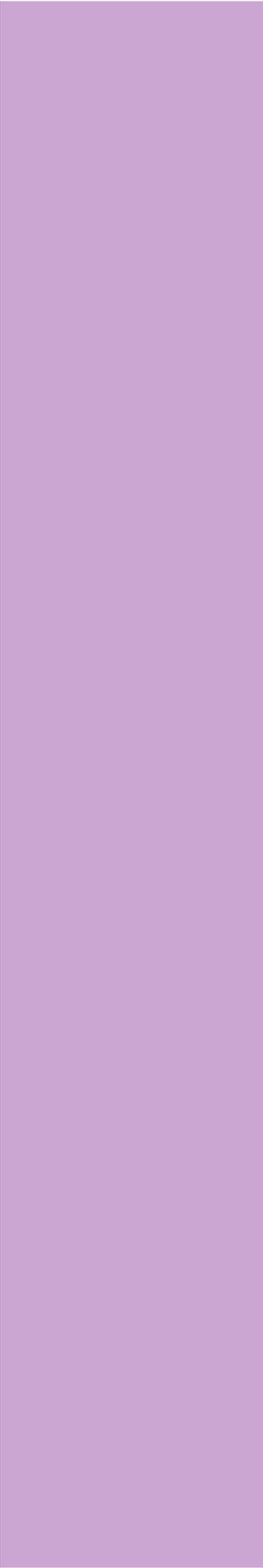
“What is the best way to find your future husband?” Fahreen asked her friends. They all had different ideas.

Jessica's parents had met at university. She thought this was a good way to meet a partner. That way you would know he was intelligent and that he was preparing for a well-paying job. Of course, if he was studying **ancient** languages and failing, that might not be such a great idea.

Fatima thought you should **acquire** a husband by meeting someone that your parents and the rest of your **extended family** had found for you. That way you would know that his background and family had been **checked out**. Her parents had met that way and had liked each other from the first meeting. Then again, he might have a good family and a **blameless** background and yet not be thoughtful and kind to you. Would you find out in time?

Amy said you should look for someone who shares similar interests. If you like sky diving you should meet someone at sky diving events. If you care about animals you should volunteer at the animal shelter. And if you enjoy cooking you should meet someone who likes to eat! Her parents met while they were both working on a project to end slavery in Canada and abroad. They are still both working on that issue. It gives them lots to talk about.

Janice looked **puzzled**. Then her face **lit up**. She told them that her parents had met when her dad's car **side-swiped** her **mother's**. He had jumped out of the car to make sure that she was okay. Then he offered to pay for the damage to her car, and once the tow truck had arrived, he took her to dinner at the nicest restaurant in town.



“So maybe,” **mused** Janice, “you should get into a car accident and see how nicely the man behaves. If he behaves well under pressure, he will make a good husband.”

Fahreen rolled her eyes. “Yes,” she replied, “Maybe you will find out if he is nice enough to visit you in the hospital on your deathbed. Or you can find out if he’s thoughtful enough to visit you in prison for ten years.”

Janice laughed. “I guess it might be better to meet your future mate at university or have your parents make an introduction. Still, if you happen to be in a car accident... you never know!”

Activity - 6



Materials You will Need:

- Coloured Markers
- Flip Chart or White Board
- Copies of "Planning for a Successful Marriage" & "Wrong and Right Reasons to Get Married" handouts (See FACILITATOR HANDOUTS)
- Community Resource Booklet from the ESL Resources

→ **Ask for feedback on the story.** Write the answers on a flip chart or white board.

Use open-ended questions to encourage responses:

- What did you think of the story?
- How did each girl think you should meet a future spouse?
- Which of their ideas do you think are good ideas?
- How about Janice's idea? Do you think that would work?

→ **Hand out copies of "Planning for a Successful Marriage"**

Explain that this is what researchers who have studied successful marriages have found.

Discuss:

- Which of these do you find surprising?
- Can you think why it might lead to a more successful marriage? (Use chart to note words that students may not understand. Explain and discuss each word as necessary).
- What suggestions would you make to a daughter who is thinking about marriage? If you have no daughters, what suggestion would you make to a friend who has a daughter who is thinking about marriage? (list on chart paper).

→ **Using the Community Resource Booklet**

- Use the resource booklet to find places that people might access to help with questions about marriage either before or after they are married.
- Ask students to do this in pairs or small groups. Come together and discuss how students found the resources and under what section(s) they were found.

Words and Phrases

Ancient (*adjective*) – extremely old

Acquire (*verb*) – to get

Extended family – Includes all grandmothers, grandfathers, aunts, uncles, cousins, nieces and nephews.

Checked out – looked at very closely

Blameless (*adjective*) – with no faults

Puzzled (*verb*) – confused

Lit up – became happy and excited (as if lit up by a glow from inside).

Side-swiped (*verb*) – hit the side

Mother's(car) – Here “car” is an implied noun. You are to understand that his car hit her mother's car even though the word “car” is only written once.

Mused (*verb*) – to turn something over in your mind.

Planning for a Successful Marriage



What the Research Shows...

1. Marrying as a teenager is the highest known risk factor for divorce.

- People who marry in their teens are two to three times more likely to divorce than people who marry in their twenties or later.

2. The single greatest predictor of a long-lasting marriage is the age of the woman. The older the woman is, the more successful the marriage will be.

3. People who are similar in their values and life goals are more likely to have a successful marriage.

4. Women and men who are college-educated are more likely to marry, and less likely to divorce, than people with lower levels of education.

5. People are most likely to find a future marriage partner through an introduction by family, friends, or acquaintances.

- Despite the romantic notion that people meet and fall in love through chance or fate, evidence suggests that social networks are important in bringing together individuals of similar interests and backgrounds. According to a large-scale national survey, almost 60% of married people were introduced by family, friends, co-workers or other acquaintances.

6. Spending time getting to know each other before marriage increases the chances of a successful marriage.

7. Couples who discuss child-rearing methods, the division of household chores, and budgeting and spending practices before marriage have a better chance at a successful marriage.

- These are three of the most common areas of disagreement in marriage. If a couple can reach agreement and discuss these issues comfortably together their chances of avoiding problems later on is significantly reduced.

Wrong and Right Reasons to Get Married



Wrong Reasons to Get Married

- Want to be free from parents.
- To have sex.
- To ease loneliness.
- To be happy.
- To show you are an adult.
- Because of a pregnancy.
- He or she loves you.
- To save or help someone.
- Because you want a baby.
- For money.
- Because all your friends are married.
- You've always wanted a fancy wedding.
- Out of fear that no one else will want to marry you.
- You think you are running out of time to get married.
- For immigration purposes.
- You are tired of being single.
- You don't want people gossiping about the two of you living together.

Right Reasons to Get Married

- You are in love with one another.
- A desire to share your life with another.
- To have a lifetime companion.
- Realistic expectations.
- Willingness to help one another fulfill their own needs and dreams.

LESSON #7: FRIENDSHIP - VIDEOS

(Videos are available at www.fmp-acsa.ca in the **Service Provider section under ESL Resources**)

These videos portray important attitudes and actions essential to a good friendship. They show that anyone can be a good friend and acquire good friends by concentrating on developing these attitudes and performing the accompanying actions.

Activity - 7



→ **Watch Friendship Videos.** Ask students to look for the qualities that would make someone a good friend even if they are exhibited by strangers.

- Ask students to think of one word that describes the quality exhibited in each video and to name the part of speech.
- Is it a noun like “**kindness**”? An adjective like “**caring**”? Or a verb like, “they **help** others”?
 - Show first video - Ask for quick feedback (list on chart paper)
 - Show second video - Ask for quick feedback (list on chart paper)
 - Show third video - Ask for quick feedback (list on chart paper)
 - Show fourth video - Ask for quick feedback (list on chart paper)

Materials You will Need:

- Coloured Markers
- Flip Chart or White Board
- Videos
- Copies of “Six Ways to Get People to Like You” & “How To Make Friends” handout (See **FACILITATOR HANDOUTS**)
- Community Resource Booklet from the **ESL Resources**

→ **Ask for feedback on the Videos.** Look at the answers on the flip chart or white board. Use open-ended questions to encourage responses.

- Why do you think this quality is important in a friend?
- Which of these qualities can you practice and become better at?

→ **Discussion:**

- How would you advise someone – your child, a friend – to find friends? List on flip chart or white board?
- How would you advise someone to be a good friend?
- What do you look for in a friend?
- Who is one of your best friends and why?

→ **Look at the “How To Make Friends” document in the curriculum.**

- Hand out copies of this to each student.
- Which of these have we covered?
- Which are new?
- Is there one suggestion on this list that you might use to make new friends or to help someone else make new friends?

→ **Using the Community Resource Booklet**

- Use the resource booklet to find places and organizations that can help people overcome shyness and difficulty talking to new people.
- Ask students to do this in pairs or small groups. Come together and discuss how students found the resources and under what section(s) they were found.
- How could you use resources in this booklet to find new friends?

Six Ways to Make People Like You*



1. Become genuinely interested in other people.
2. Smile.
3. Remember that a person's name is to that person the sweetest and most important sound in any language.
4. Be a good listener. Encourage others to talk about themselves.
5. Talk in terms of the other person's interest.
6. Make the other person feel important – and do it sincerely.

**From How to Win Friends and Influence People by
Dale Carnegie*

How to Make Friends



1. **Join a group with people who have common interests.** If you like to read, join a book club. If you enjoy knitting or hockey or gardening, there are groups of like-minded people who get together to knit, play or discuss a topic that you are interested in as well.
2. **Take a class.** Learning together gives you opportunities to help each other and grow as individuals.
3. **Volunteer.** Volunteering is a great way for people of all ages to meet others. By working together you build bonds with people, and you will meet others who care about similar things. Whether you care about helping abandoned animals, assisting women at a shelter or working to make the healthcare system stronger, common values help build strong friendships.
4. **Talk to people.** You can talk to almost anyone, anywhere. Talk to the woman at the bus stop about the weather. Let the teller at your bank know that you like her new earrings. You won't make lifelong friendships from every conversation but you will become more comfortable starting conversations and occasionally these conversations can lead to coffee and more conversation.
5. **Make eye contact and smile.** If you look unfriendly, people are less likely to be receptive to your friendship. Be approachable by not looking bored, angry or tired, or by folding your arms or hanging out in a corner. Instead, make eye contact, smile, and look relaxed and approachable.
6. **Ask for help.** Most people like to be helpful so don't be afraid to ask someone for directions to the nearest bank or if they know of a good restaurant in the area.
7. **Ask for advice.** People also like to give their opinions, so ask the person next to you looking at handbags if they think the one you're holding would be too fancy for the office. If they seem talkative, ask more questions, like where do they usually go to get great handbags.
8. **Introduce yourself at the end of the conversation.** It can be as simple as saying "Oh, by the way, my name is...". Once you introduce yourself, the other person will typically do the same. Remember his or her name. If you show that you have remembered things from your past conversations with the person, he or she will see that you were paying attention and they will feel that they are important to you.
9. **Don't do anything to pressure someone into being friends with you.** Never get angry at someone for failing to invite you to a party. Don't call someone repeatedly or stop by uninvited until you have established a relationship that is very close and comfortable. If you put too much pressure on someone in the early stages of a friendship, you might never make it any further.

LESSON #8: BECOMING HERSELF

This story depicts the trauma of sexual assault and the healing power of friendship.

HOW THIS STORY REINFORCES LEARNING ON FORCED MARRIAGE:

- This story demonstrates that sexual assault in marriage is illegal in Canada. In some countries, sexual assault by a husband is not illegal and the wife has no recourse to legal protection. Many forced marriages involve rape and other forms of sexual assault, and it is important that students understand that in Canada, sexual assault by a husband is punishable by law and grounds for divorce.
- Most survivors of forced marriage escape with the help of their friends. This story reinforces the fact that friends can have a powerful role in assisting survivors and helping them heal.

Becoming Herself



Olga was glad that she had a job working at **Happy Daze** flower shop. She liked her co-workers and she enjoyed helping customers **select** flowers for a **bouquet**. But most of all she loved being **independent**.

It was true that her former husband, Boris, had a very good income from his construction company. That's why her family had **put pressure on** her to marry him in the first place, even though she had wanted to marry a young man she deeply loved.

Boris had treated Olga very badly. He made her work long hours in his office and then expected her to have dinner cooked on time and the house **pristine**. But the worst thing he did was to make her have sex **against her will**. Olga had put up with it because she thought she had no choice.

One night she was feeling very sick. Boris had come home and when he saw that she was still in bed, he **exploded**. He hit her across the face and then sexually assaulted her. After it was over she was bleeding very badly. Boris **stormed** out of the door and slammed it behind him.

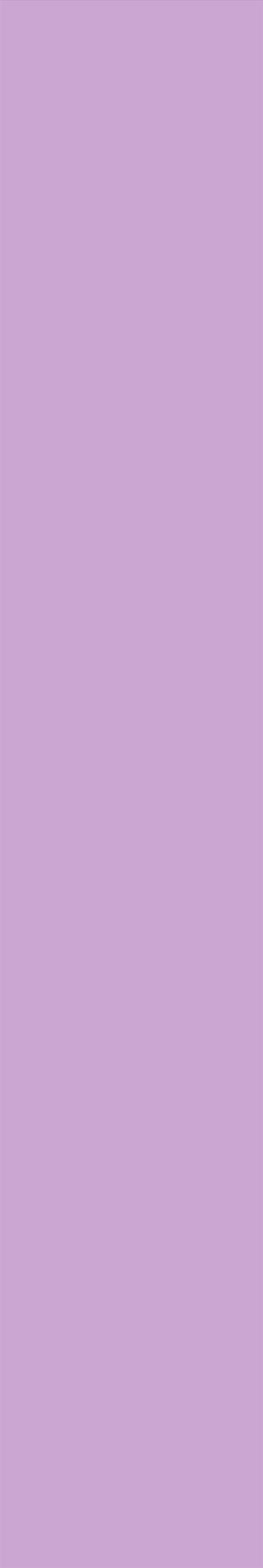
Olga did not know what to do. She was afraid she would die from losing so much blood. Then she heard someone banging on the door. It was her neighbour Iman who she smiled and chatted with every time they met.

Iman called out, "It's me Olga. Are you okay? Please let me in!"

Olga pulled a sheet around her and **stumbled** to the door. She was crying when she opened it. Iman called an ambulance and told Olga that they should call the police too. Olga was too weak to argue.

After calling 911, Iman put her arms around Olga and said, "I am your neighbour and your friend. I will help you."

Olga did not think that you could charge your husband with sexual assault but Iman explained that in Canada it was illegal for husbands to abuse their wives, and that included sexual assault. Iman told Olga that marriage could not be used as an excuse for violence.



When Olga left the hospital she stayed in Iman's apartment. As she began to heal, Iman helped Olga find a job and look for her own apartment. Although her new apartment was much smaller than the condominium she had shared with Boris, it was peaceful. Olga felt safe. She could **sleep in** or leave the dishes unwashed and no one yelled at her. No one hit her or made her do anything she didn't want to do.

Now Olga is preparing a bouquet of roses to bring to Iman. They will have coffee on a **patio** overlooking the park. A neighbour has become a friend and Olga will always be thankful that Iman came to help her when she needed someone the most.

Activity - 8



Materials You will Need:

- Coloured Markers
- Flip Chart or White Board
- Copies of “**Sexual Assault**” & “**How to Help a Friend Who Has Been Sexually Assaulted**” handouts (See **FACILITATOR HANDOUTS**)
- Community Resource Booklet from the **ESL Resources**

→ **Ask for feedback on the story.** Write the answers on a flip chart or white board.

Use open-ended questions to encourage responses:

- How do they feel about it?
- What stands out to them?
- Why did Olga think she couldn't charge Boris with sexual assault? Is that true?
- **Define** sexual assault as it appears in the criminal code of Canada.
- **Explain** that in Canadian law sexual assault by a husband is just as serious as sexual assault by a stranger.
- Why did Olga marry Boris? (Pressure from family). Is that a good reason to marry someone?
- Why would someone agree to marriage under those circumstances even though it was not what they wanted?

→ **Friendship** – In this story we see the importance of friends.

- What did Iman do to help Olga?
- Do you think Iman and Olga will be closer after facing this difficult time together? Why or why not?
- What advice would you give to a daughter or friend who had been sexually assaulted? How would you help them?
- How would you be a friend to them?

→ **Preventing sexual assault** – comparing the prevention tips for drunk driving and for sexual assault.

- What do people and ads suggest we do to stop drunk driving? (List on chart)
- What do people usually suggest we do to prevent sexual assault? (list on chart)
- What is the main difference in the way the two crimes are treated?
- Discuss how treating sexual assault the way we treat drunk driving would make a difference in society's attitudes.

→ **Responsibility** – Why is it so important to put the responsibility for sexual assault on the attacker? Why is it important not to blame the victim?

- For the victim? (list on chart)
- For the attacker? (list on chart)
- For all women? (list on chart)
- For society? (list on chart)

→ **Using the Community Resource Booklet**

- Use the resource booklet to find places that could help women who have been sexually assaulted. Ask students to do this in pairs or small groups. Come together and discuss how students found the resources and under what section(s) they were found.

Words and Phrases

Happy Daze – The store's name is a play on word sounds. "Happy Daze" sounds like "Happy Days" but while "Days" is the plural of day, "Daze" means to be stunned by a blow. Many stores, restaurants, and products use this type of word play to sound clever or funny.

Select (*verb*) – to choose

Bouquet (*noun*) – cut flowers fastened together in a bunch.

Independent (*adjective*) – free from the control of others

Put pressure on – to make someone feel emotionally pushed to do something, as if you are putting a heavy weight on their soul.

Pristine (*adjective*) – fresh and clean

Against her will – the opposite of what she wants to do

Exploded (*verb*) – to burst or blow up violently with a loud noise. When we say that a person "exploded," we mean that he became very angry, very quickly and began screaming and hitting or throwing things.

Stormed (*verb*) – to rush about angrily

Stumbled (*verb*) – to trip and nearly fall over something

Sleep in – To stay in bed and sleep past the time you would normally get up.

Patio (*noun*) – an area attached to a building and used for outdoor dining and recreation.

Sexual Assault



Sexual assault is defined in Canada's Criminal Code as sexual contact with another person without that other person's consent. Consent is defined as ***“the voluntary agreement of the complainant to engage in the sexual activity in question”***.

PROTECT YOURSELF!

Self defence courses are available in most cities, some at no cost. Call your local **YWCA** or rape crisis centre for more information.

How to Help a Friend Who Has Been Sexually Assaulted



- 1) **Don't** ask her what she was wearing or why she accepted a ride home from her employer. These types of questions will make it seem like you are blaming her and will make her suffer more. Sexual assault is not about attraction. It is about power and control. Dressing in clothes that cover you completely will not prevent you from being sexually assaulted. Some rapists have purposely attacked women who are dressed very conservatively because they believe that those women will be too ashamed to tell anyone and they will never be charged. Even when a woman is dressed in tight jeans or a short skirt, the attacker still has a choice about whether to assault her or not. **It is always the attacker's fault.**
- 2) **Do** ask her what you can do to help. Let her decide what help she wants. If she wants to call the police, get the number for her. If she wants to go to the hospital, take her or call an ambulance.
- 3) **Don't** leave her alone unless that is what she wants. Being assaulted can make someone feel vulnerable and isolated. She may want you to accompany her when she is interviewed by the police or when she goes to the hospital. If possible, go with her. If it's not possible, find someone else – another friend, relative, or even a volunteer from a rape crisis centre – to accompany her.
- 4) **Give her options.** If she wants to call the police but is concerned about how they might treat her, suggest that she call a sexual assault helpline first to get advice. If she is afraid to stay by herself after the attack, give her choices. Does she want you to stay with her? Would she rather come and stay at your place? Does she want to go and stay with her parents or another friend? If she chooses to stay with someone else, it doesn't mean that she isn't comfortable with you. It may just mean that this is who she needs to be with right now. Don't take it personally. Think about her feelings, not your own.

- 5) Get information for her.** Call your local rape crisis centre to find out:
- What she can do to prevent pregnancy.
 - What she needs to do to protect evidence. (This may mean not bathing until she has been to the hospital).

Let her decide what she wants to do, but make sure that she has all the information first.

- 6) Stand up for her.** If other people blame her for being attacked, speak up right away. Although being blamed for something that is not her fault is always painful, having others who stand up for her and put the blame where it belongs – on the attacker – will make her feel supported and loved. This will help her to heal emotionally.

- 7) Help her to connect with others who have been through a similar experience.** When survivors of sexual assault meet with others who have been through a similar experience, it can help them to feel less alone. Other survivors can also share their experiences of coping and the choices they made or programs they enrolled in that helped them move forward. Talk to someone at a rape crisis centre or assaulted women's helpline to find groups that she could join. Always remember that it should be her choice as to when, or if, she wants to join a group. Just make sure that she has the information.

- 8) Keep being supportive.** Healing doesn't happen in a day. Give her the support she needs to heal from her physical and emotional wounds. Sometimes accompanying her to a TAKE BACK THE NIGHT march or other similar event can show that you are willing to help make the world a fairer and safer place for women. Sharing the difficult times as well as the good times is what a good friend does. You will both become stronger and better people for being there for each other when you are needed.

Remember: Sexual Assault is ALWAYS the Fault of the Attacker!

If you've been a victim of sexual assault, there are resources available to you. Please don't be ashamed, and seek help immediately.

LESSON #9: UNVEILING THE ABUSE - VIDEO - Sexually Transmitted Infections

(Videos are available at www.fmp-acsa.ca in the **Service Provider section under ESL Resources**)

This segment from a documentary tells the real-life story of Sandeep, a Canadian forced marriage survivor. It demonstrates how someone with no previous sexual experience can contract a sexually transmitted infection (STI) from a partner.

HOW THIS LESSON REINFORCES LEARNING ON FORCED MARRIAGE:

- If the instructor chooses not to address forced marriage directly, the students can learn about it indirectly through the showing of this video introducing them to STI's.
- If the instructor does choose to address forced marriage as part of the Healthy Relationships curriculum, a second showing of the DVD reinforces previous learning and allows them to notice particular aspects of Sandeep's story which they may have missed in the first showing.

Activity - 9



Materials You will Need:

- Coloured Markers
- Flip Chart or White Board
- Video
- Copies of “The Facts on Sexually Transmitted Infections”, “Complications of Sexually Transmitted Infections”, & “Treating and Preventing Sexually Transmitted Infections” handouts (See FACILITATOR HANDOUTS)
- Community Resource Booklet from the ESL Resources

→ Show “Unveiling the Abuse” video.

→ Ask for feedback on the video. Write the answers on a flip chart or white board.

Use open-ended questions to encourage responses:

- How did Sandeep contract a sexually transmitted infection?
- How did she know that her husband gave it to her?
- How did this affect her marriage?
- How did this affect her feelings about herself?
- Do you think the fact that she was in a forced marriage affected her chances of getting a sexually transmitted infection? Why or why not?

→ Define STIs. Touch on each briefly, how they are contracted, what can be done to prevent contracting them.

- **Discuss:** Women are more likely to contract an STI when they are sexually assaulted. Why would that be? (put answers on flip chart)
- **Short and long term effects of STIs:**
 - Post a list of common STIs with two columns to the right.
 - Beside each one write the health problems they can cause.
 - In the third column ask students how this could affect someone’s life in the future.

→ **Discussion:** Use a conversation circle to discuss the following:

- How would you talk to your teenager (or niece, nephew or friend) about STIs?
- What could you say that would be helpful?
- How could you phrase it so that they would listen to you?

→ **Using the Community Resource Booklet.**

- Use the resource booklet to find places that could help people who think they may have a sexually transmitted infection. Ask students to do this in pairs or small groups. Come together and discuss how students found the resources and under what section(s) they were found.

The Facts on Sexually Transmitted Infections



Sexually transmitted infections (STIs) are **a group of infections similar to one another only in that they can be acquired through sexual contact**. STIs is a term now used in place of sexually transmitted diseases (STDs).

You don't necessarily have to have sex to get sexually transmitted infections (STIs), but sexual activity is the most common way for them to be spread. The infections are caused by different organisms and have a wide variety of symptoms.

Here are some of the most common STIs:

- **Chlamydia** occurs most often in teens and young adults, with females much more likely to get it than males. It is caused by the bacteria ***Chlamydia trachomatis***. In Canada, chlamydia is the most common STI.
- **Gonorrhea** is an infection caused by the bacteria ***Neisseria gonorrhea***. It is the second-most common STI, and teens and young adults represent almost half of all cases that are reported. If this condition is not treated, it may lead to infertility in both men and women.
- **Human papillomavirus (HPV)** causes genital warts. It is also a very common STI in Canada, especially among teens and young adults. Research shows that the virus that causes genital warts is also linked to cervical cancer.
- **Syphilis** is a bacterial infection that is less common but still remains a cause for concern. Its frequency has dropped significantly over several decades until the late 1990s, after which the rate has been steadily increasing in Canada.
- **Human immunodeficiency virus (HIV)** is the viral infection that can cause AIDS (acquired immune deficiency syndrome). This virus attacks cells of the immune system, leaving a person defenceless against many other infections and their complications.
- **Hepatitis B** is caused by a virus that infects the liver. There is no cure for this condition, but a vaccine is available to protect you against the virus.
- **Genital herpes**, which produces cold-sore-type lesions, is also caused by a virus. Once the herpes virus enters your body it is there for the rest of your life. Symptoms of the infection may occur without warning.
- **Chancroid**, a bacterial infection of the genitals, was once rare in North America, but has become more frequent in recent years. It can cause genital ulcers.
- **Pubic lice**, also known as "crabs," is an infestation of the genital area by lice (tiny wingless insects).

Complications of Sexually Transmitted Infections



Many people with STIs might have no obvious symptoms at all. As a result, the person may not seek treatment for a long time. This delay could result in higher risks of STI-related health problems or complications, as well as the possibility of spreading the STI to partners.

There are serious complications associated with many of the STIs:

- Infertility, pregnancy complications, or higher risks of cervical cancer can occur in women.
- Gonorrhea, if not treated, can spread via the blood stream to joints and heart valves.
- Both gonorrhea and chlamydia can cause eye infections in newborns that came in contact with the bacteria during delivery.
- If syphilis is not treated, it may eventually cause serious damage to the bones, heart, eyes, brain, and nervous system.
- Hepatitis B can lead to long-term liver damage and higher risks of developing liver cancer.
- HIV weakens a person's immune system, putting them at risk for many different infections.
- Chancroid makes a person more susceptible to HIV infection when they're exposed to the virus.
- An active herpes infection at the end of a pregnancy will require delivery by a caesarean section to avoid spreading the infection to the baby.



Antibiotics can be used to treat bacterial infections, like the ones that cause gonorrhea, syphilis, or chancroid. Gonorrhea often occurs at the same time as chlamydia, so doctors usually prescribe antibiotics that will treat both gonorrhea and chlamydia.

People with acute hepatitis B are usually treated only for symptoms. Most adults clear the virus on their own. However, for the few people that do not, treatment exists to reduce the risk of long-term liver damage.

There is no cure for HIV. Doctors prescribe different combinations of antiviral medications to slow down the progress of the disease. Treatments can vary from one person to the next so your doctor will need to determine what combination works best for you. Doctors also treat secondary infections that result from a weakened immune system.

If you want to prevent getting STIs, you should:

- Avoid having unprotected sex. Always use either a male or female condom and learn how to use them correctly to best protect against STIs.
- Avoid using shared, non-sterile needles for drugs, body piercing, or tattoos.
- Visit your doctor regularly to check for STIs.

LESSON #10: SAFE AND SOUND

This story describes some of the warning signs that a relationship may become abusive. It also shows that survivors can escape an abusive relationship and go on to lead fulfilling lives, even as single parents.

HOW THIS STORY REINFORCES LEARNING ON FORCED MARRIAGE:

- Many forced marriages become abusive. It is important for students to understand that it is illegal in Canada for a man to assault his wife, and that she can charge him with assault and expect legal protection from further assaults.
- It is also important for students to know that there are resources to help them transition from an abusive relationship to a productive and happy life.

Safe and Sound



Maria had met Carlos at the **laundromat**. He had made jokes about the fact that every time he did his laundry he came home with more socks than he'd started with.

They went on dates to the local **fair** and movie theatre. Maria thought it was sweet that Carlos got angry whenever another man looked at her. She thought his jealousy meant that he cared about her.

Once they were married, Carlos became even more **jealous**. He started to yell at her if she spoke to another man, even if she was just asking the next-door neighbour for gardening advice.

When Maria became pregnant she was thrilled. She thought that having a baby might make Carlos feel more stable and calm. Instead, he began to hit her every time she made a mistake like spilling coffee, or did something he didn't want her to do, like smile at the man who delivered the mail.

The beatings happened more often and each time they got worse. Maria was frightened she would lose her baby. Finally, after she almost died from a beating, she called her friend Lisa. Lisa called the police.

After Carlos had been taken away, a special worker with the **Domestic Violence Unit** came and talked to her. She explained that Maria and her baby had the right to live free from fear and violence. No one had the right to hit her. The worker also explained the **psychological** damage it would do to a child who grew up with a father who was always screaming and hitting her mother.

Maria felt safe for the first time in a long time. The baby was born healthy even though Maria was hurt from the beatings. Maria called her Angelina because she was Maria's own little angel who helped change her life from fear for her future to excitement about her new life.

Maria found that there are many resources for women leaving abusive relationships and that she was not alone in what she suffered. She was put into a training program to become a pastry chef and now she brings home treats like Toffee Coffee Cake and Almond-Cherry Surprise Cookies. Maria and Angelina live in a bright new apartment and play together in the park every day.

Maria now understands that there was nothing she could have done to change Carlos' **behaviour**. He did not hit her because she made a mistake. He hit her because he felt weak and powerless in his life and tried to make himself feel more powerful by controlling someone else. Maria understands that the only thing that will ever change Carlos' behaviour is if he decides he wants to change and takes action to get help. His violence is not her fault nor is it her responsibility.

Angelina loves to make angels in the snow. She loves eating the **angel cake** that her mother bakes. But most of all she loves it when Maria calls her "my little angel from heaven who saved my life." When asked what she wants to be when she grows up, Angelina says that she wants to be an angel, of course, and fly around saving mommies that are being hurt.

Activity - 10



Materials You will Need:

- Coloured Markers
- Flip Chart or White Board
- Copies of “Signs That You Are in an Abusive Relationship” handout (See FACILITATOR HANDOUTS)
- Community Resource Booklet from the ESL Resources

→ **Ask for feedback on the story.** Write the answers on a flip chart or white board.

Use open-ended questions to encourage responses:

- Why was Maria not concerned about her boyfriend's jealousy?
- Why do you think Carlos became more jealous after the marriage?
- What should Maria have done the first time Carlos hit her?
- Why do you think she did nothing?
- How do you think her daughter's life would have turned out if she had not left?
- How might understanding her husband's behaviour keep a woman from returning to an abusive situation?
- What might make Carlos change his behaviour?

→ **Signs That You Are In An Abusive Relationship.**

- Divide students into pairs or small groups.
- Have them list warning signs that a relationship is abusive.
- Write their answers on a flip chart or white board.
- Hand out copies of “**Signs That You Are in an Abusive Relationship.**”
- Were there any signs that students missed?

→ **Using the Community Resource Booklet**

- Use the resource booklet to find places that could help women who are in abusive relationships. Ask students to do this in pairs or small groups. Come together and discuss how students found the resources and under what section(s) they were found.

Words and Phrases

laundromat – a place where clothing, towels and bedding are washed and dried

fair – a community gathering, often with food, amusement rides and displays of farm produce or arts and crafts

jealous - feeling or showing unhappiness or anger because you think that someone you love (such as your husband or wife) likes or is liked by someone else

Domestic Violence Unit – a special department of the police that deals with family violence

psychological – mental, or of the mind

behaviour – the things someone does

angel cake – a light fluffy cake made with egg whites

Signs That You Are in an Abusive Relationship



Do you:

- feel afraid of your partner much of the time?
- avoid certain topics out of fear of angering your partner?
- feel that you can't do anything right for your partner?
- believe that you deserve to be hurt or mistreated?
- wonder if you're the one who is crazy?
- feel emotionally numb or helpless?

Does your partner:

- humiliate or yell at you?
- criticize you and put you down?
- treat you so badly that you're embarrassed for your friends or family to see?
- ignore or put down your opinions or accomplishments?
- blame you for his own abusive behaviour?
- see you as property or a sex object, rather than as a person?
- have a bad and unpredictable temper?
- hurt you, or threaten to hurt or kill you?
- threaten to take your children away or harm them?
- threaten to commit suicide if you leave?
- force you to have sex?
- destroy your belongings?
- act excessively jealous and possessive?
- control where you go or what you do?
- keep you from seeing your friends or family?
- limit your access to money, the phone, or the car?
- constantly check up on you?

LESSON #11: PARENTING - VIDEOS

(Videos are available at www.fmp-acsa.ca in the **Service Provider section under ESL Resources**)

This series of 3 videos, **“Life in the Family”**, shows a number of circumstances where a parent is doing what they believe to be best for their child. The videos also explain the illegality of what the parents are doing and the consequences they might face. The fourth video, **“Unveiling the Abuse”**, shows a documentary segment from the life of Canadian forced marriage survivor Sandeep, and explains how forced marriage is a violation of her human rights. Whether students agree with the laws or not, the instructor explains the necessity of understanding the law and the consequences that violating it could incur. Students are then encouraged to think of other options and solutions for a parent who finds themselves in any of these situations. They can also be encouraged to discuss how each law may have come into being and why it is considered necessary.

HOW THESE VIDEOS REINFORCE LEARNING ON FORCED MARRIAGE:

For teachers who choose to address the subject of forced marriage indirectly, these videos allow the discussion of forced marriage as part of a general discussion on Canadian law and human rights declarations as they relate to parents. For teachers who have already taught lessons on forced marriage, they provide another angle from which to approach forced marriage, and to further the discussion of its impact on both the parents who force their children to marry and on the victims themselves.

When teachers emphasize Canadian law and Human Rights legislation, it takes away some of the judgment of participants' thoughts and actions, and becomes informative rather than proscriptive. This can open dialogue and encourage change. Essentially, the **teacher** is saying to the participants, "Whether you agree with this or not, it is important that you understand Canadian laws and the consequences you face if you violate these laws. It is important to understand Human Rights legislation and declarations to which Canada is a signatory. What is the history of this law or declaration? Why do you think it came into being? What other choices could you make in this situation?"

Activity - 11 a)



Materials You will Need:

- Coloured Markers
- Flip Chart or White Board
- Copies of “Criminal Code of Canada” & “UN Universal Declaration of Human Rights” handouts (See **FACILITATOR HANDOUTS**)
- Videos

→ Watch Video #1 from “Life in the Family”

Ask for feedback on the story. Write the answers on a flip chart or white board.

Use open-ended questions to encourage responses.

- Ask how students would answer the question posed at the conclusion of the video.
- How do they feel about this case?
- What stands out to them?
- Why did the mother leave her child in the care on another child?
- What other options might she have?

Explain why, from the legal point of view, the parent's actions were wrong, even though her intentions were good. Introduce **Criminal Code of Canada** stipulations.

→ Watch Video #2 from “Life in the Family”

Ask for feedback on the story. Write the answers on a flip chart or white board.

Use open-ended questions to encourage responses.

- Ask how students would answer the question posed at the conclusion of the video.
- How do they feel about this case?
- What stands out to them?
- Why did the father feel he needed to discipline his son in that way?
- What other options might he have?

Explain why, from the legal point of view, the parent's actions were wrong, even though his intentions were good. Introduce **Criminal Code of Canada** stipulations.

→ **Watch Video #3 from “Life in the Family”**

Ask for feedback on the story. Write the answers on a flip chart or white board.

Use open-ended questions to encourage responses.

- Ask how students would answer the question posed at the conclusion of the video.
- How do they feel about this case?
- What stands out to them?
- Why did the parents believe their method of discipline was the right one?
- Why were they upset with the social worker?
- What other options might they have?

Explain why, from the legal point of view, the parents' actions were wrong, even though their intentions were good. Introduce **Criminal Code of Canada** stipulations.

→ **Watch Video #4 -“Parenting Do's” and “Parenting Don'ts for Raising Small Children”**

- Divide the students into pairs or small groups
- Ask them to make a list of things parents should DO to raise healthy happy children.
- Ask them to make a second list of things parents should NOT DO if they want to raise healthy happy children.
- Ask them to start each entry with a verb.
- Write the answers on a flip chart or white board.
- Share entries with the class while instructor creates list on flip chart.

Activity - 11 b)



Materials You will Need:

- Coloured Markers
- Flip Chart or White Board
- **FAQ** page on the FMP main site
- Videos

→ **Introduce the video “Unveiling the Abuse”** and explain that they will be watching it to see how the fathers handled the parenting issues related to his daughter.

→ **Ask for feedback on the story.** Write the answers on a flip chart or white board.

Use open-ended questions to encourage responses:

- How did her father force Sandeep into the marriage?
- Why did he do this? What might have been his motives?
- Why did she not resist?
- Why was this a forced marriage and not an arranged marriage?
- Explain the difference between a forced marriage and an arranged marriage. (Refer to the chart on www.fmp-acsa.ca , **FAQ, Arranged Marriage vs. Forcd Marriage** page on the main site.) Highlight main difference: **The Right to Choose.**
- Explain that Arranged Marriage is acceptable under Canadian Law but Forced Marriage is not.
- How could her father have handled this situation differently?
- Explain why, from the legal point of view, the parent's actions were wrong. Introduce Criminal Code of Canada stipulations and the UN Universal Declaration of Human Rights.

→ **“Parenting Do’s” and “Parenting Don’ts for Raising Adolescents”**

- Divide the students into pairs or small groups
- Ask them to make a list of things parents should **DO** in dealing with adolescent children when they are making choices about dating, sexuality, and marriage.
- Ask them to make a second list of things parents should **NOT DO** in dealing with adolescent children when they are making choices about dating, sexuality, and marriage.
- Ask them to start each entry with a **verb**.
- Write the answers on a flip chart or white board.
- Share entries with the class while instructor creates list on flip chart.

FACILITATOR HANDOUTS

This section is **printer friendly**. For your convenience, handouts of the stories and corresponding important information sheets have been put together so you can easily make copies to be given to students.

The Courage to Change



Neil's parents were **confused** by his behaviour. Some days he would seem full of energy, going to work early and coming home asking if there was anything he could do to help out around the house. Other days he would sleep through his alarm clock and they could not wake him. He **swore** at anyone who bothered him, and **accused** his parents of stealing his money while he was asleep. He would **lie** and say that nothing was wrong with him.

Finally, his boss came to visit. She told them that Neil was **addicted to cocaine** and that he had been stealing from the company. She said that she would not report him to the police if Neil enrolled himself in a **detox program**. However, Neil lost his job.

Neil agreed to enter detox but he **complained** about all the rules he had to obey. After a few days, he called his parents and said that he wanted to come home.

They allowed him to return but as soon as he did, he began to go to parties. His parents would receive calls, sometimes at two or three o'clock in the morning. They would go to find Neil **passed out** in someone's house or on their **lawn**.

Neil's parents were afraid that he would end up in jail, or maybe even dead. They tried locking him in his room only to find that he called the police. The officers told his parents that it is illegal in Canada to lock someone up, even though they had their son's best interests **at heart**. (See "Additional Information")

They let Neil out and found that he was stealing from them to buy drugs. They were at their **wit's end**. Then someone told them about groups like Al Anon and Narc Anon which helped the families of **alcoholics** and **drug addicts**.

At these meetings his parents found others who were facing the same problems as they had faced. They learned how to **react** differently to Neil's behaviour. Once he found that his parents would not let him live with them if he continued to use drugs, he decided to re-enter the detox program.

Neil also found a group called Cocaine Anonymous (CA) and began attending meetings. One man he met at these meetings had almost died from using **crack cocaine** but now he had been free and clean for five years. He became Neil's **sponsor** and showed him what he needed to do to stay free from drugs and alcohol.

Today Neil's parents continue to attend Al Anon meetings and give help to other parents who have children with drug or alcohol problems. Neil continues to work with CA and gives guidance to young men who have developed an addiction to cocaine. The problems that Neil and his parents have faced together have made them stronger and closer as a family.

Recognizing the Symptoms of Addiction to Cocaine



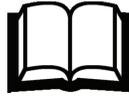
People who abuse cocaine have many things in common with people who abuse other drugs.

The main thing to look for is changes in behaviour, for example:

- An increase in activity and excitement
- An increase in talkativeness
- A low need for rest or sleep followed by a need to sleep for a long time
- A low level of hunger sometimes followed by increased hunger

Although cocaine is usually used to create good feelings, someone who has used cocaine may behave very strangely. They may be more restless or afraid of normal things. They may also shake or sweat a lot. Some people also see and feel things that are not real.

Winners and Losers



Maryam checked the numbers on her lottery tickets against the numbers in the newspaper. The first two tickets won her a free ticket each. The rest won her nothing until she got to the last one. She had won seventy-five dollars. She was **ecstatic**.

Maryam had a dream for her future. She wanted to buy a little house with a garden. She thought that she could never save enough money from her job cleaning office towers at night, but she'd seen pictures of people who had won the lottery and could afford to buy new houses and cars. Why couldn't she be one of them?

She had a plan. She would save everything she could from her paycheque and use it to buy as many lottery tickets as possible. Surely one of them would win her big money someday. At first she cut out treats, like donuts. Then she began to walk the three kilometres to and from work instead of spending money on **transit**. By the time she started to bring her own peanut butter sandwiches from home instead of buying a hamburger, she realized that she was saving one hundred dollars from every paycheque. She would **lie** in bed at night and dream of her new home.

One cold February morning, Maryam was standing by the heater trying to get warm after her long walk to work. Her co-worker, Shauna, asked her why she didn't take the bus. Maryam told her that she was trying to save more money to buy more lottery tickets so that eventually she would win enough money to buy a house. She also told Shauna that this was the reason she only ate peanut butter sandwiches and never bought a donut.

Shauna got out a pen and paper and did some calculations. If Maryam was saving one hundred dollars every two weeks, in one year she would have two thousand, six hundred dollars. If she put this money in a high interest savings account, in five years she'd have almost \$13,500, enough for a down payment on a small house. But Maryam thought that she could win enough money to buy an entire house in five years. Shauna explained that lotteries were set up to make money for the government, the casino, or the **charity** which ran the lottery. They could never make the huge amounts of money they did unless most people lost a lot more than they won.

It was difficult for Maryam to give up on her dream of winning enough money to buy a house but she wanted to be sure she would have enough money in five years for the down payment. Shauna told her that if she took advantage of government programs and other savings options she would have even more money by the end of five years. It would be a shame if at the end of five years all she had was a lot of losing lottery tickets. In fact, when Maryam calculated how much she'd spent on tickets and how much she'd won, she could easily see that the lotteries were making a lot of money at her expense.

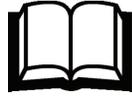
Maryam still buys the occasional ticket for fun but she's not relying on winning the lottery to solve all her problems. **Realistically**, it will probably never happen. And the closer she gets to having enough money to put a down payment on a home, the happier she is that she didn't leave it to chance.

How to Keep Gambling From Becoming a Problem



1. See gambling as a form of entertainment, not as a way to make money.
2. Never spend more money than you can afford to lose. Do not spend money that you need for rent, food or transportation.
3. Never borrow money to gamble.
4. Set a limit before you gamble and stop playing when you have used that amount.
5. Balance gambling with other activities. If you are gambling so much that you are not spending enough time with friends, family and hobbies that you enjoy, then you need to cut back on your gambling.

Fear of Living



David moved to Canada with his family when he was fourteen years old. At first he was excited. He enjoyed playing in the snow and learning to skate. But as time went by, he began to feel lonely. His teachers told him that his English was **improving** but when he spoke to others, he often found that he needed to repeat himself several times before he was understood.

He also had a difficult time making friends. It seemed that everyone his age already had his or her own set of friends. He was never invited to parties or special events. David spent a lot of time alone. He didn't want to tell his parents how he was feeling because they were busy with their jobs and trying to raise four children. Sometimes he felt like he was in the way.

One day at school, someone called him a **racist name**. David's face became red and he started to reply. Several students began to laugh at him and make fun of his broken English.

As he walked home he decided that it was not **worthwhile** to live. He wanted to die so that he didn't need to feel any more pain. He sat down and began to write a **suicide** note.

His mother called him for dinner before he had finished it. After dinner his little brother asked him for help with his homework. When he finally went back to his room, he found his sister Mary sitting at his desk, looking at his note. **Their eyes met.**

She said she had just come in to borrow his dictionary and she had noticed the note. She asked him why he had never told her he was feeling this way. David began to cry. He said he felt he was of no use to anyone. He said he felt that his English would never be good enough for him to get into university. He said that he was tired of being lonely and having no friends.

Mary put her arm around his shoulder. She told him to remember how happy he had been playing the flute before he came to Canada. She suggested that he join a group where he could play the flute again. It was something that he could do well and that he enjoyed. This would help him feel better about himself.

She also suggested he join a group for young people who were **experiencing depression**. Her friend Marla had joined one and found it helped. She further suggested that he talk to his parents about his feelings, and ask his **guidance counsellor** to refer him for extra tutoring in English.

David felt a little bit of hope because his sister cared about him. When he told his parents how he was feeling, they were surprised and began to spend more time listening to him and offering help.

David began to play the flute in a band. He found it easier to express himself in music than in English. The band played many concerts and always received a **standing ovation**. He joined the group for teens with depression and found that many young people felt the same as he did. Together they learned how to **cope** with feelings of depression, and to feel better about themselves and their future. And as his English improved, he began to help other newcomers who wanted to learn the language. David soon began to feel useful, happy and, most of all, wanted. He kept the suicide note to remind him to always reach out to others who might be feeling as he once felt.

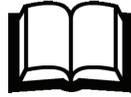
Signs of Depression



Depression happens differently from person to person, but there are some common signs and symptoms. It's important to remember that these symptoms can be part of life's normal lows. But the more symptoms you have, the stronger they are, and the longer they've lasted—the more likely it is that you're dealing with depression. When these symptoms become too much for you to handle, or they stop you from doing normal things, it's important to seek help. Here is a list of some common signs and symptoms of depression:

- **Feelings of helplessness and hopelessness.** A bleak outlook—nothing will ever get better and there's nothing you can do to improve your situation.
- **Loss of interest in daily activities.** You have no interest in former hobbies, pastimes, social activities, or sex. You've lost your ability to feel joy and pleasure.
- **Appetite or weight changes.** Significant weight loss or weight gain—a change of more than 5% of body weight in a month.
- **Sleep changes.** Either insomnia, especially waking in the early hours of the morning, or oversleeping (also known as hypersomnia).
- **Irritability or restlessness.** Feeling agitated, restless, or on edge. Your tolerance level is low; everything and everyone gets on your nerves.
- **Loss of energy.** Feeling fatigued, sluggish, and physically drained. Your whole body may feel heavy, and even small tasks are exhausting or take longer to complete.
- **Self-loathing.** Strong feelings of worthlessness or guilt. You harshly criticize yourself for perceived faults and mistakes.
- **Concentration problems.** Trouble focusing, making decisions, or remembering things.
- **Unexplained aches and pains.** An increase in physical complaints such as headaches, back pain, aching muscles, and stomach pain.

The Vacation



Naj was excited. Her parents were going to take her on a vacation to India, where they had been born, to attend a wedding. Naj was born in Canada and had never been to India, so she was very happy.

She told her friends Tracey and Lee that she would see the Taj Mahal and buy them **saris** from the marketplace. She said she might even get to see a king cobra. Tracey's grandparents had immigrated to Canada from England. She had never seen a king cobra. Lee's family were native Canadians. They had hunted and fished on this land longer than forever. She'd seen a Mississauga rattlesnake, but never a king cobra.

When Naj arrived in India, she got a big surprise. Her parents told her that the wedding she would be attending would be her own wedding. She would be getting married to an older cousin she had never met. Later, she would have to **sponsor** him to come to Canada.

Naj was frightened. She didn't want to marry someone she had never met. She had seen a picture of him and he looked like he was always angry. She didn't want to marry someone who was almost as old as her father. What would they **have in common?**

She begged and **pleaded** with her parents. She said that it was not **fair**, but they would not change their minds. They told her it was in her **best interest** to marry this man.

That night Naj could not sleep. She thought about going into her parents' room and taking her mother's bottle of sleeping pills. If she swallowed them all, she would never wake up again. She would never have to marry her cousin.

Then Naj thought of her friends back in Canada. She **tiptoed** downstairs and made a phone call to Tracey and Lee. It was daytime in Toronto so they were studying together.

Naj told her friends what was happening. Tracey and Lee told her that they loved her and promised to help her.

After the phone call, Tracey and Lee did an internet search. They found a lot of information about **forced marriages** and they found a Canadian website www.fmp-acsa.ca that gave them information about places to go for help in Canada.

Naj was still frightened but she trusted her friends to help her. After the wedding, the family flew back to Canada.

As soon as she got home, Naj went to visit her friends. They took her to an agency that provided free legal services to anyone who was forced into a marriage in Canada or **abroad**. The lawyer was very kind. She explained that forced marriage was illegal in Canada and that Naj's marriage could be **annulled**.

Naj was happy that she wouldn't have to sponsor her cousin who had been abusive to her, but she was sad that her parents were angry with her and did not want her to come home.

Naj went to live with Lee's family. All three friends went to their university classes together, studied together, and learned to **downhill ski** together.

After they graduated, Naj met a kind young man who was of the same Catholic religion as her family. His parents had also been born and raised in India. They married and plan to start a family together.

Naj knows that without her friends she would have killed herself. They loved her enough to give her the strength to go on living and to make a wonderful life for herself and her new family.

"You're living up to your name Naj," said Tracey and Lee. "Najya means 'victorious,' and you are!"

Is It a Forced Marriage?



- Are you allowed to delay the marriage until you finish university, start your career, or for some other reason?
- Are you allowed to turn down a marriage that you do not want?
- Is emotional pressure put on you to make you agree to the marriage?
- Have you been forcibly locked inside a room or house to make you agree to the marriage?
- Have you been threatened with violence if you do not agree to the marriage?
- Has violence been used against you to make you say “yes” to the marriage?

Remember: In Canada it is illegal to use emotional pressure, to lock someone in the home or elsewhere, or to use violence or threat of violence to make someone agree to, or enter a marriage. If any of these things have been used to pressure you or someone you know into a marriage, there is help available (See “**Community Resources**” booklet).

Crossover Words - Words Found in More Than One Story

Sponsor is a word that is used in two different stories in two different ways. In both cases the word means “to take responsibility for.” In the first story, sponsor is used as a noun to mean “someone who agrees to take responsibility for helping a drug addict recover.” In the second story, sponsor is used as a verb and means “to take legal and financial responsibility for someone coming to Canada from another country.”

sponsor – (*noun*) – someone who takes responsibility to help and support an alcoholic or a drug addict as they get over their addiction. A sponsor is usually someone who used to be a drug addict or alcoholic and has learned to stay free from drugs and alcohol. He can now help other addicts and alcoholics learn these skills.

sponsor – (*verb*) – agree to take legal and financial responsibility for someone.

Homonyms. Are words that sound the same and have the same spelling, but they have completely different meanings.

fair (*adjective*) – just

fair (*noun*) – community event

lie (*verb*) – to be at rest, usually flat on a bed or sofa other surface

lie (*verb*) – the opposite of truth

Additional Information:



Criminal Code of Canada

Forcible confinement

(2) Every one who, without lawful authority, confines, imprisons or forcibly seizes another person is guilty of;

(a) an indictable offence and liable to imprisonment for a term not exceeding ten years; or

(b) an offence punishable on summary conviction and liable to imprisonment for a term not exceeding eighteen months.

UN Universal Declaration of Human Rights

Article 16.

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) **Marriage shall be entered into only with the free and full consent of the intending spouses.**

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Following in Our Parents' Footsteps?



“What is the best way to find your future husband?” Fahreen asked her friends. They all had different ideas.

Jessica’s parents had met at university. She thought this was a good way to meet a partner. That way you would know he was intelligent and that he was preparing for a well-paying job. Of course, if he was studying **ancient** languages and failing, that might not be such a great idea.

Fatima thought you should **acquire** a husband by meeting someone that your parents and the rest of your **extended family** had found for you. That way you would know that his background and family had been **checked out**. Her parents had met that way and had liked each other from the first meeting. Then again, he might have a good family and a **blameless** background and yet not be thoughtful and kind to you. Would you find out in time?

Amy said you should look for someone who shares similar interests. If you like sky diving you should meet someone at sky diving events. If you care about animals you should volunteer at the animal shelter. And if you enjoy cooking you should meet someone who likes to eat! Her parents met while they were both working on a project to end slavery in Canada and abroad. They are still both working on that issue. It gives them lots to talk about.

Janice looked **puzzled**. Then her face **lit up**. She told them that her parents had met when her dad’s car **side-swiped** her **mother’s**. He had jumped out of the car to make sure that she was okay. Then he offered to pay for the damage to her car, and once the tow truck had arrived, he took her to dinner at the nicest restaurant in town.

“So maybe,” **mused** Janice, “you should get into a car accident and see how nicely the man behaves. If he behaves well under pressure, he will make a good husband.”

Fahreen rolled her eyes. “Yes,” she replied, “Maybe you will find out if he is nice enough to visit you in the hospital on your deathbed. Or you can find out if he’s thoughtful enough to visit you in prison for ten years.”

Janice laughed. “I guess it might be better to meet your future mate at university or have your parents make an introduction. Still, if you happen to be in a car accident... you never know!”

Planning for a Successful Marriage



What the Research Shows...

1. Marrying as a teenager is the highest known risk factor for divorce.

- People who marry in their teens are two to three times more likely to divorce than people who marry in their twenties or later.

2. The single greatest predictor of a long-lasting marriage is the age of the woman. The older the woman is, the more successful the marriage will be.

3. People who are similar in their values and life goals are more likely to have a successful marriage.

4. Women and men who are college-educated are more likely to marry, and less likely to divorce, than people with lower levels of education.

5. People are most likely to find a future marriage partner through an introduction by family, friends, or acquaintances.

- Despite the romantic notion that people meet and fall in love through chance or fate, evidence suggests that social networks are important in bringing together individuals of similar interests and backgrounds. According to a large-scale national survey, almost 60% of married people were introduced by family, friends, co-workers or other acquaintances.

6. Spending time getting to know each other before marriage increases the chances of a successful marriage.

7. Couples who discuss child-rearing methods, the division of household chores, and budgeting and spending practices before marriage have a better chance at a successful marriage.

- These are three of the most common areas of disagreement in marriage. If a couple can reach agreement and discuss these issues comfortably together their chances of avoiding problems later on is significantly reduced.

Wrong and Right Reasons to Get Married



Wrong Reasons to Get Married

- Want to be free from parents.
- To have sex.
- To ease loneliness.
- To be happy.
- To show you are an adult.
- Because of a pregnancy.
- He or she loves you.
- To save or help someone.
- Because you want a baby.
- For money.
- Because all your friends are married.
- You've always wanted a fancy wedding.
- Out of fear that no one else will want to marry you.
- You think you are running out of time to get married.
- For immigration purposes.
- You are tired of being single.
- You don't want people gossiping about the two of you living together.

Right Reasons to Get Married

- You are in love with one another.
- A desire to share your life with another.
- To have a lifetime companion.
- Realistic expectations.
- Willingness to help one another fulfill their own needs and dreams.

Six Ways to Make People Like You*



1. Become genuinely interested in other people.
2. Smile.
3. Remember that a person's name is to that person the sweetest and most important sound in any language.
4. Be a good listener. Encourage others to talk about themselves.
5. Talk in terms of the other person's interest.
6. Make the other person feel important – and do it sincerely.

****From How to Win Friends and Influence People***

by Dale Carnegie

How to Make Friends



- 1. Join a group with people who have common interests.** If you like to read, join a book club. If you enjoy knitting or hockey or gardening, there are groups of like-minded people who get together to knit, play or discuss a topic that you are interested in as well.
- 2. Take a class.** Learning together gives you opportunities to help each other and grow as individuals.
- 3. Volunteer.** Volunteering is a great way for people of all ages to meet others. By working together you build bonds with people, and you will meet others who care about similar things. Whether you care about helping abandoned animals, assisting women at a shelter or working to make the healthcare system stronger, common values help build strong friendships.
- 4. Talk to people.** You can talk to almost anyone, anywhere. Talk to the woman at the bus stop about the weather. Let the teller at your bank know that you like her new earrings. You won't make lifelong friendships from every conversation but you will become more comfortable starting conversations and occasionally these conversations can lead to coffee and more conversation.
- 5. Make eye contact and smile.** If you look unfriendly, people are less likely to be receptive to your friendship. Be approachable by not looking bored, angry or tired, or by folding your arms or hanging out in a corner. Instead, make eye contact, smile, and look relaxed and approachable.
- 6. Ask for help.** Most people like to be helpful so don't be afraid to ask someone for directions to the nearest bank or if they know of a good restaurant in the area.
- 7. Ask for advice.** People also like to give their opinions, so ask the person next to you looking at handbags if they think the one you're holding would be too fancy for the office. If they seem talkative, ask more questions, like where do they usually go to get great handbags.
- 8. Introduce yourself at the end of the conversation.** It can be as simple as saying "Oh, by the way, my name is...". Once you introduce yourself, the other person will typically do the same. Remember his or her name. If you show that you have remembered things from your past conversations with the person, he or she will see that you were paying attention and they will feel that they are important to you.
- 9. Don't do anything to pressure someone into being friends with you.** Never get angry at someone for failing to invite you to a party. Don't call someone repeatedly or stop by uninvited until you have established a relationship that is very close and comfortable. If you put too much pressure on someone in the early stages of a friendship, you might never make it any further.

Becoming Herself



Olga was glad that she had a job working at **Happy Daze** flower shop. She liked her co-workers and she enjoyed helping customers **select** flowers for a **bouquet**. But most of all she loved being **independent**.

It was true that her former husband, Boris, had a very good income from his construction company. That's why her family had **put pressure on** her to marry him in the first place, even though she had wanted to marry a young man she deeply loved.

Boris had treated Olga very badly. He made her work long hours in his office and then expected her to have dinner cooked on time and the house **pristine**. But the worst thing he did was to make her have sex **against her will**. Olga had put up with it because she thought she had no choice.

One night she was feeling very sick. Boris had come home and when he saw that she was still in bed, he **exploded**. He hit her across the face and then sexually assaulted her. After it was over she was bleeding very badly. Boris **stormed** out of the door and slammed it behind him.

Olga did not know what to do. She was afraid she would die from losing so much blood. Then she heard someone banging on the door. It was her neighbour Iman who she smiled and chatted with every time they met.

Iman called out, "It's me Olga. Are you okay? Please let me in!"

Olga pulled a sheet around her and **stumbled** to the door. She was crying when she opened it. Iman called an ambulance and told Olga that they should call the police too. Olga was too weak to argue.

After calling 911, Iman put her arms around Olga and said, "I am your neighbour and your friend. I will help you."

Olga did not think that you could charge your husband with sexual assault but Iman explained that in Canada it was illegal for husbands to abuse their wives, and that included sexual assault. Iman told Olga that marriage could not be used as an excuse for violence.

When Olga left the hospital she stayed in Iman's apartment. As she began to heal, Iman helped Olga find a job and look for her own apartment. Although her new apartment was much smaller than the condominium she had shared with Boris, it was peaceful. Olga felt safe. She could **sleep in** or leave the dishes unwashed and no one yelled at her. No one hit her or made her do anything she didn't want to do.

Now Olga is preparing a bouquet of roses to bring to Iman. They will have coffee on a **patio** overlooking the park. A neighbour has become a friend and Olga will always be thankful that Iman came to help her when she needed someone the most.

Sexual Assault



Sexual assault is defined in Canada's Criminal Code as sexual contact with another person without that other person's consent. Consent is defined as **“the voluntary agreement of the complainant to engage in the sexual activity in question”**.

PROTECT YOURSELF!

Self defence courses are available in most cities, some at no cost. Call your local **YWCA** or rape crisis centre for more information.

How to Help a Friend Who Has Been Sexually Assaulted



- 1) **Don't** ask her what she was wearing or why she accepted a ride home from her employer. These types of questions will make it seem like you are blaming her and will make her suffer more. Sexual assault is not about attraction. It is about power and control. Dressing in clothes that cover you completely will not prevent you from being sexually assaulted. Some rapists have purposely attacked women who are dressed very conservatively because they believe that those women will be too ashamed to tell anyone and they will never be charged. Even when a woman is dressed in tight jeans or a short skirt, the attacker still has a choice about whether to assault her or not. **It is always the attacker's fault.**
- 2) **Do** ask her what you can do to help. Let her decide what help she wants. If she wants to call the police, get the number for her. If she wants to go to the hospital, take her or call an ambulance.
- 3) **Don't** leave her alone unless that is what she wants. Being assaulted can make someone feel vulnerable and isolated. She may want you to accompany her when she is interviewed by the police or when she goes to the hospital. If possible, go with her. If it's not possible, find someone else – another friend, relative, or even a volunteer from a rape crisis centre – to accompany her.
- 4) **Give her options.** If she wants to call the police but is concerned about how they might treat her, suggest that she call a sexual assault helpline first to get advice. If she is afraid to stay by herself after the attack, give her choices. Does she want you to stay with her? Would she rather come and stay at your place? Does she want to go and stay with her parents or another friend? If she chooses to stay with someone else, it doesn't mean that she isn't comfortable with you. It may just mean that this is who she needs to be with right now. Don't take it personally. Think about her feelings, not your own.
- 5) **Get information for her.** Call your local rape crisis centre to find out:
 - a. What she can do to prevent pregnancy.
 - b. What she needs to do to protect evidence. (This may mean not bathing until she has been to the hospital).Let her decide what she wants to do, but make sure that she has all the information first.

- 6) **Stand up for her.** If other people blame her for being attacked, speak up right away. Although being blamed for something that is not her fault is always painful, having others who stand up for her and put the blame where it belongs – on the attacker – will make her feel supported and loved. This will help her to heal emotionally.
- 7) **Help her to connect with others who have been through a similar experience.** When survivors of sexual assault meet with others who have been through a similar experience, it can help them to feel less alone. Other survivors can also share their experiences of coping and the choices they made or programs they enrolled in that helped them move forward. Talk to someone at a rape crisis centre or assaulted women's helpline to find groups that she could join. Always remember that it should be her choice as to when, or if, she wants to join a group. Just make sure that she has the information.
- 8) **Keep being supportive.** Healing doesn't happen in a day. Give her the support she needs to heal from her physical and emotional wounds. Sometimes accompanying her to a TAKE BACK THE NIGHT march or other similar event can show that you are willing to help make the world a fairer and safer place for women. Sharing the difficult times as well as the good times is what a good friend does. You will both become stronger and better people for being there for each other when you are needed.

Remember: Sexual Assault is ALWAYS the Fault of the Attacker!

If you've been a victim of sexual assault, there are resources available to you. Please don't be ashamed, and seek help immediately.

The Facts on Sexually Transmitted Infections



Sexually transmitted infections (STIs) are **a group of infections similar to one another only in that they can be acquired through sexual contact**. STIs is a term now used in place of sexually transmitted diseases (STDs).

You don't necessarily have to have sex to get sexually transmitted infections (STIs), but sexual activity is the most common way for them to be spread. The infections are caused by different organisms and have a wide variety of symptoms.

Here are some of the most common STIs:

- **Chlamydia** occurs most often in teens and young adults, with females much more likely to get it than males. It is caused by the bacteria ***Chlamydia trachomatis***. In Canada, chlamydia is the most common STI.
- **Gonorrhea** is an infection caused by the bacteria ***Neisseria gonorrhoea***. It is the second-most common STI, and teens and young adults represent almost half of all cases that are reported. If this condition is not treated, it may lead to infertility in both men and women.
- **Human papillomavirus (HPV)** causes genital warts. It is also a very common STI in Canada, especially among teens and young adults. Research shows that the virus that causes genital warts is also linked to cervical cancer.
- **Syphilis** is a bacterial infection that is less common but still remains a cause for concern. Its frequency has dropped significantly over several decades until the late 1990s, after which the rate has been steadily increasing in Canada.
- **Human immunodeficiency virus (HIV)** is the viral infection that can cause AIDS (acquired immune deficiency syndrome). This virus attacks cells of the immune system, leaving a person defenceless against many other infections and their complications.

- **Hepatitis B** is caused by a virus that infects the liver. There is no cure for this condition, but a vaccine is available to protect you against the virus.
- **Genital herpes**, which produces cold-sore-type lesions, is also caused by a virus. Once the herpes virus enters your body it is there for the rest of your life. Symptoms of the infection may occur without warning.
- **Chancroid**, a bacterial infection of the genitals, was once rare in North America, but has become more frequent in recent years. It can cause genital ulcers.
- **Pubic lice**, also known as “crabs,” is an infestation of the genital area by lice (tiny wingless insects).

Complications of Sexually Transmitted Infections



Many people with STIs might have no obvious symptoms at all. As a result, the person may not seek treatment for a long time. This delay could result in higher risks of STI-related health problems or complications, as well as the possibility of spreading the STI to partners.

There are serious complications associated with many of the STIs:

- Infertility, pregnancy complications, or higher risks of cervical cancer can occur in women.
- Gonorrhea, if not treated, can spread via the blood stream to joints and heart valves.
- Both gonorrhea and chlamydia can cause eye infections in newborns that came in contact with the bacteria during delivery.
- If syphilis is not treated, it may eventually cause serious damage to the bones, heart, eyes, brain, and nervous system.
- Hepatitis B can lead to long-term liver damage and higher risks of developing liver cancer.
- HIV weakens a person's immune system, putting them at risk for many different infections.
- Chancroid makes a person more susceptible to HIV infection when they're exposed to the virus.
- An active herpes infection at the end of a pregnancy will require delivery by a caesarean section to avoid spreading the infection to the baby.

Treating and Preventing Sexually Transmitted Infections



Antibiotics can be used to treat bacterial infections, like the ones that cause gonorrhea, syphilis, or chancroid. Gonorrhea often occurs at the same time as chlamydia, so doctors usually prescribe antibiotics that will treat both gonorrhea and chlamydia.

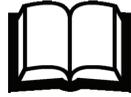
People with acute hepatitis B are usually treated only for symptoms. Most adults clear the virus on their own. However, for the few people that do not, treatment exists to reduce the risk of long-term liver damage.

There is no cure for HIV. Doctors prescribe different combinations of antiviral medications to slow down the progress of the disease. Treatments can vary from one person to the next so your doctor will need to determine what combination works best for you. Doctors also treat secondary infections that result from a weakened immune system.

If you want to prevent getting STIs, you should:

- Avoid having unprotected sex. Always use either a male or female condom and learn how to use them correctly to best protect against STIs.
- Avoid using shared, non-sterile needles for drugs, body piercing, or tattoos.
- Visit your doctor regularly to check for STIs.

Safe and Sound



Maria had met Carlos at the **laundromat**. He had made jokes about the fact that every time he did his laundry he came home with more socks than he'd started with.

They went on dates to the local **fair** and movie theatre. Maria thought it was sweet that Carlos got angry whenever another man looked at her. She thought his jealousy meant that he cared about her.

Once they were married, Carlos became even more **jealous**. He started to yell at her if she spoke to another man, even if she was just asking the next-door neighbour for gardening advice.

When Maria became pregnant she was thrilled. She thought that having a baby might make Carlos feel more stable and calm. Instead, he began to hit her every time she made a mistake like spilling coffee, or did something he didn't want her to do, like smile at the man who delivered the mail.

The beatings happened more often and each time they got worse. Maria was frightened she would lose her baby. Finally, after she almost died from a beating, she called her friend Lisa. Lisa called the police.

After Carlos had been taken away, a special worker with the **Domestic Violence Unit** came and talked to her. She explained that Maria and her baby had the right to live free from fear and violence. No one had the right to hit her. The worker also explained the **psychological** damage it would do to a child who grew up with a father who was always screaming and hitting her mother.

Maria felt safe for the first time in a long time. The baby was born healthy even though Maria was hurt from the beatings. Maria called her Angelina because she was Maria's own little angel who helped change her life from fear for her future to excitement about her new life.

Maria found that there are many resources for women leaving abusive relationships and that she was not alone in what she suffered. She was put into a training program to become a pastry chef and now she brings home treats like Toffee Coffee Cake and Almond-Cherry Surprise Cookies. Maria and Angelina live in a bright new apartment and play together in the park everyday.

Maria now understands that there was nothing she could have done to change Carlos' **behaviour**. He did not hit her because she made a mistake. He hit her because he felt weak and powerless in his life and tried to make himself feel more powerful by controlling someone else. Maria understands that the only thing that will ever change Carlos' behaviour is if he decides he wants to change and takes action to get help. His violence is not her fault nor is it her responsibility.

Angelina loves to make angels in the snow. She loves eating the **angel cake** that her mother bakes. But most of all she loves it when Maria calls her "my little angel from heaven who saved my life." When asked what she wants to be when she grows up, Angelina says that she wants to be an angel, of course, and fly around saving mommies that are being hurt.

Signs That You Are in an Abusive Relationship



Do you:

- feel afraid of your partner much of the time?
- avoid certain topics out of fear of angering your partner?
- feel that you can't do anything right for your partner?
- believe that you deserve to be hurt or mistreated?
- wonder if you're the one who is crazy?
- feel emotionally numb or helpless?

Does your partner:

- humiliate or yell at you?
- criticize you and put you down?
- treat you so badly that you're embarrassed for your friends or family to see?
- ignore or put down your opinions or accomplishments?
- blame you for his own abusive behaviour?
- see you as property or a sex object, rather than as a person?
- have a bad and unpredictable temper?
- hurt you, or threaten to hurt or kill you?
- threaten to take your children away or harm them?
- threaten to commit suicide if you leave?
- force you to have sex?
- destroy your belongings?
- act excessively jealous and possessive?
- control where you go or what you do?
- keep you from seeing your friends or family?
- limit your access to money, the phone, or the car?
- constantly check up on you?



For the latest information on the Forced Marriage Project and to obtain additional resources for the *Facilitators' Guide & ESL CURRICULUM*, please visit www.fmp-acsa.ca and go to **ESL Resource**, found on the **Service Provider** section of the website.



Status of Women
Canada

Condition féminine
Canada

