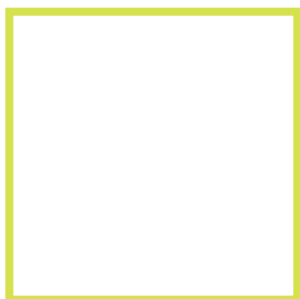
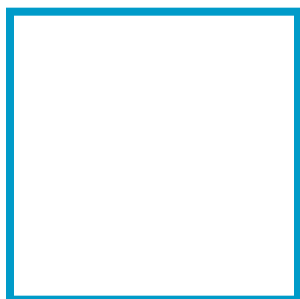
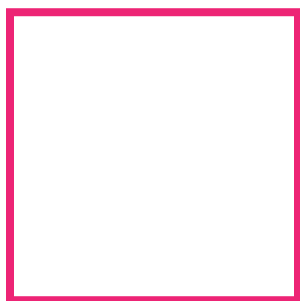


TELL IT LIKE IT IS

Sexual Health + Wellness Education

Assisting diverse learners and the people
who support them in making life choices that
promote optimal wellness in all dimensions of life.



ACKNOWLEDGMENTS

THE CONTENT OF TELL IT LIKE IT IS SEXUAL HEALTH +
WELLNESS EDUCATION IS BASED UPON CONTRIBUTIONS BY:

Michelle Apps, MSW

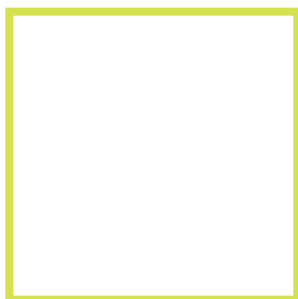
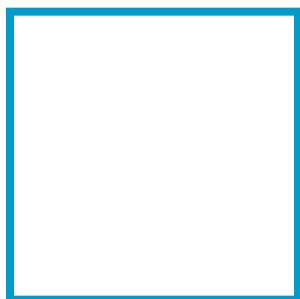
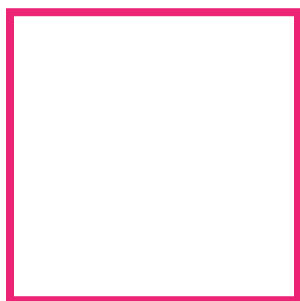
Marlene Yaqub, MSc OT

Melissa Blackhurst, BKin

Michael Lavis, MA

Carla Loiselle

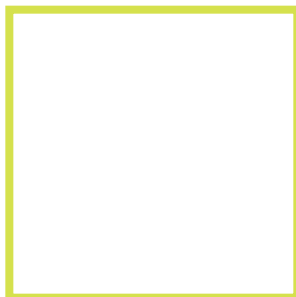
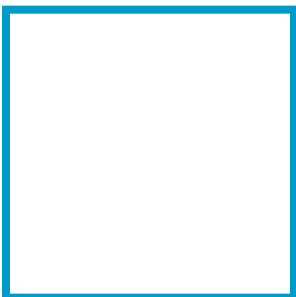
cor U CHOOSE
SUPPORTIVE LIVING
DAYTIME PROGRAMS



TELL IT LIKE IT IS
Sexual Health + Wellness Education

TABLE OF CONTENTS

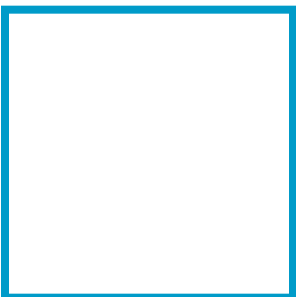
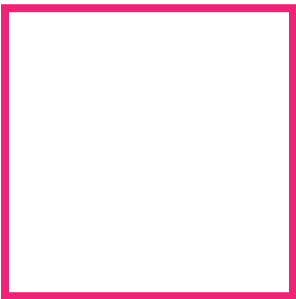
INTRO:	Purpose, Goals, and Guidelines for Facilitators of Tell It Like It Is
MODULE 1:	Introduction to Tell It Like It Is, Effective Communication Skills and Identifying and Responding to Feelings
MODULE 2:	Building Self Confidence and Personal Safety
MODULE 3:	Health and Wellness, Personal Hygiene
MODULE 4:	Decisions and Making Choices, Exploring Dreams and Goals
MODULE 5:	Understanding Relationships, Healthy and Unhealthy Relationships, and Developing and Maintaining Friendships
MODULE 6:	Social Relationship Boundaries, Exploring Trust and Exploitation
MODULE 7:	Dating and Romantic Relationships, Communicating in Relationships
MODULE 8:	Being Safe Online, Meeting People, Online Dating, Pornography, Masturbation
MODULE 8:	Pregnancy, Safer Sex, Sexually Transmitted Infections, and Feminine Hygiene
MODULE 10:	Review and Wrap-up



TELL IT LIKE IT IS

Sexual Health + Wellness Education

PURPOSE + GOALS



TELL IT LIKE IT IS

Sexual Health + Wellness Education

PURPOSE AND GOALS OF THIS FACILITATOR'S GUIDE AND TELL IT LIKE IT IS

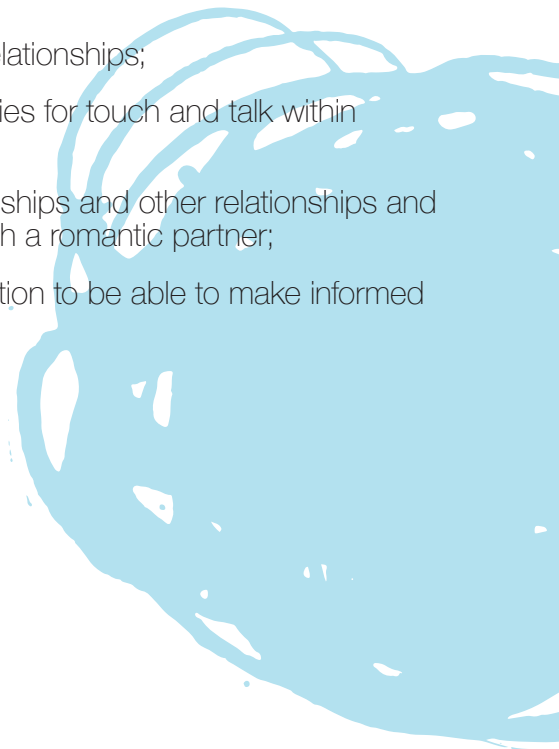
The purpose of this guide is to support facilitators to assist and teach learners with intellectual disabilities about various dimensions of health and wellness. Tell It Like It Is is comprised of ten modules, however, you may elect to pick and choose which modules to facilitate with your own group.

Using a compassionate approach, and taking into account the diversity of our learners, each module will offer various learning strategies and activities, covering topics such as healthy relationships, hygiene, self-confidence, boundaries, and staying safe online. This guide will also cover sexual education topics such as safer sex practices and understanding sexuality, as it plays a large role in how we identify with ourselves and the society we live in.

Providing sexual education to people with disabilities is important, as it allows them to make healthy and informed choices and decisions about their lives. It also protects them from coercion and abuse when they have the right tools and understanding regarding consent. Through this facilitator's guide, our goal is to give organizations supporting people with disabilities the knowledge and tools to provide accessible and effective sexual education.

THE GOALS OF TELL IT LIKE IT IS ARE:

- To help learners develop effective communication skills and build a strong sense of self-esteem to make decisions and build relationships;
- To help learners recognize their own value and self-worth and to understand and respect the value in others;
- To provide learners information about the importance of good personal hygiene and nutrition;
- To help learners understand that some decisions are more difficult to make than others and that certain decisions we make can affect the people around us;
- To help learners understand and recognize healthy vs. unhealthy relationships;
- To provide learners the opportunity to understand general boundaries for touch and talk within different types of relationships;
- To help learners recognize the difference between romantic relationships and other relationships and to differentiate between different types of sexual communication with a romantic partner;
- To ensure learners are receiving accurate sexual education information to be able to make informed decisions.



GUIDELINES FOR FACILITATORS

We encourage you as facilitators to customize Tell It Like It Is for your own group's needs, wants and desires. No two groups are alike, so please feel free to pick and choose which modules you would like to use with your own group, and which activities within those modules you would like to use.

The purpose of this guide is to assist diverse learners and the people who support them in making life choices that promote optimal wellness in all dimensions of life. This guide is for people - including those with a disability - who desire or need to learn more about themselves as individuals, how to communicate in different relationships and how to make healthy choices as an individual and stay safe.

Below, we have listed several tips for you as a facilitator to encourage your group's participation:

- Do not judge answers. There are no “right” or “wrong” answers in a brainstorm. You are simply trying to generate ideas. If participants lose focus, repeat the question.
- Be aware that some (or maybe even most) of the participants may have reading difficulties or be unable to read. We suggest writing down response on a large piece of paper posted on the wall or on a white board, so that you can re-read them out loud to the group. Reading over the responses that you already have can help generate new ones.
- Do not break the silence. Silence encourages people to speak. Remember that you are not the one trying to come up with the ideas. Your role as a facilitator is to draw ideas from participants.
- Make sure that everyone has a voice. Your role as a facilitator is to ensure that everyone has a chance to speak. If one person is dominating the conversation, you can ask participants to raise their hands before speaking.
- It is okay if someone chooses not to say a lot. Participants can learn from what the others have to say. Nobody should be forced to answer questions. As they grow more comfortable and feel safe within the group they may begin to open up.

Prior to beginning the first session, together with participants, create a list of guidelines and expectations for the group.

Some may include:

- Respect each other's opinions
- Do not interrupt when others are speaking
- All information shared in the room is confidential and will not leave the space
- Ensure that all phones or other distractions are put away
- No question is a stupid question

As a facilitator you will need to observe your participants and adapt your modules to their learning styles. Feel free to provide extra resources as further learning tools if you feel it will benefit the group and is relevant to the goals and objectives of the module. Modules are created so that they can be presented in order or may be grouped together as required for a particular topic.

CRITERIA FOR FACILITATING

It is important to facilitate modules that you are comfortable with discussing. This allows participants to feel safe and comfortable in the same environment. It is important to only share facts and not information that you may be confused about. Feel free to invite a guest speaker in for some of the topics that you do not feel comfortable speaking about. (E.g., Planned Parenthood for the module on STI's, safer sex and pregnancy).

FACILITATOR RESPONSIBILITIES

It is the responsibility of the facilitator to properly prepare for their module ahead of time. It's important to ensure all materials needed are ready, the space in which the group is held is an appropriate space for learning (e.g., free of distractions) and the information is understood and any extra resources are collected by the facilitator.

EQUIPMENT NEEDS

As a facilitator, you may require the following items that will need to be ready prior to the session beginning:

- Overhead projector and power point presentation equipment;
- Flip chart and markers;
- Materials for activities e.g., paper, pens, markers, sticky tack.

GENERAL SESSION FORMAT AND MATERIAL SUGGESTIONS

We are here for the participants, our main focus is to help them learn and succeed with the information and skills that we teach and discuss. The goal is to lecture as little as possible and promote the modules and stepping stones for group and individual activities. Engagement is key in helping the participants to guide their own learning through discussion, debate, role playing and hands on learning.

The first session is the most fundamental because it creates the environment and sets the tone for the remaining sessions. On the first day take the time to get to know one another through the different ice breaker activities provided in Module One. These will help break those barriers and begin to foster a healthy relationship of feeling safe and comfortable with one another. Sharing names and remembering those names will help build a rapport with the participants. Snacks and beverages are also something that brings people together in a positive way.

Allowing participants to sit where they want allows them freedom over where they feel safe and comfortable and may sit next to those that they have a stronger relationship or friendship with. As a facilitator some sessions may require structured seating arrangements but for the most part will not be necessary. We have found that sitting at tables arranged in a circle is the most effective way to engage with participants.

In our experience, we have found that the more activities are interspersed within the lessons, the more that participants are engaged in learning. Additionally, many of the activities we have included in this guide are designed to help teach participants about different aspects of health and wellness. We have also found that limiting each group to 1.5 hours with a short break in the middle has worked best for the Tell It Like It Is groups that we have facilitated.

ORIENTATION

Day one is the day to build community and relationships with those participating in the sessions. During day one you will also discuss further expectations throughout the remaining sessions:

- A schedule of sessions handed out to the participants;
- The rationale for taking the sessions and the goals and objectives will be explained;
- Discussion of the benefits the sessions will have for the participants and their families;
- The “group guidelines” for each session, which will be posted on the wall each week;
- Post session connections with the facilitator

WORKING WITH INDIVIDUALS

Knowing the ability level of a person, the goals and objectives for sexuality education and what needs to be achieved for the person and their family is important. It is important to learn about each participant prior to the start of each session and try to meet them beforehand if time allows. In some cases you may be working with individuals who are from different organizations and this is where meeting beforehand can be helpful. This will help to build a relationship of trust and safety in a new environment where more private conversations and discussions will occur.

CONFIDENTIALITY

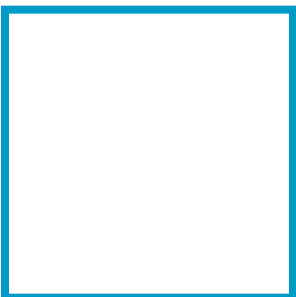
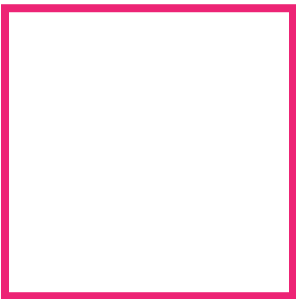
We ask that participants adhere to ‘What is said in this room stays in this room’. Revealing private information about people can be very hurtful and can damage the trust created between one another. We want to welcome participants to share any questions or stories that they may have in regards to topics that will be discussed in a private setting and trusting environment. As a facilitator it is important to also commit to what is said in the room, stays in the room. Any concerns participants may have can be brought to someone they trust.

At the end of each session you can do a quick review of the day’s session and ask if anyone has any further questions and what their thoughts and feelings are about how the day went. This is a good chance for participants to get a quick review of what they learned and have a chance to ask any questions they may have.

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MODULE 1



TELL IT LIKE IT IS

Sexual Health + Wellness Education

CONCEPTS TO BE COVERED

- Introduction of group members and group facilitators
- Introduction to Tell It Like It Is
- Communication Skills
- Identifying and Responding to Feelings

INTRODUCTION TO TELL IT LIKE IT IS

As a facilitator, you might introduce the group by saying something like this: *"Hello and welcome to Tell It Like It Is! This is an educational group to help you learn more about relationships, sexual health, hygiene, self-confidence, boundaries, and staying safe online. We will also cover sexual education topics such as safe sex practices, sexually transmitted infections, gender, sexual orientation, and sexuality, as it plays a large role in how we identify with ourselves and the society we live in."*

GENERATING GROUP GUIDELINES

Using a flip chart and markers, ask the group what creates a respectful atmosphere for the group. (e.g., no interrupting or talking over others, listening to what others are saying, respecting confidentiality, etc.). Create a list that will hang in the room for the duration of the sessions as a simple reminder for everyone. You may find it helpful to go over these guidelines at the beginning of each group.

SUGGESTED "GET TO KNOW YOU" ACTIVITIES

These activities are to assist participants to get to know one another. They will help build safety and trust through a positive sharing environment, and will help participants learn about themselves and others in the room. Facilitators are encouraged to select only those activities that are most appropriate for the desired needs and learning styles of the participants.

ACTIVITY: WHO ARE YOU AND WHO AM I?

MATERIALS NEEDED: JUST YOURSELVES!

Encourage each participant to say their name before answering one (or more!) of the questions below. You do not need to go through each question. You could read questions aloud to the group, or print them on pieces of paper and have group members pull them out of a basket to answer.

- If you could have an endless supply of any food, what would you get?
- If you were an animal, what would you be and why?
- What is one thing in life you'd like to do?
- Who is your hero and why?
- What's your favourite thing to do in the summer?
- If you were an ice cream flavour, which one would you be and why?
- What's your favourite cartoon character, and why?
- If you could visit any place in the world, where would you choose to go and why?
- Are you a morning or a night person?
- What are your favourite hobbies?

ACTIVITY: STRING GAME

MATERIALS NEEDED: ROLL OF YARN OR STRING, SCISSORS

The string game is an icebreaker game and conversation starter that allows people to tell others about themselves. This activity requires some preparation. Take a pair of scissors and cut strings of various lengths - as short as 12 inches, and as long as 30 or more inches. When you are finished cutting the string, bunch all the pieces up into one big clump.

- To play, ask the first volunteer to choose any piece of string.
- Have the person pull on it and separate it from the other pieces of string.
- Ask them to introduce themselves as they slowly wind the piece of string around their index finger. The funny part of the icebreaker game is that some of the strings are extremely long, so sometimes a person must talk for a longer period of time! This is a good way to get everyone to start talking. People may learn something interesting or new about each other!
- Feel free to adapt this game to your needs.

ACTIVITY: TELEPHONE

MATERIALS NEEDED: NO MATERIALS NEEDED

This is a fun way to develop listening skills. This game is great for any age. Have the group sit in a circle, and have one group member choose a word or phrase that they will then whisper to the person next to them. The message is then passed on around the circle. The last person then says aloud the word or phrase they heard, and is often much different than what it started out as! Sometimes it is fun to begin with a simple message and gradually increase the complexity of the message as the game continues.

ACTIVITY: SHOE PILE MEET & GREET MINGLE

MATERIALS NEEDED: YOU + YOUR SHOES

Ask everyone to take off one of their shoes. Have everyone throw their shoe into a big pile in the centre of the room. Explain the rules of the game. Once everyone takes off one shoe and throws it into a big pile, have everyone randomly grab a shoe (not their own shoe). The goal is to mingle around the room, introducing yourself talking to people trying to find the person whose shoe you are holding.

Warning! This game may be a bit smelly.

EFFECTIVE COMMUNICATION SKILLS

Developing effective communication skills is valuable in all aspects of our lives, through relationships with family, friends, at work and with fellow peers. When using our communication skills we want to remember the different Gentle Teaching Tools that we have in our effective toolbox. See Appendix A for Gentle Teaching Tools Visual.

PRESENCE: Use your presence to bring a message of peace, non-violence and total acceptance. Be sure to display signs of safety and love.

HANDS: Our hands need to send a message of peace and love. Use them gently and lightly to generate a feeling of being safe and loved.

WORDS: Use our words to uplift and generate positivity. Use them comfortingly to nurture and uplift broken spirits.

EYES: Our eyes are like a loving embrace of the person. Use your eyes warmly and in a loving way, bringing healing and warmth.

ACTIVITY: VERBAL VS NON-VERBAL LANGUAGE

MATERIALS NEEDED: FLIP CHART + MARKERS

Make two columns and have participants offer their ideas of what verbal and non-verbal communication looks like to them. When they share an idea ask if they want to share what that may look like as well.

Non-verbal language includes: eye contact, nodding your head and smiling, facial expressions mimicking theirs in moments of empathy, fear or other strong emotions.

Verbal language includes: agreeing by saying 'yes' or simply saying 'mmm hmm' to encourage them to continue.

With verbal and non-verbal feedback the speaker will begin to feel more comfortable and communicate more easily, openly and honestly.

Being an active listener also involves patience- pauses and short periods of silence should be accepted. Avoid the temptation to comment or ask questions every time there is a period of silence. At times moments of silence allows the speaker to explore their thoughts and feelings.

Some more advanced aspects of active listening include:

Reflection involves closely paraphrasing what the speaker has said in order to show you understand. It helps to reassure the speaker's message and demonstrates understanding.

Clarification is the opportunity to ask questions of the speaker to be sure both the listener and speaker have received the same message. The speaker can then build on questions to further explain their point.

WHAT IS ACTIVE LISTENING?

'Active listening' means fully concentrating on what is being said by the speaker. Active listening involves all of your senses and requires patience to build and develop the skill.

An active listener is:

- Accepting
- Open minded
- Non-judgemental
- Honest

You do not need to know the answers to everything, just be present. It is important as an active listener to be 'seen' listening by the speaker or they might begin to think that you are uninterested or do not care about what they are sharing with you. You can show your interest to the speaker using verbal and non-verbal language.

FEELINGS

Ask the group to identify the reasons we may experience the four main feelings: sadness, happiness, anger and fear. Ask each group to prepare their list and give examples. At the end of the activity, have the group talk about their answers.

As a facilitator, assist the participants to recognize and learn that:

- **Sad Feelings** may help us know what we care about. Sad feelings often are experienced when we have lost something (for example, an important item, a game, a job, a loved one, and so on).
- **Happy Feelings** may tell us when good things are happening. They help us decide what we really want to do or with whom we want to spend time.
- **Scared or fearful feelings** may tell us when things are not okay or when something potentially bad might happen. Fear often helps to protect us when we think a situation is dangerous. Fear helps us be more cautious.
- **Angry Feelings** may help to tell us when something is not working the way we want or expect it to, we are being treated unfairly, or we have lost something that is important to us. Sometimes, angry feelings can help motivate us to fix problems.

ACTIVITY: EXPRESSION MODELLING

MATERIALS NEEDED: CUP OR BASKET, PICTURES OF FACIAL EXPRESSIONS (APPENDIX A)

Ask learners to model the facial expression that they would show if they were happy, sad, angry, and scared. Ask participants to share when they might feel these emotions and to provide examples. As a facilitator, you may wish to model the expressions yourself and have the individuals repeat the facial expressions. You can also play “charades” by modeling a feeling and asking learners to guess what feeling you are expressing.

To make “charades” more interactive, place pictures of facial expressions in a cup or basket and have each learner pick a picture and model the expression, while the rest of the group guesses the demonstrated feeling. You can also do this activity with a group, put participants in pairs and have them model the different facial expressions for the four main feelings to each other.

TALKING ABOUT FEELINGS

MODULE
1

The way you feel inside is important. It can be hard not telling anyone about how you're feeling and when those feelings get locked up inside, it can make you feel sick to your stomach. Talking to someone like a family member or friend can begin to help you feel better. Having someone to share those feelings with helps you feel safe and supported and they can help you seek solutions.

Our feelings are important because they tell us something about what is happening in our lives. Our feelings can help us understand ourselves, but they can also cause confusion. A better understanding of our feelings can help us express them better to the people around us.

You want to be able to feel safe and trust the person that you are sharing your feelings with. When you feel comfortable to open up and share, it allows you to grow closer with the person or people that truly care about you.

QUESTION FOR THE GROUP: What is the hardest part about sharing your feelings with others?

When you decide who you want to talk to, you can arrange a time and place to talk. Meet in a place where you feel safe and comfortable and ready to share what is on your mind. If you think it will be hard to open up, you can write your thoughts down to help get the conversation flowing.

Some people have a more difficult time sharing their feelings, and that is ok. You do not have to share every feeling that you may be having, but it is important to share feelings when you need help. A solution may not happen right then and there but you know that there is someone there to help you get started.

ACTIVITY: RELATIONSHIP CIRCLE

MATERIALS NEEDED: PENS AND RELATIONSHIP CIRCLE HANDOUT (APPENDIX B)

This activity helps learners identify the people that they trust and feel safe with—the people they can go to when they want to share their feelings. The Relationship Circle provides a visual that captures the people that are in the learner's life, the strength of those relationships, who is important to the learner, and allows the learner to explore relationships that can be strengthened.

Remind learners: *"This is an activity you do not need to share with anyone. You can take it home with you and keep it somewhere safe so you can access it when you are needing someone to talk to that you trust."*

COPING WITH DIFFICULT FEELINGS

There are a number of strategies that can help us deal and work through our feelings to help us relax and feel calm. These activities may be most useful when we are experiencing strong feelings (for example, when we are really angry with someone) since they will allow us time to think through what we are experiencing and how we can deal with it.

The provided activities may be used as both individual and group learning exercises. These strategies can be demonstrated and practiced by each participant. Prior to suggesting these activities you can have participants offer their own ideas or helping them relax. People may provide additional ideas that will be helpful to others. If you have time, it may be helpful to try some of the activities (e.g., deep breaths, counting, guided meditation, stretching, etc.) together with the group.

- Take 5 or more slow deep breaths
- Count to 10 or 20 slowly
- Go for a walk, or do some type of physical activity
- Write in a journal about what you are feeling
- Listen to music
- Guided meditation
- Take a relaxing bath or shower
- Leave the situation that is causing you to have strong feelings
- Stretch out your muscles
- Talk to a friend
- Watch a funny movie
- Play a game

At the end of every session, it is always a good idea to ask if anyone has any further questions or something that they want discuss from the session.

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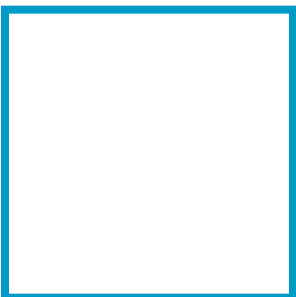
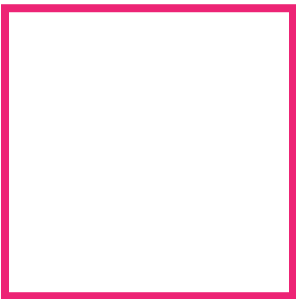
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MODULE 1

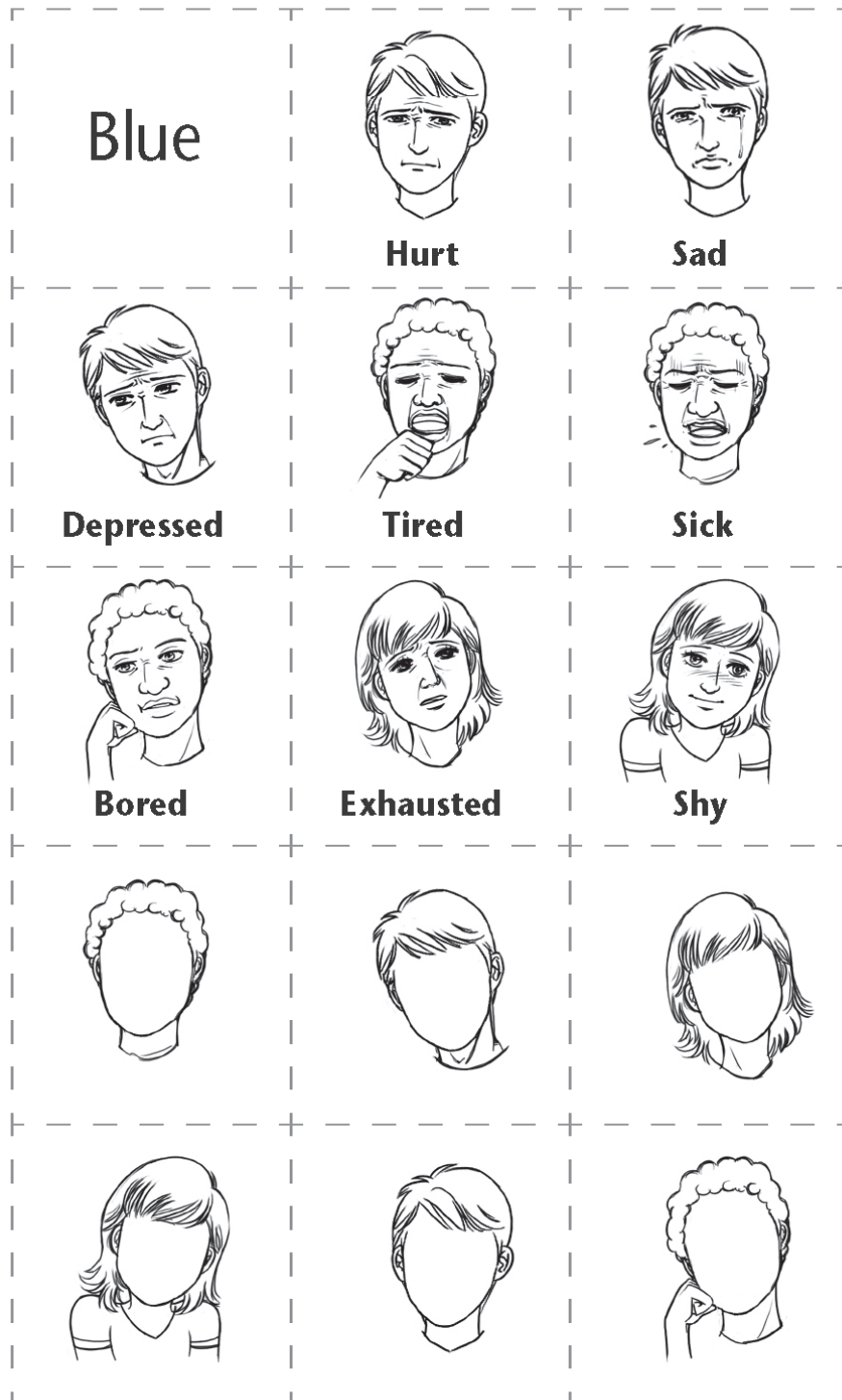
APPENDIX A



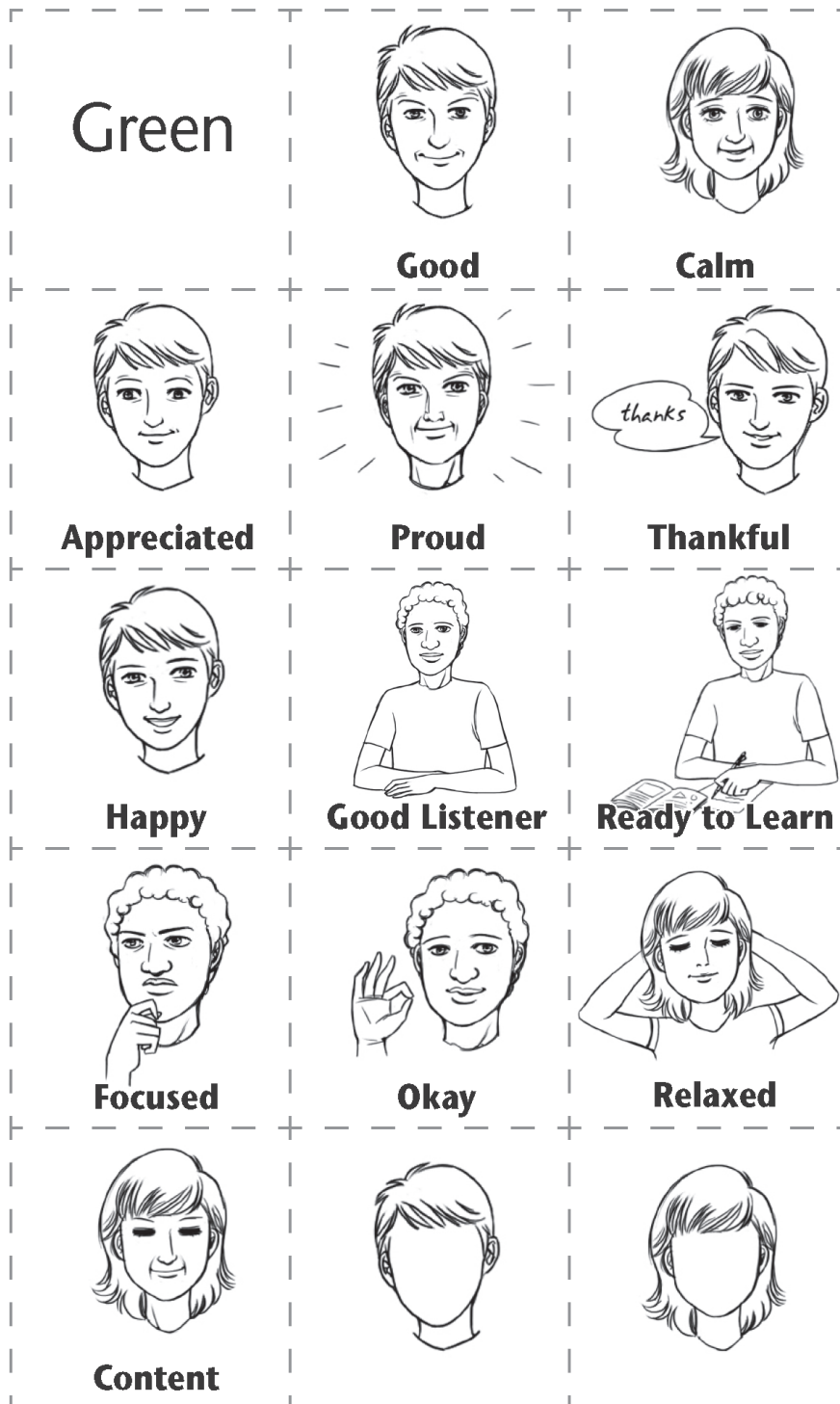
TELL IT LIKE IT IS

Sexual Health + Wellness Education

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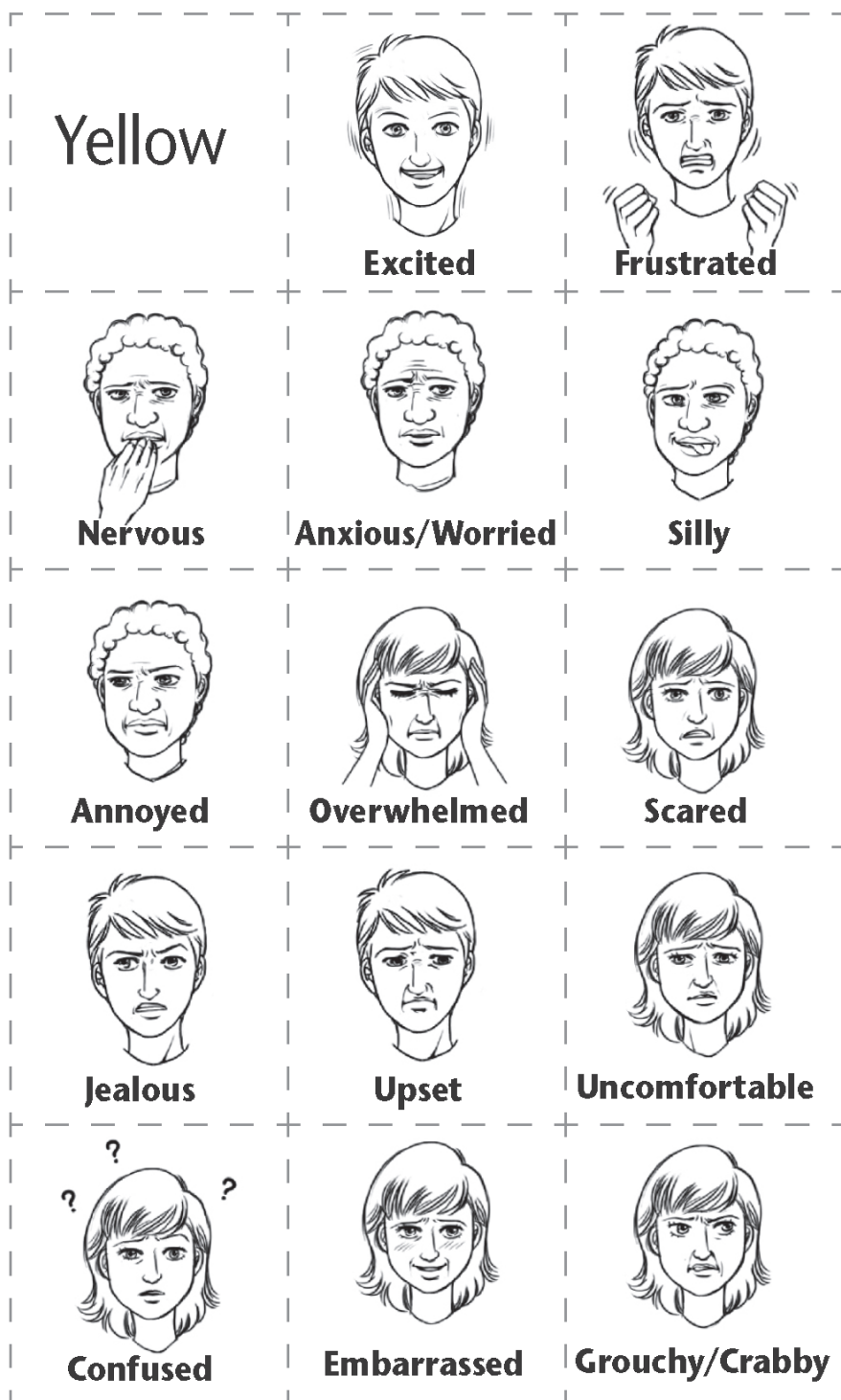


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The ZONES of Regulation® Reproducible C Zones Emotions — Green















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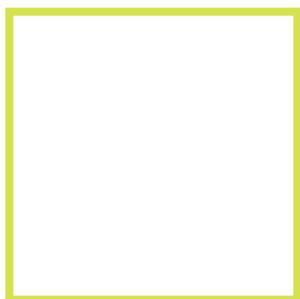
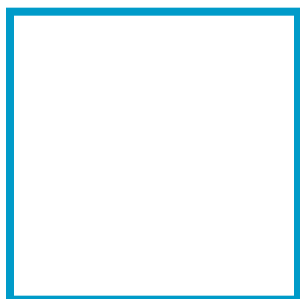
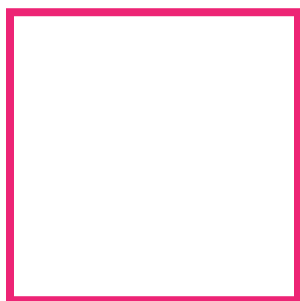
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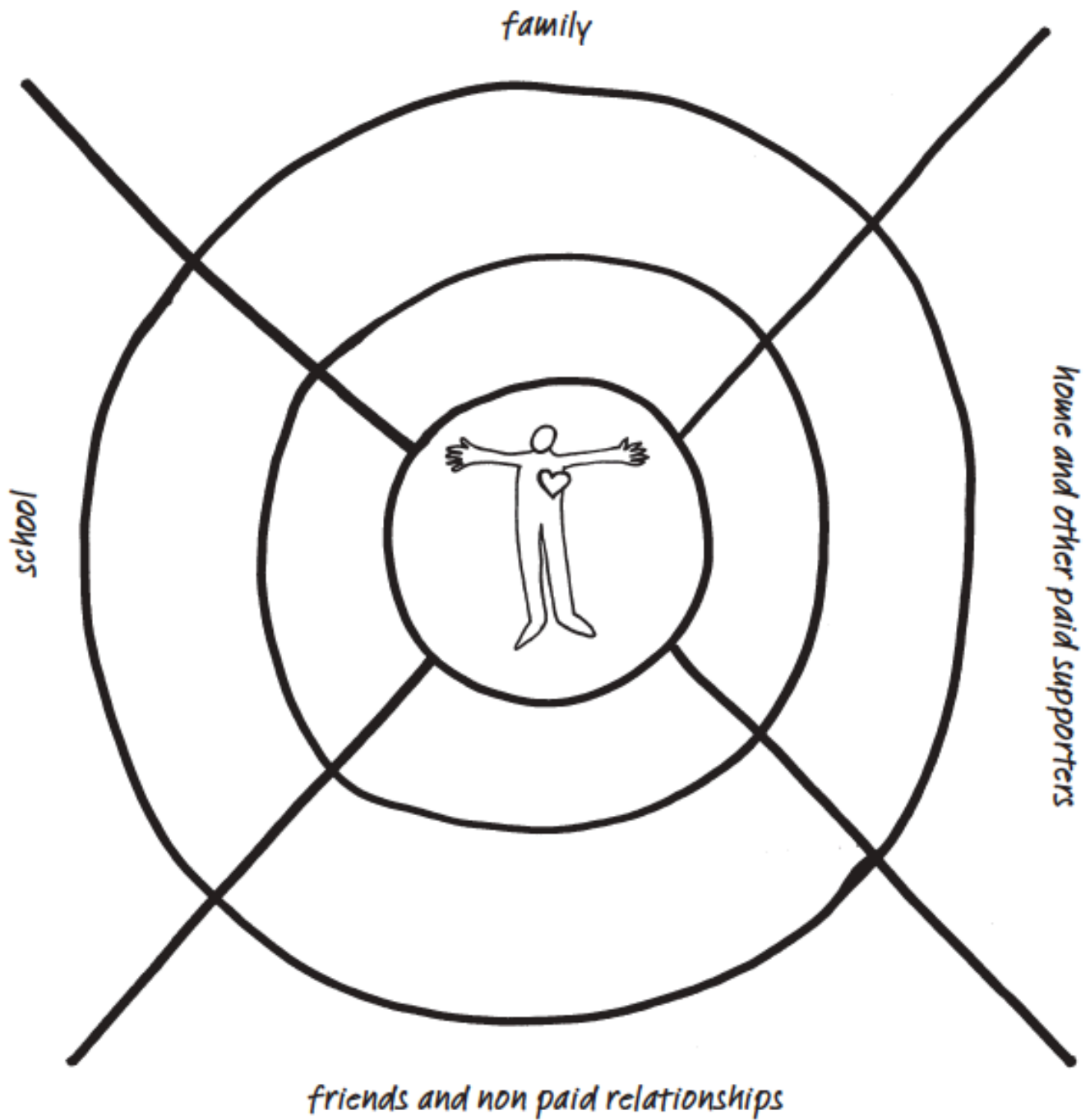
Red	 Mean	 Mad
 Yelling	 Angry	 Aggressive
 Terrified	 Out of Control	 Elated
		
		

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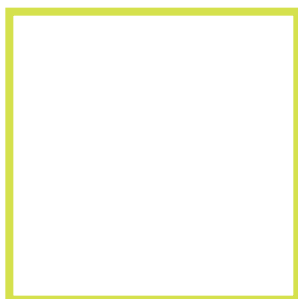
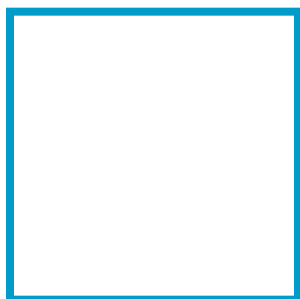
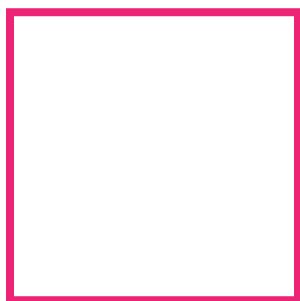
MODULE 1

APPENDIX B





MODULE 2



TELL IT LIKE IT IS

Sexual Health + Wellness Education

CONCEPTS TO BE COVERED

BUILDING SELF
CONFIDENCE

AWARENESS OF
MY BODY

PERSONAL
SAFETY

PUBLIC +
PRIVATE SPACES

SELF CONFIDENCE

Let's start by asking, "What is self-confidence?" Self-confidence is the value you give yourself as a person. It is confidence in one's ability to think, learn, choose and make appropriate decisions. Self-confidence includes:

- How we see ourselves
- What we think we deserve
- The way we allow others to treat us
- What we tell ourselves
- The way we take care of ourselves

ACTIVITY: THIS IS ME

MATERIALS NEEDED: PENS, "THIS IS ME" HANDOUT (APPENDIX C)

This is a great activity to have participants start with. It has them think more deeply about how they feel and view themselves as a person. Print off copies of the handout from Appendix B. Their answers will be a good indicator of their level of self-worth and self-esteem. Remember that not all your group participants may be able to fully read or write, so make sure that you and your co-facilitator(s) are available to help everyone fill out their sheet.

WHERE DOES SELF CONFIDENCE COME FROM?

MODULE

2

PARENTS AND OR GUARDIANS: Our very first contact is with our parents. When we are babies, they are the first influence in accepting ourselves. When you and your thoughts and feelings are treated with respect and acceptance, you take in those feelings and make them a part of your acceptance of self.

A natural part of growth is learning to struggle through problems. If the opportunity to solve these problems is taken away by way of impatience on the parents or guardians part, there is a lack of trust in our abilities and we tend to go further away from the fact that we are capable. These lessons go deep within us, and create who we are today.

TEACHERS AND ROLE MODELS: Often, teachers can be important additions to the development of self-confidence by contributing to encouragement, understanding, and independence by helping us find our own way through problems.

FRIENDS: Usually friends are our introduction to how other homes and families function. We are also attracted to friends who portray characteristics that we admire or relate to. Friends who do have similarities to us often help in strengthening self-esteem. Our friends come from different backgrounds than us and may share different values and opinions and it is important to be open-minded and respect how they feel. At times these different views can help us in making decisions.

HOW IS YOUR SELF CONFIDENCE?

Use the following questions to help guide discussion about self-confidence:

1. When positive things happen to you, do you feel deserving of them?
2. Can you relax at the end of a day and remember all of the good things that happened that day?
3. Can you look in the mirror and tell yourself that you love yourself?

Remember, these are not easy things to do. With support from family, friends and caregivers we will develop the tools needed to achieve these and other skills. Healthy self-confidence is not something that we are born with, it is developed throughout our lives and can change.

ACTIVITY: GIVING + RECEIVING COMPLIMENTS

NO MATERIALS NEEDED

A compliment is when we say something nice or positive about another person. It is a "word gift." A compliment may be about something someone did or just generally something positive about someone. While most of the time a compliment is given from one person to another, it is also something we can give to ourselves. Compliments can be important ways for people to recognize their value.

Take turns with the group giving and receiving compliments to one another. If group members feel uncomfortable doing this, you can also use a stock photo of a person and the group can practice complimenting the person in the photo (e.g., I like that person's outfit, etc.)

ACTIVITY: OUR BODIES

MATERIALS NEEDED: FLIP CHART + MARKERS

This activity can be completed with the group and answers can be written on the flip chart. Create two columns one with "Male" and one with the "Female" title and a line written down the middle. Place a check mark next to those that both males and females have. Encourage the group to generate their own answers and help get them started if need be (ears, legs, arms).

- Name a body part that only females have.
- Name a body part that only males have.
- Name a body part that both males and females have.
- What are some of the differences between a male and a female?

For us to know to be safe, we need to know about our bodies. We need to know what parts of our bodies are private and which parts are not. It is okay to be curious about our bodies and to talk and learn about them. This may be a good time to allow for any questions participants have about specific body parts, although this will also be covered more in depth in the upcoming modules.

PERSONAL SAFETY

People are more likely willing to get to know and spend time with us if we act in ways that are respectful. Showing respect for others personal space and choices, especially in regards to what we say to one another and if and how we touch one another is a display of true, genuine respect.

Understanding different boundaries informs us of our own rights to be treated with respect and dignity. This is why it is important to understand and identify the right to control our own bodies. Recognizing ways that our bodies can be violated helps us to understand how to make better choices and to prevent us from harm and keep us safe. With the importance of keeping ourselves safe from being violated it is also important to ensure we respect others private space and do not violate their space.

ACTIVITY: CHARTING PUBLIC + PRIVATE SPACES

MATERIALS NEEDED: FLIP CHART + MARKERS

Ask the group what public and private spaces are. We have provided examples of answers below.

PUBLIC PLACES - are places in which we are likely to be with or see other people or other people are likely to see us;

PRIVATE PLACES - are places in which we are by ourselves or with someone else and no one can see us.

Ask participants to think about places that are usually public and places that are usually private. On a flip chart, make a chart with two columns, one labeled "Public Places" and another labeled "Private Places."

Encourage participants to share examples of places under each column. If participants are unsure if a place is 'public' or 'private' or it could be both make a third column. For people who have difficulty reading, adding drawings, pictures or other symbols may help with the understanding of the information.

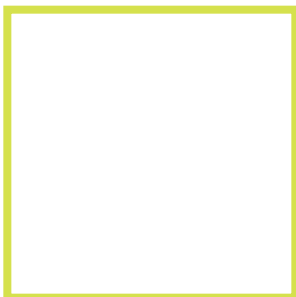
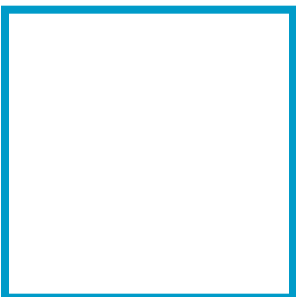
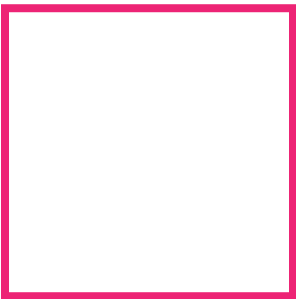
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MODULE 2

APPENDIX C



THIS IS ME

THREE THINGS I LIKE ABOUT THE WAY I LOOK ARE:

- 1.
- 2.
- 3.

THREE THINGS I LIKE ABOUT MY PERSONALITY ARE:

- 1.
- 2.
- 3.

THREE THINGS I AM GOOD AT ARE:

- 1.
- 2.
- 3.

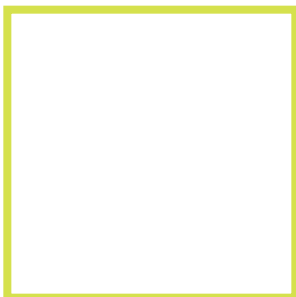
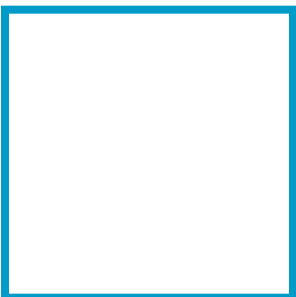
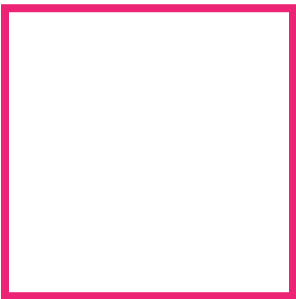
THREE THINGS I AM PROUD OF ARE:

- 1.
- 2.
- 3.

THREE THINGS THAT MAKE ME HAPPY ARE:

- 1.
- 2.
- 3.

MODULE 3



TELL IT LIKE IT IS

Sexual Health + Wellness Education

CONCEPTS TO BE COVERED

HEALTH +
WELLNESS

PERSONAL
HYGIENE

WHAT IS WELLNESS?

Wellness is a state of well-being, looking at ourselves as a whole. There are different types of wellness that effect our everyday lives. It is important to find a healthy balance to feel well and lead a meaningful and happy life. With support and guidance, we can take charge of our health and wellness.

ACTIVITY: TYPES OF WELLNESS

USING A FLIP CHART AND MARKERS, WRITE OUT EACH TYPE OF WELLNESS TO FACILITATE DISCUSSION.

- **Social Wellness** involves community and being around people. It allows us the opportunity to create connections that are positive and healthy with family, friends, supports, and co-workers.
- **Mental and Emotional Wellness** is our ability to cope with difficult situations and the many emotions that we may feel. Mental and emotional wellness involves being aware of what we are feeling and who we need help from. Our ability to communicate with ourselves and others in a positive way leads to less stress, hope, love, happiness.
- **Physical Wellness** involves caring for our bodies through healthy eating, physical activity, safer sex practices, and maintaining a regular sleep schedule. These activities can also help improve your mood and maintain a healthy lifestyle.

PERSONAL HYGIENE

A consequence of poor personal hygiene may result in people not wanting to spend as much time with you. This is not because they do not like you but because of the smell that could be coming from your clothes or body. When we have good hygiene people see us in a more positive way. We may not think about it often enough but poor hygiene can lead to serious health effects. For example if we do not brush our teeth they can rot, resulting in pulled teeth and needing dentures.

ACTIVITY: THINKING ABOUT HYGIENE

MATERIALS NEEDED: FLIP CHART + MARKERS

This activity can be helpful in introducing the concepts of good hygiene. What is good hygiene and why is it important? Participants may require assistance in getting ideas flowing.

Educate participants that good hygiene means keeping our bodies clean and healthy. Encourage them to discuss what is involved in good hygiene.

How do we:

- Keep our bodies clean;
- Keep our clothes clean;
- Keep our mouths clean and look after our teeth;

It may be helpful to emphasize the following points:

- Keeping our bodies clean and healthy helps us feel good about ourselves;
- Keeping our bodies clean and healthy helps other people feel good about us

ACTIVITY: HYGIENE FROM HEAD TO TOE

MATERIALS NEEDED: SUGGESTED HYGIENE PRODUCTS (BAR SOAP, SHAMPOO, CONDITIONER, HAIR BRUSH OR COMB, NAIL FILE, TOOTHBRUSH, TOOTHPASTE, DENTAL FLOSS, DEODORANT), BAG TO HOLD THE PRODUCTS. IF YOU ARE FACILITATING A GROUP WITH WOMEN, YOU MAY WANT TO ALSO INCLUDE FEMININE HYGIENE PRODUCTS.

NOTE: This game is fun and interactive for participants when each participant receive a bag of the suggested hygiene products

You can start by working your way from head to toe and the process of cleaning everything on your body along the way; or you can take the route of what a morning routine may look like from waking up, getting in the shower and getting ready for the day.

GUIDELINES OF WHAT SHOULD BE COVERED IS PROVIDED BELOW.

HAND WASHING: Keeping up with good hand washing helps to prevent the spread of germs that lead to illness and disease. After you use the washroom, sneeze, cough, and cook or get your hands dirty you should be washing your hands. Run warm water, wet your hands, lather up the soap, scrub for 20 to 30 seconds singing a song like "happy birthday" or running through the ABC's three times.

CONT'D

SWEAT: Keeping your body clean is an important part of staying happy and healthy. Caring about the way you look, smell and feel is important to your self-confidence. As you grow, sweat glands develop under the arms and around the genitals and then begin to smell.

TEETH: Our teeth should be brushed every day, twice a day, after you eat breakfast and after supper or before bed. Along with brushing our teeth it is important to floss. If we do not brush our teeth often enough it can lead to gum disease or cavities. After brushing be sure to rinse your toothbrush under warm water and store it in a dry place.

HAIR: Our hair produces oil that makes it greasy if we don't wash it enough. At least every other day we should be using shampoo and conditioner to wash our hair. You only need enough that is about the size of a loonie. Be sure to rinse any product out of your hair afterwards.

NAILS: The best time to trim our finger and toe nails with a nail clipper is right after we get out of the shower. This is when they are soft and easier to cut. Some people like to use a nail file to smooth out any sharp edges on their nails.

CLOTHING: As we wear our clothes, they can become dirty over time. Underwear, socks, and bras should be washed every time you wear them. It's also important to change shirts, pants or dresses as they become dirty.

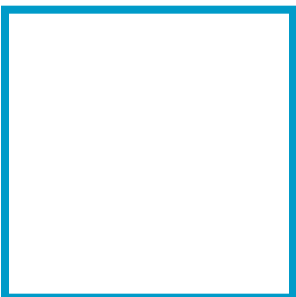
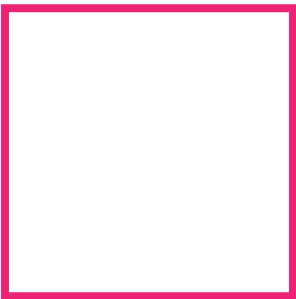
FEMININE HYGIENE: Hygiene is something you do to keep yourself clean. This is important when you are having your period. You should wash your hands before and after changing a pad or tampon. When you are having a bath or shower, you should use soap and water to wash around your vagina and anywhere else there might be blood. Sometimes blood will leak from a pad or tampon to your underwear. This is a good time to change your underwear.

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MODULE 4



TELL IT LIKE IT IS

Sexual Health + Wellness Education

CONCEPTS TO BE COVERED

EXPLORING
DREAMS + GOALS

DECISIONS +
MAKING CHOICES

WHAT IS A DECISION?

This module will help individuals think about what decision-making means and to identify some different types of decisions we make on a day to day basis. You can share the fact that decisions are often made by our parents or caregivers. As we grow up, we all learn to make decisions for ourselves. This is a part of becoming a responsible and mature adult.

Remind learners that even as we learn to make our own decisions, we often rely on other people to help us. This is a natural part of having healthy relationships, particularly with people we trust.

Encourage participants to discuss what decision-making is about. Make sure that the following key points are encouraged:

- Decision-making is about choosing between two or more different things or activities or ways to do something;
- Decision-making means making up our mind about what we want to do or say;
- Decision-making is sometimes based on what we like or do not like;
- Decision-making is sometimes based on our feelings about different choices or our feelings about different people;
- Decision-making is sometimes based on what we think is right or what we think is wrong.

ACTIVITY: DIFFICULT + EASY DECISIONS

MATERIALS NEEDED: FLIP CHART AND MARKER

In a group, brainstorm different decisions that participants think would be easy to make and what decisions might be more difficult. On the flipchart, create two columns, one that reads “easy”, and the other, which reads “difficult.” Some individuals may believe that what gets identified as an “easy” decision may be more difficult for others and vice versa. It may be beneficial to point out that everyone may not agree with what is on the list.

Making choices is something that helps mold us into who we are as a person. As we get older we take on more important decisions. In times of making a poor decision it often leads to learning a life lesson for the future.

CONT'D

For example, easy decisions may include:

- What to eat for breakfast
- What to wear for the day
- What TV show you may want to watch

More difficult decisions may include:

- What big item you want to save your money for
- What kind of job you want to apply for
- Where you want live
- Who you want to date

When you have the ability to make choices in your life it allows a sense of freedom and independence. Decision-making allows you to have a voice and share your views and opinions with others so you can be assertive and not be taken advantage of.

In times of making a difficult decision it is important to understand that you have support from those around you. When you communicate with others about decision-making it builds a positive and healthy relationship leading to further growth and development in the future.

ACTIVITY: SIX STEP DECISION MAKING

MATERIALS NEEDED: FLIP CHART AND MARKER

At times decisions can be very overwhelming and we may not know which step to take first. Here we will go through a six step approach to decision-making when choices are more challenging.

Note: With this activity you can have scenarios that are more difficult than others dependent on the group that you are with.

Scenario: Marsha's friend, Joey, has asked her to go out on a date. Marsha really likes Joey and wants to go out with him, but her parents forbid her from dating.

STEP 1: Relax and take a few deep breaths.

STEP 2: Identify what the problem/decision is... Marsha wants to date Joey but her parents will not let her.

CONT'D

STEP 3: Create a list of solutions (encourage participants to share their solutions first)

- **Option A:** Go on a date with Joey
- **Option B:** Don't go on a date with Joey

STEP 4: Figure out the positive and negative consequences for each solution.

- **Option A:** Go out on a date with Joey. **Positive:** Marsha gets to do what she wants and go on a date with Joey. **Negative:** Marsha would break her parents no dating rule
- **Option B:** Don't go out on a date with Joey. **Positive:** Doesn't break her parents no dating rule. **Negative:** Marsha doesn't get to go on a date with Joey even though she likes him and wants to date him.

STEP 5: If you were Marsha, what would be more important to you? Ask each participant to share what would be more important to them.

- Listen to your parents and do not go out on a date
- Do what you want to do and go on a date, but don't listen to your parents?

After choosing what is important, you can cross out the remaining solutions that do not apply.

STEP 6: Make your decision. You can highlight or circle your decision to emphasize it and ensure that you do not forget what you chose.

Remember: Some decisions do not need to be rushed. When you are in the process of making a more difficult decision and you are not pressed for a deadline, know that it is ok to take the time that you need to process and understand and make the decision when you are ready. When we feel rushed and pressured it can lead to making poor choices and decisions.

Follow-up questions you can ask participants:

- Why are some decisions harder to make than others?
- Would you use these steps to make any of your decisions?
- What types of decisions would you use this approach for?
- When would this approach not work?

GOALS + DREAMS

MODULE
4

Dreams can be a positive vision we have of ourselves in the future. It can be anything from what kind of job we want, a vacation, where we live, where we work, hobbies and interests, etc. Anything we can imagine for ourselves is a dream. Dreams can enrich our lives, they can provide us with a positive exploration of future possibilities, and they can also help us endure the tough times by giving us something positive to focus on.

There are many different kinds of dreams. Some dreams we can make a reality, like going on a vacation, learning a new skill etc., and some dreams are more imaginative like flying through the air, or being someone else. All of these different forms of dreams are important because they say what your heart really wants. When we know what our heart really wants, we can live a life that centers on what truly matters to us!

First, start by asking yourself what it is you really want. You can ask yourself this question many times throughout your life and learn to expand and grow in your dreaming. Your dreams may change on a regular basis. The point is to keep dreaming, as big and as long as you can. Dreams are not a concrete plan, they are "fluid messages of what is possible". Other questions that can assist us in finding our dreams may be:

- What gives you direction in your life?
- What drives you?
- What is important to you?

ACTIVITY: WHAT'S ON YOUR BUCKET LIST

MATERIALS NEEDED: A SMALL PLASTIC BUCKET, SMALL PIECES OF PAPER, AND A PEN

Write down the following questions on the pieces of paper and mix them up in the bucket. Pass the bucket around the group and one at a time have each participant pull out a piece of paper, read, and answer the question provided.

- What have you always wanted to do but have not done yet?
- Any places/events you want to visit?
- What are your biggest goals and dreams?
- What do you want to see in person?
- What achievements do you want to have?
- What experiences do you want to have / feel?
- Are there any special moments you want to witness?
- What activities or skills do you want to learn or try out?
- What are the most important things you can ever do?
- What would you like to say/do together with other people? People you love? Family? Friends?
- Are there any specific people you want to meet in person?
- What do you need to do to lead a life of the greatest meaning?

ACTIVITY: IF YOU WON THE LOTTERY

MATERIALS NEEDED: FLIP CHART + MARKERS

For this activity we're going to imagine that we just won the lottery! You are now one of the richest people in the world and can go, do or buy anything you want! What would you do? Where would you go? What would you buy?

Brainstorm as a group and write answers on a flip chart. Encourage conversations and ask questions about why they may want to go, do or buy the things, places and activities that participants bring up.

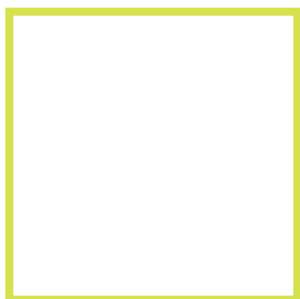
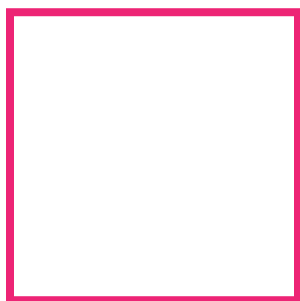
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MODULE 5



TELL IT LIKE IT IS

Sexual Health + Wellness Education

CONCEPTS TO BE COVERED

UNDERSTANDING
TYPES OF
RELATIONSHIPS

DEVELOPING +
MAINTAINING
FRIENDSHIPS

HEALTHY +
UNHEALTHY
RELATIONSHIPS

HEALTHY RELATIONSHIPS

There are many different kinds of relationships that we have with the people in our lives. Some examples of different types of relationships are friends, family, neighbours, co-workers, or teammates. Knowing how to interact appropriately with different kinds of people is an important part of having healthy relationships.

There are also kinds of relationships that may be more intimate and require a greater amount of sharing and intimacy. Sometimes these types of relationships can be unhealthy and sometimes even dangerous. It is important to recognize the difference between a healthy dating relationship and an unhealthy dating relationship.

Relationships are based on creating connections with others through different types of social interactions. With some people those connections can be strong, often times a bond that is filled with love and affection. At the opposite end you may feel no connection, these are strangers, people we do not know. In the middle you will find the people that you share common hobbies and interests, goals or activities.

People who are strangers may become acquaintances and acquaintances may become friends. People with whom we are good friends may become romantic partners. This process of evolving relationships may also work in the reverse. Understanding how relationships may change or evolve is important in helping us decide how we should interact with others. In particular, understanding how relationships evolve is important for making good decisions concerning with whom we have a sexual relationship. For example, most people do not have a sexual relationship with others who are strangers or acquaintances.

ACTIVITY: DEFINING HEALTHY + UNHEALTHY RELATIONSHIPS

MATERIALS NEEDED: FLIP CHART + MARKERS

This activity can be useful for teaching concepts about healthy and unhealthy relationships. Explain to the group that you are going to talk about healthy and unhealthy relationships. Write the word 'relationships' at the top of a large sheet of paper.

Have individuals share their thoughts about what a healthy or unhealthy relationship looks like. Encourage them to specify why that quality would be healthy or unhealthy. As a facilitator we want to ensure there is a level of understanding when defining what healthy and unhealthy means and looks like to them.

Make two columns on the flip chart labeled "healthy relationships" and "unhealthy relationships" and have participants name characteristics of both types of relationships. Here are some ideas that you can use to spark discussion:

Healthy relationships:

- Being honest
- Listening to what the other person has to say
- Being open-minded
- Love and care for each other
- Respecting each other's decisions
- Enjoy doing things together
- Being able to open up and share personal feelings
- Being able to build each other up and encourage one another
- Being able to be yourself
- Being able to respect each others personal space and spending time alone
- Be able to communicate concerns or problems

Unhealthy relationships:

- Not being honest with your partner
- Being hurtful physically, mentally, or emotionally
- Not being able to communicate in a healthy manner
- Being selfish and only thinking about ourselves
- Not respecting each other's decisions
- Being jealous when they spend time with other people
- Feeling that you need to be with that person all the time in order to feel happy

ACTIVITY: EXPLORING RELATIONSHIPS

MATERIALS NEEDED: FLIP CHART + MARKERS

The purpose of the activity is to provide an overview of different types of relationships. Ask learners to identify different types of relationships we have. If necessary, assist the group to identify and include families, intimate partners, friends, acquaintances, and strangers. As each of these different types of relationships is identified, write them on a piece of paper leaving space underneath each heading.

With each type of relationship that has been identified, provide learners the following information. They can share their definition of each one prior to you providing an answer.

FAMILY MEMBER: A family member is someone who is related to you or sometimes someone with whom you have grown up. Family members can be people who are close to us and whom we love (mother, father, brother, sister, grandparents) or may be people who are related to but we do not know as well or to whom we are not as close (for example, cousins, aunts and uncles).

INTIMATE PARTNER(for example, husband, wife, boyfriend, girlfriend): An intimate partner is someone we trust and with whom we can share personal feelings. For teens and adults you may wish to note that an intimate partner is someone we are attracted to and with we can talk or touch in a romantic or sexual way.

FRIEND: A friend is someone with whom we like to spend time and who may share many of the same interests. A friend is also someone with whom we can share personal feelings and who likes us for who we are. A friend is someone who respects our choices and decisions but may voice concerns if they see a decision might put you or others in harm's way.

HELPER: A helper is someone who helps us do things or does things for us as part of their job. A helper can be a doctor, dentist, teacher, police officer, firefighter, and so on. Helpers such as doctors or nurses may touch us but never in romantic or sexual ways. Sometimes, we may share personal feelings with a helper (for example, a doctor or teacher) if we need help to deal with problems we are experiencing.

STRANGER: A stranger is someone we do not know (for example, someone sitting beside us in a restaurant) or someone we may have just met. A stranger is someone we know very little or nothing about. A stranger is someone with whom we do not share our personal feelings or trust. We usually do not talk to or touch strangers.

Question for deeper understanding: What can be a consequence of touching someone you do not know?

Ask learners if they would like to describe people in their own lives who are family members, intimate partners, friends, acquaintances or helpers. Remember to allow people to pass who may not want to share their personal relationships.

EXPLORING TALK + TOUCH WITH PEOPLE IN OUR LIVES

Learners are presented with hypothetical or pretend situations involving talk and touch with daily helpers in our lives. This activity can involve two levels of thinking:

1. Asking learners to identify whether the talk or touch is appropriate or inappropriate;
2. If they think that talk or touch is inappropriate, identify what they should do.

This activity may either be used as an individual or group exercise. Ask learners to think about the following hypothetical or pretend situations to identify whether the talk or touch of the community helper is appropriate or inappropriate:

- Your doctor begins sharing sexual thoughts during a physical examination.
- The librarian asks if you enjoyed reading the books you are returning.
- Your co-worker helps wipe spilled milk off the front of your shirt and on the table and floor around you.
- Your coach gives you a “high five” after you score a goal.
- A bus driver asks to see your bus pass.
- A firefighter picks you up to help you escape a burning building.
- A support talks to you about their personal sexual relationship.
- A stranger touches your bum on the bus.

Some people require help with private activities such as getting dressed and bathing and may not have many opportunities to make choices for themselves. Sometimes, people have been tricked or forced into a sexual activity. Sometimes, people are not taken seriously or ignored when making a report about abuse. It can happen that they do not realize that they are being abused or that possibly they are abusing others.

Handout: “I Can Say No!” (Appendix E) Give a copy of this handout to each participant and read it along with the group.

WHAT IS ABUSE?

Abuse is about power over another individual. There are different types of abuse. Abuse can be physical, sexual, emotional, and verbal or a combination of all. Neglect can also be a form of abuse, when caregivers or guardians fail to provide the basic needs for those that depend on them.

Some people may not be aware that they are allowed to refuse sexual advances of their boyfriend or girlfriend. They may feel that they have to perform sexual activities. They also may not fully understand what their partner is asking of them when they want to engage in sexual intimacy.

TYPES OF ABUSE

Physical Abuse: Any act that causes or has potential to cause physical injury, including but not limited to infliction of bodily pain by one or more instances of striking, shoving, slapping, pinching, choking or kicking.

Additional examples may include but are not limited to: Squeezing, pushing, pulling, jerking, shaking, biting, hair pulling, choking, and throwing objects at a person.

Sexual Abuse: Any form of exploitative sexual behaviour or unwanted sexual touch including but not limited to harassment or acts of sexual assault.

Additional examples may include but are not limited to: Sexual harassment includes any conduct, comment, gesture or contact of a sexual nature that is likely to offend or humiliate the person, sexual remarks and sexual jokes; acts of sexual touch, penetration; forced viewing or participation in pornography any sexual activity between a participant and a support provider is inappropriate even with consent due to nature of relationship and issues of power inherent to the relationship

Emotional Abuse: Acts or omissions that cause or could cause emotional pain. Including but not limited to acts or omissions that are disrespectful, rejecting, intimidating, criticising, threatening or harassing. Also includes verbal and written expressions, and yelling, screaming and swearing at others.

Additional examples may include: jokes about habits/faults/disability; belittling references, demeaning language; treating the adult as a child; threatening to have the person moved; threatening to send someone to an institution or threatening; violence/isolation/retaliation; blaming the person for their failings; insults, name calling; excessive or repeated demands upon the person that they can not meet

Neglect: Failure to provide or make available the necessary supports that may result in physical or emotional harm or loss to the participant or their estate, including but not limited to food, clothing, shelter, hygiene, medical care, and support or supervision appropriate to the participant's age, development, or situation. May be caused by an action or a failure to act, and may or may not be intentional.

Additional examples may include: Inattention to safety precautions including the need for support; abandonment; removing aides such as wheelchairs, dentures, communication devices, hearing aides; failure to provide timely repairs for aides such as wheelchairs, communication devices, hearing aides; leaving the individual's medical problems untreated; failure to provide the support and assistance required in daily living skills; failure to use the participant's communication devices

Property Abuse: Misuse of an individual's funds or assets, including but not limited to unauthorized use of bank accounts or denial of personal possessions.

Additional examples may include: staff taking money from a participant's envelope, bank account, wallet etc. for his/her own use; taking away a participant's personal possessions; borrowing participant's belongings without their knowledge and consent.

Medication Abuse: Non-compliance with policies and procedures relating to medication administration, including but not limited to withholding medication, over-medication, inappropriate use of medication, repeated medication errors.

Additional examples may include: denying access to health information inappropriate use of PRN's – administering under circumstances that are not indicated administering medications that are not prescribed for the individual; repeatedly making medication errors; not administering medications that are prescribed for the individual.

Denial of Opportunity: Unreasonable denial of opportunity, or intentional withholding of access to available opportunity or choices to meet needs for economic, spiritual, mental, or personal growth and satisfaction.

Additional examples may include: refusal to allow participation in a leisure activity due to something the individual did earlier in the day; denying access to family and friends; denial to attend church; intentionally withholding opportunities that the individual has enjoyed in the past; not supporting or attempting to assist an individual to access community activities due to their needs – whether this is due to mobility or assistance needs; not supporting or attempting to assist an individual to access services in the community due to past actions or mistakes made.

RECOGNIZING ABUSE

Recognizing the warning signs of abuse is not easy, even when it is happening to us. If it is something that someone has grown up with or have had happen to them for a long time, it is especially difficult to recognize. A person might think that is just the way it is, or that it was their fault for not doing what the abuser tells them, breaking the rules or not living up to someone's expectations.

Growing up in surroundings where violence is a common occurrence can make a person think that it is the only way to live or the right way to react to each other. If you have been surrounded by hitting, shoving, pushing, or name-calling, you may think it is the normal way of treating people when you are mad. If your caregivers were abusive to each other, you may also think that it is okay in a relationship to treat each other in an abusive way. Simply put, it is not healthy to treat anyone abusively. If you ever feel that you are being abused, that you question your own actions whether or not it is abusive, or if you suspect someone you know is being abused, it is always OK to tell a trusted friend, family member or social worker.

WHY DOES ABUSE HAPPEN?

There is no one reason for people to have abusive behaviour but some factors may contribute to people acting out in abusive ways. Growing up in abusive surroundings, not able to manage their feelings and cope with stressful situations, or drug and alcohol addiction can make it difficult for someone to control their actions.

WHAT SHOULD SOMEONE BEING ABUSED DO?

People who are being abused need help. Keeping the abuse a secret does not protect anyone and could mean that the abuse will continue. If you or anyone you know is being abused, speak to someone you trust. This could be a family member, a friend, a social worker or someone who supports you in daily life. By keeping abuse a secret it can do more harm than it can to help you or someone you know. People who are being abused often feel afraid, lonely and numb. Getting help and support is the first step toward feeling better and being safe.

AS A PERSON YOU HAVE RIGHTS:

You have the right to dignity and equality under The Saskatchewan Human Rights Code. Its job is to protect and promote human rights and to discourage discrimination against everyone living in Saskatchewan.

WHAT IS DISCRIMINATION?

Discrimination is unfair action taken against others because they belong to a certain group. It denies people benefits and opportunities that are necessary for a decent life, like jobs or housing.

Discrimination can flow from prejudice, negative stereotypes, or a failure to consider the needs of others. Sometimes discrimination is deliberate and direct. For instance, discrimination can take the form of racist insults, sexual harassment, or the refusal to hire people because of their age or religion.

Discrimination can also be indirect or unintentional. One example is a public service or office that can only be reached by a flight of stairs. People who use walkers or wheelchairs will be unable to use the service, even though no one intends to exclude them.

HOW AM I PROTECTED?

It's against the law for someone to discriminate against you because of:

- sexual orientation
- ancestry, colour, race or perceived race
- nationality
- place of origin
- receipt of public assistance
- disability (mental and physical)
- age (18 or more)
- religion or religious creed
- family status (parent-child relationship)
- marital status sex (including pregnancy)

WHERE AM I PROTECTED?

It's against the law for someone to discriminate against you in:

- employment or occupations
- education
- housing
- publications
- public services
- (restaurants, stores,
- hotels, government services, etc.)
- contracts or purchase of property
- professional associations or trade unions

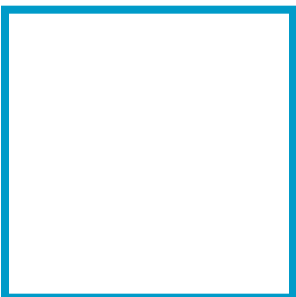
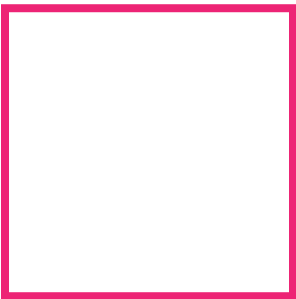
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MODULE 6



TELL IT LIKE IT IS

Sexual Health + Wellness Education

CONCEPTS TO BE COVERED



**FACILITATOR NOTE* THIS NEXT SECTION WILL REVIEW IN GREATER DETAIL PRIVATE PARTS, AND THE CONCEPT OF PUBLIC AND PRIVATE SPACES PREVIOUSLY COVERED IN MODULE 2. (USE APPENDIX F)*

REVIEW OF PRIVATE BODY PARTS

For us to be safe, we need to know about our bodies. We need to know which parts of our bodies are private. The parts of your body that are covered by underwear and/or a bra are private body parts. No one should touch you in these areas without your permission. It is also important to respect other people and not touch those areas. It is okay to be curious about our bodies to learn about them. In Module 2 we talked about body parts that females have (e.g., breasts, vagina), body parts that males have (e.g., penis, testicles), and body parts that both females and males have (e.g., bum). Today we will talk about those body parts in more detail. Review the following body parts as appropriate:

Fig. 1 Erect and Flaccid Penis: On the left is a flaccid, or soft penis. Below it are the testicles, where the semen or sperm are stored. On the right is an erect, or hard penis. The penis becomes hard when it fills with blood. (Kids Health)

Fig. 2 Circumcised and Uncircumcised penis: The picture on the left is the outside of a penis that is uncircumcised. The picture on the right is a penis that is circumcised. Boys are born with a hood of skin, called the foreskin, covering the head of the penis. In circumcision, the foreskin is surgically removed, exposing the end of the penis. (Kids Health)

Fig. 3 Internal Female Organs: This is the inside of a woman's private parts. At the bottom of the picture is the vagina. If a man and a woman have sex, this is where the penis would enter. At the top of the vagina is the cervix, which connects the uterus to the vagina. The cervix allows flow of menstrual blood from the uterus into the vagina, and also directs the sperm into the uterus during sex. (Abu Dhabi Health Authority)

Fig. 4 External Female Organs: This is the outside of a woman's private parts. It is also called the vulva. At the top is the pubic mound, which is fatty tissue covered in public hair. Below the pubic mound is the clitoris, which is a bundle of nerves that can feel very nice during sex or masturbation. Below the clitoris is the urethral opening. This where a woman's urine or pee comes out of. Below that is the vaginal opening (see Fig. 3 for the internal organs). Surrounding the vaginal opening and urethral openings are the inner labia and outer labia, which are soft folds of protective skin. Below the vaginal opening, is the anus. (Our Bodies Our Selves)

This may be a good time to allow for any questions participants have about specific body parts.

PERSONAL SPACE

Personal space is all about how close you can come to people in different situations without making them feel uncomfortable. Everyone has a different preference about how much personal space they like.

Most of us learn about the rules of personal space without actually being taught. However, for some us, the rule about personal space can be confusing. In some cases, people might be accused of crowding others because they stand or sit too close. Some people might need or want more personal space than we typically expect and get upset when they feel that others are invading their space.

As a facilitator you could demonstrate the following scenarios with a participant:

- When talking with someone, you should be one arm's length away from them. Participants can stick their arms out straight to the side and turn in a complete circle to understand what that personal space physically looks like.
- Keep your hands to yourself when talking to them.
- At times it is OK to be closer than one arm's length to a person. These times are when it is crowded (at a concert or sporting event) or when the other person is a close friend or family member.

ACTIVITY: PUBLIC + PRIVATE PLACES

MATERIALS NEEDED: FLIPCHART & MARKERS, PRINTED IMAGES OF A RANGE OF PUBLIC AND PRIVATE PLACES AND SPACE. **PLACES MAY INCLUDE:** BATHROOM IN A HOME, BEDROOM, FRONT YARD, LIBRARY, MALL, COFFEE SHOP, GROCERY STORE, POOL, CHANGE ROOM, PUBLIC BATHROOM, POSTAL OFFICE, A CAR, A BUS, ETC.

Participants will now take part in a short hands on activity. Place the papers titled "public" and "private" on the wall. A public place is where we are with other people or can see others around us. A private place is a place where we are by ourselves or may be with someone else and no one can see us.

Have participants place the photos under their appropriate headings. After placing the photos ask participants to explain why they chose to place it where they did.

EXPLORING TRUST

MODULE
6

Why is trust an important thing in relationships? Trusting someone means that you believe in a person to be honest and reliable.

When we call someone “trustworthy” we think of the following traits:

- Following through with promises.
- They have no intent to harm others by lying, cheating, tricking or doing other hurtful things.

We do not meet someone and trust them right away, it is something that we work towards earning with others and they earn it with us. Not only through their words but with their actions in a consistent manner by being honest and following through with promises. As our relationships grow and develop with people so does our trust.

GIVING CONSENT OR PERMISSION

Last session we discussed the rights we have as people. One of those rights includes the right to consent or give permission. When we give consent we create personal boundaries with the people around us and how we interact with them. In some cases we may rely on others to assist us in ensuring our rights are maintained and protected.

WHAT DOES CONSENT MEAN?

Consent means giving permission for something to happen. “When it comes to sexual activity and sex, you have the right to decide when you do it, where you do it, and how you do it. For any sexual activity to happen, both people need to consent, or say yes, willingly and freely. Sexual activity does not just mean sex, it includes kissing, hugging, making out, cuddling, and touching someone’s body in a sexual way” (Teen Talk)

There are some situations in which people are unable to give any type of consent. Here are some examples:

- When someone is asleep or passed out
- When someone is under the age of 16 and you are not
- When someone is under the influence of drugs or alcohol

NO MEANS NO

Asking for consent and communicating about sexual relations with your partner is important for showing respect in a relationship. In other words, any answer that isn’t a “yes” means “no”. Do not make assumptions about what a person may want sexually. It is your responsibility to keep both yourself and your partner safe.

Ask participants to share some thoughts about how they might ask for permission. Some possible statement could be:

- May I hold your hand?
- Can I kiss you?
- I really want to...what do you think?
- I'd really like to touch your bum, is that OK?
- Have you ever tried this...Would you be interested in trying it with me?

If someone is verbally communicating "yes" what are some things they may say?

- OK, that sounds nice
- I feel ready for this now
- I feel the same way you do
- I want you to...
- This feels right

If someone is verbally communicating "no" what are some things they may say?

- No
- Stop
- I'm scared
- I don't think I am ready for this
- I have had too much to drink
- I don't think I want to
- I just want to go home

Through non-verbal language how might a person show that they are uncomfortable with what is happening?

- no eye contact
- crossing arms
- not responding
- walking away or leaving the situation
- pushing you away

Can a person feel ready to do something and then change their mind? Is this ok? Yes, it is ok. Someone may initially say yes and then change their mind and say "no" or "stop". It is very important to respect their decision.

ACTIVITY: THE YES/NO GAME

NO MATERIALS NEEDED

Read the following scenarios aloud to the group. Explain to participants that the activity is to determine whether or not the person in each scenario has given consent.

Scenario 1 - Two people who are in a committed relationship are out for a walk and he asks her if it is okay to hold hands. She says yes.

Scenario 2 - There is a girl that Ben is interested in and they have a friendship but he would like it to become something more serious. He asked her in the past to go on a date but she has said no and that she is not interested.

Scenario 3 - Natalie's boyfriend asks if it is okay to lift Natalie's shirt and feel her stomach. Natalie says okay that is fine.

Scenario 4 - Tommy and his girlfriend have been dating for three months now and while they are watching a movie Tommy begins to undo Sara's belt buckle. Sara quickly moves her hands to block him and tells him to stop.

Scenario 5 - John is at the grocery store and the cashier reaches over and holds his hand and asks him how he is doing?

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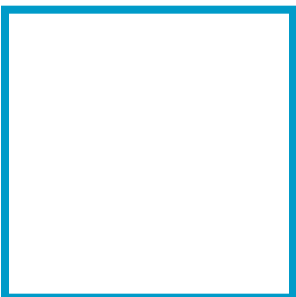
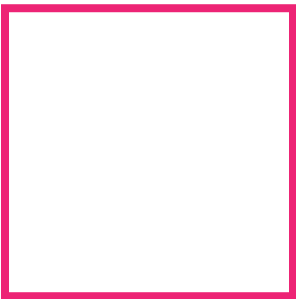
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MODULE 6

APPENDIX F



TELL IT LIKE IT IS

Sexual Health + Wellness Education

Fig. 1 Erect and flaccid penis

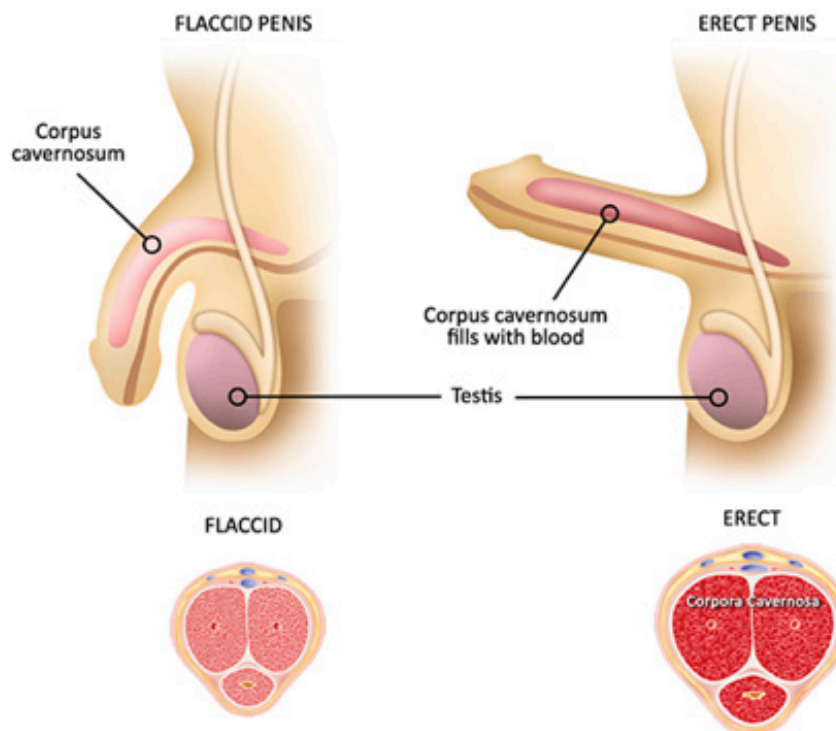
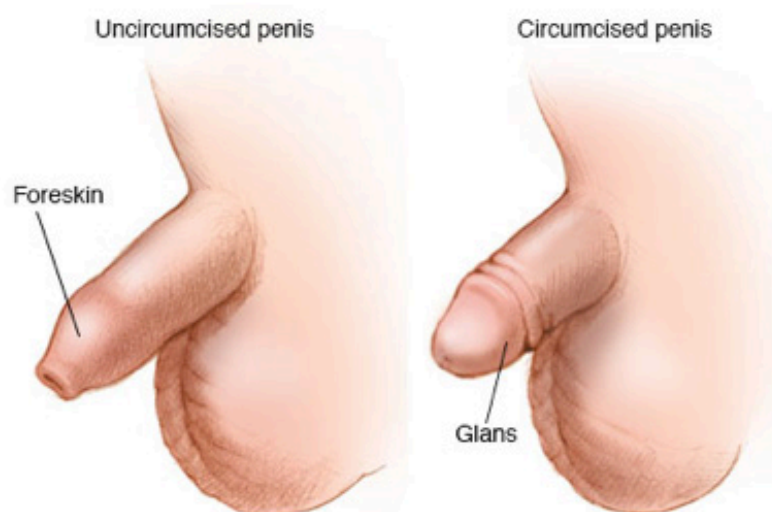
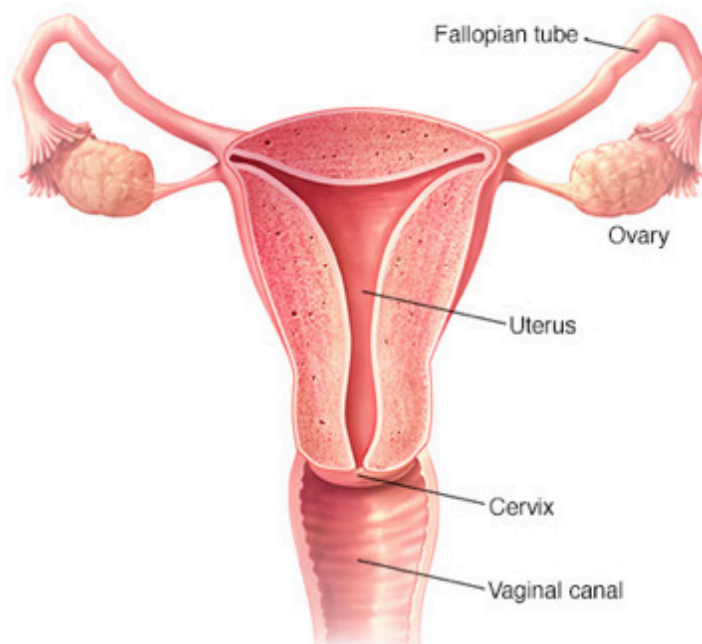


Fig. 2 Circumcised and Uncircumcised penis



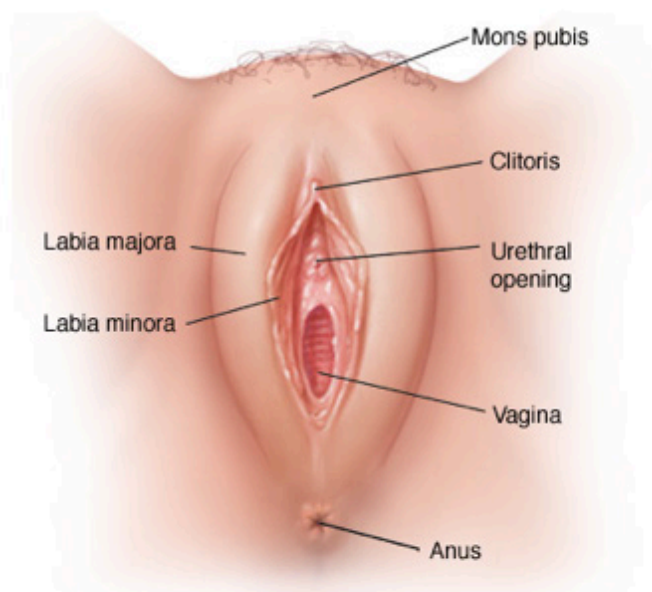
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Fig. 3 Internal Female Organs



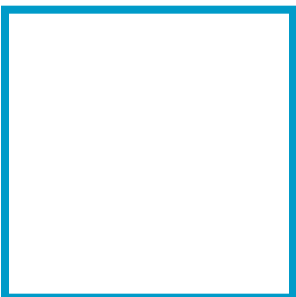
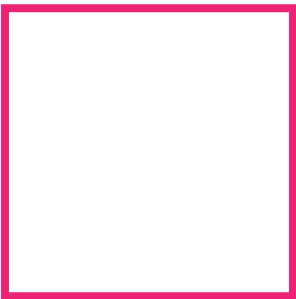
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Fig. 4 External Female Organs



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MODULE 7



TELL IT LIKE IT IS

Sexual Health + Wellness Education

CONCEPTS TO BE COVERED

DATING +
ROMANTIC
RELATIONSHIPS

COMMUNICATING
IN
RELATIONSHIPS

LGBTQ
AWARENESS

ACTIVITY: WHAT IS A DATE?

MATERIALS NEEDED: FLIP CHART + MARKERS

Participants can share their own definition of what a date is.

WHAT IS A DATE?

A date is when you have romantic feelings or a crush on somebody and you do an activity together. A date is a great way to get to know somebody better and see if you would like to be in a relationship with them. Asking someone out on a date is a good way to see if someone has romantic feelings for you.

A date is when two people agree to get together and do something within their shared common interests.

Who is someone you might go on a date with?

- A current friend
- An acquaintance from school, work, or another place
- Someone your friend has introduced you to

Where are some places that you might go on a date?

- Restaurants
- Bowling
- Billiards
- Coffee Houses
- Laser Tag
- Science Centre
- Movies
- Walking in a park
- Playing Frisbee or catch and going for a picnic

Under what circumstances would you end the date?

- If the person is being rude or disrespectful
- If you are feeling uncomfortable in any way
- If they are making sexual gestures

How would you politely go about ending a date?

- You may decide to finish dinner and respectfully decline carrying on with the rest of the evening
- You can politely remove yourself from the situation and go to the washroom or step outside and make a phone call to friend
- You can be honest and explain you are feeling uncomfortable and that you are going to politely remove yourself from the environment.

Dates should be something that is fun for both people involved. Sometimes, people will tell each other about themselves while on a date in order to get to know each other better. Sometimes you may get nervous before going on a date, which is totally normal. Just take a deep breath, and be yourself! Chances are the other person is just as nervous as you are!

RELATIONSHIPS

If you and the person you date both like each other and the date goes well, you may decide to on another date. Eventually, you may decide together to begin a relationship. Both people must agree to be in the relationship. Sometimes people may decide to be friends instead of keep dating or getting into a relationship because they did not develop romantic feeling for each other.



ACTIVITY: CHARACTERISTICS OF ROMANTIC RELATIONSHIPS

MATERIALS NEEDED: FLIPCHART + MARKERS

With a flipchart and markers, encourage participants to share their thoughts on what characterizes a romantic relationship:

- Trust
- Caring
- Share common interests
- Honesty
- Share romantic feelings
- Make future plans together
- Sex
- Respectful

ENDING A RELATIONSHIP

Being in a relationship should make you happy. If we are not happy in a relationship, we can end it. This is called breaking up. There are many reasons we may want to end a relationship.

ACTIVITY: REASONS TO END A RELATIONSHIP

MATERIALS NEEDED: FLIPCHART + MARKERS

Brainstorm ideas with the group on why you may want to end a relationship. Here are some ideas:

- They hurt you (physically or emotionally)
- You are arguing or fighting a lot
- You do not like to do things together anymore

Breakups can make us feel sad. This is totally normal, and has happened to many people. Spending time with family and friends can sometimes make us feel better.

LGBTQ AWARENESS

Many people are gay, lesbian, bisexual or transgender. This is referred to as someone's sexual orientation, a word that describes a person's emotional, sexual, and romantic feelings towards someone else. We do not choose our sexual orientation, so we cannot choose who we have romantic feelings for. Please see Appendix G for 'Genderbread Person' visual handout to support the discussion.

Below are several definitions of different sexual orientations:

STRAIGHT: Is when someone has romantic feelings for someone of the opposite sex. Another term used for that is heterosexual.

GAY: Means that you have romantic feelings for people of the same sex as you. Generally this term is used for men, and the term lesbian is used for women. Another term that is used for both men and women is homosexual.

BISEXUAL: Is when someone is attracted to both men and women.

TRANSGENDER: Is when someone feels like they were born in the wrong body. For example, a person born with a female body is transgender when they feel like they were actually meant to be a man. Transgender is not a sexual orientation.

It is important to remember that there is nothing wrong with being gay, lesbian, bisexual or transgender. However, many people who are gay are bullied or harassed. Some people think that being gay is wrong. This is called homophobia.

Question for deeper understanding: If you had a friend who told you they were gay or lesbian, what would you do?

This is a good time to brainstorm with participants about helpful ways to support a friend who identifies as gay or lesbian.

Some ideas:

- Be respectful and kind
- Respect confidentiality (do not go around telling other people for them)
- Be a good friend!

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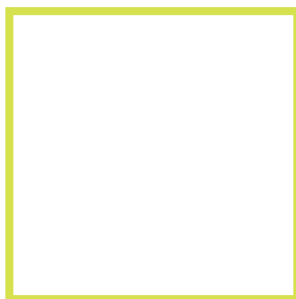
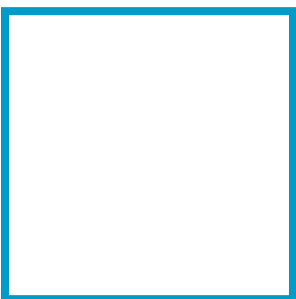
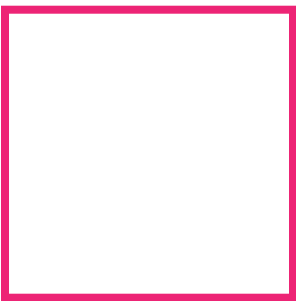
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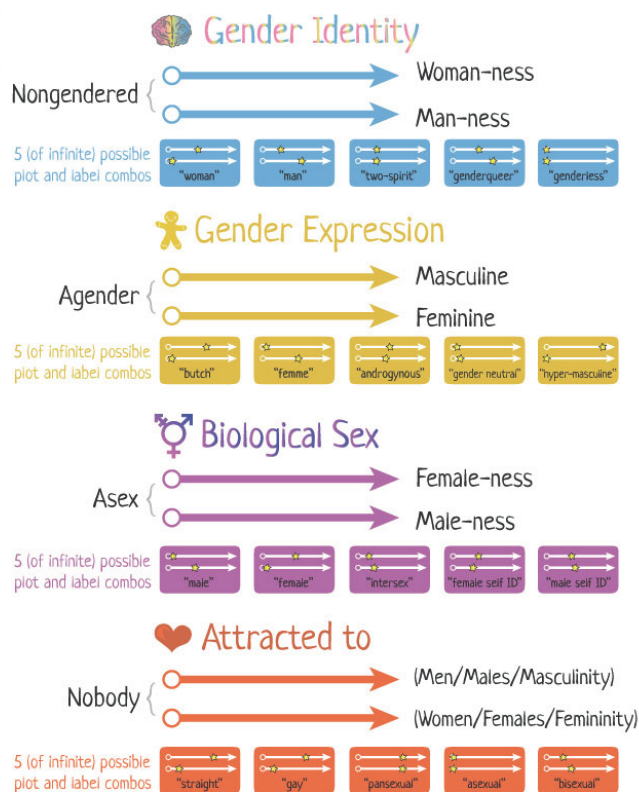
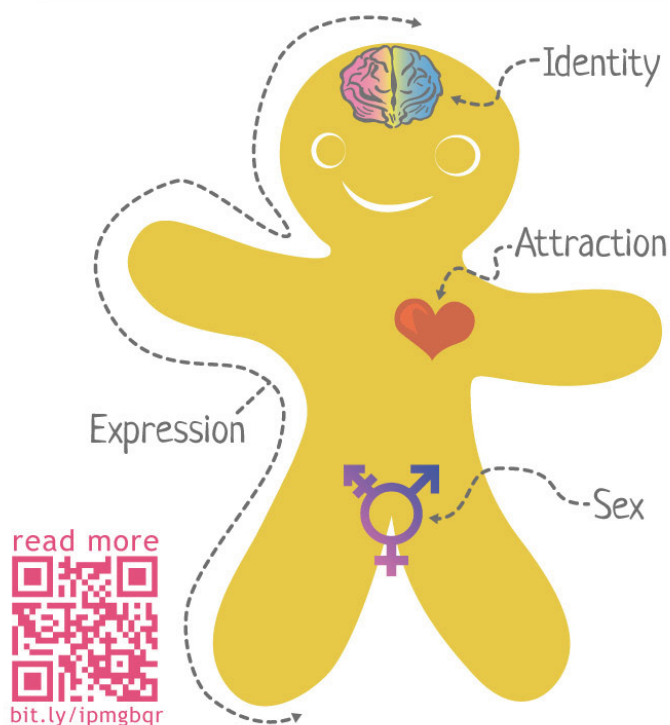
MODULE 7

APPENDIX G

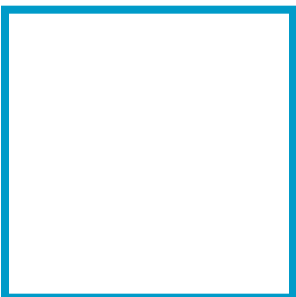
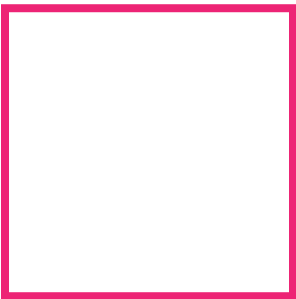


The Genderbread Person v2.0 by its pronounced METROsexual.com

Gender is one of those things everyone thinks they understand, but most people don't. Like *Inception*. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for understanding. It's okay if you're hungry for more.



MODULE 8



TELL IT LIKE IT IS

Sexual Health + Wellness Education

CONCEPTS TO BE COVERED

BEING SAFE
ONLINE + ONLINE
DATING

PORNOGRAPHY

MASTURBATION

BEING SAFE ONLINE

It is ok to share personal information with people you know and trust, but on the internet it is generally not a good idea to share any of your personal information as it could be shared with other people. Sometimes people on the internet are not who they say they are. For example, an older man might be pretending to be a young girl.

- Think carefully before posting pictures, videos, or general social media posts online (if your grandma wouldn't approve of it, don't post it!)
- Once you post something it is no longer just yours - almost anyone can see it, or download it
- Never give out your passwords
- Do not post any personal information online (address, phone number, credit card, birthday, etc.)
- Not everyone online is not who they say they are

ACTIVITY: PERSONAL INFORMATION

MATERIALS NEEDED: JUST YOURSELVES

Ask the group the following questions and ask them to answer 'Yes' or 'No' if it is ok to share personal information.

1. You are booking tickets for a concert online and you are asked for your name and phone number
2. You are on a website that asks for your credit card information, but are not buying anything

CONT'D

3. You are on an online dating website and you just started to talking to someone and they ask for your address
4. An ad pops up on your computer saying that you have won money and asks for your personal information
5. You receive an email from a stranger asking for your banking information

ONLINE DATING

Online dating is the practice of searching for a romantic or sexual partner on the internet through the use of creating a personal profile on specific websites. Some of these websites are free, and some of them cost money to join.

SAFE ONLINE DATING:

- Do not post contact information; ensure that your personal information is secure and that you share only general information about yourself. Personal information can include your full name, birthday, address, phone number, etc.
- Be aware of what the other persons asks for. Do they ask you to send money or packages? This can be a scam. Do they continue to make excuses as to why they cannot meet in person? This can mean that they are not the person they say they are.
- If you decide to meet in person, make sure to do so in a public place. Never go to a person's hotel room, their house or their vehicle. You may have gained trust online but you also need to gain trust offline.
- Tell a friend - as a safety net share those plans with someone you trust. Ensure you have your cell phone with you and make a plan. If they do not hear from you within a certain amount of time that they should contact you or come looking for you.

ACTIVITY: CREATE YOUR OWN ONLINE DATING PROFILE

MATERIALS NEEDED: DATING PROFILE HANDOUT (SEE APPENDIX H), PENS

Give participants a copy of the dating profile handout, and assist them as needed in describing themselves as if they were completing an online dating profile.

PORNOGRAPHY

Feeling the need or urge to watch pornography is normal. Many people will use pornography to masturbate. Whether you choose to watch it on the internet or buy a magazine it is legal and safe as long as you do it in privacy.

Watching pornography that has minors (anyone under 18 years old) is illegal. It is also illegal to produce, possess or distribute child pornography. Distributing doesn't necessarily mean just selling or sharing physical copies, it could be sharing digital copies through websites or social media as well.

It is important to remember that what you see in pornography is not real, it is pretend. Pornographic movies, for example, are made by actors, and show things that you may not personally want to do, or things that make you feel uncomfortable.

In real life, it's important to listen to your partner, and for your partner to listen to you. It is OK to say no to something if you don't want to do it. You are the boss of your body!

MASTURBATION

Sometimes when we watch pornography, we become sexually aroused. Another term for this feeling is "horny". We may feel the need to masturbate.

Masturbation is another word for touching yourself in private areas. It is a private activity that should be done in a private place like your bedroom or bathroom. It should never be done in a public place like a park or a car. People masturbate because it feels good for both men and women. Masturbation is a natural and normal part of life, and it may also help you learn more about your body.

For females, you can touch yourself in any way that feels nice. When you masturbate you might have an orgasm, and you may notice a wet liquid that comes out of your vagina and that your nipples are hard. This means what you are doing feels good.

Males can also simply touch themselves in any way that feels good. Often rubbing the penis up and down feels good, and the penis will grow bigger and longer. This is a sign that what you are doing feels good. You may have an orgasm, which will often result in semen coming out of the tip of the penis. This is also called ejaculation.

Whether you are male or female, masturbation should always feel good for you.

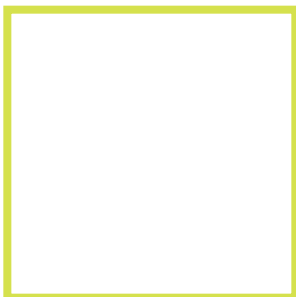
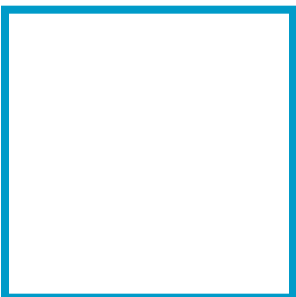
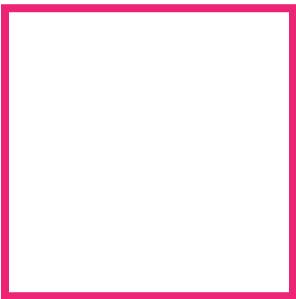
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MODULE 8

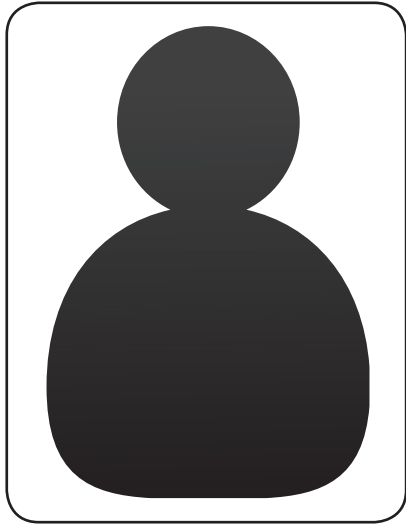
APPENDIX H



TELL IT LIKE IT IS

Sexual Health + Wellness Education

ONLINE DATING PROFILE



USERNAME:

BASIC INFORMATION:

AGE:

CITY:

INTERESTED IN:

HAS CHILDREN:

WANTS CHILDREN:

RELIGION:

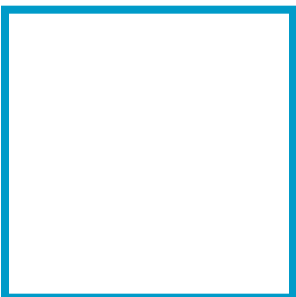
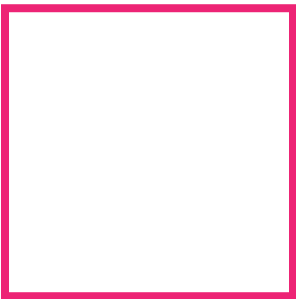
SMOKES:

DRINKS:

ABOUT

INTERESTS

MODULE 9



TELL IT LIKE IT IS

Sexual Health + Wellness Education

CONCEPTS TO BE COVERED

MENSTRUATION +
PREGNANCY

BIRTH CONTROL
+ SAFER SEX
PRACTICES

SEXUALLY
TRANSMITTED
INFECTIONS

MENSTRUATION

Periods come once a month, and usually last three to seven days. Sometimes a woman may feel tired, sad, or mad a few days before her period. This is called Premenstrual Syndrome (PMS). PMS can make your back feel sore or give you a headache. Many women go through this, and it usually goes away when your period starts. Sometimes you may also get cramps, which is sort of like a stomach ache. Cramps are normal, and generally last a few days if you get them.

When a woman gets her period, she will use a pad or tampon so that the blood doesn't get on her underwear. A pad has two sides, and is sticky on one side, and soft on the other side. The sticky side goes on your underwear. You should check your pad several time throughout each day. If it is covered in blood, then it should be changed and thrown in the garbage. After changing your pad, it is a good idea to wipe your vagina clean with toilet paper.

Some women decide to use a tampon instead of a pad. A tampon is a small tube made of cotton with a string at one end. The tampon is inserted into the vagina where it will collect blood. A tampon can be worn for up to eight hours at a time.

FEMININE HYGIENE

Hygiene is something you do to keep yourself clean. This is important when you are having your period. You should wash your hands before and after changing a pad or tampon. When you are having a bath or shower, you should use soap and water to wash around your vagina and any where else there might be blood. Sometime blood will leak from a pad or tampon to your underwear. This is a good time to change your underwear.

When a man and woman have sex, the woman may become pregnant. That means that the woman is growing a baby inside of her. The baby is very small at first, and then grows bigger and bigger. About nine months later, the woman gives birth to the baby either through her vagina, or through an operation.

BIRTH CONTROL AND SAFER SEX PRACTICES

Birth control is something that helps you to not get pregnant. However, you can still get pregnant while taking birth control, and it does not protect you from sexually transmitted infections. There are many different types of birth control. It is a good idea to talk to your doctor about what type of birth control is best for you.

ACTIVITY: TYPES OF BIRTH CONTROL

MATERIALS NEEDED: PRINTED IMAGES OF DIFFERENT TYPES OF BIRTH CONTROL (THE PILL, IUD, MALE CONDOMS, FEMALE CONDOMS, THE RING, THE PATCH, ETC.) YOU CAN CUSTOMIZE THIS ACTIVITY TO COVER AS MANY TYPES OF BIRTH CONTROL AS YOU WANT.

One at a time, show a photo of each type of birth control, explain to the group what it is and pass the photo around. After you have gone over all the types of birth control that you want to cover, hold up the photos one at a time, and have group shout out the name of that type of birth control. Below are simple descriptions of some common types of birth control.

- The birth control pill, sometimes called 'the pill' is a small pill that a woman takes every day to help stop her from getting pregnant. This makes it so that the woman's eggs do not release.
- Some people find it hard to remember to take a pill every day. An IUD (Intrauterine Device) might be a better choice. It is a small shaped "T" object that is inserted into a woman's uterus, and can stay there for many years. The IUD works by stopping the sperm from getting to the woman's egg.
- The male condom is a thin piece of rubber that fits over a man's penis. It is put on before sex. It works by catching the sperm during sex. It can also help to prevent sexually transmitted infections. After sex, the condom is taken off and thrown away. You can buy condoms at a pharmacy, grocery store, or sex store.
- The female condom looks like a larger version of the male condom, with a bendable ring inside of it. This ring is pinched and inserted in your vagina, where it will catch sperm during sex. After sex the female condom is thrown out.
- The ring is a small plastic and bendable ring that is inserted into a woman's vagina every three weeks
- The patch is a small sticker that is placed on a woman's external body part
- Implant is a small rod inserted into a woman's arm
- The shot is a needle given every three months

SEXUALLY TRANSMITTED INFECTIONS (STI's)

Also called STIs, a sexually transmitted infection is an infection you can get from sexual touching or from having sex. Using a condom during sex protects you and your partner from getting an STI. Both men and women can get STIs. Some STIs can make you very sick, while others can be cured through medicine.

WHAT DOES AN STI LOOK LIKE?

You might notice a rash, sores, or blisters or warts on or around the penis or vagina. It might hurt to pee, or may notice cloudy pee, or your privates may be itchy. Sometimes there are no symptoms or signs of an STI at all. It is possible to have an STI and not know it, and spread it around to other sexual partners. If you think your partner might have an STI, it is important to not touch their privates or have sex with them until the STI has gone away. If you think you have an STI, it is very important to go and see your doctor right away.

ACTIVITY: TYPES OF BIRTH CONTROL

MATERIALS NEEDED: A REALISTIC MODEL OF A PENIS (NOTE: ENSURE THE DEMONSTRATION IS DIRECT AND AVOID USING ITEMS SUCH AS A BANANA), MALE CONDOMS, "THE RIGHT WAY TO USE A MALE CONDOM" HANDOUT (APPENDIX G)

Review the following tips and facts before beginning the demonstration:

- Condoms should be used during all types of sexual activity
- Condoms are 85-98% effective at protecting against pregnancy
- Condoms help to minimize the risk of acquiring and/or transmitting most STIs
- Condoms are inexpensive and are available at drug stores, general stores, convenience stores, and many groceries stores.

Provide participants with the "The right way to use a male condom" handout and review it as a group. Guide participants while they each practice removing a male condom from its packaging and place it directly on the penis model. This is a good opportunity to discuss what to do (i.e., use a new condom) when a condom breaks, when a condom is placed incorrectly, or when a condom has been used.

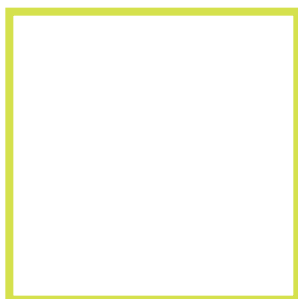
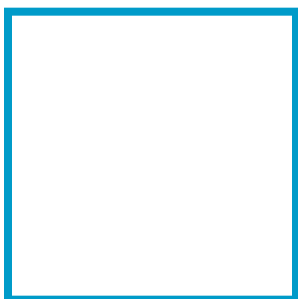
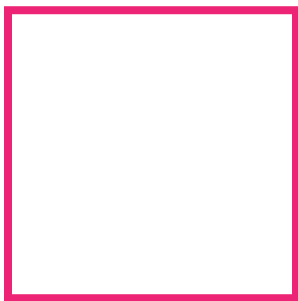
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The Right Way To Use A Male Condom: Condom Dos and Don'ts - How To Put On and Take Off a Male Condom. Centre for Disease Control and Prevention. Retrieved from <https://www.cdc.gov/condomeffectiveness/docs/male-condom-use-508.pdf>

MODULE 9

APPENDIX I



TELL IT LIKE IT IS

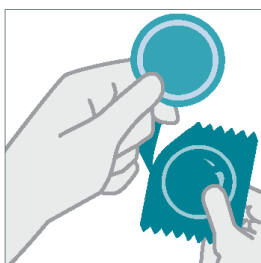
Sexual Health + Wellness Education

The Right Way To Use A Male Condom

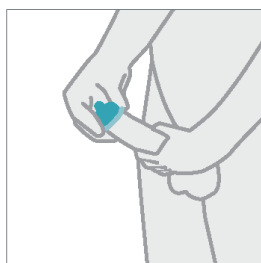
Condom Dos and Don'ts

- **DO** use a condom every time you have sex.
- **DO** put on a condom before having sex.
- **DO** read the package and check the expiration date.
- **DO** make sure there are no tears or defects.
- **DO** store condoms in a cool, dry place.
- **DO** use latex or polyurethane condoms.
- **DO** use water-based or silicone-based lubricant to prevent breakage.
- **DON'T** store condoms in your wallet as heat and friction can damage them.
- **DON'T** use nonoxynol-9 (a spermicide), as this can cause irritation.
- **DON'T** use oil-based products like baby oil, lotion, petroleum jelly, or cooking oil because they will cause the condom to break.
- **DON'T** use more than one condom at a time.
- **DON'T** reuse a condom.

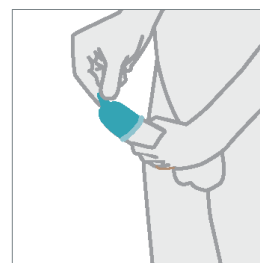
How To Put On and Take Off a Male Condom



Carefully open and remove condom from wrapper.



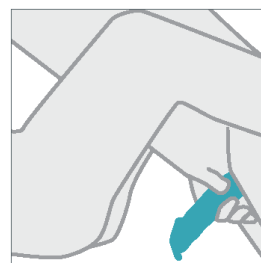
Place condom on the head of the erect, hard penis. If uncircumcised, pull back the foreskin first.



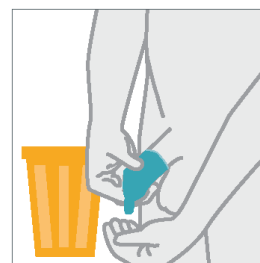
Pinch air out of the tip of the condom.



Unroll condom all the way down the penis.



After sex but before pulling out, hold the condom at the base. Then pull out, while holding the condom in place.

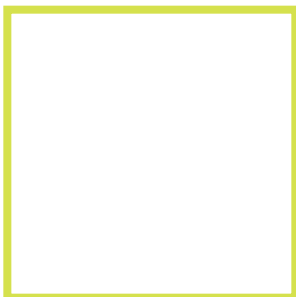
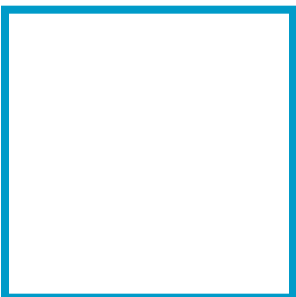
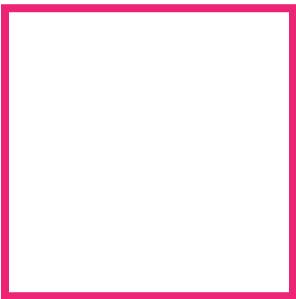


Carefully remove the condom and throw it in the trash.

For more information please visit
www.cdc.gov/condomeffectiveness



MODULE 10



TELL IT LIKE IT IS

Sexual Health + Wellness Education

THIS MAY BE A GOOD OPPORTUNITY TO REVIEW AND GIVE PARTICIPANTS A CHANCE TO ASK ANY QUESTIONS THAT THEY MAY HAVE. TO HELP GENERATE DISCUSSION, WE HAVE PROVIDED SOME QUESTIONS BELOW BASED ON THE MATERIAL PRESENTED THROUGHOUT TELL IT LIKE IT IS. THIS MODULE MIGHT BE AN APPROPRIATE TIME TO PROVIDE REFRESHMENTS AND GIVE PARTICIPANTS THE OPPORTUNITY TO SOCIALIZE AND CONNECT WITH FACILITATORS AND ONE ANOTHER.

Question: What are some examples of Verbal and Non-Verbal Language?

Answer: Verbal – Speaking, saying ‘yes’ or ‘mmhmm’. Non-Verbal: Nodding or shaking head, making eye contact, body language.

Question: What are some examples of public spaces, and private spaces?

Answer: Public – Cafe, school, mall, bus. Private: Home, bedroom, bathroom.

Question: What does LGBTQ stand for?

Answer: Lesbian, Gay, Bisexual, Transgender, and Queer

Question: Where is a good place to masturbate?

Answer: In your bedroom or bathroom, with the door locked.

Question: What should you put on a man’s penis before you have sex with him?

Answer: A condom

Question: Name some body parts that only females have.

Answer: Breasts, vagina, clitoris, ovaries, womb.

Question: Name some body parts that only men have.

Answer: Penis, testicles.

Question: What are some body parts that men and women both have?

Answer: Bum, nipples.

Question: What type of information should you not give out on the internet?

Answer: Personal information such as your full name, workplace, address, SIN card, health card information, etc.

Question: When should we wash our hands?

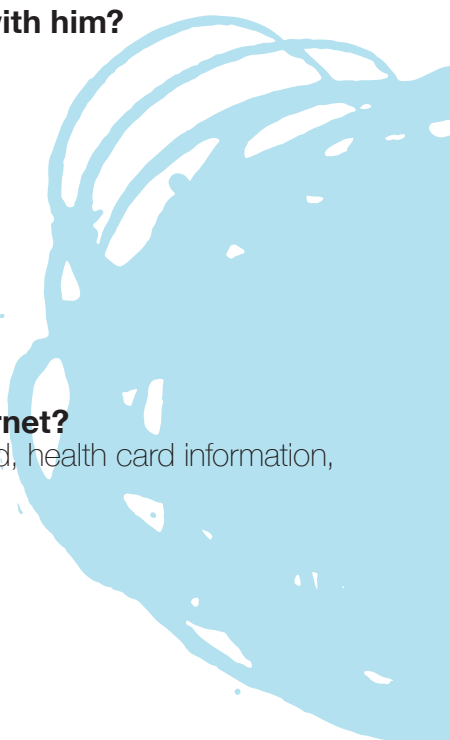
Answer: After using the washroom, before handling food, after blowing your nose.

Question: What is dehydration?

Answer: When your body loses more fluid than what it has taken in.

Question: What are the four food groups?

Answer: Meat and alternatives, Fruits and Veggies, Dairy, and Grains



Question: What are some reasons you might end a date?

Answer: If the other person is being rude or disrespectful, or if you are feeling uncomfortable.

Question: What does STI stand for?

Answer: Sexually Transmitted Disease

Question: What are some STI symptoms?

Answer: Itchy privates, a rash or blisters on or near your privates, burning when peeing.

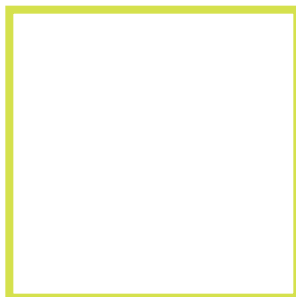
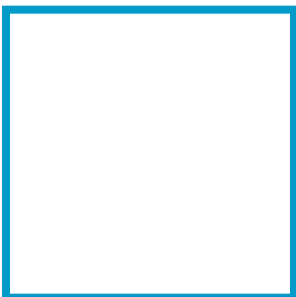
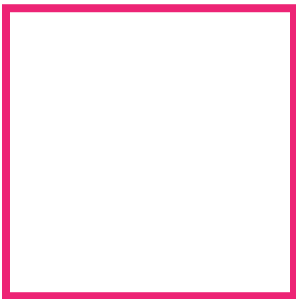
NOTES

ABOUT COR



CREATIVE OPTIONS REGINA (COR) IS A NON-PROFIT ORGANIZATION THAT DEVELOPS PERSONALIZED SUPPORT SERVICES FOR PEOPLE EXPERIENCING DISABILITY.

Rooted in the philosophy of Gentle Teaching, COR strives to strengthen the fabric of companionship and community for all those we serve. Our innovative approach to care giving is grounded in the recognition and celebration of the intrinsic value of each individual.



CONNECT



creativeoptionsregina.ca