



YOUTH WORKSHOPS

A SERIES OF 4 WORKSHOPS FOR YOUTH AGED 12-17

TRAINING OVERVIEW

We offer a series of four 40 minute workshops for youth aged 12-17.

A group can choose which-one or all four-are needed for their youth.

For example, one grade 8 classroom chose to offer Workshops 1 & 2 on a Tuesday, followed by Workshops 3 & 4 on a Tuesday a few weeks later.

WORKSHOP 1: GENDER ROLES

Leveraging current and relevant visual media depictions, we discuss gendered expectations for girls and boys, including body shape and presentation, behaviour, occupation, and interests, as well as attributes like “strong” and “cute”.

Through facilitated conversation students name the pressures they feel, and we explore what happens when we ‘step outside our gender box’- the tangible consequences, gendered bullying and name calling, etc. that are experienced.

We look at alternative media figures we admire who challenge gender norms, normalizing compassionate individual self-expression.

- Can be offered in gender separate groups (eg. one for young men and one for young women) or combined
- Can be scheduled when best suits the group
- A co-facilitation module is used
- Facilitators bring extensive youth engagement and teaching skills
- The workshops can be customized to meet a particular need or respond to an incident within the group

WORKSHOP 1: LEARNING OUTCOMES

- Rigid gender norms are harmful to everyone
- It is okay to move beyond these “boxes” and feel free and safe to express ourselves

REGISTRATION & INQUIRIES

Contact Anova Public Education
Education@AnovaFuture.org

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WORKSHOP 2: CONSENT & HARM

Starting with eye contact, then hand holding, then elbow to hip, then knee to knee, then hand on hip, our Partner to Partner activity invites pairs of students to choose whether they will engage, and if so how they will navigate, each of these actions.

The debrief asks students to reflect on how they knew their partner was ok to do each specific named action- starting to name the components of consent including verbal yes or no, as well as non-verbal cues like leaning in or pulling away.

We then introduce age-appropriate and relevant examples of harm- when consent wasn't present- such as a joke about someone's body, or touching someone in the yard.

The concept of intent vs. impact is introduced in order to validate and focus on how others experience our actions, rather than getting caught up in whether we meant something to be harmful or not.

WORKSHOP 2: LEARNING OUTCOMES

- **Enhanced understanding that everyone has a right to safety in their body, and feeling safe means you should feel like you have a choice and that you aren't 'surprised' by touch without your consent**
- **Increased belief that we must respect each other's right to say "no" and to feel safe wherever we are**
- **Reflection on how individual actions can cause harm even if I don't mean to be harmful. ex. jokes can have real consequences that can harm someone and make them feel unsafe.**

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WORKSHOP 3: WHAT MAKES FOR A GOOD APOLOGY

We discuss the ways we can take responsibility for the harm through apologies that focus on impact rather than intent, that name the harm caused, that offer an 'I'm sorry', and that commit to behaviour change.

Through arts-based graffiti-ing and small group workshopping, students collectively come up with components of what makes a good apology. They then scenarios and various apologies, ranking them from least to most helpful and developing arguments that explain the why.

WORKSHOP 4: BYSTANDER INTERVENTION

When we see harm being caused- we often look on and feel unsure what to do. This workshop calls students in to be allies and assist, providing 3 practical tools to do so safely.

The tools, the 3Ds, include delegate: find an adult or a close friend of the target who can safely support the target; direct: say 'that's not ok', or 'are you ok?', and provide support to the target; distract: provide a distraction so that the target can safely leave the situation, like making a fun joke or changing to topic. Using roleplay students have the opportunity to try out different interventions.

WORKSHOP 3: LEARNING OUTCOMES

- **An emotionally literate understanding of why apologies are impactful**
- **A framework for how to make a meaningful apology**
- **Personal reflection on how their actions have real impact on others and can positively contribute towards healing**

WORKSHOP 4: LEARNING OUTCOMES

- **acquisition of practical methods to safely intervene when they witness harm being done to their peers**
- **increased sense of their ability to be helpers and stop harm**