





AGENDA

- **Healthy Relationships**
- **Communication & Conflict Resolution**
- **Power**
- **Bullying**
- **Online Behaviour**
- **Promoting Healthy Peer Relationships**



Lesson 1: Healthy Relationships



We all need supportive relationships!



HEALTHY RELATIONSHIPS

Respect

Trust Safety

Communication

Independence

Fun!



HEALTHY RELATIONSHIPS

Equality

Supportive

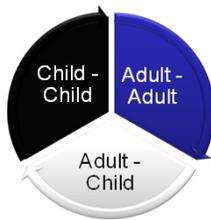
Empathy

Conflict Resolution

Respect for Personal Boundaries



Relationships are essential for positive development.



Each type of relationship influences the other two.



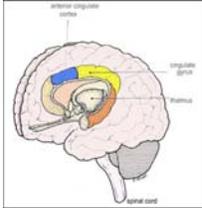
Promoting Relationships is essential to healthy development

Healthy development of children and youth depends on healthy relationships in:

- the family,
- school,
- peer group,
- and community.



Individuals in Groups



We all have the need to be included:

- The experience of being socially excluded is physiologically the same as experiencing physical pain.
- Respect and inclusion is important for everyone



Importance of Social Connections

Given the importance of belonging and being included in a peer group, it is essential to support the peer group to develop understanding and skills for:

- respect
- inclusion
- helpfulness
- social responsibility



Five Building Blocks to Create a Positive Social Climate

1. Team build early
2. Reward inclusiveness and empathy
3. Reinforce kind and helpful behaviours
4. Uphold rights and responsibilities
5. Use power positively



The Capacity of Relationships

- Relationships affect all aspects of development: intellectual, social, emotional, physical, behavioural and moral. **Children must feel safe to be able to learn, grow, explore.**
- Earlier relationships are foundational for later ones, **but later positive relationships can compensate for troubled early relationships. You matter!**
- **Adults are responsible for the quality of children's relationships! To establish guidelines, boundaries and deal with issues.**



Lesson 2: Communication



STYLES OF COMMUNICATION



CONFLICT

Conflict is a disagreement or a difference of opinion between people or groups.



Healthy Conflict Resolution

- Values and beliefs
- Perception
- Emotion
- Communication
- Creative thinking
- Critical thinking



“YOU” STATEMENTS

- You can't do that.
- You're completely selfish.
- Do you hear how crazy you sound?
- You're so embarrassing.
- You're wrong.
- You're making me mad.



“I” STATEMENTS

1. The first part is focused on **how you feel**.
2. The second part describes **what happened** (*the action, the behaviour*).
3. The third part offers a **solution** to the problem.



“YOU” vs. “I” STATEMENTS

You can't do that

• I feel frustrated because you took my backpack and I really needed it this morning. Next time could you ask me ahead of time so I could help you find one to use?

You're completely selfish

• I feel overwhelmed right now because I'm so busy with school and basketball. Could you help me by taking care of Aman (our little brother) after school today?

Do you hear how crazy you sound?

• I have a hard time understanding how you feel when you scream and yell. Could we try talking about this later when we've both had a chance to think about it?



You're so embarrassing

• I don't like it when I get in trouble in front of my friends. Next time could we talk about it privately so that I don't feel embarrassed?

You're wrong

• It's hard for me when you say that I obviously didn't study for that test. I studied for three hours and I feel like you're saying I'm just not smart enough. Next time could you please ask me about how I prepared so that we could work out a better plan together?

You're making me mad

• I feel so angry when I hear you talking about me behind my back. If I've done something to upset you, can you please tell me directly so that I know how to fix it?



EMPATHY



The power of understanding and imagining another person's feelings, and **seeing their point of view.**



To *react* means to act on impulse without taking time to consider the situation.



RESPOND



STOP! Breathe.

THINK! Think about what you want, and try to understand the other person.

FEEL! Recognize your feelings. Manage your anger and other emotions, such as sadness and frustration.

ACT! Work to resolve the conflict. Focus on *finding a solution* rather than on deciding *who is right or wrong.*





POWER

**The ability to make something happen—
it is about making choices about
who you are and what you do.**



Power in Adult-Child Relationships

Healthy relationships happen when power is used in the child's best interest to protect, support, and guide the child or youth

Theory is easy to understand, practice is harder:

- Be child-focused
- Positive vs. negative use of power
- Power vs. empowerment
- Communication



Finding the Right Balance of Power with Children and Youth

Using too little power Keeping them safe and respecting independence Using too much power

ABDICATION

EMPOWERMENT

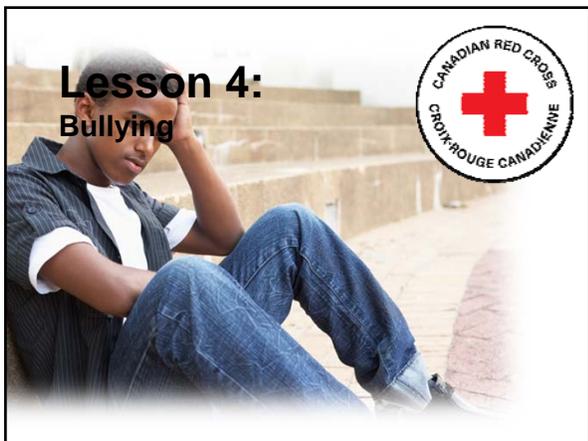
ABUSE

- Ignoring
- Neglect



- Bullying
- Maltreatment



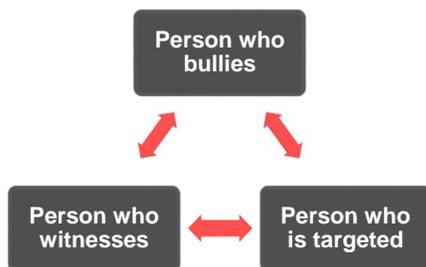


Bullying

- Bullying is when one person uses their power to control or distress another
- Bullying is a relationship problem
- Relationship problems require relationship solutions



PARTICIPANTS IN BULLYING



TYPES of BULLYING: Verbal

The use of words to hurt another person



TYPES of BULLYING: Social

Harming someone through ignoring, isolating, excluding, or spreading rumours about them



TYPES of BULLYING: Physical

Using physical force or aggression against another person



TYPES of BULLYING: Cyberbullying

Using electronic media such as email, text messages, and social media to harm another person



CONFLICT	vs.	BULLYING
Positive or negative		Always negative
Can be a one time event		Typically repeated
Does not have to involve aggression		Involves aggressive behaviour
Can happen between people of equal power		Always a power imbalance
There is no intent to hurt others		Intention to cause fear or harm
Both parties work to solve the problem		The person bullying does not try to solve the problem

TEASING: FRIENDLY OR HURTFUL?

1. Is the behaviour going both ways?
2. Are both people having a good time?
3. Is the behaviour fun?
4. Has this happened before with these individuals?
5. Is there a power difference?




Responsibility of Adults



- Be Sensitive – Pay attention, listen actively
- Be Responsive – Act upon what you see & what you hear
- Be Supportive – Accept that children/youth will experience challenge or distress, and be there for them when they need you
- **Adults are role models, mentors, guides, teachers**

Relationship Solutions for Bullying & Harassment



The Person Bullying	The Person Victimized
Needs to learn how to relate to others in a respectful way	Needs to be included in respectful relationships
Needs to learn how to use their power positively	Must be guaranteed the right to be safe from destructive relationships



We need to ask:

- Is there an adult in the immediate environment, say the school, who notices the bullying and addresses it?
- Is there communication between the immediate environments of home and school to support this child?
- Is it this taking place in a social/cultural context where awareness of bullying exists?
- In the wider context, is there legislation and policy in place that addresses bullying?

These questions are very important to then decide how we are able to intervene and at what levels.



Formative Consequences for Bullying Behaviour

Formative consequences show that bullying is unacceptable and promote student responsibility and positive leadership.

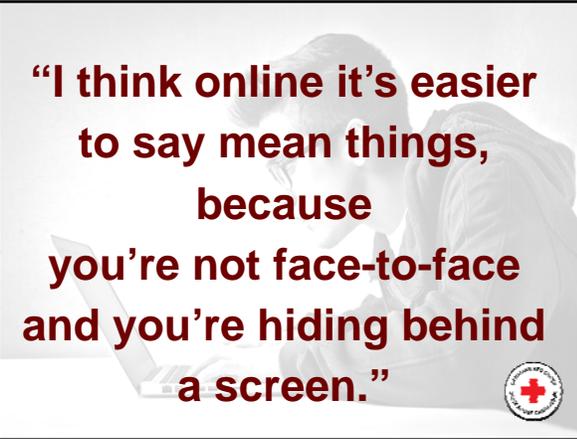
- Encourage Empathy
- Help them learn how to make amends
- Help young people to associate power with kindness and prosocial activities



**Lesson 5:
Online Behaviour**



**“I think online it’s easier
to say mean things,
because
you’re not face-to-face
and you’re hiding behind
a screen.”**



INTENT VS. IMPACT

Help students to understand their behaviour from their own, and from the other person's perspective. This might be done by:

- Promoting empathy
- Story telling
- Helping them to see and understand another perspective on the situation
- Providing an analogy about the type of behaviour in a relatable way



Lesson 13: Promoting Healthy Peer Relationships



HEALTHY RELATIONSHIPS AND SCHOOLS

- Understanding rights and respect for all
- Effective communication skills
- Building empathy
- Using power for the positive
- Taking action





Community Education Service



For more information or to register for an upcoming education session,
visit our website:

<http://community.hmhc.ca/>

Evaluation forms and Telehealth/Audioline Sign-In sheets can be sent to:

ces@ahs.ca or
Fax: 403-955-8184 or
Interoffice Mail: CES, RRDTC
