“Respectful Relationships”: A Pilot Project in the Aboriginal Community

Prepared for: SWOVA and the Musqueam Nation
Prepared by: Arbor Educational & Clinical Consulting Inc.
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Executive Summary

Overview of ‘Respectful Relationships’

“Respectful Relationships” (R+R) is a curriculum that is designed to be facilitated in four sequential modules (grades 7, 8, 9, and 10), each building upon one another. The overall goal of R+R is to develop skills and attitudes that promote social justice values. Through ongoing evaluation, the curriculum has been refined over the years in order to best meet the needs of students in British Columbia; however, this pilot project represents the first time that the recently adapted R+R for Aboriginal youth has been implemented in a community setting.

Aboriginal ‘Respectful Relationships’

After the adaptation of the R+R curriculum was completed in the summer of 2011, SWOVA partnered with the Musqueam Nation in order to train Musqueam facilitators who would in turn deliver the “Aboriginal Respectful Relationships” to Musqueam youth. To that end, a three-day facilitator training was held in September 2011 for members of the Musqueam community. A total of 30 members of the Musqueam community attended the training.

In October 2011, two “Respectful Relationships” weekends for youth were held near Pemberton, British Columbia. The first weekend was designed for grade seven and eight youth while the second weekend was for grade nine and ten youth. A total of 37 youth attended one of these two weekends along with several facilitators from the Musqueam Nation.

Purpose of the Evaluation

The primary purpose of this evaluation was to examine the youth response to the Aboriginal “Respectful Relationships” program during each weekend. A secondary focus was to examine facilitator reflections with regard to their role as leaders/teachers of the “Respectful Relationships” program.

Evaluation Method

Feedback was gathered through the following: youth pre-weekend survey, youth post-weekend survey, facilitator post-session reflection form, post-weekend interviews with key informants, observations of segments of the grade 7 & 8 weekend, and review of minutes from a post-weekend debrief session with R+R facilitators.

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1 At the same time, there was a piloting of the “Respectful Relationships” training via an online training format. A separate evaluation report examining the online and three-day in-person training has been completed.
2 Newly trained facilitators attended one of the two weekends.
Key Findings from the R+R weekends

1. Having a weekend in which the Musqueam people came together to focus on violence prevention supported the development of community capacity and connections among individuals.

2. Training Aboriginal facilitators to deliver a violence prevention program to Aboriginal youth was experienced as a highly desirable model that has the power to support community cohesion.

3. All youth thought that a program that teaches people to be more caring could have the potential to make the world a better place.

4. Almost half of the younger youth and more than half of the older youth indicated that they would use some of the things that they learned in the R+R weekend in their daily lives. The remaining youth thought that they may use some of the learnings in their lives.

5. Older youth reported a greater appreciation for the material in the R+R curriculum as compared to the younger youth. Older youth demonstrated higher levels of engagement with and reflection about the material.

6. The intensity of the weekend with respect to having back-to-back sessions of R+R was challenging for most of the younger youth and some of the older youth.

7. Facilitators felt successful when there was active engagement by youth as they facilitated their sessions. During this engagement, some facilitators reported that they felt that they were making a positive impact on youth.

8. The two main challenges from the perspective of the facilitators was feeling prepared enough to deliver the content and feeling strong enough in their facilitation skills in order to manage group dynamics and engage youth.

9. Approximately three quarters of youth who attended a weekend workshop indicated that they would like to participate in another R+R weekend workshop.

10. Almost all of the facilitators indicated that they would like an opportunity to facilitate R+R in the future.

Recommendations

Curriculum Design

1. Include a community violence lens in the Aboriginal R+R curriculum in order to better meet a community-based delivery model of the R+R curriculum.

2. Revisit the 12 session curriculum format if delivered in an intensive weekend. Reduce the amount of content and focus on key skills for specific grades incorporating substantial time for concrete practice of skills.

Facilitators

3. Allow for more time for training in R+R content and facilitation skills.

4. Pair more experienced facilitators with more junior facilitators when implementing the curriculum.
5. Pair more skilled facilitators with groups that may be more challenging to engage in the R+R curriculum.
6. Provide ongoing mentorship for new facilitators.

**Youth Engagement**

7. Consider each youth and whether they would benefit from a R+R weekend or whether they would be better served in being engaged in R+R in the community on a weekly basis. This decision-making process may be particularly relevant for younger youth.
8. Strategically create groups in order to increase the likelihood of more positive group dynamics.
9. Increase physical movement for youth when facilitating R+R in a condensed format.

**Evaluation**

10. Include an implementation evaluation (i.e., examine whether the curriculum is being implemented as intended) in the next piloting of the Aboriginal R+R curriculum before engaging in an outcome evaluation.
11. Examine ways to increase integration of an evaluation into each different delivery format of R+R within the parameters set by program activities and budgets. For example, in an intensive weekend setting, incorporate five minute feedback sessions after selected sessions.
Overview of the Original “Respectful Relationships” (R+R) Program

“Respectful Relationships” (R+R) is a 12 session program that is facilitated in four sequential modules (grades 7, 8, 9, and 10), each building upon one another. Through respectful dialogue and activities, groups of youth (traditionally in a classroom setting) are invited to engage with a trained community facilitation team to explore multiple issues related to social justice. The overall goal of the program is to develop skills and attitudes that underlie communities (school communities and broader communities) in which all citizens are seen and treated as integral members, worthy of respect.

R+R is unique from the many other programs that focus on social justice or violence prevention that are available to schools. These unique elements include:

1. The R+R program is a 4 year sequential curriculum that is carefully developmentally calibrated for each grade level;
2. Careful consideration is given to the physical environment in which the program takes place. Youth sit in a circle with the facilitators, one male and one female facilitator (ideally). By engaging youth in a circular format, a message is given that everyone is included in this dialogue;
3. The twelve sessions at each grade level focus on the development of skills and attitudes that increase social-emotional competence, which in turn lead to the ability of youth to critically think and act in ways that are more indicative of a community that values social justice;
4. Youth are engaged by facilitators through the invitation to be part of a meaningful dialogue and participate in experimental activities around issues relevant to youth such as: gender roles, discrimination, violence, racism, sexism, oppression, and stereotypes. In recognition of specific gender needs, gender specific sessions are conducted to allow for a deeper discussion that captures issues pertinent to each gender;
5. In recognition of the importance of providing youth with opportunities to take on leadership roles, in many districts, interested youth are able to participate on a youth team to assist in facilitating specific sessions. Youth receive training and ongoing support from the community coordinator and the facilitators;
6. The community facilitation teams receive intensive training (six full days) and ongoing support, which includes site visits, classroom facilitation observation, ongoing email and telephone support;
7. Ongoing evaluation has been included as part of the R+R program implementation from the beginning stages. The evaluation work has informed the revision of the curricula and training over several years in order to ensure that youth engage with the material and that the program does make a positive impact.

Note that depending on the school timetable and other demands on student scheduling, R+R is sometimes delivered in fewer sessions that are longer in length.
Topics of Focus in the “Respectful Relationships” (R+R) Program

Each lesson in each grade level curricula focuses on several topics. The following table provides an overview of these topics ranked from topics of greatest focus to topics of least focus across the four years of curricula.

<table>
<thead>
<tr>
<th>Skill areas of Focus in ‘Respectful Relationships’</th>
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</thead>
<tbody>
<tr>
<td><strong>Topics of Greatest Focus</strong></td>
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<tr>
<td>Assertiveness</td>
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<tr>
<td>Empathy</td>
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<tr>
<td>Setting boundaries</td>
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<tr>
<td>Self-awareness</td>
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<tr>
<td>Identifying /recognizing/awareness of feelings/emotions</td>
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<tr>
<td>Communication skills (verbal/non verbal)</td>
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<tr>
<td>Asking for help and awareness of rights</td>
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<tr>
<td>Media literacy</td>
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<tr>
<td>Negotiation</td>
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<tr>
<td>Conflict resolution</td>
</tr>
<tr>
<td>Recognizing/identifying stereotypes</td>
</tr>
<tr>
<td>Reflective listening</td>
</tr>
<tr>
<td>Recognizing healthy &amp; unhealthy relationships</td>
</tr>
<tr>
<td>Self-esteem</td>
</tr>
<tr>
<td>Gender awareness</td>
</tr>
<tr>
<td>Self-respect</td>
</tr>
<tr>
<td>Recognizing power over power within</td>
</tr>
<tr>
<td>Resources and information for youth in need of help</td>
</tr>
<tr>
<td>Healthy expression of feelings</td>
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<tr>
<td>Awareness of bullying behavior</td>
</tr>
<tr>
<td>Emotional Literacy</td>
</tr>
<tr>
<td>Awareness of social justice</td>
</tr>
<tr>
<td>Personal responsibility</td>
</tr>
<tr>
<td>Warning signs of violence</td>
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<tr>
<td>Understanding violence</td>
</tr>
<tr>
<td>Understanding homophobia and heteronormativity</td>
</tr>
<tr>
<td>Self-care</td>
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<tr>
<td>Sharing power</td>
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<tr>
<td>Social awareness</td>
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<tr>
<td>Social activism</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Topics of Least Focus</strong></th>
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</table>
“Respectful Relationships” (R+R) Program for the Aboriginal Community

Although there have been several Aboriginal youth who have participated in the “Respectful Relationships” over the past several years, to date there has not been an Aboriginal adaptation of the “Respectful Relationships”. To that end, SWOVA undertook the adaptation of the current curricula through engaging Aboriginal consultants to review and revise the original curricula through an Aboriginal lens.

After this adaptation was completed, SWOVA partnered with the Musqueam Nation in order to train Musqueam facilitators who would in turn deliver “Respectful Relationships” to Musqueam youth. In September 2011, a three-day training was held for members of the Musqueam community in order to be trained as facilitators. A total of 30 members of the Musqueam community attended this training.

In October 2011, two “Respectful Relationships” weekends for youth were held near Pemberton, British Columbia. The first weekend was designed for grade seven and eight youth, while the second weekend was for grade nine and ten youth. A total of 37 youth attended these two weekends along with several facilitators from the Musqueam Nation.

<table>
<thead>
<tr>
<th>“Respectful Relationships” Weekend Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Friday</strong></td>
</tr>
<tr>
<td>8 am  Depart for Pemberton</td>
</tr>
<tr>
<td>12pm Lunch at Lodge</td>
</tr>
<tr>
<td>1pm “R+R” session one</td>
</tr>
<tr>
<td>“R+R” session two</td>
</tr>
<tr>
<td>“R+R” session three</td>
</tr>
<tr>
<td>6pm Dinner</td>
</tr>
<tr>
<td>7 pm “R+R” session four</td>
</tr>
<tr>
<td>8:30pm Campfire</td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Saturday</strong></td>
</tr>
<tr>
<td>7 am Breakfast</td>
</tr>
<tr>
<td>8 am Grade 8 “R+R” session five</td>
</tr>
<tr>
<td>Grade 8 “R+R” session six</td>
</tr>
<tr>
<td>Grade 8 “R+R” session seven (grade 7 youth go ziplining)</td>
</tr>
<tr>
<td>12pm Lunch</td>
</tr>
<tr>
<td>1 pm Grade 7 “R+R” session five</td>
</tr>
<tr>
<td>Grade 7 “R+R” session six</td>
</tr>
<tr>
<td>Grade 7 “R+R” session seven (grade 8 youth go ziplining)</td>
</tr>
<tr>
<td>6pm Dinner</td>
</tr>
<tr>
<td>7pm Movie</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Sunday</strong></td>
</tr>
<tr>
<td>7 am Breakfast</td>
</tr>
<tr>
<td>8 am Group art activity</td>
</tr>
<tr>
<td>9 am “R+R” session eight “R+R” session nine</td>
</tr>
<tr>
<td>12pm Lunch</td>
</tr>
<tr>
<td>1 pm “R+R” session ten</td>
</tr>
<tr>
<td>2:30pm Evaluations</td>
</tr>
<tr>
<td>4pm Depart for home</td>
</tr>
</tbody>
</table>

Note that separate sessions were held for each grade. 10 of the 12 “Respectful Relationships” sessions were completed during the weekend.

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4 A small number of youth from the Burrard Nation also attended the R+R weekends.
5 At the same time, there was a piloting of the “Respectful Relationships” training via an online training format. A separate evaluation report examining the online and three-day in-person training has been completed.
Overview of the Evaluation

The primary purpose of this evaluation was to examine the youth response to the “Respectful Relationships” program during one weekend. A secondary focus was to examine facilitator reflections as to their role as leaders/teachers of the “Respectful Relationships” program during one weekend. In order to gather feedback from youth and facilitators, the following methods were used.

Youth Pre-Weekend Survey: Youth were asked to complete a one-page feedback form which asked them to report on reasons for attending the R+R weekend, what types of behaviors youth consider to be types of violence, youth opinion as to whether they think a program can help people make the world a more caring place, and to what degree youth are looking forward to the weekend.

Youth Post-Weekend Survey: At the conclusion of the weekend, youth were asked to complete a two-part feedback form. The first part asked youth to report on what they liked about the weekend, what they learned, whether they thought they may use any of the R+R learning in their lives, suggestions for changes and overall ratings of their experience. The second part of the survey asked youth to report on their perceived learning about the many content areas of R+R.

Facilitator Post-Session Reflection: Facilitators were asked to complete a brief one-page reflection form after two of their sessions. They were asked to rate their overall sessions, level of enjoyment in their role as facilitator, the best part of their sessions, the most challenging part of the sessions and whether they would want to facilitate R+R in the future.

Selected Interviews: Three interviews were conducted approximately three weeks post-youth weekend. The three interviews were with a mentor facilitator from SWOVA, the Musqueam Nation R+R weekend coordinator, and an art therapist who works with the Musqueam Nation.

Grade 7 & 8 Weekend Observation: The evaluator attended Friday evening and Saturday of the grade 7 & 8 “Respectful Relationships” weekend in order to observe sessions and the daily events.6

Minutes from Facilitators Post-R+R weekend: In November 2011, a meeting was held for facilitators in order to debrief the experience. This meeting was hosted by the Musqueam R+R weekend coordinator.

Overview of Report

The remainder of this report highlights the findings from the youth and adult feedback.

- Grade 7 and 8 weekend feedback
- Grade 9 and 10 weekend feedback
- Overall R+R Weekend Reflections: Successes and Challenges
- Conclusions and Recommendations.

6 Unfortunately, due to scheduling, the evaluator was unable to attend the grade 9 and 10 weekend.
Grade 7 and 8 Aboriginal “Respectful Relationships” (R+R) Weekend

Prior to the beginning of the R+R weekend, 13 grade seven youth (9 male; 4 female) and 9 grade eight youth (4 male; 5 female) completed a brief one-page survey.

Youth Reasons for Attending the R+R Weekend

These 22 youth were asked what led to their decision to come to the R+R weekend. The majority of youth (77%) expressed positive reasons for wanting to attend the weekend (Three youth felt that they did not have a choice about attending). Positive motivations included:

- Youth thought it would be fun. (6 youth)
- Youth had attended other Musqueam events and enjoyed them. (2 youth)
- Youth wanted to learn something new. (2 youth)
- Youth wanted to learn more about respecting each other. (3 youth)
- Youth was invited to attend by someone. (1 youth)
- Youth wanted to be with their friends. (1 youth)
- Youth wanted to experience ‘camping’. (1 youth)
- Youth wanted to go ziplining. (1 youth)
- Youth didn’t have anything else to do. (1 youth)

16 (73%) of the youth indicated that they were looking forward to the weekend ‘a lot’; 4 (18%) indicated that they were ‘somewhat’ looking forward to the weekend; and 2 (9%) indicated that they were looking forward to the weekend ‘a little’. All of the youth indicated that a program that teaches others to be more caring could or may make the world a better place.

Youth Perceptions of Behaviors as Violent

From a list of behaviors, youth were asked to indicate which ones they thought were types of violence.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Number of youth indicating that this behaviour is a type of violence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hitting others</td>
<td>20</td>
</tr>
<tr>
<td>Forcing others to do things they don’t want to do</td>
<td>19</td>
</tr>
<tr>
<td>Posting hurtful messages on Facebook and other sites</td>
<td>19</td>
</tr>
<tr>
<td>Teasing others</td>
<td>19</td>
</tr>
<tr>
<td>Calling others names</td>
<td>18</td>
</tr>
<tr>
<td>Threatening others</td>
<td>18</td>
</tr>
<tr>
<td>Spreading stories about others</td>
<td>18</td>
</tr>
<tr>
<td>Not letting someone join in an activity</td>
<td>14</td>
</tr>
</tbody>
</table>

NB. One youth also noted that ‘group fighting’ is a type of violence.
Grade 7 & 8 Youth Reflections on the R+R Weekend

At the end of the weekend, youth were asked to provide feedback about the weekend. 18 of the 22 youth (12 grade seven youth; 5 grade 8 youth; one youth who did not identify their grade) completed a survey. This represents an 82% response rate. Youth provided the following feedback.7

The Best Part of the Weekend

16 youth responded to this question. 14 (78%) thought that ziplining was the best part of the weekend. Two other youth noted ‘learning’ and ‘monkido’ as the best part of the weekend.

The Best Part of the R+R Sessions

11 youth responded to this question. 5 (28%) of youth thought the games during the weekend were the best part. 2 (11%) youth thought the learning was the best part. Other ‘best parts’ noted by youth were:

- "Information about sexual harassment."
- "Information about sexism."
- "Talking about bullying."
- "[Creating] the art poster."

Favorite R+R Activity

14 youth responded to this question. 6 (33%) of youth liked ‘hot floor/chair’; 3 (17%) liked ‘the leader game’; and 3 (17%) noted other games (e.g., Scream, Red Rover). Other R+R favourite activities noted by youth were: the exercises and learning about media.

The Most Important Thing Learned

15 youth responded to this question. 7 (39%) youth thought that learning about bullying, including cyberbullying, was the most important thing learned, followed by ‘respect’ noted by 3 (7%) youth. Other important learnings noted by youth included:

- "About violence."
- "What to do when you are not alone."
- "Not to get into a stranger’s car."
- "Not to be violent."
- "To respect elders."

7 Percentages are based on 18 youth respondents. Note that responses of ‘nothing’ or ‘everything’ are not included.

11 | 2011 Evaluation of Aboriginal “Respectful Relationships”
Suggestions for Changes

Youth were asked about changes that they would like to see in the R+R weekend. Youth had several suggestions. These included:

- less time spent in sessions/shorter sessions (5 youth)
- different food (2 youth)
- later bedtime/later start in the morning (2 youth)
- More free time/activities (2 youth)

Learning from R+R

Youth were asked to rate a series of statements by choosing the answer that best described how much they agree with the statement. Percentages indicate youth who agree with the statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not at all true</th>
<th>Not really true</th>
<th>Sort of true</th>
<th>Pretty True</th>
<th>Very True</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I learned a lot from the R+R. (n=15)</td>
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<td>2. I enjoyed hanging out with the adults. (n=15)</td>
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<td>3. I think that the people who taught us did a good job. (n=14)</td>
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<tr>
<td>4. The things that we did helped me learn about myself and others. (n=15)</td>
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<tr>
<td>5. I have learned about healthy relationships. (n=15)</td>
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<tr>
<td>6. I liked the separate gender workshops. (n=14)</td>
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<tr>
<td>7. I have learned from R+R that everyone deserves to be treated equally.</td>
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<tr>
<td>8. I have learned from R+R that everyone deserves to feel safe. (n=15)</td>
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<td>9. I have learned about the warning signs of violence. (n=15)</td>
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<td>10. I have learned about the different ways people are violent. (n=14)</td>
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<tr>
<td>11. I have learned about good ways I can solve conflicts. (n=14)</td>
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<tr>
<td>12. I understand how people can use power in ways that hurt others. (N=13)</td>
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<tr>
<td>13. I liked having three R+R sessions in a row. (n=15)</td>
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<tr>
<td>14. I liked having two R+R sessions in a row. (n=15)</td>
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<tr>
<td>15. I think it would be good for other youth to participate in a R+R weekend. (n=15)</td>
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</table>
Overall Reflection of the Weekend

Youth were asked three additional questions about the R+R weekend. Results are presented below.

What is your overall rating of the R+R weekend? (n=17)

Future Participation

14 (78%) of youth indicated that they would come to another R+R weekend and 2 (11%) youth indicated that they ‘may’ come to another R+R weekend. Two youth (11%) did not respond to the question.

Using R+R in Daily Life

8 (44%) of youth thought that they would use some of the things that they learned in R+R in their everyday life while 9 (50%) thought that they ‘might’ use some of the information in their daily life. One youth (6%) did not respond to the question.
Grade Seven Facilitator Post-Session Reflections

Seven feedback forms were completed by facilitators who led a grade 7 session. In three instances, the facilitator had participated in the online training as well as the face-to-face training. One of the facilitators thought that their session was ‘okay’; four of the facilitators thought that their session was ‘pretty good’ and 2 of the facilitators thought that their session was ‘excellent’.

Three of the facilitators indicated that they enjoyed being a facilitator ‘quite a bit’ and 3 of the facilitators indicated that they liked being a facilitator ‘a lot’. In all 7 instances, facilitators indicated that they would like to facilitate R+R again.

What was the best part of the session?

By far, the best part of the sessions from the facilitator’s perspectives was the engagement of the youth. The separate gender groups were also noted as being very positive.

“When the children participated their ideas were amazing.”
“How much youth engaged and knew about the topic.”
“Youth participation and feedback”
“Bonding, relating, helping with the students. I personally enjoyed the separate gender sessions.”
“Energizers, check-ins, gender groups.”

What was the most challenging part of the session?

All responses reflected challenges with the facilitation skills such as encouraging group participation, managing group dynamics and working together as a facilitation team.

“Time limit. Sometimes getting the students to share.”
“Getting to know the kids.”
“When the children closed down and were frustrated.”
“Grounding the boys (lots of energy)”
“Minimizing side talk, chatter, and keeping the youth on track.”
“Boys vs. girls ratio. Lack of help from one of the facilitators on our team.”

What is one thing you would do differently next time?

Two of the facilitators thought that more time was needed to prepare for sessions.

“Had more practice”
“Prepared flip charts, activities before”

Two facilitators thought that having more time for sessions and having the youth be more active would be things that they would like to do differently next time.

8 Responses may or may not reflect the views of all facilitators as not all facilitators completed two feedback forms.
“Longer time to not have to cram sessions and also, maybe more activities; not so much sitting.”
“Do more energizers and have children do more.”

Finally, one facilitator would like to see a different sequence for youth attendance at the workshops.

“Separate genders weekend then have mixed gender weekend.”

Grade Eight Facilitator Post-Session Reflections

Six feedback forms were completed by facilitators who led a grade 8 group. In one instance, the facilitator had participated in the online training as well as the face-to-face training.

Four of the facilitators thought that their session was ‘pretty good’ and 2 of the facilitators thought that their session was ‘excellent’. One of the facilitators indicated that they enjoyed being a facilitator ‘quite a bit’ and 5 of the facilitators indicated that they liked being a facilitator ‘a lot’. In all six instances, facilitators indicated that they would like to facilitate R+R again.

What was the best part of the session?

The best part of the session noted by almost all of the facilitators for the grade 8 youth was being engaged with the youth and seeing the youth engage in the groups.

“Getting to know the kids.”
“How they all started to participate.”
“Seeing the kids overcome fears and gain the courage to speak their mind.”
“Kids persisted, had fun, spoke up.”
“Being able to work with youth at risk.”
“All of it – most of all flirting vs. harassment.”

What was the most challenging part of the session?

As with the facilitators of the grade 7 youth, facilitators of grade 8 youth also noted facilitation skills as the most challenging aspect of the sessions.

“Keep grade 8s’ attention for an extended period.”
“Not asking more questions during the silence and not adding during the discussions.”
“Keeping the kids’ attention.”
“Getting them to talk.”

What is one thing you would do differently next time?

“Try to get more into the session.”
“Better time management and have even more confidence.”

Responses may or may not reflect the views of all facilitators as not all facilitators completed two feedback forms.
Key Findings from the Grade Seven and Eight R+R Weekend

Pre-Weekend Feedback

- Among grade 7 and 8 youth, 77% noted positive motivations for deciding to attend the R+R weekend.
- 73% indicated that they were looking forward to the weekend ‘a lot’; however, all youth indicated, to varying degrees, that they were looking forward to the weekend.
- All youth thought that a program that teaches others to be more caring could have the possibility of making the world a better place.
- 91% of youth saw physical aggression as a form of violence; verbal aggression was seen as a form of violence by 82%-86%, depending on the behaviour; and social exclusion was seen as violence by 64% of grade 7 and 8 youth.

Post-Weekend Youth Feedback

- 78% of youth thought that Ziplining was the best part of the weekend.
- Youth were diverse in what they experienced as the best part of R+R. The most cited aspect was the games played in some of the R+R sessions. In particular, hot floor/chair, Scream and Red Rover were enjoyed by youth.
- 39% of youth thought that learning about bullying was the most valuable.
- Overall, youth indicated that they would like to have less time in R+R sessions and more free time during the weekend.
- Based on youth self-ratings of perceived learning, youth indicated gaining knowledge from their participation in the R+R sessions.
- Overall, 47% of youth rated the weekend as ‘excellent’; 41% as ‘pretty good’ and 12% as ‘okay’.
- 78% of youth indicated that they would come to another R+R weekend.
- 44% of youth thought that they would use some of the things that they learned in R+R in their everyday life while 50% thought that they ‘might’ use some of the information in their daily life.

Post-Weekend Facilitator Feedback

- The best part of the sessions from the facilitator’s perspectives was the engagement of the youth.
- Challenges for facilitators focused on facilitation skills such as engaging youth and managing group dynamics.
- Facilitators noted preparing more for sessions as something that they would do in the future if they taught the curriculum again.
Grade 9 and 10 Aboriginal “Respectful Relationships” Weekend

Prior to the beginning of the R+R weekend, 8 grade nine youth (5 male; 3 female) and 7 grade ten youth (2 male; 5 female) completed a brief survey.

Youth Reasons for Attending the R+R Weekend

These 15 youth were asked what led to their decision to come to the R+R weekend. The majority of youth (80%) expressed positive reasons for wanting to attend the weekend (Three youth felt that they did not have a choice about attending). Positive motivations included:

- Youth was encouraged by someone else (e.g. mother, unidentified adult) to attend the weekend. (7 youth)
- Youth heard positive things about the weekend held for younger youth. (3 youth)
- Youth thought it would be fun. (2 youth)

8 (53%) of the youth indicated that they were looking forward to the weekend ‘a lot’; 6 (40%) indicated that they were ‘somewhat’ looking forward to the weekend; and 1 (7%) indicated that they were looking forward to the weekend ‘a little’. All youth thought that a program can or may be able to make the world a better place.

Youth Perceptions of Behaviors as Violent

From a list of behaviors, youth were asked to indicate which ones they thought were types of violence.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Number of youth indicating that this behaviour is a type of violence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hitting others</td>
<td>15</td>
</tr>
<tr>
<td>Threatening others</td>
<td>15</td>
</tr>
<tr>
<td>Forcing others to do things that they don’t want to do</td>
<td>14</td>
</tr>
<tr>
<td>Teasing others</td>
<td>12</td>
</tr>
<tr>
<td>Calling others names</td>
<td>12</td>
</tr>
<tr>
<td>Posting hurtful messages on Facebook and other sites</td>
<td>11</td>
</tr>
<tr>
<td>Spreading stories about others</td>
<td>11</td>
</tr>
<tr>
<td>Not letting someone join in an activity</td>
<td>11</td>
</tr>
</tbody>
</table>

“I wanted to get away from my house and away from my video game.”

“Well I heard about this amazing, fun weekend event filled with fun and share learning but it was worth it. I actually want to become a leader for my future job.”
Grade 9 & 10 Youth Reflections on the R+R Weekend

At the end of the weekend, youth were asked to provide feedback about the weekend. 11 of the 15 youth (4 grade nine youth; 7 grade 10 youth) completed a survey. This represents a 73% response rate. Youth provided the following feedback.10

The Best Part of the Weekend

11 youth responded to this question. 7 (64%) thought that ziplining was the best part of the weekend; two other youth (18%) noted the ‘dance party’ as the best part of the weekend; one youth (9%) identified were ‘having a big bed to myself’; and one youth (9%) identified ‘getting to know lots of people’ as the best parts of the weekend.

The Best Part of the R+R Session

10 youth responded to this question. 8 (73%) youth thought that various learnings were the best part of the sessions (i.e., learning about the self and others; learning to not walk away from problems; different ways to express feelings and help others with their feelings; learning terminology for mean words). Other ‘best parts’ noted by youth were:

- Specific sessions (sessions 5 and 10)
- “The creativity.”

Favorite R+R Activity

11 youth responded to this question. 5 (45%) youth liked the ‘Human Knot’ group puzzle and 3 (27%) youth liked ‘move your butt if…..’. Other R+R favourite activities noted by youth were: the check-ins and talking about important topics.

The Most Important Thing Learned

10 youth responded to this question. Youth in this age group had varying experiences as to the most important thing learned during the R+R weekend. They noted the following:

- “About myself.” (2 youth)
- “Respect myself.” (2 youth)
- “About cyberbullying.”
- “How to say no.”
- “How to prevent unhealthy relationships.”
- “Healthy relationships.”
- “How to speak up.”
- “Racist words have real meaning.”

10 Percentages are based on 11 youth respondents. Note that responses of ‘nothing’ or ‘everything’ are not included.
Suggestions for Changes

Youth were asked about changes that they would like to see in the R+R weekend. Youth had several suggestions. These included:

- Later curfew
- Later start time
- Different food
- Longer weekend
- Higher youth attendance

Learning from R+R

Youth were asked to rate a series of statements by choosing the answer that best described how much they agree with the statement. Percentages indicate youth who agree with the statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not at all true</th>
<th>Not really true</th>
<th>Sort of true</th>
<th>Pretty True</th>
<th>Very True</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I learned a lot from the R+R. (n=10)</td>
<td></td>
<td></td>
<td></td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>2. I enjoyed hanging out with the adults. (n=10)</td>
<td></td>
<td></td>
<td></td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>3. I think that the people who taught us did a good job. (n=10)</td>
<td></td>
<td></td>
<td></td>
<td>10%</td>
<td>90%</td>
</tr>
<tr>
<td>4. The things that we did helped me learn about myself and others. (n=10)</td>
<td></td>
<td></td>
<td></td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>5. I have learned about healthy relationships. (n=10)</td>
<td></td>
<td></td>
<td></td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>6. I liked the separate gender workshops. (n=10)</td>
<td>10%</td>
<td>20%</td>
<td>40%</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>7. I have learned from R+R that everyone deserves to be treated equally. (n=10)</td>
<td></td>
<td></td>
<td></td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>8. I have learned from R+R that everyone deserves to feel safe. (n=10)</td>
<td></td>
<td></td>
<td></td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>9. I have learned about the warning signs of violence. (n=10)</td>
<td></td>
<td></td>
<td></td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>10. I have learned about how to express my feelings in healthy ways. (n=10)</td>
<td></td>
<td></td>
<td></td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>11. I have learned about the different ways people bully or are violent. (n=10)</td>
<td></td>
<td></td>
<td></td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>12. I have learned about good ways I can solve conflicts. (n=10)</td>
<td></td>
<td></td>
<td></td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>13. I have learned ways to recognize verbal abuse. (n=9)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
Overall Rating of the Weekend

All 11 youth gave the weekend an overall rating of ‘excellent’.

Future Participation

11 (100%) youth indicated that they would come to another R+R weekend.

Using R+R in Daily Life

10 (91%) youth thought that they would use some of the things that they learned in R+R in their everyday life while 1 (9%) thought that they ‘might’ use some of the information in their daily life.

### Final Comments

“The camp was really fun. I learned a lot. I really liked how all the facilitators or helpers were really easy to talk to.”

“This was great. Thank you so much. It was awesome. I would definitely do this again and even help out.”

“It was great. I hope to facilitate next year.”

“I loved this weekend. I want to come back.”

<table>
<thead>
<tr>
<th>14. I have learned about what sexual harassment looks like. (n=9)</th>
<th>Not at all true</th>
<th>Not really true</th>
<th>Sort of true</th>
<th>Pretty True</th>
<th>Very True</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. I learned about the different ways people use power in relationships. (n=10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. I learned about stereotypes. (n=10)</td>
<td></td>
<td></td>
<td>20%</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>17. I have learned about setting boundaries so that I treat myself with respect and others treat me with respect. (n=9)</td>
<td></td>
<td></td>
<td>22%</td>
<td>78%</td>
<td></td>
</tr>
<tr>
<td>18. I think that what I have learned in the R+R program will help me in my life. (n=9)</td>
<td>11%</td>
<td>10%</td>
<td>89%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. I think that everyone has a responsibility to try to make the world a place where everyone is treated in a caring way. (n=9)</td>
<td>11%</td>
<td>10%</td>
<td>89%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. I understand how people can use power in ways that can hurt others. (n=10)</td>
<td>10%</td>
<td>10%</td>
<td>90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. I liked having this weekend for the Musqueam people. (n=8)</td>
<td>13%</td>
<td>87%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. I liked having three R+R sessions in a row. (n=10)</td>
<td>20%</td>
<td>10%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. I liked having two R+R sessions in a row. (n=9)</td>
<td>11%</td>
<td>11%</td>
<td>45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. I think it would be good for other youth to participate in a R+R weekend. (n=10)</td>
<td></td>
<td></td>
<td></td>
<td>10%</td>
<td>90%</td>
</tr>
</tbody>
</table>
Grade Nine Facilitator Post-Session Reflections

Five feedback forms were completed by facilitators who led a grade 9 group. In one instance, the facilitator had participated in the online training as well as the face-to-face training.

Three of the facilitators thought that their session was ‘pretty good’ and 2 of the facilitators thought that their session was ‘excellent’. Three of the facilitators indicated that they enjoyed being a facilitator ‘quite a bit’ and 2 of the facilitators indicated that they liked being a facilitator ‘a lot’. In three instances, facilitators indicated that they would like to facilitate again and in two instances, they indicated that they ‘may’ like to facilitate again.

What was the best part of the session?

The best part of the session noted by almost all of the facilitators for the grade 9 youth was seeing the engagement of youth.

“Getting to know the youth and getting to facilitate this to them.”
“Seeing the youth share; Being away from the community to focus on this work.”
“That mainly everyone participated.”
“Seeing the teens.”

What was the most challenging part of the session?

Most of the facilitators of grade 9 youth also noted facilitation skills as the most challenging aspect of the session.

“Maintaining composure and keeping a handle on my emotions.”
“Attempting to speak in front of the kids.”
“Not to forget anything.”
“Getting some of the kids to talk.”

One facilitator thought that the long days were challenging.

What is one thing you would do differently next time?

“Be more prepared.”
“Plan better.”
“Try and memorize things. Get the kids to talk more.”
“Speak more in the sessions.”

Final Comments

“I thought this was a really good thing for our community.”

Responses may or may not reflect the views of all facilitators as not all facilitators completed two feedback forms.
Grade Ten Facilitator Post-Session Reflections

Nine feedback forms were completed by facilitators who led a grade 10 group. In three instances, the facilitator had participated in the online training as well as the face-to-face training. Four of the facilitators thought that their session was ‘pretty good’ and 5 of the facilitators thought that their session was ‘excellent’. Two of the facilitators indicated that they enjoyed being a facilitator ‘quite a bit’ and 7 of the facilitators indicated that they liked being a facilitator ‘a lot’. In seven instances, facilitators indicated that they would like to facilitate again and in two instances they indicated that they ‘may’ like to facilitate again.

What was the best part of the session?

The best part of the session noted by almost all of the facilitators for the grade 10 youth was seeing the engagement and learning by youth and feeling that an impact was made in the work with the youth.

“Seeing the kids smile.”
“Witnessing the change in everyone.”
“Our circle”
“Facilitating, sharing, learning.”
Seeing/hearing that they learnt something.”
“Just talking with the class.”
“Getting help for friends.”
“Activities that got kids moving.”

What was the most challenging part of the session?

Most of the facilitators of grade 10 youth also noted specific facilitation skills as the most challenging aspect of the session. Among these facilitation challenges were regulating emotions, engaging youth, managing group dynamics and working within a pre-set timeframe.

“Holding in my emotions.”
“Seeing emotion.”
“Standing back.”
“Asking the silence to be.”
“Talking and asking for help.”
“Getting my voice out.”
“Getting youth to talk (share stories)”
“Dealing with distractions.”

12 Responses may or may not reflect the views of all facilitators as not all facilitators completed two feedback forms.
“Having a timeline.”

What is one thing you would do differently next time?

Facilitators identified three main areas in which they would like to make changes if they were to facilitate again.

Shift in level of facilitation

“Less facilitation”
“Ask more open-ended questions and follow-up questions.”
“Using more facilitation techniques.”
“Talk more.”
“Share more of my own stories.”

Increase Preparation for Session

“Rehearse more; plan more with my partner; negotiate more.”
“Go through each session as a group.”

Increase Understanding

“Be more understanding.”
Key Findings from the Grade Nine and Ten R+R Weekend

Pre-Weekend Feedback

- Among grade 9 and 10 youth, 80% noted positive motivations for deciding to attend the R+R weekend.
- 53% indicated that they were looking forward to the weekend ‘a lot’; however, all youth indicated, to varying degrees, that they were looking forward to the weekend.
- All youth thought that a program that teaches others to be more caring could have the possibility of making the world a better place.
- 100% of youth saw physical aggression as a form of violence; verbal aggression was seen as a form of violence by 72%-80%, depending on the behaviour; and social exclusion was seen as violence by 73% of grade 9 and 10 youth.

Post-Weekend Youth Feedback

- 64% of youth thought that Ziplining was the best part of the weekend.
- Youth were diverse in what they experienced as the best part of R+R. Of youth who responded to this question, most thought that the learning about various topics (e.g., learning not to walk away from problems, different ways to express feelings) was the most valuable part of the R+R weekend.
- Just over half of the youth noted the ‘Human Knot’ and ‘Move Your Butt’ as the favourite R+R activities.
- Youth in this age group varied a great deal as to what they perceived to be the most important learning from R+R. They noted learnings such as respect, self-awareness and healthy vs. unhealthy relationships as the most valuable.
- Suggestions for changes from youth varied with individuals noting suggestions such as a later curfew, later start time and higher youth attendance.
- Based on youth self-ratings of perceived learning, youth indicated gaining knowledge from their participation in the R+R sessions.
- Compared to younger youth, older youth indicated less enjoyment of the separate gender workshops.
- Some youth reported that having two or three sessions back to back was not enjoyable.
- Of the 11 youth (from a total of 15 youth) who responded the question, all rated the weekend as ‘excellent’; all of these same youth indicated that they would come to another R+R weekend.
- 10 youth thought that they would use some of the things that they learned in R+R in their everyday life while one thought that they ‘might’ use some of the information in their daily life.

Post-Weekend Facilitator Feedback

- The best part of the sessions from the facilitators’ perspective was the engagement of the youth and feeling that they are making an impact through the work with youth.
- Challenges for facilitators focused on facilitation skills such as engaging youth, speaking in front of youth while remaining composed, and managing group dynamics.
- Facilitators noted two key areas of future focus if they were to facilitate R+R again: increase preparation time and increase or decrease amount of direct group facilitation.
An Overall Reflection of the R+R Weekends

The following section provides reflections on the R+R weekends from the perspective of facilitators, the Musqueam Nation R+R coordinator and a facilitator trainer from SWOVA. Perspectives from a community art therapist and the evaluator are included for the grade 7 & 8 weekend.

**Successes**

This was the first time that R+R was piloted in an Aboriginal community. From this experience came many successes that are direct and indirect results of the R+R curriculum. In many ways, the R+R curriculum was a springboard and opening for the community to enhance community capacity in the area of violence prevention.

*Bringing the community together:* Approximately 70 people attended the R+R weekends held near Pemberton, B.C. All youth went into the weekend with some level of positive expectation, an important predictor of program engagement. They shared meals and numerous positive interactions through experiencing aspects of the R+R curriculum, ziplining, and being together in this new setting. By taking these weekends to focus on respectful relationships, Aboriginal facilitators and Aboriginal youth were collectively taking a stand against violence. Through this intergenerational community dialogue, there were opportunities to build community capacity in the area of violence prevention. Having this type of intergenerational approach has the power to strengthen relationships and bring the collective historical experiences into a safe venue in order to promote support, understanding, and community connections. It will of course be critical that the coming together of the generations with the focus on violence prevention is continued in order to realize the greatest gains in the community.

Further to this, younger youth and older youth (both youth participants and youth facilitators) had the opportunity to be exposed to potential natural mentors. For example, the Musqueam community liaison officer attended both weekends and was very open and honest with youth about some of his experiences. This was an authentic way of providing youth with an open invitation to an adult whom they may be able to seek out in other contexts. An additional example was the relatively high degree of respect among many of the younger youth toward some of the facilitators. Again, this provides an opening for some mentorship that youth may choose to pursue after the weekend is over.

*Supporting the development of future leaders:* Many of the facilitators who were trained were young Aboriginal men and women – having Aboriginal facilitators is critical to the success of the program. Although there was a steep learning curve for these older teens or young adults, they are the ideal individuals to assist in building community capacity. They are energetic, eager to take on a leadership role and represent the Musqueam Nation’s future leaders. The younger youth view these older youth/young adults as more able to appreciate the world through their eyes as they have grown up in a similar time period. In many ways, it was these young facilitators who derived the most benefit from the weekends as they had received training in the curriculum and in turn had to grapple with teaching the
material to younger youth. As a result, they were challenged at a higher and deeper level to examine the relationship between the curriculum and their own lives.

**Developing Knowledge of aspects of ‘Respectful Relationships’:** Among the youth, there were varying degrees of learning that occurred. For some, the weekends may have given them some information to consider even if it was challenging for them to integrate into the current way in which they experience themselves and the world. For others, the weekends may have pushed them further along the path of thinking about ways in which they can be more aware of violence and its’ impact on the self and others. Finally for others, it may have provided them with information with which they can take action or make changes in their lives. It was agreed that the younger youth may have found the material more challenging whereas the grade 9 and 10 youth, due to maturity, were able to integrate more of the material at a deeper level. Whether the experience resulted in changes after the weekends is an aspect that would need to be further examined over time.\(^\text{13}\)

**Development of same-age friendships:** Since not all youth live on-reserve, having youth come together during the weekends offered opportunities for on-reserve and off-reserve youth to build connections. It was reported that many of the youth from the R+R weekends attended a subsequent Musqueam youth-focused event held on reserve.

**Challenges**

While the successes were predominantly from the opportunity for the community to come together to focus on violence prevention and build connections, key challenges were related aspects of R+R content, training and delivery of the R+R curriculum.\(^\text{14}\) Some of these challenges may have resulted from the short timeline to plan the weekends as well as the limited knowledge of who the participants would be for both the curriculum training and the youth participants. This made it difficult to tailor the activities to best meet the developmental needs of all participants.

**Content:** The R+R curriculum has many strengths in engaging youth to learn about violence prevention. In the context of an Aboriginal community approach, the curriculum needs to be built upon in order to include issues of community violence and intergenerational violence in a way that addresses the complexities of the roots of violence.

**Training:** While the facilitators worked hard to lead their sessions, there were struggles with understanding some of the content at a deeper level. The R+R curriculum is a dense curriculum in that there are many concepts included throughout the twelve sessions. Further to this, it is a content that cannot be memorized and delivered. Rather one must feel comfortable with the content, be able to relate it to ones’ own life and in turn guide others to do the same. Many of the young facilitators were at the stage of learning the content and due to a condensed training format, they did not have ample time to explore the content and how it relates to their own young lives. This struggle showed itself

\(^{13}\) Anecdotally, there were reports of two teachers calling home to parents reporting that their child had been demonstrating positive behaviour in school.

\(^{14}\) Note that challenges apart of the R+R curriculum and its’ implementation are not a focus of this report.
through challenges in explaining and/or demonstrating the concepts clearly to the younger youth. For example, understanding that bullying is violence in situations in which one is targeting an individual for no reason as well as a situation in which one is targeting an individual due to wanting to get back at them for some transgression.

While content needed to be strengthened, so did facilitation skills. This appeared to be a challenge for many facilitators. Facilitation is an art, honed over many years of practice. Facilitators struggled a great deal with managing group dynamics, being comfortable with silences, and creating alternative ways to engage youth when one approach did not appear to be working.

Overall, many of the facilitators were young and most facilitators did not have prior training in violence prevention. Facilitators would have benefited from more extensive training in facilitation skills and R+R content. This training would ideally take place over an extended period of time to allow youth to integrate the material into their own lives through the support of ongoing mentorship.

**Delivery:**

There were marked differences between the grade 7 and 8 weekend and grade 9 and 10 weekend. For the younger youth, they found the back-to-back sessions challenging, particularly the grade 7 youth. This resulted in a heightened focus on group management. These younger youth required more physical movement activities and more concrete ways to learn and gain some skill practice of key concepts. By all reports, the grade 9 and 10 youth had higher engagement and were able to better grasp concepts from the curriculum. Although some found the back-to-back sessions challenging, they were better able to maintain focus.

**Additional Challenges:** Three additional challenges were:

- Youth missed a day of school in order to attend the R+R weekend. In future, liaising with schools around this missed day may help ward off difficulties that can arise from missed assignments, tests etc. Alternatively, having a weekend during a District Professional Day would eliminate any difficulties.

- While youth recruitment was a challenge for both weekends, in some ways, the smaller numbers in a pilot such as this may have a positive side. It provides program leaders a chance to try out the curriculum and see what works and what needs addressing before rolling the program out to the larger community. In other ways, having feedback from a small number of youth limits the perspectives on the weekend.

- The evaluation was originally planned to fit the traditional delivery of R+R in that it would be delivered in a school over several weeks. With the change in format, the design had to be changed. The delivery over a weekend does not allow for adequate time for integration of
material coupled and was coupled with some challenges in delivery. Therefore, the evaluation can only be limited to a higher level look at youth response to the weekends.

A further challenge with the evaluation was that the evaluator was not able to be present for the second weekend (the older youth) due to previously scheduled commitments. While it would not have been possible for the evaluator to attend both weekends due to evaluation budget constraints, it would have been better for the evaluator to attend some parts of both weekends, such as the last day and a half, and have dedicated time scheduled with the youth at key points in order to gather feedback throughout the weekend, rather than have the evaluation at the end of the weekend. This would also ensure that all youth were able to contribute to the evaluation process.

Conclusions

The pilot of the Aboriginal R+R curriculum was, despite challenges, a huge success. Using a community-based, intergenerational approach, R+R was delivered by Aboriginal facilitators to Aboriginal youth. A tremendous amount of learning occurred by the community members with regards to violence prevention and how to best work together, using the R+R curriculum, to enhance the knowledge and skills that can lead to healthier relationships. In addition, there was much learning as to ways in which the R+R curriculum can be adapted to better meet community needs. Through the community coming together and focusing on violence prevention, it was clear that steps were taken to enhance overall community capacity in this regard.

It will be critical to build upon the successes of the R+R weekends through engaging all community members in violence prevention work over time. Both youth and facilitators expressed interest in coming together again to focus on violence prevention. With additional opportunities in the future come the chances to learn from successes and challenges from this pilot in order to increase the overall success of the R+R implementation at the community level. Further to this, as refinements and adjustments are made, there may be opportunities for other communities to incorporate R+R into their community. The only way to address community violence is through community efforts. By incorporating key learnings from this pilot, the R+R pilot has the potential to be a powerful tool for communities to use as they seek ways to influence future generations.
Recommendations for Future Aboriginal ‘Respectful Relationships’

Curriculum Design

1. Include a community violence lens in the Aboriginal R+R curriculum in order to better meet a community-based delivery model of the R+R curriculum.
2. Revisit the 12 session curriculum format if delivered in an intensive weekend. Reduce the amount of content and focus on key skills for specific grades incorporating substantial time for concrete practice of skills. This will hopefully allow for higher levels of integration of skills and knowledge for youth, given that they do not have a chance to integrate skills as youth may who have the R+R program on a weekly basis and they may not be able to receive multiple years of R+R. Ideally, there would be a ‘weekend intensive’ curriculum that is an adapted version of the 12 session format. This curriculum would be more of a stand-alone curriculum as opposed to the grade modules that that are built upon one another.

Facilitators

3. Allow more time for R+R training in content and facilitation skills.
4. Pair more experienced facilitators with more junior facilitators when implementing the curriculum.
5. Pair more skilled facilitators with groups that may be more challenging to engage in the curriculum.
6. Provide ongoing mentorship for new facilitators.

Youth Engagement

7. Consider each youth and whether they would benefit from a R+R weekend or whether they would be better served in being engaged in R+R in the community on a weekly basis. This may be particularly relevant for younger youth.
8. Strategically create groups in order to increase the likelihood of more positive group dynamics.
9. Increase physical movement for youth when facilitating R+R in a condensed format.

Evaluation

10. Include an implementation evaluation (i.e., examine whether the curriculum is being implemented as intended) in the next piloting of the Aboriginal R+R curriculum before engaging in an outcome evaluation.
11. Examine ways to increase integration of an evaluation into each different delivery format of R+R within the parameters set by program activities and budgets. For example, five-minute feedback sessions after selected sessions.