

## Lesson 4: Community Supports and Services

### Introduction

Students have examined relationships from many viewpoints in Module E. They were able to examine the characteristics of healthy and unhealthy relationships and explore how to build strong bonds with the important people in their lives. They learned about the need for rights and responsibilities in healthy relationships and the need to be aware of warning signs that could lead to unhealthy relationships. This module has also addressed how to end an unhealthy relationship effectively and as safely as possible.

Everyone comes from a different background and has different life experiences. The interactions we have with others along life's journey give each of us opportunities to practise the skills we will need to grow as individuals and to build the kinds of relationships that best suit us. Sometimes, however, we are confronted with relationship and sexual/reproductive situations that are beyond our capabilities to manage on our own. This is when we need to feel free and empowered to seek help and assistance from others. This lesson is intended to help students realize that support is available to them and to help them develop skills and strategies to get the assistance they need.



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### Specific Learning Outcome

**12.HR.5** Apply problem-solving and decision-making strategies to recognize unhealthy relationships, and identify community supports and services to assist in the healthy resolution of relationship issues.



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### Key Understandings

- Issues arise in relationships, and people require assistance in resolving them.
- Community supports and services are available to assist people in dealing with relationship and sexual/reproductive health situations.
- Individuals have rights when seeking and receiving assistance.



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### Essential Questions

1. What community supports and services are available to assist people in dealing with relationship and sexual/reproductive health situations?
  2. What barriers may exist in seeking support for relationship and sexual/reproductive health situations, and how are people's rights (e.g., privacy, confidentiality) protected?
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## Background Information

### When There's a Need

When things go wrong in a relationship, the resulting tension and stress can become overwhelming. Most situations leading to conflicts in relationships can be resolved by using the assertive communication strategies addressed in Lessons 1 and 3 of Module E. In extreme cases, partners may come to a point in their relationship when they are unable to resolve the issues leading to serious conflicts. When this happens, it may be sensible to seek outside help to save the relationship. Ideally, partners should make a mutual decision to seek help when a relationship is hurting; however, if one partner is not willing to seek help, this should not preclude the other partner from doing so. It is important that both partners agree to look for solutions to the relationship problems by understanding the reasons for them.

Many community supports and services exist for people who need to talk to someone about issues related to personal health and relationships. Couples may obtain assistance from school counsellors, family members, members of their religious community, or close friends who can provide new perspectives on the problems and help them to recognize possible solutions. Getting advice from others who have nurtured long-standing relationships themselves is sensible, as they may have experienced similar issues in the past. The wrong advice from inexperienced sources can, however, result in a destroyed relationship, so individuals need to take care in deciding from whom they will take advice.

Deciding to seek professional help from a guidance counsellor or a relationship counsellor is often a good choice. A counsellor will teach both partners better communication skills, as well as identifying different methods of handling similar problems and situations that may arise in the future.

Seeking professional help and support can mean the difference between saving a relationship and allowing it to end with malice and spite. By repairing a troubled relationship, couples are also able to help others if they come for advice. A couple that has sought professional help may be able to provide solid advice and guidance to others facing similar problems.

## Sources of Support

Various professional and community supports are available to assist people in dealing with relationships and sexual/reproductive health care. Some of the possible supports and services are listed below:

- school counsellor, advisor, teacher, Elder
- school clinic or public health office
- community health clinics (e.g., Health Action Centre, Klinik Community Health Centre, Mount Carmel Clinic)
- teen clinics (e.g., Youville Centre, Ndinawe Youth Resource Centre, Access Transcona Teen Clinic)
- supportive phone lines (e.g., Kids Help Phone, Klinik Crisis Line, Teen Touch)
- community or private counsellors
- peer support groups
- psychologists
- Child and Family Services

## Protection of Privacy and Confidentiality

While many supports and services are available, there are also barriers to accessing them. Individuals need to be aware that they have rights to protection of their medical and personal information.

*The Personal Health Information Act* was enacted by the Manitoba government in 1997 to protect people's privacy and confidentiality so that they would not be afraid to seek health care or to share personal information. Teens do not need anyone's permission to access medical care, including sexual and reproductive health care.

### REFERENCES



For additional information on community supports and services and on protection of rights, refer to the following websites:

Healthy Child Manitoba. *Teen Clinic Services Manual*. Winnipeg, MB: Healthy Child Manitoba, 2006. Available online at [www.gov.mb.ca/healthychild/had/had\\_TeenClinicServices.pdf](http://www.gov.mb.ca/healthychild/had/had_TeenClinicServices.pdf).

Manitoba. *The Personal Health Information Act*. C.C.S.M. c. P33.5. Winnipeg, MB: Queen's Printer—Statutory Publications, 1997. Available online at <http://web2.gov.mb.ca/laws/statutes/ccsm/p033-5e.php>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at [www.edu.gov.mb.ca/k12/cur/physhlth/](http://www.edu.gov.mb.ca/k12/cur/physhlth/).



## Suggestion for Instruction / Assessment

### Community Supports and Services

In this learning activity, students identify and explore community agencies and resources available to individuals who need assistance in addressing relationship or sexual/reproductive health situations.

#### *Directions/Description*

- Divide the class into groups and assign one of the relationship or sexual/reproductive health situations identified below to each group.
- Students investigate supports and services available for their assigned situation. They also identify potential barriers (e.g., hours of operation) to accessing these resources.
- The groups present their findings to the class. The other members of the class can suggest other supports and services and information that is not identified by the presenting group.
- Once all the community supports and services have been identified for a given situation, have the class identify any community supports or services that address more than one issue.
- As a class, identify possible strategies to overcome the barriers to accessing resources.

#### *Relationship or Sexual/Reproductive Health Situations*

Where in your community could you go for assistance when faced with the following situation(s)?

1. You know someone who has contemplated or is contemplating suicide.
  2. You are being cyber bullied.
  3. You are considering contraceptive methods/products and need reliable information.
  4. Your friend has a drug problem.
  5. You think you may have a sexually transmitted infection (STI).
  6. Your parents kicked you out of the house.
  7. You're looking for information about having a healthy pregnancy.
  8. Your boyfriend or girlfriend is physically abusive.
  9. You are in a gang but want to get out.
  10. You are pregnant, or your partner is pregnant, and you need help.
  11. You have been, or know someone who has been, sexually assaulted.
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## Suggestion for Instruction / Assessment

### Reflecting on Relationships

Now that students have examined relationships in some detail, have them revisit RM 2–HR: Reflecting on Relationships, which they completed in Module E, Lesson 1. Ask them to review their initial responses and update them as appropriate.

#### NOTE TO TEACHER

As indicated in Module E, Lesson 1, student reflections/responses must be kept in the strictest of confidence. This assignment should be assessed only for completion.



Refer to RM 2–HR: Reflecting on Relationships.

#### REFERENCES



For additional information and/or resources related to relationships and sexual/reproductive health, contact the following organizations and refer to their websites:

Canadian Federation for Sexual Health. "How to Talk about Sex with Your Healthcare Provider." *How to Talk about Sex*. 9 May 2008.

<[www.cfsh.ca/How\\_to\\_Talk\\_about\\_Sex/With-Healthcare-Providers/](http://www.cfsh.ca/How_to_Talk_about_Sex/With-Healthcare-Providers/)>.

Canadian Red Cross. "RespectED: Violence and Abuse Prevention." *How We Help*. Nov. 2008. <[www.redcross.ca/respected/](http://www.redcross.ca/respected/)> or

<[www.redcross.ca/article.asp?id=294&tid=030](http://www.redcross.ca/article.asp?id=294&tid=030)>.

Canadian Red Cross Youth. "What's Love Got to Do with It? Relationship Violence Prevention Program for Youth." *RespectEd: Programs*.

<[www.redcrossyouth.ca/respected/programs.html](http://www.redcrossyouth.ca/respected/programs.html)>.

Klinic Community Health Centre. *Teen Talk*. <[www.teen-talk.ca/](http://www.teen-talk.ca/)>.

Manitoba Health. "Public Health Offices of Manitoba." *Public Health*.

<[www.gov.mb.ca/health/publichealth/offices.html](http://www.gov.mb.ca/health/publichealth/offices.html)>.

Sexuality Education Resource Centre Manitoba, Inc. "Sexuality Education for Schools." *SERC for Everyone*. 2006. <[www.serc.mb.ca/GE/WA/23](http://www.serc.mb.ca/GE/WA/23)>.

The Society of Obstetricians and Gynaecologists. *Teachers*. SexualityandU.ca.

<<http://sexualityandu.ca/teachers/index.aspx>>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at <[www.edu.gov.mb.ca/k12/cur/physhlth/](http://www.edu.gov.mb.ca/k12/cur/physhlth/)>.

