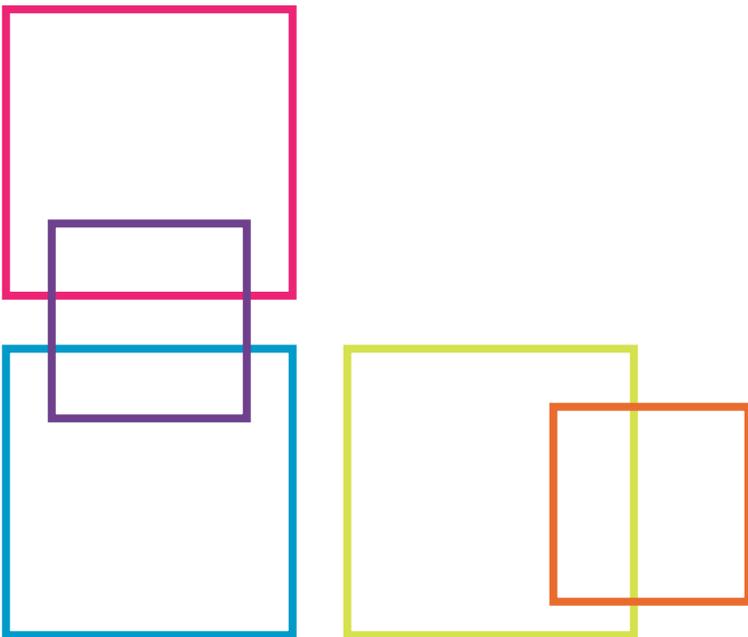


TELL IT LIKE IT IS

Sexual Health + Wellness Education

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



ACKNOWLEDGMENTS

The content of Tell It Like It Is Sexual Health + Wellness education is based upon contributions by:

Dallas Tetarenko

Michael Lavis, MA

Marlene Yaqub, MSc, OT

Michelle Apps, MSW

Melissa Blackhurst, BKin

Natalya Mason, BA, BSW, RSW

Presented in partnership by:

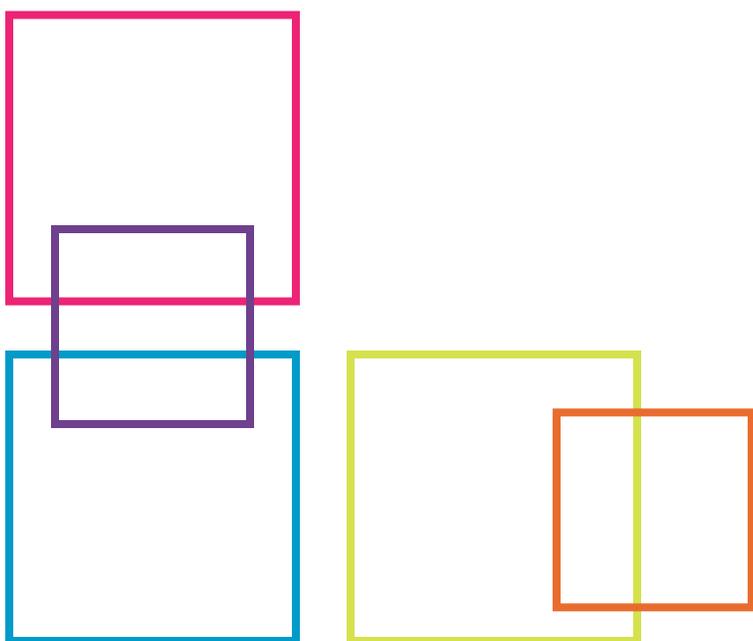




ABOUT COR

Creative Options Regina (COR) is a non-profit organization that develops personalized support services for people experiencing disability.

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



CONNECT



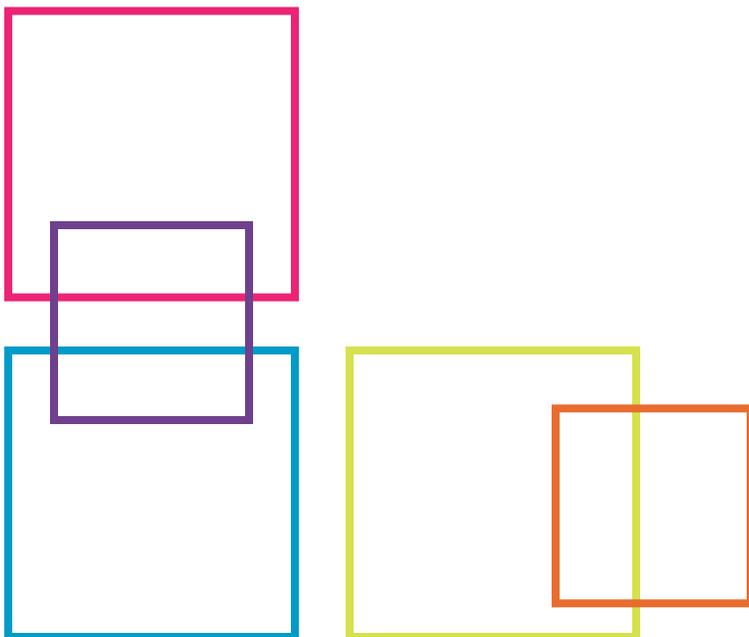
creativeoptionsregina.ca



ABOUT INCLUSION

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

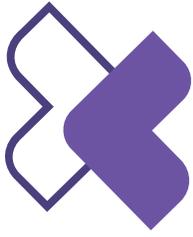
The mission of Inclusion Saskatchewan is to ensure that citizens of Saskatchewan who have intellectual disabilities are valued, supported and included members of society and have opportunities and choices in all aspects of life.



CONNECT



www.sacl.org/

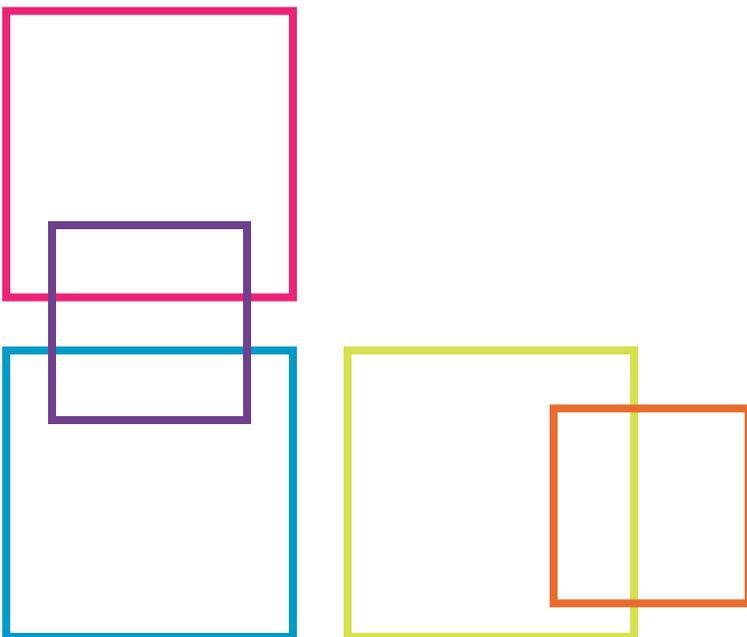


SASKATOON
**SEXUAL
HEALTH**

ABOUT SSH

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.



CONNECT

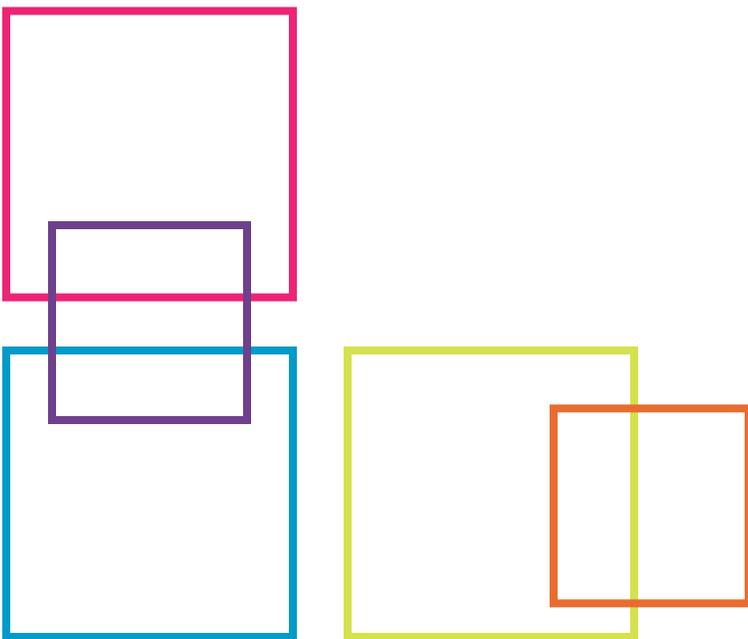


saskatoonsexualhealth.ca/

TABLE OF CONTENTS

Intro:	Purpose, Goals, and Guidelines for Facilitators of Tell It Like It Is	2
Module 1:	Introduction to Tell It Like It Is and Icebreakers, Communication Skills, and Identifying and Talking about Feelings	6
Module 2:	Romantic or Sexual Feelings, Exploring Diverse Identities, Stages of a Relationship, and Discovering What We Want	16
Module 3:	Body Image, Caring for our Bodies, Body Parts, Public and Private Places, and Personal Hygiene	22
Module 4:	Personal Space and Touch, Decision Making, and an Introduction to Consent	30
Module 5:	Understanding Relationships, Touch boundaries, Abuse and our Rights, and Exploring Trust	38
Module 6:	Online Dating, Dating, and Romantic Relationships	46
Module 7:	Online Safety, Pornography, Sexting	52
Module 8:	Body Parts, Masturbation, Intimacy, Sex, Pleasure, and Consent	58
Module 9:	Birth Control and Safer Sex Practices, Sexually Transmitted Infections, Consent, Final Review	66
Appendix		74

INTRODUCTION



TELL IT LIKE IT IS
Sexual Health + Wellness Education

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

Hingsburger, D. (1995). Just Say Know! Understanding and Reducing the Risk of Sexual Victimization of People with Developmental Disabilities. Richmond Hill, ON: Diverse City Press Inc.