



# Positive and egalitarian intimate relationships and violence in intimate relationships

ACTIVITIES FOR SECONDARY IV

IN THE CULTURE AND CITIZENSHIP IN QUÉBEC PROGRAM

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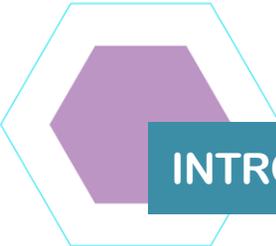
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# TABLE OF CONTENTS

INTRODUCTION .....	1
DETAILED TOPICS AND EXAMPLES RELATED TO THE ACTIVITIES.....	2
POSITIVE AND EGALITARIAN INTIMATE RELATIONSHIPS .....	2
VIOLENCE IN INTIMATE RELATIONSHIPS.....	3
FORMS OF VIOLENCE.....	5
WARNING SIGNS OF VIOLENCE .....	10
CONTINUUM AND CYCLE OF VIOLENCE.....	11
ACTIVITIES RELATED TO VIOLENCE IN INTIMATE RELATIONSHIPS.....	13
ACTIVITY 1 – ANALYSIS OF PERSONAL ACCOUNTS ON VIOLENCE IN INTIMATE RELATIONSHIPS.....	15
ACTIVITY 2 – STATISTICAL OVERVIEW OF VIOLENCE IN INTIMATE RELATIONSHIPS.....	25
ACTIVITY 3 – REFLECTION ON POSSIBLE ACTIONS DURING A SITUATION OF VIOLENCE IN AN INTIMATE RELATIONSHIP .....	43
SUPPORT RESOURCES .....	65
TOOLS AND ADDITIONAL REFERENCE MATERIALS FOR SCHOOL STAFF.....	68
MAIN REFERENCES.....	71



## INTRODUCTION

Intimate and romantic relationships in adolescence are one of the main concerns on the minds of secondary school students. Many of them are exploring new feelings and having new experiences. First intimate relationships are generally a healthy experience, but there may also be many challenges or even violence involved, which can be difficult for young people to recognize.

Violence in intimate relationships in adolescence may result in a number of consequences for the people who are victims or witnesses, as well as for the person exhibiting violent behaviour, in various areas of their lives. Violence that takes place in adolescence is particularly concerning, not only because of its frequency, but also because of its occurrence during a critical period of development. Additionally, having been subject to violence in an intimate relationship in adolescence increases the risk of being victimized again in the same way later in life (Hébert et al. 2024). Considering these elements, it is essential that students understand this problem as well as the associated personal and social aspects, and that they are provided with appropriate tools to prevent, identify and stop this violence.

The Culture and Citizenship in Québec program provides opportunities to address this content with students. In Secondary IV, themes and concepts related to violence in intimate relationships are more specifically addressed. This document is therefore intended for teachers of the program for Secondary IV. It includes three activities as well as complementary information.





## DETAILED TOPICS AND EXAMPLES RELATED TO THE ACTIVITIES

### POSITIVE AND EGALITARIAN INTIMATE RELATIONSHIPS

The term “intimate relationships” is used to describe a set of relationship configurations, including romantic relationships and relationships involving emotional and/or physical closeness between people, whether or not it is sexual in nature (inspired by Kids Help Phone 2023).

Positive and egalitarian intimate relationships have many advantages for young people, including encouraging the development of their emotional, social and interpersonal skills such as self-esteem, self-assertion, conflict management and empathy. They also enable young people to develop the skills that are needed to be capable of creating and maintaining long-term interpersonal relationships, such as communication.

Positive and egalitarian intimate relationships are defined as being based on mutuality, meaning each partner considers both their own needs and those of their partner, and both partners share emotional intimacy, feel comfortable and trust each other.

Considering one’s own needs and those of their partner means that a person can, most of the time:

- Love, be loved and feel loved
- Assert themselves and be heard by the other person
- Recognize the other person and be recognized, feel that the other person recognizes their value, be appreciated for who they are and feel appreciated in tangible ways
- Feel safe physically and psychologically
- Have space for themselves and leave space for the other person
- Have activities, interests and points of view in common with the other person, but also have different interests
- Respect their own intimate and sexual needs (expectations, limits) and those of the other person

The aspects included in the definition of a positive and egalitarian intimate relationship can vary from one person to the next and change over time based on a person’s values, their family culture, the groups to which they belong, their life experiences and their priorities.

Despite the diversity of perspectives, some characteristics stand out among the definitions provided by the 8000 young people in Québec who participated in the Youths’ Romantic Relationships (YRR) Survey, which took place between 2011 and 2014. These young people responded to the statement “Write three words that you associate with the best romantic experience you have experienced or imagined.” The words most often listed were “love,” “trust,” “happiness” and “respect” (Lavoie et al. 2015a).

## VIOLENCE IN INTIMATE RELATIONSHIPS

For most young people, first experiences with intimate relationships are positive. Nevertheless, violence in these relationships remains a frequent problem for adolescents.

In the context of adolescence and the new life experiences that are part of this period, it may be difficult in practice to differentiate the interpersonal behaviours that are healthy, positive and acceptable from those that are unhealthy and violent, as much for the people who carry out these behaviours as for those who are subject to them. Some norms assign a lot of value to being in a romantic relationship, especially in adolescence, which may make it more difficult for young people to recognize violent behaviours and seek help with putting an end to these behaviours.

In the Culture and Citizenship in Québec program, violence in intimate relationships is defined as “any behaviour that compromises the physical, psychological and sexual integrity of a person in the context of an intimate relationship, whether this relationship is ongoing or has ended, is casual or long-term, in real life or in the virtual world” (Ministère de l’Éducation 2024, 73).

Violence can create confusion for the people experiencing it and it can be difficult to detect because, in our culture, it is seen as the opposite of love. Violence in the context of intimate relationships can take place:

- between current or former partners
- between partners of the same sex or gender, or partners of different sexes or genders
- in casual or long-term relationships
- in real life or the virtual world

However, the prevalence of violence in intimate relationships is higher among some groups compared to others, for example, girls and young women, sexual and gender minorities, and Indigenous women (Canada 2024). Additionally, women are subject to forms of violence that are considered more severe in the context of intimate relationships (Savage 2022). This is in response to a concern that is regularly raised with regard to research on violence in intimate relationships, namely that some data is limited to the number of violent events that took place, without taking into account the context or severity of the acts and their consequences, and therefore does not reflect the real scope of the problem.

Moreover, the term “coercive control” is used to describe a set of repeated behaviours that are intended to control a person and deprive them of their autonomy using the fear of potential consequences (Dawson et al. 2018). Coercive control involves the use of strategies that are not explicitly violent, and often, the use of multiple forms of violence (physical, sexual, psychological), which causes the victim to feel restricted and to come to fear their partner or ex-partner (Côté, Lapierre and Frenette 2025; Canada 2021). Violence in intimate relationships can therefore be understood as a dynamic involving a series of repeated behaviours that have cumulative effects and not as isolated incidents of violence that need to be addressed separately (Stark 2007).

Coercive control therefore allows violence in intimate relationships to be seen through the lens of a denial of freedom, not uniquely based on the safety of the people who are victims (Côté, Lapierre and Frenette 2025).

In a relationship where control is exercised (isolating the other person socially, showing possessive behaviour towards the other person, intimidating and threatening the other person, monitoring their activities, sulking if the other person does not consent to sexual intercourse, etc.), one partner has very little opportunity to assert themselves, share their needs and establish their limits. The relationship is not based on equality and respect.

Violence in intimate relationships is different than a simple conflict between partners, and adolescents may sometimes have difficulty grasping the difference between the two.

- In a conflict, the partners can express themselves freely, and, even in the presence of unpleasant emotions such as anger, they remain equals.
- In a situation involving violence, one person has power over the other, without any equality between them nor the freedom for one partner to express their point of view and assert themselves.

Violence experienced by young people has some similarities as well as some differences when compared with intimate partner violence between adults. In adolescence, intimate relationships are usually first-time experiences, often short-lived and occur sequentially. In this context, some young people may be faced with violence in their intimate relationships without having the necessary reference points to recognize it and to seek help to make it stop.

Based on data reported in the book *Amour, violence et adolescence* (Fernet 2005), 60% to 80% of intimate relationships in adolescence continue in spite of episodes of violence. Depending on different considerations at the personal and social levels, it is possible for some young people to want to remain in their relationship at all costs, knowing that the relationship is perceived as a form of success and a source of social validation. Fernet (2005) identified four sets of factors that can be associated with continuing intimate relationships despite the presence of violence: the scope of the violence within the relationship, tolerance with regard to violence, representations of the self and of one's relationship with the other person, and the perception of other possibilities beyond the relationship involving violence.

Perceptions of violence in intimate relationships and the understanding of this violence, its different forms and ways it can manifest are influenced by different personal and social factors such as gender, the dominant ideological system in a society and previous exposure to this type of violence, such as within the family (Dumont 2017). According to data on violence reported by Statistics Canada concerning dating relationships for adolescents aged 15 to 17 (Sutton and Burczycka 2024), more boys than girls believe that violence in intimate relationships can be understandable in some situations. For example, more than a quarter of boys, 26% compared to 17% of girls, agreed or strongly agreed with the following statement: "It is understandable that someone would react violently if they suspect their partner of having an affair."

## FORMS OF VIOLENCE

Violence in intimate relationships manifests as various forms of control over a partner or former partner.

### VERBAL VIOLENCE

Verbal violence is generally considered a part of psychological violence. It includes threats, insults and humiliation (Hébert et al. 2018). Concretely, it can manifest as sarcasm, yelling, humiliating remarks, blackmail, threats or orders directed harshly at a partner. Verbal violence creates insecurity and fear that prevents the person who is subject to this violence from leaving the situation.

### PSYCHOLOGICAL VIOLENCE

Psychological violence is defined as the “use of verbal and non-verbal communication with the intent to harm another person mentally or emotionally, and/or exert control over another person” (Breiding et al. 2015, 15).

This form of violence is more difficult to detect than others as it can be subtle. It often precedes other forms of violence in a relational context or occurs in addition to them. Psychological violence can manifest as both the presence of a behaviour—sulking, lying, blackmailing, stopping a partner from seeing another person, threatening, insulting—and the absence of a behaviour, such as by ignoring a partner (Hébert et al. 2018).

Psychological violence in the context of intimate relationships may, for example, take one of the following forms:

- isolating a partner by stopping them from seeing certain people, limiting where they can go or following them to see where they are and who they are with
- wanting to provoke a feeling of anger by trying to seduce another person in front of a partner
- making a partner feel guilty or inadequate
- compelling a partner to do what their partner wants (control)
- criticizing a partner’s physical appearance

It is important to clarify the difference between jealousy and violence. In itself, jealousy is a natural and normal feeling that can be experienced in family, friend or romantic relationships. The way a person deals with this feeling is, however, a determining factor. In fact, talking openly about it with the other person or trying to find compromises and solutions together helps to stop this feeling leading to violent behaviours. In contrast, if this jealousy leads a person, for example, to try to control another person, control who their friends are or the nature of their outings, it has become controlling and violent. Jealousy is not therefore inherently problematic, as it all depends on how this feeling is managed and whether or not it results in violent behaviour.

Controlling behaviours that result from jealousy are not “proof of love,” but rather manifestations of violence, in contrast to what young people may be led to believe by some cultural representations, as seen on social media and in various literary works and films.

In virtual spaces, psychological violence may manifest as controlling, harassing or tracking a partner, or abusing them using technology or social media (Zweig et al. 2014). This can involve sending a large number of messages to the other person to the point where they no longer feel safe; threatening to harm them physically; posting photos, videos or messages that are insulting to a partner on a social network; controlling a partner’s online conversations; using a partner’s social media account without their permission; or tracking another person to constantly know their whereabouts (Hébert et al. 2018; Zweig et al. 2014).

## Financial control

Financial control can also occur in the context of violence in an intimate relationship. It is in fact one of the forms of violence used by procurers to recruit for purposes of sexual exploitation (Québec 2023). It may take the following forms:

- controlling the other person’s spending, such as by limiting money for going out, or criticizing or refusing their personal expenses
- forcing the other person to reimburse “shared” expenses that they never agreed to
- forcing the other person to make purchases or payments, such as buying alcohol or expensive clothes, or paying rent or debt
- taking out loans in the other person’s name (defrauding their victim)



## SEXUAL VIOLENCE

Depending on the context, several different terms and definitions may be used to describe sexual violence (e.g. sexual abuse, intimate partner violence). In the Culture and Citizenship in Québec program, the term “sexual violence” is used and is defined as:

Any form of violence committed through sexual practices or by targeting sexuality, including sexual assault, sexual harassment or sexual exploitation. It also refers to any other misconduct in such forms as unwanted gestures, comments, behaviours or attitudes with sexual connotations, including those related to sexual or gender diversity (Ministère de l'Éducation 2024, 72).

In the context of intimate relationships, sexual violence manifests in one of the following ways:

- putting pressure on another person or harassing the other person so they engage in a sexual behaviour
- starting or continuing a sexual behaviour despite the other person's refusal or lack of consent
- ceasing to use or removing a protection method, such as a condom, without informing the other person
- If the other person refuses to engage in sexual activity, threatening to break up in order to hurt or control them
- attempting to harm the other person in ways related to their sexuality, such as revealing intimate details or sharing sexual messages about or sexual images of the other person without their consent
- threatening to reveal the other person's sexual orientation or gender identity against their will (threat of outing them)
- committing sexual blackmail
- intentionally hurting the other person physically or psychologically while engaging in sexual behaviours
- having an insulting, hostile or degrading attitude toward the other person: comments, jokes, gestures, looking or touching of a sexual nature, or related to gender identity, sexual orientation or physical appearance, etc.

Sexual violence in the context of intimate relationships is often trivialized and is therefore reported less often than other forms of violence. Some young people incorrectly believe that sexual violence must involve physical force or penetration. Additionally, there is a persisting false belief that it cannot be considered sexual assault or sexual violence if the victim is in an intimate relationship with the person committing the acts.

In digital spaces, sexual violence can manifest as “the sending of messages with sexual connotations, of naked or sexually suggestive photos to a partner against their will [or] pressuring or threatening them so that a partner sends a naked or sexually suggestive photo” [*Translation*] (Hébert et al. 2018; Zweig et al. 2014).

In the context of a breakup, sexual violence can occur toward a former partner through the use of technology, including by threatening to post intimate photos, videos or information, or by publishing this content (revenge porn) (Hébert et al. 2018).

## Sexual exploitation

Sexual exploitation is an integral part of sexual violence. In adolescence, sexual exploitation often begins within an emotional or romantic relationship. This exploitation can take the form, among others, of a partner taking advantage of a dynamic of vulnerability, dependence or inequality with the other person to benefit from the use of their body (e.g. for social status, sexual gratification or money) (Ministère de la Sécurité publique 2021).

Young people who are subject to this form of violence do not necessarily see themselves as victims (Bélanger 2019). In fact, some individuals use elaborate strategies to attract adolescents to or keep them involved in sexual exploitation. For example, this is the case for procurers, men or women who are third parties to the commodification of sexual services. These people may, among other tactics (Québec 2023; Bourassa-Dansereau, Millette and Côté 2022):

- pretend to be in love with the other person
- promise the other person gifts, rewards or significant amounts of money
- provide exaggerated validation of the other person’s appearance and sexual behaviours
- provide the other person with alcohol and drugs to support an addiction
- create situations of financial dependence and debt
- lead the other person to commit increasingly serious crimes
- blackmail or make threats toward the other person’s family or friends
- subject the other person to various forms of violence and normalize these acts
- present their lifestyle as being attractive and a good source of validation for young people, as luxurious and glamorous, and as a way to profit from their sexuality and body

It is important to differentiate between adult prostitution and the sexual exploitation of minors: when the commodification of sexuality involves a minor, the acts are never consensual.

## PHYSICAL VIOLENCE

This form of violence is the most well-known and easiest to recognize. While it can leave visible traces on the body of the person who is a victim, this is not always the case. Additionally, it rarely occurs in isolation and is often accompanied by another form of violence.

Within a relationship, physical violence consists of “the intentional use of physical force with the potential for causing death, disability, injury, or harm” (Breiding et al. 2015, 11). In a romantic relationship, it can include, but is not limited to, hitting, slapping, squeezing, pushing, biting, burning, shaking, threatening with a weapon and forcibly restraining (Hébert et al. 2018). Physical violence can also be indirect, such as when it is directed toward an object or an animal with the intention of provoking fear in another person.



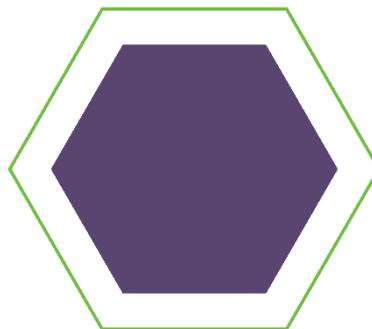
## WARNING SIGNS OF VIOLENCE

Some feelings can act as warning signs of violence (SPARX 2024; Ministère de l'Éducation 2023), a bit like an internal alarm system. A person may, for example:

- feel internal discomfort or have the feeling that something is not right
- feel controlled or manipulated
- feel cut off from life outside their relationship (e.g. cut off from family and friends, or excluded from activities and outings)
- not feel free and notice that they must ask the other person's permission to go see friends and family, for example
- feel as if all the difficulties in the relationship are always their fault and as if they are responsible for everything that is wrong
- feel afraid of the other person (of their reactions, of saying something that will be mocked or misinterpreted, etc.)
- feel that they have changed, that they are no longer themselves and that they are hiding some parts of their personality when with the other person

These signals are not always easily detected, especially as they may be mixed and in tension with positive feelings such as love. Members of a person's social circle may also express concerns or reservations to the person, such as telling them that they are worried or that they are not seeing the person as often as before.

Sometimes, even if these warning signs are present, it can be difficult for a person to recognize them and take action in response, especially when the intimate relationship also has positive moments and when the person is attached to the other person and to the relationship. A person's social circle, family, friends or members of the school staff therefore can be of great help by sharing their observations with the person they are worried about.



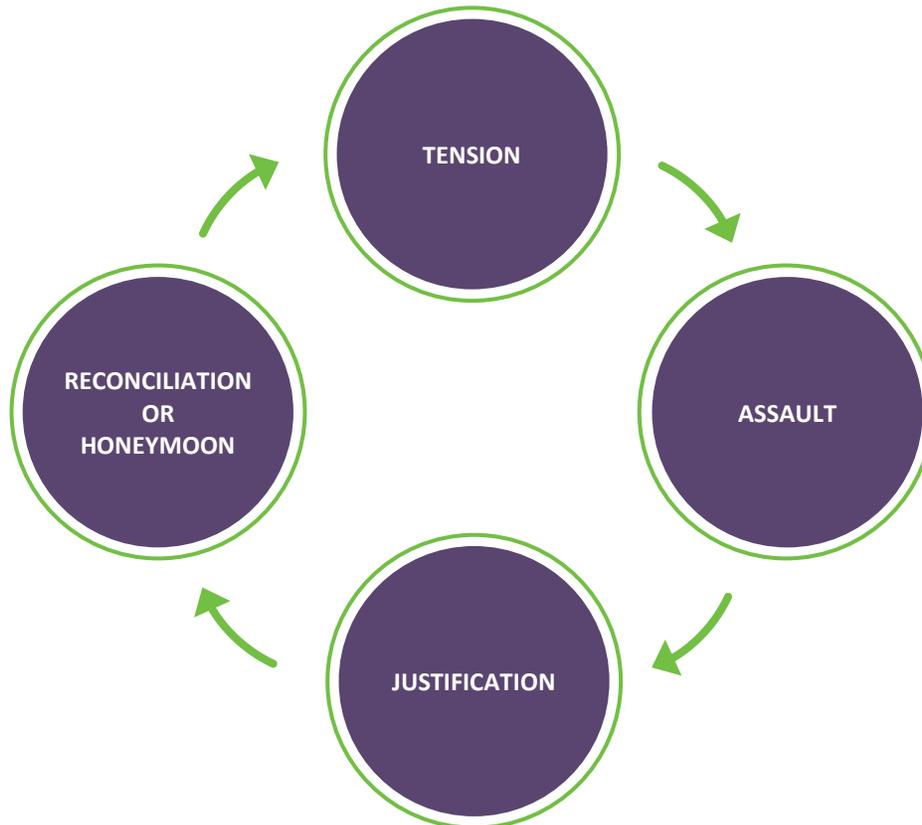
## CONTINUUM AND CYCLE OF VIOLENCE

The continuum or escalation of violence describes the gradual intensification of episodes of violence within an intimate relationship (SPARX 2024; Québec 2024). Unhealthy and violent behaviours set in gradually in this type of relationship. At the start, they are generally subtle and infrequent. Therefore, the relationship has periods with no episodes of violence.

However, the violence has a tendency of taking root in the relationship as time goes on. The violent behaviours intensify and generally become more frequent. The forms of violence may also vary over time, by starting, for example, more subtly with verbal and psychological violence.

There may also be an isolated episode of violence in an intimate relationship between young people. However, as some manifestations of violence are more difficult to recognize than others, some young people have a tendency to believe that a violent event that occurred was simply an isolated incident, while, in actuality, it was preceded by several other events that were not recognized as violent.

In tandem with the concept of coercive control, the concept of the “[cycle of violence](#)” (available in French only) is sometimes used to describe the repetition of instances of violence. This cycle involves a repetitive pattern of four phases, each with specific characteristics for both the person who is the perpetrator of violence and the person who is the victim:



<b>PHASE 1: TENSION</b>	<ul style="list-style-type: none"> <li>▪ The person who is a perpetrator of violence has episodes of anger, glares at the other person and gives the other person the silent treatment.</li> <li>▪ The person who is a victim feels worried and tries to improve the mood by being careful in how they behave.</li> </ul>
<b>PHASE 2: ASSAULT</b>	<ul style="list-style-type: none"> <li>▪ The person who is a perpetrator of violence exhibits violent behaviour toward the other person; this violence can be verbal, psychological, economic, physical and/or sexual.</li> <li>▪ The person who is a victim feels humiliated, sad and hurt. They feel that the situation is unfair and that the other person always gets what they want.</li> </ul>
<b>PHASE 3: JUSTIFICATION</b>	<ul style="list-style-type: none"> <li>▪ The person who is a perpetrator of violence finds excuses to justify their behaviour.</li> <li>▪ The person who is a victim tries to understand the explanations and to help the person who has committed violent behaviours to change; however, they second-guess their own view of the situation and feel responsible for what has happened.</li> </ul>
<b>PHASE 4: RECONCILIATION OR HONEYMOON</b>	<ul style="list-style-type: none"> <li>▪ The person who is a perpetrator of violence asks for forgiveness, and will often make promises and adopt behaviours intended to restore the other person's trust.</li> <li>▪ The person who is a victim gives the person who committed the violence another chance, helps them, acknowledges their efforts and changes their own habits.</li> </ul>

The cycle of violence, including the reconciliation or honeymoon phase, keeps the person who is a victim in a perpetual state of vulnerability by leading them to doubt themselves, their perceptions and their judgment. This cycle ultimately allows the person who is a perpetrator to maintain power and control both in the relationship and over the person who is a victim by creating an environment of insecurity and fear.



## ACTIVITIES RELATED TO VIOLENCE IN INTIMATE RELATIONSHIPS

The following sections present the three suggested activities:

1. **Analysis of personal accounts on violence in intimate relationships** 
2. **Statistical overview of violence in intimate relationships** 
3. **Reflection on possible actions during a situation of violence in an intimate relationship** 

These activities can be adapted, meaning that teachers can use them in their entirety or retain only certain parts. The activities can also be personalized according to student needs, some sections can be broken down, deleted, enhanced, etc.

While connections have been made between the Culture and Citizenship in Québec program of studies in Secondary IV and these activities, they can also be used or serve as inspiration in other educational contexts.

Each activity includes:

- an educational aim
- the key features of the competencies of the Culture and Citizenship in Québec program that are mainly used and applied
- suggested steps
- key findings and knowledge to take away
- an appendix for students
- an appendix for teachers

### PLANNING

Before starting an activity in which violence in intimate relationships is addressed, it is recommended to first address the subject of positive and egalitarian intimate relationships. Being able to recognize what makes for a positive and egalitarian relationship also helps students grasp what is considered unhealthy or violent in a relationship.

In the Culture and Citizenship in Québec program of studies, the main concept *Positive intimate experiences* in Secondary IV covers the specific concept *Egalitarian relationships and self-respect*. Note that topics related to positive and egalitarian relationships are planned in the program for Secondary II as part of the concepts *Intimate relationships during adolescence* and *Mutuality*. As students will have gained additional life experience between Secondary II and IV, it is appropriate

to address the concept of positive and egalitarian relationships once again in Secondary IV by allowing young people to deepen and broaden their understanding and reflections.

## ORIENTATIONS OF THE CULTURE AND CITIZENSHIP IN QUÉBEC PROGRAM IN SECONDARY IV

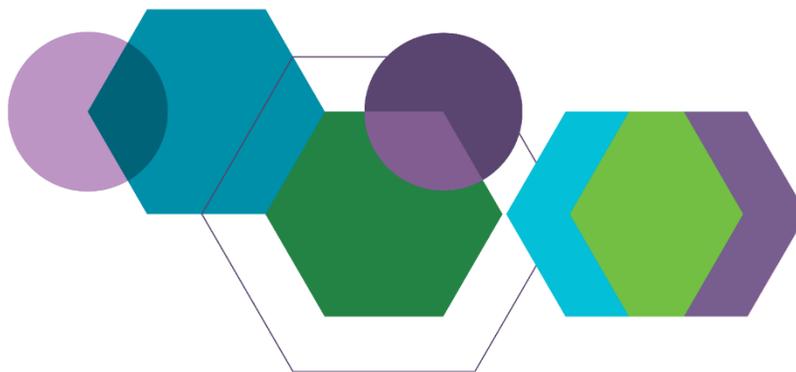
During the three activities, the majority of the content addressed is drawn from the theme *Relationships and caring*. The orientations of this theme are as follows:

The theme *Relationships and caring* is a continuation of the content addressed in Secondary Cycle One under the themes *Identities and belonging* and *Autonomy and interdependence*. With a better understanding of how their identity and autonomy is constructed in the context of relationships of belonging and interdependence, students can critically reflect on the role of caring practices in their relationship with themselves and in their interactions with others, as well as in their relationships with the community and the environment in which they live, that is, in connection with their lives as citizens of Québec.

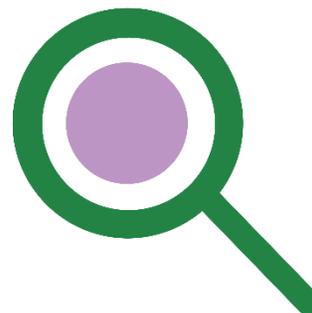
For a number of students, adolescence is the time to explore attraction, feelings of love and emotional and sexual intimacies. The principles of reciprocity, care for others and self-respect take on a new meaning in this context. Students consider what characterizes positive emotional and sexual experiences and the role of desire and pleasure in these experiences. They develop their understanding of and views on the differences between conflict and violence, the gendered dynamics that affect romantic and sexual relationships and, in general, their reference frameworks for relationships, especially in relation to equality and self-respect.

As part of this theme, students consider some key concepts related to caring practices that increase well-being, such as altruism, care and environmentalism. These ideas can be applied to intergenerational relationships, to support for people with a loss of autonomy, to animals and to the environment. Addressing these caring practices allows students to understand their central role in the functioning of Québec society.

The concepts discussed can be used to analyze and reflect on digital communication, authenticity, conflicts and hostility that students may experience online, such as in situations involving the polarization of points of view or hate speech. Students also reflect on what surrounds self-expression and on sexuality in various digital contexts (Ministère de l'Éducation 2024, 38).



# ACTIVITY 1 – ANALYSIS OF PERSONAL ACCOUNTS ON VIOLENCE IN INTIMATE RELATIONSHIPS



## Educational aim

Referring to various personal accounts, the students are asked to establish the scope of the object of study, that is, violence in intimate relationships, and to analyze the elements of a positive and egalitarian relationship, the warning signs of violence, and the manifestations of violence in intimate relationships. The students are also asked to draw up findings based on various elements of the personal accounts.

## Connections with the competencies in the Culture and Citizenship in Québec program

COMPETENCY: STUDIES CULTURAL REALITIES	
Key features	Components
Establishes the scope of the object of study	<ul style="list-style-type: none"> <li>▪ Calls on relevant concepts</li> <li>▪ Collects information</li> </ul>
Analyzes social relations	<ul style="list-style-type: none"> <li>▪ Characterizes relations between individuals, groups and institutions</li> <li>▪ Draws up findings</li> </ul>

## Overview of the activity

1. Have the students define the concepts applied during the activity by asking questions such as:
  - What defines a positive and egalitarian relationship?
  - What distinguishes a relationship that is positive and egalitarian from a relationship that isn't?
  - How can we define violence in intimate relationships?
  - What are the different forms of violence that can manifest in intimate relationships?

*Note: Teachers can adapt this step of the activity based on the previously completed activities and the students' prior knowledge. The activity can also begin with explicit instruction on the various topics being covered.*

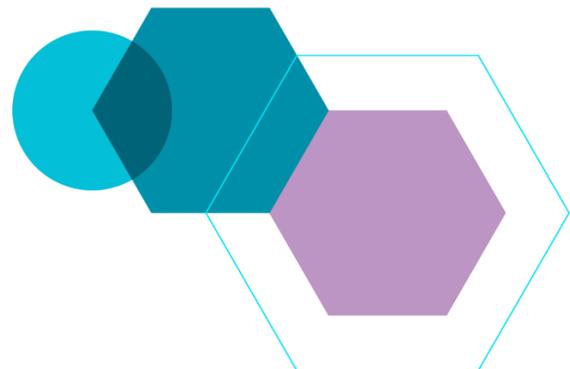
2. Present the personal accounts one at a time with the whole class. Have the students analyze the social relations present in each personal account by answering the following questions and write their answers on the board to use them in the next step.
  - Which people and groups are presented in the personal account?
  - What aspects of the personal account demonstrate positive and egalitarian relationships?
  - What aspects demonstrate warning signs of violence, meaning things that make it possible to see that something isn't right in this relationship?
  - What aspects demonstrate manifestations of violence in intimate relationships?
3. Have the students draw up findings regarding the different elements identified in the previous step according to the meanings, variations and recurrences found in the personal accounts.
4. Show students the videos from the [\*Si l'amour tourne en violence \(If love turns violent\)\*](#) government awareness campaign, produced by the Secrétariat à la condition féminine, and have them draw up complementary findings based on the similarities and recurrences seen in the videos. The videos are available with English subtitles.
5. Ask the students to name the support resources available to help and guide people who are involved in a situation of violence in an intimate relationship, whether these people are victims, witnesses or perpetrators of violence.
6. Conclude the activity by highlighting the findings and key knowledge to retain in order to enrich the students' initial understanding, especially the following:
  - Positive and egalitarian intimate relationships are based on trust. Each partner feels comfortable in the relationship and considers their own needs and those of their partner. There is no power imbalance or attempts by one person to control the other.
  - The way a positive and egalitarian relationship is defined can vary from one person to another and change over time based on a person's life experiences and priorities.
  - Within a relationship, it is beneficial for the partners to be able to express themselves, to feel loved and respected, to feel like they can trust each other and that they are safe and free, and to feel good about being together.
  - Violence in intimate relationships involves any behaviours, actions or statements that negatively affect another person by compromising their physical, psychological or sexual integrity.
  - Violence in intimate relationships can take different forms (verbal and psychological, physical, sexual), and each form can manifest in various ways.
  - The person who commits violence in an intimate relationship is the only person responsible for their actions.

- Some feelings act as warning signs of violence, somewhat like an internal alarm system.
- The ability to recognize the different manifestations of violence in intimate relationships is one step further in being able to prevent, identify and stop this violence.
- The intimate nature of a person's relationship with and their love for the other person can interfere with the recognition of certain warning signs or manifestations of violence.
- A relationship may demonstrate elements of a positive relationship and indicators of violence simultaneously.
- Controlling and violent behaviours in an intimate relationship generally appear gradually and intensify over time.

#### SUGGESTION FOR A COMPLEMENTARY ACTIVITY

Before starting or after completing this activity, another activity can be carried out to help students develop their critical thinking skills on the different types of information that are available, specifically with regard to the personal accounts.

- What can we learn from the personal accounts?
- Can the elements found in a personal account be generalized?
- What are the advantages of using personal accounts to understand a cultural reality? In contrast, what are the drawbacks or limits?



## PERSONAL ACCOUNTS

### PERSONAL ACCOUNT A

“What I like the most about being with my boyfriend is that we trust each other and are honest with each other. That developed over time. We took the time to get to know each other and that’s how the trust was developed. When we don’t feel good in a situation, when we don’t want to do something, we say so. We talk to each other and really listen to each other. Both of us put the work in, we make the effort. Being in a relationship isn’t a done deal . . . you have to keep putting in effort for it to work. We better ourselves for ourselves and for the other person and for the relationship we want to have.”

### PERSONAL ACCOUNT B

“I’ve been going out with my girlfriend for a few months. Recently, she’s been distant and acting like I don’t exist. She even flirts with other guys in front of me at school to make me mad. I don’t understand what’s going on anymore. When I call her to make plans to see each other, she often tells me that she has other things to do. It kind of feels like she’s using me when it suits her. I don’t know how to act with her anymore; it feels like I’m starting to change. The other day, she said she wouldn’t come with me to a party because my friends are losers. I’m really fed up with her attitude . . . I don’t know what to do anymore.”

### PERSONAL ACCOUNT C

“At first, when he asked to have access to my location on my phone, I had no issue. Our relationship was going well: we would talk for hours, we even talked about our feelings, it was cool. Of course, it wasn’t always perfect. We got into little fights sometimes, but we solved them with respect, we listened to each other. I thought we were mature. Recently, I started to realize that he was tracking me all the time using my location. He would talk to me about places that I had been to before I even told him about it. It was like he started becoming obsessed with my location and thinking that I was lying to him on purpose. If I forgot to tell him a little detail about where I had gone, he would get so mad. It was really out of proportion. One time, he squeezed my arm really hard until I gave him my phone so he could read my messages. More and more often, he would get mad because he was jealous, and it kept getting more intense. Seriously, I was scared of him. When I figured out he was following me secretly, that was too much.”

*Inspired by a personal account from the [SOS violence conjugale](#) website*

#### PERSONAL ACCOUNT D

“My family is more traditional and no one knew that I was gay. My boyfriend knew that, and that I risked losing people that I loved if they found out. After a while, he started insulting me in front of our friends by saying that I wasn’t really gay. He said that it was just to tease me, but I told him more than once to stop and that it was hurtful, but he continued anyways. I started to distance myself from him because I felt less and less good. He could tell that I wanted to break up with him and threatened me: ‘If you leave me, I’ll tell your family that you’re gay.’ I didn’t think that he would go that far . . . but he did. When I broke up with him, he called my sister.”

*Inspired by a personal account from the [SOS violence conjugale](#) website*

#### PERSONAL ACCOUNT E

“He knew I wasn’t ready to sleep with him. We would cuddle, make out and everything . . . but I didn’t want to go further. He would talk to me about it more and more often, asking me how long it would be. At the start I thought it was a joke, but I started asking myself if he was really serious about it. He became more insistent when we talked about it; I felt pressured. He told me that all our friends were doing it, except for me, and that I needed to start doing it soon, too. He ended up saying: ‘If you want to keep me as your boyfriend, you’re going to have to sleep with me.’ He threatened to break up with me if we didn’t do it. I got more and more anxious about spending time together, just the two of us. One night, he didn’t listen when I said no. He forced me to do some things. I didn’t know what to say or what to do.”

#### PERSONAL ACCOUNT F

“I would say that I’ve never felt as much like myself as I do with my girlfriend. Sometimes, I’d hide some parts of my personality and my interests in front of other people because I was embarrassed, but not with my girlfriend. I feel like she loves all of me: my good sides and my less flattering parts, too. Basically, I feel safe. I’m not afraid that she’ll make fun of me or laugh at me. She’s like my best friend as well as my girlfriend. Both of us accept each other as we are, and we have a lot of fun together. We both work hard to keep what we’ve developed together.”

## APPENDIX FOR STUDENTS – LIST OF SUPPORT RESOURCES

SOS VIOLENCE CONJUGALE		
<p>Intake, information and referral services for victims of intimate partner violence and their loved ones. Awareness-raising and information services are also available via social media and various web pages. The services offered are free of charge, bilingual and confidential.</p> <p>Telephone (24 hours a day, 7 days a week, bilingual): 1-800-363-9010 Text: 438-601-1211 <a href="http://sosviolenceconjugale.ca/en">sosviolenceconjugale.ca/en</a></p>		
SEXUAL VIOLENCE HELPLINE		
<p>Telephone support in English and French for anyone affected by sexual violence. This service is anonymous, free of charge and confidential.</p> <p>Telephone (24 hours a day, 7 days a week, bilingual): 1-800-933-9007 <a href="http://sexualviolencehelpline.ca">sexualviolencehelpline.ca</a></p>		
TEL-JEUNES		
<p>Resources for young people and their parents on a variety of issues, including violence in intimate relationships. Professional counsellors are available by phone, text and chat on the website, in English and French.</p> <p>Telephone (from 6 a.m. to 2 a.m.): 1-800-263-2266 Text (from 8 a.m. to 10:30 p.m.): 514-600-1002 <a href="http://Teljeunes.com/en">Teljeunes.com/en</a></p>		
INTERLIGNE		
<p>Helpline offering services by phone, text and chat to people that care about sexual and gender diversity, and who are experiencing a variety of difficulties, including violence in intimate relationships.</p> <p>Telephone and text: 1-888-505-1010 <a href="http://Interligne.co/en">Interligne.co/en</a></p>		
MY RESOURCES		
<p><b>At school</b></p> <ul style="list-style-type: none"> <li>■</li> <li>■</li> </ul>	<p><b>In my community</b></p> <ul style="list-style-type: none"> <li>■</li> <li>■</li> </ul>	<p><b>In my personal life</b></p> <ul style="list-style-type: none"> <li>■</li> <li>■</li> </ul>

## APPENDIX FOR TEACHERS – EXAMPLES OF ANSWERS

### Step 2 – Identify various elements in the personal accounts

#### PERSONAL ACCOUNT A

- Aspects of a positive and egalitarian relationship: trusting each other, taking the time to know each other, being honest with each other, communicating, stating their limits, listening, showing empathy and consideration for the other person, both being invested in the relationship

#### PERSONAL ACCOUNT B

- Warning signs of violence: not knowing how to react, feeling used by a partner, feeling oneself changing
- Manifestations of violence: use of psychological violence, flirting with other people in order to make a partner angry, belittling a partner's friends

#### PERSONAL ACCOUNT C

- Aspects of a positive and egalitarian relationship: communicating, naming their feelings, managing conflict in a healthy way, respecting the other person, actively listening and displaying interpersonal maturity
- Warning signs of violence: feeling watched; being afraid; being angry more and more often, and more and more intensely
- Manifestations of violence: using psychological violence, harassment and physical violence; tracking someone's location without their consent; exercising control; demonstrating disproportionate anger; secretly following the other person; harassing them; squeezing their arm

#### PERSONAL ACCOUNT D

- Warning signs of violence: feeling less and less comfortable with the other person, feeling the need to be more distant
- Manifestations of violence: using verbal, psychological and sexual violence; insulting the other person in front of their friends; continuing to insult the other person despite a request to stop; threatening to leave the other person; revealing a person's sexual orientation against their will (outing)

### PERSONAL ACCOUNT E

- Warning signs of violence: having doubts about the intention behind the other person's "jokes," being anxious about time spent with only the other person, feeling pressure
- Manifestations of violence: committing sexual violence, threatening the other person to make them engage in sexual activities, forcing another person to engage in sexual behaviours, not accepting refusal and therefore not respecting sexual consent

### PERSONAL ACCOUNT F

- Aspects of a positive and egalitarian relationship: showing authenticity; being entirely themselves; respecting and accepting all the aspects of the other person; being in a relationship full of safety, friendship, closeness, pleasure, reciprocity and investment

## Step 3 – Drawing up findings

### ELEMENTS RELATED TO THE PEOPLE AND GROUPS DEPICTED

#### Examples of findings

- Intimate relationships are part of a larger set of relationships that are important to each partner, such as friendships, family relationships, relationships at school.
- Although an intimate relationship is personal and is shared only between the partners, it can be influenced by people outside the relationship.
- The values of people outside of the intimate relationship, such as those of the family, can have an influence on the intimate relationship, especially as these values may come into conflict with those of one of the partners.



## ASPECTS OF A POSITIVE AND EGALITARIAN RELATIONSHIP

### Examples of findings related to the personal accounts

- Communication, respect, listening, consideration for the other person and investment in the relationship are listed several times in the personal accounts.
- A positive and egalitarian relationship requires putting in the effort, making an effort for yourself and for the other person, and taking into account the needs of the other person in addition to your own.
- A person can be in a positive and egalitarian intimate relationship regardless of their sex or gender.
- A person can be in a positive and egalitarian intimate relationship regardless of their sexual orientation.

### Emotions that can be felt by both partners

- Feeling of well-being, safety, acceptance, appreciation, love, fulfillment, happiness, peace, gratitude, being full of life, confidence, freedom, enthusiasm, etc.

## WARNING SIGNS OF VIOLENCE

### Examples of findings related to the personal accounts

- The warning signs are often connected to feelings (e.g. "I feel watched," "I don't feel like myself," "I feel less good when I'm with the other person").
- The warning signs also refer to doubts, uneasiness or questions about a partner's behaviour (increasing insistence and pressure, explosive and unpredictable behaviour, disproportionate emotional reactions when faced with an event, etc.).
- These signals are not always clear for the person. It is not always easy to detect them, especially when they are mixed with positive feelings. Additionally, these signs are also not always easy to accept, as they mean that something is not going well in a person's relationship and, therefore, may indicate that ending the relationship should be considered.

### Emotions that a partner may feel

- Feeling worried, uneasy, afraid, insecure, confused, vulnerable, frustrated, anxious, mixed feelings, etc.

## MANIFESTATIONS OF VIOLENCE

### Examples of findings related to the personal accounts

- Violence can take different forms (verbal and psychological, physical, sexual).
- The same form of violence can manifest in different ways.
- All violent behaviour can have consequences (for the person who is subject to violence as well as the person who has committed it).
- A person can be a victim of violence or commit violence regardless of their sex or gender.
- A person can be a victim of violence or commit violence regardless of their sexual orientation.
- An intimate relationship can have positive and egalitarian elements as well as manifestations of violence, sometimes in alternating fashion.

### Examples of complementary findings that could be drawn up based on the videos from the awareness-raising campaign

- The set of videos presents manifestations of psychological violence, including verbal violence, which makes it possible to see that this form of violence can occur in various ways, such as through manipulation, threats, social restrictions and insults.
- Controlling and violent behaviours in an intimate relationship can gradually appear.
- Over time, violent behaviours may intensify.

*While seeing the campaign, students may bring up the fact that the videos and posters do not show any boys who are victims of violence in a heterosexual relationship, meaning the violent partner is a girl. This is an opportunity to highlight that a person can be a victim of violence or commit violence regardless of their gender or sexual orientation. However, the prevalence of violence in the context of intimate relationships is higher among certain groups, such as girls.*

### Emotions that a partner may feel

- Feeling scared or sad; suffering; being in distress; feeling ashamed, embarrassed, hurt, angry, disappointed, powerless, humiliated, rejected, guilty, responsible, manipulated, anxious, disgusted or not free; feeling injustice, etc.

## ACTIVITY 2 – STATISTICAL OVERVIEW OF VIOLENCE IN INTIMATE RELATIONSHIPS



### Educational aim

Help students develop a better understanding of violence in intimate relationships, compare statistics related to this topic and draw up findings.

### Connections with the competencies in the Culture and Citizenship in Québec program

COMPETENCY: STUDIES CULTURAL REALITIES	
Key features	Components
Establishes the scope of the object of study	<ul style="list-style-type: none"> <li>Calls on relevant concepts</li> <li>Collects information</li> </ul>
Analyzes social relations	<ul style="list-style-type: none"> <li>Characterizes relations between individuals, groups and institutions</li> <li>Draws up findings</li> </ul>
Evaluates elements of knowledge	<ul style="list-style-type: none"> <li>Determines the relevance of the information gathered</li> </ul>
Demonstrates an enriched understanding	<ul style="list-style-type: none"> <li>Integrates different perspectives into an interpretation</li> </ul>

### Overview of the activity

- Have students define the concepts applied during the activity by asking questions such as:
  - How can we define the violence experienced in intimate relationships?
  - What are the different forms of violence that can manifest in intimate relationships?

*Note: Teachers can adapt this step of the activity based on the previously completed activities and the students' prior knowledge. The activity can also begin with explicit instruction on the various topics being covered.*

2. Provide the students with a document file inspired by the one found in the Appendix for Students and that includes different sources of data on the violence experienced in intimate relationships in adolescence. The students should also be provided with a table for compiling data, such as the one provided in the appendix, to support their learning.

*Note: This activity can be carried out with the whole group or in teams.*

3. Ask the students to answer the following question and record their answers, which could be reviewed at the end of the activity:
  - In your opinion, what are the most frequent forms of violence that occur in intimate relationships during adolescence and which groups are most affected?
4. Have the students establish the scope of the object of study, analyze social relations and draw up findings by asking questions about each of the data sources in the document file and by asking questions such as:
  - What do we know about this data source? Who collected the data, from whom, when, etc.?
  - What data and information can be found in this source?
    - What are the most frequent forms of violence that occur in intimate relationships in adolescence?
    - Which groups are most affected by violence in intimate relationships in adolescence?
  - Referring to the entire set of data sources, what are the main findings that can be drawn up regarding violence in intimate relationships in adolescence?
5. To help the students evaluate the elements of knowledge, lead a discussion by asking the following questions:
  - What might the advantages and the limits of the statistics on violence in intimate relationships be?
  - The data is not exactly the same from one source to the next. What might explain the observable differences?
  - What criteria can be used to evaluate the reliability of a data source?
6. Next, ask the students to review the responses they wrote down at the start of the activity and have them reread their initial answers in order to integrate what they have learned (“At first, I thought that . . . . Now, my analysis made me notice that . . . .”).

7. Conclude the activity by highlighting the findings and key knowledge to retain in order to enrich the students' initial understanding, especially the following:

### Analyzes social relations

- The statistics regarding violence in intimate relationships in adolescence that are included in the document file show that:
  - Violence in intimate relationships is frequent and affects a large number of young people in Québec.
  - Anyone can be a victim of violence in an intimate relationship, regardless of their gender, sexual orientation or age.
  - However, some groups of people are at greater risk than others of being victims of violence in intimate relationships: women and people who identify as lesbian, gay or bisexual.
  - Psychological violence is the form of violence most often reported in intimate relationships between adolescents.

### Evaluates elements of knowledge

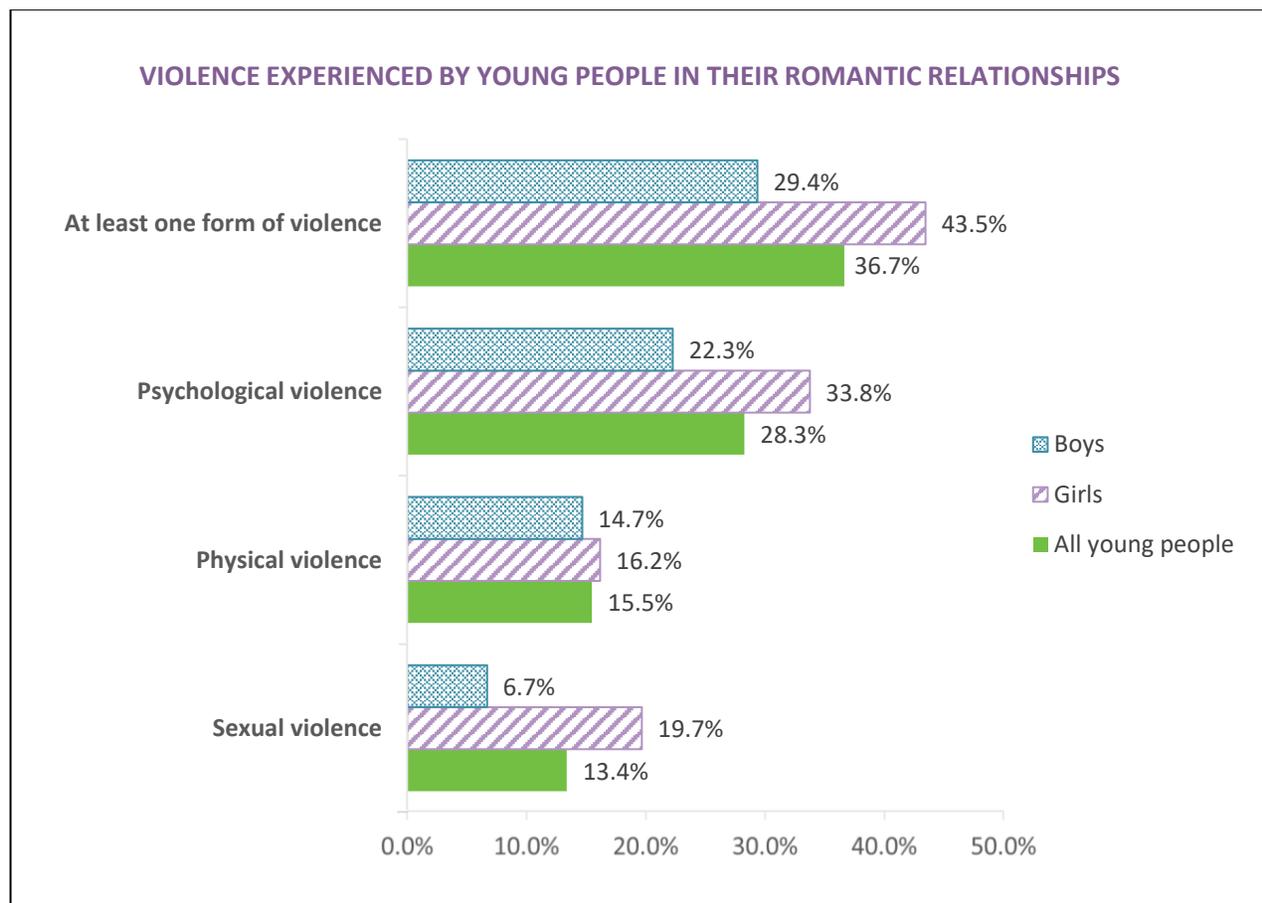
- The statistics on violence in intimate relationships have limitations that may affect the understanding of this issue.
- The use of different types of data sources allows for a deeper and more accurate understanding of an issue such as violence in intimate relationships to be developed.
- The data regarding violence in intimate relationships varies from one source to the next, namely because of differences in the population studied, differences in methodology, etc.
- Several criteria make it possible to evaluate the reliability of a data source, including the credibility of the person responsible for the data, the nature of the information and the media used to share it.



## APPENDIX FOR STUDENTS – DOCUMENT FILE ON VIOLENCE IN INTIMATE RELATIONSHIPS IN ADOLESCENCE

### Source 1 – Québec Health Survey of High School Students (QSHSS)

The Québec Health Survey of High School Students was conducted from November 2022 to May 2023 among 70 825 secondary school students in Québec. Only young people who had experienced at least one romantic relationship in the 12 months preceding the study (approximately 29 747) answered the questions on violence in intimate relationships.

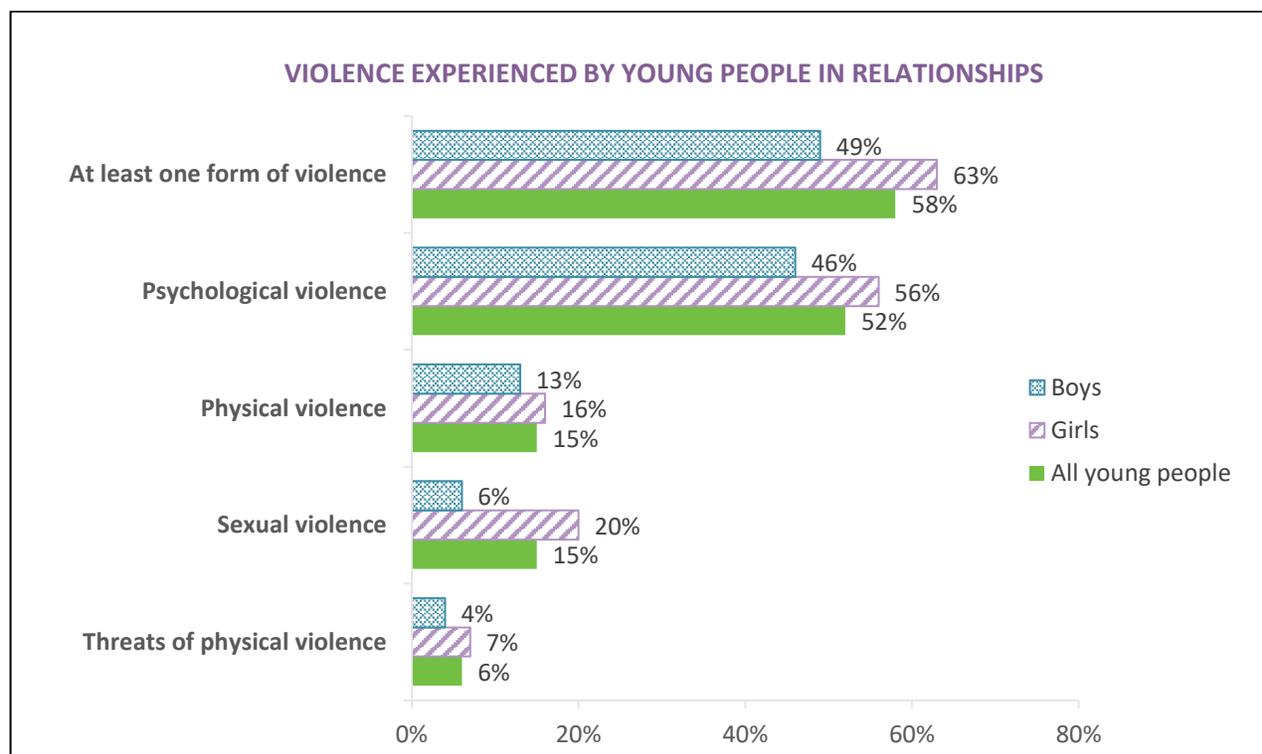


Source: Traoré, I., M. Simard, and D. Julien. 2024. *Enquête québécoise sur la santé des jeunes du secondaire. Résultats de la troisième édition – 2022-2023*. Institut de la statistique du Québec.



## Source 2 – Youth’s Romantic Relationships (YRR) Survey

The Youths’ Romantic Relationships (YRR) Survey was conducted from 2011 to 2014 among young people aged 14 to 18 in Secondary Cycle Two in Québec. A total of 8 194 young people filled out the questionnaire at least once. This study was led by Martine Hébert, Ph.D., from Université du Québec à Montréal and funded by the Canadian Institutes of Health Research (CIHR). Data on violence in romantic relationships was collected from 3 438 young people who had a romantic partner at the time of the study or in the 12 months prior.



### DIFFERENCES BASED ON GENDER

- The number of girls experiencing violent situations in their romantic relationships is **greater** than the number of boys, for all forms of violence studied.
- The gap between girls and boys is particularly significant for **sexual violence**: 1 out of 5 girls has been a victim of **sexual violence** compared to 1 out of 15 boys.

### WITNESSES TO VIOLENCE IN ROMANTIC RELATIONSHIPS

In the month preceding the study:

- 20% of young people saw someone **verbally** assaulting their boyfriend or girlfriend
- 7% of young people saw someone **physically** assaulting their boyfriend or girlfriend

## USE OF CELLPHONES

Among the young people who were in relationships in the six months preceding the study, one out of five said their partner had exhibited controlling behaviour related to their cellphones (e.g. by pressuring them to constantly report what they were doing or to show their text messages).

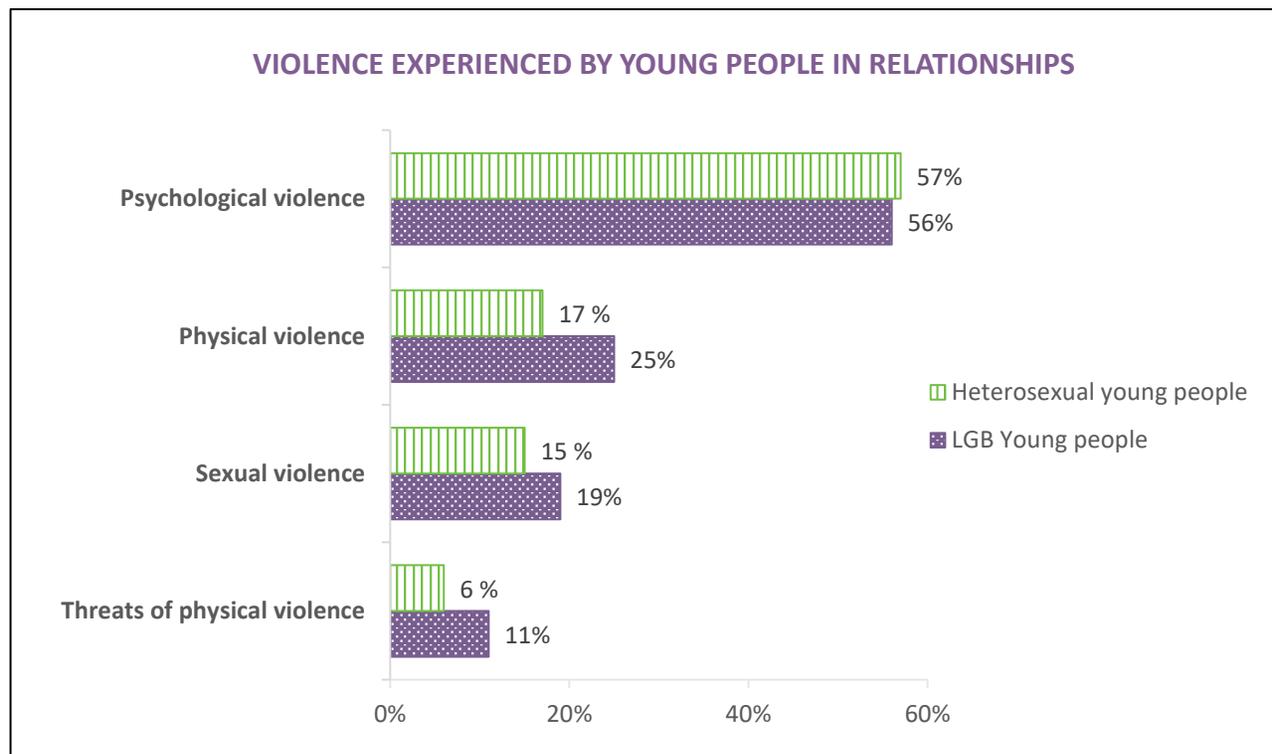
VARIOUS MANIFESTATIONS OF VIOLENCE IN ROMANTIC RELATIONSHIPS	
<b>Psychological violence</b>	<ul style="list-style-type: none"> <li>▪ Saying things to make the other person angry</li> <li>▪ Making fun of or laughing at the other person in front of others</li> <li>▪ Following the other person in order to know where they are and with whom</li> </ul>
<b>Physical violence</b>	<ul style="list-style-type: none"> <li>▪ Hitting, punching or kicking the other person</li> <li>▪ Slapping the other person's face or pulling their hair</li> <li>▪ Pushing, shoving, shaking or forcibly restraining the other person</li> </ul>
<b>Sexual violence</b>	<ul style="list-style-type: none"> <li>▪ Kissing, caressing or touching the other person without their consent</li> <li>▪ Trying to have sexual intercourse with the other person without their consent</li> <li>▪ Having sexual intercourse with the other person without their consent</li> </ul>
<b>Threats of physical violence</b>	<ul style="list-style-type: none"> <li>▪ Threatening to hurt, injure, hit or throw something at the other person</li> </ul>

Source 1: Lavoie, F., M. Hébert, M. Poitras, M. Blais, and the YRR team. 2015. [Dating violence](#). Thematic fact-sheet number 3, YRR Survey Knowledge Transfer Campaign. Université du Québec à Montréal.

Source 2: Hébert, M., F. Lavoie, M. Blais, and M. Guerrier. 2015. [Flash PAJ #1 – La violence subie dans les relations amoureuses chez les jeunes](#). CIHR team on interpersonal trauma. Université du Québec à Montréal.

### Source 3 – Youths’ Romantic Relationships (YRR) Survey – Young people who identify as lesbian, gay or bisexual

The Youths’ Romantic Relationships (YRR) Survey was conducted from 2011 to 2014 among 8 194 young people in Secondary Cycle Two in Québec. The following data comes from a subsample of young people who identify as lesbian, gay or bisexual (LGB).



**TRUE OR FALSE?**

Young people who are gay or bisexual are less likely to experience violence in their romantic relationships than other young people.

**False. 62% of young people who identify as gay or bisexual have experienced violence in their romantic relationships.**

**WHY ARE LESBIAN, GAY AND BISEXUAL YOUNG PEOPLE MORE VULNERABLE TO VIOLENCE IN THEIR RELATIONSHIPS?**

- Because they have feelings of shame about not being heterosexual
- Because they feel the need to hide their sexual orientation
- Because they are subject to threats by a partner to disclose their orientation to their family or friends
- Due to a lack of support and to isolation
- Because they hesitate to ask for help
- Due to a lack of other same-sex or same-gender couples as role models

Source: Blais, M., M. Hébert, C. Moreau, P. Alvarez-Lizotte, F. Lavoie, and the YRR team. 2017. [Victimization experiences of lesbian, gay and bisexual youth](#), Thematic fact-sheet number 6, YRR Survey Knowledge Transfer Campaign. Université du Québec à Montréal.

## Source 4 – Ministère de la Sécurité publique – Offences committed in the context of an intimate relationship in 2022

The following statistics were compiled based on data collected by the Québec police forces in 2022.

### OFFENCES COMMITTED IN THE CONTEXT OF AN INTIMATE RELATIONSHIP

Young people between 15 and 17 years old reported a total of 1 026 offences committed in the context of an intimate relationship to a police force in 2022.

These offences were categorized as follows:

- 1 murder attempt
- 217 simple assaults
- 46 assaults with a weapon
- 2 aggravated assaults
- 428 sexual assaults
- 80 other sexual offences
- 33 kidnappings, incidents of trafficking and forcible confinement
- 19 robberies and extortions
- 92 incidents of criminal harassment
- 77 incidents of threats
- 10 incidents of indecent communication or harassment
- 5 incidents of intimidation
- 16 offences in another category

### PROFILE OF PEOPLE WHO ARE VICTIMS

- The gender of people who are victims is not specified for young people between 15 and 17 years old.
- However, for all offences committed in a context of an intimate relationship in 2022, 75.3% of victims were women and 24.7% were men.

### SEXUAL ASSAULTS COMMITTED IN THE CONTEXT OF AN INTIMATE RELATIONSHIP

**Young people between 15 and 17 years old made up 25.4% of the victims of sexual assaults committed in the context of an intimate relationship and reported to a police force in 2022.**

Young people in this age group are the primary victims of this type of violence compared to people in other age groups.

Source: Québec, Ministère de la Sécurité publique. 2024. [Infractions contre la personne commises dans un contexte conjugal en 2022 – Criminalité au Québec](#). Québec.

## APPENDIX FOR STUDENTS – EXAMPLE OF A TABLE FOR COMPILING DATA

<b>TITLE OF THE DATA SOURCE</b>	<b>WHAT WE KNOW ABOUT THE DATA SOURCE</b> (e.g. who collected the data, from whom, when)	<b>THE MAIN DATA PRESENTED</b> <ul style="list-style-type: none"> <li>• What data appears important?</li> <li>• What are the two most frequent forms of violence that occur in intimate relationships?</li> <li>• Which groups are most affected by violence in intimate relationships during adolescence? (e.g. girls or boys?)</li> <li>• What other information is presented?</li> </ul>

<b>WHAT ARE THE MAIN FINDINGS THAT CAN BE DRAWN FROM THE ENTIRE SET OF DATA?</b>

## APPENDIX FOR TEACHERS

### Analyzes social relations

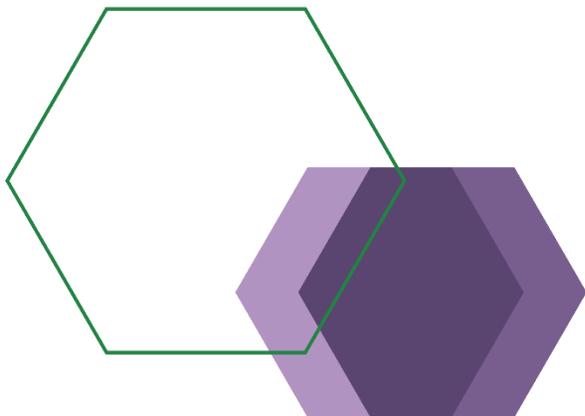
Examples of findings based on the data presented in the document file provided to students:

#### MOST FREQUENT FORMS OF VIOLENCE THAT OCCUR IN INTIMATE RELATIONSHIPS IN ADOLESCENCE

- Based on the majority of the data sources, psychological violence is the most common form.
- The second most common form is physical or sexual violence, depending on the data source.
- Of all the offences committed by young people in the context of intimate relationships and reported to the police, sexual assault is the most common.
- According to the YRR survey, one out of five young people state that they have previously been in a situation where a partner was exhibiting controlling behaviour related to their cellphones.

#### GROUPS MOST AFFECTED BY VIOLENCE IN INTIMATE RELATIONSHIPS DURING ADOLESCENCE

- In data sources drawn from a study on the difference between boys and girls, it was shown that girls are overall more often victims of violence in intimate relationships compared to boys, regardless of the specific form of violence.
- With regard to sexual violence, the YRR survey specifies that significantly more girls than boys stated that they have experienced this form of violence. *\*A statistically significant difference confirms that there is a difference between the groups studied that cannot be attributed to chance. Therefore, there is statistical proof supporting this difference.*
- Data from the YRR LGB study shows that young people who identify as lesbian, gay or bisexual experience violence in their intimate relationships more often compared to young people who identify as heterosexual.



## Evaluates elements of knowledge

### EXAMPLES OF ADVANTAGES RELATED TO THE USE OF STATISTICS ON VIOLENCE IN INTIMATE RELATIONSHIPS

- These statistics make it possible to draw up a general overview of the prevalence of violent behaviours in intimate relationships.
- Statistical studies can be conducted with a large number of participants more easily than studies carried out using other methods, such as individual interviews.

### EXAMPLES OF POSSIBLE LIMITATIONS RELATED TO THE USE OF STATISTICS ON VIOLENCE IN INTIMATE RELATIONSHIPS

- Statistical data does not always make it possible to ascertain the severity of the violent behaviours or the associated repercussions.
- Statistical data does not allow for the intentions behind a behaviour to be known. (For example, is the behaviour intended to control the other person or is it self-defensive in nature?)
- Statistical data presents the frequency of violent behaviours in isolation, which does not make it possible to understand that this violence is often cyclical, gradual and repetitive, nor to understand the cumulative effects of the behaviours experienced.

### EXAMPLES OF HYPOTHESES THAT CAN EXPLAIN THE DISCREPANCIES BETWEEN THE DATA

- The population being studied differs from one study to another (number of young people involved, their age, their sexual orientation, whether or not they are included in the study based on their type of romantic or intimate relationship, whether or not they are required to define themselves as “being in a couple”, etc.).
- Data is recorded differently (surveys where young people provide the information of their choice anonymously, information reported to the police, etc.).
- The specific questions that participants were asked differ in each study (e.g. how to define and categorize violence).
- The context differs between studies (carried out in a school, as a paper survey allowing people sitting nearby to see what a student has written, on a tablet, orally, as part of an interview at a police station, etc.).

## EXAMPLES OF CRITERIA THAT MAKE IT POSSIBLE TO EVALUATE THE RELIABILITY OF A DATA SOURCE

- Who is responsible for collecting data? What is their title, academic background, expertise, organization or affiliation?
- Does the person responsible for collecting data seem to have a conflict of interest? For example, is this person trying to convince us of something in order to make money or were they paid to provide this data? Does the person want to convince us to make a donation or buy a product?
- What is the nature of the information provided? Is it scientific data, opinions or personal accounts? Where does this information come from? How was it collected?
- Does the person responsible for collecting data cite their sources and explain where their information is drawn from in a transparent way? Is the methodology explained and thorough?
- When was this data produced or published? Is it recent? Does it reflect the current reality?
- Where was the data published? Is it from a newspaper article, a personal blog, a scientific journal, a reliable or unreliable website, a reliable or unreliable social media account?
- Is the text understandable and formal? What is the quality of the writing? Are there spelling mistakes? What tone is used?



## Data sources

Depending on the teachers' needs, the following table can be used to present complementary information on the data sources found in the document file provided to students. This information may be useful for developing critical thinking skills about the validity of data sources.

### Source 1

QUÉBEC HEALTH SURVEY OF HIGH SCHOOL STUDENTS (QHSST) (Traoré, Simard, and Julien, 2024)	
General observations related to the methodology	Additional observations
<p>The QHSST was conducted using a sample of 70 825 secondary school students in Québec from November 2022 to May 2023.</p> <p>Only young people who had experienced at least one romantic relationship in the 12 months preceding the study (42%, that is, approximately 29 747 young people) answered the questions on violence in intimate relationships.</p> <p>It should be noted that this source compiles a large amount of data that is not provided in this document (e.g. violence inflicted on a partner, violence inflicted and experienced according to school level, changes in violence experienced and inflicted between the first, second and third editions of the study, that is, between 2010 and 2023).</p>	<p><b>Potential strength</b></p> <ul style="list-style-type: none"><li>▪ This study contains data collected from a large number of Québec adolescents.</li></ul> <p><b>Potential limitation</b></p> <ul style="list-style-type: none"><li>▪ The results come from responses provided by the young people themselves. Self-reported questionnaires can lead to a social desirability bias among participants, that is, the tendency to present themselves in a favourable light to others according to what is perceived as the norm in society. This may have influenced the responses of some people, who may have opted for socially acceptable responses.</li></ul>

## Source 2

<b>THE YOUTHS' ROMANTIC RELATIONSHIPS (YRR) SURVEY</b> <small>(Lavoie et al. 2015b; Hébert et al. 2015a)</small>	
General observations related to the methodology	Additional observations
<p>The YRR Survey was conducted from 2011 to 2014 among young people aged 14 to 18 in Secondary III, IV and V in Québec. This study was led by Martine Hébert, Ph.D., from Université du Québec à Montréal and funded by the Canadian Institutes of Health Research (CIHR).</p> <p>A total of 8 194 young people filled out the questionnaire at least once. The sample was considered representative. A sample is representative of a studied population when it includes a sufficient number of individuals with a variety of characteristics that represent the population as accurately as possible (a representative percentage of people from urban versus rural areas, from public versus private schools, who speak a particular language, etc.).</p> <p>The methodology used to collect the data consists of the self-reported questionnaire, which means young people were expected to complete the questionnaire(s) themselves.</p> <p>The data source presents only part of the overall results collected for this study.</p>	<p><b>Potential strengths</b></p> <ul style="list-style-type: none"> <li>▪ The sample is considered representative of the adolescent population of Québec.</li> <li>▪ The infographic specifies, in a textbox, the questions that were used to study each form of violence. This makes it possible to illustrate different manifestations of each form.</li> </ul> <p><b>Potential limitations</b></p> <ul style="list-style-type: none"> <li>▪ The data was collected around 10 years ago. This raises the question of whether or not this data reflects current issues (the ever-changing realities of cyberviolence, violence committed via social media in particular).</li> <li>▪ The results come from responses provided by the young people themselves. Self-reported questionnaires can lead to a social desirability bias among participants, that is, the tendency to present themselves in a favourable light to others according to what is perceived as the norm in society. This may have influenced the responses of some people, who may have opted for socially acceptable responses.</li> </ul>

### Source 3

<b>YOUTHS' ROMANTIC RELATIONSHIPS (YRR) SURVEY – YOUNG PEOPLE WHO IDENTIFY AS LESBIAN, GAY OR BISEXUAL (LGB)</b> <small>(Blais et al. 2017)</small>	
General observations related to the methodology	Additional observations
<p>The data presented in this source comes from a subsample of young people who identify as LGB and who participated in the YRR survey, described in more detail in Source 2 above.</p> <p>The data source presents only part of the overall results collected for this study.</p>	<p><b>Potential strength</b></p> <ul style="list-style-type: none"> <li>▪ The data presents a statistical comparison between the young people who identify as LGB and the young people who identify as heterosexual.</li> </ul> <p><b>Potential limitations</b></p> <ul style="list-style-type: none"> <li>▪ The data source does not specify the exact number of people who were included in the subsample of young people who identify as LGB.</li> <li>▪ The data source states that the data comes from the YRR survey, but also from another subsample of young people who identify as LGB aged 14 to 22. As a result, the data also includes statistics collected from adults, not only young people in secondary school.</li> <li>▪ The data was collected around 10 years ago. This raises the question of whether or not this data reflects current issues (e.g. the ever-changing realities of cyberviolence, committed via social media in particular).</li> </ul>

**YOUTHS' ROMANTIC RELATIONSHIPS (YRR) SURVEY – YOUNG PEOPLE WHO IDENTIFY AS LESBIAN, GAY OR BISEXUAL (LGB)**

(Blais et al. 2017)

General observations related to the methodology	Additional observations
	<p><b>Potential limitations (cont.)</b></p> <ul style="list-style-type: none"><li>▪ The results come from responses provided by the young people themselves. Self-reported questionnaires can lead to a social desirability bias among participants, that is, the tendency to present themselves in a favourable light to others according to what is perceived as the norm in society. This may have influenced the responses of some people, who may have opted for socially acceptable responses.</li></ul>



## Source 4

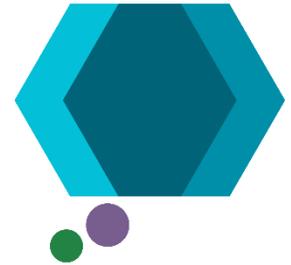
<b>MINISTÈRE DE LA SÉCURITÉ PUBLIQUE – OFFENCES COMMITTED IN THE CONTEXT OF AN INTIMATE RELATIONSHIP IN 2022</b> <small>(Ministère de la Sécurité publique 2024)</small>	
General observations related to the methodology	Additional observations
<p>This source presents data collected by Québec police forces in 2022 for offences committed against the person in the context of an intimate relationship. Explanations regarding the methodology are provided in the report, from which two excerpts are provided below:</p> <ul style="list-style-type: none"> <li>▪ “The following statistics were compiled based on data collected by Québec police forces under the Uniform Crime Reporting Survey (UCR). ... The UCR Survey makes it possible to measure the nature and evolution of crime reported to police each year (9)” <i>[Translation]</i>.</li> <li>▪ “The statistics on violence committed in the context of an intimate relationship refer to offences against the person perpetrated against an intimate partner aged 15 or over. The concept of intimate partner refers to any relationship in which the alleged perpetrator is the victim’s spouse, former spouse, significant other or former significant other (13)” <i>[Translation]</i>.</li> </ul>	<p><b>Potential strengths</b></p> <ul style="list-style-type: none"> <li>▪ The statistics were compiled based on data collected by Québec police forces. The Ministère de la Sécurité publique monitors data quality on a monthly basis and has implemented rigorous validation processes. This is an important source of statistics on intimate partner violence in Québec.</li> <li>▪ The types of offences make it possible to break down the violence experience into categories that may be more precise than other data sources (assault, aggravated assault, assault with a weapon, etc.).</li> </ul> <p><b>Potential limitations</b></p> <ul style="list-style-type: none"> <li>▪ This report only includes data collected by police officials and that has specific characteristics. An excerpt highlights this limitation: “To be included in the statistics, an offence must go through three stages: it must be identified, reported to a police force and recorded according to UCR Survey standards (9)” <i>[Translation]</i>.</li> </ul>

**MINISTÈRE DE LA SÉCURITÉ PUBLIQUE – OFFENCES COMMITTED IN THE CONTEXT OF AN INTIMATE RELATIONSHIP IN 2022**

*(Ministère de la Sécurité publique 2024)*

General observations related to the methodology	Additional observations
	<p><b>Potential limitations (<i>cont.</i>)</b></p> <ul style="list-style-type: none"> <li>▪ In addition to this limitation, the report also mentions that certain types of offences are more often reported to police than others. For example, it states that sexual assaults are reported in only 6% of cases (9).</li> <li>▪ The data in the report refers to acts of violence that qualify as offences under the law. However, certain actions are manifestations of violence in an intimate relationship, but do not constitute a criminal offence. As a result, psychological violence is poorly represented in this data.</li> <li>▪ The way the acts of violence are categorized is consistent with the sections of the law. This makes it difficult to compare this data with those from other studies in which acts are classified according to the form of violence (verbal, psychological, physical, sexual).</li> <li>▪ When a violent event is reported to police, only the criminal offence considered most serious is counted to establish the crime rate (10), which may result in a lower estimate of offences considered less serious. Moreover, it is not uncommon for a single event to involve several manifestations of violence. As a result, only the one considered most serious under the law will be recorded in the statistics.</li> </ul>

## ACTIVITY 3 – REFLECTION ON POSSIBLE ACTIONS DURING A SITUATION OF VIOLENCE IN AN INTIMATE RELATIONSHIP



### Educational aim

Based on a scenario, the students reflect on the tensions present in a violent situation taking place in an intimate relationship and reflect on possible actions.

### Connections with the competencies in the Culture and Citizenship in Québec program

COMPETENCY: REFLECTS ON ETHICAL QUESTIONS	
Key features	Components
Discerns the ethical dimensions of a situation	<ul style="list-style-type: none"> <li>▪ Describes a situation</li> <li>▪ Calls on relevant information and concepts</li> <li>▪ Identifies existing tensions</li> </ul>
Examines a variety of points of view	<ul style="list-style-type: none"> <li>▪ Considers points of view and experiences</li> <li>▪ Compares reference points</li> </ul>
Develops a point of view	<ul style="list-style-type: none"> <li>▪ Selects reference points to be prioritized</li> <li>▪ Identifies possible responses</li> <li>▪ Evaluates the effects of responses on oneself, others, relationships and society</li> <li>▪ Justifies own choices using criteria</li> </ul>
Engages in dialogue	<ul style="list-style-type: none"> <li>▪ Becomes aware of own feelings, reactions and initial point of view</li> <li>▪ Takes into account points of view, feelings and experiences of others</li> </ul>

## Overview of the activity

1. Have the students define the concepts applied during the activity by asking questions such as:
  - What defines a positive and egalitarian relationship?
  - What distinguishes a relationship that is positive and egalitarian from a relationship that isn't?
  - How can we define violence in intimate relationships?
  - What are the different forms of violence that can manifest in intimate relationships?

*Note: Teachers can adapt this step of the activity based on the previously completed activities and the students' prior knowledge. The activity can also begin with explicit instruction on the various topics being covered.*

2. Present the start of the scenario to the entire class.
3. Have the students pay close attention to the elements underlined in the text, which are warning signs or manifestations of violence in intimate relationships.

*Note: Students can be asked to identify the aspects of the texts that demonstrate warning signs or manifestations of violence in intimate relationships themselves in order to consolidate prior knowledge.*

4. Read each of the three parts of the scenario (one each for Ismaël, Camille and Tom).
  - Separate the class into groups. Each group will work on one of the three parts. Using the Appendix for Students, each team should summarize their understanding of the situation by identifying the tensions experienced or felt based on the point of view of the person expressing it, meaning Ismaël, Camille or Tom (e.g. tensions between values, norms, behaviours, experiences or feelings.).
  - Identify three possible responses related to what the person could do in this situation.
  - For each of these responses, identify the anticipated effects<sup>1</sup> on the person responding, the other people involved and on the relationships between them.
  - For each of the proposed reference points, assess to what degree they are relevant to the process of determining which response should be prioritized. Indicate this degree of relevance on a scale of 0 to 10 (0 = not at all relevant / 10 = very relevant).

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<sup>1</sup> The anticipated effects can vary from one person or context to another. Applying previously acquired knowledge of positive and egalitarian intimate relationships as well as of the experiences of people involved in situations of violence in this type of relationship will contribute to a more accurate analysis of possible responses.

- Select, from among the possible responses provided earlier, a response to prioritize and justify this choice. This choice can be explained based on one or more of the reference points considered to be most relevant as well as the anticipated effects of the different responses. If none of the previously provided responses seem suitable, a new response can be drawn up and justified.

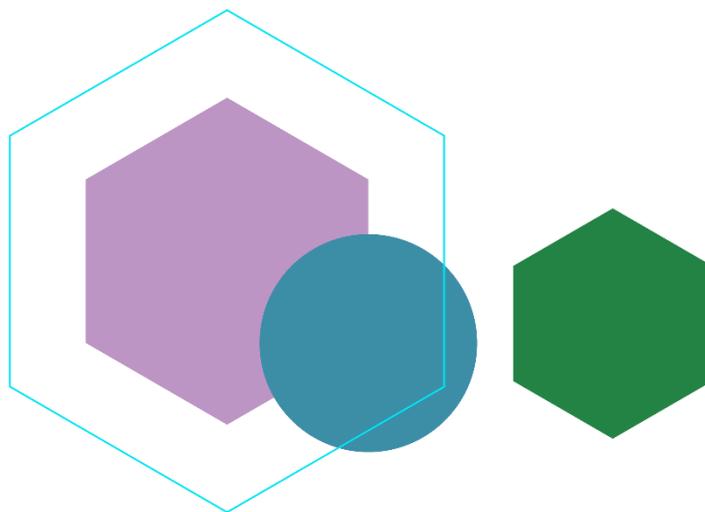
*Note: As the three parts of the scenario provide opportunities for complementary reflections, all three should be worked on in class. It may be useful to start the activity by doing the exercise as a class for one of the three parts in order to ensure the students have a concrete understanding of the steps of the activity before attempting it themselves.*

5. Review with the entire class by asking the teams to share a summary of their reasoning and the response to prioritize. Continue the discussion, for example with the following questions:
  - Based on these reflections, are there any other possible responses to help prevent or stop violence in the context of intimate relationships?
  - What main obstacles do you think are stopping people from seeking help, or on the contrary, what can make it easier to seek help?
6. Conclude the activity by highlighting the findings and key knowledge to retain, such as:
  - Violence in intimate relationships can have negative effects on all the people affected by the situation.
  - Violence in intimate relationships can be prevented and stopped using different methods, whether a person is subject to, committing or a witness to violence, or has been confided in with regard to violence.
  - Recognizing the manifestations of violence in an intimate relationship, stopping violence or seeking help can be a complex process. The intimate nature of a person's relationship with and their love for the other person can interfere with the recognition of certain warning signs or manifestations of violence.
  - Controlling and violent behaviours in an intimate relationship generally appear gradually and intensify over time, such as by exerting control through criticism, restrictions or demands that limit the other person.
  - To help ensure the safety of people involved in a situation of violence in an intimate relationship, it is advisable to seek help, for example, from a trusted person or an adult.

## SUGGESTION FOR A COMPLEMENTARY ACTIVITY

Before starting or after completing this activity, other activities can be carried out to further explore aspects related to violence in intimate relationships, for example by helping the students to:

- understand the experiences of people who are victims, including the cycle of violence (see the information on this topic above).
- study the general process of seeking help when a young person experiences a difficult situation, starting from the compulsory concept *Caring practices* in the Culture and Citizenship in Québec program for Secondary IV. The students can inquire into the effects, advantages and limits of different resources a person can go to for help (peers, an adult, a community organization, an anonymous telephone line, etc.).
- analyze elements that make seeking help more difficult or easier for young people, and compare these elements for different groups.
  - Some obstacles to seeking help may be more present for certain groups of young people, such as boys, sexual and gender minorities, or people from immigrant backgrounds. For example, compared to girls, due to their socialization, boys may see themselves as being less capable of seeking help when they experience or are witnesses to violence in an intimate relationship (Hébert et al. 2015b), and are less proactive in doing so (Fernet et al. 2022). Some social norms linked to masculinity—such as that boys need to be strong, avoid being emotional or show they are independent—may help to explain this situation (Harland and McCready 2012).



## APPENDIX FOR STUDENTS

### Scenario



Ismaël



Camille



Tom

#### START OF THE SCENARIO<sup>2</sup>

Ismaël and Camille have been a couple for a few months. Their friend Tom introduced them to each other. They have a lot in common, are creative and like doing all sorts of artistic projects together. They also each often spend time separately with their friends. At the start of their relationship, they had some disagreements, but they were able to talk it out and reconcile.

The last few weeks have been different. Ismaël's brother was recently cheated on and he was really hurt. He's having a hard time getting over it. Since then, Ismaël has become increasingly jealous. It stresses him out when he doesn't know what Camille is doing or when she takes a long time to respond to his messages.

Ismaël says that it's important to be cautious, and for that reason, he needs to know what she's doing and with whom. He says that he gets to have a say about whom Camille can work in groups with at school or take art classes with, what she can and can't wear when she isn't with him, etc. He insists that Camille comply with all his demands. If she doesn't comply, Ismaël gets mad, starts shouting insults or stops replying to her completely.

Friends of Ismaël and Camille have noticed that their relationship has gotten weird. Their friends see them less often than before and have noticed that they seem less happy and more closed off. Their friends have noticed that Camille is careful about everything she says and does when Ismaël is around, and that she's often "walking on eggshells."

<sup>2</sup> The elements that are underlined in the text are warning signs or manifestations of violence in intimate relationships.



**NEXT SECTION OF THE SCENARIO A**

**Ismaël confides in his brother**

“Recently, things with Camille have changed. It’s important in a relationship to be able to trust each other. But honestly, I can’t trust her anymore and it’s driving me crazy. I’ve gotten really anxious, I’m always coming up with scenarios in my head. I’m not proud of this and I’m embarrassed to talk about it. Anyway, a couple’s problems should be solved by the couple. I don’t want Camille talking to other people about this.

I don’t want to go through what you had to go through. I don’t want her to cheat on me or break up with me. If I’m being extra suspicious of Camille, it’s because I love her. It just shows how much I care. Camille should do as I say because she’s my girlfriend. That’s essential for our relationship to work. If not, I’ll wonder if she really loves me. I don’t know what to do about this whole thing to improve our relationship and my trust in her.”

- 1. Summarize your understanding of the situation by identifying some of the tensions present in the situation from Ismaël’s point of view, such as the tensions between values, norms, behaviours, experiences or feelings.**

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- 2. What could Ismaël do? Provide three possible responses and, for each one, list the anticipated effects on Ismaël, Camille and their relationship.**

RESPONSE	POSSIBLE EFFECTS ON ISMAËL	POSSIBLE EFFECTS ON CAMILLE	POSSIBLE EFFECTS ON THEIR RELATIONSHIP

3. Ismaël needs to decide which response he should prioritize. To make his choice and justify it, he should take into account different elements, that is, reference points.

Therefore, some reference points are suggested below. Assess how relevant it is to take into account each reference point to determine which response should be prioritized. Indicate this degree of relevance on a scale of 0 to 10 (0 = not at all relevant / 10 = very relevant).

▪ **The experience of his brother who was cheated on (experiential reference point)**

0	1	2	3	4	5	6	7	8	9	10
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0 = Not at all relevant

10 = Very relevant

Explanation: \_\_\_\_\_

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▪ **His feelings and/or Camille's feelings (emotional reference point)**

0	1	2	3	4	5	6	7	8	9	10
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0 = Not at all relevant

10 = Very relevant

Explanation: \_\_\_\_\_

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▪ **What Ismaël believes is the right way for a couple to behave (moral reference point)**

0	1	2	3	4	5	6	7	8	9	10
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0 = Not at all relevant

10 = Very relevant

Explanation: \_\_\_\_\_

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- **The right to personal security, inviolability and freedom set out in section 1 of the Charter of human rights and freedoms (legal reference point)**

0	1	2	3	4	5	6	7	8	9	10
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0 = Not at all relevant

10 = Very relevant

Explanation: \_\_\_\_\_

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- **Other possible reference point:** \_\_\_\_\_

0	1	2	3	4	5	6	7	8	9	10
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0 = Not at all relevant

10 = Very relevant

Explanation: \_\_\_\_\_

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4. **Among the possible responses that were identified in Question 2, select a response to prioritize and justify your choice. This choice can be explained based on one or more of the reference points considered to be most relevant as well as the anticipated effects of the different responses.** If none of the previously provided responses seem suitable, a new response can be drawn up and justified.

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**NEXT SECTION OF THE SCENARIO B**

**Camille confides in her friend**

“Recently, things with Ismaël have changed. I don’t really know how we got here. He says that the things he’s asking about are normal in a relationship, like where I am, who I’m with or how I’m dressed. It kind of makes me feel like I’m being watched and monitored all the time. It’s like I can’t be myself and live my life.

We can have some really nice times together, but then it changes all of a sudden. I’m being careful, but sometimes I slip up without even realizing it. I’m always stressed because I have the feeling that a little mistake could turn into a big problem, and then he’ll break up with me. That would break my heart. When he gets mad, I feel so much regret and I feel ashamed.

I already tried talking to him about the way I feel. Ismaël told me that I was exaggerating and making things up because I wanted to spend time with other guys. He said that if I had nothing to hide, it shouldn’t bother me. He also said that conversations like that just prove to him that he can’t trust me. Ever since, I’ve been too scared to talk to him about it.

It really hurts me because it’s always been important to me that we trust each other and are equals in our relationship. I don’t feel as good in this relationship anymore. I love him, but I don’t know what to do to make things better. Please don’t tell anyone I told you this. Ismaël wants our relationship problems to stay between us.”

- 1. Summarize your understanding of the situation by identifying some of the tensions present in the situation from Camille’s point of view, such as the tensions between values, norms, behaviours, experiences or feelings.

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- 2. What could Camille do? Provide three possible responses and, for each one, list the anticipated effects on Camille, Ismaël and their relationship.

RESPONSE	POSSIBLE EFFECTS ON CAMILLE	POSSIBLE EFFECTS ON ISMAËL	POSSIBLE EFFECTS ON THEIR RELATIONSHIP

3. Camille needs to decide which response she should prioritize. To make her choice and justify it, she should take into account different elements, that is, reference points.

Therefore, some reference points are suggested below. Assess how relevant it is to take into account each reference point to determine which response should be prioritized. Indicate this degree of relevance on a scale of 0 to 10 (0 = not at all relevant / 10 = very relevant).

- Camille’s feelings for Ismaël (emotional reference point)

0	1	2	3	4	5	6	7	8	9	10
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0 = Not at all relevant

10 = Very relevant

Explanation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Her fear of an aggressive reaction from Ismaël, like how he reacted the last time she talked to him about how she felt (experiential or emotional reference point)

0	1	2	3	4	5	6	7	8	9	10
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0 = Not at all relevant

10 = Very relevant

Explanation: \_\_\_\_\_

\_\_\_\_\_

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- Her desire to respect Ismaël’s demands, meaning not talking about their relationship problems with other people (normative reference point)

0	1	2	3	4	5	6	7	8	9	10
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0 = Not at all relevant

10 = Very relevant

Explanation: \_\_\_\_\_

\_\_\_\_\_

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- How important Camille believes trust and equality to be in a romantic relationship (moral reference point)

0	1	2	3	4	5	6	7	8	9	10
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0 = Not at all relevant

10 = Very relevant

Explanation: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- The right to personal security, inviolability and freedom set out in section 1 of the Charter of human rights and freedoms (legal reference point)

0	1	2	3	4	5	6	7	8	9	10
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0 = Not at all relevant

10 = Very relevant

Explanation: \_\_\_\_\_  
 \_\_\_\_\_  
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- Other possible reference point: \_\_\_\_\_

0	1	2	3	4	5	6	7	8	9	10
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0 = Not at all relevant

10 = Very relevant

Explanation: \_\_\_\_\_  
 \_\_\_\_\_  
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- Among the possible responses that were identified in Question 2, select a response to prioritize and justify your choice. This choice can be explained based on one or more of the reference points considered to be most relevant as well as the anticipated effects of the different responses. If none of the previously provided responses seem suitable, a new response can be drawn up and justified.

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 \_\_\_\_\_  
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## NEXT SECTION OF THE SCENARIO C

### Tom confides in his sister

“I knew Ismaël and Camille from two different friend groups. I always got along well with both of them. I was the one who introduced them to each other at a party. At first, I was really happy that things were working out between them. Afterwards, we really mixed the two friend groups together. Now, everyone knows each other, and we spend a lot of time together on weekends.

Recently, Ismaël told Camille that he didn’t want her to spend time alone with me, which we used to do pretty often before. At first, I didn’t say anything because I thought it would harm my friendship with Ismaël. The other day, I went over to Camille’s place to work on a group project, and Ismaël got angry at Camille. He was aggressive and was shouting insults at her. It was scary, but I didn’t say anything so I wouldn’t make the situation worse.

A few days later, I asked Ismaël if things were going well with Camille. I told him that I noticed he was often angry with Camille and that she’d been isolating herself more and had been distant for a while. He told me to mind my own business and that their relationship issues should be dealt with by the two of them. He claims that I’m jealous of his relationship and that I’m secretly in love with Camille. He thinks that I’m trying to put ideas in Camille’s head to break them up. That’s not true at all! It’s because I’m worried.

I want to help them so that things go well in their relationship and they’re happy like they were at the start, but I also want them to respect each other. But maybe it’s better if I don’t get involved. Plus, if they break up, it will get complicated with our friend group, and it won’t be the same. We wouldn’t be able to all hang out together, which would be really disappointing. I don’t know what to do.”

1. **Summarize your understanding of the situation by identifying some of the tensions present in the situation from Tom’s point of view, such as the tensions between values, norms, behaviours, experiences or feelings.**

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2. What could Tom do? Provide three possible responses and, for each one, list the anticipated effects on Tom, Camille, Ismaël and the relationships between them.

RESPONSE	POSSIBLE EFFECTS ON TOM	POSSIBLE EFFECTS ON CAMILLE AND HER FRIENDSHIP WITH TOM	POSSIBLE EFFECTS ON ISMAËL AND HIS FRIENDSHIP WITH TOM

3. Tom needs to decide which response he should prioritize. To make his choice and justify it, he should take into account different elements, that is, reference points.

Therefore, some reference points are suggested below. Assess how relevant it is to take into account each reference point to determine which response should be prioritized. Indicate this degree of relevance on a scale of 0 to 10 (0 = not at all relevant / 10 = very relevant).

- How important Tom feels that the well-being and happiness of his two friends are (moral reference point)

0	1	2	3	4	5	6	7	8	9	10
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0 = Not at all relevant

10 = Very relevant

Explanation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Tom's fear of losing his friends (emotional reference point)

0	1	2	3	4	5	6	7	8	9	10
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0 = Not at all relevant

10 = Very relevant

Explanation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- **Camille’s right to personal security, inviolability and freedom set out in section 1 of the Charter of human rights and freedoms (legal reference point)**

0	1	2	3	4	5	6	7	8	9	10
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0 = Not at all relevant

10 = Very relevant

Explanation: \_\_\_\_\_

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- **Tom’s fear of making matters worse (emotional reference point)**

0	1	2	3	4	5	6	7	8	9	10
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0 = Not at all relevant

10 = Very relevant

Explanation: \_\_\_\_\_

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- **Other possible reference point: \_\_\_\_\_**

0	1	2	3	4	5	6	7	8	9	10
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0 = Not at all relevant

10 = Very relevant

Explanation: \_\_\_\_\_

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4. **Among the possible responses that were identified in Question 2, select a response to prioritize and justify your choice. This choice can be explained based on one or more of the reference points considered to be most relevant as well as the anticipated effects of the different responses. If none of the previously provided responses seem suitable, a new response can be drawn up and justified.**

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## APPENDIX FOR TEACHERS – EXAMPLES OF RESPONSES

### Section A – Ismaël confides in his brother



#### Question 1 – Understanding of the situation

Examples of possible responses:

*Note: It is possible to provide a choice of responses or examples of responses and ask students to add a statement, etc.*

The situation shows tensions between:

- the controlling behaviour Ismaël is exhibiting **and** Camille’s right to personal security and inviolability
- Ismaël’s desire for the relationship to be going better **and** his controlling behaviours, such as preventing Camille from talking about their problems with other people
- the emotions felt by Ismaël (anxiety, fear of losing Camille) **and** the embarrassment of talking about what he’s experiencing in his relationship
- the love Ismaël feels for Camille **and** his controlling behaviours
- Ismaël’s views of relationships, love and trust **and** Camille’s views of them

#### Question 2 – Possible responses and their effects

Examples of possible responses:

*Note: It is possible to include some examples in the table students are asked to fill out. It is also possible to provide a list of responses and have students place them in the appropriate space in the table, etc.*

RESPONSE	POSSIBLE EFFECTS ON ISMAËL	POSSIBLE EFFECTS ON CAMILLE	POSSIBLE EFFECTS ON THEIR RELATIONSHIP
<ul style="list-style-type: none"> <li>▪ Require that Camille comply with his demands (controlling behaviours) to prove that she loves him</li> </ul>	<ul style="list-style-type: none"> <li>▪ Being momentarily reassured, feeling like he controls the situation, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feeling threatened, isolated and stressed (false dilemma: if she doesn’t comply with Ismaël’s demands, he will interpret that as meaning she doesn’t love him), not feeling free, listened to and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Very little mutual trust, inequality in the relationship, controlling dynamics, etc.</li> </ul>

RESPONSE	POSSIBLE EFFECTS ON ISMAËL	POSSIBLE EFFECTS ON CAMILLE	POSSIBLE EFFECTS ON THEIR RELATIONSHIP
		<p>respected, feeling like Ismaël's feelings are more important than her own, showing hypervigilance, needing to "walk on eggshells", etc.</p>	
<ul style="list-style-type: none"> <li>▪ End the relationship with Camille</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feeling sad, angry or ashamed about his behaviours, feeling less anxious about the idea that Camille is cheating on him, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feeling sad, disappointed, guilty, etc. about the end of the relationship</li> <li>▪ Respecting her needs and limits, feeling relief, feeling more free, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ End of the romantic relationship and possibility that Ismaël and Camille may or may not continue to have a friendship, based on their wants and limits, or on the benefits compared to the problems of continuing a friendship, etc.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Ask for help to learn to manage his anxiety, jealousy and the controlling behaviours related to these feelings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feeling embarrassment or shame at the idea of asking for help, feeling courageous and proud about learning to control his emotions, increasing his sense of well-being, feeling as though he's being a better partner for Camille, better recognizing and managing his emotions, better understanding positive and egalitarian relationships, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feeling an increased sense of well-being and relief, having her needs and limits respected, feeling more free, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Possibility of more mutual trust and a more egalitarian relationship, better management of difficulties and conflict, etc.</li> </ul>

## Section B – Camille confides in her friend



### Question 1 – Understanding of the situation

Examples of possible responses:

*Note: It is possible to provide a choice of responses or examples of responses and ask students to add a statement, etc.*

The situation shows tensions between:

- Camille’s rights (her freedom, what she would like to do and who she wants to be **and** the fear that her relationship will end
- The positive experiences and feelings (love, good times with Ismaël, desire to improve the relationship) **and** negative experiences and feelings (not feeling well, feeling of being observed and monitored, feeling stress caused by his actions) for Camille in this relationship
- Camille’s desire to maintain the relationship **and** Ismaël’s controlling behaviours
- Camille’s need to talk about the difficulties that she is experiencing **and** Ismaël’s demands or requirements for her not to do so
- Camille’s views of relationships, love **and** trust and Ismaël’s views of them

### Question 2 – Possible responses and their effects

Examples of possible responses:

*Note: It is possible to include some examples in the table students are asked to fill out. It is also possible to provide a list of responses and have students place them in the appropriate space in the table, etc.*

RESPONSES	POSSIBLE EFFECTS ON CAMILLE	POSSIBLE EFFECTS ON ISMAËL	POSSIBLE EFFECTS ON THEIR RELATIONSHIP
<ul style="list-style-type: none"> <li>▪ Accept all of Ismaël’s demands (controlling behaviours) to stop him from ending the relationship</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feeling threatened, isolated and stressed (false dilemma: if she doesn’t comply with his demands, Ismaël will interpret that as meaning she doesn’t love him); not feeling free, listened to and respected; showing hypervigilance, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Being momentarily reassured, feeling like he controls the situation, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Very little mutual trust, inequality in the relationship, controlling dynamics, etc.</li> </ul>

RESPONSES	POSSIBLE EFFECTS ON CAMILLE	POSSIBLE EFFECTS ON ISMAËL	POSSIBLE EFFECTS ON THEIR RELATIONSHIP
<ul style="list-style-type: none"> <li>End the relationship with Ismaël</li> </ul>	<ul style="list-style-type: none"> <li>Respecting her needs and limits, feeling proud for standing up for herself, feeling sad or disappointed about the end of the relationship, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Feeling sad, disappointed or ashamed about his behaviours, feeling angry towards Camille, etc.</li> </ul>	<ul style="list-style-type: none"> <li>End of the romantic relationship and possibility that Ismaël and Camille may or may not continue to have a friendship, based on their wants and limits, or on the benefits compared to the problems of continuing a friendship, etc.</li> </ul>
<ul style="list-style-type: none"> <li>Stay with Ismaël but refuse to meet his demands (controlling behaviours)</li> </ul>	<ul style="list-style-type: none"> <li>Respecting her needs and limits, feeling proud for standing up for herself, etc.</li> <li>Continuing to feel stressed, continuing to be worried about Ismaël's reactions, showing hypervigilance, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to feel anxious, jealous, sad or angry, believing that Camille doesn't love him (feeling of rejection), believing that he can't trust her, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Possibility of a more egalitarian relationship, but risk that the amount of controlling behaviours by Ismaël increases</li> </ul>
<ul style="list-style-type: none"> <li>Convince Ismaël to seek help for their relationship and suggest they speak with a support resource together</li> </ul>	<ul style="list-style-type: none"> <li>Having positive feelings (courage, pride, etc.) or negative feelings (embarrassment, shame, etc.) at the idea of asking for help, feeling stressed and worried about Ismaël's reaction to the suggestion to get help, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Having positive feelings (courage, pride, etc.) or negative feelings (embarrassment, shame, anger, etc.) at the idea of asking for help, etc.</li> <li>If they seek help, feeling an increased sense of well-being, feeling as though he's being a better partner for Camille, better recognizing and managing his emotions, better understanding positive and egalitarian relationships, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Possibility that Ismaël reacts negatively to Camille's suggestion, which could decrease his trust in her</li> <li>If they seek help, possibility of more mutual trust and a more egalitarian relationship, better management of difficulties and conflict, etc.</li> </ul>

## Section C – Tom confides in his sister



### Question 1 – Understanding of the situation

Examples of possible responses:

*Note: It is possible to provide a choice of responses or examples of responses and ask students to add a statement, etc.*

The situation shows tensions between:

- Tom’s loyalty to or allegiance toward Camille, Ismaël and their friend group **and** his feelings of responsibility for stopping Ismaël’s controlling behaviours
- Tom’s desire to help Camille **and** his fear that intervening would be unhelpful or make things worse for the people involved in the situation

### Question 2 – Possible responses and their effects

Examples of possible responses:

*Note: It is possible to include some examples in the table students are asked to fill out. It is also possible to provide a list of responses and have students place them in the appropriate space in the table, etc.*

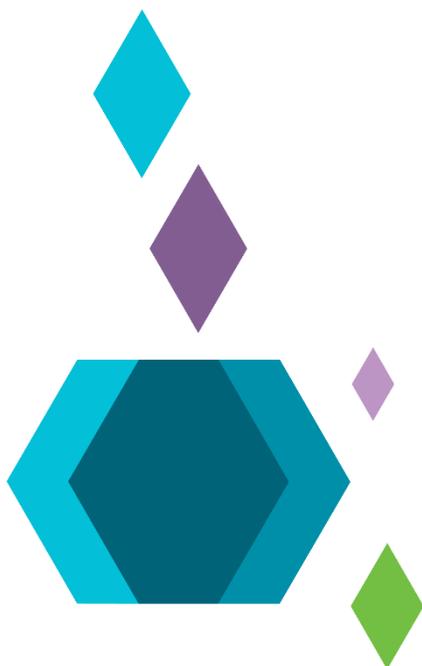
RESPONSE	POSSIBLE EFFECTS ON TOM	POSSIBLE EFFECTS ON CAMILLE AND HER FRIENDSHIP WITH TOM	POSSIBLE EFFECTS ON ISMAËL AND HIS FRIENDSHIP WITH TOM
<ul style="list-style-type: none"> <li>▪ Do nothing and avoid spending time alone with Camille</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feeling ashamed or guilty in relation to the idea of not helping Camille and Ismaël, feeling reassured that their friend group won’t change, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Camille’s psychological integrity is compromised. She feels threatened, isolated and stressed (false dilemma: if she doesn’t comply with Ismaël’s demands, he will interpret that as meaning she doesn’t love him); shows hypervigilance; does not feel free, listened to and respected; etc.</li> <li>▪ Tom’s friendship with Camille is damaged as their contact is limited due to Ismaël’s control, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ismaël continues to feel anxious and to exercise control over Camille. Tom’s friendship with Ismaël might remain the same or deteriorate based on Tom’s discomfort, etc.</li> </ul>

RESPONSE	POSSIBLE EFFECTS ON TOM	POSSIBLE EFFECTS ON CAMILLE AND HER FRIENDSHIP WITH TOM	POSSIBLE EFFECTS ON ISMAËL AND HIS FRIENDSHIP WITH TOM
<ul style="list-style-type: none"> <li>■ Suggest to Camille and to Ismaël to seek help and support them in doing so</li> </ul>	<ul style="list-style-type: none"> <li>■ Feeling courageous and proud that he’s helping his friends to stop violence, feeling reassured that his friends are getting the necessary help to stop violence, worrying about Ismaël’s reaction, etc.</li> </ul>	<ul style="list-style-type: none"> <li>■ Camille feels supported by her friend and relieved about getting help, feels less alone and may feel an increased sense of well-being afterwards. However, she’s worried about Ismaël’s reaction</li> <li>■ Tom and Camille’s friendship might improve, as Camille feels supported, listened to and seen during a difficult time</li> </ul>	<ul style="list-style-type: none"> <li>■ Ismaël feels supported by his friend, feels less alone and may feel an increased sense of well-being afterwards</li> <li>■ Ismaël feels embarrassed or ashamed. He has the feeling that Tom isn’t minding his own business by getting involved with his “relationship problems,” and feels threatened by Tom</li> <li>■ Tom and Ismaël’s friendship could be damaged by a loss of mutual trust</li> </ul>
<ul style="list-style-type: none"> <li>■ Ask for help to learn how to support his friends, such as from his parents, a school staff member, an organization or helpline, etc.</li> </ul>	<ul style="list-style-type: none"> <li>■ Feeling courageous and proud to be looking for solutions to help his friends and contribute to stopping violence, feeling supported in this process, feeling reassured about the actions he could take, worrying about Ismaël’s reaction, etc.</li> </ul>	<ul style="list-style-type: none"> <li>■ Camille feels supported by her friend and relieved about getting help, feels less alone and may feel an increased sense of well-being afterwards. However, she’s worried about Ismaël’s reaction</li> <li>■ Tom and Camille’s friendship might improve, as Camille feels supported, listened to, and seen during a difficult time and Tom now feels better equipped to help her.</li> </ul>	<ul style="list-style-type: none"> <li>■ Ismaël feels supported by his friend, feels less alone and may feel an increased sense of well-being afterwards</li> <li>■ Ismaël feels embarrassed or ashamed. He has the feeling that Tom isn’t minding his own business by getting involved with his “relationship problems,” and feels threatened by Tom</li> <li>■ Tom and Ismaël’s friendship could be damaged by a loss of mutual trust</li> </ul>

## Reflections for the class discussion

### OTHER EXAMPLES OF POSSIBLE RESPONSES FOR PREVENTING AND COUNTERING VIOLENCE

- Be familiar with and develop strategies for positive communication as well as conflict and emotion management.
- Listen to your feelings.
- Identify strategies that make it possible to end an intimate relationship in a safe and respectful way (explain your decision, break up in person, have support during the breakup, etc.).
- Identify people and resources to go to when seeking help (for yourself or for someone else).
- Be aware of the different ways to report a situation of violence.
- Respond appropriately to disclosures from a friend (show you are listening and empathetic, believe your friend without judgment, help them to recognize violence, speak out against violent behaviours without talking badly about the person who committed them, report the situation, etc.).

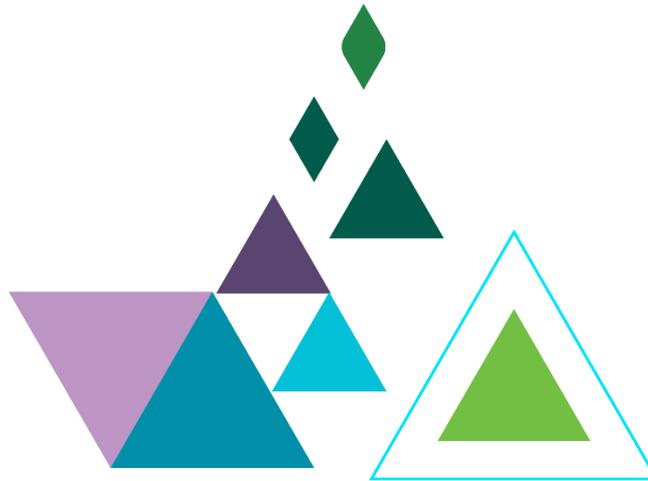


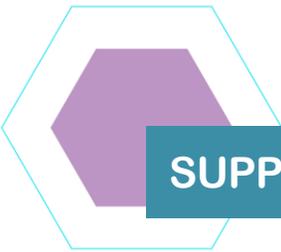
## MAIN OBSTACLES TO SEEKING SUPPORT (EXAMPLES OF POSSIBLE RESPONSES)

- Difficulty talking about sensitive subjects with another person
- Lack of openness from the people around you
- Lack of confidence in the help that could be provided
- Fear of possible consequences for you or for your partner
- Negative view of the idea of seeking help
- Misunderstanding or limited understanding of the support resources available
- Fear of judgment
- Feeling of shame

## FACTORS THAT MAKE IT EASIER TO SEEK SUPPORT (EXAMPLES OF POSSIBLE RESPONSES)

- Recognizing the violent nature of the situation
- Feeling able to talk about the situation
- Being aware of the support resources available
- Feeling able to talk about your problems
- Feeling that the people around you are open and available





## SUPPORT RESOURCES

### SOS VIOLENCE CONJUGALE

Intake, information and referral services for victims of intimate partner violence and their loved ones. Awareness-raising and information services are also available via social media and various web pages. The services offered are free of charge, bilingual and confidential.

Telephone (24 hours a day, 7 days a week, bilingual): 1-800-363-9010

Text: 438-601-1211

[sosviolenceconjugale.ca/en](http://sosviolenceconjugale.ca/en)

### YOUTH PROTECTION

Website that provides the contact information for a local Director of Youth Protection (DYP), namely for filing a report or making a call for advice on a child's situation. This site also contains information to help understand the role, responsibilities and stages of intervention of the DYP.

[Contact information for the DYP](#)

### CRIME VICTIMS ASSISTANCE CENTRES (CAVAC)

CAVACs are available in all regions of Québec. Trained intervention professionals provide support to individuals who are victims of or witnesses to criminal acts as well as their loved ones.

Telephone: 1-866-532-2822

[CAVAC.qc.ca/en](http://CAVAC.qc.ca/en)

### SEXUAL VIOLENCE HELPLINE

Telephone support in English and French for anyone affected by sexual violence. This service is anonymous, free of charge and confidential.

Telephone (24 hours a day, 7 days a week, bilingual): 1-800-933-9007

[sexualviolencehelpline.ca](http://sexualviolencehelpline.ca)

### DIRECTEUR DES POURSUITES CRIMINELLES ET PÉNALES (DPCP) – LIGNE INFO DPCP VIOLENCE CONJUGALE ET SEXUELLE

A free, confidential telephone line providing information to victims of intimate partner or sexual violence on how to file a complaint with the police and how the legal process works.

Telephone (Monday to Friday, 8:30 a.m. to 4:30 p.m.): 1-877-547-DPCP (3727)

### NEEDHELPNOW.CA

Website that provides teens with information and advice on how to stop the dissemination of intimate photos and videos, and offers support in the process.

[NeedHelpNow.ca](http://NeedHelpNow.ca)

### TEL-JEUNES

Resources for young people, their parents and school staff on a variety of issues, including violence in intimate relationships. Professional counsellors are available by phone, text and chat on the website, in English and French.

Telephone (from 6 a.m to 2 a.m.): 1-800-263-2266

Text (from 8 a.m. to 10:30 p.m.): 514-600-1002

[Teljeunes.com/en](http://Teljeunes.com/en)

### CENTRE D'EXPERTISE MARIE-VINCENT

Specialized support and services for children and teens who are victims of sexual violence, and for their loved ones. It also offers training and prevention tools. A telephone advice line is also available in French and English for people working with children.

Telephone: 514-285-0505

[Marie-Vincent.org/en](http://Marie-Vincent.org/en)

### SUICIDE PREVENTION HELPLINE

Helpline for individuals thinking about suicide, those who are worried about a loved one or those who have lost someone to suicide.

Telephone (24 hours a day, 7 days a week, bilingual): 1-866-APPELLE or 1-866-277-3553

Text: 535353

[suicide.ca/en](http://suicide.ca/en)

## REGROUPEMENT DES CENTRES D'AMITIÉ AUTOCHTONES DU QUÉBEC (RCAAQ)

Organizations that offer the urban Indigenous population health and social services through a culturally relevant and reassuring approach, including support in situations of violence.

Telephone: 1-877-842-6354

[rcaaq.info/en](http://rcaaq.info/en)

## INTERLIGNE

Helpline offering services by phone, text and chat to people that care about sexual and gender diversity, and who are experiencing a variety of difficulties, including violence in intimate relationships.

Telephone and text: 1-888-505-1010

[Interligne.co/en](http://interligne.co/en)

## CENTRES D'AIDE ET DE LUTTE CONTRE LES AGRESSIONS À CARACTÈRE SEXUEL (SEXUAL ASSAULT HELP CENTRES, CALACS)

Organizations in every region of Québec, offering help, support and guidance services to teenage girls and women who are victims of sexual violence as well as to their loved ones.

To find a centre near you (in French only): [rqcalacs.qc.ca/en](http://rqcalacs.qc.ca/en)

## AIRE OUVERTE

Aire ouverte is a place for young people aged 12 to 25. Health services that a young person may need to ensure their well-being are offered free of charge and confidentially, walk-in or appointment basis.

<https://www.quebec.ca/en/health/finding-a-resource/aire-ouverte-services-for-young-people-aged-12-to-25>

Finding an Aire ouverte: <https://sante.gouv.qc.ca/en/repertoire-ressources/aire-ouverte/>



## TOOLS AND ADDITIONAL REFERENCE MATERIALS FOR SCHOOL STAFF

### RESEARCH RESULTS AND POPULARIZATION OF SCIENTIFIC INFORMATION

Fernet, M. 2005. *Amour, violence et adolescence*. Presses de l'Université du Québec. [Extranet.puq.ca/media/produits/documents/304\\_9782760518377.pdf](https://extranet.puq.ca/media/produits/documents/304_9782760518377.pdf).

Hébert, M., A. Lapierre, F. Lavoie, M. Fernet, and M. Blais. 2018. *“La violence dans les relations amoureuses des jeunes.”* In *Rapport québécois sur la violence et la santé*, edited by J. Laforest, P. Maurice, and L. M. Bouchard. Institut national de santé publique du Québec.

Hébert, M., F. Lavoie, M. Blais, and M. Guerrier. 2015. *Flash PAJ #1 – La violence subie dans les relations amoureuses chez les jeunes*. CIHR team on interpersonal trauma. Université du Québec à Montréal.

Hébert, M., T. Van Camp, F. Lavoie, M. Blais, and M. Guerrier. 2015. *Flash PAJ #4 – Sentiment d'auto-efficacité des jeunes pour composer avec la violence dans les relations amoureuses*. CIHR team on interpersonal trauma. Université du Québec à Montréal.

Lachapelle, M., S. Couture, M. Fernet, and M. Hébert. 2021. *“Triomphant, éternel, réaliste: Diversité dans les représentations de l'amour et histoires de victimisation en contexte amoureux chez les jeunes.”* poster presented at the Journée étudiante annuelle de la recherche en sexologie – 9<sup>e</sup> édition, Université du Québec à Montréal.

Paradis, A., M. Hébert, and M. Fernet. 2015. *Flash PAJ #7 – Relation entre la violence perpétrée et la communication au sein des couples adolescents*. CIHR team on interpersonal trauma. Université du Québec à Montréal.

Poitras, D., M. Lachapelle, M.-P. Roy, and D. Gagné. 2022. *La cyberviolence dans les relations amoureuses des jeunes: Synthèse de connaissances sur l'efficacité des programmes de prévention – Synthèse des connaissances*. Institut national de santé publique du Québec.

Roy, V., S. Thibault, G. Rioux, A. Angele, and C. Fournier. 2024. *Synthèse des connaissances – Expériences de violence dans les relations intimes et amoureuses au sein de populations lesbiennes, gaies, bisexuelles, trans, non binaires et, plus largement, de la diversité sexuelle et de genre*. RAIV. <https://chairedspg.uqam.ca/experiences-de-violence-dans-les-relations-intimes-et-amoureuses-au-sein-de-populations-lesbiennes-gaies-bisexuelles-trans-non-binaires-et-plus-largement-de-la-diversite-sexuelle-et-de-genre/>.

Sutton, D. and M. Burczycka. 2024. *Dating violence against teens aged 15 to 17 in Canada, 2009 to 2022*. Statistics Canada, March 20. [https://publications.gc.ca/collections/collection\\_2024/statcan/85-002-x/CS85-002-44-4-eng.pdf](https://publications.gc.ca/collections/collection_2024/statcan/85-002-x/CS85-002-44-4-eng.pdf).

## TOOLS

### Secrétariat à la condition féminine

[Boîte à outils SansStéréotypes](#) (Toolbox for addressing stereotypes, available in French only)

### Institut national de santé publique du Québec

[Sexual Violence section](#)

### Sex Information & Education Council of Canada (SIECCAN)

[Educator Guide: Gender-Based Violence Prevention within School-Based Comprehensive Sexual Health Education](#)

### Éducaloi

[Sexual Consent](#)

[Sexual Consent of Teenagers](#)

[Youth and the Criminal Process](#)

[Domestic Violence Web Guide](#)

[Violence Within Queer Relationships Web Guide](#)

[Culture and Citizenship in Québec: Resources for teachers](#)

### SOS Violence Conjugale

[Series of articles on intimate partner violence](#)

[Guide – Everything you need to know about intimate partner violence... or almost – Tools for victim-survivors and their allies](#)

[Self-assessment questionnaire \*Explore your situation\*](#)

[\*It's not violent\* campaign](#)

### Regroupement des maisons pour femmes victimes de violence conjugale

[Tools on coercive control](#)

[It May Not Be What You Think - Interactive Experience](#)

## **SPARX – For positive romantic and intimate relationships**

Website that aims to promote positive intimate and romantic experiences and prevent violence in romantic relationships among young people. Informational resources are available to young people, their loved ones and school staff.

[Etincelles.ugam.ca/en](http://Etincelles.ugam.ca/en)

[Online training for school staff](#)

## **Tel-jeunes**

[Vidéo Comment savoir si je suis dans une relation toxique?](#) ("Are you in an unhealthy relationship?" video, available in French only)

## **Centre d'expertise Marie-Vincent**

[Disclosure of Sexual Assault in a School Environment video](#)

## **Télé-Québec en classe**

[Relations de couples à l'adolescence](#) (Couple relationships in adolescence, available in French only)

## **Kids Help Phone**

[Healthy relationships vs. unhealthy relationships](#)

## **Action ontarienne contre la violence faite aux femmes**

[Ouvrelesyeux.ca](http://Ouvrelesyeux.ca) (available in French only)

[Quiz Est-ce que ma relation est saine?](#) ("Is my relationship healthy?" quiz, available in French only)

## **Youths' Romantic Relationships Survey**

[Educational tools, including factsheets, posters and activities](#)

## **Enseigner l'égalité**

[enseignerlegalite.com/en/](http://enseignerlegalite.com/en/)



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