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

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INTRODUCTION
WELCOME TO TELL IT LIKE IT IS

The purpose of this facilitator guide is to support the provision of sexuality education with individuals with intellectual/developmental disabilities and diverse learning abilities. The central aim is to empower organizations serving people with disabilities to provide accurate sexuality education. Providing information about sexual health and wellness to people with disabilities provides access to the knowledge required to make informed choices and decisions. Adequate sexuality education and information regarding consent, boundaries, and safety also has the potential to reduce the risk of coercion and abuse.

Tell It Like It Is is comprised of nine modules, however, you may elect to pick and choose which modules to facilitate with your own group. The modules cover a range of topics and concepts pertaining to relationships, dating, gender identity, sexual identity, personal hygiene, safer sex practices, and more. Using a compassionate approach, and taking into account the diverse abilities of participants, each module offers simple and interactive learning activities. Remember, engagement is key—engaged participants are able to guide their own learning through questions, discussion, and the sharing of personal stories and experiences.

THE CENTRAL GOALS OF TELL IT LIKE IT IS ARE:

☐ To ensure learners are receiving accurate sexuality education and the information required to support them in making informed decisions.

☐ To create an open and safe platform for participants to share stories, ask questions, explore curiosities, express fears, and gain knowledge.

OBTAINING CONSENT

It is vital that all participants sign a consent form prior to participation in the sexuality education modules. Take time to provide an overview of the topics that will be covered, and assess understanding and comprehension along the way. This provides participants the opportunity to ask questions and express any concerns, fears, or hesitations they may have about engaging in sexuality education. Obtaining consent also models consent behaviour that will be addressed throughout the modules. See the Participant Consent Form in the appendices.
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.

CONSIDERATIONS AND TIPS FOR FACILITATORS

☐ The Tell It Like It Is modules can be adapted to meet the group’s learning needs and interests. No two groups are alike.

☐ It is important that the facilitator(s) feel comfortable and confident discussing and teaching the content of the modules. This nurtures a safe and open learning environment.

☐ It is the responsibility of the facilitator to properly prepare for each module ahead of time. It’s important to ensure all materials needed are ready, the space in which the group is held is accessible and appropriate for learning (e.g., free of distractions, has adequate seating), and the space offers privacy that supports intimate and personal sharing.

☐ Get creative and explore learning options and possibilities! Invite a guest speaker to address topics that you do not feel comfortable teaching (e.g., Planned Parenthood, a public health nurse).

☐ Prior to beginning the first session prompt participants to create a list of guidelines and expectations that will be honoured for the duration of the group.

☐ Respect each other’s beliefs and opinions.

☐ Do not interrupt when others are speaking.

☐ All information shared in the room is confidential and private and will not leave the space.

☐ Ensure that all phones or other distractions are put away.

☐ Every question is valuable. There is no bad question.

☐ Practice active listening and avoid judgment. There is no “right” or “wrong” answer during open discussion— there are simply different perspectives.

☐ Keep in mind that some participants may experience difficulty reading or writing. Adapt the form of instruction or the task as needed. Provide information verbally, offer visuals, show videos, and encourage creative expression through drawing and colouring.

☐ Slow down the rate at which you present information, provide participants with time to process questions and discussion points, and supplement module content with visuals and videos as needed.
☐ 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, consider asking participants to raise their hands before speaking.

☐ Remember that some participants may choose to be quiet observers. Nobody should be forced to answer questions or participate in an activity. As participants grow more comfortable and feel safe within the group environment, they may begin to open up.

☐ Take the time to learn the names of all participants and engage in one-on-one interactions with every person attending. This encourages rapport building and nurtures a warm and welcoming environment.

☐ If possible, avoid assigned seating. Encourage participants to choose their seat, and offer the option of standing at the back of the room if long periods of sitting are challenging.

☐ Utilize circular tables or arrange tables in a circle formation to encourage engagement and participant interaction.

☐ Module material supports a group running time of approximately 1.5 hours with a brief 10-15 minute break half way through.

**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 a laptop (if you choose to supplement with videos or visuals)
☐ Flipchart and markers
☐ Materials for activities e.g., paper, pens, markers, crayons, tape, sticky tack, etc.
☐ Condoms, lube, and/or sex toys for demonstration
☐ Birth control kit

**REFERENCES**

"Tell it like it is" - Aaron Neville

**TOPICS AND CONCEPTS TO BE COVERED:**

- Introduction to Tell It Like It Is and Icebreakers
- Self-confidence
- Communication Skills
- Identifying and Talking about Feelings

**GENERATING GROUP GUIDELINES**

Begin the module by providing a brief introduction about yourself as the facilitator. Next, explain that the participants will create a set of guidelines to be used and referred to throughout the modules. Ask the participants to identify actions and factors that help create a respectful and safe learning atmosphere (e.g., no interrupting or talking over others, listening to what others are saying, respecting confidentiality, etc.). Using a flip chart and markers, create a list that will hang in the room for the duration of the modules as a simple reminder for everyone. You may find it helpful to review these guidelines with participants at the beginning of each module.

**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 sexuality education topics such as our bodies, safe sex practices, sexually transmitted infections, gender identity, and sexual orientation, as it plays a large role in how we identify with ourselves and the society we live in."

**SUGGESTED "GET TO KNOW YOU" ACTIVITIES**

These activities are to assist participants to get to know one another and you, the facilitator. 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?

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. You may also provide participants with a coloured item (e.g., pipe cleaner, candy) that corresponds to the colours linked to each question—participants then answer the corresponding question(s).

1. If you could have an endless supply of any food, what would you get? (green)
2. If you were an animal, what would you be? (green)
3. What is one thing in life you’d like to do? (blue)
4. Who is your hero and why? (blue)
5. What’s your favourite thing to do in the summer? (red)
6. If you were an ice cream flavour, which one would you be? (red)
7. What’s your favourite cartoon character, and why? (orange)
8. If you could visit any place in the world, where would you go and why? (orange)
9. Are you a morning or a night person? (yellow)
10. What are your favourite hobbies? (yellow)

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, gather all the pieces up into one pile.

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:** None

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 participant 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 games continues.

BUILDING OUR SELF CONFIDENCE!

Start by facilitating discussion and asking, “What is self-confidence?” Self-confidence is the value you give yourself as a person. It is sometimes also referred to as self-esteem. It is a belief in one’s own 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

How can we improve or nurture our self-confidence? Encourage participants to identify activities, self-care practices, and positive relationships that can contribute to improved and sustained self-confidence. Some ideas include:

- Doing an activity we enjoy and believe we are good at
- Keeping a journal where we write one positive thing about ourselves each day
- Surrounding ourselves with kind and supportive people
- Taking care of our body with healthy food and exercise
- Maintaining personal hygiene and an appearance that makes us feel good

ACTIVITY: GIVING AND RECEIVING COMPLIMENTS

- 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 anything positive about them.
- While most of the time a compliment is given from one person to another, it is also something we can give to ourselves. Compliments we give ourselves are sometimes referred to as affirmations. Compliments can be important in helping people 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.)

COMMUNICATION SKILLS

Developing effective communication skills is valuable in all aspects of our lives. Communication skills can help enhance and nurture our relationships with family, friends, co-workers, and partners. When using our communication skills we want to remember the different “languages” that we use—our verbal (words, talking), and non-verbal (body movements, posture, eye contact) language.

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. Explain that non-verbal language is the use of our body, and verbal language is the use of our words. Responses may include:

  - **Non-verbal language includes:** eye contact, nodding your head and smiling, facial expressions, mimicking in moments of empathy, gentle pat on the shoulder, hug, etc.

  - **Important note about eye contact:** Making eye contact varies across cultures. In some cultures not making eye contact is seen as a sign of respect. In other cultures, making eye contact during conversation to show interest is a socially acceptable form of communication. Good eye contact involves looking at others, but also looking away once in a while. We don’t want to stare at other people for too long or make them feel uncomfortable. It’s especially important to avoid staring at others when they are in a shared space such as a public washroom or change room.

  - **Verbal language includes:** agreeing by saying ‘yes’ or simply saying ‘mmm hmm’, comforting words, words of encouragement, offering ideas for solutions, etc.
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

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.

TALKING ABOUT FEELINGS

The way you feel inside is important. It can be hard when we hide our feelings, bottle them up, or simply avoid talking about them with someone we trust. Talking to someone like a family member or friend can begin to help us feel better. Having someone to share those feelings with helps us feel safe and supported and begin to explore 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 and even hurt and pain. Feelings we may experience towards an intimate partner, a crush, or a person of interest may be especially confusing. A better understanding of our feelings can help us express them to the people around us. When we feel comfortable to open up and share, it allows us to grow closer with the person or people that truly care about us.

**Question for the Group:** What is the hardest part about sharing your feelings with others?

When we decide who we want to talk to, we can arrange a time and place to talk—a place where we feel safe and comfortable. Writing our thoughts down before we meet can help get the conversation started.

Some people have a more difficult time sharing their feelings, and that is ok. We do not have to share every feeling that we may be having, but it is important to share feelings when we need help. A solution may not happen right away, but we know that there is someone there to support us.
FEELINGS AND BODY CLUES

Ask the group to identify the reasons we may experience the four main feelings: fear, anger, sadness, happiness. Explain that we may also experience sexual or romantic feelings. Support participants in identifying body clues or sensations that help us better identify how we are feeling. Feel free to utilize a visual (e.g., drawing, photo) of a simple body outline to illustrate body clues and guide the discussion. As a facilitator, assist the participants to recognize and learn that:

- **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.
  - Body clues may include: tense muscles, quick shallow breathing, heart beating quickly, not thinking clearly, running away, hiding, etc.

- **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.
  - Body clues may include: tense muscles, shallow breathing, flushed cheeks, clenched teeth, furrowed eyebrows, foggy brain, yelling, swearing, hitting, etc.

- **Sad Feelings** may help us know what we care about. Sad feelings often are experienced when we have lost something (e.g., an important item, a game, a job, a loved one, something we’ve hoped for, etc.).
  - Body clues may include: relaxed muscles, slumped posture, head down, tears, etc.

- **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.
  - Body clues may include: relaxed muscles, slow breathing, steady heartbeat, smiling, laughing, clear brain, using kind words, safe touching such as hugging, etc.

- **Sexual or Romantic 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. We will learn more about these feelings in later modules.
  - Body clues may include: relaxed muscles, slow or fast breathing, steady or fast heartbeat, smiling, feeling turned on, thinking sexy thoughts, safe touching such as hugging, kissing, etc.

ACTIVITY: EXPRESSION MODELING

- **Materials:** Cup or basket, images of facial expressions

  Ask participants to model the facial expression that they would show if they were happy, sad, angry, and scared. Encourage 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 participants 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 participant pick a picture and model the expression, while the rest of the group guesses the demonstrated feeling.
COPING WITH DIFFICULT FEELINGS

There are a number of strategies that can help us deal with and work through our feelings. These strategies may cheer us up, or 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). Coping strategies help us slow down, think through what we are experiencing, and provide positive options for dealing with difficult feelings.

Prior to reviewing the strategies listed below, encourage participants to offer their own ideas and suggestions for coping with difficult feelings. Participants may provide additional ideas that will be helpful to others. If time allows, it may be helpful to try some of the activities (e.g., deep breaths, counting, guided meditation, stretching, etc.) together with the group.

- Talk to a friend, family member, or someone you trust and feel safe with
- Take 5 or more slow deep breaths
- Count to 10 or 20 slowly
- Go for a walk or do yoga
- Write in a journal or draw, colour, doodle
- Listen to music
- Listen to a guided meditation
- Take a relaxing bath or shower
- Watch a funny movie

TALKING ABOUT SEXUAL FEELINGS, OUR BODIES, AND SEX

Encourage participants to briefly reflect on appropriate people to discuss sexual feelings with, and appropriate places to do so. Remind participants that sexuality is often viewed as a private and intimate topic. It’s important to respect the boundaries and comfort level of those around us. Appropriate places would be quiet, private, and somewhere we feel comfortable talking. Appropriate people would be friends, family members, supports, and other helpers (e.g., doctor, nurse, counsellor) who we trust and feel safe with. It is best to avoid talking about sexuality at work with our co-workers, or in public places such as the bus, mall, or gym.
CHECK-OUT

(See Appendix 1.0 for the corresponding handout)

- 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?

REFERENCES


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. Over time, 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?

REFERENCES


CHECK-IN

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

TOPICS TO BE COVERED:

☐ Body Image
☐ Caring for our Bodies
☐ Review of Body Parts
☐ Public and Private Places
☐ Personal Hygiene

INTRODUCTION: CARING FOR OUR BODIES

Maintaining our physical health involves caring for our bodies through balanced eating, movement and exercise, safer sex practices, getting enough sleep, and more. These self-care activities help us maintain a healthy body and lifestyle. Another important self-care practice is personal hygiene. Personal hygiene refers to cleaning and caring for our bodies. Knowing about our body parts helps us take better care of our physical and sexual health. It’s okay to be curious about our bodies, and important to talk and learn about them in a safe space.

BODY IMAGE

Each and every person has a body. All bodies are unique, no two are the same, and that is what makes us special as individuals. Every body is a good body. Sometimes bodies, and how bodies are portrayed, can be complicated too. In every society, there are different expectations about what our bodies should look like, and what we should do with them. Sometimes, the way you are treated in the world is influenced by what your body looks like. Sometimes, other people’s expectations about our bodies won’t align with the way we look, or see ourselves. But, your body is your own, and you are allowed to make the choices that feel best for you.
OUR CHANGING BODIES

As we transition from being children to becoming teenagers, and eventually adults, our bodies change and grow with us. Our body changing from a child to an adult body is called puberty. During puberty, we might notice our body parts start to change.

PUBERTY IN THE MALE BODY

Puberty in the male body typically begins between 12-14 years of age. It can begin as early as 10 years and as late as 17 years. During puberty, a male may experience growth spurts and the penis and scrotum (testicles/balls) get bigger. Hair, called pubic hair, may start to grow around the penis. Males will also develop facial hair, underarm hair, and body hair. An individual's voice may begin to deepen and they may start to experience a range of new romantic thoughts, sexual feelings, and mood changes. Males will also start to experience what is called an erection. An erection is when the penis becomes hard or stiff and stands up. Erections are normal and can occur when the person has sexy thoughts, needs to go pee, or for no reason at all. The penis and testicles also develop the ability to ejaculate. This is when a thick white liquid called semen comes out of the penis.

PUBERTY IN THE FEMALE BODY

Puberty in the female body typically begins between 8-12 years of age. It can begin as early as 7 years and as late as 17 years. During puberty, a female may experience growth spurts, weight gain, and breasts starting to get bigger. Breasts may feel tender as they grow and the female may begin wearing a bra for support. Hair, called pubic hair, may start to grow around the vulva. Females will also develop underarm hair and body hair. Females may also start to experience a range of new romantic thoughts, sexual feelings, and mood changes. During puberty, females start to menstruate, which is also called getting a period.

MENSTRUATION

Periods come once a month, every 28-30 days. A female may feel tired, sad, or more emotional a few days before their period. This is called Premenstrual Syndrome (PMS). PMS can make your back feel sore or give you a headache. Many females go through this, and it usually goes away when the period starts. Periods usually last from 3 to 7 days. During this time blood slowly comes out of the vagina. Period blood can vary in shades, ranging from light red to very dark red. A female may experience pain or cramps during their period. Cramps are normal and may feel similar to a stomach ache. A pain medication can be taken to reduce discomfort.

When a female gets their period they use disposable pads or tampons so that the blood doesn't get on their underwear. Some females also use menstrual cups or reusable cloth pads. A pad has two sides, and is sticky on one side, and soft on the other side. The sticky side goes on the underwear. Pads can be worn for 3-5 hours. If it is covered in blood, then it should be changed and thrown in the garbage. After changing a pad, it is a good idea to wipe the vulva clean with toilet paper. 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 the period blood. A tampon can be worn for up to 8 hours at a time. When it's time to change a tampon, the used one can be flushed down the toilet or wrapped in toilet paper and thrown in the garbage.
ACTIVITY: OUR ADULT BODIES

Materials needed: Flip chart, markers, and “My Body” handout (Appendix 3.0)

Begin the module by providing participants with the “My Body” handout (Appendix 3.0) and reviewing body parts. Ask participants to name as many body parts as they can identify. Encourage the group to generate their own answers and help get them started if need be (ears, legs, arms). Prompt participants to name body parts we all share, and those we may not (breasts, penis, bum). This may be a good time to allow for any questions participants have about specific body parts. **Reassure participants that the function of private body parts will be covered in greater detail during upcoming modules.**

ACTIVITY: PUBLIC AND PRIVATE SPACES

Materials needed: Flip chart, markers, and if desired, printed images of a range of public and private places which 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.

Begin with a discussion of the types of activities people typically engage in while in public and private spaces then define each one.

- **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.

On a flip chart, create two columns, one labeled “**Public Places**” and another labeled “**Private Places.**” Have participants place the photos under their appropriate headings. After placing the photos ask participants to explain why they chose to place them where they did. Encourage participants to share examples of additional places we might find in each category. If participants are unsure if a place is public or private, or it could be both, make a third column.

- **How do we dress?** Once participants have had a chance to discuss private and public spaces, prompt them to discuss how we might dress or cover certain parts of our body based on where we are (e.g., sitting on the beach versus working at the office).
- **Self-care and personal hygiene in public spaces:** When we are in public places such as a change room, public bathroom, swimming pool, or at the beach, we may need to complete tasks such as changing our clothing, showering, or drying our body with a towel. It is important to maintain an appropriate amount of personal space to ensure that we and others feel comfortable. We can try to be approximately one arm’s length away from others if possible. Participants can stick their arms out to the side and turn in a complete circle to understand what personal space physically looks like. We also want to avoid staring at others, which may make them feel uncomfortable when they are changing clothes or in the nude while in a shared change room. An alternative to using a shared change room or bathroom is using the large single family bathroom that is available at most facilities.
ACTIVITY: THINKING ABOUT PERSONAL HYGIENE

Materials needed: Flip chart and markers

This activity introduces the practices involved in maintaining personal hygiene. Encourage participants to identify what is involved in good personal hygiene and prompt discussion by asking, “How do we…”

☐ Keep our bodies clean?
☐ Keep our clothes clean?

Explain: Personal hygiene refers to cleaning and caring for our bodies, which includes washing our hands, bathing, brushing our teeth, and wearing clean clothing. Implementing good personal hygiene practices has both physical health benefits, as well as social and emotional benefits.

It may be helpful to emphasize to participants that keeping our bodies clean and healthy by maintaining adequate personal hygiene makes us feel good about ourselves and helps other people feel good about us as well. This may be a good opportunity to discuss why personal hygiene is important and the physical, social, and emotional impact it can have.

Explain: Keeping our body clean supports our physical health by preventing illness and the spread of germs. Caring for your body can also reduce body odor and improve our overall personal appearance, which contributes to our social and emotional health. Practicing self-care and personal hygiene can improve people's perceptions of us, particularly in contexts with certain expectations, such as work, school, or in a relationship. Good personal hygiene can also improve our own self-image and boost our self-confidence.

ACTIVITY: HYGIENE FROM HEAD TO TOE!

Materials needed: Suggested hygiene products (bar soap, body wash, shampoo, conditioner, hair brush or comb, nail file, toothbrush, toothpaste, dental floss, deodorant), bag to hold the products. You may want to also include feminine hygiene products.

Please note, this activity can be made more engaging and interactive for participants if each participant receives a bag of the suggested hygiene products. Alternatively, you may have one set of all the products to utilize during discussion and demonstration.

Start by working your way from head to toe and discuss the personal hygiene tasks we complete along the way. You may also want to discuss a typical morning routine to frame the completion of daily personal hygiene practices.
HAIR

Many of us have hair all over our bodies (some more than others). The hair on our heads produces oil that makes it greasy if we don't wash it enough. We also have hair on our genitals to protect them. We can choose what we do with our body hair and style it however we want.

The hair type we have may determine how to best care for it. The most basic approach is using shampoo to wash hair at least every other day. Most people only require a small amount shampoo—approximately the size of a quarter or loonie. Use conditioner if you have dry or easily tangled hair. Be sure to rinse any product out of your hair afterwards. Brush and style as desired.

GROOMING OUR HAIR

Sometimes people prefer to maintain facial hair and remove body hair. We can style and groom our hair however we want using different methods. Grooming and hair removal methods may include:

- Shaving: Shaving involves the removal of hair by using a razor and shaving cream. People frequently use shaving as a method for removing facial hair, underarm hair, and hair found on the legs.
- Waxing: Waxing involves the removal of hair from the root using wax strips. New hair will not grow back for two to six weeks. Almost any area of the body can be waxed, including eyebrows, pubic hair (called bikini waxing), legs, arms, back, and more.
- Tweezing: Tweezing involves the removal of hair from the root using tweezers. Eyebrows are the area of the body that are most frequently groomed using tweezing.

TEETH

Our teeth should be brushed every day, twice a day, after we 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.

HAND WASHING

Frequent and proper hand washing helps to prevent the spread of germs that lead to illness and disease. We should wash our hands before we eat, after we use the washroom, after we sneeze, cough, or blow our nose, and after we touch garbage or anything dirty.

Wash your hands by wetting them with warm water, lathering up with soap, and scrubbing your palms, backs of your hands, knuckles, between your fingers, and your fingertips. Ensure that you scrub for 15-20 seconds. Singing a song like “Happy Birthday” or running through the ABC’s two times can help keep track of time.
NAILS

The best time to trim our fingernails and toenails with a nail clipper is right after we get out of the shower. This is when they are softest and easiest to cut. Some people like to use a nail file to smooth out any sharp edges on their nails. If you prefer to keep your nails long, be careful when touching sensitive skin around the genitals.

BODY

The best way to keep your entire body clean is to take a shower. Some people prefer to take a bath. When bathing, be sure to wash your whole body thoroughly with body wash, bar soap, and a loofa if you choose. Spend extra time washing your underarms, genitals, and feet. Individuals with an uncircumcised penis (when hood of skin, called the foreskin, covers the head of the penis) must take extra care to pull back the foreskin and gently wash the area. Ensure that you put on a clean set of clothes after you bathe. You may also choose to wear deodorant under your arms to help control body odour.

FEMININE HYGIENE

Personal hygiene is important when you have your period. You should wash your hands before and after changing a pad or tampon. When you are bathing, wash your genitals and the surrounding area with extra care. Sometimes blood will leak from a pad or tampon on to your underwear. This is a good time to change your underwear and replace the pad or tampon.

CLOTHING

With regular wear our clothing becomes dirty from our body sweat, the outdoors, our indoor environment, cooking, or the items we use day-to-day. As a result, it’s important to change underwear, bras, and socks daily. Underwear and socks must be washed after being worn once. It’s also important to change shirts, pants or dresses as they become dirty, remembering to also wash them regularly.

FEET

The best time to trim your toenails with a nail clipper is right after you get out of the shower. This is when they are softest and easiest to cut. To keep your toenails healthy and strong, trim them every 2-3 weeks. Trim them straight across, rather than trimming the edges into a curve. Avoid trimming toenails too short as this could result in ingrown nails or an infection. Moisturizing your feet can help to maintain healthy skin and prevent dryness or cracks. If you notice any sores, cracks, or ingrown nails speak to your doctor to ensure you receive the appropriate foot care you need.

Note on access: Some people may not be in a situation where they can bathe regularly.
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?

REFERENCES

A guide to help direct support professionals understand the importance of health maintenance and the professional ethics that apply when providing personal care. Retrieved from http://www.cmhcm.org/provider/centrain/Training_Units/Personal_Care_Hygiene_Grooming.pdf


CHECK-IN

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

TOPICS TO BE COVERED:

- Personal Space and Touch
- Decision Making
- Introduction to Consent

INTRODUCTION

This module will facilitate and nurture a deeper understanding of decision making and the ways in which it is connected to daily choices, consent to touch, our bodies, and personal space. Participants will also be provided with strategies for making choices that honour their personal preferences and comfort level in a given situation.

EXPLORING PERSONAL SPACE AND TOUCH

Personal space is all about how close we can come to people in different situations without making them feel uncomfortable. Everyone has a different preference about how much personal space they like. They might call this their “personal bubble”. 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.

When talking with someone, try to be approximately one arm’s length away from them. At times it is acceptable 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. People may also have different comfort levels and preferences when it comes to touch.
Some people like hugs and gentle touches on the arm or shoulder while having a conversation, while others don’t.

We must ensure that we ask permission before we enter someone’s personal space or initiate touch. People are more likely to be willing to get to know and spend time with us if we act in ways that are respectful of the boundaries they’ve established. We are also more likely to feel comfortable around someone if they respect our personal space and choices. Learning about personal space, boundaries, and respecting others can help us develop a deeper understanding of our own preferences when it comes to space, touch, and our bodies. We all have the right to control our own bodies and be treated with respect and dignity.

WHAT IS A DECISION?

A decision means choosing or making up our mind about what we want to do or say. Decision making involves choosing between two or more different things, activities or ways of doing something.

When we are young, decisions are often made by our parents or caregivers. As we grow up, we learn to make choices for ourselves, and take on bigger and more important decisions. This is a part of becoming a responsible adult. When we have the ability to make choices in our lives, it allows a sense of freedom and independence. Decision making supports us in having a voice and sharing our views and opinions with others.

The choices we make help mold us into the people we are today. At times, making a poor decision can lead to learning a life lesson that helps us become wiser and stronger in the future. Remind participants 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.

In addition to the information provided above, ensure that the following key points are reviewed with participants:

- We all have the right to make decisions and we can change our minds if we want to.
- Decision making is sometimes based on what we like or don’t like, our feelings about different choices, or what we think is right or wrong.
- We can make decisions that are different to other people’s decisions, or decisions that other people don’t like.
ACTIVITY: SMALL AND BIG DECISIONS

Materials needed: Flipchart and markers

On a flipchart create two columns, one that reads “Small”, and another that reads “Big”. Prompt participants to brainstorm a range of big and small decisions we make in our daily lives. Discuss the idea that big decisions may feel “hard” and small decisions may feel “easy”, indicating that some decisions are more difficult to make than others.

Remind participants that we all have a unique view of the world, and a small decision may be more difficult for one person, while a big decision is easy for another—everyone may not agree.

Small or easy decisions may include:

☐ What to eat for breakfast
☐ What to do on the weekend
☐ What shoes to wear for the day
☐ What movie to watch

Big or hard decisions may include:

☐ What kind of job you want to apply for
☐ Getting a tattoo or a piercing
☐ Deciding to date someone
☐ Deciding to engage in sexual activity with someone

Ask participants to reflect on the body clues (physical sensations) someone may experience if they are confident or uncertain about the choice they made. Explain that sometimes our bodies can give us clues about whether our decisions are the right ones for us. Feeling butterflies in our stomach, sweating, feeling our heart beat more quickly, or breathing faster, are signs that may indicate that we are feeling uncertain or worried. If our bodies experience these signs we can always choose to delay making a decision and ask for help and support from someone we trust.
ACTIVITY: THE DECISIONS I MAKE

Materials needed: Flipchart and markers

Depending on the decision that needs to be made, the process can oftentimes feel overwhelming. This activity introduces a five step approach to decision making when choices are more challenging. To demonstrate how to navigate the steps, provide a scenario that the participants can work through together, with facilitator guidance. Scenarios can be created or adapted to meet the needs of the group.

Scenario: You’ve known your good friend for several years. You feel very comfortable around each other and spend lots of time together—you go for coffee, watch movies, attend BBQs and take art classes together. Lately, you’ve started to have romantic feelings for this friend. It’s very confusing, but also exciting, to have these feelings. You are now trying to decide what to do next.

Step 1: Relax and take a few deep breaths. Think or say something positive about your ability to make choices—“I can do this. I can deal with this” or “I can get help if I need it.”

Step 2: Identify the decision that needs to be made, or the problem that needs a solution.

Step 3: Brainstorm possible choices and the good (positive) or bad (negative) outcomes that would accompany each decision. Some decisions do not need to be made right away. When we are in the process of making a big or hard decision, we must take our time to explore the available choices and allow ourselves the time we need to feel ready.

Scenario: If you should tell your friend about your romantic feelings.

Choice 1- Keep your feelings to yourself.

Possible outcomes: You’ll never know if your friend feels the same way. You may find it difficult to be around your friend as often due to the feelings you have. Your friendship will remain the same, with no risk of change.

Choice 2- Tell your friend how you feel.

Possible outcomes: Your friend may not feel the same way and you feel a sense of rejection. Your friend may not feel the same way and your friendship becomes more distant. Your friend may not feel the same way but you remain good friends. Your friend feels the same way and you decide to start dating.

Step 4: Identify if you need help or more information to make an informed decision. When making a decision it is important to remember that we can ask for additional information, support, and advice from someone we trust.

Step 5: Make your decision.
GIVING CONSENT OR PERMISSION

Sometimes we have to make important decisions about our bodies and personal boundaries. Decision making about our bodies is referred to as consent. Consent means giving permission for something to happen. If they are capable, every person has the right to consent or give permission. When it comes to any kind of touch, including touch for medical reasons, friendly touch, or intimate sexual touch, we have the right to decide when, where, how, and with whom we want to do it.

Inform participants that consent is one of the most important elements of any relationship. Let them know that consent will be explored and reviewed several times.

Note to the facilitator(s): The following activity is a gentle way to introduce the concept of consent. Given the importance of understanding consent, it will be covered in greater detail in upcoming modules.

ACTIVITY: EXPLORING PERSONAL SPACE AND TOUCH

Present the following scenarios which involve appropriate and inappropriate talk and touch with people they may encounter in their daily lives. Prompt participants to explore the following questions:

- Was consent given?
- Is the talk or touch appropriate or inappropriate?
- If the talk or touch is inappropriate, what should you do?

Scenarios:

1. Your doctor begins a standard physical exam and asks you if you feel comfortable. You are feeling fine. The doctor then starts sharing sexual thoughts while examining your private parts.

2. The librarian taps you on the shoulder and asks if you need any help finding a book.

3. Your coach gives you a “high five” after you score a goal.

4. A stranger touches your bum on the bus.

5. A bus driver asks to see your bus pass.

6. A firefighter picks you up to help you escape a burning building.

7. A support talks to you about their personal sexual relationship.

8. You spilled a drink at work. Your co-worker helps wipe the drink off the table, then begins to wipe off the front of your shirt and touches your chest.
Remind participants that no matter the nature of touch, someone must always obtain consent or permission to touch you. Explain the following: If you are in a situation that makes you feel uncomfortable, or someone is touching you inappropriately, you can say “No” and “Stop” in a loud and clear voice. Move your body away from the person if you can. Tell someone you trust. Your body is yours. You own your own body and no one can or should touch you if you don’t want them to.

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?

REFERENCES


Module 5

“Alive” – Sia

CHECK-IN

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

TOPICS TO BE COVERED:

☐ Understanding different types of relationships and touch boundaries
☐ Identifying healthy and unhealthy relationships
☐ Abuse and our Rights
☐ Exploring Trust

INTRODUCTION

There are many different kinds of relationships that we have with the people in our lives. Relationships may include friends, family, neighbours, co-workers, teammates, and more. There are also intimate kinds of relationships, such as those we may share with a romantic partner, which may involve a greater amount of sharing and closeness. People who are strangers may become acquaintances and acquaintances may become friends. People with whom we are good friends may become romantic partners. Understanding how relationships may change or evolve is important in helping us decide how we should interact with others. Knowing how to interact appropriately with different kinds of people is an important part of recognizing and having healthy relationships. Relationships can be positive, supportive, safe, and healthy, but can also become, negative, toxic, harmful or unhealthy. It is important to recognize the difference between a healthy and an unhealthy relationship.
AS A PERSON YOU HAVE RIGHTS:

- You have the right to be treated in a caring way.
- You have the right to be treated as a valuable person.
- You have the right to be respected.
- You have the right to feel safe in your relationships.
- You have the right to make your own choices and to say “no” to something you are uncomfortable with.
- You have the right to know the truth.

What other rights would you add? Encourage each individual can create a list of their rights that they can take home as a healthy reminder of what their rights are.

ACTIVITY: EXPLORING RELATIONSHIPS

Materials needed: Flip chart and markers

The purpose of this activity is to provide an overview of different types of relationships. Ask participants to identify different types of relationships we have. Encourage participants to think about the people in their lives who they encounter at home and in the community—family, friends, co-workers, partners, acquaintances, and even strangers. While reviewing types of relationships, begin a conversation about touch, and the touch boundaries that may apply to each. Ensure that participants are aware that the touch boundaries we are accustomed to may vary across cultural and societal norms. Utilize the information provided below to guide and deepen the conversation as needed.

- 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).
  - Touch Boundaries: Touch will vary depending on the strength of relationships, comfort level, and closeness. Family touch may include consensual supportive touch such as a rub on the back or pat on the shoulder, handshakes, hugs, and kisses on the cheek.

- 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 us or others in harm’s way.
  - Touch Boundaries: Touch will vary depending on the strength of relationships, comfort level, and closeness. Friend touch may include consensual handshakes, supportive touch such as a rub on the back or pat on the shoulder, and hugs.
Intimate partner (e.g., husband, wife, boyfriend, and girlfriend): An intimate partner is someone we trust and with whom we can share personal feelings. An intimate partner is often someone we have romantic feelings for, are attracted to, and with whom we can engage in consensual intimate touch and sexual activity.

Touch Boundaries: Touch will vary depending on the strength of relationships, comfort level, and closeness. Intimate touch may include consensual and pleasurable supportive touch such as a rub on the back or pat on the shoulder, hugs, kisses on the cheeks and lips, cuddling, making out, oral sex, vaginal sex, and/or anal sex.

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 support, doctor, dentist, teacher, mail carrier, firefighter, and so on. Sometimes, we may share personal feelings with a helper (e.g., therapist or counselor) if we need help to deal with problems we are experiencing.

Touch Boundaries: A helper, such a nurse or doctor, must always get permission to touch you in any way required for medical care. The touch of helpers typically involves physical examination, like getting your stomach examined or your blood pressure take, but never intimate or sexual touch. Helper touch may also include consensual handshakes and hugs.

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 information or feelings.

Touch Boundaries: We do not typically engage in touch with strangers. We may bump into, or brush up against a stranger while sharing space in a public place. Touch with a stranger may also involve a handshake when meeting them for the first time.
ACTIVITY: DEFINING HEALTHY RELATIONSHIPS

Materials needed: Flip chart and markers

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. Make two columns on the flip chart labelled “Healthy” and “Unhealthy”. You may also choose to use “Positive” and “Negative”.

Encourage participants to share their thoughts about what a healthy or unhealthy relationship looks and feels like. It may also be helpful to prompt participants to identify specific qualities or characteristics that may help differentiate between healthy and unhealthy relationships. Utilize the following lists to facilitate the discussion:

Healthy Relationships:
- Being honest and building trust
- 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 other’s need to spend time alone
- Be able to communicate concerns or problems

Unhealthy relationships:
- Not being honest with your partner
- Being physically, mentally, or emotionally hurtful
- Not being able to communicate concerns
- Being pressured to do things that you don’t like, or don’t want to do
- Being selfish and only thinking about ourselves
- Not respecting each other’s decisions
- Being jealous when the other person spends time with other people
- Feeling that you need to be with that person all the time in order to feel happy
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.

Review the various kinds of abuse with participants:

**Sexual abuse:** Sexual abuse happens when someone touches you on your private parts or does something sexual to you without permission. Some people may not be aware that they are allowed to refuse sexual advances of their boyfriend, girlfriend, or partner. 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. Some examples of sexual abuse are:

- Someone forcefully hugging or kissing you
- Someone saying things that make you feel uncomfortable
- Someone doing sexual things to your body that you do not want them to do
- Someone making you do things to their body that you do not want to do

**Physical abuse:** Physical abuse if when someone hurts or harms your body on purpose. Some examples of physical abuse are:

- Hitting, kicking, or slapping
- Pushing or shoving
- Other actions that cause injury, leave marks, or cause pain.

**Emotional abuse:** Emotional abuse hurts your feelings. It causes invisible pain. Some examples of emotional abuse are:

- Someone making you feel sad or lonely on purpose
- Not speaking or listening to you

**Verbal Abuse:** Verbal abuse is a form of emotional abuse. Verbal abuse is things a person says. Some examples of verbal abuse are:

- Someone always yelling or screaming at you
- Someone using swear words when talking to you
- Someone making fun of you or calling you names

**Medication Abuse:** Medication abuse is when you are not given your medication or someone gives you too much medication. It also includes not being taken to the doctor when you need to see one.
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 it has been happening for a long time, it can be difficult to recognize. A person might even think that being abused is their fault.

Living in an environment where any form of abuse is a common occurrence can make a person think that it is the only way to live or an acceptable way to be treated or treat others. Abuse is in fact unacceptable. It is unhealthy, unsafe, and against the law. If you ever feel that you are being abused, question your own actions, or suspect someone you know is being abused, it is important to tell a trusted friend, family member, support, 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 WHO IS 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, or someone who supports you in your daily life. 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.

ACTIVITY: EXPLORING TRUST WITH A RELATIONSHIP CIRCLE

- **Materials needed:** Pens and Relationship Circle handout (Appendix 4.0)
- This activity helps participants identify the people that they trust and feel safe with—the people they can go to when they want to share their feelings or report any form of abuse. The relationship circle provides a visual that captures the people that are in the participant’s life and the strength of those relationships. The circle also provides the opportunity to explore relationships that can be strengthened.
- The relationship circle consists of a figure in the centre which represents the participant, and four relationship quadrants representing family, friends and non-paid relationships, school/work, and home and other paid supports. The distance an individual’s name is placed from the figure in the centre identifies how close or strong the participant perceives that relationship to be. It is beneficial for the facilitator(s) to complete their own circle to demonstrate its use. Remind participants that their completed relationship circle does not need to be shared with anyone.
- Encourage participants to take the circle home and keep it somewhere safe so that it can be accessed when needing to talk to someone they trust.
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?

REFERENCES


MODULE 6
CHECK IN:

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

TOPICS TO BE COVERED:

☐ Review of the Stages of a Relationship
☐ Online Dating
☐ Dating and Romantic Relationships
☐ Ending a Relationship

REVIEW OF STAGES OF A RELATIONSHIP

We are all unique and have different preferences when it comes to dating and relationships. Knowing if we want a relationship, the type of relationship we might want, and the general qualities of the people we might like to date helps us make good decisions. All relationships are different, but the stages of a relationship may include:

☐ Meeting someone and getting to know them
☐ Dating
☐ Agreeing on the nature of the relationship (e.g., short-term, long-term, casual, committed, monogamous, open, etc.)
☐ Developing strong romantic feelings for one another. This may involve falling in love or milestones such as living together or getting married.
☐ Deciding to end a relationship or break up.
WHAT IS A DATE?

A date is when two people, who may have a crush on, or strong romantic feelings for each other, agree to meet and do something together within their shared interests. A date is a great way for people to share stories and information about themselves. Dates provide people the opportunity to get to know each other better and decide if they want to be in a relationship. Dates should be something that is fun for everyone involved. People sometimes get nervous before going on a date, which is normal.

ONLINE DATING

Online dating has become a common way to meet a partner. There are lots of different online dating websites that cater to specific interests and groups. Before you can begin exploring an online dating site, the first step is to make your own profile. Making a profile allows others to learn more about you. Dating profiles typically consist of a photograph and basic information. Information shared may include: age, who you are looking to meet (e.g., man, woman, both), the age range that you are interested in, your location (city), details about how you look, your interests and hobbies, and more. Once you’ve created a profile you are able to start browsing and messaging others.

It is important to be cautious when online dating and keep in mind the following safety tips:

- Do not post any personal or contact information such as your full name, birthday, banking information, address, phone number, passwords, or email address.
- Think carefully about information and photographs before posting them online. Once something is posted online many people can see it, save it, and share it.
- Notice red flags and set boundaries. Stop talking to anyone that asks you to send money or packages, or continually makes excuses as to why they cannot meet in person. This may indicate a possible scam or that the person is not who they say they are.
- Suggest talking on the phone before you meet someone in person. Even if you’ve been messaging, texting, or e-mailing for weeks, a phone call can help confirm that the person is real and who they say they are.
- If you decide to meet in person, make sure to meet in a public place. Suggest meeting at a coffee shop, a restaurant, a sports game, a festival, or a movie theater. Make sure there will be plenty of other people around.
- Never go to a person’s house or vehicle, or meet somewhere private like a hotel room.
- Let someone you trust know where you’ll be going and share the details of your plans.
- Ensure you have your cell phone with you to contact someone you trust in case you need support.
ACTIVITY: LET’S CREATE A DATING PROFILE!

Materials Needed: Pens and Dating Profile handout (see Appendix 5.0)

Give participants a copy of the handout and assist them as needed in completing the mock online dating profile. Ensure that this activity is a fun and positive experience for participants. Facilitators can create their own profiles to demonstrate what a completed online dating profile might look like.

ACTIVITY: LET’S GO ON A DATE!

Materials Needed: Flip chart and markers

Ask participants share their own ideas, thoughts, and beliefs about dates.

What are some activities that you might do on a date?

- Eat a meal at a restaurant
- Watch a movie
- Go bowling, play billiards, or play bingo
- Meet for tea or coffee
- Visit a museum, art gallery, or the science centre
- Take a walk
- Do something active like play Frisbee, golf, or laser tag
- Take a class together

What might happen if a date goes well?

- You may both want to go on a date again
- You may exchange personal contact information in order to keep in touch and make future plans
- You may both feel ready to engage in intimate touch which may include hugging, kissing, or more. To ensure a safe and pleasurable experience both individuals must consent freely and willingly.
- One person may feel ready to engage in intimate touch while the other doesn’t. Both people must consent to any intimate touch freely and willingly. If one person does not feel ready or comfortable engaging in intimate touch, the other person must respect their choice and boundaries.
- A date may have been fun, but you may both decide that you don’t share a special connection and enough interests to continue dating
Under what circumstances would you end a date?

- If one person is being rude, disrespectful, or hurtful.
- If you both feel that you don’t share a special connection and enough interests to continue the date.
- If you are feeling uncomfortable in any way.
- If the other person makes unwanted sexual advances.

How would you politely end a date?

- You may decide to finish your planned activity and respectfully decline carrying on with the rest of the date.
- You can be honest and politely explain that you don’t feel comfortable or a special connection and would like to end the date.
- If feeling unsafe, you can remove yourself from the situation and go to the washroom, step outside, leave, or go home. Reach out to a community helper or make a phone call to a friend or someone you trust.

Going on a date can make us feel nervous and many other emotions. Remember, all we can do is take a deep breath, enjoy our time with the other person, and try our best to be ourselves!

**ROMANTIC RELATIONSHIPS**

When people like each other and the first date goes well, they may decide to continue dating. Eventually, they may decide together to begin a relationship. Everyone involved must agree to be in the relationship and on the nature of the relationship (e.g., short-term, long-term, casual, committed, monogamous, open, etc.). Regardless of the nature of a relationship, they often involve companionship and quality time, sharing thoughts and feelings, and social support. Relationships shared between people are unique, special, and based on personal preferences. Although every relationship is different, the following characteristics are common of a romantic relationship:

- Sharing romantic feelings
- Trust, honesty, kindness, and respect
- Laughter, joy, and playfulness
- Sharing common interests, hobbies, and activities
- Making future plans
- Sharing physical attraction
- Consensual and pleasurable intimacy, physical touch, and sex

Forming healthy relationships can help us learn important skills such as cooperation, compromise, empathy, and the ability to understand others’ feelings. We all want to be loved and accepted. That’s what makes dating and being in a relationship feel so good.
ENDING A RELATIONSHIP

Being in an intimate or romantic relationship should make those involved feel loved, happy, and safe. If we feel unhappy with an intimate partner, we can decide to end the relationship. This is called breaking up. Sometimes we may decide to break up with someone, while other times someone might break up with us, and we may not understand the reasons why. There are many reasons why a relationship may end. Encourage participants to identify reasons a relationship may end and use the following points to facilitate discussion:

- Drifting apart over time
- Having different future plans and goals
- Not enjoying spending time or doing things together anymore
- Arguing or fighting more often, and not getting along
- Feeling unhappy most of the time while together
- Being unfaithful or cheating
- Experiencing any form of abuse or violence

We may experience many emotions during a break up. Break ups can make us feel sad, rejected, lonely, guilty, hurt, relieved, and even happy. Everyone is different and has a unique break up experience. Spending time with family and friends, doing activities we enjoy, and talking to someone we trust for support and advice can sometimes help us feel better.

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?

REFERENCES


Module 7

“www.nevergetoveryou”— Prozzak

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 TO BE COVERED:

☐ Internet Safety
☐ Pornography
☐ Sexting

GENERAL INTERNET SAFETY

The internet can be a fun place to explore, find information, shop, and socialize. Using the internet is also often referred to as “going online” or “surfing the web”. In addition to the positive elements of the internet, there are threats that we need to be cautious of. These threats may include spammers, online predators, viruses, and hackers. It's an unfortunate reality, but there are people that spend time online trying to steal personal information or even cyberbully or hurt others. If we follow a few simple tips we can be sure to keep ourselves safe while being able to enjoy the wonderful opportunities and resources the internet has to offer!
TIPS TO KEEP YOURSELF SAFE WHILE ONLINE:

□ Don’t give out or post any personal or contact information such as your full name, birthday, banking information, address, phone number, passwords, or email address. This can be used to find you.

□ Choose a random username and ensure that it doesn’t reveal your real name, age, location or interests.

□ Think carefully about information and photographs before posting them online. Once something is posted online many people can see it, save it, and share it.

□ If you are talking to a stranger online, notice red flags and set boundaries. Stop talking to anyone that asks you to send money, says inappropriate things, or makes you feel uncomfortable.

□ Do not download any files a stranger has sent you as they may contain viruses or inappropriate content.

□ Don’t believe everything you read online. It’s extremely easy to lie and pretend to be a different person online.

□ If you are online dating, suggest talking on the phone before you meet someone in person to confirm that the person is real and who they say they are.

□ If you decide to meet a person you first encountered online, make sure to meet in a public place. Suggest meeting at a coffee shop, a restaurant, or a festival. Make sure there will be a lot of other people around and let someone you trust know where you’ll be going.

ACTIVITY: PROTECT YOUR INFORMATION!

Read the following scenarios aloud to participants. Explain to participants that the task is to determine whether or not it is safe to provide the personal information requested. Discuss each scenario and address any questions participants may have.

1. You are booking tickets for a concert online and you are asked for your name and phone number. (Yes)

2. You are on a website that asks for your credit card information, but are not buying anything. (No)

3. You have just started talking to someone on an online dating website and they ask for your address. (No)

4. A window pops up on your computer screen telling you that you have won a trip and asks for your full name, address, and phone number. (No)

5. You receive an email from a stranger asking for money. (No)

6. You have been talking to someone you like on an online dating website and they asked you about your favourite food and hobbies. (Yes)
PORNOGRAPHY

When we discuss masturbation in module 8, we will talk about using pornography to masturbate. Feeling the need or urge to watch or look at pornography is normal. Pornography, often shortened to porn, refers to any material (e.g., photo, book, magazine, video, etc.) that shows people engaging in all types of sexual activity. Pornography is often categorized according to the characteristics of the people involved, such as sexual orientation (e.g., straight, gay, lesbian, etc.), fetish, physical features, and much more. Pornography may also be categorized based on the type of sexual activity (e.g., vaginal intercourse, anal sex, fingering, etc.).

Pornography is legal and safe as long as it portrays adults and you view it in a private place. It’s important to remember that watching pornography that has minors or children (anyone under 18 years old) is illegal. It is also illegal to create, possess or share child pornography.

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 sometimes called “porn stars”. Pornography can sometimes show things that you may not personally want to do, or things that make you feel uncomfortable trying.

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!

SEXTING

Sexting is a word that combines “sex” and “texting”. Sexting is when people send or receive text messages, pictures, or videos that propose sex, refer to any sexual activity, show a sexual act, or show a naked or nearly naked person. These messages are typically sent with a cell phone, via email, or on a webcam.

Sexting can be a fun and comfortable way to develop a relationship and explore sexuality. Set boundaries and know that you are in control of the messages you send. Always tell the person you are sexting if you are uncomfortable or want to stop. Remember to be respectful, similar to the way you would treat the person if you were face to face.
TIPS TO PRACTICE SAFE SEXTING:

□ Remember that once something has been shared online or over a cellphone, it can be difficult to control who sees it. Anything you share may not stay private and can easily be copied, shared, or stored on someone else’s device.

□ A great way to remind yourself to pause before you send any message or photo is to think “How would my parents, friends, or boss at work react if they saw this?”

□ Don’t forward or share texts that are intended for you or others. Sharing sexts may be considered cyberbullying and may be against the law.

□ As mentioned above, sexts of anyone younger than 18 years old is considered child pornography and is against the law.

□ If photos of you or someone you know have been shared, contact any person who may have a copy of the sext and ask that they delete all copies immediately.

□ If photos of you or someone you know have been posted online, contact the site(s) where the image has been posted and ask for it to be deleted or removed. Explain that you are person in the picture and state that you don’t want the content posted. Ask someone you trust for help if they refuse.

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?

REFERENCES


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 TO BE COVERED:

- Body Parts and their Functions
- Masturbation
- Intimacy, Sex and Pleasure
- Consent

INTRODUCTION

Our bodies are special and private. All bodies are unique and come in all shapes, sizes, and colours. It’s important to be curious about our bodies to learn about them. The more we know about our bodies, what feels good, and what doesn’t, the better we can take care of them. In Module 3 we talked about many of our body parts. Today we will talk about our private body parts in more detail. We will also talk about our bodies and the choices we can make to ensure that we are healthy, experiencing pleasure and good feelings, and keeping ourselves and others safe.
Our private parts are usually covered up by underwear or covered when we are in a public place. Review the following body parts:

Female Body Parts (See Appendix 6.0)

- **Vulva**: The outside of a female’s private parts is called the vulva.
- **Labia (majora and minora)**: labia majora and minora are soft folds of protective skin that cover and protect the clitoris, urethra and vaginal opening. Labia come in all shapes and sizes. At the top is the pubic mound, which is covered in pubic hair.
- **Clitoris**: A sensitive, pea-sized organ. It enlarges slightly when it is touched or when a girl has sexual thoughts or feelings. It can feel very nice when the clitoris is touched during sex or masturbation.
- **Vagina**: The passage from the uterus to the outside of the body.
- **Ovaries**: Two small sacs that are connected to the uterus by the fallopian tubes. The ovaries hold the ova or eggs which are very tiny. Once a female goes through puberty and begins menstruating (or having a period), eggs are released once per month. This is called ovulation.
- **Fallopian Tubes**: These carry the eggs from the ovaries to the uterus.
- **Uterus**: The muscular organ that holds a baby while it grows. When eggs leave the ovaries and travel to the uterus, the lining of the uterus thickens with blood and fluid to support a growing baby. If the egg is not fertilized by a sperm, the egg, blood, and fluid leave the body through the vagina. This is called menstruation, and it happens about every 28 days and lasts about 3-7 days.
- **Cervix**: The lower part of the uterus. The cervix helps control what enters and exits the uterus. The cervix allows the flow of menstrual blood from the uterus into the vagina, and also directs the sperm into the uterus during sex.
- **Urethra**: The tube through which pee leaves the body. Pee or urine is stored in the bladder and travels out of the body through the urethra.
- **Anus**: The anus is the hole that is between the bum cheeks. The anus is where waste (poop) is released from the body.
- **Breasts**: Either of the two soft, protruding organs on the upper front of a woman’s body (boobs).
Male Body Parts (See Appendix 6.0)

- **Penis:** When a man is sexually aroused, extra blood fills the spongy tissue in the penis causing it to get bigger and stiffen or get hard. This is called an erection and sometimes referred to as a “boner”. Some penises are uncircumcised and others are circumcised. Males are born with a hood of skin, called the foreskin, covering the head of the penis. Some males have had a circumcision as babies. Circumcision is when foreskin is surgically removed to expose the end of the penis. Penises come in all shapes and sizes.

- **Scrotum:** The scrotum is a sac that is behind the penis. The scrotum holds the testicles. The scrotum also protects the testicles and keeps them at the right temperature to produce sperm. The testicles are two oval shaped glands that make testosterone and sperm (the male reproductive cells that join with a female’s egg to create a baby). These are sometimes referred to as “balls”.

- **Urethra:** The tube through which pee leaves the body. Pee or urine is stored in the bladder and travels out of the body through the urethra. During sex or masturbation, muscles force semen out of the body through the urethra. This is called ejaculation. Pee and semen never leave the body at the same time.

- **Prostate Gland and Seminal Vesicle:** Both add fluid to the sperm to create semen.

- **Vas Deferens:** Tubes that carry sperm from the testicles to the prostate gland.

- **Anus:** The anus is the hole that is between the bum cheeks. The anus is where waste (poop) is released from the body.

**MASTURBATION**

People may sometimes enjoy touching their genitals. This is called masturbation. People do it because it feels good. Masturbation is a natural and normal. Most people think about sexy things when they masturbate. Different people think about different things. People may also look at sexy pictures or watch sexy videos. This is called pornography, or porn for short. When someone masturbates they get warm and tingly. These sensations may get stronger and can lead to having an orgasm. An orgasm happens at the peak of sexual arousal and is an intense burst of sexual feelings.

Females can touch their clitoris or insert a finger or safe item into their vagina in any way that feels nice. When they masturbate they might have an orgasm, and notice a wet liquid that comes out of the vagina, or that their nipples are hard. This means that what they are doing feels good. Males can also 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 they are doing feels good. The male 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. It is an activity that should be done in a private place like your bedroom or bathroom. Wash your hands before and after masturbation and remember to close the door and curtains. It should never be done in a public place such as a shared washroom, a park or in a car.
INTIMACY

When we are in a healthy relationship or dating someone we trust and feel safe with, we may feel ready to become more intimate with our bodies. It’s important to talk about what we are comfortable with.

Once we have expressed our desires and readiness to become more intimate, we may start to hold hands, kiss, hug, and cuddle more often. We may also enjoy kissing for longer periods of time, often referred to as making out, and touching each other’s bodies and private parts. This is natural and normal and should feel good for everyone involved. Being intimate, like making out or touching private parts should always be done in a private place.

The good feelings and pleasure we experience from intimacy and closeness may make us feel warm, excited, and ready for sex.

TYPES OF SEXUAL ACTIVITY AND PLEASURE

The term sex is shorthand for sexual intercourse. Having sex is an important decision and everyone involved must feel ready, comfortable, and safe. There are many different types of sexual activity that people could engage in. These may include:

- Vaginal intercourse or vaginal sex: When an erect (hard or stiff) penis is inserted into the vagina for pleasure, to try to get pregnant, or both. The term for inserting a penis is often called penetration.
- Anal sex: When an erect (hard or stiff) penis is inserted into the anus for pleasure.
- Oral sex: Using the mouth to pleasure male or female genitals
- Fingering: Inserting a finger or fingers into the vagina or anus
- Sex may also involve penetration or pleasure with a dildo or sex toy

Any form of sexual activity we choose to engage in should feel good and pleasurable. Sex should never feel painful or uncomfortable. If sex is ever painful or doesn’t feel good be sure to tell your partner or your doctor.

KEEPING YOUR BODY SAFE AND HEALTHY

Before acting on any sexual feelings, it is important to know how to protect yourself from sexually transmitted infections or unintended pregnancy. To protect against sexually transmitted infections (STIs) you should always use a barrier method. These include the male condom or female condom for intercourse, as well as male condoms and dental dams for oral sex. You can get them in different flavors, sizes, and styles. You can even get non-latex ones if you have a latex allergy. To protect against unintended pregnancy there are many options. Barrier methods such as those described above or diaphragms can be used with spermicide methods (sponges, film, or spermicidal gel). You can also use barrier methods in combination with hormonal contraception such as birth control pills, intrauterine devices/systems (IUD/IUS), the shot, the patch, or the ring. You should talk to a nurse or doctor about which would be best for you.
You should never double up on male/female condoms. Using two male condoms, or a male and female condom together can cause them to tear. Using barrier methods and hormonal birth control together decreases your chances of pregnancy but these methods are never 100% effective! If you are sexually active, you should get tested for STIs regularly.

**GIVING CONSENT OR PERMISSION**

Sometimes we have to make important decisions about our bodies and personal boundaries. Decision making about our bodies is referred to as consent. Consent means giving permission for something to happen. Every person has the right to consent or give permission. When it comes to sexual activity, we have the right to decide when, where, how, and with whom we want to do it. The only thing that matters is whether or not the people in the moment of sexual activity are comfortable, in complete agreement, and have consented, or said yes, willingly and freely. When it comes to consent, it’s important to remember that the law in Canada indicates:

- A person has to be awake, conscious, and sober enough to make a clear decision. Someone can’t give consent when they are asleep, passed out, or under the influence of drugs or alcohol.
- If someone indicates no through their words or actions that’s just as good as saying “No”.
- Every person has the right to change their mind and stop anytime during sexual activity. Someone may initially say yes and then change their mind and say “no” or “stop”, and their partner must respect their decision.
- People in positions of authority or trust, such as a coach, teacher, or doctor, can’t abuse their position of power to get sexual activity.
- 16 is the official age of consent.
- Anyone under 12 years of age is unable to consent under any circumstance.

**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?
REFERENCES


CHECK-IN

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

TOPICS TO BE COVERED:

☐ Birth Control and Safer Sex Practices
☐ Sexually Transmitted Infections
☐ Consent
☐ Final Review

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 ovaries do not release eggs.

- 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 female condom looks like a larger version of the male condom, with a bendy ring inside of it. This ring is pinched and inserted in the 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.

- An implant is a small rod inserted into a woman’s arm.

- The shot is a needle given every three months.

- The male condom is a thin piece of rubber that fits over a penis. It is put on before sex. It works by catching the sperm during sex. It can also help to prevents 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.

SEXUALLY TRANSMITTED INFECTIONS

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 you 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. You should ask your partner if they have any STIs, or if they have been tested. If you think you have an STI, it is very important to go and see your doctor right away. If you or your partner have an STI, it is important to not touch your/his/her genitals until the STI has gone away.
ACTIVITY: CONDOM USE DEMONSTRATION

Materials Needed: A realistic model of a penis (note: ensure the demonstration is direct and avoid using items such as a banana), a small bag of condoms for each participant, lube, and paper towels

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 condoms, lube, and paper towels. Guide participants while they each practice removing a male condom from its packaging and placing 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. Take time to review the use of lube and the proper way to dispose of a condom— removing it, wrapping it in tissue or toilet paper, and disposing it in the garbage.

CONSENT IS MORE THAN NO MEANS NO

Asking for consent and communicating about sexual activity is important. We cannot make assumptions about another person’s comfort, desires, and personal preferences. It is our responsibility to keep both ourselves and any sexual partner safe.

Ask participants to share how they might obtain consent. Possible statements may include:

- Can I kiss you?
- I really want to…..what do you think?
- I’d really like to touch you, is that OK?
- Have you ever tried…..would you be interested in trying it with me?
- Do you really want to?

Although the phrase “no means no” is true, this expression is not completely adequate in describing consent. There are many other ways to communicate no. Someone may communicate no or withdraw consent using their body (non-verbal) language, but they don’t have to kick or scream to make it clear that they don’t want to engage in sexual activity.
An individual may indicate no using their body by:

- Pulling away
- Freezing up and becoming very still
- Walking away or trying to leave the situation
- Pushing you away
- Crying
- Making no eye contact
- Crossing their arms

**ACTIVITY: THE YES/NO CONSENT SCENARIO GAME**

No materials needed.

Read the following scenarios aloud to participants. Explain to participants that the task is to determine whether or not the person in each scenario has given consent willingly and freely. Discuss each scenario and address any questions or uncertainty expressed by participants.

**Scenario 1:** Tyler and Morgan are on their first date. At the end of the date Tyler leans in and asks for a kiss. Morgan smiles, hugs Tyler and leans in for a kiss. (Yes)

**Scenario 2:** Sidney and Jamie are at a bar. It is crowded and they bump into each other and both apologize. Jamie later sees Sidney on the dance floor and Sidney smiles. Sidney begins to walk to the bathroom. Jamie, who is now drunk, follows Sidney into the bathroom and forces Sidney to have sex. (No)

**Scenario 3:** Kai and Alex are friends and have been flirting for weeks. On several occasions they have been sexually intimate, but within limits set by Kai. One night while they are being intimate Alex begins to cross Kai’s boundaries. Kai says “I’m not sure about this. I think we should slow down” but continues to touch Alex in an intimate way. Alex replies “It’ll be okay, it feels so good”. As Alex initiates sex, Kai becomes very still and begins to cry but hugs Alex. Alex and Kai have sex. (No)

**Scenario 4:** Devin and Jessie are dating. Devin expressed not being ready to have sex, but open to other sexual activity including kissing and touching. While out for a walk several months into their relationship, Devin expressed feeling ready to have sex for the first time. That night Devin and Jessie agreed to have sex, then kissed, cuddled, and shared funny stories while talking in bed. (Yes)

**Scenario 5:** Vic and Riley are dating. While they are watching a movie together on the couch, they begin to cuddle and kiss. Vic begins to undo Riley’s belt buckle while kissing. Riley quickly moves away and says “I’m not ready for that”. Vic says “Okay, tell me when you are” and Riley and Vic continue to just kiss. (Yes)
This may be a good opportunity to review and give participants a chance to ask any questions that they may have. The following questions, based on the material presented throughout the nine weeks of Tell It like It Is, can help generate discussion and identify content that may require a brief review:

- **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 LGBT stand for?
  - **Answer:** Lesbian, Gay, Bisexual, and Transgender

- **Question:** Where is a good place to masturbate?
  - **Answer:** In your bedroom or bathroom, with the door locked.

- **Question:** What is should you put on a penis before you have sex?
  - **Answer:** A condom

- **Question:** Name some female and male body parts.
  - **Answer:** vagina, clitoris, ovaries, penis, testicles, bum, anus, nipples, breasts

- **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:** 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 Infection

- **Question:** What are some STI symptoms?
  - **Answer:** Itchy genitals, a rash or blisters on or near your genitals, burning when peeing.
CHECK-OUT

☐ This may be a good opportunity to complete a final “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?

REFERENCES


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<th>Question</th>
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<td>What is something that I learned today?</td>
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<td>How do I feel about the things that I learned today?</td>
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<td>What is something I can do with what I learned today?</td>
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I. Project on the Galactic Gally and the Sensory Gally.

2. Your students are no clear answers to this exercise. Here are the key messages that you can emphasize:

- Galaxy Activity Instructions

3. Your approach to this exercise is not clear to the Galactic Gally. Here are the key messages that you can emphasize:

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Securing Galaxy Definitions

- Definition of security
- Security goals
- Threat modeling
- Risk assessment
- Control selection
- Implementation
- Monitoring
- Evaluation

Galaxy Security Architecture

- Access control
- Identity management
- Authorization
- Authentication
- Audit logging
- Encryption

Galaxy Security Policies

- Policies for data classification
- Policies for access control
- Policies for data encryption
- Policies for asset management

Galaxy Security Controls

- Software application firewalls
- Intrusion detection systems
- Security information and event management systems
- Antivirus and anti-malware solutions
- Data loss prevention tools

Galaxy Security best practices

- Regular security audits
- Employee security training
- Regular software updates
- Network segmentation
- Cybersecurity awareness campaigns

Galaxy Security Incident Response Plan

- Incident identification
- Incident containment
- Incident eradication
- Incident communication
- Incident follow-up
Appendix 2.2

Knowing What I Want

- What do I love about my body?

- What things do I want to do or try to care for my body?

- Do I want to learn to touch myself in a way that feels good?

- What do I do to keep my body safe?

- Who am I attracted to?

- What physical qualities draw me to someone?

- What personality qualities do I like in others?

- Do I want a long-term relationship with one partner, or to date and meet different people?
Appendix 3.0

My Body

Female body

Male Body
Appendix 4.0

Relationship Circle
Appendix 5.0

Online Dating Profile

ONLINE DATING PROFILE

USERNAME:

BASIC INFORMATION:
AGE:
CITY:
INTERESTED IN:
HAS CHILDREN:
WANTS CHILDREN:
RELIGION:
SMOKES:
DRINKS:

ABOUT

INTERESTS
Appendix 6.0

Female Body Parts

Male Body Parts
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.
Inclusion Saskatchewan is a non-profit organization that provides individualized support and advocacy to individuals with intellectual disabilities and their families.

The mission of Inclusion Saskatchewan is to ensure that citizens of Saskatchewan who have intellectual disabilities are valued, supported and included members of society and have opportunities and choices in all aspects of life.
Saskatoon Sexual Health (SSH) is a non-profit organization that offers sexual and reproductive health education, advocacy, and clinical services to Saskatoon and the surrounding area.

SSH provides sexual and reproductive health services in Saskatoon and area with an emphasis on safe, inclusive, empowering clinical care and education. They work with diverse communities to promote healthy and informed sexualities.