

SERVICE PROVIDER TRAINING 3
Engaging Youth



FORCED MARRIAGE PROJECT
AGINCOURT COMMUNITY SERVICES ASSOCIATION

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ABOUT FORCED MARRIAGE

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

Who Gets Forced into Marriage?

Forced marriage can happen to anyone, regardless of age or gender.

It can also happen anywhere in the world. It occurs in South and East Asian communities, in North African and Middle Eastern countries, in North and South America, and in Europe. It is not limited to any racial, ethnic, or religious group.

Forced marriage is an abuse of human rights.

Forced marriage is a form of violence against women and a form of domestic abuse.

Is it legal in Canada?

No. It is against the law in Canada to force someone to get married.

ABOUT THIS TOOLKIT

If you work with young people, this toolkit is for you. It is meant to help facilitate open discussion with youth who may be at risk, or survivors, of forced marriage. We recognize that many people work with young people outside clinical or case-management contexts, and that forced marriage is a sensitive topic. As such, this toolkit has games that can be incorporated into your youth programming – whatever shape it may take. These games and workshops address many of the values and issues surrounding forced marriage (e.g. healthy relationships) which may be used to kick-start discussions on forced marriage.

For service providers who have the opportunity to work one-on-one with young people, this toolkit also addresses how to safely and efficiently identify, prevent and intervene in forced marriage cases.

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

ABOUT FMP

The **Forced Marriage Project (FMP)** is an initiative funded by **Status of Women Canada** in partnership with **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.

Legal information presented in this guide is for information purposes only and does not constitute legal advice. Independent legal counsel should be sought for specific cases.

FMP is not responsible for any loss or damage caused by reliance on any statement, made negligently or otherwise, contained in this booklet.

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; however it is an issue that has not yet been adequately addressed in Canada. As such, we approach the issue of forced marriage from an anti-oppressive, anti-racist position, viewing it primarily as 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 their materials and toolkit. We would also like to thank the members of the **Advisory Committee on Forced Marriage (ACFM)** and the **Network of Agencies Against Forced Marriage (NAAFAM)** for contributing their valuable feedback, which was vital to the development and creation of this resource.

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Some of the resources in this toolkit are borrowed or adapted from:

South Asian Legal Clinic of Ontario. (2010). *Who/If and When To Marry, It's a Choice: Forced/Non-consensual Marriages - A Toolkit For Service Providers* (Toolkit). Toronto, Canada: SALCO.

"Young people and vulnerable adults facing forced marriage: Practice Guidance for Social Workers" booklet published by The Foreign & Commonwealth Office in the United Kingdom.

"Youth Policy Framework: Understanding Youth Development – Workshop in a Box: Facilitating Youth Dialogues across the Province" toolkit published by the Ontario Ministry of Children and Youth Services, 2011.

ENGAGING YOUTH

This workshop is intended for people who work with youth.

It includes facilitation tips and ready-made activities and games for issues related to forced marriage. Feel free to adapt activities in this section for your own programming needs, whatever they may be.

WORKSHOP BASICS

Why should I host a workshop?

Engaging youth on the issue of forced marriage is the best way to prevent it. Workshops are one way of doing this – by getting groups of people together to discuss and learn about forced marriage or issues related to it such as communication and healthy relationships.

Where can I host a workshop?

Workshops, information and discussion sessions can be held at the following venues:

- Middle and High Schools
- Health Clinics
- Community Agencies
- Youth groups and events
- Colleges and Universities

Workshops need:

- A positive and energetic **facilitator**
- An **accessible safe space** where participants feel that they can share their opinions and comments, or ask questions, without judgement or hostile feedback
- An **anti-racist, anti-oppressive** approach
- **Arts-based and interactive activities** to keep the audience engaged
- Activities that **empower participants** so they can view themselves as agents of change
- Activities that are focused on creating a **positive dialogue** about the issue at hand.

WORDS TO CONSIDER »

Never believe that a few caring people can't change the world. For, indeed, that's all who ever have.

~ Margaret Mead

Survivors Speak

"It is vital that you make friends before you abandon your family. You will not survive without friends. Establish new friendships well in advance of your departure - close friendships with people you can trust."

~ Ayaan Hirsi Ali, who fled to the Netherlands to escape a forced marriage in Canada

CONSIDER »

Are dialogues on violence prevention or healthy relationships a part of your work with youth?

Think of three ways you can integrate these topics into your work with youth, and three barriers you might face (e.g. from your organization or community), and how to overcome them.

HOW TO BE A GREAT FACILITATOR

Create a positive, safe and inclusive environment.

You can do this by:

- **Setting the tone**

It is the facilitator's responsibility to set the tone for the workshop. If you have enthusiasm and a non-judgmental attitude, it will reflect on the participants and they in turn will be encouraged to display these attributes in their interactions.

- **Creating ground rules**

Creating **ground rules** in collaboration with the participants is crucial to the success of any class or workshop. This will give participants a sense of ownership, and they will be more likely to respect the rules and each other. This activity also fosters a community-like feel because it is engaging and supportive. To set ground rules:

- (A) **Prepare your materials:** A large sheet; a marker to write the rules on the sheet; tape to attach the sheet to the wall when completed.
- (B) Ask participants to **brainstorm a few rules** for the workshop. For example: "respect others' opinions" or "be respectful when challenging someone" or "listen to others before responding"
- (C) **Write down all the rules** and tape the sheet somewhere where it is easily visible throughout the workshop

Prepare for your session.

This means:

- **Setting Clear Goals**

It is important for facilitators to have a **list of goals** to accomplish by the end of the workshop. Goals can include things you want participants to remember or understand, for example: the one-chance rule; what a healthy relationship looks like; where to go for help in an emergency...etc. Note: Some participants may be able to display their acquired knowledge in a large group setting, while others may not. Allow for one-on-one time with participants where possible to accommodate this.

- **Creating a Visual Presentation**

The use of visual presentation tools - such as **PowerPoint** and **Prezi** (www.prezi.com) - to highlight important information can complement your facilitation. These tools, if used well, can make your workshop more engaging, especially for visual learners. They may also serve as a guide for facilitators so that there is a flow in the delivery of a presentation.

WORDS TO CONSIDER »

"Carry yourself as one who will change the world, because you will."

~ Robin Morgan

• Engaging Your Audience

The best way to engage your audience is to combine information-sharing with a wide range of activities and games. A presentation alone can make for a very boring workshop. However, when integrated with **interactive content** it can be memorable and effective.

• Planning, Implementing, Reviewing and Adjusting content

The key to a successful workshop is **advance planning** and **successful implementation**. There will always be room for improvement. As such, it is essential for facilitators to critically review and adjust content according to the feedback they receive from participants.

Multiple Intelligences

There are many ways that people learn and interpret information. You should be aware of this as a facilitator, and respond to participants needs before and during the workshop. Learners can possess the following intelligences:

- **Linguistic Intelligence** (word smart) example: journalist
- **Mathematical Intelligence** (number smart) example: engineer
- **Spatial Intelligence** (picture smart) example: architect
- **Bodily-Kinaesthetic Intelligence** (body smart) example: physical therapist
- **Musical Intelligence** (music smart) example: pianist
- **Interpersonal Intelligence** (people smart) example: salesperson
- **Intrapersonal Intelligence** (self smart) example: actor
- **Naturalist Intelligence** (nature smart) example: botanist

Always Leave Resources

Always leave participants a list of resources and places to go for help regarding the topics being discussed. Remember to also provide the name of someone they can contact with more questions – the facilitator, a counselor, a teacher or other type of service provider. **This is especially important in cases when there is no follow-up workshop.**

WORDS TO CONSIDER »

Violence can be prevented by a society that condemns it in thousands of small ways.

~ Frances Bula

ENGAGING YOUTH

The topic of forced marriage can be approached through **related issues** with which youth are likely to be familiar. Examples: **healthy relationships, self-esteem, violence in dating relationships, or intergenerational conflicts.**

Begin with an **ice-breaker** to make youth more comfortable with each other before talking about difficult subjects.

Topics to explore with youth:

• Healthy relationships

Start a conversation with youth about what a healthy relationship looks like. Examine what an unhealthy relationship might look like. Use popular culture examples to illustrate both points. Discuss what it means to give consent. Strategize on how to talk to parents about dating.

Activity: Using Videos as Conversation Starters (SEE PAGE 19, **APPENDIX A FOR ACTIVITY**)

Activity: Do it, Post-it (SEE PAGE 21, **APPENDIX C FOR ACTIVITY**)

Activity: What Makes You You (SEE PAGE 23, **APPENDIX E FOR ACTIVITY**)

Activity: Communication Role-play (SEE PAGES 24, **APPENDIX F FOR ACTIVITY**)

• Intergenerational communication

Strategize on how to talk to parents about dating and marriage. Stress that starting a conversation with your parents **early** is very important. Introduce a case study, or some viable tips on how to talk to parents about this. Discuss some of the challenges or barriers youth feel they encounter starting these types of conversations with parents, and some ways to overcome them.

Activity: Using Videos as Conversation Starters (SEE PAGE 19, **APPENDIX A FOR ACTIVITY**)

Activity: PostSecret Postcard (SEE PAGE 20, **APPENDIX B FOR ACTIVITY**)

Activity: Communication Role-play (SEE PAGES 24, **APPENDIX F FOR ACTIVITY**)

• Gender roles in relationships and marriage

Discuss gender as a construct or performance (how people act, not what they are). Come up with examples of gendered roles. Discuss patriarchy and oppression, note who benefits and who does not. Examine two case studies of a woman and a man who are victims of forced marriage (**see Case Studies**). Start a discussion on how forced marriages hurt not only women, but men as well. Discuss how both scenarios, even one in which the man has not been forced, are damaging to men, as well as to women, children, and society.

Activity: Using Videos as Conversation Starters (SEE PAGE 19, **APPENDIX A FOR ACTIVITY**)

Activity: Gender Mosaic (SEE PAGE 22, **APPENDIX D FOR ACTIVITY**)

Did You Know?

"Dating violence, which often involves 'common assaults' such as verbal threats, pushing, slapping, punching and any injury that requires first aid, is up across the country, a report from Statistics Canada says. The numbers.... exposed a troubling trend: Victim numbers doubled to 17,028 in 2010 from 8,596 in 2004. The data found that women in their late 20s to early 30s were most at risk..."

~ "Dating violence on the rise, Statistics Canada finds" - ZOSIA BIELSKI, The Globe and Mail, Thursday, June 7, 2012

Survivors Speak

"[I learned to] stop sacrificing myself in order to live up to my families expectations. The truth is I will never live up to what they want me to be. I've been fortunate to have met many wonderful people along the way and also had an understanding employer. Without their kind support I wouldn't be standing here today. In sharing my story I want to give hope to others. My story could be your story, which together becomes our story."

~ Sandeep - Canadian Forced Marriage Survivor

• Rights and responsibilities

- Provide youth with case studies of forced marriages to determine:
- How they would feel if it was happening to them
- What they would do to handle the situation
- What resources they can access and what steps they would take to be safe (safety planning)
- What rights and responsibilities they have toward themselves and others

Activity: Do it, Post-it (SEE PAGE 21, APPENDIX C FOR ACTIVITY)

Introducing Forced Marriage Through Healthy Relationship Workshops

Healthy Relationship workshops are an important element of youth engagement because:

Relationships are not limited to sexual or romantic relationships but also include our interactions and involvement with friends of both genders, our parents, siblings and other relatives. Youth can attend whether they are in, or planning to be in, a romantic or sexual relationship. We all have familial and platonic relationships in our lives.

They are a safe place for youth to talk about their feelings and concerns regarding the relationships they have and those they hope to have, as well as those they fear. When youth are in a potentially volatile situation it can be difficult for them to articulate their feelings and think clearly about solutions. Creating an environment where they can speak openly without fear of judgement and receive constructive feedback from others who have either been in their situation or who can see things more clearly from a different vantage point, provides them with the opportunity to express concerns they have not dealt with and receive support and advice.

FMP can help you by conducting joint workshops in conjunction with your youth workers, staff and volunteers.

Incorporating Forced Marriage into Established Healthy Relationship Workshops or Curriculum.

Include:

- Coercion from parents and family in addition to coercion from partner.
- Consent from the individual required by parents and family as well as by partner.

The Benefits of Girls Only and Boys Only Workshops

Girls Only Workshops

- Girls will usually not talk openly about forced marriage in mixed groups. They also may be concerned if a brother is present.
- Make the space comfortable and safe for girls by using ice breakers and giving an introduction that shows you will value their opinion.
- Encourage girls to talk about how double standards hurt girls **and** boys.
- Create safe spaces for LGBTQ youth to talk.

WORDS TO CONSIDER »

No one to call
No one to tell
This is her life
Her living hell

~ Emma, 13 years old

Boys Only Workshops

- Boys often feel the need to appear “manly” with girls around and to not express emotions like fear or sadness. They can also feel this way with other boys but sometimes having a male facilitator who can talk about his own insecurities will help boys feel more relaxed.
- Encourage boys to talk about masculinity. Encourage them to talk about the benefits and the downside of having more power and choices.
- Encourage boys to talk about how double standards hurt girls **and** boys.
- Find speakers to work with boys, such as The White Ribbon Campaign.
- Create safe spaces for LGBTQ youth to talk.

CREATING CIRCLES OF SUPPORT

Creating a Circle of Support

In a Circle of Support, all members vow to use their strength, knowledge, love and resources to support and protect each other, and to support and protect any person or group that needs their help. You can create a Circle of Support with your friends, your classmates, or by doing a call out on social media sites or at a workshop or conference on forced marriage.

A Circle of Support requires all members to take a vow to end forced marriage and all violence, abuse, exploitation and bullying. Each member of the Circle also takes a vow to protect the other members of the Circle and to stand as a group and form a Circle of Support around others who are being abused, bullied or forced into marriage.

Even if no one in your own Circle of Support is at risk of forced marriage you will need to understand the issue and vow to protect anyone who faces a forced marriage. Someone who is at risk may join your Circle in the future. Or you may come across a classmate, neighbour or even a total stranger who needs your help.

When a member of your Circle of Support, or anyone you come across, is at risk of forced marriage or any other form of violence or abuse, the Circle will surround that person physically and emotionally to protect them and to support them with all the resources the Circle has available.

Activities

- DVD's
 - UK Right to Choose: Spotting the Signs of Forced Marriage": Jess
 - Why didn't Jess take any action?
 - How has her inaction affected her?
 - What could Jess have done differently?
 - How would a Circle of Support have helped?

Working with Young Men and Boys

“The worst insult you can throw at a man is to call him a ‘girl’ or to equate him with anything feminine - a ‘pussy,’ a ‘sissy,’ ‘effeminate’ - because women are so devalued in patriarchal culture. Many men and boys have learned that to be thought ‘manly’ and to avoid being treated like a woman, they must treat women in a degrading or dismissive manner. So when boys or young men are treated in a way that equates them with women or girls - being forced to marry, being raped by a man, being sexually assaulted, being treated in a controlling way by a man or woman - they are often afraid to come forward or to talk about the abuse. The only way to change this situation is for boys and young men to come to fully understand the damage that sexism does to women and girls and to the entire society, and how that inequality - and men’s fear of being associated with women and their devaluation - can be used against men and boys to keep them silent and afraid to stand up to the abuse.”

~ S. C. Gillett

Did You Know?

Most women and girls who escape a forced marriage do so with the help of their friends.

~ Statistics Canada, Violence Against Women: Statistical Trends

- “Unveiling the Abuse”
 - How would things have been different if she had been part of a Circle of Support from the beginning?
 - If you had been part of Sandeep's Circle of Support, what would you have done?
 - How has her experience made her want to reach out to others?
 - How could her friends play a part in that?
- Talking About the Issues - Brainstorming
 - Forced marriage
 - Do you know anyone who has been forced to marry?
 - What could you do if this happened to one of your friends?
 - How could a Circle of Support be more effective than just one person?
 - What could a Circle of Support do to help someone facing a forced marriage?
 - Partner abuse
 - Do you know anyone who has been abused by their partner?
 - What could you do if this happened to one of your friends?
 - How could a Circle of Support be more effective than just one person?
 - What could a Circle of Support do to help someone with an abusive partner?
 - Sexual assault
 - Do you know anyone who has been sexually assaulted?
 - What could you do if this happened to one of your friends?
 - How could a Circle of Support be more effective than just one person?
 - What could a Circle of Support do to help someone who has been sexually assaulted?
 - Bullying
 - Do you know anyone who has been bullied?
 - What could you do if this happened to one of your friends?
 - How could a Circle of Support be more effective than just one person?
 - What could a Circle of Support do to help someone who was being bullied?
 - Body image
 - Do you know anyone who has a problem with their body image?
 - What could you do if one of your friends felt this way?
 - How could a Circle of Support be more effective than just one person?
 - What could a Circle of Support do to help someone who was feeling bad about the way they looked?

Did You Know?

Sexual assault is one of the most under-reported crimes.... Victims' decisions to report the violence to criminal justice and social services depend on a variety of factors, some of which include fear of the offender, shame and embarrassment, and regional availability of services. The majority of victims of spousal assault and over 90% of sexual assault victims did not seek support from the criminal justice system.

~ Statistics Canada, Violence Against Women: Statistical Trends

• Brainstorming Questions for all categories:

- Peer pressure
- What it is
- How to spot it
- How to challenge it
- How to create reverse peer pressure

Create a personal vow for a Circle of Support. Use this as a template:

I vow to:

Provide a safe place for the individual to stay – at my own or another member's home or at the home of someone I trust – if she or he must leave their own home.

Provide food and the necessities of life if the individual is cut off from financial resources.

Never condone or ignore any abusive behaviour or comments targeted at the individual.

Respect the individual's confidentiality and never repeat anything she or he has told you, or give any information to anyone outside the Circle without the individual's informed consent.

Use all my strength, knowledge, love and resources to protect and support the individual for as long as she or he needs your protection and support.

Signature _____

Each member should sign two "Vows," one to be kept by themselves, if it is safe to do so, and one to be kept with the second copies of all "Vows."

Brainstorm Activity – How could the Vow be improved or made more useful? How should members of a Circle of Support decide on the best actions to take in particular situations? When and how should members be encouraged to go for help outside their circle?

Survivors Speak

"It was my friends that were there for me. When my family disowned me for refusing the marriage, I had somewhere to run to so I didn't look back. I feel so special to have them in my life. I don't want to think where I'd be if they hadn't been there for me."

~ Chantel* name changed at the request of the survivor

COUNSELING FOR YOUTH

The following are examples of how Cognitive Behaviour Therapy Tools can be altered to reflect the needs of youth who are at risk of a forced marriage. Whether you are conducting individual or group counseling, you can adjust other therapy tools in a similar way.

NOTES:

The following are examples. If you only suspect that a particular youth is at risk of forced marriage, or if you are conducting group therapy with varied clients, make sure that you alternate between examples that are focused on someone facing a forced marriage and examples that treat other issues.

It is of particular importance that you do not downplay the seriousness of a particular case. Therapy is for clients who need help dealing with emotions, with stress, and with assistance in thinking more clearly so that they are able to alter their behaviour. If the client is at immediate risk, they need intervention, not therapy. (See the **Intervention** segment in the **Service Providers** section of our website).

Thought Record

Situation #1:

Step 1: Complete the first 6 columns of a thought record. (SEE PAGE 26, APPENDIX G FOR BLANK WORKSHEET)

Hints:

1. Remember to circle the hot thought
2. Does the hot thought contain an evaluation of self, other or the world?
3. Does the evidence address the hot thought?

On the Ground

"I have been working here for twenty-five years and I've seen a lot for my years of experience of what happens to young girls. The biggest problem is when the parents make, they force, the young girls to get married. This is when suicide happens. These young girls are desperate and they would do anything not to get married... they are 14, maybe 15, and they are in school, or maybe they just finished school and their parents won't send them back to school or let them keep studying and instead force them to marry. This is when many girls commit suicide or burn themselves or jump into a river."

~ Local Government Official in Tajikistan, "Domestic Violence in Tajikistan," The Advocates for Human Rights, 2008

SITUATION	MOOD (RATE 1 – 10)	BEHAVIOUR	AUTOMATIC THOUGHTS CIRCLE THE HOT THOUGHTS
Situation #1 My parents keep telling me that I should get married soon or I will be too old to find someone.	Despairing (80%) Angry (70%) Afraid (30%)	Avoiding my parents by staying late at school or going to bed early.	<ul style="list-style-type: none"> • I'm afraid that maybe they're right and I will be alone. • They don't care about me, only about what other people think. • I'm a complete disappointment to my parents.

HOT THOUGHT

EVIDENCE FOR	EVIDENCE AGAINST
They talk about marriage more than they talk about my happiness.	They told everyone when I came in at the top of my class.
They never ask me what I want to do for a career, only why I don't want to get married before I finish school.	They think that marriage and babies will make me happy and that is probably why they want it for me so badly.

Step 2:

Pick two questions from the following:

QUESTIONS TO HELP ARRIVE AT ALTERNATIVE OR BALANCED THINKING

Based on the evidence I have listed in columns 4 and 5 of the Thought Record, is there an alternative way of thinking about or understanding this situation?

Write one sentence that summarizes all the evidence that supports my hot thought (column 4) and all the evidence that does not support my hot thought (column 5). Does combining the two summary statements with the word "and" create a balanced thought that takes into account all the information I have gathered?

If someone I cared about was in this situation, had these thoughts, and had this information available, what would be my advice to them? How would I suggest that they understand the situation?

If my hot thought is true, what is the worst outcome? If my hot thought is true, what is the best outcome? If my hot thought is true, what is the most realistic outcome?

Can someone I trust think of any other way of understanding this situation?

Incorporate your answers from Step 2 into your thought record, adding any other balanced thoughts that occur to you.

In addition, rate the extent to which you believe the balanced thought is accurate and your mood subsequent to completing the thought record. (SEE PAGE 27, APPENDIX G FOR BLANK WORKSHEET)

ALTERNATIVE OR BALANCED THOUGHT (RATE EXTENT TO WHICH YOU BELIEVE)	PRESENT MOOD (RATE EACH MOOD)
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If my hot thought is true, the worst outcome would be that they take me back home and marry me off.

If my hot thought is true, the best outcome would be that they would lose interest in trying to push me towards marriage and leave me alone to study.

If my hot thought is true, the most realistic outcome would be that they keep pressuring me and I eventually move out to live with a friend and go to college.

APPENDIX A—ACTIVITY: USING VIDEOS AS CONVERSATION STARTERS

Videos can be used in each type of Relationship Workshop -

- Healthy Relationships
- Intergenerational Communication;
- Gender roles in Relationships and Marriage

Keep in mind that these questions are only discussion starters. If youth wish to explore the subject with their own questions, let them. For shorter videos you may need to play them two or three times before or during discussion. With longer videos, you may need to go back over certain sections of the video if there is confusion or disagreement over some point in the video.

“Unveiling the Abuse”

Discussion Points

- Why was Sandeep married at such a young age (17)?
- Why was she given no choice?
- Why was Sandeep forced to marry but her brother was not?
- Why was Sandeep forced to marry but her husband married willingly?
- How did Sandeep's in-laws treat her husband's infidelity?
- Why do you think they accepted a sexual double standard?
- Why did Sandeep's father want her to marry her husband?

“Degrassi”

Discussion Points

- Does this video talk about forced marriage? Why or why not?
- How much pressure constitutes a forced marriage?
- Does that differ depending upon whether it is the child's perspective or the parents'?
- Who could be hurt by the young man's decision to accept his parents' choice?
- Who could be hurt by his decision to stay with his present girlfriend?
- How should he approach his parents?
- What action should his present girlfriend take?
- What might she do that would make things worse for herself?

“The Final Arrangement”

Discussion Points

- Why did the young woman keep her relationship a secret from her parents?
- Why do the young woman's parents not want her to marry her boyfriend?
- Why does she want to pursue her present relationship?
- Why does this change after the confrontation with her father?
- Why does she fear for her life?
- Why does the young man take five friends with him when he goes to help his girlfriend escape?
- What will be the consequences for the young man after he has taken his girlfriend away?
- What will be the consequences for her?
- What will be the consequences for her parents?
- Is there anything the couple could have done differently to remain together?
- Is there anything the parents could have done differently to deal with the situation in a way that would not cause them to lose their daughter?

“Iman's Story”

Discussion Points

- Why did Iman not want to marry who her mother chose for her?
- Why did her mother want her to marry this man?
- Why did her mother beat her?
- Why does she still love her mother after what she did to her?
- What would have happened to her if she had married her mother's choice for her?
- How does Iman fit with gender stereotypes in Morocco?
- How does she fit with gender stereotypes in the US?
- How has she coped after losing her family's support?

APPENDIX B—ACTIVITY: POSTSECRET POSTCARDS

Objective:

To encourage youth to examine their relationships with their parents and themselves, and have the opportunity to express sensitive subjects in a safe way.

Materials Needed:

- Blank postcards (cut legal-sized cardstock into four pieces to make blank postcards)
- Materials for collages (e.g. magazines, newspapers, ribbon, glitter...etc)
- Glue
- Stamps (postage for mail sent from Canada to the U.S.)

How to Play:

Explain to participants that they will be creating personal postcards to submit to PostSecret (www.postsecret.com). Assure them that no one in the group has to see these postcards, and that they will remain anonymous. Let them know that they will not have to submit their postcard to PostSecret if they don't want to.

Hand out two blank postcards to each participant. Ask them to decorate one side and respond to one of the following prompts per postcard:

- **I wish my parents would talk to me about...**
- **If I thought my parents would really listen I would talk to them about...**
- **When you told me I was ... I felt like doing/saying...**
- **When you expect me to ... I feel like doing/saying...**

On the other side of each postcard, put a stamp in the upper right corner. You will need U.S. postage for this project. Address the postcard to:

**PostSecret
13345 Copper Ridge Rd.
Germantown, MD
United States of America
20874**

APPENDIX C—ACTIVITY: DO IT, POST-IT

Objective:

To develop a stronger sense of self-efficacy – the belief that you can accomplish something. This helps young people deal with stress, challenges, and carry through difficult situations and experiences.

Materials Needed:

- Multicoloured Post-Its
- Pens or markers
- A wall

How to Play:

Divide the youth into 3-4 groups. Hand them a large multicoloured pack of sticky pad paper (e.g. Post-Its).

Ask them to write answers to the following questions on the corresponding coloured sticky pads (one answer per sheet):

- **(Pink) How do you decide what you can and can't accomplish?**
- **(Blue) What are some things you do to stick with a challenging task?**
- **(Yellow) What are some things that others have done or could do to help you stick with a challenging task?**
- **(Green) When you face setbacks, how do you encourage yourself to keep going?**

Ask each group to stick their answers side-by-side in a straight line, on the wall. If their answers do not span the width of the wall, they will need to think of more strategies/answers to complete their journey.

After all the groups have posted their answers and spanned the entire wall, ask everyone to walk around and read the answers.

Invite them to pick their favourite strategies from each colour.

Ask a few to read their chosen strategies out loud. When they are done, collect and record them all, and make them available for the youth to access later.

APPENDIX D—ACTIVITY: GENDER MOSAIC

Objective:

To use an arts-based activity (collage-making) to examine how gender roles are constructed.

Materials Needed:

- Magazines, newspapers, catalogues, flyers
- Cardstock (enough for one sheet/participant)
- Glue or tape

How to Play:

Ask participants to create a collage using the materials available. Ask them to include every third image they see of each gender in their collage, along with images that appeal to them.

When participants have completed their collage, discuss the following questions:

- **Are the images in the collages reflective of a mix of racial groups?**
- **Do you see a range of age groups represented?**
- **How are men and women portrayed differently?**
- **What activities are men and women participating in?**
- **What rooms or spaces are men shown in?**
- **What rooms or spaces are women shown in?**

Ask the youth to flip their collages over and write 3 lists:

- A list of types of characteristics that are valued in the images they have collected. These values may include youthfulness, thinness or whiteness.
- A list of the people and characteristics that are missing or underrepresented in the images they have seen. These omissions may include people of size, older people, people of colour or people with disabilities.
- A list of the qualities that they value in people and the values they have learned from their families and parents/caregivers.

Ask them to (a) consider whether the images that they have collected reflect their beliefs and values, (b) what it feels like or might feel like to be excluded from these images and (c) discuss why they value alternative (or similar) images and characteristics.

Adapted from “Who/If and When To Marry, It’s a Choice: Forced/non-consensual marriages- a toolkit for service providers.” Toolkit published by the South Asian Legal Clinic of Ontario in Canada.

APPENDIX E—ACTIVITY: WHAT MAKES YOU YOU?

Objective:

To help youth identify positive personal traits, develop a sense of self, and boost self-esteem.

Materials Needed:

- Paper (one sheet per participant)
- Pens

How to Play:

Hand out one sheet of paper to each participant. Ask them to rip the paper into ten strips.

Tell them that they have 10 minutes to write **one word or phrase on each strip** that describes themselves (e.g. I am a loyal friend, I am a good listener...etc.). Assure them that no one will see what they have written during the workshop, so students can be honest. Ask students to respect each other's privacy.

When they are done writing, ask them to arrange the traits in order of what they **most** like about themselves, to what they **least** like. Ask them to consider if they like what they see.

Next, ask them to give up **one trait**, and ask "How does the lack of that trait affect you?"

Ask them to give up **two more traits**, and consider how the lack affects them.

Ask them to give up **4 more traits** and ask them to consider "Would someone close to you recognize you, if they only read the remaining traits?" Tell them they can regroup their traits, one by one.

Ask the participants to discuss or privately reflect on these questions:

- **What have you learned about yourself through this process?**
- **How did the lack of certain character traits – even if they are ones you least liked – affect you?**
- **How did it feel to give up certain traits? Did you struggle with the decision?**
- **Did you gain a new understanding of yourself?**

Alternate activity:

Ask participants to list 10 things that they wish to do in their lives (e.g. go to university, travel to another country alone...etc.) instead of personal traits.

APPENDIX F—ACTIVITY: COMMUNICATION ROLE-PLAY

NOTE: Visit our website www.fmp-acsa.ca for more Role Play cards

Objective:

To help young people build their capacity to communicate with others, practice skills for building and maintaining healthy and positive relationships through effective communication, and learn how to be assertive.

Materials Needed:

- Role-play cards (see next page)

How To Play:

Separate into 3 smaller groups. Give each group a role play card. Explain that groups must plan and present a role-play as outlined on the card they received. The role-play should provide appropriate examples of how to negotiate the relationship outlined in the scenario.

Role-plays should range from 1-3 minutes in length. Give groups 5-10 minutes to prepare. Have each group begin by reading their card and introducing the actors and their roles before acting out their scenario.

After each presentation, ask these questions to lead a discussion:

- **What skills were used to deal with the relationship?**
 - **Why can dealing with friends, family and the people we work with sometimes be so difficult?**
 - **What are the best ways to start talking about a difficult topic?**
 - **Can you suggest other ways the characters may have handled this situation?**

ROLE PLAY CARD 1

Maya is a good student who has always enjoyed school. She has always had good relationships with teachers and has felt able to ask for help and advice when she needs it. Recently Maya has felt that **her math teacher** has been treating her unfairly in class by bringing up her excellent performance in a series of tests. She feels embarrassed by this public attention and feels like her teacher has been making fun of her.

Role-play a conversation between:

- **Maya**
- **The Math Teacher**

Your group must develop a conversation with appropriate suggestions for how to deal with this relationship.

ROLE PLAY CARD 2

Lorenzo and Christina are best friends. Recently Christina has started dating someone new, and has started ditching Lorenzo when they are supposed to hang out. One day he overhears Christina's new love interest telling her that she can't hang out with certain friends because they "aren't good for her". He is worried that she is in an unhealthy or controlling relationship, but doesn't know how to talk to her about it because she might dismiss him as being jealous.

Role-play a conversation between any/all of the following:

- **Lorenzo**
- **Christina**

Your group must develop a conversation with appropriate suggestions for how to deal with these relationships.

ROLE PLAY CARD 3

Aisha is questioning her sexuality but is scared to tell her parents. **Her parents** expect her to get married to her cousin when she turns 18 years old, like her older sister did. Aisha wants to date and grow as a person before deciding whether or not she is interested in getting married.

Role-play a conversation between any/all of the following:

- **Aisha**
- **Her Parents**
- **A Sibling**

Your group must develop a conversation with appropriate suggestions for how to deal with these relationships.

APPENDIX G—WORKSHEETS: THOUGHT RECORD

(i)

SITUATION	MOOD (RATE 1 – 10)	BEHAVIOUR	AUTOMATIC THOUGHTS CIRCLE THE HOT THOUGHTS	EVIDENCE FOR	EVIDENCE AGAINST
Situation #1					
Situation #2					
Situation #3					
Situation #4					
Situation #5					
Situation #6					

(ii)

ALTERNATIVE OR BALANCED THOUGHT (RATE EXTENT TO WHICH YOU BELIEVE)	PRESENT MOOD (RATE EACH MOOD)

APPENDIX H: EMERGENCY RESOURCES

Emergency Links

If there is an emergency situation, immediately **call 911** for assistance.
Emergency and Police Services

911

Assaulted Women's Helpline

This helpline is open 24 hours a day, 7 days a week. Services are available in over 100 languages. Free crisis counselling and referrals for legal advice, shelters and other supports.

1-866-863-0511
(416) 863-0511 (Greater Toronto Area)
1-866-863-7868 (TTY)
#SAFE (#7233) (cell)

www.awhl.org

Femaide (Francophone)

1-877-336-2433
1-866-860-7082 (TTY)

Department of Foreign Affairs and International Trade (DFAIT)

Contact: 1-800-267-6788
(North America)
1-613-996-8885 (Call Collect
from abroad)

www.travel.gc.ca
sos@international.gc.ca

For a more detailed list of resources visit
our website: www.fmp-acsa.ca

Reminder: Visit our website www.fmp-acsa.ca regularly for new and updated stories, news, activities, games and information



fmp-acsa.ca

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