

*Do You Mind? Safer Dating
for 2S/LGBTQIA+ Youth*

Facilitator's Guide



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Acknowledgements

Facilitators are encouraged to take time to acknowledge the parties that supported the creation and hosting of the Radical Queer Relationships workshop. This should include funding partners and parties and/or organisations that could have supported through providing food, resources, spaces, supplies, and education. Guest speakers, artists, graphic designers, and related talent should also be acknowledged when relevant. Below is an example of an acknowledgement that can be included in the workshop and Speaker Notes:

This iteration of the Radical Queer Relationships workshop was made possible by the Do You Mind? Safer Dating for 2S/LGBTQIA+ Youth initiative and the teams collaborating from across Canada, the Community-Based Research Centre (CBRC), Health Initiative for Men (HIM), and the Public Health Agency of Canada. We greatly appreciate the local support from the Okanagan Regional Library's Kelowna Branch for providing the space to host the workshop, Naked Cafe for catering for our team and providing the food for the workshop, and This Space Belongs to You for hosting our team meetings. The graphic design of our promotional materials, knowledge products, and the workshop slides were put together by Carolyn James and feature the original artwork by Sarah Jones (@honeycupbokes). We would also like to thank each of the community groups and organisations that helped promote and spread the word of this workshop to queer youth in the community.

Introduction

The Goal

Welcome to Do You Mind? Safer Dating for 2S/LGBTQIA+ Youth.

Do You Mind? Safer Dating for 2S/LGBTQIA+ Youth is a three-year initiative designed to prevent dating violence among sexual and gender diverse youth ages 18–24 through a multilevel, community-driven approach.

Recognizing that 2S/LGBTQIA+ youth face unique risks and barriers—including homophobia, transphobia, and a lack of safe, affirming spaces—this project brings together youth, community organizations, and professionals to address youth dating violence (YDV) holistically.

By integrating proven interventions, supporting local leadership, and rigorously evaluating each step, the project aspires not only to equip 2S/LGBTQIA+ youth with the knowledge and skills for healthier relationships, but also to build a foundation of evidence-based practices that can be applied across Canada.

The Workshop

This workshop has four main components. Each component is designed to inform and collaborate with participants through varying degrees of engagement to accommodate different learning styles, levels of understanding, and discourse communities. Further, each component builds from the last to support participants in engaging with the content across different methods of knowledge production and transfer.

The methods of knowledge production and knowledge transfer include: welcoming and ice-breaker activities; lecture-style presentations with visual aids; a panel of speakers with relevant expertise, who responding to pre-written and participant questions; and art-based reflective, collaborative, creative, and active engagement with key concepts and takeaways from the workshop.

Each of the components are outlined in this guide. Importantly, this guide outlines the workshop presentation content, including the individual sections, section goals, section summaries, section notes for facilitating the workshop presentation, and more.

Sections one through four of the workshop presentation focus on introducing, explaining, and examining key concepts and ideas that will inform the content of the following fifth section, speaker panel, and arts-based exercise. The fifth section empowers participants in providing tools and key takeaway concepts to use and practice in their relationships.

The speaker panel provides an opportunity for experts to address and/or contribute additional knowledge to the content of the workshop presentation through pre-written and pre-approved questions to begin a question and answer period. Participants are welcome to submit and ask questions of their own to be answered by the speakers on the panel.

Lastly, the arts-based reflection component allows participants to engage creatively and either independently or with other participants to create their own representation of their experiences participating in the workshop and what workshop concepts stood out to them.

It is generally envisioned that this workshop will span a total of three hours. It is recommended and encouraged for facilitators to dedicate a decent amount of time to the welcoming, ice-breakers, and providing food and refreshments to encourage community building, help participants establish a sense of familiarity with the environment and other attendees, and accommodate attendees who would benefit from more time to settle. This guide has allotted 30 minutes to this component of the workshop. The workshop presentation component is designed to take up the following 45 minutes with 5-10 minutes per section. The speaker panel is intended to be concise and informative within a 30-minute block, envisioned to accommodate two experts and a question period all spanning 10 minutes. Lastly, the arts-based component is designed to give participants 45 minutes to create, discuss, and collaborate before participants have 15 minutes to share what they have created at their discretion, totalling 60 minutes (1 hour).

Facilitators should include a plan for breaks and stretching time when you create the overall schedule for your workshop. At least one 15-minute break is recommended for a three hour workshop, ideally between different components.

The workshop is designed for participants aged 19 to 29, though it may be useful for older audiences as well. There is mature subject matter as well as discussions of abuse, violence, sexuality, gender, and sex. The course has a specific focus on using a trauma-informed approach, as well as a culturally-responsive lens.

Wherever possible, as the facilitators, you should add local and timely content. This can include case studies, media stories, resources, or contact information. This will significantly enrich the course material for your participants.

Suggested Schedule

Below is a suggested schedule for offering the course over a two-day period. Feel free to modify this schedule to suit your local organization's needs.

Module 6 is the most content-heavy. If you are running early or have extra time in the schedule, allocating more time to Module 6 will give the participants a better opportunity to engage with the material, ask questions, and consolidate their learning.

Time	Content
4:00 to 4:30 pm	Welcoming and Food
4:30 to 5:15 pm 1. 4:30 to 4:35 pm 2. 4:35 to 4:45 pm 3. 4:45 to 4:55 pm 4. 4:55 to 5:05 pm 5. 5:05 to 5:15 pm	Presentations: 1. Introduction 2. Love and Connection 3. History 4. How does this history show up in relationships? 5. How do I want to show up in relationships?
5:15 to 5:30 pm	Break
5:30 to 6:00 pm	Speakers
6:00 to 6:45 pm	Art Therapy
6:45 to 7:00 pm	Art Sharing
7:00 to 7:30 pm	Closing

Facilitation and Adult Education

This course is designed for young adults aged 19-29. This is a group with a wide array of life experience.

Some participants may be just out of high school, and others may have completed an undergraduate degree. Some may have been in the workforce for four, five, six or more years, while others may have a car or mortgage, or alternatively still live at home with their parents.

Participants may have a very clear idea of their own sexuality and gender identity, or they may still be developing or questioning their understanding.

No matter what, it's important to remember that they are adults, not children.

As a facilitator, you need to meet people where they are at. You will need to rapidly assess how much time needs to be spent on building a base of knowledge, before moving into more advanced concepts.

There are many different facilitation styles available, and each facilitator should use a method they find comfortable. However, it is worth reviewing the Principles of Adult Education, which were developed by Dr. Malcolm Knowles.

These principles include:

1. **Need to know:** Adults need to know the reason for learning something.
2. **Foundation:** Experience (including error) provides the basis for learning activities.
3. **Self-concept:** Adults need to be responsible for their decisions in education; involvement in the planning and evaluation of their instruction.
4. **Readiness:** Adults are most interested in learning subjects having immediate relevance to their work and/or personal lives.
5. **Orientation:** Adult learning is problem-centred rather than content-oriented.
6. **Motivation:** Adults respond better to internal versus external motivators.

As a facilitator, your goal is to:

- Share your knowledge
- Help participants unlock their own knowledge
- Inspire participants to take action

You can accomplish these goals by:

- Making people feel welcome and secure
- Being supportive, upbeat, and enthusiastic about the material
- Helping to find solutions that clarify and simplify, rather than complicate
- Allowing space for participants to take the lead on the direction of the conversation
- Gently helping to refocus when things go off track by asking questions rather than making statements

Depending on the ages and experience of your particular cohort of participants you may also want to begin each module with a general check-in. This could include a short activity where participants can express their comfort level with the module's subject matter. One example is a traffic light check-in, where green = comfortable, yellow = cautious, and red = uncomfortable/need a break.

This style of check-in can be run throughout the modules as necessary.

If you want to develop your facilitation skills before the workshop, you may want to explore information from the Art of Hosting: <https://artofhosting.org/>.

Facilitator Preparation

Some tips to help you get ready to facilitate the course.

Understand the audience

As the facilitator, you should request a list of the participants and any details about them that are available. You should consider the age breakdown, the gender/sexuality breakdown, and the cultural background of participants.

This is important because facilitating a session for a group of young gay men is very different from facilitating a session for trans and non-binary teenagers. You can adjust the course to better suit the audience. At the end of this facilitator's guide, there is a list of resources that may be helpful in tailoring this course to your audience.

Facilitators are highly encouraged to provide participants with a post-workshop evaluation survey to collect participant feedback. The insights provided by participants can help reveal aspects of the workshop that went well, had an impact, or could be improved for future workshops or similar initiatives. Providing an honorarium to participants who submitted surveys is also encouraged to encourage submissions and compensate participants for their labour.

This survey should be:

- Confidential
- Voluntary
- Prefaced with a consent form and/or detailed description of the goals and intentions of the survey so participants understand where their information will go and be used for
- Accompanied with the contact information of someone participants can reach out to if they have any questions or concerns about the survey

Review key materials

A few weeks prior to the course you are facilitating, take a moment to review all the key materials.

This includes:

- This facilitation guide
 - Section summaries and facilitation notes
 - Details on how to run the activities
 - Resources for further information or access to services
- The workshop presentation slides
- The speaker notes for the presentation

Facilitators or local organizations are encouraged to add local content to the presentations in a number of locations. This will greatly enrich the value of the course to your participants. Local information that should be added includes:

- Case studies on cyberbullying or violence
- Case studies on Youth Dating Violence
- Local campaigns or programs
- Local resources or contacts

Develop your skills

As a facilitator, you should constantly be trying to improve your facilitation skills. Here's some things to keep in mind:

- Practice active listening to validate participant experiences and promote open dialogue.
- Manage group dynamics to ensure inclusive participation.

- Address challenging questions and resistance with sensitivity and evidence-based information. If you do not know the answer, do not make something up. Work with participants to find the answer.
- Develop your conflict resolution skills to address potential tensions in discussions.
- Encourage independent critical thinking and reflection throughout the training process.

Understand the course structure

There are four main components in this course.

The components are outlined as follows:

- Welcoming
 - Participants are welcomed into the space and given a chance to converse and make themselves comfortable.
- Workshop presentation
 - Section 1: Introduction
 - Section 2: Love and connection
 - Section 3: History
 - Section 4: How does this history show up in queer relationships?
 - Section 5: How do I want to show up in relationships?
- Speaker panel
 - Experts will be given a chance to speak and answer questions posed by facilitators and participants.
- Arts-based reflection and sharing
 - Participants will be given a chance to create, express, and discuss their experiences of the workshop and their thoughts and questions on the workshop content.
- A wrap-up process that includes:
 - Thanking participants for their attendance and collaboration
 - Reminding participants of the resources from the workshop listed in the booklets supplied to them.

Quick tips

Quick tips to stay on track and manage time.

- **Set clear objectives:** Ensure that each session begins with clearly-stated goals to keep everyone focused. Example: Start each module by reviewing learning objectives aloud with the group.
- **Use a timer:** Monitor the time allocated for each segment to prevent overruns. Example: Use a countdown timer visible to all participants to track session progress.
- **Encourage concise contributions:** Guide discussions to stay relevant and time-efficient. Example: Ask participants to limit their responses to one or two key points.
- **Build in buffer time:** Allow flexibility within the schedule for unexpected discussions. Example: Plan a 10-minute flex period after each module for spontaneous questions.
- **Facilitator cues:** Use visual or verbal cues to transition between topics smoothly. Example: Use phrases like 'Let's move on to the next point' or visual slides to signal transitions.

- **Active moderation:** Politely intervene if discussions go off track to bring focus back. Example: Acknowledge contributions and gently steer the conversation back to the agenda.
- **Regular check-ins:** Assess progress at intervals to stay aligned with the schedule. Example: Use the pause midway through each module to confirm understanding and gauge pacing.
- **Pre-set expectations:** Communicate time limits to participants at the start of the session. Example: Outline timing expectations in the opening agenda and remind participants throughout.
- **Prioritize engagement:** Balance content delivery with interactive elements to maintain energy and focus. Example: Incorporate quick polls or small group discussions every 20 minutes.

Section 1: Introduction

Section Goals

Section 1 is meant to introduce the facilitators of the workshop to the participants, situate the workshop in the context of the gathering, review the workshop outline with the participants, and establish the goals of the workshop, including:

- To learn how to build healthy and fulfilling queer relationships together
- To empower queer youth to be themselves and look out for each other
- To educate queer youth on building and fostering boundaries and communities/relationships of care
- To provide queer youth with tools to protect themselves from and intervene in harmful relationships

This section also provides participants with a disclaimer and content warning for the heavier subject matter that will arise in the workshop content. Further, facilitators are encouraged to go over access and accessibility for the space to give participants an idea of where they can find washrooms, water fountains, quiet spaces, and other relevant resources where possible.

Importantly, this section established a code of conduct that clearly sets expectations for participant engagement and safety in the space. Facilitators are encouraged to adapt the code of content to their workshop however needed to make sure everyone's privacy, safety, wellbeing, and voices are respected and considered. At its foundations, the code of conduct should be reflective of the following points:

- Active listening
- Respect for all
- Challenging ideas respectfully
- Asking questions rather than making assumptions
- Maintaining confidentiality

Section Summary

Part 1 - Introduction

1. Workshop title page
2. Section title page
3. Land acknowledgement

Part 2 - Workshop Outline and Goals

1. Workshop goals
2. Workshop outline

Part 3 - Housekeeping

1. Access
2. Code of conduct

Facilitation Notes

- **Slides 1-2: 1 minute**
 - Slide 1: This slide is intended to be the titlepage of the workshop presentation slides. The slide can serve as a backdrop to leave on the screen as participants enter the space, getting accustomed to the space, and serve up food if it is being offered. Once it is time to begin, facilitators can use the slide to welcome participants and introduce the workshop.
 - Slide 2: This slide is to briefly introduce the facilitators and the introductory section.
- **Slide 3: 1 minute**
 - Slide 3 - Facilitators should prepare and announce a local land acknowledgement that situates the workshop. A good land acknowledgment includes calls to action. Facilitators are highly encouraged to use the land acknowledgement as an opportunity to highlight local actions, events or educational resources. Participants can be encouraged to check out resources and community/nation/band/alliance-owned websites and centres of the Indigenous community of the land the workshop is taking place. Facilitators can also direct participants to native-land.ca to learn about Indigenous nations and their territories on Turtle Island and beyond.
- **Slide 4-5: 2 minutes**
 - Slide 4 - This slide is to contextualize and outline the goals of the workshop, such as:
 - To educate queer youth on how to build healthy and fulfilling queer relationships together.
 - To empower queer youth to be themselves and look out for each other
 - To prepare queer youth with strategies to build and foster boundaries and communities or relationships of care
 - To provide queer youth with tools to protect themselves from and intervene in harmful relationships
 - Slide 5 - Facilitators should provide a brief overview of the workshop schedule and the workshop presentation sections. The outline of the workshop schedule should include the time allotted for breaks so participants have an idea of what is to be expected of the workshop and when they can take a break accordingly.
- **Slide 6-7 - 1 minute**
 - Slide 6: A disclaimer and content warnings slide is highly encouraged for facilitators to allow participants to prepare to engage in heavy topics before the topics come up. The slide is also to remind participants that they can step away at any point or take advantage of the fidget toys, art supplies, and resources listed on the booklets if they need.
 - Slide 7 - This slide is an opportunity to go over housekeeping items such as bathroom locations, and any other accessibility notes to better accommodate participants of varying needs.

This is also the time to establish the code of conduct. Examples of guidelines could include:

- Active listening
- Respect for all
- Challenging ideas respectfully
- Giving people space to express or speak
- Maintaining confidentiality (note: facilitators may want to outline the duty to report and the boundaries of confidentiality.)
- Asking questions rather than making assumptions
- Limiting side conversations
- Interrupting is a form of bullying

Section 2: Love and Connection

Section Goals

Section 2 is intended to provide participants with a foundation of knowledge around what love and connection can look like in queer communities and for queer youth. The foundational concepts given to participants is meant to preface and inform the following content of the workshop.

Facilitators are encouraged to include both scholarly, community, and artistic definitions, examples, imaginings, and resources relevant to the topic of love and connection. For instance, facilitators can include:

- Quotes from queer artists and creatives
- Scholarly-backed resources on queer love, dating, partnerships, and community connections
- Personal anecdotes
- Local resources for STI testing, practicing safe sex, and gender affirming care.
- Local resources for survivors of domestic/sexual/gendered violence
- Advice on safer dating

Section Summary

Part 1 - Introduction

1. Section title page
2. Quotes on love
3. Framing queer love and connection

Part 2 - Queer Connection Through Sex and Sexual Intimacy

3. Navigating hookup culture
4. Sexual health and safety

Part 3 - Queer Love

3. The unconventional nature of queer love
4. Imagining queer love

Facilitation Notes

- **Slide 8 - 1 minute**

- Facilitators are to introduce the section.
- **Slide 9-11 - 3 minutes**
 - Slide 9-11: Facilitators are encouraged to start the section by introducing different ways queer activists, writers, community members, and creatives have imagined, depicted, and talked about love and connection. The purpose of this introduction of concepts is to:
 - Include different ways of communicating information to participants (i.e. visuals, quotes, statistics, etc.)
 - Present and emphasize different ways love and connection are understood and felt in different realms of the 2S/LGBTQIA+ community
 - Gradually increase the amount of information being presented to participants to aid in the transition between the opening welcome and heavier workshop content.
- **Slide 12-13 - 3 minutes**
 - Slide 12: Facilitators are to move into covering key points and topics to equip participants with general knowledge and insight on safer dating and connections. Engagement with scholarly, medical, and/or otherwise primary and approved sources are encouraged to ensure the information is (medically) accurate, updated, relevant, and supported by evidence and research. Important topics and concepts to cover can include:
 - STI testing
 - Hookup/cruising culture
 - Sexual safety
 - Consent foundations
 - Aftercare
 - Kink
 - Drug testing and harm reduction
 - Slide 13: Facilitators should also include resources from the queer community and the local community of which the workshop is taking place in.
- **Slide 14 - 2 minutes**
 - To follow up on the different imaginings of love and connection and resources on how to practice and navigate healthy and safe sexual relationships, this slide should provide participants with tangible examples of how the 2S/LGBTQIA+ community have practiced “queer” or “unconventional” love and shown up for each other and their loved ones over time.
 - Some examples of topics to explore:
 - Queer/lesbian solidarity with gay men during the AIDS crisis
 - Same-sex adult adoption
 - Ballroom culture and communities
- **Slide 15- 1 minute**
 - The purpose of this concluding slide is to give participants time to ask themselves and consider what love and connection means to them. Facilitators can encourage participants to reflect on the question throughout the workshop and share their own examples if they feel comfortable doing so.

Section 3: History

Section Goals

Section 3 is meant to provide vital historical context for the belief systems, ideologies, concerns, and issues mentioned and discussed in the following sections. As this workshop will be addressing themes and topics around queer relationships, love, and connection, it is important to address the structures and systems of power that oppress, invalidate, target, and neglect queer communities and queer youth and where these structures and systems derived from.

Queer history and the histories of colonialism differ around the world and are dependent on the specific contexts of the places, spaces, and communities. It is important to adapt this section to best fit the histories and legacies of the places and spaces the workshop takes place in. As this first iteration of “Radical Queer Relationships” workshop is taking place on the unceded territory of the Syilx Okanagan Nation on Turtle Island, it is reflecting the history and legacies of European colonization and how it has shaped and enforces the hegemonic ideologies that continue to target and oppress myriad marginalized groups, such as Indigenous, Black, and other racialized communities as well as the 2S/LGBTQIA+ community.

Given the complex and sensitive subject matter, a disclaimer and content warning is recommended at the beginning of this section to address the topics and themes of racism, heteropatriarchy, and violence and remind participants to prioritize their wellbeing.

The section introduces key concepts around sex, gender, race, white supremacy, (settler) colonialism. Further, the section will highlight historical events, such as the transatlantic slave trade, residential schools, and the Harlem Renaissance, to link key concepts to tangible examples.

By the end of the section presentation, participants will have a basic foundation of knowledge on the history that has informed the ideas and legacies of sex, gender, and race in our society over time and in our present day.

Section Summary

Part 1 - White Supremacy, Evolution, and “Civilization”

1. Disclaimer and content warnings
2. What does white supremacy have to do with queer relationships?
 - Darwinism and Lamarckism
 - Class and Whiteness
 - Gender and race

Part 2 - The Creation of Sex, Gender, and Race

1. Othering
2. Maintaining the distinction between sex, gender, and race

Part 3 - Ideas of Sex, Gender, and Race as Excuses

1. Colonialism
2. Exploitation
3. Summary/conclusion

Facilitation Notes

- **Slide 16-17: 1 minute**
 - Slide 16 - Facilitators introduce the section.
 - Slide 17 - The purpose of this slide is to review and remind participants of the themes and topics that will be discussed, particularly in this section. Facilitators can express that the themes and topics will not be discussed in depth and will only be mentioned as examples or as part of a broader timeline of events. The slide is also to remind participants that they can step away at any point or take advantage of the fidget toys, art supplies, and resources listed on the booklets if they need.
- **Slides 18-21: 4 minutes**
 - Slide 18-21 - Participants are shown a broader question to consider as the presentation progresses: “What does white supremacy have to do with gender, queerness, and queer relationships?”
 - Slide 18 - Facilitator(s) goes over the brief definitions of Darwinism and Lamarckism (Schuller, 2018, p. 35) to preface the (neo)Lamarckist beliefs that informed the invention of gender and race. The diagram included is to provide a visual aid in differentiating the two definitions.
 - Slide 19 - This slide begins the train of thinking that led to the invention of gender and race by European nations (England, France, Spain, etc.) from Lamarckism, outlining how the drive for power in these nations used Lamarckist thinking to justify socio-political hierarchies and status.
 - Slide 20 - As a continuation of the previous slide, this slide demonstrates how wealth and class influenced the desire for whiteness through physical and socially distinct attributes (Green, 2025; Schuller, 2018).
 - Slide 21 - This slides continues on from the last, connecting these social constructions and standards to the distinction of gender and race and how they were maintained (Schuller, 2018).
- **Slide 22: 1 minute**
 - This slide summarizes the line of thinking and events presented in slides 18-21 to emphasize:
 - Define “intersectionality” by Kimberle Crenshaw (1991) and link to how intersecting identities target people differently as emphasized by the following points
 - How the invention of race and gender created the “Othering” of those who did not conform (hooks, 1992)
 - How sexism and misogyny emerged from the distinction of sex/gender, which was subsequently informed through the invention of race (Schuller, 2018)

- How racism emerged from the distinction of races, which was subsequently informed through the invention of sex/gender (Schuller, 2018)
- **Slide 23: 4 minutes**
 - This slide summarizes some of the historical manifestations of the inventions of sex, gender, and race to demonstrate how these histories have shaped our society and world views on queerness and gender. Specifically, this slide examines how the invention of sex/gender and race is the root cause of queerphobia and anti-2S/LGBTQIA+ violence through:
 - Colonialism
 - (White) saviourism and the idea of “civilizing”
 - Assimilation (e.g. gendered bathrooms, gendered language, gendered spaces, residential schools, the Indian Act, imperialism, invalidation of non-English languages or sub dialects like Rez English and African American Vernacular English (AAVE))
 - Sterilization (e.g. the forced, coerced, or secretive sterilization of Black and Indigenous women and girls, disabled individuals, and queer individuals)
 - Institutionalization / criminalization / policing (e.g. the Ugly Laws, segregation and apartheid, medicalization of queer sexual orientations and gender expressions)
 - “Othering” and dehumanizing people
 - (Settler) colonialism justifying genocide and land theft (such as terra nullius) by determining Indigenous Peoples as “Other”
 - Withholding human rights (e.g. the right to vote, workers rights, cultural rights)
 - Invalidation, neglect, alienation, discrimination (e.g. access to gay bars as trans individuals, medical malpractice and abuse, stereotyping and prejudice, deportations, displacement and dispossession)
 - Oppression, policing, violence (e.g. only being seen as trans* if you are medically transitioning/passing, not “queer” enough, physical/sexual/verbal assaults, wage gap).
 - Exploitation
 - Slavery and human trafficking
 - Transatlantic slave trade
 - The criminalization of identities and certain acts leading to prison labour
 - Corporations and high demand for mass production supplied by sweat shops, unregulated/unprotected labour, and exploitation of migrant workers (Temu, Shein, Amazon, Okanagan orchards)
 - Circuses, human experimentation, and human “zoos” (furthered Othering and distinction of “us” and “them”, active oppression and abuse of the objectified and Othered)
 - Theft and profit

- Stealing/rewriting of knowledge (e.g. archives only reflecting what those in power allowed to be kept and protected, white-centred and Eurocentric narratives, erasure of Indigenous existence, trans and racialised queer activists being written out of history)
- Cultural appropriation (e.g. white queer people using AAVE and language/diction/actions from Black (trans)women in ballroom culture, white people drawing from Black and Indigenous styles of dress to form counter-culture styles, queerbaiting)
- Labour and time (e.g. uncredited and erased labour, lesbian community showing up for the gay community during the AIDS crisis, Black and Brown ballroom culture often uncited and appropriated in white queer spaces, Black and Brown drag performers disproportionately underrecognized)
- Gentrification and slumming practices (e.g. Harlem Renaissance with white people coming and going between the segregated community to enjoy the “Other” at night while going back home to enjoy their gender norms and whiteness during the day, ballroom culture being co-opted by white queer spaces)

Section 4: How This History Shows Up in Relationships?

Section Goals

The purpose of this section is to connect the history and invention of sex, gender, and race discussed in the previous section to the ongoing issues the 2S/LGBTQIA+ community faces in our lives today.

Facilitators are encouraged to adapt this section to include timely and relevant scenarios, circumstances, and examples to the time and place the workshop is happening. If facilitators notice a majority of participants are part of a community that faces particular challenges or nuances to identity, facilitators can adjust the presentation to better address the relevant topics to the audience.

Broader topics that can be covered in this section include:

- Identity policing
- Dating apps
- Dating preferences
 - Racialized sexual discrimination
 - HIV discourses
 - Fatphobia
 - Gender discrimination
 - Xenophobic discrimination
- Disability and desexualization
- 2S/LGBTQIA+ relationship violence
 - Physical
 - Sexual
 - Financial
 - Verbal
 - Queerphobia/homophobia/transphobia

Section Summary

Part 1 - Introduction

1. Connecting the history to the present

Part 2 - Identity, Dating, and Discrimination

1. Identity policing
2. Navigating dating and dating apps
3. Case study

Part 3 - Relationship Violence

1. 2S/LGBTQIA+ relationship dynamics and violence

2. Queering violence
3. Recognizing red flags

Facilitation Notes

- **Slide 24-25: 1 minute**
 - Slide 24: This slide is to transition from Section 3 and highlight how the ideas of sex, gender, and race discussed previously still show up in the present.
 - Slide 25: This slide is to clearly outline the topics that will be discussed in the section.
- **Slide 26: 1 minute**
 - This slide creates a connection between the invention and distinction of sex, gender, and race and provides context for the following slides by identifying and explaining identity policing.
- **Slide 27-28: 3 minutes**
 - Slides 27-28: These slides cover how dating and using dating apps make visible the hierarchies of sex, gender, and race and can reinforce discriminatory behaviour, actions, and ideologies.
 - Slide 27: This slide covers how dating apps encourage the use of filters and criteria for "desirable" traits, which can uphold racist, sexist, ableist, xenophobic, fatphobic, etc.
 - Slide 28: Similarly, this slide addresses ableist stereotypes and prejudices that infantilize, dehumanize, and desexualize disabled people.
- **Slides 29-30: 2 minutes**
 - Slide 29: This slide provides an anecdotal case study to give participants an opportunity to practice applying the lessons from the previous slides to a scenario.
 - Slide 30: To follow up on the case study, this slide provides reflective questions for participants to consider.
- **Slide 31: 1 minute**
 - The purpose of this slide is to examine the different ways identity policing is related to relationship violence in 2S/LGBTQIA+ communities and defines different types of violence that can arise.
- **Slide 32: 1 minute**
 - This slide names and explains different ways relationship violence can manifest in queer relationships, specifically through queerphobic, homophobic, and transphobic actions and behaviour.
- **Slide 33: 1 minute**
 - To wrap up the section, this slide lists tangible examples of early signs of abuse and violence queer youth can look out for in relationships for participants to learn and consider.

Section 5: How Do I Want to Show Up in Relationships?

Section Goals

The purpose of this section is to synthesize the content covered in the workshop presentation to highlight tools and strategies participants can utilize to build and maintain healthy and safe relationships.

Participants are introduced to terms, theories, methods, and ways of thinking that are intended to equip them with skills to take forward in their everyday lives and practice in their current and future relationships.

Facilitators are welcome to share their own personal experiences with needs and boundaries if they wish to create tangible demonstrations and examples for participants to consider and potentially connect with.

Section Summary

Part 1 - Introduction

1. Section introduction

Part 2 - Relationship Dynamics

1. Relationship anarchy and the relationship escalator
2. The relationship anarchy smoggarboard

Part 3 - Tools and Strategies

1. Needs
2. Boundaries

Facilitation Notes

- **Slides 34-35: 1 minute**
 - Slide 34: The section title slide is intended for facilitators to introduce the section and the section goals.
 - Slide 35: Introducing the concept of “relationship anarchy” allows facilitators to establish a key concept that underpins the following concepts that will be discussed in the coming slides.
- **Slides 36-39: 5 minutes**

- Slides 36-39: These slides will unpack key components of relationship anarchy that will equip participants with a strong and enforced understanding of relationship dynamics.
- Slide 36: This slide introduces the concept of the “relationship escalator”
- Slide 37: This slide introduces the concept of “fake fairness”
- Slide 38: This slide introduced the concepts of “mutual deprivation” and “mutual satisfaction”
- Slide 39: This slide returns to the broader concept of relationship anarchy and introduces a diagram depicting “The Relationship Anarchy Smoggarboard” to provide participants with a visual to attribute the concepts covered in the previous slides.
- **Slide 40: 2 minutes**
 - The purpose of this slide is to transform the key concepts of relationship anarchy presented in the previous slides into action items, tools, and strategies for understanding and communicating needs.
- **Slide 41: 1 minute**
 - Similar to the previous slide, this slide intends to emphasize the importance of having and communicating boundaries. Further, participants are asked to engage with the slide by considering and/or writing down their own boundaries that they can use/implement in their relationships.
- **Slides 42-43: 1 minute**
 - Slide 42: This slide is intended to be a landing page for the end of the workshop presentation. Facilitators are encouraged to verbally express gratitude to the participants.
 - Slide 43: The final slide of the workshop presentation is to visualize and provide the bibliography for all of the sources cited in the workshop presentation in accordance to an approved citation format such as APA.

Diagrams:

Relationship Anarchy Smorgasbord: Escalation/Deescalation

This is not a comprehensive list of relationship elements. There are extra slots if you feel that something you want to talk about is not covered or needs to be broken down into a more nuanced category. The purpose is to open a dialogue.

When building a relationship dynamic, any number of things could be right. In order to be descriptive rather than prescriptive, and meaningfully communicate about our wants and needs, it's important to recognize:

Am I familiar with this or unfamiliar with it? (I can teach someone about this/I don't know what this is)
 Do I want it or not? (Is this something I want always, sometimes, rarely, or never)
 Do I need this to thrive? (Is this something I could survive without? Will I yearn/pine for this if it is absent)
 When does this fit into my relationship with you? (How much trust do I need to have built for this to matter)
 Is exclusivity required? Presently, In future, permanently, ever?

Romantic Elements: Courtship, Passion, Romanticism, Gestures	Friendship Elements: Companionship, playfulness, shared interests/activities	Life Partnership Shared Goals. Safe Haven (Acceptance), Strong Base (Support)	Physical Touch: Dancing, cuddling, hugs, pets, body contact, massages, hand holding roughhousing	Sexual Interaction: Oral, Anal, genital, orgasmic, nonpenetrative, Sexting, karezza, eroticism, sensual play
Emotional Intimacy Sharing, Vulnerability, empathy, sympathy	Emotional Support: Listening, Holding space, advising,	Intellectual Intimacy: Sharing thoughts, Beliefs, Opinions. Shared media. Learning together.	Intellectual Support: Debate, dialectic, heuristic, and didactic engagement to improve/expand intellectual pursuits.	Kink/Fetish BDSM, Roleplay, Voyeurism/exhibitionism, discussion or participation
Spiritual Intimacy: Chanting, Ritual, meditation, Prayer, Worship with through the other. dharma, faith, fate	Caregiving: Giving and receive care. Medical, Emotional. Short term/long term	Co-Caregiving: Children Parents, Pets, Plants, Family, Friends	Domesticity Nesting Shared living space, Roommates, Co-sleeping, division of labor	Power Dynamics: Mentor/Mentee, Teacher/Student, Coach/Client, Leadership/deference
Collaborative Partners: Teaching, Projects, Art, Organization, Events, Fundraising, Volunteering	Financial Partnership: Sharing: Money, accounts, payments, responsibilities, property	Social Partnership: Co-workers, friends, family, Community, Fans, Followers knows	Business Partnership: Various combinations of collaborative, financial, and social.	Political Elements: Protest, Civil Disobedience, political action, refining agendas, supporting causes

Example: I love the idea of passion and reveling in experiences with someone... But the idea of dates make me uncomfortable. And large gestures often feel like love bombing when they are done instead of apologizing.

Example: I am not actually great with physical touch. I like it, but I don't know how to initiate it. It feels wrong to ask for what I want, if the only reason is I think it will make me happy. And I'd rather just have what I need and not risk rejection. If you want that from me, please say so.

Panel Questions

The questions for the speakers of the panel should be provided to the speakers in advance of the workshop to give them ample time to prepare any material or answers they wish to give. Facilitators should workshop and prepare questions that are relevant to the audience of the workshop and the context of when and where the workshop is held.

The purpose of the pre-determined panel questions is to:

1. Give participants time to think of questions to ask speakers.
2. Give speakers the opportunity to address and answer to questions and/or concerns that the workshop presentation may not have been able to cover.
3. Allow speakers to address nuances and complexities they believe are relevant and important to speak to.
4. Give speakers questions and topics to talk about if there are no questions from participants.

Starting the panel with at least one prepared question and having at least a few prepared questions is recommended. Facilitators should prioritize participant engagement and questions in the workshop but be prepared to provide the speakers with questions if the participants need time to collect their thoughts.

Below is a list of questions facilitators can consider or adapt as panel questions to their workshop:

- What would you say are some myths about gender-based violence?
- What advice would you give queer youth on setting boundaries in relationships?
- What are some resources (in your field of expertise) you would recommend for queer youth navigating different and/or difficult relationships?
- How would you define a healthy relationship?
- What are some things you would recommend looking for or looking out for in a relationship?
- What advice would you give to a queer youth who is struggling to navigate someone close to them being accused of committing harm to others in the community?
- What advice would you give to a queer youth who has committed harm in their relationship(s) and want to make amends?

Booklet Materials

Booklets will be provided to the participants. These booklets will serve as resources participants can use to follow along with certain sections of the workshop and take with them after the workshop for future reference. The goal of the booklets are to make the content of the workshop slides and presentations more accessible for those with different learning styles, provide additional and supplementary learning materials to accommodate for different levels of understanding and diverse discourse communities, offer additional exercises and case studies for participants to engage with at their discretion during and after the workshop, and bring awareness to different resources aimed at supporting the health and wellbeing of communities the participants may be a part of.

Definitions and Diagrams (TBD)

Quotes

Love and Resistance/Freedom

- “Too great a love of beauty was often the sign of ungovernable wants and errant ways.” (Saidiya Hartman, *Wayward Lives, Beautiful Experiments*, 2019, p. 116)
- “To open our hearts more fully to love’s power and grace we must dare to acknowledge how little we know of love in both theory and practice.” (bell hooks, *All About Love*, 2001, p. xxix)
- “Love was not what made you feel bad, hate yourself. It was what comforted you, freed you up inside, made you laugh.” (bell hooks, *All About Love*, 2001, p. 133)

Love as Beyond Gender

- “Almost all the recent popular self-help writing by men on love [...] make use of feminist perspectives on gender roles. Ultimately, though, the authors remain wedded to belief systems, which suggest that there are basic inherent differences between women and men. In actuality, all the concrete proof indicates that while the perspectives of men and women differ, these differences are learned characteristics, not innate, or ‘natural,’ traits.” (bell hooks, *All About Love*, 2001, pp. xxv-xxvi)

Love and Fear

- “Our silence shields us from uncertainty. We want to know love. We are simply afraid the desire to know too much about love will lead us closer and closer to the abyss of lovelessness.” (bell hooks, *All About Love*, 2001, p. xxvi)

Love Beyond Sex/Norms

- “Yet schools for love do not exist. Everyone assumes that we will know how to love instinctively. Despite overwhelming evidence to the contrary, we still accept that the family is the primary school for love. Those of us who do not learn how to love among family are expected to experience love in romantic relationships. However, this love often excludes us. And we spend a lifetime undoing damage caused by cruelty, neglect, and all manner of lovelessness experienced in our families of origin and in relationships where we simply did not know what to do.” (bell hooks, *All About Love*, 2001, p. xxviii)
- ““When I dare to be asexual in a freedom-seeking relationship to my Blackness, I am powerful. When I use my Black asexuality in service of my vision, my writing, my creating, my existing, then it becomes less and less important whether I am afraid I will not be legible

to agents limited to frameworks of compulsory sex and sexuality.” (Grace B. Freedom qtd. in Sherronda J. Brown’s *Refusing Compulsory Sexuality*, 2022, p. 178)

- “‘I love being asexual because I can still be intimate with someone and not go against what my soul and mind and body desire, and that is to not have sex. There are thousands of ways to get that closeness with someone.’” (Jade qtd. in Sherronda J. Brown’s *Refusing Compulsory Sexuality*, 2022, p. 173)

Love and Community/Friendship

- “There is no better place to learn the art of loving than in community.” (bell hooks, *All About Love*, 2001, p. 129)
- “Loving friendships provide us with a space to experience the joy of community in a relationship where we learn to process all our issues, to cope with differences and conflict while staying connected.” (bell hooks, *All About Love*, 2001, pp. 133-134)
- “Learning to love in friendships empowers us in ways that enable us to bring this love to other interactions with family or with romantic bonds.” (bell hooks, *All About Love*, 2001, 134)
- “The love we make in community stays with us wherever we go. With this knowledge as our guide, we make any place we go a place where we return to love.” (bell hooks, *All About Love*, 2001, p. 144)

Love and Care

- “When we see love as the will to nurture one’s own or another’s spiritual growth, revealed through acts of care, respect, knowing, and assuming responsibility, the foundation of all love in our life is the same.” (bell hooks, *All About Love*, 2001, p. 136)

Love and “the Erotic”

- “The erotic has often been misnamed by men and used against women. It has been made into the confused, the trivial, the psychotic, the plasticized sensation. For this reason, we have often turned away from the exploration and consideration of the erotic as a source of power and information, confusing it with its opposite, the pornographic. But pornography is a direct denial of the power of the erotic, for it represents the suppression of true feeling. Pornography emphasizes sensation without feeling. The erotic is a measure between the beginning of our sense of self and the chaos of our strongest feelings.” → “For the erotic is not a question only of what we do; it is a question of how acutely and fully we can feel in the doing.” (Audre Lorde, *Sister Outsider*, 2007, p. 54)
- “There is a difference between painting a back fence and writing a poem, but only one of quantity. And there is, for me, no difference between writing a good poem and moving into sunlight against the body of a woman I love.” (Audre Lorde, *Sister Outsider*, 2007, p. 58)
- “If all we need is one overdetermined reason to suffer the mode of aliveness, perhaps art is mine. Perhaps if Billy-Ray Belcourt is a concept that shouts and dances and philosophizes I’ll in the end have been scattered in thousands of pieces across the nation. Everywhere will be my graveyard. I’ll have lived and died as that which is more than the sum of my body parts. What will matter isn’t how many days I endured in the battleground of linear time, but what every fibre of me aspired to—something more than a gift of mortality, more than the rusty category of the individual who had

meaning spewing from his ears, something only fully and fleetingly realized in the hands and mouths and chests of those whom I encountered as a ghostly mark on the page.” (Billy-Ray Belcourt, *A History of My Brief Body*, 2021, p. 130)

Resources

You may find some of these resources helpful to tailor Do You Mind? Safer Dating for 2S/LGBTQIA+ Youth to your participants' needs.

If you or a friend needs help:

Kids Help Phone for ages 16-26 - [2SLGBTQ+ youth & allies, this is your space! - Kids Help Phone](#)

If you or someone you know needs immediate shelter - <https://sheltersafe.ca>

Removing online images - <https://needhelpnow.ca/en/>

LGBT YouthLine - <https://www.youthline.ca/>

Online resources - <https://www.youthline.ca/resources/online-resources/>

Resources near you - <https://www.youthline.ca/resources/support-near-you/>

Youth Dating Violence and Sexual Health resources:

PrevNet Teen Dating Violence resources - <https://www.preynet.ca/resources/>

Action Canada Resources Hub - <https://www.actioncanadashr.org/resources>

The Access Line provides sexual and reproductive health information and referrals to services including abortion anywhere in Canada. Available every day from 9 AM - 9 PM ET.

Call 1-888-642-2725

Text 613-800-6757

Email access@actioncanadashr.org

Culturally relevant resources:

Helpline for Indigenous youth - <https://www.hopeforwellness.ca/>

Trans Lifeline - <https://translifeline.org/>

Support for Indigenous youth facing dating violence -

<https://www.niwrc.org/news/tdvam-lifting-native-voices-teen-dating-violence>

Other resources:

Digital or online safety resources - <https://techsafety.ca/resources>

Resources from Egale Canada - <https://egale.ca/awareness/gbv-resources-youth/>

LOCAL RESOURCES - Partner organizations can add local organizations and contact information here.

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Public Health
Agency of Canada

Agence de la santé
publique du Canada

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