



A youth-driven project to build healthy
relationships in high schools

Teacher Training

Session 1

Housekeeping

- Sign in Sheet
- Name Tags
- Account information sheet
- Questions

Raison d'art Introductions



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Agenda

- Why portraitX?
- Program Objectives
- Training Plan & Objectives
- Trauma-informed Teaching
- Onboarding the App & Overview
- How to deliver a Workshop
- Workshops 1

Why portraitX?

- A classroom program with six interactive workshops for students in grades 6-12 delivered via iPads, featuring digital art making and activities
- pX Tools

Program Objectives

- **Educate** youth about various aspects of dating, relationships and sexual violence.
- **Equip** youth with the skills to be critical of discrimination and gender stereotypes in their lives.
- **Effect** positive change through collaborative art and media-making.

Training Plan

- 2 training in-person workshops (180 min each)
- Use of portraitX App on iPads
- Access to professional development tools including the Teacher's Toolkit, trauma-informed resources and video tutorials
- [Online glossary & resources](#)
- Demo of one portraitX workshop on location (60 min)
- 4 live webinars to be scheduled (60 min each)

Training Objectives

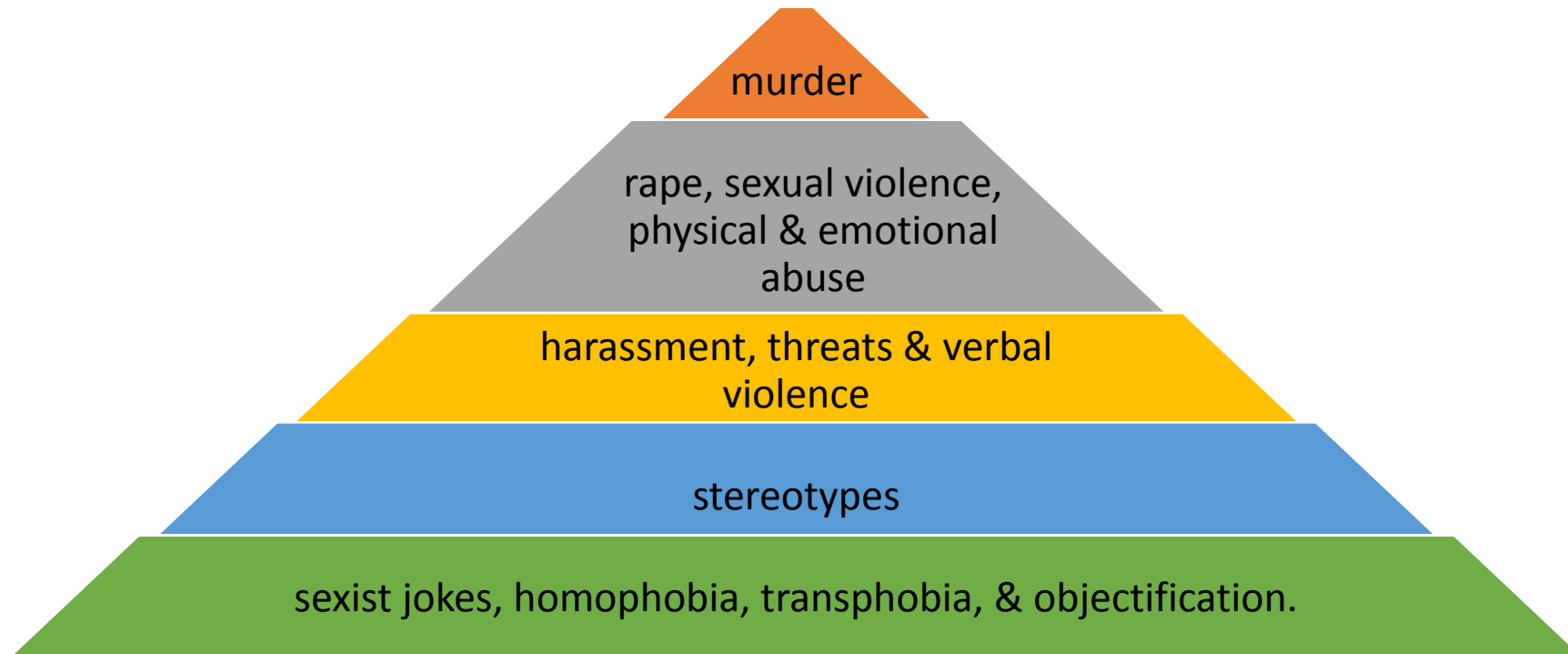
- To understand the guiding principles of portraitX
- To explore and practice the activities/tools in the App
- To learn how to deliver programming in classrooms
- **To check in together and address our concerns/questions**

How to be Trauma-informed

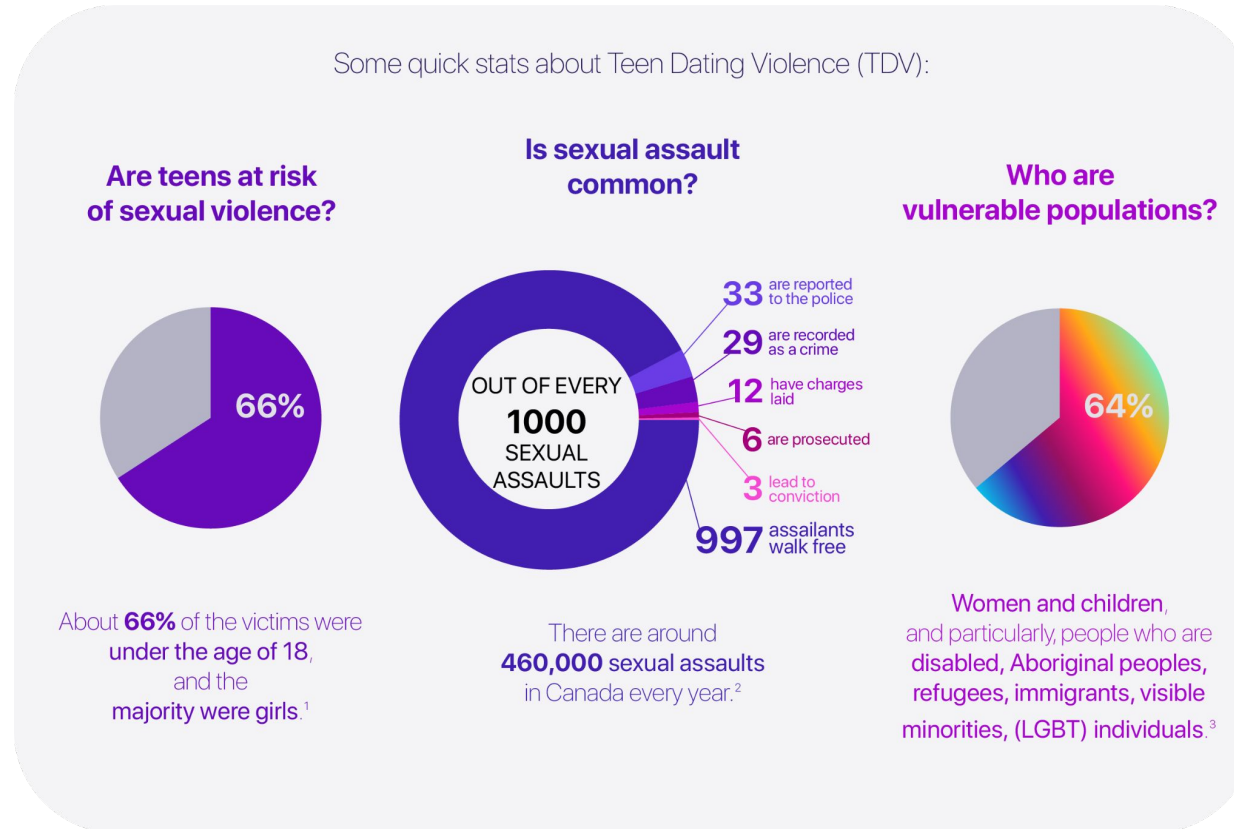
- 5 Trauma Informed Essentials
- Trauma Informed Checklist

Defining Gender Based Violence

- A complicated matrix of damaging attitudes, thoughts and behaviors between people happening in real life or online.



Why a Trauma-Informed Approach?



- Recognizes the widespread nature of traumatic experiences

Support in Schools

- Schools do not often have protocols to respond to sexual violence. In order to support students identify the support staff and their location at the beginning of each workshop.
- Encourage students to note their own options for support privately, as school might not feel like a safe place for everyone.
- The support staff can be in a private space, with the list of support resources at hand.

What if you sense discomfort in the group or someone looks like they might be triggered, uncomfortable, anxious, or distressed?

- Check-in briefly with the group. Have everyone take a deep breath to reset or ask: “Thumbs up if everything is ok”
- Call for a 2-minute break One moderator can take this opportunity to reach out to the the teacher for support.
- If the teacher is occupied, one of the moderators can discreetly check in “Is everything ok? Would you like me to get the teacher to escort you to the resource person or take a break?”

What if a student discloses during a workshop?

- **Listen.** Remain calm and compassionate. Consider privacy and your non-verbal signals. Don't press for details.
- **Validate and direct to the right person.** Acknowledge and thank the person for trusting you with the information and seek out the identified resource person at the school immediately. "Thank you for sharing. Would you be comfortable speaking to X?"
- **Be transparent about your limits and boundaries.** Your role is to moderate workshops for the whole group. Reach out for support.



Safer/Braver Spaces

Four Guidelines¹

¹ Arao, B., & Clemens, K. (2013). From Safe Spaces to Brave Spaces: a new way to frame dialogue around diversity and social justice. In Landreman, L. (Ed.), The Art of Effective Facilitation: Reflections from Social Justice Educators (pp. 135-150). Sterling, VA: Stylus Publishing.

1. Modeling Communication Skills

- Model communication skills by consistently addressing controversy with civility.
- Keep in mind that discussions implicate everyone in the group, so challenge by choice if someone is being offensive or expressing problematic views.

If your students are drawing from experiences and values in their family/community. Recognize their point in a non-judgmental tone. “It’s interesting you mention that. This is a widely held belief, however, ...” A dialogue may ensure this is a potential learning opportunity!

Ask the student to elaborate differently. If the person in question is using offensive language or potentially damaging examples, a moderator can reiterate the comment differently and guide the dialogue towards a more productive discussion.

If the student insists on using offensive language prompt the group to reflect on the ways that language can impact others. It is important not to shame the person themselves, but rather attempt to create a constructive teachable moment.

If there is clear disrespect towards others, remind everyone of the Ground Rules. Avoid any aggressive response. Stay calm. This person may be faced with issues you are not aware of. A gentle, nonjudgmental response can go a long way in diffusing a situation.

If a student is acting in ways that may make others feel unsafe, discontinue the conversation if necessary. Above all do no harm! Check in with the other participants and call in the support of school staff if need be. The conversation can always be continued in another room if it's not safe for the group.

2. Calling in vs. Calling Out

- Recognize that participants might have differing views and offer an inclusive space for open discussions.
- Understand interactions (especially uncomfortable ones) as an opportunity to have learners engage with complex topics, unpack conflict, and seek out solutions.
- Invest in healthy relationships with & between participants.

Address controversy as soon as you can. For example, if a student says: “You’re wrong! There are only two genders: men and women” You might respond: “This idea can feel strange, but let’s take a different look at it ...”

All questions should be considered valid - ask for clarifications if unclear. Use open ended statements/questions in response: “is it possible that..?” Try to paraphrase what the students are saying to clarify what they are saying: “I heard you say... is that what you meant?”

Remind participants that you are there to help them learn, express themselves and share their views with others. Respond to participants by saying words like “Thank you for your response...” or “I hear you...”

3. Respect

- Remember that respect can vary for each person and context.
- Unpack the Ground Rules to work together towards an understanding about what respectful participation means.
- Be predictable by establishing respectful behaviours and routines that the whole group can follow consistently.

Provide an overview of the workshop before getting to the heart of the matter. Let participants know if/when you'll be taking a break, and explain the time required for the different stages of the workshop. Give trauma warnings when indicated. Navigate to the resources regularly.

Ask for and use proper pronouns. Introduce yourself with your pronouns. Instead of using the boy-girl binary, you can refer to “folks” and “people”. For example: “some folks might ...”

Reassure the group that all emotions are welcome when/if they arise. Avoid interruptions when a participant is expressing their emotions and have others refrain from laughter when someone is upset or incorrect.

Avoid slang and privilege definitions. Correct the word if possible when a participant uses slang. For example, “dick” can be corrected with the word “penis”. You can also ask others in the group for the correct word or go to the glossary.

Be aware of the personal nature of each participant's decision to participate & open up. Think consent. Be flexible as it is always a person’s choice to participate. Allow multiple pathways in order to invite participants to express their views, such as digital media-making. In a group, you can use nonverbal cues like thumbs up and/or use the chat

4. Going Wider

- Connect to the larger societal issues that involve us all, like sexism or racism, which are often easier to understand through a birds eye view.
- Untangle the difference between attacking someone personally and challenging an idea in discussions to ensure that participants are able to meaningfully learn from each other.

Aim to situate individual experiences within broader social justice issues.

Participants may want to share personal stories, avoid these as you never know who they might impact. For example, you might say: “Naming people might be hurtful to others and break their privacy so let’s stick with ...” Don’t forget to offer resources : “If you need to talk to someone about this though you can always ...”

Avoid giving your own personal opinions. For example, replace “Well in my experience, healthy relationships should be ...” with statistics and facts about the same issue.

Connect the issues. Reassure participants that others might have similar questions For example, “many young people may want to know about this...”

Q & A

portrait 

Break (10 mins)

portrait 

Onboarding the App

- Student Account Creation
- Username: firstname_lastname (nocaps)
- Password: 1234 (suggested)
- Class: 0003
- Tour de table - Group intros with profile photo
- Overview of app functions

Overview of App

- Workshops
- Albums
- Chat
- Resources
- Access to Moderator pX Tools (access online/ psswd: PX)

How to deliver a workshop

- [How to deliver a workshop video](#)
- Moderator Tool Kit

W1 Healthy Relationships

- Moderator Tool kit: page 32
- Ground Rules (Slide 1)
- [Wheel of emotions](#) (Slide 2)
- [Emotional Self-Portrait](#) (Slide 3)
- Share with the class (“I consent”)
- Healthy or Not? Quiz (Slide 5)
- Rate your learning (Slide 24)
- Burning Question (Slide 25)

Wrap up

- Online Quiz
- Resources & pX Tools
- Next Steps
- Follow us/Contact us

Q & A

portrait 