Peer Education Manual

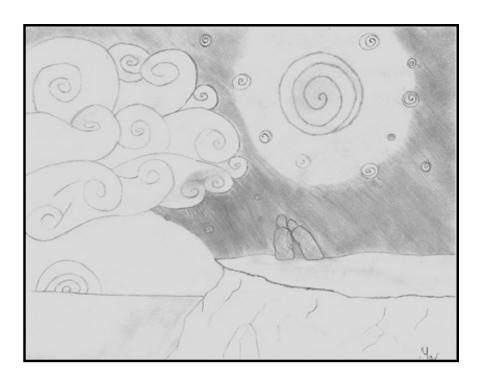








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A lot of the artwork and graphics in this manual are by artist and past Peer Education Volunteer: **Sasha O'Reggio.**

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This manual was written on Indigenous Land.

Anishinaabe (Ojibwe), Ininiw (Cree), Dene, Dakota, and Oji-Cree peoples have had a relationship with this Land (Manitoba) for thousands of years. Winnipeg and the immediate surrounding area is the homeland of the Anishinaabe, and also of the Metis nation.

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Artwork (also on cover) by: Maximus Sandberg, Pinaymootang First Nation

What is the Peer Education Training?

We hope this training gives you information and skills you can use to be a support to your peers. You will learn about healthy sexuality, relationships, body image, diversity and anti-oppression, substance use awareness, mental health, as well as information on effective communication, resources and supporting people.

Our 'group agreements' (which we create together on the first night of training) are about creating a safer space in which people feel they can participate in the way that feels best to them. The training is interactive and we encourage participation. We know that participation can mean lots of different things for different people. Some people learn more through listening, others learn more through discussion and bouncing ideas off of others, while some need both or a variety of things.

You will have many opportunities to also be teachers to us. Only you can tell us what is real and relevant to you, your peers and your communities. This information is valuable and important to us. Please ask questions or give us feedback in a way that feels comfortable to you. Your input helps shape the program for future trainees. You also have the opportunity at the end of the training to present on a topic of your choice related to the material we've covered.

After the training, volunteers have the opportunity to get involved in our in-house theatre education program called 'Skitz', attend monthly meet-ups, work on special projects, or create/plan your own events, projects in your schools or communities. (See Action Planning chapter for more info.)

Thunderbird View

Contributed by Vanessa AnakwudwabisayQuay, Peguis First Nation

It is said that a Thunderbird is such a sacred being it is too large and powerful for any human to see in full view. If we are lucky, we may catch a glimpse of a wing or an eye, or hear its mighty clatter.

If one were to take a Thunderbird's view of the history of Indigenous Peoples of Turtle Island we may see a long timeline beginning with the origins of our creations from this land. That line would be long and strong and go on for thousands upon thousands of years. Then there would be a short spot in the line indicating about 500 years where it's "messed up." A blip that is clearly out of place but it straightens out smooth again and goes on forever. That blip or "messed up" piece represents the time we are living in now; the time of colonization where the devastating effects of it are felt and can seem insurmountable.

However, in the Thunderbird's view, the grand scheme of things, this is only a blink of an eye for such a strong line of resilient People. People with a long and gifted history and future that takes us in full circle to the Original Teachings where everything we need lives and continues to be strong in us, getting us through.

It's the Thunderbird's job to be heard, to shake things up and it has incredible powers of transformation.

Youth & Teenagers have similar qualities to this sacred being as it's their job to question the rules, to shake up the household, to use their voice and be heard. Youth have the power to transform the world.



Teen Talk is a Health Education Program of Sexuality Education Resource Centre. We think that giving accurate, non-judgmental information can help people make healthier and safer choices for themselves! We use a harm reduction and prevention education approach. We work to decolonize the delivery and information of our workshop topics: sexuality, sexual & reproductive health, mental health, body image, anti-oppression and diversity, substance use awareness, communication, and dating relationships, including anti-violence.

Teen Talk has two program areas that provide direct services to youth:

Peer Education:

Peer Education is an exciting volunteer opportunity for youth ages 14 to 18 who want to improve their knowledge of sexual and reproductive health, healthy and unhealthy relationships, mental health, suicide prevention and other important issues, and increase skills to help their peers. Peer Educators connect other youth to community resources and participate in a wide range of educational activities (See Taking Action chapter for more info!) Training takes place throughout the year and across the province.

Workshops for Youth:

Our skilled Health Educators develop and deliver interactive workshops to youth ages 14-19 in schools and alternative programs. The Workshops for Youth Program also acts as a community link by distributing resources to youth on all of our topic areas. All workshops are available throughout Manitoba.

Teen Talk North Program:

Teen Talk North is for adult Service Providers (e.g. educators, community workers, nurses) in Northern Manitoba. We offer trainings as well as follow-up support with an emphasis on local resources. The goal is to strengthen capacity of Northern Service Providers and support their existing work with strength-based approaches, aiming to increase knowledge around sexual health, mental health and healthy relationships.

Website & Social Media

teentalk.ca

Our website is a great resource! The 'Learn About' section includes info about sexual health, mental health, body image, anti-oppression, healthy relationships and lots more. Check out our FAQ's for answers to commonly asked questions. Our 'Updates & News section' will keep you informed. This manual is also available to download on the

@teentalkmb

website!

Check us out on Instagram and Twitter for helpful info, resources, positive messaging and memes or just to see what we're up to!

Teen Talk Peer Education Operating Principles

Here is some information about what we value, what is important to us, and how we work here at Teen Talk.

Youth Directed: We work to make sure you get what you want and need from our trainings, workshops, and activities. We aim to give accurate, non-judgmental information in ways that are useful to you. We will not judge you or the choices you make. We value your ideas, experiences and feedback.

Harm Reduction: You have the right to make decisions about your body and life. We talk openly about activities that can cause harm. We focus on information that can help you make the safest choices possible for your life.

Feminist: We recognize that all girls, women, two-spirit, trans and non-binary people in our society are treated unfairly because of power imbalances and inequality. We aim to talk about and take action to address sexism and all forms of oppression.

Anti-oppression: We are committed to addressing all forms of discrimination and ongoing colonization. We aim to create safer spaces in all that we do.

Decolonization: We recognize that our shared history on this land has meant Indigenous peoples are mistreated in order to make life better for the white people that colonized this land, and their ancestors. We aim to decolonize by talking about our roles in this history, and by recognizing and celebrating Indigenous land, knowledge, resistance and strength.

Strengths-based: You have strength no matter what your life has been like. We believe that with support and accurate information, we are all able to solve problems and choose what is best for our own lives.

Trauma Informed: We understand that many people have experienced trauma in their lives. We aim to make our trainings, workshops and activities safer for anyone who may be living with trauma, and to provide resources for anyone who needs more support.

Pro-choice: We support the right of any person who can get pregnant to choose and have full access to abortion, adoption, and parenting. We give accurate, non-judgmental information and resources about all options.

Sex Positive: We believe that sexuality can be a good part of life. You have the right to experience your sexuality in your own way throughout life. We aim to be inclusive of a range of sexual experiences, expressions, activities and identities.

2STLGBQ+ Positive: We believe Two-Spirit, transgender, lesbian, gay, bisexual, and queer people have the right to respect and safer spaces free from discrimination of any kind. We celebrate and support sexual and gender diversity.

This is your chance to reflect on what is important to you about being in the Peer Education Training.
The reason(s) I wanted to join Peer Education Training:
I hope I get the following from this training:
I am most interested in learning more about:
I think the most important qualities for providing support and resources to friends or peers are:
Thanks for being here with us, you're amazing!





Artwork bySasha O'Reggio, Winnipeg

Creating Safer Spaces

We want to create safer spaces and communities for everyone. Some ways we aim to do this are:

Confidentiality:

- You have the right to privacy. Anything shared during the training is confidential, including contact information, etc.
- We cannot keep total confidentiality if we hear about or believe that someone is in danger, being hurt, hurting themselves or others. We will check in with the person and may have to talk to someone else about it to make sure that they are getting the support that they need.

Safety Guidelines:

- Respect everyone and the spaces we use.
- Please tell us if something does not feel safe to you.
- No discriminatory or oppressive language or jokes.
- No drugs / alcohol before or during meetings and trainings.
- We will be happy to help you with any conflicts that come up in the group.

If there is a conflict. Teen Talk staff will:

- Assess the situation.
- Speak with those directly involved.
- Negotiate a safer space. If an agreement cannot be made, a volunteer may be asked to leave and will be contacted in the following days.

Please speak to the Teen Talk staff present if you have concerns or a conflict arises. You have the right to speak the director of Programs at Sexuality Education Resource Centre (our boss) if you are not satisfied with something we have done or the way we have handled a situation.

Volunteers are important to us! We aim to support your volunteer efforts and show our appreciation for the work you do! If there is something we could do better, tell us!

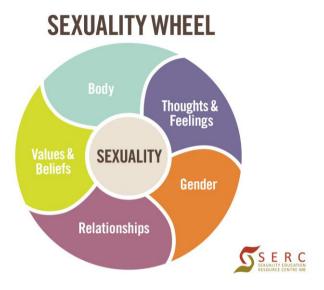
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Sexuality is a huge part of our lives! It's important on so many levels: mental, physical, spiritual and emotional. Our sexuality will change and play out in different ways throughout our lives.



All human beings can be sexual beings, even if we are not having sex or have no interest in sex at all. Sexuality is about who we are, what we believe, our rights, gender, our bodies, our spirit, relationships, feelings and our choices. Everything from what we wear to who we have crushes on can be included in our sexuality. This chapter explores all of sexuality.

*Note about the sexuality wheel: Circles & wheels are used in many different contexts to explain interconnections or the holistic nature of many parts of life and the world. It's important to acknowledge that this concept originates from Indigenous knowledge and teachings, such as the medicine wheel.

First Nations Holistic Model of Sexuality

Adapted from Young Eagles Challenge: a Peer Education Training Manual for First Nations Youth on HIV/AIDS.

From a First Nations' perspective, a holistic model of health goes further than our personal experiences because we know that we are intimately connected to everything that exists on Mother Earth and the universe. Sexual health is woven into holistic health in the same way. We each experience our sexual feelings in unique ways. Furthermore, human sexual development normally happens in stages as we age. Many of us are not used to thinking about infants, teens or elders being sexual, but it is a fact of life that we must look at. Traditionally we are taught that human sexuality is a sacred gift from the Creator. Sexuality begins as soon as we are born and we continue to be sexual beings until the day we draw our last breath. ⁱ

Values

Our values are what we believe in. People have different values about things like sexuality, gender, sexual orientation, birth control, pregnancy options, and the "right" age to have sex. We all have our own experiences and backgrounds, so it makes sense that some of our values will be different.

Our values can be influenced by many people and things in our lives, including culture, parents, our own life experiences, friends or peers, teachers, the media (music, ads, TV, movies), social media and more. Our values can also change over time. Often, the process of figuring out who you are and what's important to you includes questioning the beliefs you've grown up with and coming to terms with your own ideas, whether they are the same as the people around you or not. Society's values can change over time as well, and can cause changes in our laws, media, schools, etc.

Although we all can have our own values, we can't use our values to hurt, harm, or harass other people; or force others to think the same way as us. As a Peer Educator, if someone with different values than you comes to you for help, it is important to listen without judgment. If you don't feel comfortable helping them, it is important to tell them about other supports and resources that can.

Sexuality Rights!

You are free to make choices about and express your sexuality in ways that feel good to you. Here are some rights we have when it comes to sexuality, reproduction, and dating:

Culture and Values: You have a right to learn about sexuality through your own culture and traditions. Every culture has their own teachings about sexuality. They are built into language, customs, stories, laws and spiritual systems. You have a right explore your culture's understandings and choose the values that makes sense for your life.

Sexual Health: You have a right to learn about and take care of your body. You have a right to accurate, non-judgmental information, resources and support to help you be sexually healthy! You have the right to safer sex supplies (like condoms, sex dams, gloves, birth control, etc.) You have the right to be tested for STIs, HIV and pregnancy without judgment. You have a right to receive support about your options if a test is positive. Teen Clinics and Public Health Nurses can provide all of these things! (For more info about Teen Clinics, see Resources Chapter.)

Pregnancy Options: A pregnant person has the right to choose abortion, adoption or parenting. People have different values about these options, but the pregnant person gets to

make this decision for themselves. No one can force someone to have an abortion. If they choose to have an abortion, no one has the right to stop them. (For more info, see Pregnancy Options Chapter)

Sexual Orientation & Identity: You have the right to have crushes on, date, like, love or have sex with anyone of any gender you choose. You have the right to claim, explore and express your sexual orientation. You also have the right to have your identity be respected. (For more info, see pages 28-31.)

Gender Identity: You have the right to live as the gender(s) you know yourself to be. You have the right to claim, explore and express your gender identity in ways that feel good to you. You also have the right to have your gender be respected. (For more info, see pages 19-27.)

Self-Expression: You have the right to look however you want to! This also means you have the right to wear what feels good for you, free from fear of harassment or assault.

Consent: You have the right to say "yes" to kiss, touch, make out or have sex if you want to (and your partner wants to). You also have the right to say "no" to sex and have your boundaries respected. You have the right to stop at any point. You have a right to be asked for consent, and a responsibility to get consent from your partner(s). (For more info, see Consent on pages 58-60.)



Pleasure & fun: You have the right to explore your body and what feels good to you! Masturbating- touching yourself for sexy pleasure- is perfectly healthy and normal. Respecting a partner's rights to pleasure means talking together about what feels good.

Safety: You have the right to be safe in your home, school, work, and community. You also have a right to healthy relationships. (If you feel your safety is being threatened, find some resources that can help in the resources chapter).

*Note: Sexual abuse which includes any unwanted sexual attention or act can affect how we experience our sexuality. Our sense of safety, boundaries, body and belief in ourselves can be impacted. It's important to know and believe we can recover and heal from it. Being sexually abused is never someone's fault. For some, it may take time to heal. Talking to someone like a counselor can be really helpful in the healing process. See resources chapter for more info.

Everyone deserves a healthy sexuality!

QUICK FACT - Sexuality and the Law

Many of these sexuality rights are protected by the law in Canada. For example, did you know:

- > Birth control became legal in 1968.
- Abortion became legal in 1988. Before then abortions were happening, but not always safely.
- The age of consent in Canada is 16 (with some exceptions, see the Consent section in safer sex chapter.
- Marriage is legal for anyone over 18. (Someone 16 or 17 can marry if they have permission from parents/ caregivers or a judge). Marriage became more equal in 2005, when the law changed to allow same sex couples to marry.



Sex, Gender, & Gender Expression

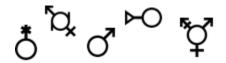
What's the difference between sex and gender? "Sex" means the body parts between our legs and our reproductive organs (like penises, testicles, vaginas, vulvas, ovaries, etc.). "Gender" is more about who we are, how we understand ourselves, and how we express ourselves. Gender can also mean the ideas and assumptions society has about males and females (and people who don't use those labels).

Society often assigns babies a gender based on what kind of body parts they have at birth. For example, if a baby is born with a penis, they are called "male" and if they have a vulva, they are called "female". If a doctor is unclear about a baby's body parts, (like if a baby has some aspects of both sets of reproductive parts) that baby might be intersex. Our society and the media often only recognize 2 genders, men and women.

The assumption that there are only two genders, men and women, is called the gender binary. In the gender binary, it is assumed by parents, doctors, teachers, systems, etc. that sex and gender always match and are always male or female. We know it's actually way more complex than that! Gender identity is actually who we feel we are and what we think about our own gender. In truth, there are many gender identities. This has been recognized by many different cultures around the world and throughout history, which is why there are words for more genders than just men and women in other languages, including the Indigenous languages and nations on this land.

Some Common Gender Identity Terms

Categories and labels are often used to understand gender, but aren't always inclusive or representative of the countless expressions that make up human gender identities. Language about gender identity is constantly changing, growing and



evolving and we all continue to grow with it and learn together. All gender identities are important and valid! Some terms that can be helpful in understanding gender identity are:

Agender: people who identify as not having a gender or being genderless.

Androgynous: a person whose gender expression and /or identity is between, across, or outside the binary and /or does not conform to gender norms.

Cisgender: a person whose gender identity is the same as the one they were assigned at birth based on their sex. For example, a person who is born with a penis and identifies as a man.

Gender fluid: someone who moves between and beyond the gender binary and whose gender identity and expressions may vary over time.

Neutrois: a term used by some who identify as gender neutral.

Non-binary, Gender Queer: umbrella terms used by people whose gender and/or expression does not conform to the socially constructed gender binary (man / woman).

Third/3rd **gender:** an umbrella term to describe people who exist outside of the gender binary. For some people it means the construction of a new gender.

Transgender: a person whose gender identity is different than what was assigned at birth based on their sex. For example, a person who has a vulva and does not identify with being a woman. There are many ways of being transgender or trans. Some people may identify with parts or both sides of the binary, or neither. Some people may alter their body through hormone therapies or surgeries, others may not.

The Art of Gender Expression

Make a picture that represents how you like to express your gender to the world! You can create an accurate reflection of your current style, or make something that represents your gender expression goals, or even freestyle with images and colors that inspire you!

Quick Tip- Gender Expression: Gender expression is how we show our gender outwardly through things like style, behavior, appearance, body language, interests, etc. There are many ways to express your gender, and whatever feels good for you is okay.

Two-Spiritiii Identities

The term "two-spirited" was developed in 1990 at a North American and First Nations gay and lesbian conference in Winnipegiv. It acknowledges the gender inclusiveness of Indigenous cultures and the balance between the male and female spirit, or "those who walk between genders". This term aligns with many Indigenous cultures and allows individuals who identify with this term to represent their traditional culture.

Before colonization, two-spirit individuals in some nations were recognized as having the special responsibility of carrying two spirits and this was considered a gift. Two-spirit people were respected and often became medicine people, healers, and visionaries and held important roles in many ceremonies. The roles of two-spirit individuals would be different depending on the community and the Nation. Colonization stripped many two-spirit people of their roles in community and led to discrimination. Indigenous knowledge of two-spirit identity and gender diversity was repressed. However, many two-spirit people today are reclaiming and celebrating their identities as well as their roles in community and ceremony.

As mentioned before, many cultures around the world have always recognized that there are many genders and sexual orientations. Proof of this is often found in Indigenous languages, where there are often words for two-spirit people and other genders. Some words for two-spirit /other genders in Indigenous languages:

Ininiw or Cree: "aayahkwew" means "neither man nor woman." viii

Inuktitut: "sipiniq" means "infant whose sex changes at birth."

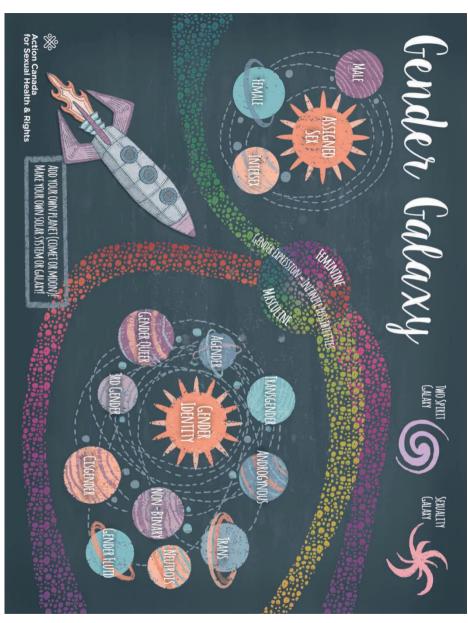
Kanien'keha, or Mohawk language: "onón:wat" means "I have the pattern of two spirits inside my body."

For more information:

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- 2-Spirited People of Manitoba (Winnipeg, Man) www.twospiritedmanitoba.ca
- Native Youth Sexual Health Network (NYSHN) - <u>www.nativeyouthsexualhealth.com</u> is an organization by and for Indigenous youth that works across issues of sexual and reproductive health, rights, and justice.
- For more information on colonization and decolonizing, see Chapter 8: Appreciating Diversity & Anti-Oppression.





For more info about the Gender Galaxy, go to: <u>http://www.actioncanadashr.org</u>x

Celebrate your Gender!	
My gender is:	
My favorite things about my gender are:	
I am thankful for my body because:	
My favorite things about myself are:	

How to respond if someone comes out to you:

 Thanks for telling me, I know it can be hard sometimes to let people know.



- Awesome!
- It's great that you are (lesbian, gay, bisexual, or two-spirit... whatever they say!) or it's okay that you want to explore your gender outside of what other people expect of you.
- What can I do to support you?
- What name and pronouns do you want me to use for you? (If they come out as trans or non-binary)
- Is there anything else you want to talk about?
- Do you want help finding information, resources, or to connect with other 2STLGBQ+ folks? We can do that together! xi

add your o	own ideas:		



- **Accept** that people have the right to define their gender, regardless of assigned sex.
- **Respect** people's gender identifications, pronouns, and names.
- Challenge anti-trans and sexist remarks, jokes, and comments through personal conversations.
- **Listen** to the stories of people who are trans to better understand their experiences.
- Say that you're a trans ally and why.

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Note: An ally is someone who does not experience a certain type of discrimination or oppression themselves. However, they learn about, try to understand, educate others and support people and organizations or causes that are working against discrimination and oppression.

* We love this graphic from "A Guide to Being a Trans ally" by PFLAG. These tips to being an ally may also apply to some two-spirit or non-binary people as well. We would add that even if we are doing the best we can at supporting people, learning and working to be an ally, it's really up to the community to decide whether we are an ally or not. Allyship is an action, not a label we can claim for ourselves.

Sexual Orientation



Sexual orientation refers to a person's emotional, romantic and/or sexual attraction to others. Sexuality is complex and attraction can look very different for everyone. Categories are commonly used to understand our attraction, but aren't always inclusive or representative of the large variety of expression that make up human sexuality. Language about sexuality is constantly changing, growing and evolving and we all continue to grow with it and learn together. All sexual expressions are important and valid! Some terms that can be helpful in understanding sexual orientation are:

Asexual: a word to describe a spectrum of people who generally do not feel sexual and/or romantic attraction or desire to any group of people.

Aromantic: a person who generally does not feel romantic attraction or desire to any group of people.

Bisexual: a person who is attracted to more than one gender.

Demisexual: a person who only feels sexual attraction to people with whom a close emotional bond has been formed.

Demiromantic: a person who only feels romantic attraction to people with whom a close emotional bond has been formed.

Gay: most often used for men who are attracted to men, though also often used for people who are primarily attracted to the same gender.

Gray-Asexual: a person who experiences sexual attraction but either not very often or only to a minimal extent.

Gray-romantic: a person who experiences romantic attraction, but either not very often, or only to a minimal extent.

Heterosexual: a person who is attracted to people of a different gender than their own.

Lesbian: a woman who is attracted to women.

Mono-sexual: a person who is attracted to one gender.

Pansexual: a person who is attracted to multiple genders.

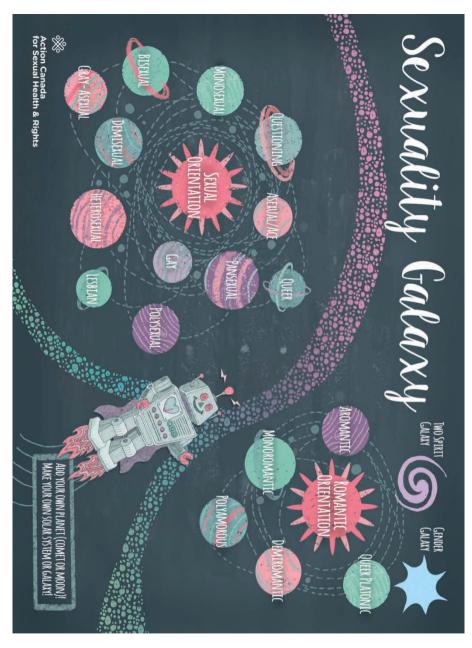
Polysexual: a person who desires intimate partnerships with more than one person.

Polyromantic: a person who is romantically attracted to multiple genders.

Queer: this term has been reclaimed as an inclusive umbrella term to describe many different kinds of sexual orientations, genders and/or those whose sexual identity or activities place them outside of the mainstream. Some people use queer for themselves as a political statement against the oppression to which they have been subjected and/or because it's a broader, umbrella term.

Questioning: for some, the process of exploring and discovering their sexual orientation. They may be seeking information and support during this stage of identity development.

Sexual Expression refers to the variety of ways people express their sexuality, including how they flirt, their appearance, behavior, the kinds of sexual activities they like to participate in, etc.



For more info about the sexuality galaxy, go to: http://www.actioncanadashr.org

Celebrate your Sexuality!
My sexual orientation is:
My favorite things about my sexual orientation:
I am thankful for my sexuality because:
My favorite ways to express my sexuality are:

Media & Sexuality

The media is made up of magazines, TV, movies, internet, ads, social media, porn, music videos, video games, etc. Media is a big part of what influences how we see the world and our sexuality.

Think about the messages we all get about sex and sexuality from the media:

What are the positive ones?		
What are the unrealistic or unhealthy ones?		

It's awesome when the media shows us equality, diversity and good healthy consent and boundaries, but sometimes that stuff is missing. We don't see some people represented at all or in a fair way, and we don't always see consent, respecting boundaries or safer sex happening when it comes to sexual situations.

Ultimately, we get to decide how much and what types of media we are checking out and it's always good to think critically about what we are seeing.



Next time you're watching something or playing a video game try asking yourself:

Who made it and who is it made for?	
Who's shown in a positive way? Negative way?	
Is anyone left out?	
What stereotypes does it show? Does it seem realistic?	
And maybe most importantly, how did it make you feel?	

(If it is making you feel bad, see the Mental Health or Body Image Chapter to explore ways to feel better.)

Notes

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http://www.nativeyouthsexualhealth.com/index.html

ⁱ Young Eagles Challenge: A Peer Education Training Manual for First Nations Youth on HIV/AIDS and Related Issues. Assembly of First Nations Health Secretariat. Page74, 2004.

Adapted from the *Sexual Health Toolkit*, part 2. Native Aboriginal Health Organization and the Native Youth Sexual Health Network. 2011.

iii Ibid.

iv Jacobs, Thomas, & Lang, 1997, p. 2

v Horse¬fall, n.d.; Minwaashin Lodge, 2006-2009

vi Roscoe, 1998, p. 111

vii Deschamps, 1998, p. 1.

viii https://www.theglobeandmail.com/life/health-andfitness/health/indigenous-languages-recognize-gender-states-noteven-named-in-english/article29130778/

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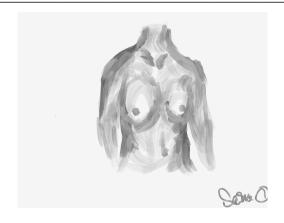
^{*} Picture from Beyond the Basics, A Resource for Educators on Sexuality & Sexual Health. Action Canada for Sexual Health & Rights. 2017

xi Adapted from "Social Service and Health care Providers Working with Lesbian, Gay, Bisexual, Transgender, Two-Spirit Youth".
Rainbow Resource Centre, 2009.

xii Picture from Beyond the Basics, A Resource for Educators on Sexuality & Sexual Health. Action Canada for Sexual Health & Rights. 2017

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Bodies are all different and they change throughout our lives. This chapter will give you some basic information about puberty, anatomy and how some bodies work. Learning about and understanding how bodies work can:

- Help us understand how to care for our sexual health.
- Encourage us to explore our own bodies and sexualities.

Exploring and learning about our own bodies can help us feel more confident and comfortable in them. This can help us develop a positive sexuality as well as positive and pleasurable sexual experiences or relationships with ourselves and others.

Puberty can look and feel a little different for everyone. Many aspects of the society that we live in can impact what puberty is like for us. This could be messages that we get from the media or our experiences of discrimination. It could be about our relationship with gender identity or how our body works if living with a disability. Our cultures' views of puberty can impact how we experience it as well. Included in this chapter are some stories of how some Indigenous Nations honor coming-of-age (puberty) through ceremony.

People use different words to talk about their bodies and their genitals. Using language that feels right to name our bodies can be affirming and empowering.

This chapter uses medical words, such as vagina, anus and penis, to describe genitals. Some people may use other words, such as private parts, bum, front hole, etc. We respect that people use words that they are most comfortable with. Use what feels right and respectful to you and your partners.

Puberty - an introduction!

Puberty is a change that happens in someone's body that can affect them physically and emotionally. Puberty can start for people with vaginas anywhere between 8 to 17 years of age and is mainly caused by the hormone estrogen. Puberty can start for people with penises between 10 and 17 years of age and is mainly caused by the hormone testosterone. There can be changes in the way the body looks, works and feels.

The following are examples of what can happen to bodies during puberty. However, someone's experience of and feelings about puberty and the way the body changes during this time can vary from person to person.

General changes people of all genders might experience during puberty:

- Feeling moody and tired
- Feeling awkward
- Body hair
- Body grows
- Zits & acne on face or body
- Sweating more
- Nipple changes
- Feeling horny

Puberty: body with a vagina

- Body hair on genital/pubic area and armpits; thinner hair on arms, legs and possibly upper lip and around the nipples.
- Breasts grow and change
- Menstruation begins (info later in chapter)
- Vaginal discharge begins
- Body growth: Hips, stomach, bums and legs may get larger, and overall the body may grow bigger, taller or



wider. Everyone grows differently; it's okay to not look the same as someone else.

Puberty: body with a penis

- Penis and scrotum get bigger
- Body hair on genitals/pubic area, chest, back and face.
- Voice changes: larynx gets bigger and vocal cords get thicker to make voice deeper
- Body growth: body may grow bigger, taller or wider
- Production of sperm begins
- Spontaneous erections may begin to happen

If you've gone through puberty, what's one (or more!) thing that has changed that you feel good about? If you haven't, what is one change you are looking forward to?

Intersex

"Intersex" is an umbrella term for people who are born with some combination of sex characteristics such as chromosomes, genitals, internal reproductive organs, or hormone levels that do not fit within the typical binary notion of male or female sex. • Intersex is a variation of physical sex traits, not a gender identity or a sexual orientation. Intersex people exist across all orientation and gender categories! Approximately 1.7% of the population is born with intersex traits – similar to the number of red haired people (UNHCR factsheet). Just like with everyone, if a person is intersex, their experience of and feelings about puberty and the way the body changes during this time can vary from person to person.

Puberty as a Transgender or Non-Binary person:

For transgender or non-binary people, experiences of puberty can vary from person to person just like with any gender identity.

Some transgender or non-binary people prevent certain puberty changes that don't fit with their gender identity using hormone blockers if they have not started puberty yet. If someone is interested in this, they would need to talk to a doctor or health professional about it. A Teen Clinic or the GDAAY clinic in Winnipeg would be good places to start:

GDAAY Clinic: 204-787-7435, ext. 3 Health services for transgender youth qdaay@exchange.hsc.mb.ca

Some people also use chest binders to bind down breasts. Using a chest binder can reduce or eliminate gender dysphoria and distress for some. People can buy these online and some community organizations may also help someone access them like the Rainbow Resource Centre or Queer People of Color (QPOC) in Winnipeg. For more info, check them out in the Resources chapter.

There are supports & health care providers available for Trans or Non-Binary youth and youth. These include:

- Youth programs like Peer Project for Youth at Rainbow Resource Centre: 204-474-0212 or 1-855-437-8523 (outside of Winnipeg). rainbowresourcecentre.org
- Health Care Practitioners at Teen Clinics or the GDAAY clinic. <u>www.teenclinic.ca</u>
- Mental health supports through counselling. (See resources chapter)

It can be helpful to call or email ahead, or ask specific questions an initial visit to find out if a health care provider will give you the Trans*- competent care you deserve. You might feel more comfortable doing this with a trusted support person.

Some starting questions that might be helpful for you to learn more about their quality of care include:

- How many trans* clients have you worked with, and for how long?
- What has most informed your practice with trans* people?
- What is your experience, and what are your policies and practices regarding referring trans* people for surgeries and other treatments?
- Will anything affect my ability to obtain hormones or surgeries from you?
- If you are not currently aware of trans* health care needs/issues, are you willing to consult medical guidelines established by the Transgender Health Information Program to provide appropriate trans* health care?
- What washrooms are available on site? (e.g. Gendered? Single stall? Do they require me to ask for a key?)
- Are gendered questions a part of the intake process or admin, and, if so, do I have options other than the male/female binary for my responses?

You may be able to get recommendations about clinics or health professionals from a trusted peer or from the organizations listed on the previous page. You have the right to switch from one provider to another if you do not feel that the one you are seeing is right for you. You have the right to qualified and respectful care always!



Artwork by: Sasha O'Reggio, Winnipeg

Indigenous coming of age stories

Berry Fast By Sophie Bender Johnson as told and contributed by Jessica Danforth

I did something not a lot of girls my age do. I did something that in my culture, people are really proud of me for. I did something that goes against convention, and has made me a proud young Native woman. In February of last year I decided to go on a berry fast. I am Anishinnabe (Ojibway), and there are many reasons why young women chose to do this in my culture.

First of all, we believe that women are naturally powerful, by virtue of the fact that women's bodies are able to produce life. Not all of our teachings are meant to be taken literally, there are different interpretations you can make, I mean I do motherly things to many of my friends and I don't have to physically produce life to have that strength recognized. Our bodies are sacred, we were born that way and it's our job to make sure that they are taken care of and that other people around us respect them.

Many young women decide to go on a berry fast when they begin their menstrual cycle. It's interesting because mainstream society has made having your period a bad thing, when in my culture it's one of the times when women are the most powerful. It was important for me to do this because I wanted to tap into my roots to form my own identity, and I had to choose to do this for myself. In order to do the work we have to do, we have to be more in tune with our bodies. Berries are the first food in Anishinnabe culture, the strawberry being the leader of all the berries, or as we say "ode'imin" which is the heartberry. For one full year I did not eat any berries of any kind, so that I could understand the true meaning of Mother Earth's fruitful capacity (and yes, she's a woman). I also chose not to date, wear makeup, or carry babies unless they could walk. My focus was to learn how to take care of myself, and I could not let anything interfere with that.

You might be saying "well that's ultra conservative" but my choices were far from that. Women have so much to do in this world, and it's important for us to take the time to work on just ourselves. I had a lot of help from my mother's cousin Diana and my aunt Joanne who

gave me advice on how to remain strong and helped me through the difficult points during my fast. Of course there were times when I really wanted to eat some blueberries, or I would see cute babies I really wanted to hold. It wasn't actually hard for me to not wear makeup since I don't think I need it to be pretty. But I realized that in order to do something well, you have to sit back, watch, and learn so that you can do the best job possible and this is especially true when women think they are ready to have babies at a young age. I didn't really look at things as "oh, I can't do that" and tried to see the significance of why I was not doing it.

Many people my age are facing unhealthy situations where they make decisions that put themselves last. I learned from my fast that I was much happier when things were actually my choice and that I arrived to that decision on my own. I spent a lot of time reflecting on the different pressures we face as teenagers and specifically as young women, and my ability to complete my fast showed me that I have the strength to get through those tough situations. My most powerful defense is right inside me, and the word "empowerment" makes a lot more sense now.

I came off my berry fast this past May and attended ceremony and feasted afterwards with other people who were coming off of theirs as well. Having a strawberry after that made me appreciate it that much more. I am so proud to be Anishinaabe, and I'm really proud to be a woman.

Vision Questⁱⁱⁱ

Excepted from Turtle Lodge, Sagkeeng Anicinabe Nation

The Vision Quest is a rite of passage conducted each spring that enables men and adolescent boys to engage in an ancient ceremony, assisting them in the transition from one life stage to the next, with purpose and meaning.

It is true that all Men must be initiated by Woman to understand life's sacredness. And so it is that a young man must seek a vision for himself and his community on a Vision Quest and be *initiated by Mother Earth...*The boys and men take to the Land and fast for their vision or dream while they are encouraged and watched over by the Elders.

Anatomy (external): body with a vagina

Vulva: the outer (external) area around the vagina, made up of the labia, clitoris, urethra and vaginal opening, described below.



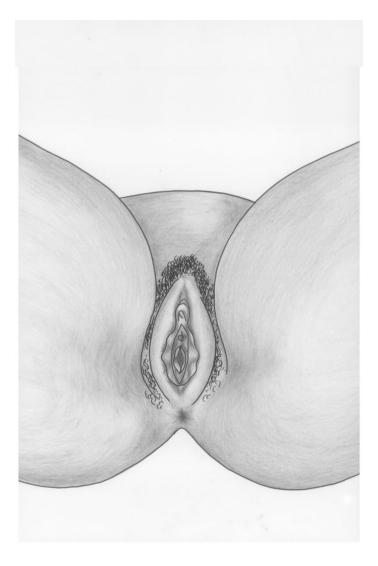
Labia majora: The outer 'lips' that wrap around the vulva, often covered with pubic hair.

Labia minora: The inner 'lips' of the vulva. They protect the clitoris, urethra and vagina. The labia minora come in all different sizes and may or may not grow pubic hair.

Clitoris: A pea sized collection of spongy nerve-endings. Due to tons of nerve endings in this small spot, the clitoris is very sensitive and when stimulated through touch, oral sex, sex toys, etc, people can feel a lot of pleasure, to the point of orgasm. The clitoris extends inside the vagina and can be up to 5 inches in length. It is often covered by the clitoral hood, which pulls back during sexual arousal as the clitoris gets larger and firmer.

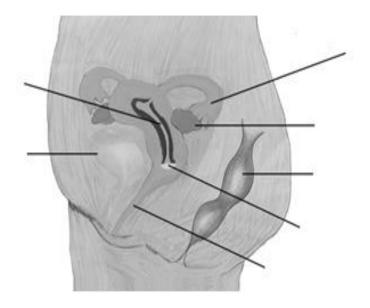
Urethra: A tiny opening that leads to the bladder inside the body. This is where pee (urine) leaves the body.

Vaginal Opening: The opening that leads to the vagina inside the body. It is generally closed (which means the sides are touching each other), it is very elastic and can open up to fit things inside, such as fingers, sex toys, menstrual supplies such as tampons or diva cups, penises, and some types of birth control. If someone chose to carry a pregnancy to term, the vaginal opening is where a baby could come out.



*Write in what you call the body parts or test your knowledge on the medical words for them!

Anatomy (Internal) - body with a vagina



*Write in what you call the body parts or test your knowledge on the medical word for them!

Vagina: A tunnel of muscle usually around 3-4 inches in length from the vaginal opening to the cervix. Every vagina has natural vaginal fluids that change color, consistency and smell throughout the menstrual cycle. When someone is turned on, the vagina produces more fluid as well as increases in length and width. If an orgasm or climax happens, more fluid can come out. When someone menstruates, blood comes out of the vagina. Things can go in a vagina, like menstrual supplies (tampons, cups), fingers, birth control, sex toys, and penises.

Cervix: The cervix is at the end of the vagina and is kind of like the stopper between the vagina and the uterus. The cervix has

a small opening that only small things like sperm or menstrual blood (during a period) could go through. If someone were to carry a pregnancy to term and give birth vaginally, the cervix opens (dilates) so the baby is able to pass through from the uterus out of the vagina.

Uterus: The uterus is a hollow, stretchy organ. It has a bloody lining. During ovulation, the lining of the uterus becomes thicker. The bloody lining sheds about once a month, and travels out of the cervix and vaginal opening. **This is called menstruation**. If an egg is fertilized by a sperm during ovulation, it would attach to the lining, the lining would not shed and that's where a fetus could develop.

Fallopian tubes: The fallopian tubes reach from the uterus to the ovaries. There are finger-like wisps at the end of the tubes that brush the ovaries and collect the eggs. The fallopian tubes are where a sperm could meet up with an egg and fertilize, before traveling into the uterus.

Ovaries: There are 2 ovaries, one attached to each fallopian tube. They produce eggs and sex hormones. Generally, about once a month, one of the ovaries produces a mature egg and releases it. This is called ovulation.

Anus: The anus is behind the vulva. This is where poop comes out. It has a lot of nerve endings, so it can feel good if used for sexy time. Adding lube to anything being put into the anus (like a sex toy or penis) can increase pleasure and prevent anal tissues from tearing. Anything put in the anus needs a way of getting it back out (like a base or a string), so that it doesn't go too far up into the body.

Menstruation (periods)

When someone gets their period (menstruates), blood from the uterus comes out of the vagina. People with vaginas can start menstruating from age 10 up, and the average age is 12. Menstruation usually ends around age 50, which is called menopause.

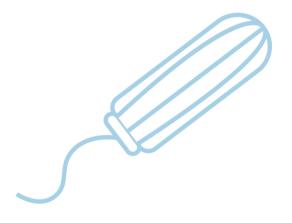
People generally get their period about once a month from puberty on. However, some peoples periods can be really irregular (not every month), especially when they first start or if they are under a lot of stress.

Menstruation happens when the bloody lining of the uterus that becomes thicker during ovulation sheds and travels out of the cervix and vaginal opening (See uterus description on last page).

People use pads, tampons or a menstrual cup during menstruation to catch the blood. You can buy pads and tampons at most grocery stories, pharmacies, and some public bathrooms, etc. Most schools also have some on hand. Ask your school's guidance department.

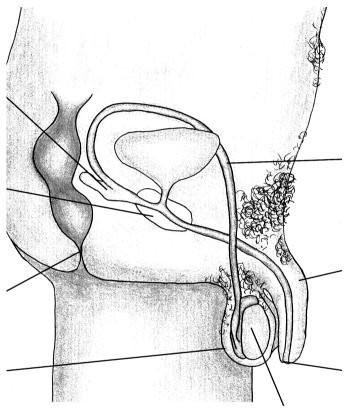
Some people can have symptoms before their period such as feeling emotional or moody, feeling bloated due to water retention, swollen or tender breasts, craving certain foods, getting more pimples than usual, etc. These are often called pre-menstrual symptoms (PMS) and they are caused by hormones in your body. It may be helpful to talk to a doctor, nurse or someone at a Teen Clinic or Health Centre about symptoms that are too much to handle or if someone is feeling really sad or depressed during that time every month.

People can also have symptoms during their period such as cramps, as well as the same symptoms mentioned above. If someone's period is very painful, there are things that can help. Talk to a doctor or nurse about it.





Anatomy: body with a penis



*Write in what you call the body parts or test your knowledge on the medical words for them!

Scrotum: The sac of skin that holds the testicles. It is often thinly covered in pubic hair.

Testicles: This is where sperm and testosterone are produced. Also called the 'testes' (or balls in slang), they are held in by a sac of skin called the scrotum.

Penis: The penis is made up of sponge-like erectile tissue. The penis gets hard because blood flows to the area and fills up the tissue. The skin of the penis is loose and slides forward to form a fold of skin over the 'head', which is called the foreskin. The foreskin naturally is pulled back when the penis gets hard (erection) and contains nerve endings. Some may have had this skin removed (usually shortly after birth) in a procedure called circumcision. All penises are different sizes and some may curve. Erections can be caused by emotions or thoughts or from touch or pressure. Erections can also happen on their own for no reason at all.

Vas Deferens: Sperm move through a tube called the Vas Deferens from the testicles to the urethra.

Urethra: The opening at the tip of the penis, joined to the vas deferens inside the body. Semen and pee come out.

Seminal Vesicle and Prostate Gland: These glands secrete the fluids that are added to sperm to become semen as it travels through the vas deferens and then out of the urethra during ejaculation.

Pre-ejaculate (pre-cum): A clear or whitish liquid that comes out when a penis gets hard. It clears out the vas deferens and urethra and lubricates the head of the penis. It can contain sperm and could contain an STI (if someone had an STI). This is why having sex without a condom and pulling out before ejaculation does not prevent pregnancy (if penis-vagina sex is happening) or STIs.

Notes

References

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ⁱ Adapted from "I heart my chest, A Chest Health Resource for Trans Folk". By Qmunity, BC's Queer Resource Centre.

ii Adapted from "I heart my chest, A Chest Health Resource for Trans Folk". By Qmunity, BC's Queer Resource Centre.

iii Adapted from www.turtlelodge.org/?post_type=dd_events&p=3586, accessed, March 23, 2018.

Chapter 3 - Safer Sex

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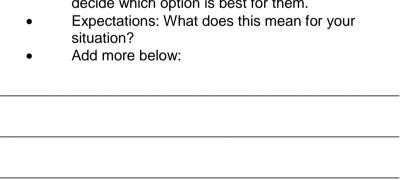


This chapter will explore all of the things people can do to make sex safer!

See the list below of some examples of things that could make sex safer and could be helpful to talk about before people have sex. This isn't a mandatory check list... your list might have more or less things on it. However, things like Consent, Boundaries and STI testing should be on everyone's list!

Things to talk about before sex

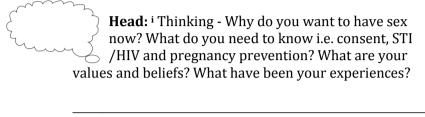
- Consent: Ask, Listen, Respect!
- Boundaries: "What I like and don't like"
- Condoms, sex dams (Prevent STIs and HIV)
- Contraception (Birth Control for penis-vagina sex)
- Sexually Transmitted Infections Testing: Have we been tested recently?
- What if pregnancy happens (if penis-vagina sex):
 What option (abortion, adoption or parenting) would
 I choose? The person who is pregnant gets to decide which option is best for them.





How do you know if you're ready for sex?

Deciding to have sex is a very personal decision. Checking in with your mind, heart, body and asking yourself the following may be helpful:





Heart: Feeling – Are you scared, nervous or excited? How would you **want** to feel if you are ready to have sex? What would you **need** to feel good about the experience i.e. love, respect, reassurance? Do you feel pressure or have to prove that you love your partner? How may having sex change the way you feel about yourself/the relationship?

Hands: Doing – How would your body feel if you are ready? How does your body react when you are around this person? What are your limits and boundaries when it comes to sexual touch i.e. what are you comfortable doing?

Fun things to do if you don't want to have sex!

- touching
- talking
- masturbating each other
- watching each other masturbate
- kissing
- holding hands
- massage
- hugging
- watching movies
- dry humping
- going for walks
- Snapchat
- dancing
- cuddling
- and more...

Abstinence is the safest way to prevent STIs, HIV and pregnancy. Abstinence means not having sex where fluids could pass between people, or the skin on genitals can rub together. There are many fun and sexual things people can do, see the above list, and make your own list too!

QUICK TIP: Masturbation!

Touching and rubbing your own genitals (Clitoris, Vagina, Penis, etc.) can feel good. This is called masturbation. Some people also use sex toys during masturbation. People of any age may choose to masturbate or not to masturbate. Both choices are safe and normal.

Masturbation should be done in a private place. It can also be a great way to get to know your own body and what you like, and can also relieve stress!

Tobacco Teaching: Consent

By: Vanessa AnakwudwabisayQuay, Peguis First Nation

In everything we do, we first ask using the gift of Tobacco. This form of consent is ancient knowledge and one of the first teachings of Anishinaabe (The People). Tobacco is a Sacred Medicine to be used throughout our lives. Tobacco is the first Medicine put here on Mother Earth for The People to use. It is made up and comes directly from Chi-Manitou's Odhay (Creator's Heart). It is a great gift, a connection from the Great Spirit to us ensuring we have everything we need. We ask for something by putting our prayers and gratefulness in the Tobacco "making spirit" then offering it. Offering it means giving it back to the Earth by placing the Tobacco in Fire, in Water, to the Wind or by the Bush, Plant, Animal, Tree or Rock of which we are asking. When we ask we are showing respect for All Our Relations and humbling ourselves before Our Original Family showing that we understand our connection to All Life. Every Nation has its own way of teaching consent. Tobacco has infinite teachings.

All about consent!

Consent means having a conversation to make sure both people are willingly saying yes to a sexual activity. Sexual activity includes sex, kissing, hugging, making out, cuddling, or touching someone's body in a sexual way. It's important to ask someone before touching them. Anything other than yes means no. If they aren't interested, aren't sure or don't say anything, it means the answer is no.

You can think of consent as: **Ask, Listen, Respect.** Ask them if they want to do something with you, listen to what they want, and respect them by doing only what they want to do.

QUICK TIP: Consent

When your partner is using non-verbal cues (looks, body language etc.), use them as a way to start a conversation. For example, if they are looking at your lips, or leaning in to be kissed you could say "do you want me to kiss you?"

Ask

Asking for consent can be fun! It can help to figure out ways to talk about consent that feel comfortable for you. It can be more complicated than just asking or saying "yes" or "no."

People don't always talk about touching/sex before it happens; sometimes people communicate non-verbally, through eye contact and body language. However, actually talking about consent gives both people a chance to say whether or not they are into something. When we talk about consent in our own words it can be fun and sexy. It also helps sex be safer and ideally, pleasurable for both people!



here are some ways to ask in the heat of the moment. but don't forget talking about it when you're not half naked is always better

	may i ?
	touch ?
	kiss ?
	put my ?
	Are you into this?
	How are you feeling?
•	What would you like me to dee
	I think it's hot when my partner
	does to me.
	What do you like?
i	Would you like it is:
	Where do you see this going?
	What should I look for if you
	start to shut down?
1	Tage of Blue down;

Listen

Part of asking for consent is listening to the response. It's important to pay attention to their body language and tone of voice. If they are saying yes, but they look uncomfortable or sound unsure, it is not a clear yes and it's important to check in with them further. This could sound like "You sound unsure, I want you to know that it's totally okay if you don't want to."

Respect

We can feel rejected when someone says no. Even though feelings of rejection can be hard, it's our responsibility to deal with our feelings and respect the other person. It's never okay to make someone feel bad for saying no.

Consent is ongoing, which means you have a right to say no at any time, including right before or during, even if the other person really wants to. It is time to stop if someone changes their mind during a sexual activity. Stop and check in with your partner if they says "stop", "wait", look uncomfortable or are pulling away. This could sound like "You don't seem into this anymore, do you want to stop?" Always stop and ask if you are unsure.

Other examples of how to check in:

- "Is this still ok?"
- "Maybe we should stop?"
- "Is everything ok?"
- "Do you like this?"
- "Does this feel good?"

Remember to say these things in a neutral and respectful way. If you sound sarcastic, angry or judgmental, you could actually make the person feel unsafe or pressured to keep going, and that is coercion, not consent.



What are two ways that you would like to be asked for consent?				
What are two ways you could ask for consent?				



Age of Consent

The age: You have the right at the age of 16 or older to consent to sex with anyone, as long as the person is not in a position of power or authority over them (no teachers, coaches, doctors, or bosses etc.).

Exceptions:

A 14 or 15 year old can consent to sex with someone who is no more than 5 years older. A 12 or 13 year-old, can say "yes" to sex with someone who is no more than 2 years older.

This law is made to protect young people from being taken advantage of. It is important to talk with someone you trust or call the Sexual Assault Crisis Line if you have concerns about someone you know. (For more info, see Resources Chapter)

Sexting & Consent

You have the right to choose whether or not you want to engage in any kind of sexual activity, and that includes sexting. Consent means that you have to ask before sending a sexy (or nude) pic or text to someone. If you ask someone to send a sexy text or pic to you, you have to listen and respect whatever their answer is. It's never okay to pressure or force someone to send images. It's also not okay to share or post images that were shared privately. These are examples of abuse. If someone has ever had their sexts or images shared without their consent, it is NOT their fault, and they deserve help and support. Check out page 235 for more info about sexting and resources if someone needs help.

Sexting can also have legal consequences. Any nude photos or videos of someone under the age of 18 could be considered child pornography, which is illegal to own or share.

What Consent Is Not (Sexual Assault)

Consent is not coercive; it is never ok to try to change someone's no into a yes by pressuring, nagging or using guilt. It's also not okay to try to change someone's no into a yes through alcohol or drugs, or to wait until someone is drunk or high to ask them for consent. **Any kind of coercion is sexual assault.**

Other examples of coercion:

- Pressuring someone to send naked pictures of themselves, or pressure to sext.
- Making threats
- Blackmailing or bribing
- Guilt tripping someone into having sex.

What's the most respectful thing to do if people are drunk or high? Wait until they are sober, bring them water, help them get home or watch over them, etc. Ultimately, consent doesn't count when people are drunk or high. That doesn't mean that every time there is drinking and sex it's a sexual assault, but it does happen. What's important to know is that any unwanted sexual attention or contact is not okay.

Sexual activity without consent is sexual assault. If someone experiences a sexual assault, it is **NEVER** their fault. It doesn't matter where they were, who they were with, what they were wearing or if they were drunk or high. No one ever deserves to be assaulted or abused.

Getting Help for Sexual Assault

You have a right to be believed and get support. It can help to talk to someone you trust. You can access support for you or a friend. If you know someone or have a friend that has experienced a sexual assault, a couple of good things you can say are: "It's not your fault," and "I'm sorry this happened." You can ask them how you can support them and you can also give them information about the Sexual Assault Crisis Program.



The Klinic Sexual Assault Crisis Line is a great resource that people can call if they need to talk. You can also call the line if you're feeling upset or unsure about a sexual experience. It is open 24/7 and free to call from anywhere in Manitoba. Their **phone number is 1-888-292-7565 or (204) 786-8631.**

Sexual Health Plan Activityii

A sexual health plan involves answering important questions like "what types of sexual activities, if any, am I comfortable with for myself?" or "in what context do I want to have sex? Taking the time to map out what you want/don't want out of your sex life and how you plan to take care of your sexual health and well-being can be a positive tool throughout your life.

Here's a sampling of questions that might be helpful in starting to think about your sexual health plan:

1. At this point in my life, engaging in sexual activity with a partner(s) is a good decision for me.

Yes No M	laybe
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Key factors to consider:

- a. How ready I feel
- b. Circumstances and context
- c. My values, including religious values if relevant
- d. My parents'/guardians' values if relevant
- e. Do I have the information and resources necessary to protect myself from or treat an STI? To prevent pregnancy if I don't want to be pregnant? (if penis-vagina sex) If not, where could I access this information and/or those resources?
- f. Do I know what I'd do if I got pregnant? (if penis-vagina sex)

2. At this point in my life, I feel comfortable having sex in the context of:

- a. Casual relationships
- b. Dating
- c. A monogamous relationship (only dating or sex with each other)
- d. A non-monogamous relationship (dating or sex with other people)
- d. Marriage

e.					

3. At this point in my life I'm comfortable with:

- a. Not engaging in any partnered sexual activity
- b. Touching (e.g. heavy petting, mutual masturbation, etc.)
- c. Oral sex, giving and/or receiving (mouth / tongue on clitoris, vagina, penis, etc...)
- d. Vaginal sex using sex toys
- e. Penis-Vagina sex
- f. Anal sex using sex toys
- g. Penis-Anus sex
- h. Vagina-Vagina sex

١.				

4. I believe that I have the information and resources necessary to plan how to:

- a. Talk to a partner about the importance of safer sex, like using condoms and sex dams
- b. Use condoms or sex dams every time I have sex
- c. Take the necessary steps to have safer sex if I wish to not use condoms or sex dams during sex with a trusted partner (i.e. to discuss both partners getting tested and agreeing to be monogamous)
- d. Make sure I have access to and can use effective birth control or contraception if I have penis-vagina sex
- e. Get tested for an STI, and get treatment if necessary
- f. Get tested for pregnancy if necessary
- g. Deal with an unintended pregnancy

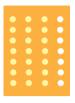
|--|



My sexual health plan for the next year is to:	,

Contraception

(Also known as birth control) refers to a variety of methods used to prevent pregnancy from happening if people are having penis vagina sex. Here are some common methods of contraception.



Hormonal methods

Some people use hormonal methods for reasons other than preventing pregnancy, such as to help regulate the menstrual cycle or to reduce acne and menstrual cramps. Hormonal methods are (so far) only made for people with a uterus. They are things like the pill, patch, ring, needle and hormonal IUD (see chart on following pages for more detailed information).

Hormonal methods put artificial estrogen and/or progesterone (hormones) in the body. Having a higher level of those hormones in the body on a consistent basis means that eggs are not being released from the ovaries. If there is no egg, there is no chance of pregnancy happening. These hormones thin the lining of the uterus to make it harder for a fertilized egg to implant. They also thicken the vaginal fluid by the cervix, making it harder for sperm to get into the uterus. Hormonal methods do not protect against STI's or HIV.

Condoms

Condoms act as a barrier so that genital fluids do not swap to prevent pregnancy if people are having penis vagina sex as well as to prevent STI's if people are having any kind of sex (anal, oral or



vaginal). This is because sperm and STIs cannot pass through condoms. (See "condoms" section later on in the chapter for more info.)



The Copper IUD

It is neither a hormonal nor a barrier method. It's a very small T-shaped device with a bit of copper that is inserted into the uterus through the cervix and can stay in there for up to 5 years. It prevents pregnancy because the copper makes the sperm not be able to move and prevents the egg from attaching to the lining of the uterus.

The Emergency Contraceptive Pill (ECP, often called "The morning after pill")

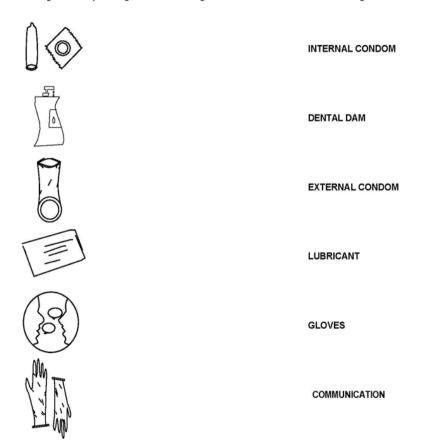
You can take ECP after unprotected penis-vagina sex to prevent a pregnancy from happening. It is a large dose of hormones that acts really quickly to prevent a pregnancy. It's most effective when used within 24 hours. ECP is recommended for up to 72 hours but can sometimes still be effective up to the fifth day. In Winnipeg, Plan B is available at Teen Clinics for free and at pharmacies without a prescription. It can cost anywhere from \$28 at Wal-Mart to \$42 at Shoppers Drug Mart. If someone wants to access ECP outside urban areas, encourage them to call the health centre, nursing station or hospital ahead and ask if they have it in stock, and if they can come to get it.

You can learn more about everything we talk about in this chapter; get safer sex supplies and other sexual health needs met at a Teen Clinic in Manitoba. Read more in the Resources Chapter! If you don't live in Winnipeg you can access these things at your local health center, nursing station or from a public health nurse.

Safer Sex Picture Matching

How many of these safer sex tools do you know?

Match the images below by drawing a line from an image on the left to the correct name on the right





Method	Correct Use	Possible Side Effects	Advantages	Disadvantages
a	Take orally every day at same time.	Nausea, headaches, spotting, moodiness for first 3 months. Small increased risk of blood dots.	May make periods regular, shorter, lighter, less painful, and reduces acne.	Possible side effects, must take every day. Prescription required, no STI protection.
Patch	Wear on skin and change once a week.	Same as the pill as well as skin irritation where patch is worn	Same as the pill. Only have to change it once a week.	Possible side effects, patch is visible and peach colored, prescription required no STI protection.
Ring	Insert in vagina to the cervix at the end. Change monthly.	Same as the pill, as well as increased vaginal initiation.	Same as the pill. Only have to change it once a morth.	Possible side effects must be comfortable with putting things in vagina, prescription required, no STI protection.
Needle (Depo- Provera)	Go to a clinic to get it every 12-13 weeks.	Headaches, weight changes, irregular / reduced periods, bone density loss, can delay retum of fertility.	Makes periods lighter and eventually takes period away. Only get a needle every 12/13 weeks. Can use if can't use estrogen methods.	Possible side effects, must be comfortable with needles, have to go to a clinic every 12/13 weeks.

Contraceptive Methods & Information

Hormonal	Copper IUD	Penis Condom	Condom
Clinician inserts into uterus. May leave in for 3-5 years.	Clinician inserts into uterus. May leave in for 3-5 years.	Put on erect penis before having sex.	Insert in vagina before having sex.
Light spotting / irregular periods, abdominal pain, and rare risk of headaches, acne and sore breasts.	Heavier periods with increased cramping.	None	None.
Makes periods lighter and may eventually take period away. Can last 5 years. Can use if cant use estrogen methods.	Can last up to 5 years. No homones being put in body, so no hormonal side effects.	Only have to use during se, no prescription, no side effects, free / inexpensive, protects from STI's.	Only have to use during sex, no prescription, no side effects, non-latex, protects from STI's, can put in before sex.
Possible side effects, must be inserted / removed by a clinician, insertion may be uncomfortable and may have some risks.	Possible side effects, must be inserted / removed by a clinician, insertion may be uncomfortable and may have some risks.	Penis must be fully erect, must check periodically during sex to ensure it's still on.	Must check periodically to make sure it hasn't been pushed inside.

Accessing Health Services Living Outside a Cityiii

It can sometimes be a challenge for teenagers to access birth control and condoms or other health services if you are from a rural or remote community. However, there are usually "hubs" – several places throughout the community where people can access health services, condoms or other forms of birth control anonymously or as anonymously as possible.

Some places that usually have health services available:

- Nursing Stations
- Health Centers
- Sometimes the school guidance counselor
- Public Health Nurse: Find out if a public health nurse visits your school regularly

Here are some more tips:

- Get what you need! You have the right to birth control and condoms no matter what. If anyone is questioning you, you could say it is for a friend, cousin etc.
- If getting condoms, pick up as much as you can when you go if it's possible – so you don't have to keep going back.
- Find "stand-ins" people that can pick up stuff for you.
- Talk to someone you trust who will keep things confidential

 maybe an Elder or Youth Worker in your community.

 These can also be good people to go to for support if you are struggling or going through a hard time for any reason.
- Travel to another community or city for health services if you can and would feel more comfortable.
- If you are having a hard time accessing the support or services that you need, find someone who you trust and will help you, maybe a friend, teacher, counselor, elder, auntie, etc.

Condoms

Condoms are a type of barrier method that physically stops sex fluids from mixing.

Condoms reduce the risk of STI/HIV and can help prevent pregnancy if people are having penis-vagina sex. There are a couple types of condoms: One that goes on a penis or sex toy, one that goes in a vagina or anus (internal condom), and sex dams, which are used for oral sex with a clitoris, vulva, bum or testicles.

Before using a condom

Where's a good place to store the condom? In a cool, dry place where they will not be squished as heat and being squished can damage/rip the condom.

Things to look for on a condom package:

Check the expiry date! Always check the expiry date, regardless of where you got your condoms. If it's expired, it could break!

Look for rips/holes. If there are any, it's not a good idea to use the condom because it could be damaged.

Check the write-up on the packaging. It should say something like, "If used properly, it will help protect against pregnancy, STIs and HIV."

What kind is it? Is it latex? Is it lubed or non-lubed? Flavored? Water-based lube can be added to non-lubed as well as lubed condoms for anal or vaginal sex. Lube helps reduce friction so the condom will be less likely to break and can make sex more comfortable. Flavored condoms are often used for oral sex with a penis (mouth on penis).

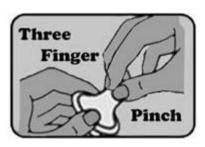
Condom for a Penis, Dildo or Sex Toy



Putting on the Condom

Gently open the condom. It may come out of the package inside out. Take a look at it; is the ring on the inside or the outside? If the ring is on the inside, the condom can't roll down onto the penis or sex toy. Flip it around by blowing in it. If someone tried to put a condom on a penis the wrong way it could have pre-ejaculate (pre-cum) on it. In that case, throw it away and use a new one. If the ring is on the outside of the condom, it's all good!

Roll the condom down once and pinch the tip before putting the condom on a penis or sex toy. This pinches out the air, so the condom doesn't break during sex and the semen has somewhere to go. (Note: One of the reasons why condoms break is because there is air in the tip). Give the condom a three-finger-pinch (thumb and first two fingers). "Pinch an inch," not just the tip.



If the penis has foreskin, gently pull the foreskin back before putting on the condom. Continue to pinch the tip to keep the air out and roll the condom all the way down to the very base of the penis or sex toy. Voila! You did it! Add water-based lube to the condom for more fun and extra pleasure!

Taking the condom off

Whenever sex stops, for whatever reason, hold onto the base of the condom and the penis or sex toy and remove both from the partner. A penis loses its erection after ejaculation happens, so it's important to hold onto the base of the condom and the penis before pulling out so that the condom doesn't slip off into or onto the other person's body. Take the condom off away from your partner's genitals (not on top of them). Throw the condom in the garbage. Condoms are one time use only, and condoms should not be washed, reused or flushed down the toilet.

Recap - putting a condom on correctly:



Check the package & open it.



Make sure it's the right way up.



Pinch an inch!



Keep pinching the tip with one hand, while rolling the condom down with the other



Roll it down all the way.

Internal Condom (for a Vagina or Anus)

Internal condoms can be inserted into a vagina or anus and used for protection from STIs if having any kind of vaginal or anal sex, or to prevent pregnancy if having penis-vagina sex. They are made out of polyurethane and are safe to use if someone is allergic to latex.

This type of condom can be put in up to 8 hours before sex happens! This might give someone more control in making sure a condom is used. Since the internal condom hangs outside of the body a bit, it protects the outer area more from STIs that are spread from skin to skin contact (such as herpes or genital warts). They can cost about 3 for \$12 in a store/pharmacy, but they might be free at some Teen Clinics and health centres, but we would advise calling ahead to ask before going.

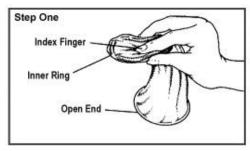
Inserting the condom in a vagina:

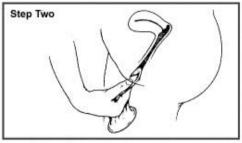
Step 1: Get into a position that is most comfortable for you and take the condom out of the package. Grasp the ring inside the condom and squeeze it between your two fingers.

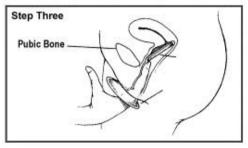
Step 2: While squeezing the ring, insert it into the vagina and push it further in with your fingers back to the cervix. The inner ring will sit by the cervix and keep the condom in place.

Step 3: The opening of the condom will rest out of the vagina and vulva. Insert your fingers inside and straighten it out in case it is twisted in there. Voila! You did it! Add water-based lube inside the condom and on the outside of the condom for more fun and extra pleasure!

Make sure the sex toy or penis is going inside the condom (especially when changing positions). When sex is over, twist the outside of the condom clockwise to close (so no fluids spill out) and then pull it out of the vagina. Throw it in the garbage; internal condoms are one time use only.







Inserting the condom in an anus:

If using it for anal sex, remove the inner ring and place the condom on the sex toy or penis. Add lube inside and a lot on the outside of the condom to make it more comfortable and pleasurable! Insert the penis or sex toy (with condom on) into the anus to insert the condom in the anus. (You can also just use a finger to insert the condom in the anus.)

Sex Dams

Sex dams can be used for oral sex: mouth or tongue on clitoris, vulva, vagina, anus or testicles. They help to protect from getting or passing STIs. It's a rectangular sheet of latex that acts as a barrier between your mouth and the other person's body part. You can make them out of condoms! They are available at some Teen Clinics and Health Centres (call ahead to make sure), and can often be purchased online or at "adult shops". You can also make your own from free condoms! For more info about Teen Clinics, go to the Resources Chapter!

How to make Sex Dams

With Scissors:

Get a non-lubricated/flavored condom. Cut the tip off the condom. Cut through the side of the condom. Open it up into a rectangular square and you have your very own sex dam!

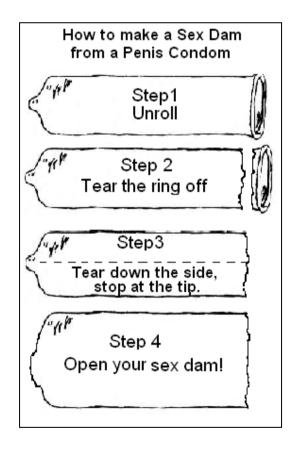
With your hands:

Get a non-lubricated/flavored condom. Unroll the condom all the way down. Tear the ring off the condom using your nails or teeth. Tear the condom down the side, but stop tearing right before the tip! You should now have a rectangular sheet of latex to use! (See diagram on next page!)

How to use a Sex Dam

The dam can be gently & loosely held in place (don't stretch it too much) by the person receiving the oral sex or the person giving it. The point is to keep your fluids on one side and your partner's fluids on the other side. If the dam is twisted or dropped, just make or use another one. Adding some lube in the side of the dam that's going to be touching the person who is receiving can make it more pleasurable.





Notes

References

ⁱ Calgary Sexual Health Centre, calgarysexualhealth.ca/2013/04/sexwithout-regret-checking-in-with-head-heart-body/, accessed, August 2016.

ii *Activity adapted from Action Canada for Sexual Health & Rights, SRH Week website. http://www.srhweek.ca/caring-for-yourself/what-is-a-sexualhealth-plan/* Safer Sex Picture Matching.

iii Adapted from writing by Jessica Danforth.

Chapter 4 - Sexually Transmitted Infections (STIs)

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This chapter will explore sexually transmitted infections. A sexually transmitted infection (STI) is an infection someone can get from any type of unprotected sex. An STI can only be passed if someone has one already. If none of the sex partners have an STI, there is no risk. It is impossible to create one out of nowhere. However, someone may not know if they have an STI or not if they haven't been tested. This is why it's important to get tested regularly, talk about STI testing with every sexual partner and use barriers like condoms and sex dams.

STIs are passed through unprotected vaginal sex, anal sex and oral sex (mouth on genitals). Some STIs, such as herpes or genital warts can also be passed by rubbing genitals against each other naked. Other infections such as HIV or Hepatitis C can be spread in other ways such as sharing blood.

All STIs have treatments and many are curable. Anyone can get an STI. The only way to know if someone has an STI is to get tested. Teenagers in Manitoba can get tested at Teen Clinics in Winnipeg (check out teenclinic.ca), a doctor or health professional, or your local health centre or nursing station. (See Resources chapter for more info about Teen Clinics) You have the right to non-judgmental and confidential testing for STIs and HIV.

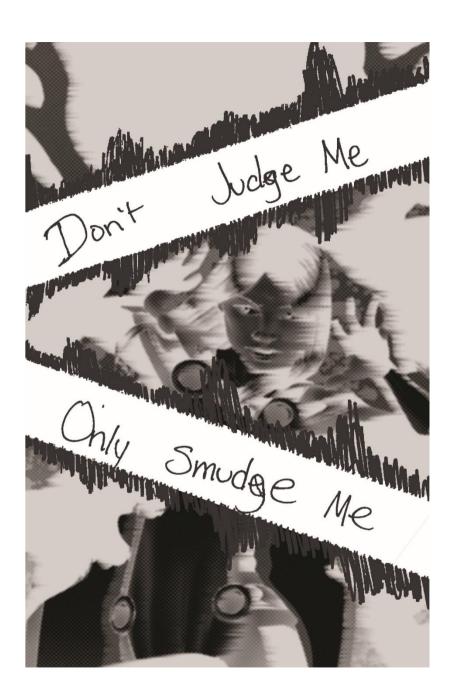
*People use different words to talk about their bodies and their genitals. Using language that feels right to name our bodies can be affirming and empowering. This chapter uses medical words, such as vagina, anus and penis, to describe genitals. Some people may use other words, such as private parts, bum, front hole, etc. We acknowledge and respect that people use words that they are most comfortable with. Use what feels right and respectful to you and your partners.

Stigma

For some people, hearing or talking about STIs can be uncomfortable. Stigma is a negative set of judgements or ideas about something and when that stigma is about STIs it can cause people to feel shame. Feelings of shame or embarrassment about STIs can lead to people not getting tested or treated or being treated badly or called names. As peer educators, it's important to challenge stigma and to be able to talk openly about STIs so that everyone feels comfortable getting information, asking questions, getting tested and accessing treatment and support if they need it. Words like "dirty" or "gross" when talking about STIs are judgemental, hurtful and add to negative judgment and stigma around STIs.

What are some ways a neer educator like you can reduce

stigma and promote education about STIs in your school or community?



Prevention

Abstinence:

Abstinence or not having sex can prevent one from getting or passing many Sexually Transmitted Infections. This works when people don't swap genital fluids through penis-vagina sex, penis-anus sex, or oral sex; as well as direct genital to genital rubbing. Check out the "fun and safe activities" list on page 60!

Safer Sex:

If people are having any kind of sex, condoms and sex dams are the only things that can be used to prevent STIs. If using sex toys, not sharing or using new condoms for each person can prevent STIs. To learn more about condoms and sex dams, including how to use them correctly, check out the Safer Sex Chapter!

Use new needles and syringes:

If you get a tattoo or piercing, be sure that you go to a licensed shop. If you are using needles to inject drugs use a clean needle and syringe every time you use. As a last resort, your own needles can be cleaned before each time you use them, but it is still best not to share with other people. Cleaning means flushing the syringe twice with clean water, twice with bleach, and then twice with new water. Each flushing should last 30 seconds. This will often kill HIV, but it will not protect you from Hepatitis C.

Communication:

Talking with each and every sexual partner about condoms, STI testing, STI status (if you have an STI or HIV), and how to share the responsibility of protection is an important part of STI prevention and having healthy relationships.

Testing:

Getting tested regularly or between each partner is an important part of taking care of your body and sexual health.

Getting tested also gives you the chance to get the cure or treatment as soon as possible. You can get tested at any Teen Clinic in Manitoba, at the health centre or nursing station out of the city or when you see a doctor.

Possible signs & symptoms of an STI

STIs often have no symptoms or signs. The only way to really know if you have an STI is to get tested. Sometimes there can be signs like:

Skin Changes

➤ These could be lumps, bumps, rashes or sores that weren't there before.

Irritation When Peeing

> Feeling burning when peeing or having to pee often, but hardly any pee comes out.

Genital Itching

The genital area is very itchy.

Noticeable Pelvic Pain

A dull aching below the stomach, in the pelvis area with no apparent cause.

Sex Organ Discharge

Fluid coming out of the penis, vagina or anus that looks, smells or feels different than usual.

Having one or more of these signs does not always mean someone has an STI, just like not having any signs does not mean someone has no STI. Other infections such as yeast infections can cause some of these signs too. They are not STIs, but either way it's a good idea to get it checked out.

Testing



At most teen clinics in Manitoba, they usually do either a urine or blood test to check for STIs, HIV, or Hepatitis C. The health care provider may also do a visual exam, check whatever parts used as a sex organ and check the mouth or anus by taking a swab if necessary. You can ask for an STI or HIV test at a teen clinic or other health care centres or nursing stations. If you'd like to be tested for everything, let whoever is doing the test know. Getting tested gives you the chance to get the cure or treatment as soon as possible.

Pee Test

All you have to do for a urine test is pee in a cup. They can test for chlamydia and gonorrhea by testing the urine. Try not to pee for an hour or two before a test, it's best to give them a strong sample!

Swab Test

If using the anus or mouth for sex, a healthcare provider may do a gentle swab of the mouth or anus with a long Q-tip.

Visual Exam

If any noticeable signs were present on someone's skin (a sore or rash), a healthcare provider might want to do a visual exam to see. A sample of cells can also be taken by a soft Q-tip like swab.

Blood Test

A blood test is when they take a small sample of blood. It's how they test for STIs like HIV, Hepatitis C and Syphilis.

The Results

STI test results generally take two weeks. If your test results are positive (you have an STI), you will receive a phone call asking you to return to the clinic for treatment. You can give the clinic the best way to contact you, and most clinics will be professional and confidential.

Blood tests can take 1-3 months for HIV and Hepatitis C to show up on a test since it takes time for antibodies to show up in someone's blood. This period of time is called the 'window period'. It's important to remember that a person can spread HIV and Hep C during the window period. A second blood test is recommended after the window period for blood tests to get an accurate result.

Feeling nervous about going to the clinic? Use this to get what you want from your visit!

Hello			
I am feelingthis with me to make	sure I get wha	it being here tod t I need.	ay. So, I broug
I have used the follo	wing body parts	s for sex: (circle	all that apply)
Mouth	Penis	Anus	Vagina
I am worried about:			
Please test me for:			
Chlamydia		Ѕур	hilis
Gonorrhea		Ger	nital Herpes
Trichomonias	is	Нер	oatitis C
HIV		Ger	nital Warts
Pregnancy		AL	L OF THESE
Some Questions I ha	ave are:		
I would like more info	ormation about	:	

STI WORD SEARCH

T	R	С	О	N	D	О	M	T	S	J	U	X	K	D	CHLAMYDIA
R	R	K	Н	Р	E	Е	I	N	Α	С	U	P	Z	Н	COMMUNICATION
		••	••	•	_	_	•	• •	••	_	•	•	_	••	CONDOM
Е	В	R	С	Н	L	Α	M	Y	D	Ι	Α	С	K	E	CONSENT
Α	S	Α	F	Е	R	S	Е	Х	Е	Е	R	M	Х	P	CUREABLE
11			•	L	10		L	71	L	L	10	111	71	•	GONORRHEA
T	R	I	С	Н	Ο	M	Ο	N	I	Α	S	I	S	Α	HEALTHCENTRE
Α	С	О	M	M	U	N	Ι	С	Α	Т	I	0	N	T	HEPATITISC
Λ	-	0	IVI	IVI	U	14	1		Λ	1	1	0	14	1	HIV
В	T	V	T	E	E	N	C	L	I	N	I	С	G	Ι	HPV
L	Е	С	U	R	Е	Α	В	L	Е	Α	G	P	О	Т	LUBRICATION
L	Ľ	C	U	K	Ľ	Λ	Б	L	Ľ	Λ	U	1	O	1	PEEINACUP
Е	Η	E	Α	L	T	Н	C	E	N	T	R	E	N	Ι	PREVENTION
IJ	P	P	R	Е	V	Е	N	Т	I	0	N	J	О	S	PUBICLICE
U	1	1	K	L	٧	L	14	1	1	0	14	J	0	В	SAFERSEX
M	V	L	U	В	R	I	C	Α	T	I	Ο	N	R	C	SUPPORT
Z	Н	I	S	U	Р	P	0	R	Т	Е	Z	Н	R	S	SYPHILIS
L	п	1	b	U	Γ	Г	U	K	1	Ľ	L	п	K	o	TEENCLINIC
Y	I	P	U	Н	Q	C	Ο	N	S	E	N	T	Н	N	TREATABLE
D	V	V	IJ	P	U	В	Ι	С	L	Ι	С	Е	Е	0	TRICHOMONIASIS
D	v	٧	U	ı	U	Б	1	C	L	1	C	Ľ	Е	Q	
R	J	Q	Α	R	S	Y	P	Н	I	L	I	S	A	M	

Find all the words in the right hand column!

HIV

HIV stands for Human Immunodeficiency Virus. It is a virus that attacks the immune system that humans can get from other humans. Our immune system is what helps us fight off illness like a cold or flu. When the immune system is weakened by HIV it can make it more difficult to recover from an illness and cause someone to become sick. If someone with HIV gets really sick with 2 or more illnesses they may be considered to have advanced HIV or AIDS.

The only bodily fluids that can spread HIV are:

- Blood
- Sex fluids (ejaculate, pre-ejaculate, vaginal or anal fluid)
- Breast milk

This means that all other bodily fluids do not spread HIV. Saliva (spit), tears, sweat, urine, and vomit are no risk for passing HIV. That means if we or someone we know has HIV, we can live or play together, share food, hangout or kiss and not be at risk for HIV. The only time there is risk of HIV transmission is if blood, sex fluids or breast milk are being shared.

Risky Behaviours

- Unprotected sex: vaginal or anal sex without a condom.
- Sharing needles: sharing needles for drugs, insulin, steroids or other things.
- Sharing sex toys: sharing sex toys means sharing sex fluids that can pass HIV.
- Breast feeding: HIV can be passed from an HIV+ parent to child through breast milk.

The test for HIV is a blood test which people can access at a Teen Clinic, health centre or their doctor. It can take 1-3 months for HIV to show up on a blood test after someone gets it.

There is no cure for HIV, but there are very good treatments & medication. If someone found out they had HIV early on and began treatment right away, they could live a long life with HIV without it progressing into AIDS. If someone took good care of themselves and took the necessary treatments, they could live a long & healthy life.

Hepatitis C

Hepatitis C is a virus that attacks the liver. One of the liver's main functions is to clean our blood. Hepatitis C is spread through blood.

How is Hepatitis C transmitted?

The virus is passed by blood-to-blood contact. Blood with the virus must get into the bloodstream of another person. This means all other body fluids are safe from getting Hep C, including tears, sweat, urine, saliva, and vomit.

Risky Behaviours:

- Sharing needles, pipes, straws, cookers, filters, ties, or water for drug use with anyone else, including your sexual partner. Sharing means passing on, selling, giving or lending any of your stuff.
- Piercing or tattoo equipment (including ink) already used on someone else.
- Sharing anything that might have blood on it, like razors, nail clippers and toothbrushes, even if you can't see the blood.
- Unprotected sex with someone who has Hep C and there is blood.
- Reusing medical equipment that was not properly sterilized (such as a scalpel) or reusing needles for medical injections.

The Hep C virus is carried in blood and can live outside the body for up to 4 days or even as long as 6 weeks in room temperature. People can get Hep C from sharing anything with blood on it, even if they can't see the blood. You can get vaccinated for hepatitis A and B but there's no vaccine for Hep C.

The test for Hep C is a blood test which people can access at a Teen Clinic, health centre or their doctor. It can take 1-3 months for Hep C to show up on a blood test after someone gets it.

There are medications for Hep C. Hep C treatment can now cure Hep C. The treatment can last 8, 12 or 24 weeks.



HIV & Hepatitis C: Ways to be safer

Ways to prevent from passing or getting HIV:

- Never share needles and always use new needles
- Use a new condom each time for anal and vaginal sex.
- Use lube- It helps make sex feel good and prevents friction, cuts and tears during sex.
- Choose activities with a lower chance of passing HIV, such as oral sex, mutual masturbation and hand jobs.
- Use condoms and change them between each person when using sex toys.
- Use formula instead of breastfeeding if HIV positive.
- Get tested for HIV regularly, between each sexual partner (or if engaged in other risk behaviors for HIV).
- Communicate with sexual partners about getting tested.
- If you are HIV positive, taking the medication (antiretroviral therapy (ART) regularly can help you maintain low levels of HIV in your blood (also known as an undetectable viral load). Having an undetectable viral load reduces the chances of passing HIV through sex.

Ways to prevent from passing or getting Hepatitis C:

- Never share needles and always use new needles.
- Don't share hygiene materials that could have trace amounts of blood such as razors, toothbrushes, tweezers, nail clippers, etc.
- Don't share any kind of drug equipment such as pipes, straws, cookers, filters, ties, etc.
- Get tested regularly (or if you've engaged in a risky behavior for Hepatitis C).
- Use condoms if having sex and there is blood.
- Never share piercing/tattooing equipment (including ink).



What are some ways you could support someone who has an STI / HIV?

- Listen & be non-judgmental.
- Validate their feelings.
- Offer accurate info if they want it or if they ask you questions.
- Refer or help them find resources or information
- Ask how you can be supportive.
- Go with them to appointments as a support (if they want you to).
- Encourage them to access treatment or medication if they need it.
- Add your own ideas below:

Notes:

References

i http://www.catie.ca

Chapter 5 - Pregnancy Options

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There are three legal pregnancy options in Canada. They are abortion, adoption, and parenting. People have the right to information about as well as access to all of these options.

Teen Talk is **pro-choice**, which means we believe that:

- People have the right to make choices regarding birth control, pregnancy and pregnancy options for themselves.
- People have the right to decide what happens with their own bodies and lives.
- Everyone has the right to accurate, non-judgemental information about all three legal pregnancy options.

We know that everyone has different values. As a peer educator, if you are supporting someone who thinks they might be pregnant or is pregnant, it is important that you be non-judgmental and supportive no matter what your values are. The best thing to do if your values make you feel that you can't be supportive of any option they chose is to refer them to talk to someone who can, such as a teen clinic, or your school public health nurse.

If you are supporting someone who is or thinks they might be pregnant, it would be a good idea to suggest they go to a teen clinic. Teen clinics give free pregnancy tests, accurate information and counselling about all three legal pregnancy options, as well as pregnancy options counseling and support to set up appointments if they need to. See more info about Teen Clinics in the Resources chapter.

Indigenous Pro-choice Knowledge Haily Smith, Midwife, Métis, Saddle Lake, Alberta

"I learned from Haudenosaunee Mohawk midwife, Katsi Cook that woman is the first environment, and with that means that woman is also the decider of her own body and her own space. As midwives, our care is the full circle of life – including birthing, parenting, and not bringing life into the world when our people are not ready, or what Western medicine calls "abortion." Sure it might be an uncomfortable conversation for people to have – colonization did a good job of making sure that happened – but it means that we respect and support women to do whatever they need to do for themselves, their families, and communities. Our midwifery knowledge is sacred, and we as Native people have kept it alive by making sure that we still know that choice is a critically important teaching that itself is sacred."

Signs of Pregnancy & Testing

Signs that someone might be pregnant are:

- Changed or missed period
- Wanting to throw up (nausea)
- Peeing a lot
- Feeling really tired
- Weight gain or loss
- Sore or tender breasts
- Mood swings
- Change in appetite

A lot of these signs may also signs that someone is going to start menstruating soon (PMS), which can be confusing. However, it would be a good idea to get a pregnancy test if you have any of these signs, your period was missed or is different than usual **and** you have had penis-vagina sex. You can get free pregnancy tests at Teen Clinics or a Health Centre.

Pregnancy Tests

A pregnancy test is a pee test. They test for a certain hormone that only shows up when someone is pregnant. It can take up to a month after becoming pregnancy before it shows up on a pee test, so false negatives can happen!

Women's Health Clinic or a Teen Clinic in Manitoba are great places to go to get a pregnancy test, because they are prochoice, will give you accurate information about all 3 options and help you access or set appointments for whichever choice you choose if you are pregnant.

What are some ways you can support someone if they think they might be pregnant?

- Listen to them
- Be non-judgmental
- · Validate their feelings
- Encourage them to go get tested
- Let them know you are there for them
- Give them information and resources about Teen Clinics
- Offer to go with them to the clinic to get the pregnancy test.
- Offer them a ride to the clinic

Write more ideas of how to support someone here:	
	

Finding a Pro-choice Clinic

You have a right to non-judgmental support and information about all 3 pregnancy options. How do you know a clinic, doctor or nursing station is going to give non-judgmental & accurate information about unplanned pregnancy and your options?

Here's a quick checklist of what you should look for:

- ✓ Offers clear supportive information on <u>all</u> three legal options – abortion, adoption, and parenting and does not take a stand that one option is better than the others.
- ✓ Listens to your concerns and answers all your questions.
- ✓ Does not impose value judgments and does not try to talk you out into or out of any particular option.
- Clearly says that they will refer you to abortion services and answers questions about abortions or referrals in a straightforward, non-judgmental manner.
- ✓ Informs you that the choice on all three options abortion, adoption, and parenting - is up to you.
- ✓ Gives information and referrals for counseling on birth control and preventing sexually transmitted infections.
- ✓ Does not use words like 'crisis' or 'distress' in their agency names.
- ✓ Has a clear confidentiality policy.

An Indigenous Perspective on Pregnancy Options & Reproductive Rights

Contributed by Jessica Danforth

Throughout history, many Indigenous women around the world have interacted with each other through various women's societies, which held respected positions of significant political power. Looking closer at traditional teachings and practices within First Nations, Inuit, and Métis nations throughout North America, it is evident that methods of family planning and birth control, including abortion, were performed as necessary procedures to ensure the health and welfare of communities that have women at its core. Although we are vastly diverse in terms of societal structure, whether matriarchal (where leadership, blood line, or governance is carried by women, e.g. Mohawk) or egalitarian (where there is a balance of power, not superiority of one over another e.g. Inuit), it is clear that the right to govern one's

own body and take care of it the way we choose, is a foundational principle shared amongst us all.

Abortion

Abortion is a safe, free and legal medical procedure to end a pregnancy. In Manitoba, the abortion procedure is available in Winnipeg and Brandon. (For information on services in Brandon, please call the clinic at 204.728.4440)

Most doctors in Manitoba do abortions up to 16 weeks of pregnancy (counting starts from the first day of the last period). There are a few doctors that will do abortion procedures up to 19 weeks.

What happens during an abortion?

Surgical Abortion:

The abortion procedure involves opening the cervix a few millimetres and removing the contents of the uterus with a thin, soft, straw-like tube attached to a device that creates a gentle suction. Next, they sweep the lining of the uterus with an instrument that has a small metal loop at the end and then repeat the suction one more time. Pain medicine is given before the abortion, so the person should not experience much pain during the procedure. The abortion procedure takes 10-15 minutes, but one can expect to spend 2-4 hours (i.e. a half-day) in the clinic or hospital. The person who has had an abortion will need to be picked up because they are not able to drive, take the bus, bike or walk home on their own. Most people feel cramps (like strong period cramps) for up to a week following the abortion.

Medical Abortion:

Medical abortions are available for people who are up to 8 weeks pregnant. A medical abortion ends pregnancy by using two different types of medication: mifepristone and misoprostol. It is like an induced miscarriage.

Anyone having an abortion will be given instructions on how best to take care after the abortion. **Abortions are very safe**,

and complications are very rare.

In general, people choose abortion because being pregnant at that time is in some way not right for them. People can feel all sorts of emotions after an abortion ranging from sadness to relief, all of which are normal. If someone is struggling with their feelings, it can be helpful to talk to someone.

Teenagers can get an abortion without the consent of a parent or guardian, although some doctors may ask for it. Women's Health Clinic can arrange appointments that do not require parental permission. No doctor is allowed to notify anyone of any medical procedure without that person's consent. (They won't call your parents without asking you first!)

People who have an abortion are just as likely as anyone in general to have a future healthy pregnancy and birth if they choose to.

For more information:

In Winnipeg, abortion services can be accessed at:

- Health Sciences Centre Women's Hospital (204.787.3661)
- Women's Health Clinic Portage (204.477.1887) womenshealthclinic.org/what-we-do/abortion

Appointments for both places can be made through:

- Teen Clinics (see Resources chapter)
- Women's Health Clinic on Graham (204.947.1517)
- Mount Carmel Clinic (204.582.2311).
- Women's Health Clinic Portage (204.477.1887) can be called directly although they may refer someone for counselling at Women's Health Clinic on Graham first.

Abortions Outside of Winnipeg: Things to Consider

Booking Appointments:

Appointments can be made through your local nursing centre or directly through Health Sciences Centre or Women's Hospital (204.787.3661) or at the Women's Health Clinic Portage (204.477.1887).

Transportation:

If you want the travel costs and accommodation to be covered, you must go through the nursing station, medical center or hospital to obtain a travel warrant. To get a warrant, the nurse will have to know that that you want an abortion. **No one has the right to refuse a travel warrant for an abortion.** It might be helpful to seek out a trusted adult to help.

Accommodation: Are there supportive friends or family you could stay with?

Some communities have medical boarding homes however the referral person would have to know the youth is requesting an abortion. Some Bands also have arrangements with some hotels and the room can be covered. You can sometimes claim the cost of food and lodging with their receipts.

Duration: How long are you required to stay in Winnipeg?

 You may stay for 1- 3 nights. You may have counseling and a medical appointment the first day, the procedure the second day, and it is suggested that you stay another night.

Remember, you have the right to have an abortion if you choose. Nobody should force you to have one or stop you from having one, including nurses, doctors, and others in your community.

Adoption

If someone is considering adoption they will need to contact an adoption agency. A Teen Clinic can help arrange this. An extended family adoption is also an option. This is when guardianship is given to a family member of the birth parents.

The baby will stay at the hospital during the first 48 hours after birth. Then a Voluntary Surrender of Guardianship Agreement is signed and the baby is given to the adoptive parents. The birth parent(s) have 21 days to change their mind if they choose. After the 21 days, all parental rights are passed to the adoptive parents.

Openness Agreements are available in Manitoba. It helps set up an agreement of how the birth parents can maintain contact with the child if they want to. Adoptive parent(s) are required to agree to some type of openness agreement, and the birth parents are included in the decision.

For more information on adoption and your rights you can contact an adoption agency. In Manitoba we have two agencies, Child and Family Services and Adoption Options. A teen clinic can help set up a meeting with an adoption agency.

Parenting

Whether someone is parenting by themselves, with a partner or with support from their family, babies need safety, attention, food, clothing, diapers, etc. The most important thing a baby needs to be happy and healthy is safety & love. This is something that people can provide no matter our age.

It's also important for parents to think about how they can take care of themselves. Raising a baby can be joyful and rewarding, but it can also be stressful. Making to do something you for yourself is important. Finding people that you trust and can talk with can also make a big difference. Parenting

programs, supports and resources including parenting friendly schools are available. In some places a teen clinic or public health nurse can help connect parents to programs in their neighbourhood.

For more information on Parenting & Resources, you can check out the Adolescent Parent Interagency Network website at: www.apin.org/resources/for-teens.

Child and Family Services

Child and Family Services (CFS) is required to check in when someone is under 18 years of age and choosing to parent. If you contact CFS yourself they can help with accessing pre and post-natal supports and programs. They have workers whose job it is to help young parents become more comfortable and adjust to their new role.

It is important to recognize that historically and today, CFS has been involved in apprehending (taking away) Indigenous children from their families as a racist tool of ongoing colonization. (For more information about colonization, see Diversity & Anti-oppression Chapter) If someone is concerned about CFS involvement they can work with an advocate program such as Children's Advocate (1.800.263.7146) to help ensure their rights are being respected. Check out their website for more information: manitobaadvocate.ca

If you are (or you know) a youth in CFS care, it can be helpful to know your rights. You have the right to:

- contact the Children's Advocate: 1.800,263,7146
- know who your social worker is and how to contact them
- speak to your social worker on a regular basis
- know your care plan and to ask for a written copy
- be involved in your care plan and participate in the decisions being made about you
- if you are over 12 years old, to attend court hearings and talk to the judge about the plan being made for you
- have information about you kept confidential

Birthing Options

If someone chooses to carry a pregnancy to term, they need things like a safe environment, food, plenty of sleep, some exercise, and prenatal care to be healthy. Things like reducing stress and having supportive people around can also help encourage a healthy pregnancy.

There are pregnancy and healthy baby programs available through local community groups and health centres which can be a great support.

It's important to try to cut down or stop drinking alcohol when pregnant. Alcohol can harm a fetus. Limiting or stopping drinking at any time during pregnancy lowers the chance a baby will be born with an alcohol related disability (FASD).

When it comes to prenatal care and birthing options, the person who is pregnant can choose to see a doctor or a midwife as both are covered by Manitoba Health.

A midwife is a health care provider that specializes in pregnancy and birth. They offer individual care and support. They act in place of a doctor, can order tests, and prescribe certain drugs. Under the care of a doctor, a birth can only take place in a hospital. With a midwife, a birth could be in a hospital, at home or at the Birth Centre in Winnipeg. Midwives give teens priority and can be accessed through a teen clinic.

A doula is an option for support. They can work in addition to a midwife or doctor in any birth setting and provide info, support, and advocacy. A doula gets to know you before the birth and stays with them throughout the whole labour and birth.

It is common for some people who have given birth to feel sad, anxious, frightened, overwhelmed, isolated, and to cry for what can feel like no reason at all. These may be signs of postpartum depression. It can be helpful to talk to someone if struggling with feelings like this, or if the feelings last more than 2 or 3 weeks after birth happens. They can talk to a doctor, midwife, public health nurse, local Health Centre, or call the Women's Health Clinic Mother's Program for resources (204-947-2422). They can also call the **Postpartum Warm Line**: **(204) 391-5983** (9 a.m. – 9 p.m. / 7 days a week) or the 24 hour Klinic crisis line: 1-888-322-3019.

Providing Support

When supporting someone who is pregnant, it is important to be non-judgmental, listen to them and keep what they share private. Other ways to support someone who is pregnant:

- Explore their thoughts and feelings with them
- Encourage them and let them know they have the right to make the best choices for themselves
- Listen to them & let them know they are not alone
- If they are asking for information about pregnancy options, share accurate information about all 3 options and / or refer them to somewhere that can.
- Offer to go with them to a teen clinic to get information.
 Write more ideas here:

Remember, if you do not feel comfortable or able to provide non-judgemental support then it is best to refer to someone who can. Let them know of resources and places that offer accurate non-judgmental support & info such as Women's Health Clinic, etc.

Notes

References

-

http://cwrp.ca/sites/default/files/publications/en/discussion_guide_mb.pdf

i https://www.gov.mb.ca/fs/childfam/private_adoption.html

ii http://manitobaadvocate.ca/wp-content/uploads/REGIONAL-PRESS-RELEASE-Statement-regarding-Indigenous-child-welfare.pdf

iii Know your rights. Manitoba Advocate. http://manitobaadvocate.ca/concerned-youth/know-your-rights/

Chapter 6 - Relationships



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Relationships are one of the most important aspects of our lives. We have many different types of relationships, including; relationships with friends, family, teachers and other mentors, working relationships, romantic or dating relationships, as well as a relationship with ourselves, non-human beings (like pets or animals) and the Land that we live on.

The first and most important relationship we have is with ourselves. We will have a relationship with ourselves throughout our whole lives, so it can be helpful to work towards making it a positive and healthy relationship. Some ways to work towards this could be speaking kindly to ourselves and challenging negative or critical thoughts and self-talk. It could also include taking care of your body, mind and spirit by making sure your basic needs are met, doing things that nourish you such as hobbies or activities you enjoy, setting boundaries for yourself and with others when you need to, or asking for help when you need it.

ionsnips in	

Original Attachment: Relationship with Ourselves By Vanessa AnakwudwabisayQuay, Peguis First Nation

The most important relationship is the one we have with ourselves and our Creator or higher power. The more we learn about our own connections, strengths and challenges the better we are able to understand ourselves, and then other people and then the world around us. The healthier we are as a person the more likely we'll have healthy relationships with other people too. A good place to start understanding ourselves is to look at our place in the universe. Within an Indigenous worldview we all have Original Attachment and are connected to all forms of life. We, Anishinnabe, (The People) or the Two-Legged were made last and are therefore the most dependent Children in all of Creation. We rely on All Our Relations to feed, shelter, clothe and teach us how to live. So we watch and we pay attention to Our Relations knowing we are One Family and that we are loved. Grandfather Sun and Grandmother Moon take turns watching over us every day and night. We have Grandmother and Grandfather rocks and stones to use. Trees, bushes, grasses, roots and their Medicines grow all around us to feed, protect and teach us. The Winged Ones, the Four Legged, the Crawlers, those that Slither and the Swimmers all have gifts and messages for us. The Stars, the Winds, the Water, Fire, Mother Earth and Father Sky all take care of us and love us every day of our life. They are our siblings, aunties, uncles, and cousins! If we look through these eyes, the Eyes of our Ancestors, we will see Our Family everywhere and that we are never alone. Even in the biggest, most hectic city with no one around us, in this day and age, we have Family with us every moment. There is a lot we can see, like plants, trees, animals and other people. There is a lot we cannot see, like our personal spirit helpers and Grandmothers and Grandfathers who are with each of us.

No matter where we are, what has happened to us or what we are going through we are connected to a Great Family. We Belong. We are Loved.

Building a Healthy Relationship with Yourself

In the person outline on the next page, write about things you do to take care of and nourish the different aspects of yourself.

The head: represents your mental health.

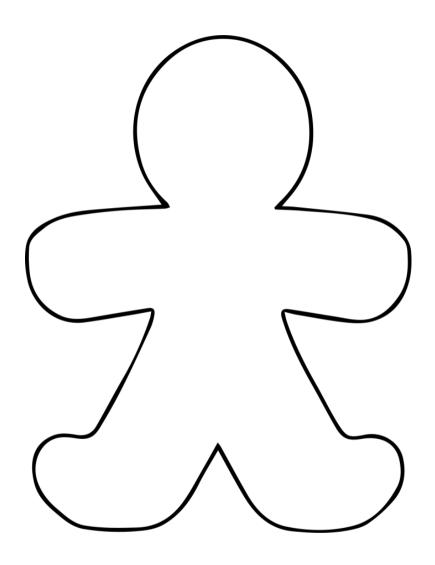
The heart area: represents your emotional health.

The rest of the body: represents your physical health.

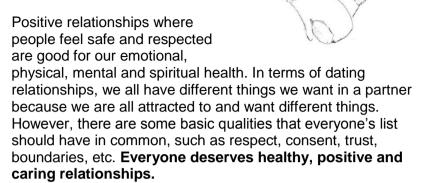
The space around you: represents your spiritual health.

All of the different parts of ourselves connect and can affect each other. For example, getting regular sleep and exercise (moving our bodies in ways that we enjoy) is good for our physical health, but it also nourishes our emotional health and our spirit.





Healthy Relationships



Everyone's list might look a little different, but some things you might want in Healthy Relationships include:

- Mutual Trust This means that you trust your partner and they trust you. You trust each other to respect the boundaries and agreements you've made in your relationship. You trust that you will treat each other in a kind and caring way. Trust is often something that people build together over time in a relationship.
- Respect Respect means treating the other person with kindness, as an equal, worthy and valuable being.
 It means that you honor their rights and independence.
- Honesty Being honest often means telling the truth, but more than that; it's also about being true to yourself and communicating about who you are and what you need or want in a relationship.
- Equality This means that both partners have equal power and say in the relationship. It means that emotional and physical workloads are shared.
- Good communication Communicating openly and

kindly can take practice. You can practice being assertive about your needs and wants every day including during a conflict, by listening to your partner's needs and wants and by negotiating fairly. The more you practice communicating the better you will get at it.

- **▼** Kindness & Safety
- ▼ Boundaries (see page 132)
- Care & Patience
- Attraction
- Consent (see safer sex chapter)
- CONSENT
- Quality time together as well as time apart

Make your own list at the end of this chapter! Creating healthy relationships is a process and we are all learning. Building healthy relationships does take work, but they should be fun and enjoyable too! We don't always see good examples of healthy relationships in our lives or in media, so it's important to find good role models or seek out more examples.

How de	oes it feel	to be in a	a healthy	relationsl	hip?	
						

Unhealthy Relationshipsⁱ

Dating and/or romantic relationships can exist on a spectrum, from healthy to unhealthy and sometimes abusive. In healthy relationships, there is equal power and decision making as well as mutual trust and respect. If important things like mutual respect and trust are missing or the relationship feels really unequal, it may be an unhealthy relationship.

You may be in an **unhealthy relationship** if one or both partners are:

Not communicating: When problems arise, you fight without resolving the conflict or you don't discuss them at all.

Disrespectful: One or both partners are not considerate of the other's feelings and/or personal boundaries.

Not trusting: One partner doesn't believe what the other says, or feels entitled to invade their privacy.

Dishonest: One or both partners tell lies.

Inequality: One partner feels their desires and choices are more important and is never willing to negotiate or compromise.

Only spending time with your partner: Your partner's community is the only one you socialize in. You've stopped hanging out with your own friends, family, community, etc.

If you are feeling like your relationship could be unhealthy, it can be helpful to talk to someone about it. If there are any elements of fear or threats happening, it could be abusive and it's important to seek help. See pages 122-127 for more info about abuse in relationship and what to do.

Healthy Breakups

Breakups are not fun, but can be healthy. People's feelings are involved, so it needs to be done with care and respect.

A healthy breakup is **HIGH on respect**:

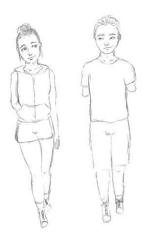
- Choosing the right place and time.
- Taking everybody's feelings into account. Be honest and kind about why you want to end the relationship.
- Recognize that "guilting" or begging a person into staying is not healthy or helpful to either person.

And LOW on drama:

- Give thought to privacy, kindness and their feelings.
- Use assertive communication. Ideally tell your partner first hand, not through other people or social media.
- Negotiate what, if anything, is ok to say about the break up on social media.
- Don't spread rumours after the breakup. Try to stay respectful (no matter what your ex is doing or saying.)

*If there is abuse happening in a relationship, this list might look different. For more info about abuse, see page 134.

Regardless of whose idea it is to end the relationship, break ups can be difficult. It is important to take care of yourself, get some supports, and work to accept what has happened. If you don't seem to be bouncing back (feel depressed), it may be a good idea to talk to someone you trust about it.





Artwork by: Angelica Mandapat, Winnipeg

Information from artist about this art piece on the next page!

My art piece captures the emotions an individual can feel during a relationship with ourselves or with another person. Sometimes we forget our value during relationships because our focus is put on Satisfying our partner and making sure their needs are met. However, with healthy communication (no put awans/respectfully listening), the relation between two people can become better. Remember to take time for yourself, do the things you love, catch up with family and friends, when you feel the need to take a break from your partner. is

Healthy Boundaries

Setting emotional and physical boundaries with people in our lives is an important part of creating healthy relationships. Talking about boundaries allows people to be aware of each other's needs and comfort levels. This basis of respect in the relationship can make it feel safe and healthy for both people.

What are healthy boundaries in a relationship?

- Comfortable communication: You both can talk about what you want and don't want and know you will be respected.
- Space: Being excited and interested in what they like to do as well as having time for your own hobbies and projects.
- **Balance:** Having a partner that adds to your excitement in life, but is not the only source of excitement.
- Safety: Feeling safe and secure with each other at all times.
- **Independence:** Being aware of your choices and honoring your feelings, while respecting their feelings.
- Privacy: Recognizing that you have the right to protect your privacy without having to lie or feel guilty.
- **Ability to Compromise:** Being able to negotiate in a fair way while maintaining values and things that are important to you.

Healthy relationships are about communicating our own boundaries as well as respecting our partner's boundaries. Sometimes it can feel hard to accept a partner's boundaries if they are not what we want. Learning healthy ways of working through our emotions, like talking to someone we trust (such as a counselor or family member) or doing activities that help us reflect and let go can be helpful when we are having troubles setting or accepting boundaries.

What are some boundaries that are important to you in a relationship?

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Some things you can do if your partner isn't respecting your boundaries:

- Talk to them about it. Tell them to stop. Tell them how they are not respecting your boundary and that this is not okay. (If you feel safe)
- If it doesn't feel safe to talk to them about it or they
 continue disrespecting your boundaries after you've
 talked to them about it, it may mean the relationship is
 unhealthy or abusive. It's important that you get support
 and talk to someone about it or make a break-up plan.
 (See page 139).
- Talk to someone you trust about it: a friend or family member, a guidance counselor, elder, or a phone line.



Abuse in Relationships

There might be abuse happening in the relationship if there is unequal power, a lack of respect and someone feels scared or threatened. It is **never** someone's fault if they someone abuses them. It is always the fault of the person choosing to use abuse. Abuse is about one person trying to control or take away someone else's power. It is always a choice and there is no excuse for using abuse. Anyone can use these phone lines for support for free 24 hrs. a day, 7 days a week:

 Klinic Crisis Line: 204-786-8686 or 1-888-322-3019.



- Kids Help Phone: Call 1-800-668-6868 or Text. If you're in Manitoba, you can text CONNECT to 686868 and you'll be connected to a counselor.
- Klinic Sexual Assault Crisis Line: 1-204-8631 or 1-888-292-7565.

Quick Tip: You have to tell an adult if someone tells you or you've noticed that someone is being hurt, hurting someone else, or that they are going to hurt themselves. You could tell a guidance counselor, teacher, family member or other adult that you trust. You can also call one of the phone lines above for more support.

Some types of abuse are:

Emotional / Mental / Verbal: Insults, putdowns, or "jokes", keeping someone away from their friends and family, using jealousy to control them, manipulation, guilt tripping, playing mind games, making threats, etc.

Sexual: Coercing, pressuring or trying to change someone's no into a yes; not stopping if someone wants to stop any kind of sexual activity; getting or waiting for someone to be drunk or high in order to have sex with them; any forced sexual activity; any unwanted touching or verbal harassment /comments about someone's body or sexuality; sending someone unwanted

sexy texts, pictures, nudes, or forcing someone to send them etc.

Financial: Stealing someone's money, bank card or credit card, etc.; bribing; keeping someone from going to work or school; forcing someone to work; trying to control what someone does with their money or wrecking someone's things.

Spiritual: Making fun of someone's spiritual beliefs and/or practices; making them feel they can't practice their spiritual beliefs, prayers or ceremonies; or forcing them to change their beliefs.

Physical: Hitting, pinching, biting, "play fighting", threats, using intimidation, restraining (blocking doors, holding wrists, etc.), throwing things, punching walls, trashing space or objects.

These are just a few examples of abuse, not a full list. If it feels bad or scary, it might be abuse. Trust your feelings and get help.

What can you do if you are experiencing abuse?

- Remember that it is never your fault!
- Tell someone that you trust about what is going on. This could be a family member, close friend, counselor, Elder, teacher or phone line.
- ➤ If someone has experienced a sexual assault, they deserve support and help. The Klinic Sexual Assault Crisis Program offers support and counseling through their phone line, 204-786-8631 or 1-888-292-7565
- > Safety Plan: make a safety plan for yourself if you are staying in the relationship for now. See page 138.
- Break-up plan: Make a plan to ensure your safety if you are ready to end the relationship. Try to break up in a public place with lots of people around, or have a friend nearby. See page 139.
- > Do things that make you feel good about yourself or

that you enjoy and spend time with people who lift you up and are non-judgmental.

What can you do if a friend is experiencing abuse?

- > Let them know it is not their fault.
- Listen without judging the other person.
- Be supportive and don't try to control or criticize them as that will make them less likely to get help.
- > Check in with them as much as you can.
- > Tell an adult you trust.
- Encourage them to call a phone line, talk to a counsellor or visit a teen clinic.
- Talk to someone about it yourself, because you need support to and it can be hard on you seeing a friend in that situation.
- Help them make a breakup plan or safety plan. (see pages 138 & 139)

Often people find it hard to talk about abuse because they don't know how other people are going to react. That means it's really important to be non-judgmental when supporting someone.

What can you do if a friend is abusing their partner?

Here are some ways that you can intervene in a situation: (Remember, we should always think about our safety, the safety of the person experiencing abuse and of the people around us.)

- Let them know you aren't okay with what is happening.
- When alone, ask your friend how they are feeling about the situation because their behavior is probably coming from a place of insecurity, hurt or anger.
- Offer them support and help to change.
- Share info with them (see Resources Chapter).
- Some things you can say to a friend who is using abuse

- · "Feeling upset is ok, but your behavior isn't"
- "That's not cool."
- "I believe that you can work on yourself and do better."
- "This is causing problems for your relationship and for you"
- "You are not a bad person, but your behavior is harmful and unhealthy"
- Check in with their partner and ask how they would like to be supported.
- > Role model positive ways to be in a relationship.
- > Tell an adult that you trust.
- It's important to take care of yourself. Someone who is using abuse deserves support and care too; however we can't always be the ones to provide that. You have the option to give them resources and take a break from the friendship if your friend is not taking responsibility for their behavior; has continued abusing their partner or others; are using abuse and manipulation on you; or it's impacting you in any negative way.
- Reach out for support. Supporting a friend can be difficult so we need to reach out for non-judgmental support to people that we trust.

What can you do if you are abusing your partner?

- Take responsibility and admit to yourself that you have a problem.
- Apologize genuinely to the person you are abusing.
- Leave the relationship and give the other person space.
- > **Talk to someone** about it like a counsellor, support group, family member, friend, or phone line, etc.
- > Try to learn different ways of expressing your feelings.
- Learn to notice when you start to get angry or jealous and what you can do to stop yourself.

	Safety Plan
Physic	al Safety Plan:
Plan in	volving your belongings:
Who w	ill you get support from?
Who ca	an you call or text in case of emergency?
What c	an you do to take care of yourself?
Who wi	ill know where you are when you're with your
	QUICK TIP - Helpful Messages

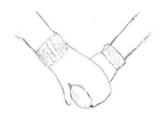
It's not your fault.
You didn't do anything wrong. You deserve to be safe. You aren't alone, help is available. Do you know an adult you can talk to?

Break Up Plan When will you break up? How will you break up? (It is okay to break up over text if there is abuse happening. If breaking up in person, do it in a public place to be safer). Who will you meet up with or talk to for support right after you break-up? Social media plan (unfollowing, blocking, reporting?) What will you do to take care of yourself after the breakup? Who will you get support from?

Healthy Relationship Quizii

The person I'm with...

Everyone deserves to be in a safe and healthy relationship. Do you know if your relationship is healthy?



Answer YES or NO to the following questions to find out. Make sure to check the boxes to record your responses at the end. You'll find out how to score your answers.

1. Is very supportive of things that I do. 2. Encourage me to try new things. 3. Likes to listen when I have something in my mind. 4. Understands that I have my own life too. 5. Is not liked very well by my friends. 6. Says I'm too involved in different activities. 7. Texts me or calls me all the time. 8. Thinks I spend too much time trying to look nice. 9. Gets extremely jealous or possessive. 10. Accuses me of flirting or cheating. 11. Constantly checks up on me or makes me check in. 12. Controls what I wear or how I look. 13. Tries to control what I do and who I see. 14. Tries to keep me from seeing or talking to my family and friends. 15. Has a big mood swings, getting angry and yelling at me one minute but being sweet and apologetic the next. 16. Make me feel nervous or like I'm "walking on eggshells".

17. Puts me down, call me names or criticizes me.

18. Make me feel like I can't do anything right or blames
me for problems.
19. Makes me feel like no one else would want me.
20. Threatens to hurt me, my friends or family.
21. Threatens to hurt themselves because of me.
22. Threatens to destroy my things (phone, clothes,
laptop, car, etc.)
23. Grabs, pushes, shoves, chokes, punches, slaps,
hold me down, throws or hurts me in some way.
24. Breaks or throws things to intimidate me.
25. Yells, screams or humiliates me in front of other
people.
26. Pressures or forces me into having sex or going
farther than I want to.

Scoring

Give yourself:

One point for every NO you answered to numbers 1-4. One point to every YES response to numbers 5-8 Five points for every YES to numbers 9 and above.

Now that you are finished and have your score, the next steps are to find out what it means. Simply take your total score and see which of the categories below apply to you.

0 Points:

You got a score of zero? Don't worry – it's a good thing! It sounds like your relationship is on a pretty healthy track. Maintaining healthy relationships take some work – keep it up! Remember that while you may have a healthy relationship, it's possible that a friend of yours does not. If you know someone who is in an abusive relationship, find out how you can help them by visiting loveisrespect.org.

1-2 Points:

If you scored one or two points, you might be noticing a couple of things in your relationship that are unhealthy, but it doesn't necessarily mean they are warnings signs. It's still good idea to keep an eye out and make sure there isn't an unhealthy pattern developing. The best thing to do is to talk to your partner and let them know what you like and don't like. Encourage them to do the same. Remember, communication is always important when building a healthy relationship. It's also good to be informed so you can recognize the different types of abuse.

3-4 Points:

If you scored three or four points, it sounds like you may be seeing some warning signs of an abusive relationship. Don't ignore these red flags. Something that starts small can grow much worse over time. No relationship is perfect! – it takes work! But in a healthy relationship you won't find abusive behaviors

5 Points or more:

If your scored five or more points, you are definitely seeing warning signs and may be in an abusive relationship. Remember, the most important things is your safety – consider making a safety plan (see page 138). You don't have to deal with this alone. See pages 134 – 137 for resources and information about what to do. Or you could chat with a trained peer advocate to learn about your different options at loveisrespect.org.

What do you want in a partner / relationship? (Make your own list below

✓	 	
✓	 	
✓	 	
✓		
✓		
✓	 	
✓	 	
√		

Remember: Everyone deserves healthy, positive and caring relationships!

This is a check list! Making a list like this can make it easier to figure out what you want in a relationship and what you don't want. It could also help you to think about whether your relationship (if you're in one) is healthy, or what you really want, what kind of partner you want to be, as well as assess what you are good at already or what you need work on.

Being Single

Being single can be great! Some people are single, aren't into dating or feel fulfilled and happy on their own. It can be a good time to work on our relationship with ourselves and with others in our lives. Use the space below to write or draw things you can do while single, or what you love about being single!

Notes

References

ⁱ Info adapted from: Healthy Relationship, High School Educator's Toolkit; loveisrespect.org
ⁱⁱ Loveisrespect.org Healthy Relationships Quiz

Chapter 7 - Mental Health

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Everyone has a mental health! Mental health is partly about our quality of life and striving to have some balance between the many parts of our lives, such as family, school, social life, relationships, activities, spirituality, and so on.

Life is full of ups and downs, and everyone will face difficult and stressful situations. The cool thing is that we can all work to create more mental wellness for ourselves and learn tools to make it easier to support ourselves and others when we're going through hard times. We can do this by developing strong relationships with people and supporting each other, building healthy coping skills, and knowing what resources we can turn to in our community when we need help (such as counselors, phone lines, elders, ceremony, the local health center, etc.)

Sometimes it can be emotionally hard to talk or read about mental health or going through hard times because we all experience them. We encourage you to reach out to someone you trust for help or support as soon as you can if hard feelings come up for whatever reason. You could also reach out to:

Phone:

- Kid's Help Phone: 1-800-668-6868
- Klinic Crisis Line: (204)786-8686 or 1-888-322-3019



Text:

 Kids Help Phone Text: text CONNECT to 686868 and you'll be connected to a counselor.

In person (Winnipeg):

- Klinic drop-in counseling is available at 870 Portage ave, Monday, Friday & Saturday: noon-4PM, Tuesday & Thursday: noon-7PM, closed Wednesday & Sunday.
- Your local health centre, nursing station or an Elder.
- Teen Clinics (see Resources Chapter for more info.)

Map of your Day Activityⁱ

Fill out this map of your day. What does a typical day for you look like? Include sleeping, eating, school, activities, friends, family, cleaning, relaxing, etc.

S:00am
7:00am
3:00am
9:00am
0:00am
1:00am
2:00pm
:00pm
2:00pm
3:00pm
1:00pm
5:00pm
S:00pm
7:00pm
3:00pm
0:00nm

10:00pm
11:00pm
12:00pm
1:00am
2:00am+
Now that you've mapped out your typical day, ask yourself the following questions:
Are you getting enough sleep?
Do you have time to rest? Eat well? Move your body?
Do you have enough time to do your homework and study?
Do you have enough time for friends and family?
Are you using your spare time to do what you want to do in your life? Does it reflect your values and goals?

Reflection on 'Map of your Day Activity'

Making healthy choices for yourself about how you want to spend your time everyday can help create mental wellness. Little things you do today can help you work towards what you want to do tomorrow or in the future. You can start by making small choices everyday about how you spend your time, who you spend it with and what you want to direct your mental & emotional energy towards.

Use this space to reflect on the Map of your Day Activity and if there is any thing you'd like to change or keep the same:				

Stress

Stress is something that everyone deals with. People might get stressed about homework, exams, relationships, bullying, social media, family stuff, etc. Stress can also be part of positive experiences, like going on a date, starting a job, a new crush and playing a big game of a sport that you love. Sometimes stress can be a positive thing in that it can give us that extra push to get our homework done, study for our exam or do things we need to do (though it may not feel great at the time).

People can feel a variety of things when they are stressed, including tension, anxiety, confusion, and irritability. There can also be physical symptoms such as headaches, muscle stiffness, increase or loss of appetite, or tiredness. These feelings might be different for each person. What are some symptoms you get that lets you know that you are stressed?

It's important to take a break or find ways to rest and release some stress. This could mean going to bed earlier, dropping an activity or commitment if you have too many things going on, asking for an extension on an assignment, going for a walk, doing something you enjoy or talking to someone you trust.

It's important and could be helpful to talk with someone you trust if you are feeling stressed all of the time, if you're worried about your emotions or don't feel able to deal with problems. Klinic has a drop-in counseling program (for anyone over age 13) and there's also the **Crisis Line**, (204)786-8686 or 1-888-322-3019, open 24/7.



Stress Reduction Activities!

As long as there have been people, we have had ways of healing and dealing with stress and hard times. We are currently hearing a lot about "mindfulness based" mental health activities like the ones on this page. We acknowledge these have been adapted from Hindu, Buddhist and Yogic traditions from South and East Asia and that these activities were originally a spiritual practice. Sometimes we may find that practices from cultural traditions that are not our own work well for us. To avoid cultural appropriation, it is important to learn about the history of practices and how we can use them with respect.

Robot Ragdoll

Start where you are sitting. Tighten up your muscles much as you can (like a robot). Now totally relax your (like a rag doll). When you release all the areas you tightened up, you release tension that you were holding before you tightened in the first place. Consciously releasing tension in your body helps your body and mind relax.

Head to Toe relaxation.

Lay on your back with eyes closed. Start by tensing the muscles in your toes for five seconds and then relaxing them for 30 seconds. Repeat this with other body parts, working your way up until you reach your head. This can help you notice the difference in your body between muscle tension and relaxation.

Balloon Breathing

Put your hands out in front of you, palms facing each other a few inches apart. Inhale to a count of three, bringing your hands further apart, imagining that you are inflating a balloon. On the next count of three, deflate the balloon by slowly exhaling through your mouth and bringing your hands closer together. Repeat this three to five times.

A few minutes of deep breathing can help to reduce anxiety. Taking deep breaths increases oxygen flow which releases tension from the body and clears the mind. Try to do this a couple minutes every day and see how it works for you. This

activity relieves stress and can help us feel calm when things are too much.

If we look into cultural practices, we can often find rituals, activities and ceremonies that help with mental health and reduce stress. One Indigenous cultural and spiritual tradition from this land is smudging. Smudging includes burning medicines like sage, cedar and sweet grass to cleanse and heal. Smudging can be used to help de-stress, get through a hard time or to maintain mental wellness. People may also smudge to connect to their spirituality. Smudging can be part of reclaiming Indigenous identity, culture and power.

Like we said before, to avoid cultural appropriation, it is important to learn about the history of practices and how we can use them with respect. If your culture's spiritual or healing tools are being appropriated, it is ok to feel hurt and/or offended, or to feel your mental health is being affected. Talking to someone we trust who understands our feelings is important.

Other ways of releasing stress or healing:

Indigenous knowledges teach us that talking, laughing, crying, shaking (includes dancing), yawning, sweating and yelling (not at someone and can also include singing) are natural and powerful ways of healing. It also helps to move our bodies in ways that feel good for us, feed our bodies with good food, get enough sleep, etc. Doing some of these things and finding your own ways to heal can be really helpful throughout our whole lives.

Other Resources:

Stop Breathe & Think Appiii - helpful information and exercises for reducing stress and anxiety.

Stresshacks.ca - suggestions for other stress relieving activities



Artwork by:

Angelica Mandapat, Winnipeg

Wellness Reflection!





What are some things that makes your heart happy?
What are some things you are grateful for?
What makes you smile?
Who is one person that you feel good around? Why?
What is something you are good at?



Artwork byMaximus Sandberg, Pinaymootang First Nation

Blood Memory & Resilience

iv

Blood, Bone or Ancestral Memory carries within it our strengths and gifts; as well as trauma, grief or pain experienced by our ancestors, grandparents and/or family members. It's important we have and share this knowledge because it can give meaning to our suffering. Understanding why we are experiencing this pain and knowing that it is not always ours to carry, can make it more bearable. This can make it easier to love ourselves, have compassion and take on the responsibility to heal ourselves, which in turn takes care of the long line of family before and after us that we are connected to.

Every time we hear about our intergenerational trauma it is essential we also remember our Intergenerational strength and wisdom. We carry gifts and strengths that we may yet have to discover in ourselves. This gives us the hope that is the key to healing and living well. Mino Pimatisiwin, the Good Life.



Use this page to draw at least 10 things that give you strength or hope in your life.

(Could be family, friends, spiritual or religious practices or ceremonies, or even hobbies or activities you enjoy.)

List five things you do that help you de-stress or heal:

(Could be taking a couple deep breaths, going for a walk, talking to someone, taking a bath, etc.)

1		
2		
3	 	
1		
5.		



Mental Illness - A mental illness is a mental health condition that only a qualified health care provider can diagnose for someone. There are many different kinds of Mental Illness, and just like if someone had a physical illness, people can access treatment or supports in order to recover or cope. All mental illnesses can be treated. Many people who live with mental illness are mentally well with good supports, coping and treatments in place. The following are 2 mental illnesses that are the most common for teenagers:

Anxiety disorders are the most common mental illness; about 1 in 10 people have one. There are different types of anxiety disorders like obsessive compulsive disorder, social anxiety disorder, phobias, and post-traumatic stress syndrome. Sometimes people can get anxiety or panic attacks. The symptoms of a panic or anxiety attack can include sweating, headache, nausea, tunnel vision and a racing heart.

<u>Depression</u> can make people feel sad or hopeless, and it can make it hard to get out of bed and face the day. People can feel depressed for lots of different reasons and it can last several weeks or months, or happen once in a while. Depression can make people lose interest in doing the things they love.

Treatment for mental illness depends a lot on the situation and the person. Treatments can range from talking to a counselor, going to therapy, using medication, connecting to spirituality or ceremony, joining a support group, participating in support-based workshops, as well as increasing healthy ways of coping & healing or activities that you enjoy. If you think you or someone you know may be living with a mental illness, it's important that you talk to a doctor or mental health professional about it.

With or without mental illness, everyone can learn more healthy ways of coping. Healthy coping can help us look after ourselves at any time in our lives.

Helping someone through a hard time

Some ways that we can help someone if they are having a hard time are:

- ◆ Ask them how they are doing
- ▼ Listen to them
- Do things with them that they enjoy
- ▼ Take them seriously
- Go with them to a counsellor
- Call a crisis line with them
- ▼ Express your concern for them
- ▼ Help them talk to a trusted adult (counsellor, teacher guidance counsellor, coach, uncle, auntie, Elder, etc.).
- ▼ Let them know that you are there for them
- Do the 'Pathways to Health' activity with them (see next page)

Supporting a friend can be a lot to handle, so helping them find someone to talk to is important for both of you. If someone is having a hard time, they often need help and support from a trusted adult (counsellor, teacher, guidance counsellor, coach, uncle, auntie, Elder, etc.).

Thoughts of Suicide

If you are worried about someone who might be having thoughts of suicide, or you have been having thoughts yourself, you should tell someone. It can be really hard to talk about, but talking about it to someone you trust can be the starting point to getting help. Anyone can call the **Manitoba** Suicide Line: 1-877-435-7170. The number is free and there are trained counsellors. Visit their website www.reasontolive.ca

Signs that someone is thinking of suicide could be: Talking about suicide either in person or on social media, having a plan, saying goodbye, giving away their things, "wrapping up" loose ends, or acting withdrawn. Warning signs should always

be taken seriously. Some people talk about suicide or show other warning signs because they want help and don't know how to ask. Being non-judgmental is really important; we all need attention, support and help sometimes, especially if we are struggling.

If someone is talking about suicide, or showing warning signs, what should you do? Ask them directly, listen to them, don't judge them, and tell them you are worried and that you care about them. Go with them to a counselor if they agree to, or call a crisis line with them or on your own. If you are worried that a friend may be suicidal, you have to talk to an adult you trust about it. This could be a guidance counselor at your school, a teacher, parent/ quardian or family member you trust, etc. It's important that you tell an adult because that person needs supports in place and a lot of help if they are thinking about hurting themselves. They need more support than you can give as friend. It's not safe or responsible for you to be the only person that knows they are thinking of suicide... it's bigger than the two of you. It might be a good idea to tell a guidance counselor or teacher you trust and ask them to talk to your friend if they go to the same school as you.

Losing someone to suicide can be a really hard experience. It's important to let yourself grieve in your own way and in your own time if you have lost someone to suicide. Know that it's not your fault if someone you know dies by suicide, and you deserve support and help. If you are struggling or you feel overwhelmed by the grief, it's important to talk to someone about it. You could talk to someone you trust or someone at the Manitoba Suicide Line: 1-877-435-7170, or Klinic Crisis Line: (204)786-8686 or 1-888-322-3019.

Taking care of yourself is important if you are supporting a friend going through any kind of hard time. It can be helpful to get support for yourself from someone you trust, continue to do the things you like to do and care for your own needs.

Vhat are some ways that you could help (or already help) eople who are having a hard time?	
What are some things that you would like other people to o help or support you when you are going through a hard ime?	
o help or support you when you are going through a hard	
o help or support you when you are going through a hard	
o help or support you when you are going through a hard	
o help or support you when you are going through a hard	
o help or support you when you are going through a hard	



Pathways to Health			
People I can talk to:			
Things I like to do:			
Things I like about myself:			
i mingo i mic ubout mybem			
·			
Fill this out when you're feeling good and use it as a reminder when you're going through a hard time!			

Pathways to Health			
People I can talk to:			
Things I like to do:			
Things I like about myself:			
g			
			
Have a friend fill this out and use it to help them when			

Notes

References

ⁱ Adapted from "Orange Daisy Project", https://www.orangedaisyproject.com/book

ii Calm in the Storm: Coping with the Stresses of Life 2nd Ed. 2013 p.30.

iii Adapted from Stop Breath Think. http://stopbreathethink.org/

iv Red Rising Magazine Instagram, http://redrisingmagazine.ca/

^v Picture from: reachout.com

vi Picture from: http://www.robot-hugs.com/nest/

Chapter 8 - Appreciating Diversity & Anti-Oppression

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This chapter is about celebrating and honoring diversity in yourself and all human beings, as well as acknowledging, learning about and challenging discrimination and oppression.

Discrimination: Discrimination means treating people badly or unfairly based on who they are or parts of their identity.

Oppression: Not individual acts of discrimination, but systems and societal values that take power away from some groups of people, while at the same time making life easier for others (those who have privilege and power).

Privilege: Some people can have an easier time or advantages in life that others don't just because of their identity, the family or place they were born into, or because they don't have to deal with discrimination.

Colonization: It's impossible to talk about discrimination and oppression without talking about colonization (part of the history of this Land). It is the root of many different types of discrimination that exist in our society today.

What are some ways that you celebrate or value diversity

already? (Could be things like: exploring your identity; supporting others; learning about other cultures, languages and ways of being respectful ways, being an ally to people who experience kinds discrimination that you don't; taking care of yourself if you experience oppression etc.)	

Use this page to draw about who you are!

(What makes you, you? How are you unique? How do you identify? Or what are all the different parts that make up your identity?)

Your Rights

People under the age of 18 have rights! These are some rights that you have when it comes to your identity, safety and living free from discrimination:

- You have the right to your culture, your cultural views and beliefs.
- You have the right to practice your spirituality.
- You have rights when it comes to dealing with police and legal system. For more info, check out pg.180 or this "Guide to rights when dealing with the police in Canada" (svan.ca/police-rights). Learn more about your rights in the legal system on the Canadian Civil Liberties Association website (ccla.org)
- You have the right to be safe and free from discrimination. This includes in your school, your community, at your workplace, at home, outside, etc.
- Schools have a responsibility to keep you safe, this includes from discrimination. Check out the "LGBT Rights in Schools" document on the Canadian Civil Liberties Association website.
- You have the right to non-judgmental healthcare free from homophobia, transphobia, fatphobia, racism, etc.

These are just a few, you have many other rights. We know that there can be barriers to accessing your rights, such as not having a local place to get information or support. It can also be hard to speak up for yourself when discrimination happens in systems that have power in our society, such as legal, education or government systems. We encourage you to get support from people who can relate to you and help you advocate for yourself when challenging discrimination that is happening to you (if you feel safe doing so). This could be a teacher, mentor, family member, friend, or a local organization.

Unpacking privilege quiz

As we mentioned earlier in the chapter, privilege means that you don't face some kinds of discrimination or oppression that others face. It means having advantages over others in society just because of the family, body, identity or situation that you were born into. Understanding our privilege is a way to start being a good ally and working against oppression. The answers to this quiz can help you get started thinking about the ways you may or may not have privilege, and what to do next. Check all statements that apply to you!

I am white.
I have never been discriminated against because of my skin
color. (note: if you are a white person, this likely applies to you)
I have never been the only person of my ethnicity in a room.
I have never been made fun of for my accent.
I have never been called a racial slur.
I have never been asked "where are you from?" based on the
color of my skin.
I am heterosexual (straight).
I never had to "come out."
I've never had to think about whether a movie theatre or
store is accessible for me or not.
I never doubted my parent's acceptance of my sexual identity.
I have never tried to hide my sexual identity.
I have never had to pretend to be "just friends" with my
sexual partner out of fear or for my safety.
I am a cisgender man.
I feel comfortable in the gender I was assigned at birth.
Strangers correctly identify my gender without me having to
correct them.
I've never been denied an opportunity because of my gender.
I generally feel safe walking home alone.
I have never felt unsafe because of my gender.
I have never been catcalled.

I have never gone to bed hungry.
My parents pay all of the bills.
I don't rely on the bus to get around.
I buy or get new clothes at least once a month.
I have never felt poor.
I have never had to worry about my family making rent.
I went to summer camp.
I go/went to private school.
My parents will pay (at least some of) my tuition if I decide to go to college or university.
I have traveled for fun, with school or to visit family.
I travel internationally at least once a year.
My family goes away for vacations.
My parents are heterosexual (straight).
My parents are both alive.
My parents are still together
I do not have any physical disabilities.
I do not have any learning disabilities.
I have never taken medication for my mental health.
My family can afford medication if/when we need it.
I have never been shamed for my body type.
I consider myself to be physically attractive.
I have never had problems because of drugs & alcohol.
I have never been shamed or threatened for my religious beliefs.
There is a place of worship or ceremony for my religion or
spiritual beliefs near where I live.
I have never lied about my ethnicity as self-defense.
I have always had cable and access to the internet.
I am not nervous in airport security lines.
I feel safe around the police.
I get rides where I need to go.
I don't know anyone who went to a Residential School.
I've never been told I'll understand when I'm older.
I've never been followed or watched at a store.

Unpacking Privilege: Quiz Results

- O 12: The world is not a fair place and you know that because you have probably experienced oppression and discrimination in your life. It is not your fault and you deserve support. You've had a lot of challenges to overcome and you are strong and resilient. It is not your job to do the work of educating people with privilege or the world about its injustices. Seek out people or community who you can relate to and get support from and remember to love yourself.
- □ 13 25: You grew up with an intersectional identity and have probably experienced discrimination and struggles in your life. It is not your fault and you deserve support. You are strong and resilient. It is not your responsibility to educate those with privilege. Seek out people or community who you can relate to and get support from and remember to love yourself.
- 26 38: You've had a few struggles, but overall your life has maybe been easier than others'. This doesn't mean you've never worked hard or faced any challenges and it's not something to feel guilty about. But you should educate yourself and be aware of the oppression that other people face as well as your advantages. Work to help others and challenge inequities.
- □ **39 50:** You're among the most privileged. You happened to be born into a lot of advantages. This doesn't mean you've never worked hard or faced challenges and it isn't something you should feel guilty about, but it does mean a lot of other people in the world don't live life with the advantages and privilege that you have. Educate yourself and be aware of your advantages and the discrimination that others face. Work to help others and challenge inequities.

Discrimination, Oppression and Intersectionality

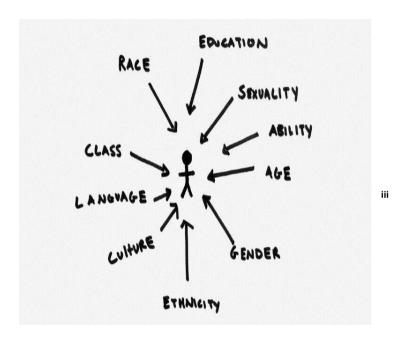
As we mentioned earlier, oppression is when certain groups of people are 'kept down' by discrimination that happens within systems in our society (such as the government, legal, police, education, social support, and medical systems). Colonization is an example of this (see pg. 182 for more info). Oppression can be continued by the people who work within those systems, and by society at large.

Oppression makes it so that some people and identities are valued more than others in our society. People are often treated badly or unfairly based on things like skin colour, ethnicity, culture, spirituality, sexuality, gender identity, how much money a person has, the size or ability of their body, mental health problems, etc. This is called discrimination. Racism, sexism, homophobia, transphobia, xenophobia, fatphobia, islamophobia, ableism, ageism, etc. are a few examples of types of discrimination. (To learn more about what these terms mean, check out the definitions on our website, teentalk.ca.)

Someone's experiences of oppression can be multi-layered. Those who experience more than one type of discrimination at a time will feel the impacts of each type differently than someone who experiences only one type of discrimination. For example, a woman of colour's experience of racism may be different than a man's experience because sexism may be happening as well. At the same time, this woman's experience of sexism may be different than a white woman's experience of sexism because racism may be informing her experience.

Knowing that discrimination is multi-layered is called **Intersectionality**. A Black feminist named Kimberlé Crenshaw created the word intersectionality to describe her own experiences and the experiences of other Black women. It can be helpful to be able to put names, like intersectionality, to our own experiences because **the better we understand where our experiences come from, the more power we have.**

ii



Dealing with Policeiv

If I'm stopped by the police, what do I have to tell them?

You must answer these questions:

- Your name
- Your address
- Your age
- You do not have to answer any other questions

What if I'm stopped by the police while driving?

If asked, you must:

- Show your driver's license and car registration
- Take tests to determine if you've been drinking alcohol and/or using cannabis

What if they want to search me?

You may be searched by the police if:

- You are under arrest. The police officer must tell you that you are under arrest and why they have arrested you.
- If the police have a search warrant for that purpose, or there are probable grounds for a search.
- If you are placed under investigative detention, which may happen if the police believe you are a suspect that they have been looking for.
- If you believe that you are being searched illegally or without good reason, tell the police that you do not agree to the search and talk to a lawyer as soon as possible. Do not resist.

What happens if I am arrested?

If you are arrested:

- You may not resist arrest. If you resist arrest you may be charged with another criminal offence.
- You do not have to answer any questions.
- You have to be allowed to contact your parents and/or a lawyer.
- You have to allow your finger prints and picture to be taken. If you resist you may be charged with another criminal offence.

If I am arrested, what are the responsibilities of the police?

The police must:

- Allow you to contact your parents/guardians or other family member.
- Allow you to contact a lawyer or Legal Aid.
- Release you into your parents'/guardians'
 custody once you have been processed. In
 certain circumstances, depending on the crime
 that you have been charged with and your prior
 record, you may not be released and will be
 held in police custody in the MB Youth Centre.

^{*}If you have specific legal questions, you can speak to a lawyer. You can call Manitoba Legal Aid at (204) 985-8570 or 1-800-672-1043.

Shared History & Decolonizing

Colonization is the process by which Europeans stole this Land, we now call Canada, from the Indigenous Peoples who lived here for thousands of years, as well as the attempt to assimilate and erase them and their culture. It began with the racist idea that Indigenous peoples are "less than" European people. These violent ideas were used so that the European settlers and their descendants would not question the abuse and discrimination used on Indigenous peoples while taking resources from their Land. Systems of colonization such as the current education, legal, social and medical systems with their colonial racist ideas still exist.

All people who live on this land share the history of colonization. It is not just the history of Indigenous peoples or settlers of the past. By living on this land, it is all of our history and our responsibility.

This history includes the outright murder of many Indigenous peoples and laws designed specifically to erase Indigenous identities, culture, family systems, and ways of life. Sacred ceremonies were criminalized and Indigenous people's ability to leave their communities or travel on their own land was strictly controlled by Canadian government Indian Agents.

An example of colonization on this land that is being talked about more openly now is the Canadian Indian residential school system. These were schools that Indigenous children were forced to attend, taken away from their families by the Canadian government. The goal was to absorb them into white, Christian culture. Indigenous children endured a lot of abuse at these schools and some didn't make it home. The last school closed in 1996. There are many other examples similar to the residential schools, such as the 60s Scoop and abuses within our current child welfare system.

Other ongoing examples of these systems include the impacts of hydro dams on communities, removing natural resources from Indigenous lands, underfunded education and murdered and missing Indigenous women. In addition, media and news are only now talking about water security and land protection issues that have been happening for over a century.

It is important to know that throughout colonization, **there has** always been Indigenous resistance. Some examples are:

- Continuing to live in relationship with the Land and never agreeing to "sell" it to settlers.
- Families resisted the government taking their children.
 Communities organized, voicing their opposition. Some families moved out of range, hiding their children and some moved their homes to outside the gates of the schools.
- Indigenous leaders fought for their families, nations and their rights. Many died fighting against racist and violent government policies in order to protect their people and nations.
- Sacred ceremonies (although outlawed) still happened in secrecy including hiding and protecting sacred bundles.
- Keeping original languages and songs alive by singing and speaking in secret.
- Knowing we have value and are strong as Indigenous Peoples.

Today Indigenous resistance continues through community action like:



- Raising healthy families with pride in Indigenous identities, cultures, values and knowledge.
- Learning and speaking original languages.
- Petitions, protests, organized gatherings and vigils.
- Community organizations such as Meet Me at The Bell

- Tower, Red Rising Magazine, Ka Ni Kanichihk, Aboriginal Youth Opportunities (AYO), etc.
- Movements and protests that call on all people to help challenge the discrimination Indigenous people face and to protect the water and Land.
- Practicing Indigenous spirituality, celebrations and ceremonies.

These are all acts of **decolonization**, which means trying to heal from and repair the damage caused by colonization.

Some other ways to decolonize are:

- Self-care. Caring for yourself as an Indigenous person is an act of resistance.
- Healing, taking care of each other and treating each other well.
- Continuing connection to the land, languages, culture and ceremonies.
- Connect with some of the organizations and community groups that we mentioned above or start one yourself.
- Seeking out knowledge from Elders and Medicine people.
- Know that if you're dealing with discrimination, it is not your fault and you deserve support!

V	If you are Indigenous, what are some ways that you decolonize or take care of yourself?



By: Anabella

Artwork byAnnabella Guimond, Sagkeeng First Nation

Everyone can work towards decolonizing. What are some ways to decolonize if you are not Indigenous?

- Learn the true history of Canada and share what you learn with others.
- Listen to and value Indigenous people, their experiences and perspectives.
- Don't assume that your way of seeing the world is the "correct" one, value Indigenous knowledge and ways.
- Never tell someone to "get over it" when they talk about their or their ancestors' experiences of colonization.
 These events may include historical or intergenerational trauma and they may still be happening. People can and do heal from trauma, but it takes support and time.
- Challenge your own values and beliefs. Sometimes this
 will feel uncomfortable or difficult. Decolonization isn't
 easy, but it is important. Examine and question where
 your uncomfortable feelings are coming from.
- Learn about what it means to have a healthy and reciprocal relationship with the land that you live on and non-human beings (plants and animals) respectfully from knowledge keepers.

S



Artwork byAnnabella Guimond, Sagkeeng First Nation

Tree Activity

It's important to celebrate and explore who we are and to acknowledge the different parts of ourselves. Imagine the tree on the next page as different parts of yourself.

Above the tree:

Write about your spirituality and how you practice it; or write about times when you felt moments of awe or things that make you feel really inspired, alive or connected to something larger than yourself.

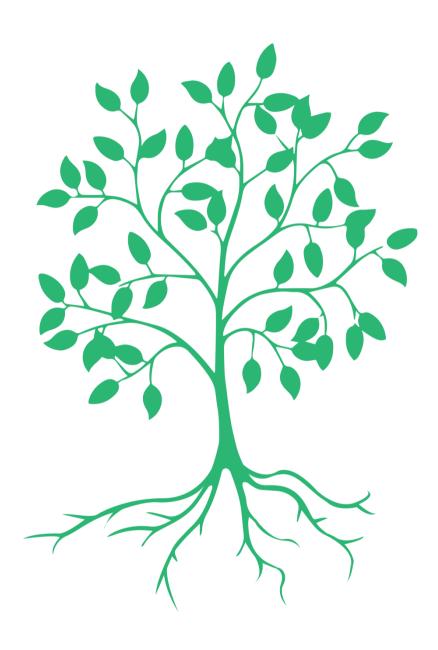
Within the leaves and trunk:

Write about who you are, your personality, things you like, things about you that others see.

At the level of the ground or grass: Write about things that ground you and keep you stable or give you strength.

In the roots:

Write about the deeper you, things that others might not see, things that are special to you, hidden talents, passions or other parts of you that you cherish about yourself.



Learning to be an ally

- Acknowledge your privilege (See the unpacking privilege quiz earlier in this chapter). Educate yourself about oppression and discrimination that you don't experience.
- If you make a mistake: admit it, apologize, reflect and learn from it.
- Educate yourself about the history of this Land and think about what reconciliation work looks like in your life. (See page 182). Educate others too.
- Learn and acknowledge which Indigenous territory you live, work and play on.
- Don't use oppressive language and jokes and challenge others (if safe to do so) when you hear them.
- Ask what you can do to be helpful and follow through. Ask
 when unsure or don't know about something. Don't
 assume you know what others need.
- Leave lots of time and space for people to share their stories. Listen closely and think well of people.
- Really listen to what people unlike you have to say and think. Teach yourself that every person is valuable exactly the way they are.
- Learn from as many different people as possible. If you travel, visit respectfully according to customs and languages of that land.
- Don't wear things of importance or sacred significance if you are not from that culture. Like a Headdress, eagle feather or Indigenous regalia, for example. This is called cultural appropriation and is an example of racism.
- If you practice things like smudging, yoga, meditation, or use a dreamcatcher, etc., learn more about those practices and ceremonies and how to be respectful. Learn about and give credit to the cultures or people from where that knowledge or practice comes from.

Dealing with Discrimination

- Take care of yourself.
- Know that it's not your fault.
- Know that you are enough... just the way that you are.
- Don't take the blame! Other's discriminatory behavior is about them, never what you did or who you are.
- Find people or community that you feel good around, can relate to or reach out to when you need help or support.
- Do things that you enjoy!
- You deserve support. It can help to talk with someone you trust about your experiences such as a family member, teacher, school guidance counsellor, Elder or a phone line like the Klinic Crisis Line, which is 1-888-322-3019 or (204) 786-8686. It's free to call and open 24/7.
- Speak up (if safe to do so). Know that it's okay to fight for your rights, to be loud and angry about discrimination.
- Know that you have rights, and that your knowledge and voice deserve to be respected and heard.
- Specifically for Indigenous People and People of Colour:
 - Give yourself a pat on the back and affirmation that your being alive is celebration. Remember that you come from a long line of resilient people.
 - Call on your Ancestors to guide you and give you strength.

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Notes:

References

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ⁱ ccla.org/cclanewsite/wp-content/uploads/2015/02/LGBTQ-Rights-in-Schools-CCLA-and-CCLET-FINAL.pdf.pdf

ii http://writingtheother.com/intersectionlaity-and-characterization/

iii http://www.ohrdemocracy.org/events/intersectional-human-rights-organizing/

 $^{^{\}mathrm{iv}}$ http://manitobaadvocate.ca/wp-content/uploads/Criminal-Justice-Youth.pdf

Chapter 9 - Body Image

Introduction	
Activity: what are your own "ideals of beauty"?	197
Positive & negative body image	198
Media & body image	
Eating disorders & support	
Activity: feeling better about our bodies!	
Activity: helping others	



Body image is how we feel about our body, not about what we look like. It's really about mental health. We all have mental health and we can all work towards wellness when it comes to how we think and feel about ourselves. We know that many things can affect our body image and there are many aspects of the society that we live in that contribute to this. For some this may be the media, for some, it could be their relationship with their gender identity and/or how their body works if living with a disability.

All bodies deserve care. It can be helpful to find ways of accepting and working towards feeling good about ourselves the way we are. The truth is that bodies comes in all different shapes, shades and sizes and everyone is inherently valuable & worthy of love and respect.

Our bodies are not decorations, we need to use them every day to live and do things we enjoy. One way we can work towards appreciating our bodies more and treating them well is acknowledging all the things our body does for us. What are some things your body does for you that you are thankful for?

♥	
Y	

What would beautiful mean to you if you were not influenced by the media? Use this page to write and / or draw your own ideals of beauty.

(Maybe it includes a lot of qualities of the people in your life or ones that you admire, for example, your grandmother's laugh or your teacher's strength or your father's kind eyes, etc...)

Positive body image



When someone has a positive body image they might:

- Accept their body the way it is.
- Listen to their body about how much to eat and trust their bodily cues, like eating when they are hungry and stopping when they are full.
- Don't think of food as good or bad. They enjoy all kinds of different foods. They eat cake sometimes, and they also eat a variety and balance of all kind of foods.
- Exercise in ways that feel good for their body and their mind. For example, if they hate running, they don't force themselves to run, they do some other kind of exercise that they enjoy and feels good for them.
- Compliment themselves as well as other people in their life and they don't compare themselves to others.
- Dress however they want.
- Know that beauty and health comes in all different shapes and sizes without body shaming others or judging what others eat.
- Know that they are an inherently valuable and worthy human. They do not judge their self-worth based on what they look like.
- Think about their own health based on how they feel physically, emotionally, mentally, spiritually, etc., rather than by a number on a scale or the size and shape of their body.

Negative body image

When someone has a negative body image they might:

- Feel uncomfortable with their body, or even reject or hate it.
- Not listen to their body, not eat enough, skip meals, count calories, diet constantly; or eat more than they need, or when they are not hungry.
- Live with an eating disorder. (See eating disorders info on page 201)
- Exercise too much. They may become obsessed or preoccupied with exercising and force themselves to exercise even when they are exhausted, sore, or injured.
- Put their body or appearance down; body shame, judge or criticize others.
- Constantly compare their body to other people's and to unrealistic ideals of beauty in the media.

If you find yourself moving from positive towards negative body

mage, it is important to find support. Sometimes people need more support and help to get to feeling well again. What are some places and/or people you could go to or things you could do to get support and help?

8

Media & Body Image

There is so much focus in the media on how our bodies look. It can be hard to value our bodies when we compare ourselves to the unrealistic images we see in social media, movies, TV, advertising, magazines, etc. Images we see in the media are crafted to create an unrealistic idea of what is beautiful. Celebrities are surrounded by teams of people whose job is to help them look the way they do such as personal stylists, makeup artists, fitness trainers, chefs publicists and more. Social media posts are also crafted. Few people post their first photo, they are almost always filtered or edited, and there's a lot of prep for the image that we don't see. All of these things take tons of time and often, money. (Watch Dove's "Selfie" video for an example.) Family and friends are also affected by media and can reinforce the negative messages we are getting. This can make it really hard to value our bodies.

The media doesn't show us all types of bodies equally. Images are often created by people who have the most power & money in our society. Some body sizes, skin colours, genders and body types are never shown at all or are shown in discriminatory or offensive ways. Some examples are:

- Fat people are often not represented at all, or they are looked down upon, made fun of, shamed, and judged.
 This is fatphobia, which means treating people badly or unfairly because they are fat.
- White skin is regularly shown as 'normal'. Black people, Indigenous People and People of Colour often have their skin lightened in editing, are shown less often and are often shown as special or "exotic". This is racism.
- Masculine & feminine gender roles are reinforced and other gender identities are often missing. This is transphobia.

Bodies with different abilities are rarely represented.
 This is ableism.

In reality, the world is an amazingly diverse place and all people and bodies are beautiful and valuable. However, many people are not represented in the media.

Eating Disorders

Eating disorders are a mental illness.

They may begin when someone has a negative body image or they may also be a way that someone is coping with harmful feelings or experiences. Eating disorders can have a negative impact on someone's mental wellness and physical health.

Someone can recover from an eating disorder with support and help. If you think that you or someone you know might be living with an eating disorder, talk with someone you trust and check out the resources listed below.

Resources & Support

Eating Disorders Manitoba - Provides resources and supports for people in Manitoba. Website: eatingdisordersmanitoba.ca

Health Science Centre, Child and Adolescent Eating Disorder Program - People under age 18 access treatment.

Phone: 204-958-9660

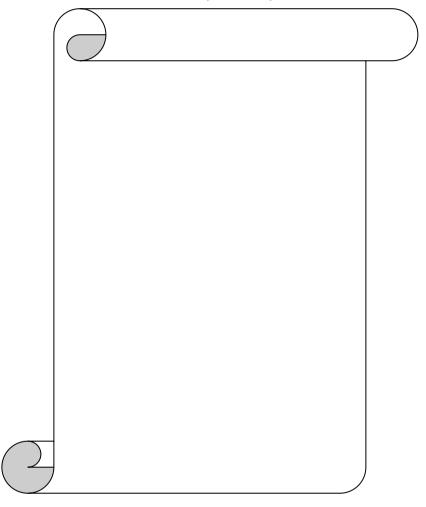
Women's Health Clinic - Provides programming and support for people of all genders age 16 and older. Call to get on the wait-list and to receive resources and information.

Website: womenshealthclinic.org

Phone: 204-947-2422, ext. 137 (in Winnipeg) 1-866-947-1517,

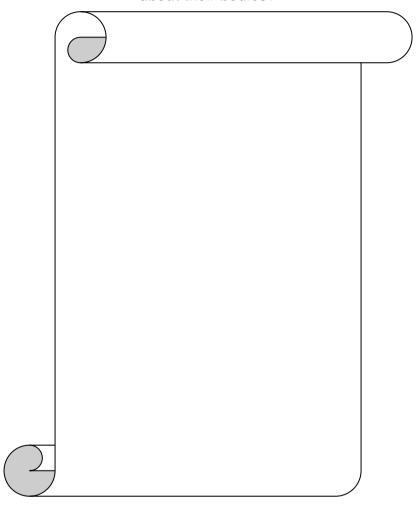
ext. 137 (toll-free outside of Winnipeg)

What are some things you can do to feel better about your body?



You deserve your own self-acceptance. As a Peer Educator, you can also be a part of helping people feel better about their bodies. What kind of example are you for others? Showing self-confidence and treating all bodies with respect models positive behaviour for others and can give permission for others to have positive body image too!

What are some ways you can help others feel better about their bodies?



When it comes to complimenting others; think about things besides someone's appearance or style. Complimenting someone on skills they have, awesome things they said in class, a funny post, or even what a great listener they are can be powerful too.

Notes

References

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 $[^]i \ Body \ Image \ and \ Sexuality. \ https://www.sexandu.ca/wp-content/uploads/2016/09/CTR_BodyImage-JULY2011Eng.pdf$

Chapter 10 - Substance Use

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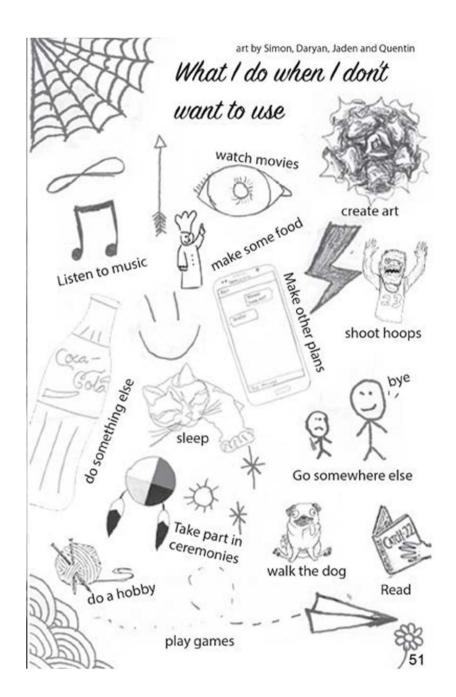


This chapter is all about substance use and ways to be safer. Substances are things like drugs and alcohol; things people put into their bodies that can change the way they feel, see, think or experience the world. This also includes things like caffeine (coffee), over the counter drugs (eg. Advil or Tylenol), prescription medications, etc. There are lots of reasons why people choose to use substances as well as reasons why people choose not to use. Everyone deserves respect no matter what choices they make or how often they use substances (none, some or regularly).

Often, the safest thing is no substance use. However, that's not a choice everyone can or wants to make. We believe in **harm reduction**, which acknowledges that everyone has the right to make decisions about their own body and life. It means talking openly about activities that can cause harm and focusing on information that can help people make the safest choices possible in their life.

As a peer educator, it's important to be non-judgmental and

supportive when helping someone with substance use. What are some ways you can non-judgmentally support someone who is using substances?		





Substance Info Matching Game

Match up the substance categories on this page to their appropriate desired effects (what people want from using) & potential harms (side effects or risks) on the next page.

Inhalants Solvents and gasses not intended for human consumption (i.e. gasses, cleaning products) **Downers** Alcohol, pain-killers, heroin, sleeping pills... **Uppers** Cocaine, caffeine, crystal meth, speed, ecstasy... **Cannabis** Pot/weed, dried buds, hash, oil, edibles, shatter/dab... Hallucinogens Magic mushrooms, acid, ecstasy/mdma,





ayahuasca, peyote...

A) Desired Effects

Feeling chilled out and giggly, calms upset stomach, slowed sense of time

B) Desired Effects

Alert and awake, happy or "high", increased tolerance to pain

C) Desired Effects

Seeing/hearing things that others don't, openness and sense of well-being, more energy

D) Desired Effects

Quick and fast high, giddy and lightheaded or dizzy, immediate escape from reality

E) Desired Effects

Slows the body down, makes you sleepy, pain relief (physical and emotional)

F) Potential Harms

Crash (feeling depressed, upset, mad or really tired), overdose, addiction/problematic use

G) Potential Harms

Memory loss, loss of hearing and sense of smell, brain damage, changes in personality

H) Potential Harms

Panic or paranoia, slowed reaction time/ less alert, greening out

Potential Harms

Bad trip, nausea (upset stomach), confusion and accidental injury

J) Potential Harms

Lowered inhibitions: taking more risks, overdose, addiction/problematic use





Ways to be safer



When Partying

- Plan a safe way home. Know the bus route including last bus home, have a secret cab or bus fare stash, designated driver, sleep over at a friend's house, etc.
- Know the recovery position and signs of overdose
- Never mix substances. Using more than one type at a time increases the risk of overdose. This includes drinking alcohol and using drugs at the same time.

When Drinking Alcohol

- Don't put drugs in people's drinks, and watch your drink.
- Drink water and eat food.
- Know your limits and pace yourself. If 4 drinks gets you falling down drunk, consider bringing only 2 or 3.

When Using Cannabis

- If smoking cannabis, use a dry pipe or joint instead of a water bong to reduce the risk of lung damage.
- Eating or vaporizing cannabis instead of smoking it may help to prevent the negative effects on lungs.
- Eating cannabis can be stronger than smoking and will take a longer time to kick in. Pace yourself and allow more time for the high before eating more.

When Using Any Drugs

- Use only small amounts or a half dose to see how your body responds and reduce risk of overdose.
- Use a "buddy system" where one person stays sober to watch for warning signs of overdose.
- Know the laws and your rights.
- Don't share drug equipment such as straws, bills, water etc. HIV and Hepatitis C can be passed with these items.
- Take a break (a couple days at least) so you don't develop a dependence on the substance.

- When injecting drugs, rotate injection sites, use new needles every time, get new needles from Street Connections, safely dispose of used needles.
- Try to use with people you trust and in an environment that is comfortable for you.
- If having a "bad trip", try to go to a place that is quiet and ideally with a person that can "talk you down."

Prescription Drugs

Prescription drugs can be harmful when they are not being used for their intended purpose or not yours in the first place. The safest thing to do is to stick to substances that have a more predictable effect and not be afraid to ask questions or get information. Taking a smaller dose and not mixing with other substances can help to reduce risks. If taking medication prescribed to you, talk to your health care provider about the effects of using other substances while on the meds.

Consent and Substance Use

Consent doesn't legally count when drunk or high. The safest thing to do is to wait until both people are sober before you ask for or give consent to sexual activity. It's not okay to take advantage of someone if they are drunk or high. Getting another person drunk or high or waiting for someone to be drunk or high in order to have sex with them is sexual assault. It is never someone's fault if they are sexually assaulted when drunk or high and they deserve support. For more info about supports available to people, go to the Resources Chapter.

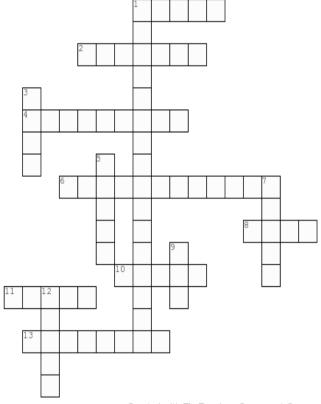
Ways to respect a person who is drunk or high

- Bring them water and ask how they are doing.
- If they are drunk or high and coming on to you, tell them "I think you are drunk/high right now and I want to be respectful. Let's wait until we are sober."
- Find their friends and help them get home safely.
- Don't take advantage of them.

Use the clues on the next page to complete the Crossword below!

Ways to be Safer

Complete the crossword below to learn ways to be safer if using substances!



Created with TheTeachersCorner.net Crossword Puzzle Generator

Across

0.033	5
1. Don't put in people's drinks!	_
doesn't count if people are drunk or	 -
high. To be safer & respectful, wait until people are sober.	w
If someone is unconscious (passed out and not	ca
responding) you have to call an	60
6. If using injection drugs, neverto	_
reduce risk of HIV or Hep C.	7

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	 Someone who stays sober 	
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1. Don't put in people's drinks!	 Someone who stays sobe
doesn't count if people are drunk or	is the
high. To be safer & respectful, wait until people are sober.	3. Remember to take
4. If someone is unconscious (passed out and not	Make sure to drink a glass
responding) you have to call an	stay hydrated and to help lim
6. If using injection drugs, neverto	you have!
reduce risk of HIV or Hep C.	If using uppers or other su
Don't forget to plan a safe way home. One option	overdose, to be safer, use a
could be	If using substances, only t
To avoid alcohol overdose, it can be helpful to know	the chance of overdose. Nev
your	substances.
 If using hallucinogens, be in a safe place and make 	12. Remember to take a
sure someone there is	avoid dependence.
If you find someone passed out, put them in the	

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- it how many alcoholic drinks of this between drinks to
- bstances that could cause _ amount
- use one at a time to reduce _ different
- between uses to

position.

Levels of use



There are varying levels of substance use. Not everyone who uses a substance is dependent; it may be a part of their life in a balanced way rather than a problem. Many people have healthy relationships with substances, meaning they either don't use, or using doesn't impact their life in a negative way.

It can help to think of a line with varying levels of use. The line goes from someone who is not using at all to someone who uses regularly without harm to someone who is using to the point where it is a problem for them. Many people will move around on this line guite a bit throughout their life.

How to know if someone has a problem

Some or many of these things may be happening if someone is has a problem with substances:

- Conflicts in relationships and/or missing school
- Other people are concerned about their use
- Spending more with people using the same substance
- Stealing money to buy substances
- Using when they'd rather not be
- Hiding their use from other people
- · Feelings of embarrassment about using
- Spending more and more time, money, and energy doing things related to using
- Trying to cut down unsuccessfully several times
- Giving up activities they used to like to do

It is a warning sign when substance use habits start developing. People form habits all the time and this makes it easy for us to become dependent on a substance. When we use a substance regularly, our bodies develop a tolerance, which means it takes more of the drug to get the same effect (and the negative side effects increase to get the same high).

Addiction & support

A dependency is when the body needs the substance just to feel "normal." If someone continues to use a substance, even though it is having a negative impact on their life, they could have a problem or an addiction.

Having an addiction is a mental health problem. Someone may need a lot of support from friends, family and maybe a counselor or support group to recover. **People who live with an addiction deserve support and respect always.** People have the right to decide for themselves if they have a problem or need help.

Supporting someone with a substance use problem:

- Be non-judgmental and explore ways to be safer with them. Let them know you are there for them.
- Let them know they deserve support and give them ideas of resources or places to get support.
- Refer them to AFM (see tip box below!)
- Offer to go with them to get more info or support.
- Remember that people are more likely to get help if they feel supported, cared for and not judged.
- Let them know you are worried about their use.
- Tell an adult if you are worried. You could ask a guidance counselor or teacher to check in with them.
- Get support for yourself and realize you can't make someone quit.

QUICK TIP – Resources

Addictions Foundation of Manitoba (AFM) is a great resource! They have counselors, information and a youth drop-in program. Check out their website at www.afm.mb.ca or give them a call:

General Enquiries (Winnipeg): 204-944-6200 (toll-free) 1-866-638-2561 Manitoba Addictions Helpline (toll-free): 1-855-662-6605



Signs of overdose & what to do

A person who is passed out may have alcohol poisoning or may be overdosing. You need to get them to a hospital or nursing station if you think they may be in danger, you think alcohol has been mixed with other drugs, or they have severe risk signs:

- · not responding to talk or touch
- irregular breathing
- clammy/pale skin
- blood in their vomit

Check for these signs, put them in the recovery position and ask if anyone knows how much or what they have taken, then call 911.

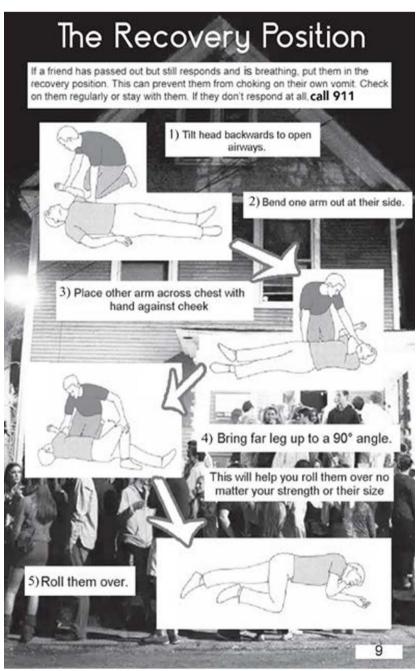
Steps of the recovery position:

- Tilt head backwards gently to open airways.
- Put one arm straight out at their side.
- Place other arm across chest with hand against cheek.
- Bring far leg up to a 90° angle. This will help you roll them over no matter your strength or their size.
- Roll them over.

*The bent leg and arm give stability while the hand under the head keeps the airways open so they don't choke if they vomit.

If someone at a party is passed out and does not have any of the severe risk signs, it's a good ideas to keep them in the recovery position in a safe place and check on or stay with them throughout the night. It's important to check on or stay with them to make sure they are okay and no one hurts them. This is also important because as a person is passed out, their blood alcohol level can still be rising. This means that they can go from a safe level to unsafe very quickly.

QUICK TIP - Overdose: If someone has had anything other than alcohol, and suddenly starts to pass out or slur their words, give naloxone if you have it and **call 911 right away.**



Decisional balancing activity

Think about your substance use (if you don't use substances, you can choose a habit or something you want to try to cut down on or stop doing. For example, spending less time on your phone or social media) and what the positives and negatives are. On the next page, write in the reasons that you can think of in each of the boxes. (As a peer educator, this is an activity you could do with someone if they come to you to talk about their substance use or are thinking about cutting down or quitting.)



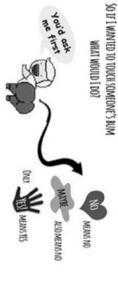
Were any sections harder or easier to fill in? Why or why not?

Deciding to continue using or choosing not to use can be complicated sometimes. When trying to decide if you are ready for change, it is not the amount of points you wrote in each section, but how much weight or importance that you put on those points. For example, if you gave more importance to reasons to quit and what you will gain by quitting, that can be a sign that you are ready to make those changes. If you gave more importance to reasons to use and things that you will lose if you quit, than you may not be ready to make those changes. No matter where you fall, you can still make small changes and set goals for yourself.

Best about using	Worst about using
Best about quitting/cutting down	Worst about quitting/cutting down

IT IA A L'A CONSENT ONLY TES MEANS YES WITH CONSENT ONLY TES MEANS YES

CAN YOU GET CONSENT IF SOMEONE'S BEEN DRINKING OR USING DRUGS?





YOU HAVE THE RIGHT TO SAY NO AT ANYTIME INCLUDING RIGHT BEFORE OF DURING ANY SEVAL ACTVITY.

CONSENT IS ONGOING

IF SOMEONE HAS EVER SEXUALLY ASSAULTED YOU IT IS NOT YOU FAULT

SO IF SOMEONE SAID YES, BUT DURING THE ACTIVITY DOCENT TLOOK INTO IT OR IS GETTING QUIET OR PULLING AWAY WHAT DO YOU DO?

16



OK 204.786.8631

Notes



Chapter 11 - Communication

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This chapter is all about communication! Communication is essential for getting our needs, boundaries and wants met as well as for helping and supporting others.

Three types of communication are:

Passive: Not speaking up for what you want, need or believe in, often putting others before yourself, often listening rather than voicing your own ideas, opinions, needs or wants.

Aggressive: Often putting yourself over and above other people, using force or intimidation to get what you want, not listening to others.

Assertive: Listening to, considering and respecting the rights and opinions of others while also standing up for your own needs, wants, opinions and boundaries.

Communicating assertively is a helpful skill in all aspects of life; at school work, with friends, family and partners.

Communicating assertively can be a helpful skill to have and to develop as a peer educator. Your role is to listen in a nonjudgmental way, offer initial support, refer and give resources. It is also important for you to set boundaries for yourself in this role.

QUICK TIP - Supporting People

Listen and validate their feelings.
Give them helpful messages.
Encourage to seek resources (adult, phone lines, etc.)
Tell an adult If the issue is too big for you.
Your job is to help, but not feel overwhelmed.

4 simple steps to negotiation:

1.	Explain your feelings and the problem using "I" statements.
2.	("I feel when because") Make your request. ("I would like" or "I would feel if you would")
3.	Ask how other person feels or thinks about the request. ("Is that okay with you? or "What do you think?")
4.	Accept with respect. ("Great, I appreciate that.")
be acc	When asserting boundaries, we have a right for them to epted and respected. So #3 and 4 may not be able in every situation.
Things	How will you bring up the issue? Do you need a quiet space, time, more information, humor? Think about why you want to talk about the issue, what are your goals, feelings? Consider several possible
•	outcomes. Is there anything you're willing to let go of? Anything
•	you're not willing to let go of? Both of you have the right to feel safe, be respected and to say no or yes and change your minds.
•	Add your own:
•	
•	

Assertive communication



Assertive communication is the ability to speak and act in a way that considers and respects the rights and opinions of others as well as yourself.

✓ Assertive communication checklist:

When I	communicate, I
	State my needs and wants appropriately and respectfully
	Express my feelings appropriately and respectfully
	Use "I" statements (I feel because)
	Communicate respect for others
	Listen well without interrupting
	Speak in a calm and clear tone of voice
	Have a relaxed body posture
	Feel connected to others
	Stand up for my rights and needs
Do you	speak, believe and behave in a way that says?
	"We are equally able to express ourselves respectfully to
	one another."
	"I am confident about who I am."
	"I realize I have choices in my life and I consider my
	options."
	"I speak clearly, honestly, and to the point."
	"I can't control others but I can control myself."
	"I deserve to have my rights respected."
	"I am responsible for getting my needs met in a
	respectful manner."
	"I respect the rights of others."
	"I'm responsible for myself."

Negotiation is assertive communication. As we explored on the last page, negotiating is when people talk together about an issue until both of them feel comfortable with an agreement.





Gender Roles & Communication

We learned about gender and how there are many different genders in the Sexuality chapter of the manual. However, often the only genders recognized in our society are guys and girls. A role is a part people are taught to play. If someone is born with a penis, they are assumed to be a boy and they are raised to be "masculine", or what our society expects boys and men to be like. Likewise, if someone is born with a vulva, they are assumed to be a girl and are raised to be "feminine" or what our society expects girls or women to be like. The chart below gives examples of some stereotypical gender roles:

<u>Gende</u>	<u>r Roles</u>
"Men"	"Women"
Not emotional, plays sports, likes	Emotional, likes to cook, takes
cars, muscular, tough, eats	care of other people, small,
steak, in control, aggressive	curvy, good listener, eats salad,
communication style.	passive communication style,
	puts others first all the time.

Obviously, no one fits perfectly into these boxes, nor would we want to. The truth is that all human beings are complex, and our personalities and gender expression is much more than these roles that we are taught. Sometimes, if people express themselves outside of these gender roles, they are punished or called names when they do. (Examples: men being made fun of or called weak for expressing emotions, being called 'whipped' for respecting their partner; and women being called b*tch for being assertive or 'tom-boys' for playing a sports etc.) If these gender role stereotypes of a man and a women were in a relationship together or having sex, it would probably be unhealthy or even abusive. The masculine person may always appear in control, communicate aggressively and bottle up all of their emotions except for aggression; and the feminine person may act passively all the time and put their partner first. All different kinds of dating relationships sometimes play out these roles. Healthy relationships take a certain amount of emotional vulnerability in order to create closeness and open communication, equal negotiation and consent in sexual situations. We can see how those things may not be happening if people feel confined to act out these gender roles. It's important to be aware of and work to unlearn gender roles in order to have healthier relationships ourselves and others.

Talking about hard things

Ask yourself the three questions to help you figure out how to talk about an issue or a problem in relationships.
What can be hard to talk about?
Why is it hard to talk about these things? Some ideas: gender roles, stigma, discrimination
Your ideas:
How can you make it easier? Some ideas: Start with a joke; tell a story about something related (I saw a video the other day); get information and be prepared; set aside a time and a quiet place; know that you have the right to be heard (and they do too!); write out what you want to say; practice with a friend, in the mirror, or with a pet
Your ideas:

Active Listening: Do's & Don'ts

Your role as a peer educator is to be non-judgmental, listen, support and give resources. We can better understand how to do that with active listening. Everyone has their own ways of listening and supporting skills already, but we can all improve, learn and practice these skills more.

Not Helpful

- Interrupting
- Talking just because they are quiet
- Giving advice or bringing up your own similar feelings, stories and problems. These are your ideas and experiences, and may not be helpful to them.
- Making promises. Although you may just be trying to make them feel better, it does not help to say things that you can't promise will be true, like "it's going to be better soon" or "I promise you will feel better if..."
- Judgmental reactions
- Telling them about other people's experiences. Not only does this not help them, it also might make them feel like you can't be trusted.
- Minimizing their problem by saying things like "It could be worse"
- Being distracted
- Pressuring or threatening them to talk when they aren't ready
- Inappropriate humour

Remember that you do not know the whole story, only what they have shared with you. Your role as a listener is to help them talk about how they are feeling, and what (if anything) they think they need to do next. Help them by being respectfully curious, not giving advice. For example, instead of saying "You should try..." or "You need to do this..." try saying "What have you thought about doing next?" or "Would it be an option for you to..." People are more likely to be committed to

the ideas and solutions they create themselves.

Helpful

- Listen non-judgmentally and have empathy. Try to understand how the person is feeling, and what it might be like to be in their situation. It is different than sympathy, which is feeling sorry for someone, which doesn't help and may make them feel worse.
- Leave room for some silence. Silence often means that the person is thinking about what they said, what you said, or how to say something.
- Help them be comfortable. Make sure that you have privacy and that they feel safe and physically comfortable
- Give them time. Set aside a time and a place with the person to talk, or have a space and time in the school where anyone can come for resources or support.
- Use active listening skills. These could include paraphrasing, validating and asking open ended questions. (See pages 236 – 237)
- Offer resources (Teen Clinics, phone lines, etc.) if appropriate (see Resources Chapter).
- Encourage them to think about what is best for them.
- Be interested and really try to hear.
- Listen to understand, not to give an answer.
- Remember that why they have the problem is not the issue.

Asking ourselves if we do anything on the "Not Helpful" list, and practicing the skills on the "Helpful" list can help us work towards being better listeners.

Tips for communicating through text or social media...

- **1. Be clear!** Use Emojis \odot or explain how you are saying something: *smiling* or (sarcasm!)
- 2. Wait a minute before you post or send. Especially if you're feeling angry or hurt. Forwarding hurtful images or gossip is considered bullying.



- **3.** Ask the person what they meant if you are upset or unsure about something they sent you. Talk to them on the phone or face to face if possible. Tell them how their message made you feel.
- 4. You have the right to:
 - not to be pressured to send sexy pics, or have your pics sent to other people
 - not have your passwords stolen or your social media spied on
 - limit how much someone can text or call you

If you are being harassed online or on your phone, it's ok to block them, un-friend them, or report them!



Sexting

Sending sexy messages or pics is ONLY okay if everyone involved is okay with it. Here are some things to remember when texting sexy content:

- Ask before sending. Don't send it if they say no!
- 2. Don't pass it on if it isn't you in the pic!
- 3. Think before you send.
- 4. Pressuring people to send you nudes or sexy messages is not cool.

Unwanted sexting is not okay. If you need help, talk to someone you trust or call a help line like:

- Klinic Sexual Assault Crisis Line: 1-888-292-7565
- Kids Help Phone: 1-800-668-6868 or text "Connect" 686868

If a sext or picture of you has been shared without your consent it is **NOT** your fault. It might be helpful to talk to someone you trust about it (like one of the phone lines listed above) and also check out **NeedHelpNow.ca.**

"Needhelpnow.ca is a resource that helps if you (or a friend, peer or siblings) have been negatively impacted by a sexual picture/video being shared by peers. The NeedHelpNow website is designed to provide youth (13 to 17 years old) with practical steps to regain control over the situation. This includes information about contacting websites/online services to request a picture/video be removed, dealing with peers who may have seen or be sharing the content, the importance of emotional support and information on certain criminal offences. The site also provides resources for parents and safe adults who are helping.

Communication skills activity!

Here are some tips for listening & supporting people! Read the descriptions below and choose which skill from the box at the bottom best fits the description:

1.						

Restate in your own words what the person expressed. This helps to show that you are listening and that you want to understand what they are saying and meaning. It also prevents incorrect assumptions. Restate basic facts and ideas.

2.					

Questions that require more than a "yes" or "no" answer. They help people explore thoughts, feelings and events in detail. Prompts: Who/what/when/where/how... Avoid "why" questions, as they can make people feel the need to defend their thoughts or actions, or that you are judging them.

Example: "What do you think are some possible solutions to this situation?"

3			

Statements about how you think the other person is feeling. These help to show that you recognize and understand the person's feelings. It also helps the person think about their own emotions and the reasons for them. Reflect the person's feelings basic back to them.

Example: "You seem very upset" or "It sounds like that left you feeling sort of frustrated, is that true?"

4
Acknowledge and encourage the person. Let them know that they have the right to feel the way they're feeling, that they and their problems are important, that they have the power to solve their own problems (which may involve asking for more help), and that they are cared for.
5

5.____

Be interested and really try to hear what the person is saying. Listen to understand, not to give an answer. Hear their point of view non-judgmentally. Listen and try to help them express their concerns and feelings. Encourage them to figure out what is best for them.

6.				

This can be used to focus the conversation, move it along or end it. It is a way to review what has already been said, without adding new information. To summarize, restate major ideas expressed including feelings.

Remember:

Show acceptance by having a warm and inviting tone of voice. Do not interrupt, offer advice or bring up similar feelings and problems from your own experience. Remain neutral and non-judgmental. People are more likely to be committed to their ideas and plans if they created them.

Active Listening Skills

Perception Checks & Empathizing Listening Actively Validating Summarizing Paraphrasing Open-ended Questions

Assessing your listening skills

Listening is important for building relationships and being a good support. When listening to someone in relationships or as a



peer educator, it's important to remember how hard it is to talk about some things, and how hard it can be to reach out for help. Go through the following questions and assess your listening skills, you can think about one relationship in particular or how you listen to people in general.

Do I really listen? Do I hear what the other person is trying to tell me?

Do I show interest in what they are saying to me?

Do I give my full attention when we talk?

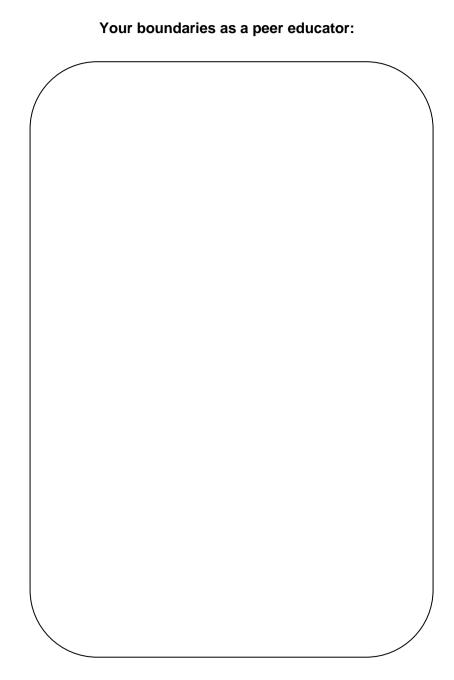
Do I ask questions if I'm not sure what they are trying to tell me?

Do I ask about and allow them to express their thoughts and feelings?
Do I appreciate and respect what they are telling me, even if they have a different opinion than me?
Do I try to understand their point of view?
From the questions above, what am I good at? What do I already do?
From the questions above, what is one thing I can work on and how am I going to do that?

Peer educator boundaries

It is important to assess our boundaries and limits when providing information and support to people. Here are some helpful tips:

- You get to decide when or where you are available to support someone. It is not possible to be a good support to someone else if we don't care for ourselves first. Setting limits could look different depending on the situation. One example could be letting people know that you won't answer texts between 10pm and 8am because you need sleep.
- You are never expected to be someone's only option for support or information. You are one of many possible supports to people and sometimes we need to check our own limits and refer. Refer to guidance counselors, crisis lines, teachers, and other resources when appropriate.
- We all see the world through our own experiences. Talking about our own experiences with people we are supporting can make the conversation about our own lives rather than about supporting them through their own unique experience. The best thing we can do is listen, explore and validate their feelings or refer them to other resources.
- It is important to be empathetic, compassionate and supportive. However, if we are continually taking on other people's problems, we can experience "burn out". Finding ways to care for ourselves and let go of / not carry another's pain is important for our own well-being.



Notes

References

ⁱ Image from: Empowered Youth Development Initiatives

ii Needhelpnow: https://needhelpnow.ca/app/en/

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Peer Education Training is over... what are you going to do now? The great thing about peer education is that it's completely up to you! You decide what you do with the info and skills you've developed during training. There's no limit to the awesome things you can do! Whether you want to volunteer at Teen Talk (if in Winnipeg) regularly or do your own thing, this chapter is full of ideas and tools to help you get started.

Volunteer activities at Teen Talk

Skitz

We present skits and workshops about things we learned in the Peer Education training. We meet weekly and present at Middle Schools every other Friday from January-May. Skitz helps you meet new people, get volunteer hours, grow your public speaking and acting skills, get experience that looks awesome on your resume, and have fun! Actors of all skill levels are welcome, no experience necessary!

Meet-ups

Teen Talk hosts events throughout the year to meet up with other peer educators, learn new topics or skills, do fun activities and stock up on condoms and resources. You get to help choose which activities happen! Past meet-ups have included decorating heart shaped boxes to fill with condoms and candy for teen clinics, sidewalk chalking positive messages in the summer, condom games, healthy relationships, self-care, and more!

Community events

You can join Teen Talk at important community events, marches and rallies throughout the year. Some of these events include Winnipeg Pride Parade, Idle No More, International Day Against Homophobia and Take Back the Night.

Volunteer party

We have an annual volunteer appreciation party to celebrate your awesomeness! You will meet other peer educators, eat great snacks, get a present and load up on safer sex supplies! Don't miss it! Anyone who has taken the training is welcome.

Teen Talk website

Our website is teentalk.ca. You can send us writing, art, videos, or pretty much anything if you would like us to add it to our website. The website is an excellent resource for information on all of the stuff we have talked about in the training. Check it out, and tell your friends.

Doing your own thing

Whether you are working alone or as part of a group like a GSA or Peer Helper group, here are just a few ideas of things you can do in your school.

You may need permission to do some of these things in your school. We can help you get things going by providing your school with information or letters of support if needed.

Resource lockers

Create a locker in your school where people can get free safer sex supplies, pads and tampons, and information.

Answering questions

Give people in your school the chance to ask anonymous questions about things you learned in training! You could put up blank papers in the bathrooms, or set up a box in a common area. Post answers to the questions about once a week. You can use your manual, our website, or ask us if you need help answering them.

Supporting your peers

You can offer to help people by listening without judging, offering support, information and connecting them to resources like teen clinics and phone lines.

There's no limit to the amount of things you can do with the skills, information and resources you learned in peer education training. Here are some other ideas:

- Make awareness posters, or have a poster contest!
- Get the word out about issues and events by making announcements at school or on community radio stations.
- Organize events, awareness weeks, info booths, plays, fashion shows, rallies, flash mobs etc.
- Get a guest speaker or give your own presentation.
- Make a video to play at school, post on social media and our website.

- Give out free condoms and info about teen clinics.
- Offer to go to a teen clinic with someone who's nervous to go alone.
- Show how to put on condoms and make sex dams.
- Start or join a group like a GSA (Gay-Straight Alliance) or peer education group at your school.

Other ideas:		

The circle map planning tool

This is a tool you can use to identify what is going well in your school/community, and what you would like to work to change! This can really help you focus on which issues are most important when you feel like there are too many things you want to change or work on.

You can do this activity on your own or use it in groups like Peer Helpers, GSA's, student council, community improvement groups, etc.

Step 1:

List as many things you like or love about your community or school **inside the circle**. Your list could include anything-sports, clubs, cool teachers, gardens, culture etc. When we only focus on what needs to change, we can forget about the good things going on! It is important to recognize our strengths and build on them.

Step 2:

Now think about things you dislike or want to change in your community or school, and write those words around the outside of the circle. Your list could include anything –rumours and gossip, homophobia and transphobia, unhealthy relationships, negative body image, substance use, etc.

Step 3:

Start with one thing outside of the circle that you think is most important to work on. You can always come back to this list if you want to add or change anything, or if you want to know what to work on next.

Outside the circle:

Things I dislike or want to change in my community or school



Now that you have an idea what issue (or issues) you want to work on, the next few pages can help you get started!

Getting started

It can feel difficult to start working on issues in your school or community. This is a tool you can use to help you plan. You can use it by yourself or with a group. Fill in the blank spots or recreate this list on a flipchart.

1. What can I do? Things that I am able to start working on NOW. (eg. Make a poster, do some research, etc.)
2. What can't I do?- Things that are unreasonable for me to do or are not part of my/our role (eg. rewriting school board policies)

3. What do I need help with? Things that I would love to do but need more background info on, need permission from the principal before doing, need an organizing committee to pull it off etc. (eg. holding a school assembly)
4. Who can help me? People or groups that will be able to help me. (eg. teacher, GSA leader, principal, other adult
supports, student council, Teen Talk etc.)

The Circle Map Planning Tool and the Getting Started chart are inspired by the Circle Map and Implementation Tool activity shared with Teen Talk by Jessica Danforth of the Native Youth Sexual Health Network. For more info about Jessica or NYSHN, see nativeyouthsexualhealth.com

Making a plan

Many people find it helpful to create an action plan when planning events or actions. A good action plan helps everyone to be clear about what has to happen and when.

You can make a new one for each activity you are planning, or keep a running list for the whole year if you are working as part of a group. There are blank action plans on the next page that you can use.

How to make an action plan:

Event: List the title or name of the event or action you are planning, as well as the date. You could also note location or other info if you would find it helpful. You can skip this part if you are making a task list for group meetings.

Task: Make a list of all the tasks that need to be completed to make the event successful.

Who: Have people in your group sign up for each task. Make sure they know what the task is, and when it needs to be done. It's always best if people are able to share the workload, so encourage people with few tasks to take on more, and people with a lot to take fewer. You can skip this step if you are working alone.

Due Date: Be very clear about when things need to be done! Check with each other often to make sure things are done on time.

Notes: This is a good spot to write in things you need, people you need to talk to, or any other useful information. Depending on what you are planning, you may also want to make a "Stuff we need" or materials list.

Action plan in action!

Here is a sample of a completed action plan:

Event: Sexual Health Carnival

Date: February 13, 2019 **Time:** 12-1

TASK	WHO	DUE DATE	NOTES:
Get condoms and other supplies from Teen Talk	Priya	February 10	Ask if we can borrow woodies
Get permission to use the gym	Li	January 20	Talk to Ms. Jackson
Make a donation letter and get donations for prizes	Jessica Priya	February 10	Talk to Mr. M about school gear, go to local shops
Make posters and put them up at school	Tanisha Li	January 30	Ms. P said we can use the art room
Make signs for the stations and activities	Tanisha Li	February 12	
Set up on the day of the carnival	Joel Jessica Priya	February 13	Get ladder from supply room
Clean up on the day of the carnival	Kayla Joel Jessica	February 13	

Blank action planners

Event:			
Date:			
TASK	WHO	DUE DATE	NOTES:

Event: Date:			
TASK	WHO	DUE DATE	NOTES:

Peer education on your resume

People often ask how they should put Peer Education training and volunteering on their resume. Here are some experience and skills you can highlight:

Peer education training: This can be listed under categories like Volunteer Experience, or Trainings and Education under the title of "Teen Talk Peer Education Training"

Skills to highlight:

- Participation, teamwork
- Increased communication and listening skills
- Increased knowledge of current youth health issues

Volunteer activities at Teen Talk or in your School: These can be listed under Volunteer Experience under the position title of "Peer Educator"

Skills to Highlight:

- Teamwork, collaboration, liaising with school groups and staff
- Event Planning
- · Fundraising, securing donations, networking
- Facilitation and public speaking
- Problem solving
- Providing support to peers, referring peers to community organizations.

Let us know if you ever need a letter of recommendation, or want us to be a reference!

Get help with your resume, or finding a job:

Ask your school's guidance counsellor if they can help you find other employment resources in your community.

Youth Employment Services

614-294 Portage Avenue, Winnipeg MB 204-987-8661 youthemploymentservices.com Drop in anytime between 8:30 and 4:30 to get help with resumes, interviews, job searching, and more!

Manitoba Government Children and Youth Opportunities gov.mb.ca/cyo/youth

Check out the Student/Youth Services tab on the left side menu for info about jobs and services to help you get one!

Service Canada

canada.ca/en/services/jobs/opportunities Resumes, job bank, youth info, SIN cards and more.

Awards

There are a number of community and school awards out there for youth who work make a difference in their communities! Talk to your school's guidance counsellor and check out studentawards.com. Be sure to let us know if you are nominated for an award or are looking for a letter of recommendation. We would also love to hear if you or your group at school win any awards!

Finding other volunteer opportunities

There are many ways to be involved in your community. Here are some things you can do and places you can find volunteer opportunities:

- Volunteer at Community Events like festivals, concerts, sports events, pow wows, or ceremonies
- Volunteer with organizations doing work you support and causes you find important
- Check out clubs or student centres that interest you and get involved if you are in University
- Dedicate the time you'd like to spend volunteering to create an activity, group, fundraiser or event
- Most importantly, follow your heart! Think about what you want to get out of it, how much time you have, and what's important to you!

Volunteer Manitoba

Check often for volunteer opportunities of all kinds! You can filter your search based on age, skills, areas of interest and location to find something that works for you.

volunteermanitoba.ca

Volunteer opportunities for ages 18+: Keep these in mind for when you are over 18 and looking for a volunteering position!

WRHA Teen Clinics Peer Educators (ages 18-30) 204-787-7247

volunteer@wrha.mb.ca

Volunteer as a Sexual and Reproductive Health Educator at Teen Clinics. The 45 hour training program starts in the fall of each year, sign up in the summer. 1yr. commitment required.

Volunteer Program, Klinic Community Health 204-784-4006

Both Winnipeg and Brandon sites offer the opportunity to volunteer in the Crisis Program. Visit the website to learn more and add your name to the training list.

klinic.mb.ca/education-training/volunteering-with-klinic

Women's Health Clinic

Call Gio 204-947-2422 ext. 108

Volunteers in the Birth Control & Pregnancy Counselling program work one on one with clients to give pro-choice, feminist, non-judgmental support and information about sexual health including birth control, pregnancy options, STI/HIV, sexuality and relationships. A 60 hour training is held twice a year in spring and fall. You will need to have a conversation with Gio before the training, which will help you decide if you are ready and a good fit for the work done in this program. womenshealthclinic.org

Rainbow Resource Centre 204-474-0212 Ext. 204

volunteer@rainbowresourcecentre.org

The Rainbow Resource Centre provides support, education programming and resources to the 2STLGBQ+ community. They have a number of volunteer positions.

rainbowresourcecentre.org/volunteering

Nine Circles Community Health Centre 204-940-6000

ninecircles@ninecircles.ca

Support to Persons living with HIV & AIDS (PHA's) in our community and prevent the spread of HIV and other STI's through education and outreach.

ninecircles.ca

We are here for YOU!



We are here to support you in all your peer education related activities! We can give you supplies like safer sex supplies and resources to give away. We can support you in talking with teachers/parents/administrators about peer education and planning any in school activities you want to run. We can connect you to other community resources and volunteer opportunities. We can also sign volunteer hour sheets for school or be a reference on job or school applications. Let us know if there is some way we can support you!

Keep In Touch!

No matter what you decide to do after training, it's great to hear from you! Let us know if you need any supplies or resources, if you have an event coming up, want to volunteer with us, or even if just want to say hi!

We often send out reminders for you to let us know what you've been up to so we can keep records of volunteer activities. We and our funders (people who give us money to do this work) like to know about all the wonderful work you do! Any time you use your training to: help someone, run an event, answer questions, talk to a class, make a video, start a group, have a meeting, do condom or sex dam demos, or anything else, please let us know!

How to reach the peer education facilitators

Text: 204-223-0227

We check for texts once or twice a week in the daytime.

Call: 204-784-4010

Ask for us by name or just ask for peer education.

E-mail: peersupport@teentalk.ca

We usually check our e-mail daily, Monday-Friday.

Teen Talk Social Media:

Facebook: **Teen Talk MB**Twitter: **@TeenTalkMB**Instagram: **@TeenTalkMB**

Unfortunately, we do not provide counselling or crisis services. If you need help, please call Klinic Crisis Line at 204-786-8686 or 1-888-322-3019 or the Kids Help Phone at 1-800-668-6868. In an emergency situation, you can also call 911 or your local RCMP. See the Resources chapter for more information.

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If something is bothering, talking about it can really help. This chapter lists several places where you can talk about problems, or get information & resources that you need. It has everything from counselling, to clinics to fun interactive websites.

I want to talk to a person

On the Phone: Here is a list of phone lines where you can talk to someone right away when you need help. Phone lines offer support and information. Don't worry if you don't know what to say, someone will help you. 1-800, 1-888, 1-877, 1-866 and 1-855 numbers are free to call from anywhere in Manitoba. Numbers are 24 hrs unless otherwise listed. Always call 911 in an emergency.

Kids Help Phone: Text CONNECT to **686868** in Manitoba or Call **1-800-668-6868** to talk to a counselor who can help you with any issue – big or small. **kidshelpphone.ca**

Trans Lifeline: 1-877-330-6366

Free hotline staffed by transgender people for transgender people.

translifeline.org

First Nations & Inuit Hope for Wellness Help Line: 1-855-242-3310

Mental health counselling and crisis intervention for Indigenous peoples across Canada. Available in English, French and some Indigenous Languages.

hopeforwellness.ca

Klinic Crisis Line: 1-888-322-3019 or 204-786-8686 Counselling, support and information.

klinic.mb.ca

Manitoba Suicide Prevention and Support Line: 1-877-435-7170 Support for people thinking about suicide or affected by another's thoughts/ attempts of suicide.

reasontolive.ca

Klinic Sexual Assault Crisis Line: 1-888-292-7565 or 204-786-8631

Counselling, information and support for sexual assault. **klinic.mb.ca**

Manitoba Farm & Rural Support Services: 1-866-367-3276

10am-9pm, Monday-Friday.

Counselling and support for farm, rural, and northern youth. **supportline.ca**

National Eating Disorders Helpline: 1-866-633-4220

8am-8pm, Monday- Friday.

Eating disorders and disordered eating counselling, info and support. **nedic.ca**

Post-Partum Warm Line 204-391-5983

9am-9pm, 7 days a week Call or text for support with post-partum mental health. Email: postpartumwarmline@mooddisordersmanitoba.ca mooddisordersmanitoba.ca

STI/HIV Info Line (not a crisis line): **1-800-782-2437**, or **204-945-2437** 9:30 am- 5 pm, Monday- Friday. Call with any questions about STBBI and testing. **ninecircles.ca**

Health Links (not a crisis line) **1-888-315-9257** or **204-788-8200** Info and referral services on health related matters, staffed by nurses. **www.wrha.mb.ca**

Face to Face: Here are some places where you can talk to someone in-person. These include counselling programs and health resources. Many Teen Clinics also have counselling available.

Klinic Drop-In Counselling Program: 204-784-4067 870 Portage Ave. Mon, Fri & Sat, 12-4 pm, Tues & Thur 12-7pm. Free Counselling for any issue without an appointment (drop-in). klinic.mb.ca

Heart Medicine Lodge, Kanikanichihk (18+): 204-953-5820

Culturally-based support and advocacy services for Indigenous women who have experienced sexual assault and sexual violence. kanikanichihk.ca

Children's Advocate: 204-988-7440 or 1-800-263-7146

Share concerns, get support with experiences with CFS/ foster care. childrensadvocate.mb.ca

Women's Health Clinic Eating Disorders Program:

204-947-2422, ext. **137** or **1-866-947-1517**, ext. **137** (out of Wpg.) Programming and support for people of all genders age 16 and older. Call to get on the wait-list and to receive resources and information. **womenshealthclinic.org**

Child and Adolescent Eating Disorder Program: 204-958-9660 Eating disorders treatment for people under 18. eatingdisordersmanitoba.ca

Manitoba Adolescent Treatment Centre Mental Health Centralized Intake: 204-958-9660

8:30 am- 4:30 pm, Monday- Friday

Call to get connected to in-person mental health programs. *They will also contact a parent or guardian.

Youth Addictions Centralized Intake Services: 1-877-710-3999 Call to find addictions counselling and programs in the community. matc.ca *They will also contact a parent or guardian.

Addictions Foundation of Manitoba Youth Services: 204-958-9660 200 Osborne N.

Substance use and addictions resources for youth and families, counselling, treatment and support groups. **afm.mb.ca**

Whiskey Jack Treatment Centre

Treatment program for youth ages 12-17 in Norway House, MB www.wtcentre.ca

Sagkeeng Mino Pimatiziwin Family Treatment Centre Family Treatment Centre in Fort Alexander, Manitoba. www.sagkeengfamilytreatment.ca

I want to see a health care provider (doctor/nurse)

Here are some places you can go to get medical help with specific issues.

GDAAY Clinic: 204-787-7435, ext. 3
Health services for transgender youth.
gdaay@exchange.hsc.mb.ca

Klinic Trans Health (Ages 16+): 204-784-4051 Health care for transgender and gender diverse people klinic.mb.ca

Women's Health Clinic: 204-957-1517

Health services; counselling, birth control and pregnancy counselling on abortion, adoption, and parenting; abortion and midwifery services. Teen clinic open to all genders.

womenshealthclinic.org

Health Sciences Centre Pregnancy Counseling Clinic: 204-787-1980

Pregnancy options counselling and abortion services. May require parental consent.

Nine Circles Community Health Centre: 204-940-6000

Nine Circles' STI Clinic offers safe, non-judgmental and confidential STI/HIV testing and treatment in Winnipeg. Call to make an appointment or go to the Drop-In Clinic 12-7:00 pm.

ninecircles.ca

Street Connections: 204-981-0742

Clean injection supplies like needles, swabs, and spoons; inhalation supplies for safer crack use (stems, screens, and mouthpieces); free condoms, lube, and safer sex information. Public Health Nurses provide a number of health services.

streetconnections.ca

Teen Clinics

Find one close to you at teenclinic.ca

Teen clinics offer **free** and confidential health/medical services and are **only for youth** ages 12-21. Some will see older youth. Each Teen Clinic has their own age limits, check the teen clinic finder for information at teenclinic.ca. Teen clinics are located in schools or community health centers throughout Manitoba.

You can speak to a health care provider at a teen clinic about any health issue. You can get free condoms, free or low cost birth control, STI/HIV Testing, pregnancy tests and pregnancy options counseling if a test comes out positive, mental health support and resources, and more.

Do I need an appointment?

Most teen clinics offer drop-in services, which means you can walk in without an appointment during teen clinic hours. Some teen clinics offer appointments, or suggest you call to confirm their hours.

Who will be there?

Teen clinics usually have nurses, doctors and sometimes counsellors who can help. People who work at teen clinics have special training in supporting youth.

Will my parents be told?

Teen clinics are confidential. Legally they cannot tell anyone, including parents/ guardians if, when or why you were there.

Do I have to go by myself?

You can bring a friend, a partner or you can come on your own; whatever you are comfortable with.

Do I need a health card?

No, you can see a health care provider at teen clinic even if you don't have your health card. You may be asked if you have a health card or know your number.

Feeling nervous about going to the clinic? Use this to get what you want from your visit! Tear it out or photocopy it, fill it out and bring it with you to the teen clinic or health centre.

I am feeling brought this with me	to make s	aboure I get	out being here what I need.	today, so
I am here to talk abo	ut or to ge	t: (check	all that apply	')
Birth Control STI/HIV Test			A Pregnancy A Physical H	
My Mental He	alth	Other:		
I have had sex using	my: (circle	e all that	apply)	
Mouth	Anus		Vagina	Penis
Please test me for (c Chlamydia Gonorrhea Trichomonias HIV	is	nat apply)): Syph Geni Hepa Geni	tal Herpes atitis C
Chlamydia Gonorrhea Trichomonias	is	nat apply	Syph Geni Hepa	tal Herpes atitis C
Chlamydia Gonorrhea Trichomonias HIV	is ave are:		Syph Geni Hepa	tal Herpes atitis C
Chlamydia Gonorrhea Trichomonias HIV Some Questions I ha	is ave are:		Syph Geni Hepa	tal Herpes atitis C

I want to meet people & get things I need in my community

Rainbow Resource Centre: 204-474-0212 1-855-437-8523 (outside of Winnipeg)

Support, education, programming and resources to the 2STLGBQ+ community. Their **Peer Project for Youth** offers 2STLGBQ+ youth a safe, fun place to learn new skills, create projects, and celebrate identities. They also have a community library.

rainbowresourcecentre.org

AYO! (Aboriginal Youth Opportunities)

A youth movement from Winnipeg's North End, led by young people volunteering and sharing their gifts with others. They are committed to provide aboriginal youth with more opportunities. "**Meet me at the Bell Tower**", every Friday at 6pm at the North End Bell Tower. www.avomovement.com

Ma Mawi Wi Chi Itata: 204-925-0300

363 McGregor and 443 Spence St.

Youth programming, resources and Indigenous cultural activities.

www.mamawi.com

Ka Ni Kanichihk: 204-953-5820

455 McDermot Ave

Programs and opportunities for youth and Indigenous people.

kanikanichihk.ca

Two Spirited People Manitoba

A community-based organization focused on helping Indigenous Two-Spirit /LGBTQ people. Awareness workshops, advocacy to prevent homophobia and transphobia, and community events. **twospiritmanitoba.ca**

QPOC (Queer People of Colour)

Strives to create safer spaces where Queer and Trans People of Colour feel represented, respected and inspired. Free chest binder program for 18+ or with parent/guardian present. (Using a chest binder can reduce/ eliminate gender dysphoria and distress.) **qpoc-international.com**

Like That, Sunshine House: 204-783-8565

646 Logan Ave. at Sherbrook

A space where people exploring gender and/or sexual identity can gather at Sunshine House for fun, skill building and recreation. Like That is open every Monday & Wednesday from 6:30-8:30pm.

sunshinehousewpg.org

Voices, Manitoba Youth in Care Network: 1-866-982-4956

929 Main St

Resources, peer support and advocacy.

voices.mb.ca

Villa Rosa: 204-786-5741, 1-866-643-0733 (Toll Free)

A residence in Winnipeg for anyone who is pregnant and in need of a safe, healthy place to live during their pregnancy. They also offer a wide variety of programming.

villarosa.mb.ca

Adolescent Parent Centre: 204-775-5440

Resources and information for teenagers who are pregnant or who have children.

apin.org

Al-Anon and Alateen

Support group if you are affected by someone else's drinking. Meeting schedules for Manitoba are listed.

al-anon.org/al-anon-meetings

Sagkeeng Turtle Lodge (Near Sagkeeng MB)

A sacred lodge of the Anishinaabe Peoples in Sagkeeng First Nation. Everyone is welcome to participate in events, ceremonies and gatherings at the Turtle Lodge. Also has youth events. **turtlelodge.org**

Thunderbird house 204-940-4240

715 Main St.

Community space for sharing Indigenous teachings and ceremonies. Ongoing events and Sweat Lodge ceremonies open to everyone. **thunderbirdhouse.ca**

NorWest Youth Hub: 204-221-9800

103 - 61 Tyndall Avenue, Monday-Friday 2:30 – 6:30 pm; Saturday, 11 a.m. – 2 p.m.

Mental health, primary care (medical), addictions, employment services; and fun, recreational activities for youth age 14-24 years. **norwestcoop.ca**

Ndinawe Youth Drop In Centre: 204-417-7233

472 Selkirk Ave.

3:00 – 11:00PM Monday-Thursday and 24 hrs Friday – Monday. Drop in for food, support, laundry, television, phone services, computers, and more!

Ndinawe Safe House: 204-417-7233

24 hours shelter and basic needs for Winnipeg children and youth who are living on the streets, are at risk of abuse and exploitation, or in need of a safe place to stay.

ndinawe.ca

Spence Neighborhood Association (SNA) Youth Program

Magnus Eliason Recreation Centre (MERC), 430 Langside St. Monday to Friday 6:30PM-9PM Ages 12-18. New youth are welcome anytime!

WE24 SNA's West End 24 Hour Safe Space for Youth

Magnus Eliason Recreation Centre (MERC), 430 Langside St. An overnight space for youth ages 13-26 spenceneighbourhood.org

Resource Assistance for Youth: 204-783-5617 or 1-800-668-4663 125 Sherbrook Street.

Services for youth up to the age of 29 who have left home rayinc.ca

Rossbrook House 204-949-4090

658 Ross Ave.

Drop-in 365 days a year, 24 hours on weekends and school holidays.

Teen Stop Jeunesse: 204-254-1618

533-A St. Anne's Rd.

Computers, outings, homework club and more for youth age 8-18.

teenstop.ca

West Broadway Youth Outreach: 204-774-0451

646 Portage Ave. Monday-Thursday, 3:30-8:30 pm.

12-17 year olds can serve as positive role models and get volunteer experience.

westbroadwayyouthoutreach.com

Broadway Neighbourhood Centre: 204-772-9253

185 Young St. Monday-Friday 4:00-9:00 pm. Youth Drop-In Program for ages 7 – 17

thebnc.ca

Art City: 204-775-9856

616 Broadway Ave.

Art programming for all ages. Snacks and fun activities.

artcityinc.com

Boys and Girls Clubs of Winnipeg 204-982-4940

929 Main St. (head office)

Ten different clubs around the city with great activities.

bgcwinnipeg.ca

Elmwood Community Resource Centre: 204-982-1720

545 Watt St.

After school drop-in program for ages 12-17

elmwoodcrc.ca

Graffiti Art Programming Inc.: 204-667-9960

109 Higgins Ave.

A welcoming place with many arts related programs.

graffitigallery.ca

Indian & Métis Friendship Centre: 204-586-8441

45 Robinson St.

Programs for youth and people of all ages.

imfcentre.net

Immigrant and Refugee Community Organization of Manitoba (IRCOM): 204-943-8765

95 Ellen St. Mon, Wed, Thurs and Fri 7 – 9 pm. After-school program for newcomer youth. ircom.ca

N.E.E.D.S. Inc. 204-940-1260

251-A Notre Dame Ave.

Youth programming for immigrant and refugee youth. Ages 12-17 or until graduation.

needsinc.ca

Kildonan Youth Activity Centre: 204-223-2639

Four locations. Drop-in youth programming. Ages 9-17. **bit.ly/kyacwpg**

Maples Youth Activity Centre 204-471-6922

1520 Jefferson Ave. /70 Doubleday Drive Youth program for ages 10-16 Open evenings and school holidays. bit.ly/myacwpg

YMCA/YWCA

Programs at 5 locations for youth ages 12 and up. Some programs may require a membership based on what someone can afford. **ywinnipeg.ca**

City of Winnipeg Priceless Fun

Booklet of free recreation and leisure opportunities for youth throughout Winnipeg.

http://bit.ly/wpgfree

Accessing health services living outside of a city¹

It can sometimes be a challenge for teenagers to access birth control and condoms or other health services if you are in a rural or remote community. However, there are usually "hubs" – several places throughout the community where people can access health services, condoms or other forms of birth control anonymously or as anonymously as possible.

Some places that usually have health services available:

- Nursing Stations
- Health Centers
- Sometimes the school guidance counselor
- Public Health Nurse: Find out if a public health nurse visits your school regularly

Here are some more tips:

- Get what you need! You have the right to birth control and condoms no matter what. If anyone is questioning you, you could say it is for a friend, cousin, etc.
- If getting condoms, pick up as much as you can when you go
 if it's possible so you don't have to keep going back.
- Find "stand-ins" people that can pick up stuff for you.
- Talk to someone you trust who will keep things confidential –
 maybe an Elder or Youth Worker in your community. These
 can also be good people to go to for support if you are
 struggling or going through a hard time for any reason.
- Travel to another community or city for health services if you can and would feel more comfortable.
- Find someone who you trust and will help you if you are having a hard time accessing the support or services that you need (maybe a friend, teacher, counselor, Elder, auntie, etc.).

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¹ Adapted from writing by Jessica Danforth

I want to learn more on my own

Here are some great ways to get information to help yourself or others, finish a school project, or just learn more about topics that interest you!

Sexuality, Gender and Sexual Health:

Sexuality Education Resource Centre

Info and resources about sexuality and sexual & reproductive health. serc.mb.ca

Native Youth Sexual Health Network (NYSHN)

An organization by and for Indigenous youth that works across issues of sexual and reproductive health, rights and justice. nativeyouthsexualhealth.com/

Sexual Health & Rights 24 Info Line 1-888-642-2725

Information on pregnancy prevention, pregnancy options (abortion, adoption, and parenting).

sexualhealthandrights.ca

Teen Health Source

A sexual health information service run for and by youth. **teenhealthsource.com**

More sexuality info:

scarleteen.com sexetc.org sexualityandu.ca irespectmyself.ca youthco.org calgarysexualhealth.ca

Decolonizing, Anti-oppression and Diversity:

Red Rising Magazine

Magazine for Indigenous peoples to tell their stories. **redrisingmagazine.ca**

Indigenous Youth Voices

Led by Indigenous youth for Indigenous youth. indigenousyouthvoices.com

Moontime Warrior

De-colonial writing and poetry by Erica Violet Lee. moontimewarrior.com

Leanne Simpson

Michi Saagiig Nishnaabeg writer and artist.

leannesimpson.ca/writing

Teen Vogue

Info for teenagers covering a range of topics including politics, antioppression, decolonizing, sexual health, mental health, media, relationships, etc.

teenvogue.com/wellness and teenvogue.com/news-politics

Pregnancy Options:

Be sure to visit Women's Health Clinic's website (already listed)

Action Canada for Sexual Health & Rights: 1-888-642-2725

A voice for sexual health and rights in Canada. Sexual and Reproductive Health Week site has great pregnancy info. srhweek.ca/caring-for-yourself/pregnancy

Adoption Options: 204-774-0511

Facilitates adoptions and provides information, education and counselling to birthparents, adoptive families, adoptees, and more. **adoptionoptions.mb.ca/**

Manitoba Child and Family Services:

Information on the different types of adoption with CFS. gov.mb.ca/fs/childfam/adoption.html

manitobaparentzone.ca

Questions and answers for Manitoba parents.

Manitoba First Nations and Metis Parenting Booklets

Resources for First Nations and Metis parents/ caregivers in MB. http://bit.ly/manitobaFN

Dad Central

Resources, activities, and programs that can help navigate fatherhood.

dadcentral.ca

Mental Health and Suicide Prevention

Be sure to visit the websites listed in the "I want to talk to a person" section.

Anxiety Disorders of Manitoba

Information, resources and support for anxiety disorders. adam.mb.ca

Mood Disorders Association of Manitoba

Mood disorder information and peer support. **mooddisordersmanitoba.ca**

mindyourmind.ca

Mental health info for youth by youth.

honouringlife.ca

Youth suicide info and resources.

reachout.com

Mental and sexual health info and stories for youth.

teenmentalhealth.org

Mental health info for youth, their caregivers, friends and loved ones

Orange Daisy Project

Mental health for teen girls. orangedaisyproject.com

Substance Use:

Trip Project

Information on safer sex and drugs.

tripproject.ca

Above the Influence

How to deal with peer pressure and negative influences. **abovetheinfluence.com**

What's with Weed and You

Information on cannabis use.

whatswithweed.ca

Youth Gambling Facts

Information on youth and gambling. **youthgamblingfacts.ca**

Body Image and Eating Disorders:

National Eating Disorders Information Centre

Disordered Eating info and resources **nedic.ca**

The Body is Not an Apology

Radical self-love and body empowerment. **thebodyisnotanapology.com**

Comfy Fat

Fat activism & accessibility topics. comfyfat.com

Healthy Relationships and Abuse:

Healthy Relationships 101

Music and 'zine about healthy relationships. bit.ly/HRteentalk

Project Respect

Healthy Relationship and Consent info for youth. **yesmeansyes.com**

thatsnotcool.com

Healthy and unhealthy relationships info for youth.

www.loveisrespect.org

Info about relationships, consent and sexual health.

National Dating Abuse Helpline (US based): 1-866-331-9474

Counselling, information, support and advocacy concerning abuse. Visit loveisrespect.org to chat online with peer advocates.

The White Ribbon Campaign

Men working to end violence against women. whiteribbon.com

Sexual Assault and Exploitation:

Need Help Now: You(th) Are Not Alone

Info about online abuse and what to do about it from the Canadian Centre for Child Protection Inc.

needhelpnow.ca

Sexual Assault: Safety, Help and Healing for Teens

An online book about Sexual Assault for teens.

bit.ly/ndhealing

Most of the resources listed in this chapter also have accounts on social media like Facebook, Twitter and Instagram. If you are interested in learning more about a program or issue, be sure to check out their social media!

Please contact us if you think there are resources missing from this chapter that should be in here, or if you couldn't find what you were looking for.

Please also let us know if you find something that doesn't belong in our resources chapter, or if you have any problems using any of these resources.



Notes

References

ⁱ The Guerilla Feminist Instagram: @theguerillafeminist



teentalk.ca

Follow us on:



teentalkMB



teentalkMB



@TeenTalkMB

Need help now?

Klinic Crisis Line 1.888.322.3019