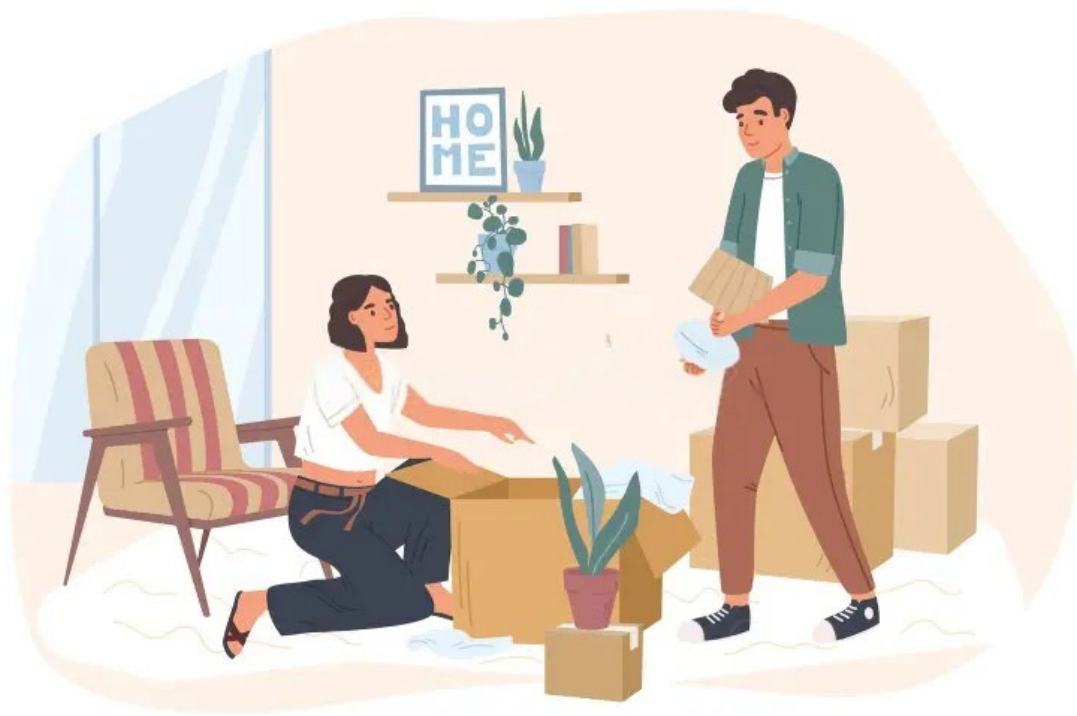


“Before you live together, read this...”

**Design and Implementation Strategy for a
Healthy Common-Law/Marriage Legal Resource**

FOLLOW-UP REPORT & SUMMARY NOTES



Prepared for the **13th Annual Dean's
Forum on Dispute Resolution and
Access to Justice** by:

Avery Gray
Michele Rajput
Brock Wourms Rowe

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I. INTRODUCTION

The **13th Annual Dean's Forum on Access to Justice and Dispute Resolution** was held on Wednesday, March 12, 2025, in Room 254 (Main Boardroom) at the College of Law, University of Saskatchewan. This year's Forum focused on both **upstream** and **downstream** approaches to addressing family law issues and improving public legal education. Students were divided into two groups, each tasked with creating a resource to improve access to justice in family law.

Group 1, consisting of Avery Gray, Michele Rajput, and Brock Wourms Rowe, developed a design and implementation strategy for a **public legal resource** on forming healthy common-law/marriage relationships. Our project, *Before You Live Together, Read This...*, was designed for a high school audience and had two key objectives: first, to educate youth on their legal rights and responsibilities related to family law, and second, to provide information on healthy relationships.

Group 2, consisting of Donnelly Morrison and Brenna Triffo, focused on developing a design and implementation strategy for a **family justice process map**. This resource was designed to help self-represented litigants navigate the complexities of the family justice system. Their goal was to create a clear and accessible tool that could assist both individuals with and without legal representation to understand the legal procedures involved in a family law application.

This follow-up report provides a summary of the Dean's Forum agenda and an overview of Group 1's policy paper, *Before You Live Together, Read This...*. It also highlights key insights, feedback, and common themes that emerged from discussions with Dean's Forum attendees. Finally, this report outlines recommendations for next steps, including strategies for the implementation and potential expansion of our resource in the future.

II. SUMMARY OF MEETING AGENDA

Forum Day began with opening remarks from Martin Phillipson, Dean of Law. This was followed by a round of introductions by all attendees where they shared their name, organization, and interest in either of the topics to be presented throughout the day. The day was divided into two sessions – Group 1 in the morning and Group 2 in the afternoon. Each session included a presentation, small group activity/discussion, and large group debrief.

Following the introductions, Group 1 began their presentation with a pop quiz using the Kahoot! platform.¹ This quiz presented the opportunity to demonstrate the prevalence of practical and legal risks surrounding spousal relationships. The quiz sparked curiosity and enthusiasm for the day. This engagement continued into Group 1's presentation, which took place from 9:30 to 10:15 a.m. After the presentation, Group 1 explained their small group activity, to be contemplated by attendees during the break which took place from 10:15 to 10:30 am. Following the morning coffee break, the stakeholders went into breakout groups to participate in Group 1's activity. The activity was comprised of two main parts: (i) evaluating the content and design of the resource, and (ii) identifying the potential for distribution and implementation of the resource. The groups then returned to the boardroom to share their findings. This resulted in a fruitful discussion surrounding places that the resource could be distributed (both in schools and the community), what other legal topics could be covered in a similar project aimed at educating youth, and who would take "ownership" of this project in the future.

At the lunch break, attendees were encouraged to attend the 9th Annual Student Research Poster Competition. The Forum participants then returned to the boardroom for Group 2's presentation from 1:00 to 1:45 p.m. The presentation was well received, and stakeholders expressed a strong interest in the idea of a process map to guide users through the family justice system. From 1:45 to 2:00 p.m., the design and implementation activity was introduced. Each of the five groups was assigned a unique family-law scenario to analyze, encouraging them to adopt the perspective of their group's persona as they navigated the process map. Following the afternoon coffee break, attendees divided into their breakout rooms to consider how the map could be improved from the perspective of both their scenario's persona as well as from each participant's unique expertise in family law. Attendees then reconvened at 3:00 p.m. to debrief and discuss their points of feedback to improve the process map to maximize its potential. This was followed by a discussion for next steps regarding implementation and ownership of the resource. The day concluded with attendees completing a feedback form and closing remarks from Dean Phillipson.

III. SUMMARY OF POLICY PAPER

The access to justice crisis in family law must be addressed from multiple angles. While much work has already been done to address this crisis, with individuals and organizations making strides by responding to legal needs as they arise, there remains a significant gap in preventative

¹ See the quiz at <https://create.kahoot.it/share/dean-s-forum-2025/7c324e17-a153-4196-9e90-653ef769958b>.

legal education. Our policy paper, *Before You Live Together, Read This...*, presents a proactive, upstream strategy to equip young people with foundational legal knowledge before they face legal challenges. High costs, legal complexity, and a lack of accessible information leave many without adequate support. To address this gap, we have developed a **concise, engaging, and accessible informational poster** targeted at **high school students**. Our resource introduces commonly misunderstood aspects of family law, such as cohabitation rights, property division, financial responsibilities, and the importance of healthy relationships.

Our approach in developing this resource was **cyclical** and **iterative**, informed by **interdisciplinary** consultations with educators, legal professionals, social workers, and psychologists, alongside a review of existing research and **user-testing** with first year university students. Through this research, we found that the nuances of communications must be intentional. Every design choice, such as, colours, fonts, language, and imagery, play a role in how information is received and retained. By making legal concepts clear, accessible, and visually engaging, this resource aims to **spark curiosity, encourage informed decision-making, and improve legal literacy before youth encounter legal problems**.

IV. SUMMARY OF DISCUSSIONS

A. Key Discussion Themes

Key themes emerged during discussions on the design and implementation of our poster. Many participants responded positively to both the visual design and the topics covered, recognizing the resource as a **valuable tool** for educating youth on family law. There was strong **enthusiasm** for refining and enhancing the content, with many attendees offering suggestions to improve accessibility and engagement. This led to discussions about future distribution and implementation, where several participants expressed a clear desire to see the resource distributed to improve public knowledge about family law issues.

Discussions also highlighted the broader need for youth legal education in Saskatchewan, with participants acknowledging a lack of accessible legal information is a recognized access to justice gap. Many saw this poster as a **starting point** for expanding legal education efforts, with suggestions to develop similar resources on other areas of law and to adapt this resource for different audiences, including newcomers and Indigenous communities. There was strong agreement among many participants that the poster is needed and will be **highly useful** for high school students, reinforcing its potential impact as a practical and accessible legal education tool.

B. Small Group Discussion

In the small group discussions, we asked Dean's Forum participants to evaluate and consider the resource from three main perspectives, related to the (1) **content**, (2) **distribution**, and (3) **implementation** of our resource to be improved and expanded upon.

1. Content

When stakeholders entered their small group discussions following the presentation, we asked attendees for their feedback on the **content** of the poster that we drafted (see Appendix A). We asked the stakeholders for their reflections and comments related to (i) the design elements on the poster, (ii) the topics covered, and (iii) the legal information provided.

i) **Design**

Overall, the stakeholders responded favourably to the design of our resource. Specifically, the **design features that several participants liked** on the resource included:

- Eye-catching colour pallet and use of colour separation
- Practical information for students
- Possible to take a photo of the resource and share it with others
- Pop of red demonstrates that this is important
- Use of myths is better framing than FAQs
- Cartoon bubbles
- Graphics catch attention
- Addition of QR codes
- How it's broken up with topics relevant to youth
- Very straightforward and simple
- Not a huge amount of text, manageable
- Empowering language

Some **areas for improvement** related to the content of our resource included:

- Not clear that "roommates" are a cohabitating, dating couple
- Need to clarify "in a relationship"
- Label QR codes with "Scan For More"
- Choose a different resource for Myth #1 to be more cartoony and less red
- More intentional graphics to illustrate each myth/topic

- Use different graphics for resources distributed in high schools versus in the community more broadly
- Could have culturally responsive versions, such as the inclusion of Indigenous and diverse cultural symbols
- Put something easy to remember on poster for discrete access to more information without needing a phone or obviously using QR code
- May have too much text for a poster
- Would be beneficial to get teenager feedback on what aspects of the poster are unclear or hard to understand

ii) Topics Chosen

Overall, the topics chosen for our poster were identified as important by the stakeholders. Many believed that the information on common-law relationships was essential information, as people do not always realize when they become spouses. Many supported keeping the topics on debt, leases, and cohabitation agreements, as these are all common scenarios that young people face as they enter adulthood. Stakeholders also specifically liked the information related to entering written agreements, as this topic provides a forward-looking and proactive solution. Overall, the feedback indicated that stakeholders approved of the topics that were incorporated into our resource. Some alternatives that were proposed included:

- Reducing the number of topics on the poster from three to five - *“Narrow to three and agree”*
- Incorporating Myth #2 and Myth #3 into one topic
- Adding information related to parenting and children, specifically related to support and access issues that could be implemented into community schools with day cares
- Note that property law is different on reserves

The myth surrounding coercive control was recognized as important, but some felt it might be better suited for a separate resource on healthy relationships. Additionally, some felt that the QR code chosen for the coercive control myth could have been more appropriate. One stakeholder noted that the poster should also incorporate some information on Clare’s Law.

iii) Information

Three key points emerged from the discussions about the written information in the poster itself:

- Make it clearer that this is not about just “roommates” but “romantic partners” – this could be clarified via word choice and graphics. Additionally, co-design with teens to find current terminology.
- Information provided on the poster to counter myths could be improved with the involvement of family lawyers.
- Some QR codes link to information that is too broad and/or complex. Some participants noted that the QR code would link to websites where the user will have to scroll and potentially lose engagement when seeking out the information. A link to simpler explanations of the topics in accessible language using age-appropriate examples would be beneficial. A “landing site” with information appropriate for a youth audience was suggested that could then link to more formal information.

2. Distribution

After asking attendees to evaluate the content of our resource, we asked participants to reflect on where this resource could be **distributed**. We asked for feedback specifically for locations **within schools** and within the **community more generally**. Responses for potential distribution of our resource included four main themes: schools, community locations, post-secondary institutions, and health and social service locations.

1. **Locations within schools:**

- Ask administrators and guidance counsellors where our resource would best be implemented within schools
- Within the curriculum itself
- Daycares within schools
- Bathroom stalls
- Cafeterias
- Water filling stations

2. **Community locations:**

- Youth centres (e.g. EGADZ, White Buffalo Youth Lodge, etc.)
- Gyms, leisure and fitness centres
- Libraries

- Community groups
- Churches
- Post-secondary education (i.e. University of Saskatchewan, Sask Polytech, etc.)
- Doctors' offices
- Workplace lunchrooms where youth commonly work
- Bus stations
- Malls and food courts
- Government supports (e.g. Social Services)
- Community based organizations (e.g. Saskatoon Open Door Society)
- CLASSIC
- Legal Aid
- Bars

Our research, consultations, and discussions at the Dean's Forum stress the importance of providing hard copies to schools and other organizations to reduce the burden and constraints on resources that these institutions often face. Being mindful of this barrier could allow for more widespread distribution of our poster.

3. Implementation

Our resource could serve as a pilot project to educate youth on their family law related rights. If this resource proves to be effective, it could be expanded into other legal areas and to benefit other community groups. Many stakeholders suggested **other areas of law** that could benefit from a similar resource:

- Employment (e.g. rights at work, occupational health & safety)
- Housing law (e.g. tenant's rights)
- Parenting law (e.g. child support responsibilities, co-parenting, access)
- Online privacy and consent (e.g. distribution of explicit content)
- Consumer protection (e.g. contracts, debts, car leases)
- Immigration
- Criminal law (e.g. consent, mental health and addiction, legal rights)

Stakeholders noted that there are resources that exist in numerous legal areas. These resources could be adapted to high school student audience using appropriate language and examples.

We also asked the Dean's Forum attendees to consider other groups that could benefit from a similar poster to educate the public on their legal rights. Some **other target audiences** that were identified include:

- Newcomers – legal concepts may be unfamiliar, so translated or culturally adapted versions would help
- Indigenous communities and Elder law – resources could reflect on/off reserve legal differences
- People with disabilities – these populations face higher risks of exploitation, particularly regarding consent and legal agreements
- Parents, teachers, and organizations that frequently interact with youth – creating education versions of these posters for populations who influence and teach youth

C. Large Group Discussion

When the large group reconvened, representatives from each group summarized the small group discussions described above and then Forum participants were asked to focus on potential next steps towards getting the poster seen by students. The two primary topics were implementation of the poster in schools and what happens with the poster after the Dean's Forum meeting.

When discussing the **implementation** of this resource in high schools, the following considerations were addressed:

- Getting materials into schools can pose a **challenge**
 - How to get this into school without controversy? It is important to assess the resource for appropriateness of language and legal topics chosen.
 - Children and Youth Advocate would be good place to start
- Target schools directly by **starting at district or administration level**
 - Ask school divisions for feedback their feedback and iterate
 - Consider how the resource could be adapted to fit into the curriculum modules for teachers to implement easily
- This resource could provide to staff **outside of curriculum** to individuals who frequently interact with youth in other capacities.
 - Guidance counsellors
 - Daycares

- Nurses
- Potentially consult and work with PLEA
 - Distribution network for schools throughout the province, poster could be circulated through their newsletter
 - Everything sent is ultimately in the control of school administrators to be considered with PLEA's suggestions
- Other options to get the resource into the public sphere:
 - Consult with the Saskatchewan Teachers' Federation resource library
 - Work with the Saskatchewan Access to Legal Information (SALI) - library network
 - Provide resource to the College of Education to be used by teachers in training
 - A public campaign, possibly with media or social media influencers, making the poster more generally available
 - Working with parents who may be interested in this information for their children
 - Create a legal influencer?

After considering possibilities for how our resource could be improved and distributed, we asked stakeholders to consider the following two questions: **What happens next? Who should take 'ownership' of our resource?**

- Credibility
 - Ownership of the resource by one or more group would give the poster credibility as a source of legal information
 - College of Law and partners around the table could lend credibility
- Can it be adopted by an organization?
 - Important to ensure that the information is correct
 - Keep information updated regularly
 - QR codes must be updated to lead to current information and updated websites
- Suggestions:
 - Next iteration could be a Pro Bono Students Canada – Saskatchewan (PBSC-SK) project
 - Work in partnership with PLEA
 - Could refer to Youth Legal Literacy Coalition and other participants who expressed an interest in being part of the next steps

At the end of the day, the group circled back to discuss staying in touch and continued follow up regarding this project. There was interest in ensuring that it goes forward in some form. Partnerships were discussed with a focus on a collaboration between PBSC-Saskatchewan and PLEA to create a student project. The project could focus on further iterations of our resource that we created. Additionally, this project could expand to other legal areas and topics to improve youth legal literacy. This would ultimately be informed by the perspectives of the Dean's Forum, the A2J Network, or the Youth Legal Literacy Coalition.

V. NEXT STEPS AND RECOMMENDATIONS

Time constrained the development of our resource, yet the attendee's enthusiastic engagement makes us optimistic that this work will continue. The following are next steps recognized by us and by stakeholders during the Deans Forum Day:

- **Co-design with Teens** - Effective communications for youth requires their direct involvement. Future iterations of the resource will benefit greatly if high school students are part of the development process.
- **Collaboration with the College of Education** - Stakeholders expressed interest in working with the College of Education and its students to enhance incoming teachers' understanding of legal issues and improve legal professionals' ability to communicate with youth.
- **Ongoing Ownership** - Due to the digital component of the resource, an organization or individual must take responsibility for maintaining accurate links and to ensure the information is up to date.
- **Collaboration with Children and Youth Advocates** - Stakeholders expressed their concerns with integrating legal and relational resources within schools. Collaboration with organizations who have experience communicating with parents and school administrators could ease the distribution process.
- **Further Development within the College of Law** – Pro Bono Students Canada regularly recruits students for legal projects and could be a valuable resource for advancing this initiative.

VI. CONCLUSION

Like our resource, we strove for the Dean's Forum Day to serve as a starting point for meaningful conversations on youth legal education and preventative access to justice initiatives. Through future iterations, collaboration, and continued engagement, this project has the potential to grow into a sustainable and impactful resource that helps to address the access to justice crisis in Saskatchewan.


We are incredibly grateful to the Dean's Forum attendees for their enthusiasm, insightful feedback, and willingness to take this work further. Their support and constructive input not only validated the importance of this resource but also generated momentum for expanding legal education efforts in the future. The discussions reinforced that educating youth on their legal rights is a critical step towards broader systemic change, and we are excited to see where this work leads.

Moving forward, we hope that this poster builds on the strong foundation laid by other organizations and initiatives dedicated to public legal education. Many groups have already done significant work in this area, and their efforts have been instrumental in advancing access to justice in Saskatchewan. We view this resource as a small but meaningful contribution to these ongoing efforts, with the potential to inspire further development – whether through refining the poster, creating additional legal education tools, or adapting the resource for diverse audiences. We recognize that this is just one step in a larger effort to bridge the legal knowledge gap to empower individuals through accessible legal information. We are honored to contribute to this work and look forward to seeing how it evolves in the hands of those who continue to champion access to justice in Saskatchewan.

III. APPENDIX A: Poster


The poster was created using the Canva app. Anyone can access the poster using the link at the end of this paragraph. If you want to make any changes to the poster, we encourage you to create a Canva account and make a copy of the poster before editing. You can also download a poster to print. [\[Link to poster to edit\]](#) [\[Link to read-only original poster\]](#)


Thinking About Living With Someone? Read This First!



MYTH: We're just a couple who are roommates.


- Actually, after you live with someone for two years, the law treats you as common-law spouses - the same as if you were legally married.
- If you break up, you would have to divide money and property and might have to pay support.






MYTH: We will just keep our things separate.


- If your name is on a debt, like a utility bill or credit card, you may have to pay for it.
- Even if you keep bank accounts separate, you may have to share it when you break up.






**MYTH: I'm just moving into their apartment.
We don't need a new lease.**


- If you are not on the lease, then your partner could make you move out.
- The lease is a legal contract which you should read before signing.






**MYTH: When we live together, my partner
can tell me what to do.**


- No one ever gets to tell you what to do or control your behaviour or choices.
- You set boundaries and decide what is best for you.





**MYTH: If I ask for a written agreement,
I don't trust my partner.**

- A written agreement is a blueprint that outlines things like who keeps what if the relationship ends.
- This is a responsible way to plan ahead and shows that you care about your partner and want to keep things fair.



VII. APPENDIX B: Slide Deck

“BEFORE YOU LIVE TOGETHER, READ THIS...”

DESIGN AND IMPLEMENTATION STRATEGY
FOR A HEALTHY COMMON -LAW/MARRIAGE
LEGAL RESOURCE



13th Annual Dean's Forum on Dispute Resolution and Access to Justice

Avery Gray, Michele Rajput, and BrockWourms Rowe

INTRODUCTORY
ACTIVITY

POP QUIZ!

REFLECTION

What did the activity demonstrate to you?

Did any of the statistics surprise you?



SOURCES AND STATISTICS

- In 2021, 39.4% of youth aged 20-34 lived with a spouse, partner, or child. This is down from 49% in 2001. ([Stats Canada](#))
- Women enter common-law unions earlier, with 46% living with a spouse, partner, or child compared to 32% of men. ([Stats Canada](#))
- 45% of teens reported experiencing some form of dating violence. Emotional abuse is the most common form of violence (45%), followed by physical violence (10%) and sexual violence (7%). ([Stats Canada](#))
- Only 9% of couples have a cohabitation agreement/contract with their spouse. ([Belleau, et al.](#), at 30)
- More than 70% of cohabitants in Ontario do not know the legal rules that apply to them. ([Belleau, et al.](#), at 13)
- Only 20% of common law spouses in Ontario know that the sole-owning spouse can evict them from their home without warning; 39% believed this statement was false and 41% could not answer the question. ([Belleau et al.](#), at 13)
- Among people aged 20-24 who are part of a couple, 79% were in common law relationships. ([Stats Canada](#))
- 63% of married couples in Ontario pool their income ([Belleau et al.](#), at 22)
- 10% of CBO's in Saskatchewan offer support specifically for children, youth, and families. ([SK Legal Needs Survey](#) at 30)
- CBO's reported that 61% of clients faced problems related to relationship breakdown. ([SK Legal Needs Survey](#) at 41)
- 45% of Canadians will experience at least one serious civil or family justice problem in any three-year period. ([Stats Canada](#))
- 58% of family law cases in Canada involved at least one self-represented litigant in 2019-2020. ([Stats Canada](#))
- 39% of married couples were in a common law relationship before their marriage. ([Stats Canada](#))

OUTLINE

Objective for today: Inspire action to develop an effective, upstream resource to educate high school students on their family-related legal rights.

1. Background
2. Current Issues
3. Benefits of Youth Legal Education
4. Consultation & Focus Group Results
5. Design Thinking
6. Our Resource

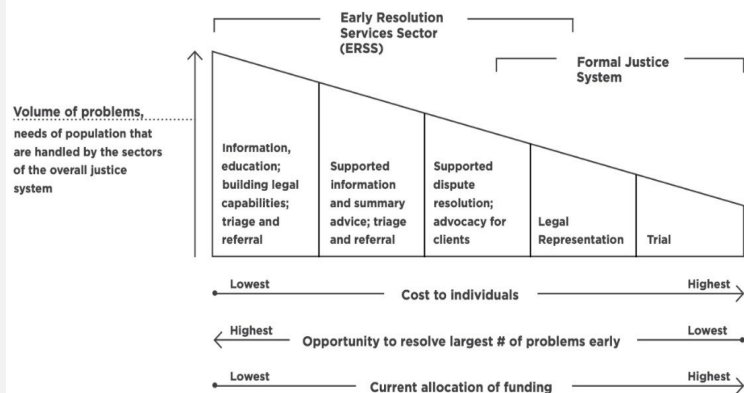
BACKGROUND

There is a strong demand for:

- Family law generally
- Public legal education and information

Opportunity to **maximize** the benefits of the **Early Resolution Services Sector (ERSS)**

Figure 2: The ERSS and Formal Justice System: Volume of needs vs. cost and funding allocations



Refer to pages 3, 4 and 6 in the report.

CURRENT ISSUES

- ☐ Literacy challenges
- ☐ Oversaturation of legal information
- ☐ Emotional toll of family law
- ☐ Lack of family law knowledge
- ☐ Limited supports for youth

Refer to page 4 in the report.

THE GAP IN YOUTH LEGAL LITERACY

- According to **Justice Canada**, youth feel they do not have a good understanding of the law, but they are eager to learn more
- **Alberta's 2022-23 Legal Needs Assessment** noted that youth (aged 15-24) are one of the top demographics in need of legal services in the province
- The **Legal Australia-Wide Survey** found youth aged 15-24 are one of the most legally vulnerable demographics, however, they were the least likely to seek professional legal advice
- There has not been a youth legal needs assessment completed in Saskatchewan, however, funding has been obtained by CREATE Justice!

Refer to pages 10 and 11 in the report.

PREVENTATIVE LEGAL EDUCATION

Data suggests there is a link between preventative legal education and the likelihood of legal conflicts arising later.

- **Fourth R Program** – reduced dating violence, improved relationship skills, and healthier attitudes toward conflict resolution
- Provinces that have implemented school-based programming on healthy relationships have **lower rates** of police-reported **interpersonal violence** and **interpersonal homicides**

Refer to pages 11 and 12 in the report.

BENEFITS OF LEGAL EDUCATION FOR YOUTH

Empowerment and **confidence**

Fostering **trust** in the justice system

Enhancing youth **identity** and **values**

Promoting **healthy relationships**

Personal **safety**

Advocating for themselves and their needs

Protection from exploitation

Engaged citizens

Legal **awareness** and **responsibility**

Improved **problem-solving** skills



Refer to pages 12 and 13 in the report.

CONSULTATIONS

Who Did We Talk To?

- PLEA educator
- 2 law 30 teachers
- School principal
- Prairie South Director of Education
- Educational psychologist
- 2 family law lawyers

Refer to appendix A in the report.

CONSULTATIONS: KEY FINDINGS

ESSENTIAL INFORMATION

- Legal rights and responsibilities in a common-law relationship vs. marriage
- Division of property and debts
- Coercive control
- Child and spousal support regimes
- Cohabitation and prenuptial agreements

COMMUNICATING WITH TEENS

- Stay concise
- Encourage student involvement
- Demonstrate immediate relevance
- Support engagement in various forms

Refer to page 15 in the report.

CONSULTATIONS: THOUGHTFUL DESIGN

DESIGN PRINCIPLES

- Establish a clear rationale early
- Use accessible language
- Incorporate visual guidance
- Choose simple fonts
- Avoid red
- Layered information

TRAUMA -INFORMED

- Use supportive, inviting, and empowering messaging
- Include anonymous support information
- Keep message short

Refer to pages 16 and 17 in the report.

CONSULTATIONS: CONSIDERATIONS AND NEXT STEPS

CONSIDERATIONS

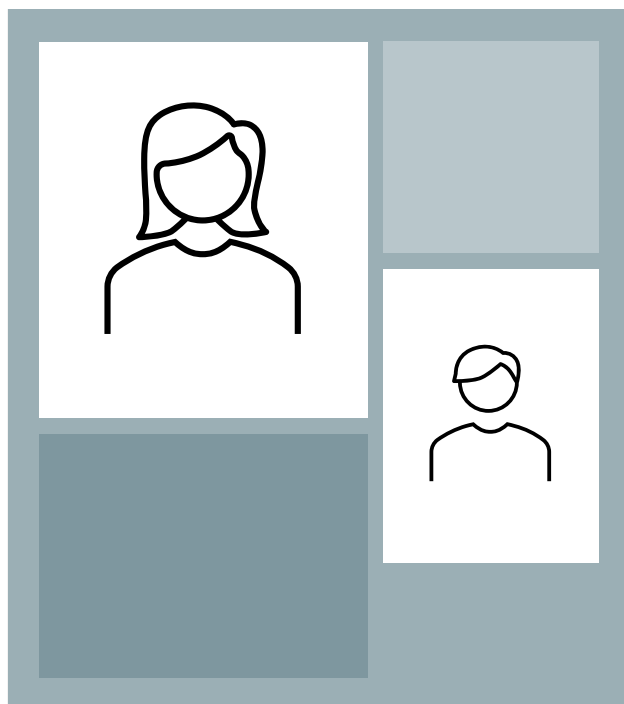
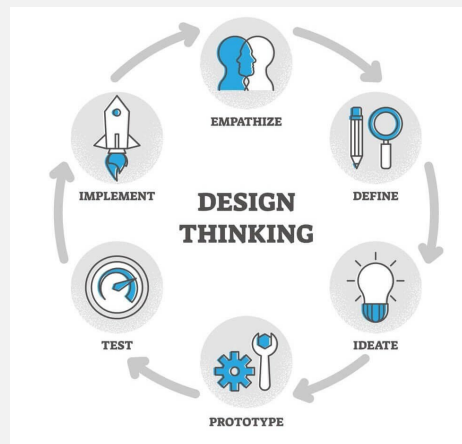
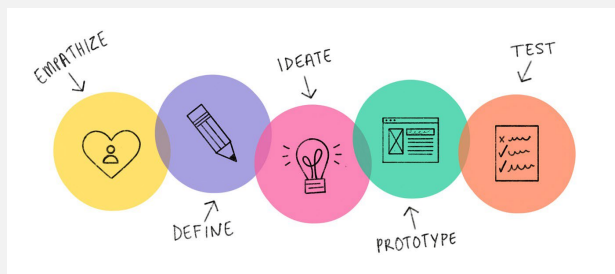
- Distribution
- Considering smaller communities
- Trust

NEXT STEPS

- Optimism in schools
- Provide ready-to-use materials
- Align with curriculum topics
- Ensure simplicity

Refer to pages 17 and 18 in the report.

DESIGN THINKING



BEST PRACTICES FOR ENGAGING YOUTH

1. MAKE IT RELEVANT
2. GRAB THEIR ATTENTION
3. KEEP IT SHORT
4. KEEP IT SIMPLE
5. WORK WITH THEM

Refer to page 19 in the report.

“IF YOU PLAN TO LIVE TOGETHER...” RESOURCE FOR TEENS

TOPICS TO COVER

- Becoming a common-law spouse
- Bank accounts and debts
- Issues with apartment leases
- Healthy relationships/coercive control
- Written agreements

DESIGN FEATURES TO INCLUDE

- Graphics and colour for attention
- Use myths to set up topic
- Counter myths with clear legal information
- Keep readability below a Grade 6 level
- Limit the number of topics
- Provide links to additional information

Refer to page 22 in the report.

Thinking About Living With Someone? Read This First!

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- If you break up, you would have to divide money and property and might have to pay support.

MYTH: We will just keep our things separate.

- If your name is on a debt, like a utility bill or credit card, you may have to pay for it.
- Even if you keep bank accounts separate, you may have to share it when you break up.

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- If you are not on the lease, then your partner could make you move out.
- The lease is a legal contract which you should read before signing.

MYTH: When we live together, my partner can tell me what to do.

- No one ever gets to tell you what to do or control your behaviour or choices.
- You set boundaries and decide what is best for you.

MYTH: If I ask for a written agreement, I don't trust my partner.

- A written agreement is a blueprint that outlines things like who keeps what if the relationship ends.
- This is a responsible way to plan ahead and shows that you care about your partner and want to keep things fair.

Refer to page 21 in the report.

FOCUS GROUP

- Three **first-year university students**
- Unlikely to seek information independently
- Encouraged curiosity
- Clarity promotes sharing
- There is an application to real life
- Attention-grabbing design matters
- Effectiveness of a physical resource
 - Superior to social media

Refer to page 18 in the report.

IMPLEMENTATION

Short term goals:

- Implementing posters in schools (i.e. classrooms, common areas)
- Co-design resource with students
- “Ownership” of the poster

Medium-term goal:

- Implementing posters throughout the community

Long-term goal:

- Developing educational resources on various areas of law for youth