

# UMatter

## Stop Youth Dating Violence Project



### Project Goal

To identify and test a promising Best Practice delivery model of an Indigenous embedded curriculum aimed at preventing teen/youth dating violence (TDV) within high-risk Indigenous youth populations in Winnipeg, MB.

### Objectives

- 1 To develop a skill-building, knowledge-based, Indigenous educational TDV prevention learning curriculum.
- 2 To identify a Best Practice delivery model applicable to Indigenous males and females, framed within the historical, legal, political and social contexts in which violence against Indigenous women and girls exists.
- 3 To deliver capacity building training specific to Indigenous curriculum and Best Practice delivery model. To expand urban reach of program, including rural Indigenous youth
- 4 To evaluate research processes, identify limitations, and report on impacts in short- and long-term of project.
- 5 To positively impact short- and long-term youth TDV health outcomes for high risk Indigenous youth populations in Winnipeg and Manitoba

Developed & delivered by:



In collaboration with:



Financial contribution from



Public Health  
Agency of Canada

Agence de la santé  
publique du Canada

## Program Description



**CONTENT:** will be a skill-building, knowledge-based educational program taking place over multiple sessions. The three main categories are Historical Violence Context, Indigenous Cultural Context and Intimate Relationship Dynamics.



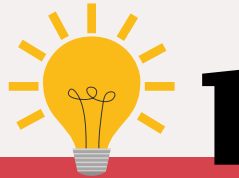
**CONTEXT:** the program uses a sex- and gender-informed lens, that is culturally infused using a decolonizing and anti-oppression approach. It will utilize a strength-based approach, including cultural reclamation as a pathway to move towards making positive change in their lifestyle behaviours.



**AUDIENCE:** Indigenous youth aged 9-24. The curriculum will be tailored to three groups: children, adolescents and young adults.

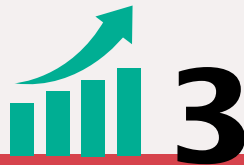
# Project Activities - 5 Years Total

## DEVELOP PROGRAM



- Develop a multi-session Indigenous education and skill-based learning curriculum that is inclusive of evidence-based current working models in addressing gender-based dating violence specific to teen/youth populations
- Each category will inform, educate and apply an interactive approach to increase learning retention
- Other components of the curriculum will include participating in traditional Indigenous cultural practices and in social promotional activities

## BUILD CAPACITY



- Host capacity building training for Ka Ni Kanichihk Program Coordinators and collaborating delivery organizations program staff to ensure trauma- and violence-informed, gender-based, and culturally-safe practices are used in the delivery of the curriculum
- Community service delivery organizations working with Indigenous youth populations will also be engaged through the SERC project partnership in education, awareness, and training activities
- The capacity training will include jurisdictions outside of Winnipeg involving First Nation communities and education authorities in reaching out to Indigenous Manitoba populations

## 2



## DELIVER PROGRAM

- Deliver the program through a promising Best Practice Model specific to preventing dating violence among Indigenous teens/youth populations
- The delivery model will be implemented into youth programs and with selected young adult target audiences active in adult programming currently being delivered by Ka Ni Kanichihk
- This Best Practice Model will be made available throughout Winnipeg and participating Manitoba First Nation communities through an existing MFNERC partnership and the Swampy Cree Tribal Council (Circle Buffalo project) as requested

## 4



## PROMOTE AWARENESS

- Generate promotional material specific to youth dating violence prevention
- This will include a pamphlet which identifies signs of dating violence, prevention knowledge and community resources as well as a series of four posters which have youth created content to reach out to the target audience
- Increase awareness of dating violence and the need for societal shift in dating violence against women



# Integrated Research Component



Over the course of **Years 2, 3, 4 & 5**, intervention research will be conducted for prevention awareness, intervention activities, and transformational impacts.

## FIVE CENTRAL GOALS TO THE INTEGRATED RESEARCH COMPONENT

- 1 Assess the appropriateness of the Educational Learning Curriculum for Indigenous teen/youth and subsequent revisions.
- 2 Assess the implementation of the Best Practice Delivery Model.
- 3 Identify the impacts of the intervention (positive and negative) on Ka Ni Kanichihk programming and understand the reasons for the impacts.
- 4 Identify the impacts (positive and negative) of the intervention on Indigenous teen/youth and understand the reasons for the impacts of intervention on Indigenous teen/youth participants.
- 5 Utilize the information from the intervention research component to make ongoing adjustments to intervention and formulate a sustainable intervention post-five years of project.

## Research Partnerships & Design



Institute of  
Urban Studies



Independent research arm of the University of Winnipeg



UNIVERSITY  
OF MANITOBA

**Community Hub Information and Research Partnerships (CHIRP):** student-led group providing support to non-profit organizations

**Research Group in Program and Policy Evaluation (PROPE):** inter-faculty group providing support to non-profit organizations

**Ongomiziin Research:** Indigenous Institute of Health and Healing

**PIKE-NET:** Indigenous student mentoring program

An **Intervention Research Steering Committee** will be created with representatives from different project stakeholders (e.g. management, staff, volunteers, youth, partnering agencies) and will:

- 1 Guide research process during the five years of the project. The main methodological approach will use **Most Significant Change (MSC)** technique.
- 2 Utilize the information during the project in a monitoring role and suggest adjustments to the overall project implementation.
- 3 Develop a sustainable intervention process related to the prevention of dating violence within Ka Ni Kanichihk post the five-years of the proposed project.
- 4 Share the MSC stories with the broader group of stakeholders. Based on their feedback, periodic adjustments to different aspects of the implementation of *You Matter* will be decided and made.

## Want more information?

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