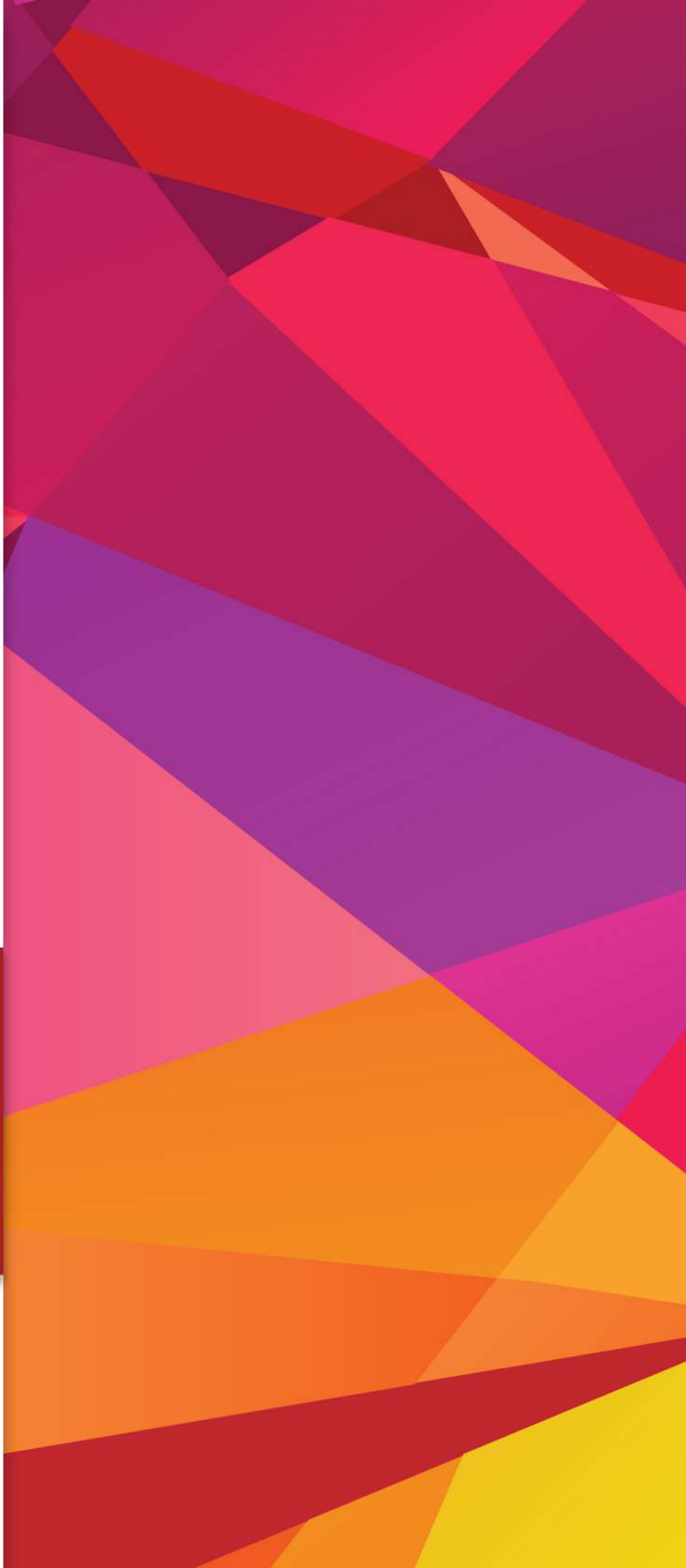


Youth Engagement:
**Opening the Door
to Difficult
Conversations**
Toolkit

Appendices



Opening the Door to Difficult Conversations Toolkit© Appendices

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preventioninstitute
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Appendix A Recommended Resources

This appendix consists of a curated list of webpages and resources that provide additional information and support on the various topics discussed in this toolkit. Facilitators are encouraged to explore these resources when additional information or insight is needed while working with the toolkit.

Saskatchewan Prevention Institute Resources

Facilitators

[Trauma-Informed Youth Engagement - Saskatchewan Prevention Institute \(skprevention.ca\)](https://www.skprevention.ca/trauma-informed-youth-engagement)

The Youth Action for Prevention (YAP) Program adapted this resource from its partners Wisdom2Action and PREVnet to create an information card to assist youth service providers and organizations towards supporting youth who may have been impacted by trauma.

[Understanding and Teaching About Consent - Saskatchewan Prevention Institute \(skprevention.ca\)](https://www.skprevention.ca/understanding-and-teaching-about-consent)

This resource provides definitions, explanations, and resources to help health professionals and educators teach youth about consent.

[Youth and Sexting Information Sheet - Saskatchewan Prevention Institute \(skprevention.ca\)](https://www.skprevention.ca/youth-and-sexting-information-sheet)

As technology continues to develop and grow more popular, sexting has become more common among youth. This information sheet provides educators and caregivers with a quick overview of sexting and offers recommendations for ways to reduce associated risks for youth who decide to participate in sexting.

Youth

[Mental Wellness Card - Saskatchewan Prevention Institute \(skprevention.ca\)](https://www.skprevention.ca/mental-wellness-card)

This card provides contact information for services that provide free, anonymous mental health supports to youth.

[Building Healthy Online Relationships - Saskatchewan Prevention Institute \(skprevention.ca\)](https://www.skprevention.ca/building-healthy-online-relationships)

Teaching young people how to build healthy relationships provides them with valuable skills that can promote their overall health. With the increasing use of online technology, teaching youth to build healthy relationships online is becoming increasingly important. This booklet provides information about how to build healthy online relationships, including information on online safety and communication, as well as tips to help navigate cyberbullying, grooming, sextortion, and more. It is designed for use with youth.

[Building Healthy Relationships: Yes, that includes dating relationships! - Saskatchewan Prevention Institute \(skprevention.ca\)](https://www.skprevention.ca)

Teaching young people how to build healthy relationships provides them with valuable skills that can promote their overall health. This booklet is designed for use with young adolescents (including those who aren't dating yet), in addition to older adolescents. It provides information about how to build healthy relationships of any kind (e.g., friendships, relationships with family, dating relationships, etc.), as well as information specific to healthy dating relationships. Saskatchewan adolescent perspectives were collected to inform the development of this resource.

[Contraception Options: Finding the Best Method of Birth Control for You - Saskatchewan Prevention Institute \(skprevention.ca\)](https://www.skprevention.ca)

This booklet provides information about the different types of contraception available, including the effectiveness, use, and how to access each type. This booklet is designed for use by youth and those who work with youth.

[Youth-Friendly Sexual Health Information - Saskatchewan Prevention Institute \(skprevention.ca\)](https://www.skprevention.ca)

This information card provides Saskatchewan-specific contacts for youth to access free, anonymous, and confidential sexual and reproductive health services via telephone and/or the Internet. These wallet-size cards are available to be ordered individually.

[Sexually Transmitted Infections: What You Need to Know - Saskatchewan Prevention Institute \(skprevention.ca\)](https://www.skprevention.ca)

Saskatchewan has high rates of sexually transmitted infections (STIs). If STIs are not treated, they can cause serious health issues for individuals and unborn babies. This booklet is designed for use with youth. It provides information about nine different STIs including possible symptoms, how they are spread, how to get tested, and what happens if they are not treated. Information about the impact of STIs on fertility, pregnancy, and newborn babies is also shared.

Additional Resources

Mental Health

[Life Promotion Toolkit - Wise Practices](#)

“Strengthening Our Connections to Promote Life: A Life Promotion Toolkit by Indigenous Youth was proposed in 2019 to develop a youth-focused and youth-led response to suicide, mental wellness, and substance use in Indigenous communities.” The toolkit shares wisdom from the ancestors to help youth live longer and healthier lives.

[Adults who Interact with Youth - Mental Health Commission of Canada \(course\)](#)

“Participants who take this course are well prepared to interact confidently about mental health with the young people in their lives, including at schools, extra-curricular activities, social services, family, friends, and communities.”

Consent

[Consent 101: The \(Sexual\) Basics – Saskatoon Sexual Assault & Information Centre \(ssaic.ca\)](#)

The Saskatoon Sexual Assault & Information Centre works to support survivors of past and present sexualized violence. Consent 101 provides the definition of consent and the age of consent in Canada.

[Age of Consent to Sexual Activity \(justice.gc.ca\)](#)

This Government of Canada webpage provides a detailed explanation of the Age of Consent in the law.

Sex, Gender, and Sexuality

[Re-searching for LGBTQ Health](#)

“On this page, you will find LGBTQ2S+ health resources produced by our team, our collaborators, and/or our partners. We have organized these resources by topic and population/community, although many of these topics and populations intersect and overlap.” These resources are from the Re:Searching LGBTQ2S+ Health group at the Dalla Lana School of Public Health, University of Toronto.

[Resource Library - OUTSaskatoon](#)

“Whether you’re in need of resources for yourself, loved ones, or your workplace, our curated list of resources covers a range of topics, challenges, and experiences.”

[Native Youth Sexual Health Network](#)

The Native Youth Sexual Health Network (NYSHN) is an organization by and for Indigenous youth that works across issues of sexual and reproductive health, rights and justice throughout the United States and Canada.

[Trans Student Educational Resources](#)

“Trans Student Educational Resources is a youth-led organization dedicated to transforming the educational environment for trans and gender nonconforming students through advocacy and empowerment. In addition to our focus on creating a more trans-friendly education system, our mission is to educate the public and teach trans activists how to be effective organizers. We believe that justice for trans and gender nonconforming youth is contingent on an intersectional framework of activism. Ending oppression is a long-term process that can only be achieved through collaborative action.”

[Gender Spectrum](#)

Gender spectrum provides a wide range of information for a variety of audiences to support the creation of inclusive safe spaces.

Substance & Alcohol Use

[Substance use - Canada.ca](#)

“Find information about substances, including tobacco, alcohol, cannabis, and other drugs. Learn about substance use, stigma, how to get help, and the Canadian drugs and substances strategy.”

[Stigma around drug use - Canada.ca](#)

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This webpage provides information about stigma and the importance of addressing it when discussing substance use. This includes changing how we talk about drug use to ensure the reduction of stigma.

[Language Matters \(cpha.ca\)](http://cpha.ca)

This document published by the Canadian Public Health Association provides guiding principles for respectful language.

[Canada's New Guidance on Alcohol and Health - Saskatchewan Prevention Institute \(skprevention.ca\)](http://skprevention.ca)

This poster presents a summary of Canada's Guidance on Alcohol and Health, focusing on young people. It acknowledges that zero alcohol is best for everyone, regardless of age, sex, gender, ethnicity, alcohol tolerance, or lifestyle and offers suggestions on how to minimize the risks related to alcohol use.

Appendix B

Youth-Led Community Health Grants Program

The Saskatchewan Prevention Institute's mandate is to help all children thrive through primary prevention and the promotion of well-being. We believe that youth aged 14-24 can help lead the way in this work! The Grant provides up to \$3,000 towards a youth-led project in communities across Saskatchewan aimed to help prevent alcohol-related harms and/or promote sexual health.

For more information, including how to apply and resources on grant writing and youth engagement in grant projects, please visit: <https://skprevention.ca/yap/youth-led-community-health-grants-program/> . You can also contact the Saskatchewan Prevention Institute at 306-651-4300 or info@skprevention.ca

Note: Past grant recipients can apply for funding for new project ideas!

Appendix C Resources for Getting Help

Topics in this toolkit may be triggering for youth and facilitators. Below are some of the available resources in Saskatchewan. It is important to identify available resources and support in the community prior to facilitating the toolkit.

24/7 FREE, ANONYMOUS, AND CONFIDENTIAL ADVICE

Saskatchewan Health Line: 811 Kids Help Phone: 1-800-668-6868

CRISIS INTERVENTION SUPPORT

Northeast Crisis Line – 24/7 Hours: **1-800-611-6349**

Prince Albert Mobile Crisis Unit – 24/7 Hours: **1-306-764-1011**

Regina Mobile Crisis Services: **1-306-757-0127**

Saskatoon Mobile Crisis Services: **1-306-933-6200**

West Central Crisis and Family Support Centre: **1-306-463-6655, After Hours: 1-306-933-6200**

SEXUAL ASSAULT/ABUSE SUPPORT

Battlefords and Area Sexual Assault Centre, Sexual Assault/Abuse Crisis Line – 24/7 Hours:

1-306-446-4444

Lloydminster Sexual Assault and Information Centre – 24/7 Hours:

1-306-825-8255

Prince Albert Mobile Crisis Unit, Sexual Assault Line – 24/7 Hours:

1-306-764-1039

Regina Sexual Assault Centre, Sexual Assault Line – 24/7 Hours:

1-306-352-0434

Saskatoon Sexual Assault Crisis Line – 24/7 Hours:

1-306-244-2224

Envision Counselling and Support Centre (Southern Saskatchewan) Abuse/Sexual Assault Support Line – 24/7 Hours:

1-800-214-7083

OTHER SUPPORT

OUT Saskatoon Peer Support Line: **1-306-665-1224**

Saskatoon Pregnancy Option Line: **1-306-665-7550, Text: 1-306-261-2760**

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Saskatchewan Farm Stress Line – 24/7 Hours: **1-800-667-4442**

Support for Transgender people (translifeline): **1-877-330-6366**

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

Appendix D Gender and Sexuality Definitions

These definitions related to gender and sexuality terminology are provided as defined by Action Canada for Sexual Health & Rights as part of the Beyond the Basics resource for educators on sexuality and sexual health (2017)

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

Androgynous or Androgyne: A person whose gender expression and/or identity is between, across (both), or outside of the binary and/or does not conform to gender norms.

Aromantic: A person who generally does not feel romantic attraction or desire to any group of people, either within or outside of a relationship.

Asexual: A person who generally does not feel sexual attraction or desire to any group of people, either within or outside of a relationship.

Assigned Sex: The word 'assigned' is used because doctors will usually determine a baby to be either male or female at birth. Doctors assign sex based on characteristics such as chromosomes or genitals. The ways that these sex characteristics can manifest in individuals' bodies is diverse and not as definite or binary as the categories of male and female suggest. Therefore, sex is not only assigned but binary sex categories of male and female are socially constructed.

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

Cisgender: People whose gender identity and assigned sex are the same (e.g., someone who was assigned male at birth and identifies as a man).

Closeted: A figure of speech used to describe someone who is keeping their sexual orientation and/or gender identity a secret from others. It is often used in a derogatory or disempowering way (someone who believes they know others' sexual orientations better than the person themselves).

Coming Out: A figure of speech that refers to communicating your sexual orientation and/or gender identity to yourself and others.

Gay: A person who is primarily attracted to people of the same gender. Although it can be used for any gender, it is most often used for men who are attracted to men.

Gender: Refers to the ways that masculinity and femininity have been socially constructed and re-enforced by the dominant culture through norms, scripts, and stereotypes. Gender is socially constructed as a binary

(usually through classifications of woman or man), even though this is not the reality of how gender is experienced internally (gender identity) and expressed externally (gender expression).

Gender Expression: How a person publicly presents their gender. This can include behaviour and outward appearance, such as how someone dresses, wears their hair, if they use make up, their body language, and their voice.

Gender Fluid: A term to describe someone who moves between binary constructions of gender and whose gender identity and expressions vary over time.

Gender Identity: Refers to an internal sense or awareness that all people have. For most, it can be described as a kind of “man-ness” or “woman-ness”. But gender is not limited to two; it is not binary.

Gender Non-Binary and Gender Queer: Umbrella terms used to describe someone whose gender identity and/or expression does not conform to the socially constructed gender binary.

Heterosexism: Behaviours, assumptions, and rules that grant preferential treatment to heterosexual people. Heterosexism reinforces the idea that heterosexuality is somehow better or more “right” than homosexuality or queerness and/or ignores the existence of homosexuality or queerness.

Heterosexual: A clinical term for people who are attracted to people of a different gender, often referred to as “straight”.

Homophobia: The systemic and individual oppression on people whose sexual orientation does not conform to heterosexuality (and/or of people perceived to be LGBTQ+). This includes a range of negative attitudes and feelings such as prejudice, fear, discrimination, harassment, and bias towards people whose sexual orientation does not conform (or is not perceived to conform to) heterosexuality.

Homosexual: A clinical term for people who are attracted to the same gender. Some people find this term offensive because it was historically used to describe queerness as a disease that could be cured.

Intersex: An umbrella term used to describe people who have chromosomes, hormonal profiles, or genitals that do not typically fit into the binary medical and social constructions of male and female. Biological sex, like gender, is not binary. Between 0.05% and 1.7% of people are born with intersex traits, although not everyone with intersex traits identifies as intersex (Free & Equal, 2015, as cited by Action Canada (2017)).

Lesbian: A person who is primarily attracted to people of the same gender. It is most often used for women who are attracted to other women.

Outing (Someone): When someone reveals another person’s sexual orientation or gender identity to an individual or group, often without the person’s consent or approval. Not to be confused with “coming out”.

Queer: An umbrella term to describe many different kinds of sexual orientations. Queer was historically used as a derogatory term for people who either were or were perceived to be LGBTQ+. In recent years, it has been reclaimed by some people within the LGBTQ+ community as a way of self-identifying and as a political statement against the oppression to which they have been subjected.

Questioning: For some, the process of exploring and discovering their sexual orientation.

Sexual Orientation: Refers to a person's emotional, romantic, and/or physical, and/or sexual attraction to others. Sexuality is complex and attraction can manifest very differently in different people. Categories are commonly used to understand our attractions, though are by no means inclusive of the vast variety of expressions that make up human sexuality.

Sexuality: Is an integral part of being human. It is a complex set of personal, social, and spiritual experiences that go beyond sexual activity. In other words, sexuality is not just about what our body does and what we do with our bodies. It is how thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles, and relationships are experienced and expressed (WHO, 2006, as cited by Action Canada (2017)).

Transgender: People whose gender identity and assigned sex are different. Transgender, like all identities, is internal and not something you can tell or determine in others.

Transphobia: The systemic and individual oppression of people whose gender identity and gender expression do not conform to cisgender identities. This includes a range of negative attitudes and feelings such as prejudice, fear, discrimination, harassment, and bias towards transgender people and gender non-binary, and gender non-conforming people.

Two Spirit (2Spirit): Is a term used by some Indigenous people to self-identify. It is an Indigenous-specific term that can only be used by Indigenous people to identify themselves. While the term itself is Anishinaabe based, it has been taken up by different Indigenous nations to describe complex experiences and identities as well as cultural roles and responsibilities. Two Spirit can sometimes refer to sexual orientation and at other times to gender identity, depending on the individual and/or their particular nation. It can also describe roles and responsibilities specific to different Indigenous nations that may or may not be tied to sexual orientation and/or gender identity. Like any other term that people use to self-identify, do not assume that just because someone is Indigenous and identifies as LGBTQ+, that they will use the term two spirit to identify themselves. (For more information about the term two spirit and two spirit identities, visit www.nativeyouthsexualhealth.com/)

Appendix E

Frequently Asked Questions

In my youth group, I think the freedom to swear is a license for chaos. How can the freedom around language impact behaviour during the sessions?

Young people step up and share what's really going on in their lives when they are given the freedom to be themselves. Of course, you may have to check in from time-to-time to evaluate how everyone is doing with the community standards, but there have been no issues in our groups with youth taking advantage of the freedom with language.

What do I do if a session goes off the rails?

The first question to ask is how well prepared were you to run the module? Secondly, how did you present yourself in the circle? A bad day for a facilitator can translate into a bad session for the youth. Sometimes a group can be very quiet. That's not necessarily a sign that something was wrong. A group, or individuals within the group, could be quiet during a session because the content was less relevant to them, or they felt uncomfortable with the topic. A group can be quiet through many sessions and still be learning and benefiting from the sessions.

A group can be quiet because they don't know each other very well, or past issues between some members of the group have created an uncomfortable dynamic. It may be helpful to run some trust-building activities or games during one session, or multiple sessions, to create more comfort in the group. Playing games is a great way to create teachable moments while the group members bond and have a good time (Ragsdale & Saylor, 2007).

Sometimes there may be one or more youth who are disruptive during sessions. Different youth have different learning styles. Some youth may also be living with conditions that make it difficult for them to sit and pay attention for very long. Break discussions up by playing a game or having an energizer activity. Some youth may have literacy issues and feel challenged with some of the material that they have to read during the modules. Facilitators should be mindful of youth who have trouble reading. Reading the slides out loud can engage the group and help those having problems.

If one or more participants are behaving badly and other class management strategies are not working, you may have to take the participants aside and talk to them about what's not working for them during the sessions and how things can be improved. It may take some extra work outside of the sessions with an individual or group of youth who are disruptive, but some extra effort to strengthen the relationship between the youth and facilitator can help resolve issues during the sessions.

How do you handle situations where the community standards set for your group are broken?

A breach in community standards should be dealt with quickly so that the relationship between group members can be repaired. It is important that the youth are involved in problem-solving the solutions to enable the group to move forward.

How much personal information is a facilitator expected to disclose in a circle?

Participants report that it is meaningful to hear from facilitators that they have had similar struggles as young people, or even deal with some issues now. Some facilitators are reluctant to share anything personal about themselves in a group for fear that youth will use the information against them. Facilitators do not have to disclose personal information to build a trusting relationship with youth. How much or how little you share is your choice.

How do you handle disclosures from youth when the information they share reveals they have broken the law?

In public health, there is an approach called harm reduction. Harm reduction refers to health education and interventions that help to reduce the harmful consequences associated with behaviours, like drinking or sexual activity. For example, using condoms is a harm reduction approach to help reduce the spread of sexually transmitted infections and prevent unintended pregnancies.

Even though it is illegal for youth in Saskatchewan under the age of 19 to drink, we also know it is happening. Telling youth not to drink is not an evidence-based practice when trying to change youth attitudes and behaviours around alcohol. Instead, we use an evidence-based harm reduction approach and say, *“We know it’s illegal for you to drink but we also know some youth may be doing it, so let’s at least talk about some of the scenarios where you could be at risk and how to mitigate these risks.”*

You will use your own judgement to determine whether to break confidentiality and talk with administrators or caregivers upon hearing about youth drinking and other drug use. In most cases, these disclosures from youth are opportunities to talk to them outside the circle and offer support if they ever want to talk more about their alcohol and drug use. In some situations, the line is clear (e.g., hearing that a youth routinely drinks and drives warrants further conversation). When the behaviour may cause harm to the individual and to others and there’s an obligation to intervene.

It is important for participants to understand the facilitator’s limits of confidentiality at the beginning of the group. Legally, facilitators have to break confidentiality if the participant is at risk of harm, or the participant is at risk of harming someone else.

How do you ensure a safer space if participants have the freedom to share opinions that may be homophobic, racist, misogynist, or transphobic?

We use the word “safer” as no one can guarantee a space that is completely safe and free from every form of discrimination. Facilitators can help youth understand when responses are discriminatory and how those responses may impact other people. Thoughts and opinions that are shared can be used as teachable moments in future sessions. It is easy to go on the offensive and shut down language that you may find offensive. Try to be patient, remember what was said and raise it later during another lesson.

While individuals have a fundamental right to express their opinions, ideas, and beliefs; it is important to balance freedom of speech with the need to address hate speech. Hate speech is commentary that

promotes or incites violence, discrimination, and hostility towards individuals of a specific group. Hate speech is not protected under freedom of speech because it can cause harm.

What if I make a mistake during the session?

Facilitators and youth are all participants in the circle and if you feel you passed along incorrect information or shared an opinion you regret, simply do what you would expect anyone else in the circle to do. Acknowledge it, correct the information, apologize when appropriate, and move on. If you are asked a question that you cannot answer, let the participants know you will do your best to find an answer.

It is most important for the youth to have a trusted adult who can facilitate the sessions with sensitivity and fairness.