

TEEN TALK

Klinic Community Health Centre



Relation Shifts Facilitator's Guide

FACILITATOR'S GUIDE

Relation Shifts



Teen Talk
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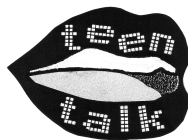


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Introduction

Background to Video

Teen Talk Program Staff, working in conjunction with our Peer Support youth volunteers, developed and produced an educational video in order to raise awareness of violence in teen dating relationships.

From the inception of the video project, youth were involved in story line creation, character development, and script development based on youth identified needs assessment. Each story line was created to highlight different types of abuse in varying dating situations. The youth then volunteered to narrate and act out the stories.

Before Viewing the Video

Viewing *Relation Shifts* requires that the facilitator be sensitive to the varying experiences of the youth who are taking part. Consider that many youth may have experienced abuse in dating relationships or have witnessed domestic abuse. Be prepared for some youth to require additional support to deal with their emotional reactions to the video.

How to Use the Facilitator's Guide

There are 7 chapters in the 22 minute long video. After the 5th chapter, there will be an invitation to pause the video to allow for discussion. The facilitator can then return to the video to watch the remaining two chapters and discover how each story ends.

As a large group, discuss the video using the answer key provided with the guide. It is strongly suggested that action planning is done following this video. If you have more time, you may then move on to the additional activities, which provides supplemental information to delve into the topic of abuse in relationships further.

What Will Participants Learn?

Youth will be able to:

- Identify warning signs of abuse;
- Identify types of abusive behaviour;
- Understand why people stay in abusive relationships and the importance of leaving;
- Brainstorm ways to help themselves and others who are in abusive relationships.

What Does Your Role as Facilitator Involve?

Supplementary activities complement the video. You are encouraged to do the suggested action planning activities to ensure that youth come away from the video feeling empowered to help themselves and others. Additional activities are supplied to ensure that the class has an understanding of what constitutes abusive behaviour, the barriers to getting help, and ways to help themselves or others survive abusive relationships.

Materials You Will Need as a Facilitator

- Relationships Video, TV and DVD player
- Flipchart paper, markers, and tape (or overhead projector and markers)

Take some time to familiarize yourself with the topic. You can do this by pre-viewing the video, reading through the activity sections before you do them with the class, and checking the websites provided in the Resources & Additional Information section to clarify any questions that you have. You are encouraged to find resources applicable to the youth in your area.

Video Debrief

Video: Relationshipshifts (running time: 22 mins)

Objective: *Youth will be able to identify warning signs and types of abusive behaviour. Youth will be able to identify the importance of leaving an abusive relationship.*

Explain that this video was created by youth for youth, and the characters played by the actors are only roles, not reflections of who these people are. The video may trigger some viewers and if they need to step out of the classroom to take a moment, you will be available to speak with them.

Pause video when *Pause* appears on screen.

Questions to ask are bolded, along with important statements:

- **Did any of the characters start dating because they were planning on experiencing abuse?** No. Their partners were good to them in the beginning, and slowly started to use abuse once they had made a connection with them.
- **What were some of the first signs of abuse in the couples?**
 - Couple #1: making comments about clothes, wanting to cover her up
 - Couple #2: pressuring to have sex, becoming coercive (trying to change someone's mind when they have said no)
 - Couple #3: Stealing money out of the wallet
 - Couple #4: Getting rough in judo class, not seeming to care that he's hurt
 - Couple #5: Putting down his family, making fun of him
- **What abusive behaviours did you notice in the couples?**
 - Couple #1: Trying to make her change because he felt jealous, yelling at her, calling her a slut, accusing her of trying to turn other guys on, shaking her
 - Couple #2: Having sex with her without asking her and while she was passed out, calling her crazy to break up with him
 - Couple #3: Stealing her bankcard, using bribes, guilt tripping
 - Couple #4: Pushing him, blocking the doorway, calling him names, putting him down
 - Couple #5: Calling him names, putting down his family, telling him he's boring her

- **What excuses did the people acting abusively use?**

Couple #1: He didn't want people to hurt her or think she was a slut

Couple #2: He said he did it because he loved her and wanted her so bad, he couldn't wait any longer, she was too sexy, they were going to do it anyway, and he was a guy

Couple #3: She wanted to buy her presents to show her she loved her

Couple #4: He wanted to toughen him up, to make him strong for the homophobia he may encounter with others

Couple #5: She said she was caught up in the moment and that she didn't mean it

No matter what excuse people have for using abuse, it is a choice, and there is a way that the person can avoid using abuse.

- **Do you think they believed their own excuses? Maybe. Does that make it okay?** No.

After discussing the questions, press play to watch the end of the video. Press stop at the end of the video.

Questions to ask are bolded, along with important statements:

- **If someone acts abusively once, do you think they are likely to use it again?** Yes, most often abuse will continue to happen.

Abuse usually starts to happen slowly, and then starts to happen more and more frequently over time. Abusive acts also become more and more serious with time.

- **If we know that abuse becomes more frequent and gets worse over time, what can someone do to get away from the abuse?** Leave the relationship.

A word on same sex relationships:

Students may react not only to the types of violence that are depicted in the video, but also the diversity of relationships depicted. It is important as educators that we create safe spaces in our classrooms in order for youth who identify as lesbian, gay, bi-sexual, or transgender (LGBT) to also recognize signs of abuse in their particular relationships. Abuse is often silenced in same sex relationships because of homophobia. For example, a youth who identifies as gay may be less likely to access help or resources at school regarding dating violence if he has also experienced homophobia in that school. As an educator, it may be helpful to reinforce that violence can happen in all sorts of relationships; male and female, male and male, and female and female.

A word on drinking:

Students may notice that there are scenes with alcohol being used. It is important to point out that violent behaviour increases when alcohol has been used. Although this is no excuse for abusive behaviour, it is commonly used as one. It is also good to mention that even though underage drinking is quite common, it is illegal, and there are lots of people who choose not to drink.

Suggested Activities

Action Planning

Objective: *Youth will be introduced to reasons why people stay in abusive relationships, and identify ways to help themselves and others.*

Divide the class into 3 groups and assign each group a situation (Plan if you are Acting Abusively, Plan if you are Experiencing Abuse, or Plan if a Friend or Family Member is Experiencing Abuse). Give each group a flipchart paper and some markers.

Ask for:

- a) a list of what the person can do (e.g. Jane could find a counsellor and break up with her boyfriend)
- b) a list of not so useful things that that person could do (eg. It would not be useful for Jane to hit her boyfriend)

If students are having any trouble, remind them that the key things to think about are: Safety, Changing Behaviour, and Support.

After the lists have been drawn up, post up the lists and go through them as a large group so extra answers can be added from the other groups, and information can be shared. Questions and important statements are bolded.

Possible Answers

Plan if you are Acting Abusively: Responsibility Plan

- Stop the behaviours.
- Leave the relationship.
- There are places that can help you make a Responsibility Plan, which means that you **recognize that your behaviour is your responsibility** and you make a plan to change it.
 - A responsibility plan involves:
 - make a list of your cues or warning signs that abuse is about to occur. These could be physical (e.g. jaw clenched, face flushed, holding breath) or emotional (e.g. feeling frustrated, angry, unappreciated) or thoughts/images (e.g. picturing hurting your partner, picturing them with someone else). Also, you may identify words or “hot topics” that may trigger aggressive behaviour.

SUGGESTED ACTIVITIES

- make a Time-Out Plan for how you will leave the situation when you notice your warning signs and you will share this plan with your partner. The plan will include things you cannot do on your Time-Out (e.g. Drinking, drugs, driving, using violence – boxing, punching walls, destroying property) and where you will go, and how you will know when you will be okay to return.
- The Drop-In Program at Klinik can help you change your behaviour through one-on-one counselling. Making contact with a counselor and acknowledging the problem is the first step.
- Drop-In Counselling: Monday and Wednesday 12:00-7:00 p.m. and Friday and Saturday 12:00 – 4:00.
- Other programs and counselling available in your area

Do you think people who behave abusively are happy? Do you think they like themselves? If you don't like yourself, you can change your behaviour so that you DO like yourself. **Abuse is about the behaviour and not about the person, therefore, abusive behaviour can be changed.**

Plan if you are Being Abused: Safety Plan

- **Tell someone you trust** what is happening; ask for support, explain if you are not ready to leave, explain that you are not asking them to “fix” the relationship but if something should happen, someone else would know what was going on.
- Try to spend more times with supportive friends, away from your partner.
- Get involved with interests/hobbies (again, to spend time away from your partner.)
- Plan how you would get out of awkward situations (e.g. How to get away from a sexual encounter, what to say when partner wants you to spend time with them, what you could do if your partner started to put you down, etc.)
- Positive self-talk.
- Recognize that verbal/emotional abuse is no less damaging than physical/sexual abuse.
- Create a Safety Plan (What you will do, when to leave, where you will go, how you will deal with seeing your partner at school, etc.)
- Contact community resources.
- Journaling (including what they want from a relationship, what they would like and not like from a relationship.)
- Remind yourself that your partner is deliberately trying to hurt you and that you do not deserve that.

Remind youth that people stay in abusive relationships because of love/like, hope, and fear. Their partner isn't mean 24/7, so many people will forgive and hope it won't happen again.

It can be very difficult to recognize and admit that abuse is happening to you. It can also be very difficult to convince yourself that you are not at fault for the abuse. Remember that no one deserves abuse and it's never your fault.

Plan if you are a Friend/Family Member

- Think about what you want to say and do.
- **Listen**, offer help and don't judge.
- Know what resources are available to help your friend.
- Call an Info Line to ask questions if you are unsure of what to say to your friend.
- Tell someone you trust (e.g. Guidance counsellor, teacher, counsellor, social service agency).
- Find a safe, private place to talk to your friend.
- Don't push or judge.
- Know your boundaries/limits/feelings.
- Know where to access resources for yourself if you are in crisis from watching your friend in an abusive situation. If you are feeling frustrated/upset, you may also need to get support.
- Help them develop a Safety Plan they are satisfied with.
- Know that it is better for your friend to make their own decisions. (Trying to force someone to break up with their partner, or confronting their partner yourself can isolate the person experiencing abuse and make matters worse.)
- If your friend stays in their relationship, it is not your fault. Know that they are not doing it to hurt you, but that they have their own reasons for staying. Do not feel responsible for an abusive relationship.

It can be hard to be friends with someone who is in an abusive relationship. People who are being abused may use manipulation because they learn such behaviour from their partner who is acting abusively.

Additional Activities

Awareness Posters

“No Excuse is Good Enough”

Objective: *Students will demonstrate that there are no valid excuses for abusive behaviour.*

As a large group, brainstorm the excuses people use to explain away abusive behaviour. Answers include:

- they can't help it
- they were drunk/high
- they just “lost control”
- they grew up in an abusive family so they don't know any better
- they are trying to ‘help’ their partner

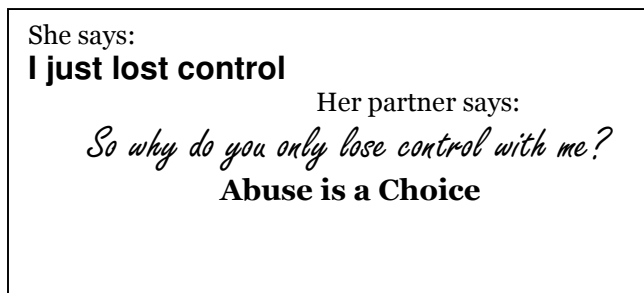
Assign each student an excuse and then ask them to supply a short answer or question to highlight why that excuse is not valid.

Eg. ‘they just lost control’ ‘so why do they only lose control with their partner?’
or

‘they were drunk’ ‘so don’t go around your partner when you’re drinking.’

Have them create a poster with the excuse for abusive behaviour and the response and post them around the school or your classroom.

Eg.



Remind the class that anyone can be abusive and that abuse can happen in any type of relationship (between parents and children, between same sex couples, etc). Encourage their posters to show different genders and diverse relationships to ensure that abuse isn't only blamed on heterosexual males.

Journal Assignment

Objective: *Students will explore why people find it hard to leave an abusive partner.*

Note: *It is important to ensure that the victim is not blamed for their partner's behaviour. Abuse is always the responsibility of the person who is using it. Victim blaming may unintentionally excuse the person's abusive acts instead of encouraging them to seek help and change their behaviour.*

Why is it hard for people to leave an abusive relationship?

Have students find three reasons why someone might find it hard to leave an abusive relationship. Remind the class that the person responsible is the person behaving abusively, not the person who is being hurt. The purpose of the journal is trying to understand what is going on in the relationship that makes it hard to leave, not to blame people for not leaving.

Answers may include:

- Fear of escalated violence
 - Parents may not know or don't approve of the relationship
 - Afraid friends will pick sides (lose friends/social status)
 - Worried that they'll have to change schools or work
 - Hope they will change and be like they were in the beginning
 - Love/like/care
 - Fear of being alone/they don't think they could do any better
 - Fear of rumours
 - Partner threatened suicide, threatened their partner or their family
 - Don't believe/want to believe it is happening (denial)
 - Embarrassed/ashamed
 - Scared of making it worse
 - Don't know what a healthy relationship looks like
 - Low self-esteem
 - Confused
 - Don't know what constitutes abuse
 - Culture or community pressures to stay in the relationship
 - Media portrayal makes us think it's ok
 - Dependence (no where to go, no way to support themselves, kids, etc)
-

Group Brainstorm

Types of Abuse

Objective : *Youth will identify subtle and more obvious abusive behaviours.*

Post up four flipchart papers with one heading on each; Emotional Abuse, Physical Abuse, Sexual Abuse, Financial Abuse

As a class, list as many examples as possible for each poster. For the physical abuse poster, ask the class to think of subtle examples of physical abuse.

Answers may include :

Emotional Abuse:

- Isolation
- Jealousy and Anger (trying to change their partner by using these feelings to make the other feel scared)
- Threatening suicide
- Any insult towards you (your culture, abilities, race, heritage, religion, looks, the way you dress, etc)
- Mind games/Manipulation/Crazy-making (intentionally making one doubt themselves)
- Guilt-tripping
- Blackmail
- Stalking (harassing somebody with persistent, inappropriate, and unwanted attention)
- Humiliating and embarrassing you

Verbal abuse hurts and often people will not seek help because it doesn't leave a black eye or a broken arm. We also live in a culture where sarcastic humor and putdowns are thought to be okay. Is it okay to try to make people feel bad? No.

Physical Abuse: (any unwanted physical contact or threats of physical harm)

- Restraining (blocking doorways, holding your wrists, etc)
- Throwing objects/punching walls/trashing space (these behaviours may not cause physical pain, but do create a climate of fear & intimidation)
- Threats (to you or your family)
- Punching/slapping/hitting/kicking
- Spitting
- Murder
- Burning
- May also include: pinching, poking, grabbing, biting, scratching, pulling hair, reckless driving, not helping you when injured

People are often hurt in places on their bodies that are not visible to others (such as on their chest, upper arms, or legs) so there are no visible signs of abuse. This is a clear indication that abuse is about a choice because they are thinking about how to hide the abuse.

Sexual Abuse: (any unwanted sexual contact or sexual attention)

- Getting someone drunk or stoned in order to have sex with them (The way the law is written, a person cannot legally give their consent to sex if they are drunk or high. Just because someone voluntarily uses alcohol or drugs does not mean they are asking to be assaulted)¹
- Not stopping sex when the other person asks for it to stop (You have a right to say no to sex at anytime, even if it is right before or during)
- Coercion (When a person is threatened with harm to do something they don't want to do). Eg. "I will tell everyone at school that you are a slut if you don't sleep with me", "If you love me, prove it"²
- Spreading rumours
- Sexual remarks/Derogatory language ("ho", "slut", etc)
- Sexual hazing or pranks (snapping bra-straps, pulling down pants) as humiliation
- Forcing oral/anal/vaginal sex
- Forcing any kind of sexual or intimate activity (such as hugging, kissing, etc)
- May also include: treating you like a sex object, leering, withholding sex and affection, forced into sex trade work, forced viewing of pornography, forced stripping, or sex with friends

The law in Canada states that only "yes means yes" and everything else always means NO.

1 yesmeansyes.com

2 yesmeansyes.com

Financial Abuse: (Controlling or administering finances in a way that makes the other person dependent on you)

- Not letting you have a job or go to school (both of these things allow independence, new information, allow you to form other meaningful relationships, increase self-esteem, education, and opportunities. By not having access to these, it can isolate the person from current and potential friends/peers, and prevents the person from being independent)
- Bribery (you or your friends or family)
- Forcing you to work
- Stealing (cash, debit or credit cards)
- May also include; not giving you your own money (if s/he is the sole supporter of the family), demanding to know how your money is accounted for, always “borrowing” money and never paying it back, guilt tripping, and interfering with schoolwork

All types of abuse can work in tandem and don't usually exist independently of each other (physical and emotional abuse can facilitate sexual abuse; financial abuse is also emotional abuse, etc).

Supplemental Information

Teen Dating Violence Fact Sheet

Violent Behaviour in Teen Relationships

- One of five teens in a serious relationship have reports having been hit, slapped, or pushed by a partner. ³
- Young women, ages 16-24, experience the highest rates of relationship violence.⁴
- Roughly one in 10 (9%) teens have been verbally or physically abused by a boyfriend or girlfriend who was drunk or high. ¹
- Fourteen percent of teens report having been threatened by physical harm—either to them or self-inflicted by their partner—to avoid a breakup. ¹
- Teens identifying as gay, lesbian, and bisexual are as likely to experience violence in same-sex dating relationships as youths involved in opposite sex dating. ⁵
- Among older teens, the percentage of violent crime involving an intimate partner was 10 times higher for females than males (9% vs 0.6%)⁶
- Many studies indicate that as a dating relationship becomes more serious, the potential for and nature of violent behaviour also escalates. ⁷
- Date rape accounts for almost 70% of the sexual assaults reported by adolescents and college age women; 38% of those women are between 14 and 17 years old. ⁸
- Physical aggression occurs in 1 in 3 teen dating relationships. ⁹
- Fifty to Eighty percent of teens report knowing someone involved in a violent relationship. ¹⁰

³ Liz Claiborne Inc., “Study on Teen Dating Abuse,” (Teenage Research Unlimited, 2005), <http://www.loveisnotabuse.com> (available February 1, 2007)

⁴ C.M. Rennison and S. Welchans, “BJS Special Report: Intimate Partner Violence, (Washington, DC: Bureau of Justice Statistics, 2000).

⁵ L.L. Kupper, et al, “Prevalence of Partner Violence in Same-Sex Romantic and Sexual Relationships in a National Sample of Adolescents,” *Journal of Adolescent Health* 35 (2004): 124-131

⁶ Katrina Baum, “Juvenile Victimization and Offending, 1993-2003,” (Washington, DC: Bureau of Justice Statistics, 2005).

⁷ *Teen Dating Violence Resource Manual*, (Denver: National Coalition Against Domestic Violence, 1997), 17.

⁸ B. Levy, *Dating Violence*, (Seattle: Seal Press, 1991), 9

⁹ Avery-Leaf and Cascardi, “Dating Violence Education,” *Preventing Violence in Relationships*, (Washington, DC: American Psychological Association, 2002), 82.

¹⁰ M. O’Keefe and L. Trester, “Victims of Dating Violence Among High School Students,” *Violence Against Women*, 4, no.2 (1998); 195-223.

- Forty percent of teenage girls aged 14-17 report knowing someone their age who has been hit or beaten by their boyfriend. 11
- Intimate partner violence among adolescents is associated with increased risk of substance use, unhealthy weight control behaviours, sexual risk behaviours, pregnancy, and suicide. 12
- One in four women will be sexually assaulted. Half of these assaults will be against women under 16 years of age. 13
- Eight out of ten female students said they had been sexually harassed at school. 14
- More young women are aware of teen dating violence among their peers and have experienced such abuse than young men. In a study of students in grades 9 to 13, 54% of students were aware of dating violence among their peers, with significantly more girls (61%) reporting this than boys (48%). 15
- 29% of adolescent (11 to 20 years old) girls and 13% of boys in the sample reported some abuse in their dating relationships. 16

11 "Children Now," Kaiser Permanente Poll, December 1995.

12 Molidor, Tolman, & Kober, (2000); National Centre for Injury Prevention and Control, (2001).

13 Brickman & Briere, Winnipeg, 1984.

14 "The Joke's Over – Student to Student Sexual Harassment in Secondary Schools", published by The Ontario Women's Directorate, The Ontario Secondary School Teachers Federation and the Ministry of Education, (1995).

15 Jaffe et al (1992).

16 Price et al (2000).

Resources

AS A GENERAL RULE:

- (A) Specialized counselling, not crisis-oriented.
- (B) Short-term crisis services.
- (C) Shelter – emergency residential accommodation and counselling services.
- (D) Residential Second Stage programs.
- (E) Supervised Access Services.
- (F) Couples Counselling for those with a history of domestic violence.
- Places that service people over the age of 18 *only* are marked with an (18+).

Central Region

South Central Committee on Family Violence (Genesis House)	(B,C)	325-9800
Portage Family Abuse Prevention Centre	(B,C)	239-5233
Victim Services – Domestic Violence Unit	(A)	239-3378 746-8249

Eastman Region

Eastman Crisis Centre (Agape House)	(B,C)	346-0028
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Interlake Region

Interlake Women's Resource Centre (18+)	(A,B)	642-8264
Lakeshore Women's Resource Centre	(B)	768-3016
Nova House Inc. (Selkirk) (18+)	(B,C)	482-1200
Victim Services – Domestic Violence Unit	(A)	785-5213

Resources taken from: www.gov.mb.ca/fs/domestic_violence/shelters.html

RESOURCES

Parkland Region

Parkland Crisis Shelter (18+)	(B,C)	638-9484
Swan Valley Crisis Centre	(A,B,D)	734-9368

Norman Region

Snow Lake Centre on Family Violence	(A)	358-7141
The Pas Committee for Women in Crisis (Aurora House) (18+)	(B,C)	623-5497
Victim Services – Domestic Violence Unit	(A)	627-8483
Women’s Safe Haven/Resource Service	(A,D)	681-3105

Thompson Region

Thompson Crisis Centre (18+)	(B,C)	778-7273
Victim Services – Domestic Violence Unit	(A)	677-6368

Winnipeg

Alpha House Project (18+)	(D)	982-2011
Elder Abuse Resource Centre (18+)	(A)	956-6449
Elizabeth Hill Counselling Centre	(A,F)	956-6449
Couple’s Counselling (18+)		956-6562
Men’s Resource Centre (18+)		956-9528
Toll Free		1-866-672-3422
Evolve Program (18+)	(A)	784-4208
Klinic Community Health Centre		784-4070
Drop In Counselling		784-4067
Family Violence Counselling Program	(A)	940-2020

Resources taken from: www.gov.mb.ca/fs/domestic_violence/shelters.html

RESOURCES

Fort Garry Women's Resource Centre (18+)	(A)	477-1123
Ikwe-Widdjiitiwin Inc. (18+)	(B,C)	987-2780
Toll Free		1-800-362-3344
Immigrant Women's Counselling Services (18+)	(A)	940-2172
L'Entre-Temps Des Franco-Manitobaines (18+)	(D)	925-2550
Toll Free		1-800-668-3836
Native Women's Transition Centre (18+)	(A,D)	989-8240
North End Women's Resource Centre (18+)	(A)	589-7347
Osborne House	(B,C)	942-3052
TTY		942-5209
osbornehouse@house.org		
Pluri-Elles (Manitoba) Inc.	(A)	233-1735
Toll Free		1-800-207-5874
Spirit of Peace Program (18+) (Ma Mawi-wi-chi-itata Centre Inc.)	(A)	925-0323
The Laurel Centre Inc.	(A)	783-5460
Wahbung Abinoonjiage	(A)	925-4610
Winnipeg Children's Access Agency	(E)	284-4170
Toll Free		1-866-886-6153
Women in Second Stage Housing (18+)	(D)	275-2600
A Woman's Place: Support and Legal Services	(A)	940-6624

Resources taken from: www.gov.mb.ca/fs/domestic_violence/shelters.html

Westman Region

Brandon Access Exchange Service	(E)	729-8115
Samaritan House Ministries (18+)	(F)	726-0758 727-1268
The Counselling Centre – Men’s Program (18+)	(A)	726-8706
The Women’s Resource Centre Toll Free	(A)	726-8632 1-866-255-4432
Victim Services – Domestic Violence Unit	(A)	726-6515
YWCA of Brandon – Couple’s Program (18+)	(F)	571-3680
YWCA Westman Women’s Shelter	(B,C)	727-3644

Help for Men

If you’re a man who is in crisis or you know a man who needs help, please call:

Evolve	784-4070
Intake	784-4208
Crisis Line	784-8686
Drop-In Counselling	784-4067
Ma Mawi Wi Chi Itata Centre Inc.	925-0349
Men’s Resource Centre	956-6560
Intake	956-6562
Toll Free	1-877-977-0007

Domestic Violence Crisis Lines

Toll-Free Province-Wide Crisis Line (24 hours):	1-877-977-0007
Osborne House (Winnipeg):	942-3052
Ikwe-Widdjiitiwin Inc. (Winnipeg):	987-2780
(Toll Free):	1-800-362-3344

Resources taken from: www.gov.mb.ca/fs/domestic_violence/shelters.html

RESOURCES

Websites:

www.seeitandstopit.org

www.yesmeansyes.com

www.mencanstoprape.org

www.leaveoutviolence.com

www.gov.mb.ca/fs/domestic_violence/

www.gov.mb.ca/justice/domestic/index.html