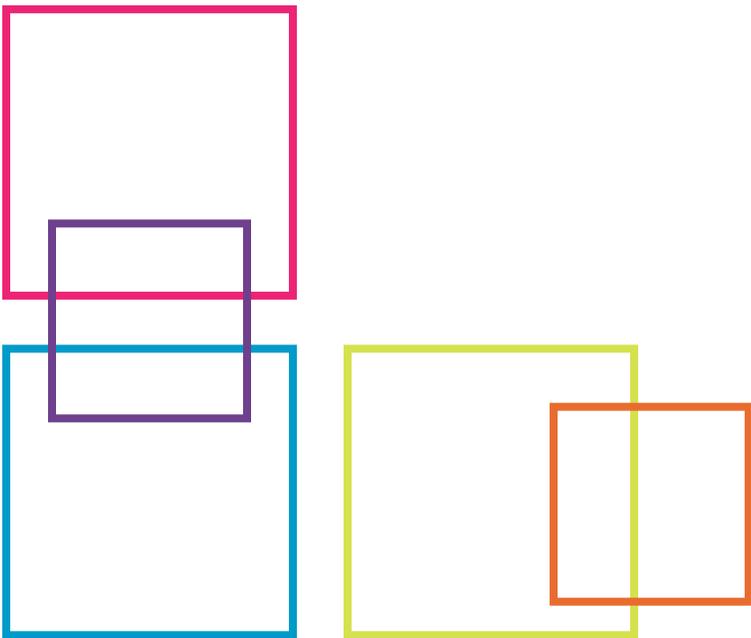


MODULE 2



TELL IT LIKE IT IS

Sexual Health + Wellness Education



“Teenage Dream” - Katy Perry

CHECK-IN

- Briefly review the main concepts covered during the previous module
- Address any question or concerns that participants may have at this time
- Introduce the concepts that will be covered during this module

TOPICS AND CONCEPTS TO BE COVERED:

- Romantic or Sexual Feelings
- Exploring Diverse Identities
- Stages of a Relationship
- Discovering What We Want

HAVING ROMANTIC OR SEXUAL FEELINGS

As we grow up and our bodies and minds change and develop, we may begin to notice that we sometimes experience warm, caring, romantic, or sexual feelings towards another person. Romantic or sexual feelings may tell us that we are attracted to, have a crush on, or like someone. These feelings are normal and might turn into loving feelings, or eventually a friendship or relationship. People may identify as being gay, lesbian, bisexual, or straight, just to name a few. This is referred to as someone's sexual orientation, a term that describes the emotional, sexual, and/or romantic feelings towards someone else. People do not choose their sexual orientation, so they cannot choose who they are attracted to, or who they have romantic feelings for. It's important to respect people with all sexual orientations.

EXPLORING DIVERSE IDENTITIES

Begin the discussion by informing participants that the acronym LGBTQ+ is often used to represent diverse identities. Encourage participants to share any existing knowledge they have. Once everyone has had an opportunity to share, begin to review the definition of the word each letter represents.

- Lesbian:** When a person who identifies as a female or woman is attracted to or has romantic/sexual feelings for another female.
- Gay:** When a person who identifies as a male or man is attracted to or has romantic/sexual feelings for another male. 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 who are attracted to the same sex is homosexual.
- Bisexual:** When a person is attracted to both men and women.
- Transgender:** Transgender is not a sexual orientation and it is sometimes abbreviated to trans. Transgender is a broad term used by individuals who feel that their gender identity is different from the sex they were assigned when they were born. For example, an individual born with a female body who identifies as transgender may feel like they were actually meant to have a male body or live as a man.
- Questioning:** The Q in LGBTQ often represents that process of questioning. An individual may be questioning and exploring their gender, sexual identity, and/or sexual orientation.
- +** is often used to represent the many other terms and diverse identities that are not included in the LGBTQ initialism. Other terms may include two-spirit, pansexual, intersex, queer, ally, transsexual, and many more!

Other common terms:

- Straight:** When an individual is attracted to someone of the opposite sex. For example, when an individual who identifies as a man is attracted to a woman. Another term used is heterosexual.
- Asexual:** Individuals who identify as asexual may not have sexual feelings towards anyone, but may develop romantic feelings for another.

Please see Appendix 2.0 “Gender Unicorn” for a visual handout to support the discussion pertaining to sexual orientation.

OPTIONAL ACTIVITY: GENDER AND SEXUALITY GALAXY

Materials needed: Pens, “Gender Galaxy” and “Sexuality Galaxy” Handouts (Appendix 2.1)

This activity provides participants the opportunity to explore gender identity as well as elements of their own sexuality that are not specifically addressed by the broad LGBTQ+ acronym. See detailed instructions in Appendix 2.1.

Begin the activity by explaining that everyone has a sexual orientation and a gender identity, which can be described using many different words. People are unique so these words sometimes get complicated. There are many different tools to help us understand these identities. How you choose to identify is a personal decision and it’s important to respect people’s choices. The galaxies can help us learn some of the words used to describe sexual orientation and gender identity.

QUESTION FOR DEEPER UNDERSTANDING:

If you had a friend, co-worker, or family member who told you they were gay or a lesbian, what would you do?

This is a good time to brainstorm helpful ways to support someone who has made the brave and oftentimes difficult decision to openly identify as being gay or a lesbian. Remember, being gay does not mean a person is sick or needs to be fixed. We must celebrate and accept everyone’s unique identity. Gay, lesbian, bisexual, and all other individuals have the same rights. No one should harm, bully, or discriminate against another person based on who they are.

Supportive actions may include:

- Be respectful and kind
- Respect confidentiality and keep the information private. Do not tell other people for them.
- Be a good friend. Practice active listening, ask questions, and be supportive!

STAGES OF A RELATIONSHIP

We are all unique and have difference likes, dislikes, and beliefs when it comes to our bodies, dating, and relationships. Knowing if we want a relationship, the type of relationship we might want, and the general qualities of the person/people we might like helps inform our decisions. Dating and relationships can be confusing, so it’s helpful to understand the progress of a relationship and the different stages.

All relationships are different, but the stages of a relationship may include:

- Getting to know yourself: It's important to get to know ourselves. Having an understanding of what we like, our preferences, and what we are comfortable with can help us make relationship choices that feel good.
- Meeting someone and getting to know them: There are many different ways to meet someone that might be an appropriate person to date. Many people start dating a good friend, an acquaintance from school or work, someone they met at a social event, or someone they met online. When we are attracted to someone we may want to spend more time with them and get to know them better. Overtime, we may develop romantic or sexual feelings.
- Dating: During this stage of a relationship, we might go on dates and do fun activities with the person we met. We continue to learn more about the other person, and they get to know us better as well. We also continue to develop trust between one another.
- Relationship: If dating continues to go well, people may develop stronger feelings for one another and decide to be in a relationship. Everyone involved in the relationship must have an equal say about the nature of the relationship, whether it be committed and long-term, casual, monogamous, open, etc. People may start to refer to one another as partner, girlfriend, or boyfriend.
- Love: When people have been in a healthy relationship for a while, they may start to develop stronger romantic feelings for one another. They might say that they are in love. Being in love is difficult to describe and can feel different for everyone. People that are in love are kind and supportive towards one another.
- Breaking up: When a relationship ends, it is often referred to as a breakup. Breakups can make us feel sad and lonely. It can be a difficult and confusing time for everyone involved. Spending time with close friends and family, and doing favourite hobbies and activities can help people feel better after a breakup.

DISCOVERING WHAT WE WANT

Learning more about what we want when it comes to relationships and our bodies can be fun! We can start by asking ourselves about our desires, likes, and dislikes relating to relationships, dating, our bodies, sex, and intimacy. The following activity encourages participants to reflect on their preferences, views, and positive feelings.

ACTIVITY: KNOWING WHAT I WANT

- | **Materials needed:** Pens or pencils, coloured pencils, markers, or crayons, “Knowing What I Want” Handout (Appendix 2.2)
- | Provide a copy of the handout to each participant. Some participants may experience difficulty reading or writing. Read and review each question aloud to offer verbal guidance, and
- | encourage participants to draw images and colour instead of using words or letters. Ensure that you, your co-facilitator(s), and support staff are available to assist participants to complete the activity hand out.

CHECK-OUT

- Review the main “takeaways” from today’s module
- Address any question or concerns that participants may have
- This may be a good opportunity to complete a “Head, Heart, and Hands” check-out. Head explores elements of ‘what’ and ‘why’, heart explores values, beliefs, and feelings, and hands explores practical skills and tools. Invite participants to pause and reflect on their learning experience, and ask:
 - ▣ Head: What’s one thing you learned?
 - ▣ Heart: What’s one thing you are feeling?
 - ▣ Hands: What’s one thing you can do?
 - ▣ What’s another question I have?

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