

Respectful Futures

BC School Counsellors' Association
Conference
October 2021



Setting the Stage...

- Today's session is all about answering 'what's in it for you?'
- What do you need to say to yourself/answer for yourself in order to deliver Respectful Futures in your setting?



We now live in a world that includes false news, “reality” TV that brings out the worst in relationships, celebrities who model harmful communication, and unmonitored Internet sites

We also continue to work through the complexities of social distancing and fewer opportunities for meaningful connection

There is a need more than ever to help children and youth build healthier and more respectful relationships with others

Respectful Futures is both the name of a resource and our shared vision. Understanding and using these skills will contribute to building healthier relationships, families, and communities

Getting to know one another

- I would like to better understand the role of a school counsellor in resource delivery....
- Are you a facilitator? An advisor?
A resource liaison?



Who am I?



- Have worked in the field of criminal justice for over 25 years
- Responsible for the provincial oversight of programs for BC Corrections
- Respectful Futures Guide team member

What's in it for us at the Guide team table?

- This is an opportunity for us to:
 - share what made us excited to take on this initiative
 - provide details on our planning and consultation
 - offer a summary of the module content
 - entice you into taking on an ambassador role

Shauna delivers youth education programs in the Kootenays

- I appreciate how the Respectful Futures resource offers tangible modules which integrate well into the BC Curriculum. Teachers and youth service providers find the You+Me+Us and the ABCDE models useful and well received well by youth
- The Big Ideas are utilized in creative ways and successful educational opportunities are being delivered through Career Education, Drama and counselling programs
- I have utilized many Cognitive Behavioral Therapy tools in my years of practice, and am pleased how comprehensive this program model is for youth education



If that sounds intriguing, we think
you are in the right spot!



The Backstory





- The *Respectful Futures* – Shaping Healthy Relationships resources consist of six modules, a facilitation guide, and a mindfulness handbook which can be used in schools and the community with the various modules being delivered to all ages but with an age-relevant approach
- The modules are presented in a manner of progression that allows younger children to address relationships in a more global way, while giving older youth opportunities for a more specific and focused examination of relationships



- *Respectful Futures* has been developed by Stroh Health Care in collaboration with the Ministry of Public Safety and Solicitor General and the Ministry of Education
- Those resources, in turn, were modelled on a program called *Respectful Relationships* developed by BC Corrections, Ministry of Public Safety and Solicitor General, which has been used with great success in the education of men who have been convicted of intimate partner violence



Respectful Relationships

- Is a two part program focused on eliminating intimate partner violence
- The first part is 25 hours of programming delivered by probation officers and correctional officers across the province
- The program is based in cognitive behavioural, dialectical behaviour, and trauma theory
- Content includes...

Respectful Relationships Part Two

- Is delivered over the span of 34 hours by therapists contracted by Stroh Health Care
- Content includes...

“Great course – should have been taught this in high school. I think this should be taught in all schools in BC.” Dawson Creek 16-2

"It would be helpful for people to take this in high school so that the problems they have in life don't lead them to violence." Victoria 16-6

“Please put this in schools, this is great to prevent verbal and physical violence to women or men. The facilitators are excellent.” Vancouver 14-2

"I wish they taught this in school to prepare kids for life and troubles."
Victoria 12-1

It would be very helpful for ~~people~~
People that have taken this course if
they had taken it in high school so

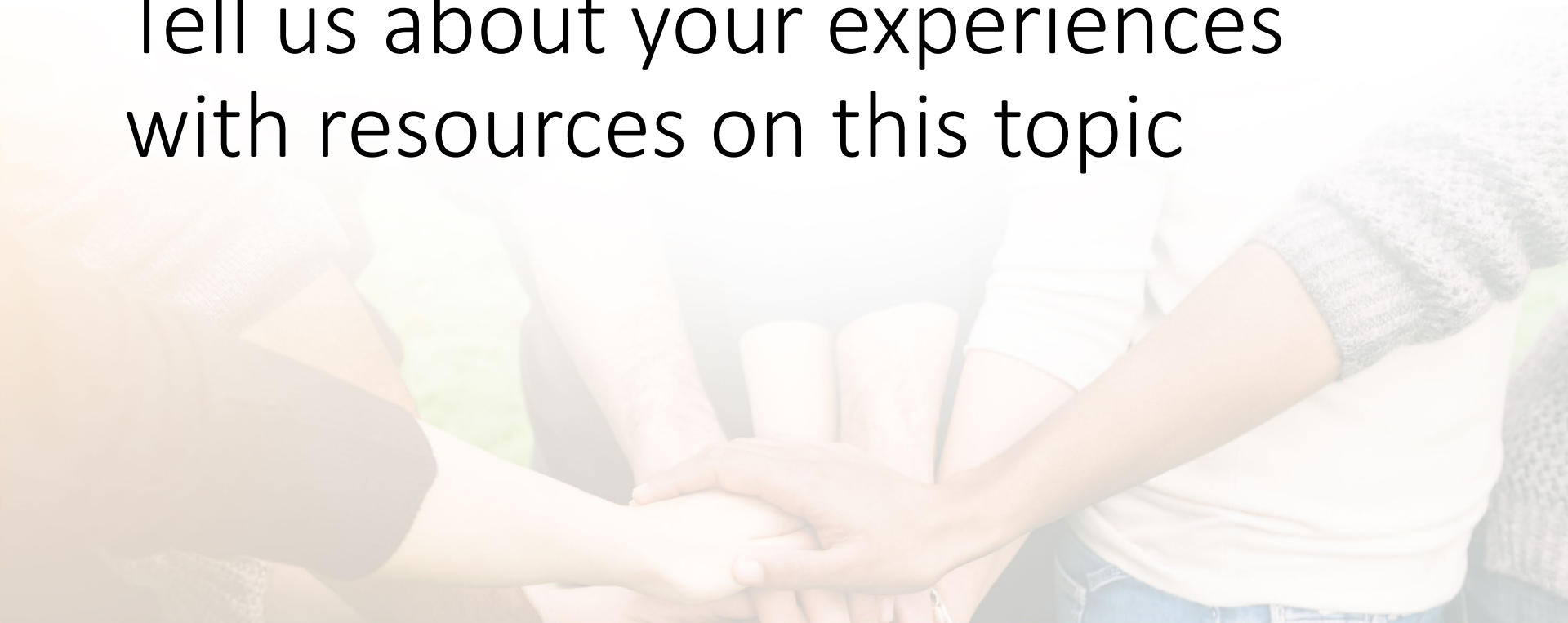
Please do not sign this form – Place it in the envelope provided.
The problems they have had in there life
may have not led them to violence

First steps...

- Funding was secured
- A steering committee was convened in 2015
- With their input, we assembled an advisory committee consisting of educators, school administrators, police, community services, youth justice, corrections, crime prevention, representatives from the anti violence sector
- A scan of the relevant literature was conducted
- A review of existing programs for youth was also completed



Tell us about your experiences with resources on this topic





Consultation

- Our advisory committee members consulted with peers
- Focus groups with children and youth were organized...

they provided the following thoughts

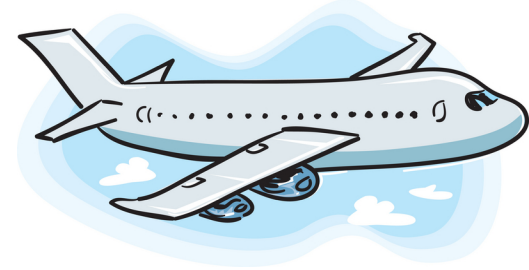
Recommendations for incorporating Respectful Futures into their school:

- All students felt that grade 6 and onward was a crucial time for youth to learn this information, as well as tailoring the information to each age group
- Many students recommended a course on healthy relationships be mandatory so everyone has access to the information



Resource Development

- A program developer and education consultant were retained
- Resource development commenced thereafter
- In-service orientations were provided to teachers and C&YWs who volunteered to pilot the material
- Piloting commenced



The Piloting Phase

“Personally, I would definitely teach all my students whether it was asked of me or not. Part of the reason I think it worked so well is because I strongly believe we should be teaching this material in school and to all people. I think because I believe in it, my delivery came across as genuine and I was able to facilitate the lessons in a meaningful way”

Responding to feedback

- Revisions were made to the content based on feedback from the pilot sites
- Survey data was collated and analyzed by Edudata BC
- All resources were placed under our domain name – Respectful Futures.com (thanks Surrey School District)
- The resource is now live
- We have since embedded a feedback feature to the site



The Resource





RESPECTFUL FUTURES

The *Respectful Futures* – Shaping Healthy Relationships resources consist of six modules, which may be used in schools and the community with the various modules being delivered to all ages but with an age-relevant approach. The modules are presented in a manner of progression that allows younger children to address relationships in a more global way, while giving older youth opportunities for a more specific and focused examination of relationships.

This project was made possible by funding from the Civil Forfeiture Office. We are appreciative of their ongoing support and guidance. We are similarly grateful for the senior staff made available for the Steering Committee by Stroh Health Care, the Ministry of Education (Student Wellness and Safety Branch), the Ministry of Public Safety and Solicitor General (both the BC Corrections Branch and the Community Safety and Crime Prevention Branch), and the Surrey School District.

Significant contributions were made by the members of our Advisory Committee over the two and a half years of our work. They set aside time from their very busy schedules for formal meetings and consistently provided valuable suggestions and critiques in their review of our action plan and resource materials.

The six modules were developed by Magi Cooper as our primary creative writer, whose experience, insight and knowledge is evident throughout. Laura Bickerton, our Education Consultant, provided an essential education "lens" through which to frame the materials, and developed our Facilitation Guide.

We are indebted to the youth who gave of their time to contribute to this project through their participation in the early focus groups and during the pilot phase delivery of the draft materials. Their responses and guidance were invaluable.

Many other individuals and organizations contributed significantly to this project. [READ MORE](#)

Our Vision

To promote better understanding of healthy relationships for young people.





Facilitation Guide

- It is the companion to the modules which speaks to how the content aligns with BC Curriculum's focus on personalized learning
- It highlights the principles guiding the development of the resource
- It speaks to the big ideas which underpin the setting of learner goals and help to focus the work done by educators



Connecting to Big Ideas

- What does their integration into curriculum currently look like for you?
- Social Emotional Learning

Big Ideas

- Personal happiness is determined to a great extent by our ability to form supportive, mutually respectful, and honest relationships with others
- Conflict is a natural part of being in relationship with others; how we deal with conflict determines whether a relationship is positive or negative, healthy or unhealthy
- Understanding our own emotional responses to stress and stressors is an important part of gaining control of our lives and maintaining healthy relationships

Big Ideas

- Communication is at the core of building strong relationships, and listening is at the core of communication
- Developing a positive self-worth through acceptable avenues (e.g., academics, athletics, artistic talents, and social competence) can be a powerful force for eliminating the need to engage in unhealthy, disrespectful relationships
- Learning to have more compassion for ourselves and others aids in the development of a mature and healthy self-esteem



What we have most recently heard...

- Smaller group sizes
- Set ground rules
- Aligns with Skills for Success 10/11/12
- Aligns with Interpersonal and Family Communications 11

We have recently added A
Mindful Handbook to the site

The intent is to offer
students/participants an
opportunity to gather their
thoughts and settle into the
learning process in the best way
possible

The exercises are intended to
promote calm and set the stage
for healthy reflection and
discussion



A Mindful Handbook



Other Materials

- Accompanying each of the module guides
 - PowerPoints
 - Selected videos

Module 1 – Characteristics of a Healthy Relationship

- This module is foundational to all that will follow. It begins by inviting students into a conversation about relationships from their perspective. This includes:
- Developing a definition of “relationship” that talks about connection, friendship, respect, responsibility, and safety
- Exploring a simple model called Me+You+Us, which gives students a framework and a way to talk about healthy relationships

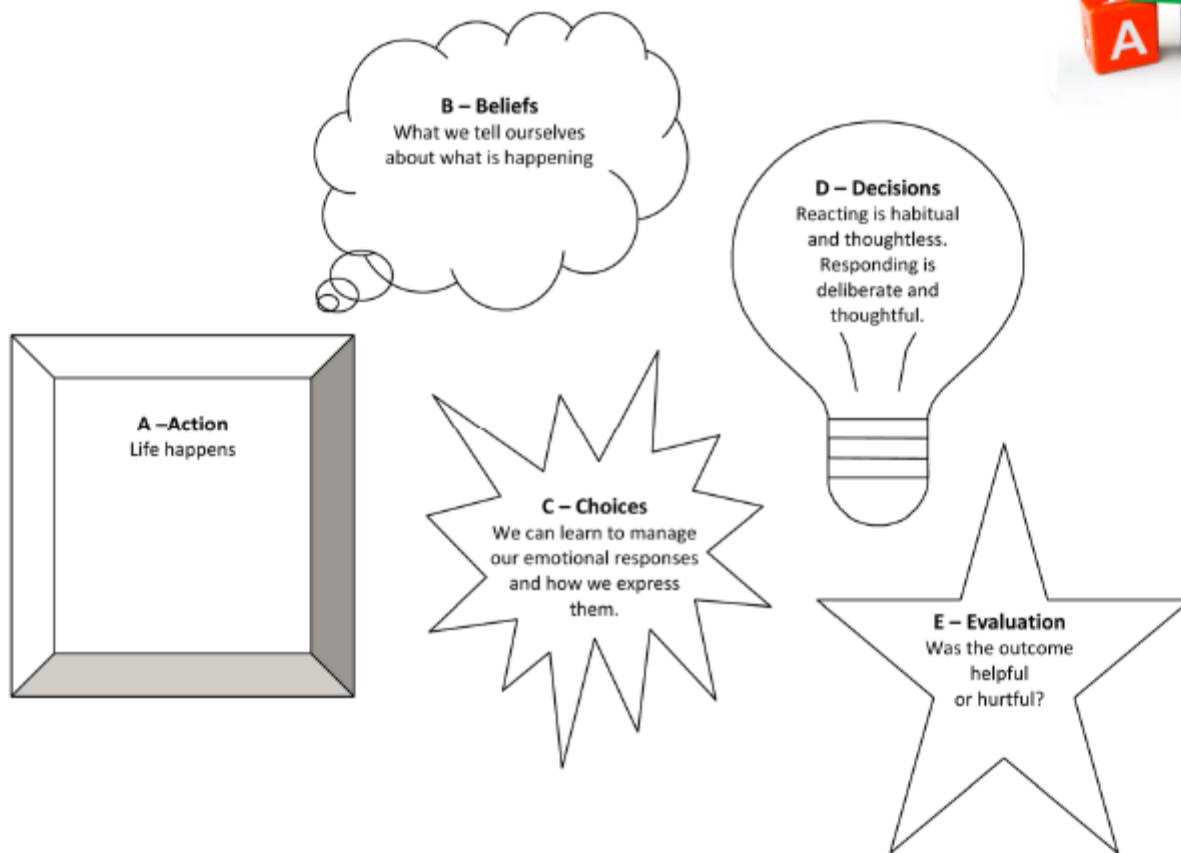
GO

Me+You+Us



Module 2 – Links between Thinking, Feeling and Behaviours

- This module focuses on the connection between how we think, feel, and behave, and highlights the fact that in all situations, we have power and choice
- It introduces the ABCDE Model as a tool for understanding these connections



Colours

- Colours is a tool that can help us to assess our attitudes by looking at how we interact with ourself and the world or people around us



Module 3 – Building Better Relationships Through Better Communication

- This module explains why communication is more than just talking, and listening is more than just waiting for your turn to talk
- It refers back to Module 2, viewing communication from the perspective of the ABCDE Model. Module 3 helps students recognize that how we respond in a situation will affect its outcome

Communications Charades



Any difficulties “reading”
exact emotions through
body language alone?

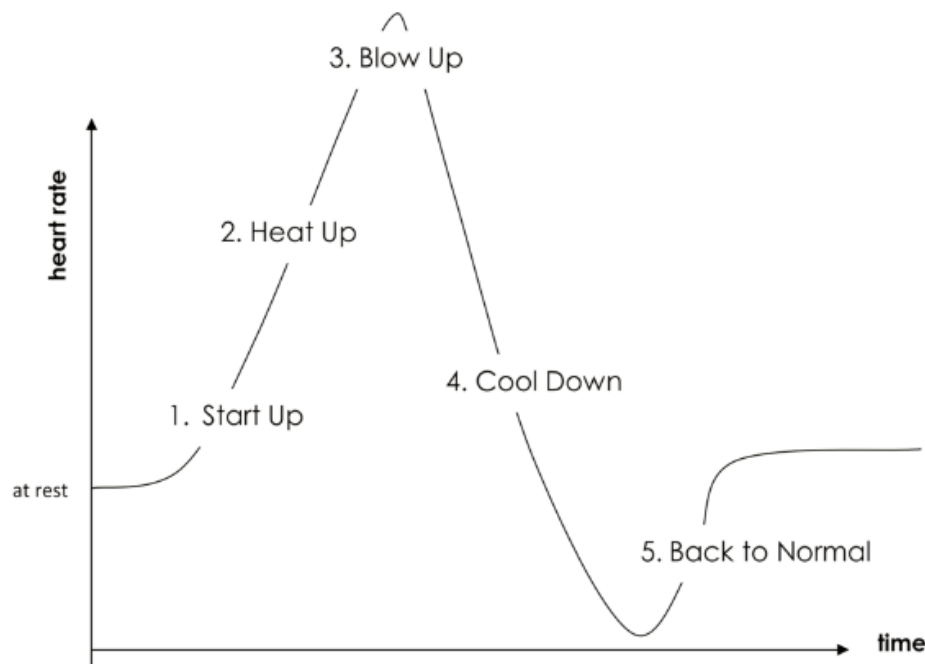


Module 4 – Understanding and Managing Anger

- This module helps students understand that anger in and of itself is not a problem. Anger is simply an emotional response to something that has had an impact on us
- If we examine what is going on for us in a particular situation, anger can help us identify underlying primary feelings, such as fear or sadness. Module 4 provides tools for managing anger in respectful ways



Stages of Anger



Module 5 – Understanding the Impacts of Unhealthy Relationships

- This module highlights the differences between healthy and unhealthy relationships
- It explores jealousy and how it can erode a relationship. It also provides opportunities for students to analyze and improve how they behave with others

Consent in Relationships



IF IT'S NOT
CLEAR
IT'S **NOT** CONSENT



Module 6 – How to Develop and Sustain Healthy Relationships

- This module empowers students to understand and engage in healthy relationships through building an understanding of self-awareness, self-esteem and self-compassion. It reiterates the fact that in these relationships, the persons involved are:
- Responsible for their own happiness
- Able to set and maintain healthy flexible boundaries
- Able to recognize that each individual has a right and responsibility to represent their authentic self



Getting to Know Me: Self-Esteem and Self-Compassion





Next steps

- We are actively seeking opportunities to raise the profile of the resource and welcome any ideas or suggestions you have
- We remain involved in the upkeep of the resource and continue to gather data from teachers and community facilitators

TEACHING MATERIALS

TEACHING MATERIALS

Facilitation Guide

A Mindful Handbook

Module 1 - Characteristics of Healthy Relationships

Module 2 - Links between Thinking Feeling and Behaviour

Module 3 - Building Better Relationships through Better Communication

Module 4 - Understanding and Managing Anger

Module 5 - Understanding the Impacts of Unhealthy Relationships

Module 6 - How to Develop and Sustain Healthy Relationships

RESPECTFUL FUTURES > TEACHING MATERIALS

We are pleased to provide free copies of the facilitation guide, a Mindful Handbook, and each of the modules, along with PowerPoints and relevant video clips. Please note these videos have been carefully selected by the Advisory Committee. We highly suggest you use these videos as not all videos will be appropriate or be in alignment with the spirit of the Respectful Futures Modules.

Feedback from our pilot sites reinforce our vision that the six modules be offered in sequence and in their entirety. We encourage facilitators to have participants complete the surveys before delivering the first module and again after completing the sixth module. This ongoing feedback and guidance from participants will allow ongoing evaluation and refinements.

There is a great need to support children and youth to recognize and practise a healthier and more respectful way of being in relationship with others.

Respectful Futures is both the name of the resource and our shared vision.

Provide Feedback

We value your feedback. Please provide us with a short summary of your observations and any recommendations you have on how to improve the resource.

Choose your response:

- ☐ Found this resource useful
- ☐ Found some of the resource useful
- ☐ Did not find the resource useful

Feedback message:



Let's check in

- Can you see the benefits of students working through the materials as a way to develop readiness for other supports?
- How could this be integrated into your school environment today?

This project was made possible by funding from the Civil Forfeiture Office. We are appreciative of their ongoing support and guidance

We are similarly grateful for the senior staff made available for the Steering Committee by Stroh Health Care, the Ministry of Education (Student Wellness and Safety Branch), the Ministry of Public Safety and Solicitor General (both the BC Corrections Branch and the Community Safety and Crime Prevention Branch), and the Surrey School District

We now live in a world that includes false news, “reality” TV that brings out the worst in relationships, celebrities who model harmful communication, and unmonitored Internet sites

We also continue to work through the complexities of social distancing, fewer opportunities for meaningful connection

There is a need more than ever to help children and youth build healthier and more respectful relationships with others

Respectful Futures is both the name of a resource and our shared vision. Understanding and using these skills will contribute to building healthier relationships, families, and communities

Carrie McCulley
carrie.mcculley@gov.bc.ca

Thanks!