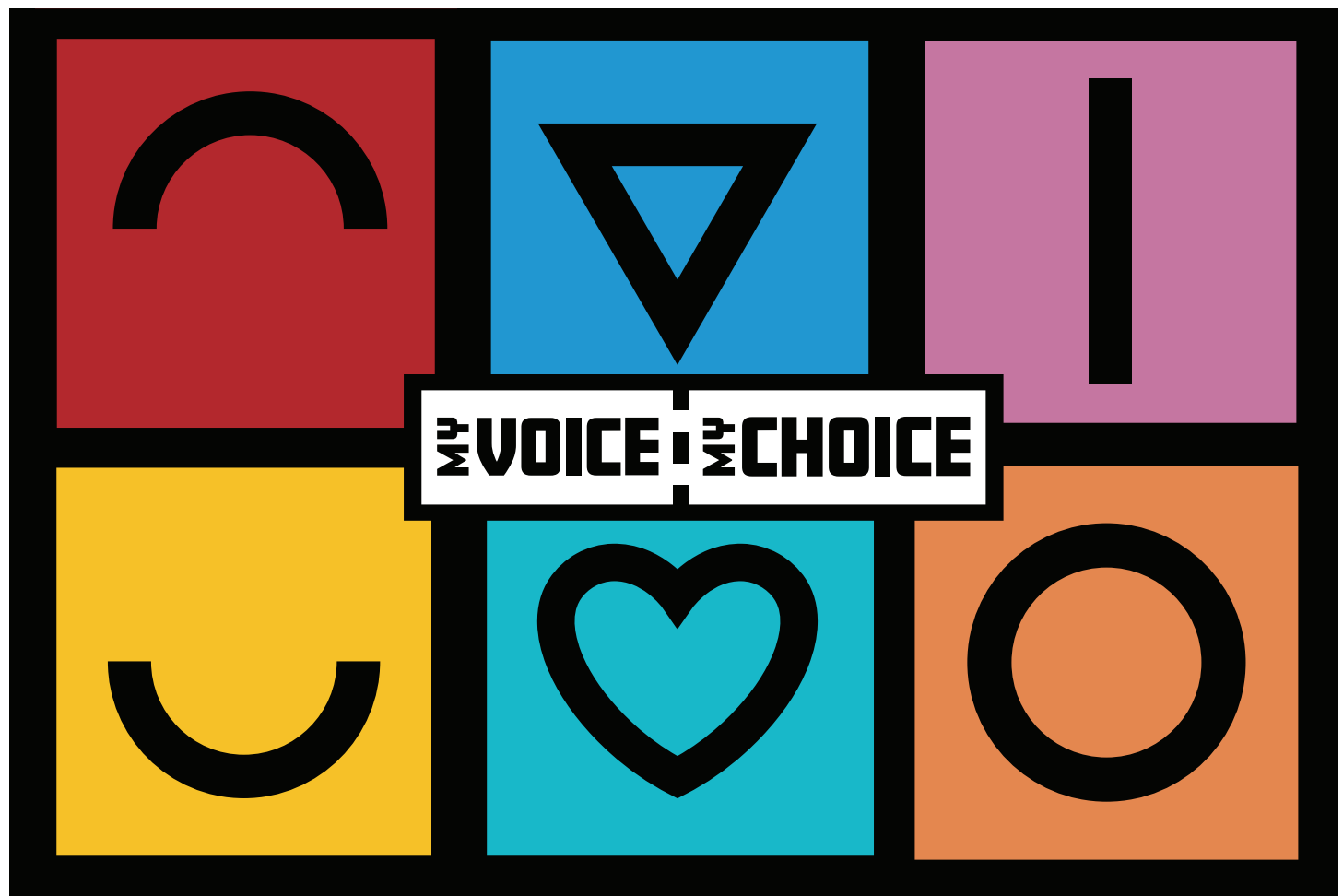


FACILITATOR'S GUIDE



HEALTHY COPING

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BACKGROUND FOR FACILITATORS

My Voice My Choice (MVMC) was first created in 2011 as an alcohol and drug resistance program for youth. Over the last 10 years, the mission of MVMC has changed to a general focus on youth mental wellness throughout the Northwest Territories. The purpose of MVMC is to give youth the information they need to make positive personal choices related to their mental wellness.

The MVMC subscription box on healthy coping aims to support young people to be able to recognize what stress is and explore ways they can safely cope using their available resources. MVMC recognizes mental health and coping as complex; young people can experience a range of stressors in their life and will need appropriate support depending on their individual needs.

KEEPING IT IN CHECK

Coping with stress is part of being human. Sometimes in life, we don't cope in the healthiest way we can. While educating youth about healthy coping, it is normal to be reminded of personal coping and times when it was difficult. It is recommended that facilitators self-reflect to help identify any personal issues that can come up during the session.

Some questions to reflect on are:

- What do I do to keep myself physically and mentally healthy?
- Are the youth aware of anything in my personal life that could cause them to challenge me in a session? If so, how will I address it?
- What helpful or unhelpful messages have I received about coping in my life?
- Are there any topics in the session I am not comfortable facilitating?
- Do I have a plan to support myself if any of the subject matter in this session triggers me?

PREPARING TO ADDRESS SESSION CONTENT

Discuss group guidelines in advance

The facilitator will ask the group to establish a set of guidelines for a safe learning environment. Suggestions from the group should be written on paper and kept in the space as a visual reminder of the expectations. If the following “rules” are not suggested by the group, the facilitator should consider adding them to the list:

- Confidentiality (also discuss limits of confidentiality)
- Discuss what may be considered “oversharing” or “TMI.” It is important to establish a balance with youth feeling safe to share their experiences and ask questions, but also not offer gratuitous information that may monopolize the session or alienate other participants.
- Suggest participants “challenge ideas, but not each other”; it’s okay to disagree on things, but it should be done respectfully.
- No derogatory language.

Note: Facilitators should make sure they offer participants a way to ask questions or share experiences they may not feel comfortable asking in front of others. For example, the facilitator can begin the discussion by giving out post-it notes and a pen/pencil to participants. Participants can write down any questions they do not want to ask in front of the group and the facilitator would collect the notes at the end of the module to address the questions.

FACILITATORS AND MANAGEMENT OF PERSONAL BOUNDARIES

“Do you smoke?”

“I’m pretty sure you drink.”

“As if you exercise!”

It is common for youth to ask personal questions to a facilitator. At the start of the session, the facilitator should set clear boundaries in advance of the session. Remember that your personal life is your own and you are not obligated to share anything you are not comfortable with sharing. Even if you are open to making personal disclosures, it may not always be appropriate.

Consider the following:

- What is the context in which the young person is asking these questions? They may assume you are open to these conversations, they may be trying to make you uncomfortable, or they may be genuinely curious to gain information about something they are not familiar with.
- If you disclose personal information, what is the motivation? Is it being done as a way to establish credibility or build relationships? Always ask yourself why you think it would be necessary for the young person to know this information about you.
- Will there be unintended consequences to your colleagues or other youth participants if you make personal disclosures? (E.g., a co-facilitator or a group participant may feel pressured to self-disclose or a young person may think it is okay to ask similar questions that others may find invasive.)
- Young people need to understand that people have reasons for not wanting to disclose. For example, someone with a history of self-harm or substance use may not feel comfortable sharing something so personal in front of others.

Youth in the session may challenge facilitators or look to them as role models for managing stress. Because of this, it is important to refer to the “Keeping it in Check” section of this guide for self-reflection. As a facilitator, it is important to only self-disclose within acceptable boundaries and only if it is to the benefit of the youth in the session. A participant can challenge the credibility of the facilitator no matter what they say. On one hand, if the facilitator discloses experience coping in “unhealthy” ways, the youth may say they are being hypocritical. On the other hand, if the facilitator practises regular self-care and has never engaged in behaviours such as substance misuse, the youth may say they can’t possibly relate to anyone who copes in other ways. In either case, the focus is on the facilitator when the participants should be exploring their own behaviours. Self-disclosing can be a “no-win” situation for a facilitator, so it’s best to proceed with caution and plan on how to respond in these situations.

Here are some examples of how a facilitator may respond to personal questions:

“I actually don’t discuss my personal life, but since you brought up _____, let’s discuss that.”

“How would this be helpful for you to know?”

“If you have questions about this, how about you see me after the session is done and we can talk about it more.”

Session Materials:

- Paper
- Pens/pencils
- MVMC Healthy Relationships subscription box with participant handbooks, activities, etc.
- White board or flipchart and markers (optional)
- Technology to support audiovisual (optional)

Activity Options:

This facilitator's guide contains options for group activities. Facilitators should use their judgement to gauge what activities are best suited to the participants based on factors like age and group dynamics.

Youth can be offered colouring sheets copied from Appendix 1 and pencil crayons to help stay focused during the session.

It's important for facilitators to be mindful of the fact that if they are providing lessons to enhance personal resilience for youth, they should also be taking the time to support their own healthy coping. Young people have a hard time taking the lessons of the session seriously if they recognize signs of unhealthy coping in their facilitator.

IMPORTANCE OF A TRAUMA- AND VIOLENCE-INFORMED SPACE TO LEARN

Trauma is an experience that can overwhelm someone's capacity to cope and it has the capacity to affect all areas of a person's life. People who have experienced trauma often have had to try and find some way to cope; sometimes, the ways they cope cause them more harm. Because this session deals with coping, there is a chance that participants in the session will be reminded of how they have tried to deal with serious issues. Some youth may be able to identify more with unhealthy ways of coping. It is important to remember that even unhealthy ways of coping such as using substances or self-harming still "help" people to manage trauma symptoms which can be difficult to understand. Also, people cope using the resources which are realistically available to them. For example, some young people may not have the option of coping through recreation due to finances or a lack of community options.

In these sessions, youth with trauma histories may present in any of the following ways:

- Irritability
- Difficulties engaging in sessions (not participating, being argumentative or generally disruptive)
- Dissociation or being "spaced out"
- Exaggerated startle response

Several of these characteristics can be attributed to other things including "normal" adolescent behaviour, and we don't want to be too quick to assume that we are dealing with trauma histories.

However, being trauma- and violence-informed means that the facilitator is aware that certain behaviours may be connected to trauma and can try to make sure all learners to feel safe.

For more information on trauma and violence informed spaces to learn, please refer to Klinik's Trauma-informed: A resource for service organizations and providers to deliver services that are trauma-informed (http://trauma-informed.ca/wp-content/uploads/2013/10/Trauma-informed_Toolkit.pdf)

LANGUAGE MATTERS

There is another subscription box which deals with suicide, but this session also has information on self-harm and suicide. This subject should be dealt with very sensitively. Language matters when it comes to talking about self-harm and suicide. As a reminder to facilitators, here is a chart on how to reduce stigma in these discussions:

Some questions to reflect on are:

- What do I do to keep myself physically and mentally healthy?

- Are the youth aware of anything in my personal life that could cause them to challenge me in a session? If so, how will I address it?
- What helpful or unhelpful messages have I received about coping in my life?
- Are there any topics in the session I am not comfortable facilitating?
- Do I have a plan to support myself if any of the subject matter in this session triggers me?

Not Helpful	More Helpful	Why?
Commit suicide	Died by suicide. Lost their life to suicide.	“Commit” is an outdated term which makes the cause of death sound like a crime. Suicide is a cause of death and should not be talked about as though it is a crime.
Self-harmer, cutter	Person who self-harms	Person-first language is always safest. People should not be defined by how they cope.
“Unsuccessful” or “failed” suicide	Survived/lived through a suicide attempt Non-fatal suicide attempt	Words like “success” and “fail” do not apply when talking about suicide. All attempts need to be taken seriously.

(Table adapted with information from Power to Persuade and Centre for Addiction and Mental Health.)

If facilitators catch themselves using unhelpful words and phrases, they are encouraged to correct themselves out loud. Using new language can take time and practice. It’s okay to remind the group that everyone, including facilitators can “unlearn” things and do a better job of trying to reduce shame and stigma.

Because some people use alcohol and other drugs to cope, it is likely come up in this session as well. Here are a few things for the facilitator to remember if the topic of substance use comes up:

- Experimentation with substances is normal, but it should still be addressed as a risk for young people.
- Remember people use substances for many reasons including coping.
- All substances have the potential to be harmful regardless of how they work in the body, whether they are legal, etc.
- It's okay not to have all the answers when it comes to substances.
- Language matters here too. Avoid terms like "addict," "alcoholic" or "junkie" when describing people who are experiencing a substance use disorder or challenges with addiction.

Learning Objectives:

Recognize what stress is and how it affects the body and mind

- Discuss ways to cope with stress on your own
- Learn more on accessing professional support to help with coping
- Enhance knowledge of community and online resources to support healthy coping

MODULE 1

Understanding Stress

OBJECTIVES

- Understand how the body's stress response system works
- Enhance awareness of signs of stress
- Learn about different kinds of stresses

LESSON STYLE: Facilitated discussion

MATERIALS REQUIRED:

- AV equipment to show optional video if available
- Stress scale poster

ASK: What is stress?

Possible answers:

- Feeling like you're freaking out
- Being under pressure
- Panic

ASK: What are some things that make us feel stressed?

Possible answers:

- School
- Problems with friends
- Trouble at home
- Competitions
- Talking in front of people

ASK: Is all stress bad?

Possible answers could include anything with the group agreeing, disagreeing, or feeling unsure. Tell the group "not all stress is bad" and share the following facts:

- We need stress to get up for the day, learn and remember.
- When we have too much stress and we can't cope, it's hard on our bodies and minds.
- The way one person handles stress is different from the way another person handles it. Some people can take on lots of stress and others have a harder time.

The body's stress response system (fight, flight, freeze)

Tell the group they are going to learn more about the body's stress response system and read them the following statement as an option:

"All of our bodies have a natural alarm system which can help us if we're in danger. If we think we are being threatened, this alarm system will make us do one of three things: fight, flight (run away) or freeze (when you just shut down). When our alarm is triggered, our bodies will just do all kinds of interesting things to try and help us. Examples of this include being able to run faster or not feel pain. It's hard to think clearly when we're in this stage because your body is just trying to help you survive. This is a great system if you are actually in danger, but sometimes your body doesn't know the difference between a real threat and something that isn't. If you have ever suddenly forgotten everything you studied when you sat down to write a test, felt like turning around and hitting someone if they snuck up on you, or ran away thinking you heard something outside, you know you have experienced this system working in your body."

A short video called **Fight Flight Freeze – Anxiety Explained For Teens** is an option for facilitators to share with participants to help them understand why their brains respond the way they do to stress. To access the video, go to YouTube and find the video by typing the title in the search bar. The video is from Anxiety Canada.

If you watch the video with the group, ASK:

- What did you think of the video?
- What did you learn that surprised you?
- Now that you see how the brain reacts to some situations, can you think of a time when you may have overreacted when something maybe wasn't a big deal?

Enhancing Awareness of Physical and Psychological Signs of Stress

The next thing the facilitator will want the group to understand is how the participants can recognize how their own bodies respond to stress.

ASK: What happens in your body when you are dealing with big feelings like worry, anger, or sadness?

Possible answers:

- Clenched fists
- Heart pounding
- Red face
- Holding breath
- Clenched jaw
- Stomach ache
- Difficulty concentrating

Allow participants time to share how their bodies let them know they are stressed. Remind the group that our bodies don't lie and tell us when something feels wrong. It's important to pay attention and listen to our bodies.

Regular Stress Versus Distress: What's the Difference?

ASK: What are some examples of stress being good?

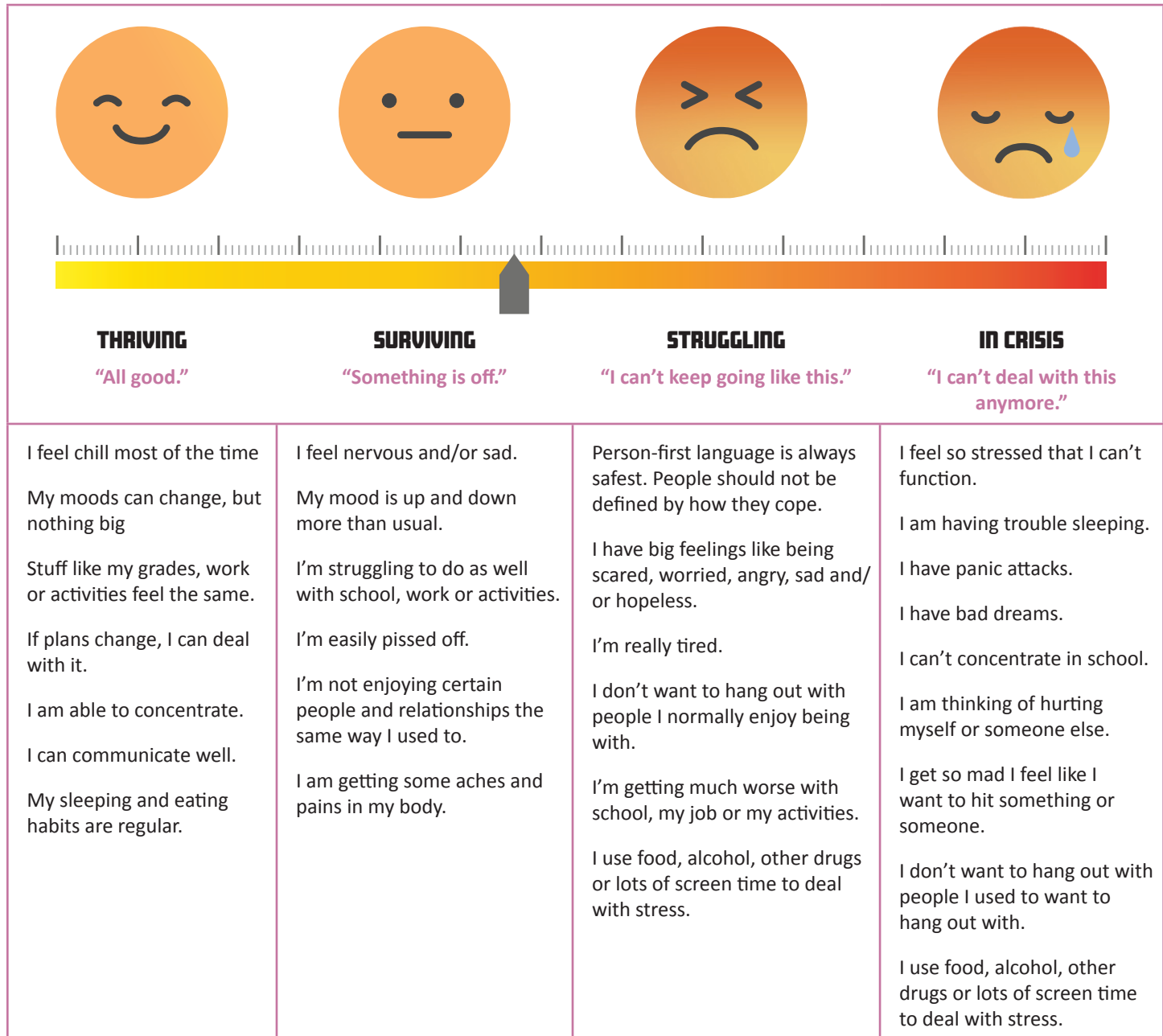
Possible answers:

- It can push us to work harder at goals
- It helps us to deal with everyday life

ASK: When do we know if stress is "too much"?

Possible answers:

- Start having health problems
- You don't feel you can deal with life
- You don't want to be with your friends
- You use drugs or alcohol to try and relax



Takeaway Messages:

- Stress impacts the mind and body.
- Stress is a normal part of being human.
- Not all stress is bad.
- Everyone experiences stress differently. What is really difficult for one person, may not seem like a big deal to someone else.

- Stress levels go up and down throughout the day and at different times in our life.

Now that the group has a better understanding of what stress is and how it can feel, they will move on to the topic of coping.

MODULE 2

Understanding Stress

OBJECTIVES

- Discuss different ways people cope with stress
- Prepare a practical way of coping with stress
- Learn about ways to access professional support

LESSON STYLE: Facilitated discussion and optional interactive activity

MATERIALS REQUIRED:

- Pens and clipboards (or any other hard surface that can be used to write on if completing activities outdoors)
- “I’m Grounded” worksheet (Appendix 2)

Special considerations: the “grounding toolkit” activity can be done in an indoor or outdoor environment depending on location, weather and preferences of the facilitator and group.

Now that youth recognize what stress is and how it looks and feels in their body and emotions, facilitators open the conversation on how people cope.

ASK: What are some ways people cope that can be harmful?

- Possible answers:
- Alcohol and other drug use
- Zoning out with excess screen time
- Self-harm
- Isolating from others

It's good to remember that when it comes to talking about certain ways of coping, it's not unusual for youth to say things that may not be appropriate in a group setting. Examples of this could include bragging about using substances or making insensitive comments about people who self-harm. If this occurs, remind them of the group guidelines they agreed on to keep the learning environment safe for everyone.

Healthy Coping Strategies

ASK: What are some "natural" ways to increase wellness and decrease stress?

- After the group shares ideas, the facilitator can share other ideas including ones from this list which the youth can do on their own, with peers or in the community
 - Art
 - Physical activity
 - Music (either creating it yourself or putting together a playlist)
 - Land-based activities
 - Being with supportive peers
 - Grounding exercises such as mindfulness and meditation
 - Getting involved in the community

Grounding Tool Kit Activity (Indoor and/or Land-based Options)

Tell the group that “grounding” is a simple exercise anyone can do when they get overwhelmed. Grounding involves engaging all of the senses and it can be done anywhere and anytime to try and calm the body and mind.

Depending on factor such as outdoor conditions, this activity can be done on the land or in an indoor environment.

Guide youth through this activity by asking them the following in an indoor or outdoor environment:

- What are five things you can see?
- What are four things you feel?
- What are three things you can hear?
- What are two things you can smell? (If they can’t smell anything, ask them to think of their favourite smells.)
- What is one thing you can taste? (If they say they can’t taste anything, ask them to think of what their favourite food tastes like.)

Depending on where this activity takes place, some of the answers can include reflections such as:

“I can see art on the wall.”

“I can smell pine trees.”

“I can’t taste anything, but I would like to taste ice cream.”

“I can feel my clothes.”

“I can hear birds chirping.”

There is lots of flexibility with an activity like this.

Consider the following ways youth can participate and contribute to a large group discussion on grounding:

- Sharing a picture they have on their phone
- Picking something off a tree or plant with a familiar smell
- Thinking and talking about their favourite things to eat
- Talking about textures such as fabric or something in the natural environment such as a small rock they can touch
- Talking about music they like to hear
 - Consider asking the group to share what would be on their playlists to help them to cope when they feel overwhelmed.

Following the group discussion, refer youth to the “I’m Grounded” worksheet located in Appendix #2 so they can practise grounding techniques and create a “tool kit” for times when they are overwhelmed and need to calm themselves.

MODULE 3

Other Options and Getting Help

OBJECTIVES

- Discuss ways to ask for help with coping
- Recognize there are time and places for professional support
- Reduce stigma about professional help and medication
- Learn about professional resources
- Discuss how to access services
- Learn about advocating for yourself when getting help

LESSON STYLE: Group Discussions

MATERIALS REQUIRED: None, unless the facilitator wants to refer to community resources listed in Appendix 4.

It's important for youth to understand that, depending on what is going on in their lives and the lives of others, sometimes more intensive support is needed. Sometimes people need professional help and/or they need to go on medication, and that's okay. The facilitator will ask a series of questions to the group and can write responses on paper or a whiteboard as an option.

ASK: Who are professionals who can support us if we need it?

Possible answers can include:

- Counsellor
- Doctor
- Social Worker
- Nurse
- Psychologist

ASK: What are some qualities you want from a professional if you need help?

Possible answers:

- Non-judgemental
- Kind
- Trustworthy

Note that some youth may already be accessing professional support and may be able to share who they would recommend to others.

ASK: Why do you think some people don't want to get professional help?

Possible answers:

- They are embarrassed
- They have no way to get to an appointment
- They have had bad experiences with other providers
- They don't know who they can talk to
- Family and friends may not be supportive

The facilitator will now focus the group discussion on medication. It is important to be mindful that there may be youth in the group who have past or current experience taking medication. Facilitators are not expected to be experts in medication and should avoid offering specific advice. The purpose of this discussion is to reduce stigma around medication, also known as "pill shaming."

ASK: Why do some people take medication to help with coping?

- Mental health challenges like depression or anxiety
- Challenges with learning, such as ADHD
- Some people take medication with or without other supports like counselling

ASK: Why do you think some people don't want to take medication?

- They are afraid of becoming "addicted" to it
- They are embarrassed
- It can cost money
- They think they should be able to get better on their own without medication

ASK: What are some questions you can ask a healthcare provider about medication?

- What does this medication do?
- How long do you think I will be on this for?
- Are there negative side effects I should know about?
- What happens if I miss a dose?
- Who can I talk to if I have more questions about this?

ASK: What are some ways medication can be taken responsibly?

- Take it as prescribed
- Keep it in a safe place (e.g., away from younger siblings)
- Ask your doctor or pharmacist questions if you have them

Take away messages:

- People cope in different ways, either on their own or with the support of a professional.
- Medication can be part of a treatment plan that includes other ways of healthy coping.

- Taking medication doesn't make someone "less than" anyone else. If we wouldn't shame someone with diabetes for taking insulin, why would anyone judge someone for taking medication for a mental health issue like depression?
- Medication needs to be taken responsibly.
- The group has shared ideas about people who can help them with coping. If there are other ideas on who can be in a support network, they can be shared here.

ASK: Who are all the people who can help us with coping?

Possible answers:

- Friends
- Family
- Teachers
- Coaches
- Elders
- Counsellor
- Doctor
- Psychologist

ASK: Are there people you would ask for help with for some things and not others? For example, you may want to talk to your friends about something personal that you wouldn't feel comfortable sharing with a family member.

Getting the Support You Need

It's not possible to solve all problems alone and it can be hard to ask for help. Remind the group that asking for help isn't a sign of weakness, it's a sign of strength! It's also good to remind the group that if asking for help doesn't come naturally, practicing can make it feel easier in time.

ASK: Is it hard to ask for help when it comes to coping? Why or why not?

Possible answers:

- Yes, because I feel like I should handle it myself.
- Yes, because I don't trust others.
- Yes, because I don't want to bother people with my problems.
- No, because I have people I know I can trust to help me.
- No, because I need people to help me cope.

ASK: What are some tips you would give someone who is afraid to reach out for help?

Possible answers:

- Ask someone you feel you can trust.
- Ask for what you need so they can understand how they can help (e.g., I'm having a hard day and I need someone who will just let me vent.)
- Make sure the person has time for you (e.g., someone who is running out the door to go somewhere may not be the best person to go to in the moment).
- If the person wasn't helpful, don't give up; think of someone else you can go to.

Important: Remind the group that if you are asking for help related to your safety, the person you are speaking to may have to tell someone else about it to make sure you are okay.

Remind the group that the advice we give to others is what we can give to ourselves. It's important to treat ourselves like someone we care about!

Navigating Support Systems

Accessing support can be challenging! The facilitator will list the things that need to be considered in accessing professional help such as:

- How will you get to your appointment?
 - Do you need someone to drive you?
 - Are there virtual options?
- How can you prepare for your appointment?
 - Can you find out if the appointment can be expected to be on time?
 - How do you communicate with your school if you have to leave class?
 - Do you have to pay for anything?
 - Can someone come with you if you want?
 - What are your rights at professional appointments?
 - Confidentiality
 - Respect
- Advocating for yourself
 - What are questions you can ask if you aren't sure about something.
 - If you don't like the care you are getting, can you get someone else to help you?

Scenarios:

Accessing professional support can be even more challenging when someone is already stressed out. Unfortunately, these challenges are often part of the experience, so it's good to plan and prepare as much as possible. When people have frustrating experiences, they may be less likely to want to get the help they need. The purpose of this activity is to prepare youth for challenges they may experience. The scenarios presented can assist the youth in problem solving.

Read each scenario and ask the group how they might handle the situation with the end goal being getting support:

Scenario One: You have booked an appointment and the person you were supposed to see is running an hour behind schedule.

Scenario Two: Your friend tells you about a counsellor they see who is really helpful to them. You are interested in seeing them too, but their office is on the other end of town.

Scenario Three: You finally have the courage to talk to a healthcare worker about how you're coping and the person you are seeing comes across as rude and judgemental.

Scenario Four: You have to fill out paper work at the start of an appointment, but it's hard to understand the questions on the forms.

The facilitator will wrap up this module by discussing local resources the youth may or may not be familiar with.

ASK: Where are some places in our community you can go to get support with coping?

Note to facilitator: When someone suggests a resource, go back and ask them some of the questions about access in order to get the group thinking about practical ways they can get the good support they deserve with as little barriers as possible.

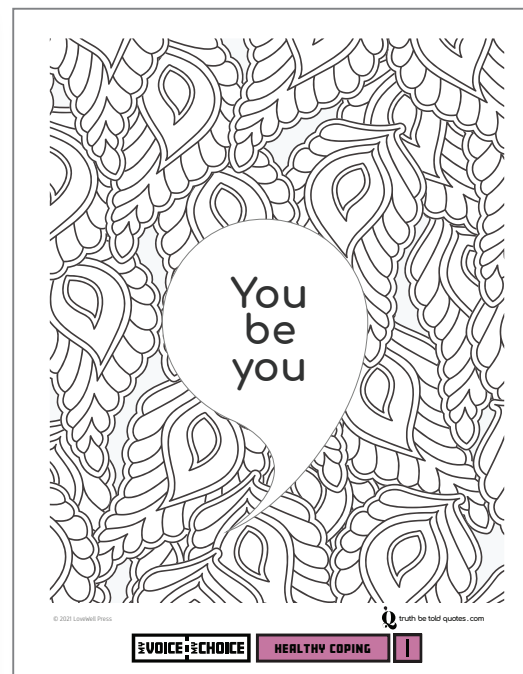
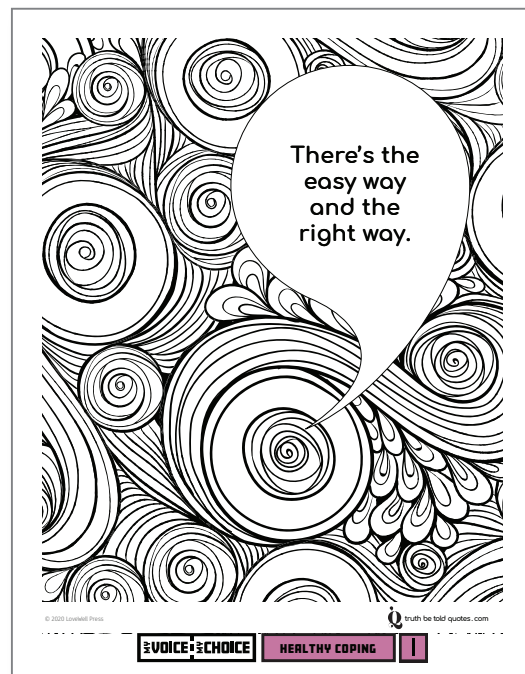
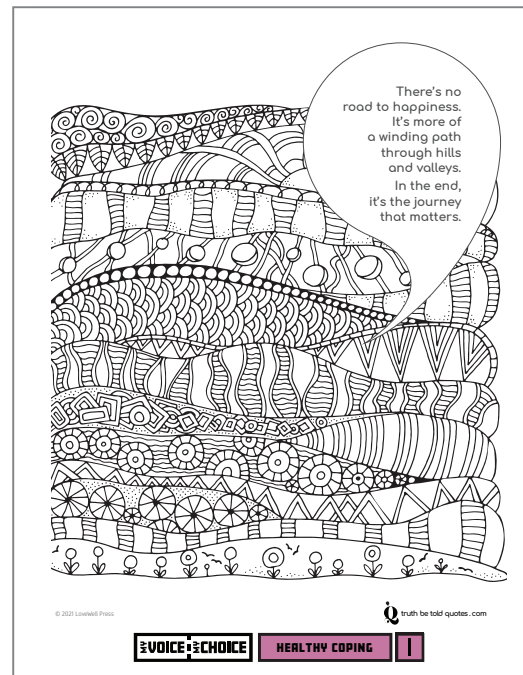
ASK: What are some online resources including good social media accounts to follow to support healthy coping?

Note to Facilitator: Refer to the list of online resources included in appendix #3. Another option depending on interest and access to technology is the Youth Wellness Quest from the Centre for Addiction and Mental Health. The site is located at <https://moodle8.camhx.ca/moodle/course/view.php?id=20> or it can be found by searching for “CAMH Youth Wellness Quest” through a search engine. The facilitator can encourage youth to explore this site on their own or as group if everyone can see the screen.

Wrapping it Up

Congratulations on making it through the activities that were a good fit for your group! At this point, facilitators can also congratulate the youth for making their way through the lessons and activities, and express thanks for their attention, honesty and bravery in discussing these important topics. If facilitators or youth require additional support after these discussions, a list of community resources can be found in Appendix 4. Youth may want to speak more about the lesson topics privately or later. Appendix 3 has additional information on healthy coping that may be helpful for those conversations, or to pass directly to the youth.

APPENDIX 1: COLOURING SHEETS (OPTIONAL)



APPENDIX 2: "I'M GROUNDED" WORKSHEET

Grounding is a way to help calm yourself when you need to cope with big feelings.


To ground yourself, you will use all five sense to help your brain and body work together to make you feel better. You can ground yourself anywhere or anytime.

VOICE CHOICE

HEALTHY COPING

I

WHAT ARE THREE THINGS YOU HEAR?




VOICE CHOICE

HEALTHY COPING

I

WHAT ARE FOUR THINGS YOU CAN FEEL AROUND YOU?




VOICE CHOICE

HEALTHY COPING

I

WHAT ARE TWO THINGS YOU CAN SMELL?

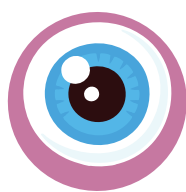


VOICE CHOICE

HEALTHY COPING

I

WHAT ARE FIVE THINGS YOU SEE AROUND YOU?

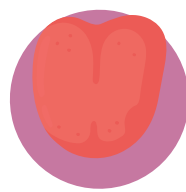


VOICE CHOICE

HEALTHY COPING

I

WHAT IS ONE THING YOU CAN TASTE?



Planned Grounding Tools: Can you think of something you can take with you to help ground you when you feel overwhelmed? Remember that something simple like chewing gum, a piece of fabric or being outside and focusing on different sights and smells can help.

RESOURCES FOR YOUTH

BREATHINGROOM™

This is a multimedia experience designed for youth to help improve mental health. The app can be downloaded from Google Play or the App Store. Enter the code XXQTGPUE for full access.

<https://app.breathingroom.me/register?code=XXQTGPUE>

7 CUPS

7 Cups provides on demand emotional health support and online therapy services. People accessing this site can have 1-on-1 conversations, group chats, participate in forums, and read up on advice from experts.

<https://www.7cups.com/>

TEEN TALK

This is a Manitoba-based site with information and activities on many topics including healthy relationships.

<http://teentalk.ca/>

THE TREVOR PROJECT

The Trevor Project is resource hub for youth who are sex and gender diverse as well as those who support these young people.

<https://www.thetrevorproject.org/>

WELLNESS TOGETHER CANADA (GOVERNMENT OF CANADA)

This website connects users of all ages and backgrounds to a variety of free resources to support mental wellness. Users can get personal recommendations based on their needs and track their progress.

<https://wellnesstogether.ca/en-CA>

YOUTHSPACE

This website provides online crisis and emotional support for anyone under the age of 30. In addition to live support from trained volunteers, there are several online resources youth can access on a variety of topics.

<https://youthspace.ca/>

YOUTH WELLNESS QUEST (CENTRE FOR ADDICTION AND MENTAL HEALTH)

This interactive site assists youth in helping to understand what kinds of support that may need for coping and how to access them in their community.

<https://moodle8.camhx.ca/moodle/course/view.php?id=20>

COMMUNITY SUPPORT RESOURCES

Community Counselling Program

Find your regional Community Counsellor contact information at the website below:

- Web: <https://www.hss.gov.nt.ca/en/contact/community-counsellor>

NWT Helpline

- Web: <https://www.hss.gov.nt.ca/en/services/nwt-help-line>
- Call: 1-800-661-0844

YWCA Northwest Territories

- Web: <https://www.ywcanwt.ca/>
- 24 Hour Crisis Line: 1 (866) 223-7775
- Email: giving@ywcanwt.ca

Canadian Women's Foundation

- Web: <https://canadianwomen.org/>
- Call: 1-866-293-4483
- Email: info@canadianwomen.org

Centre for Northern Families

- Web: <https://daycares.ykws.ca/welcome-centre-northern-familiesNWT-HelpLine>

Women and Gender Equity Canada

- Web: <https://women-gender-equality.canada.ca/en.html>

Home Base Yellowknife

- Web: <https://www.homebaseyk.com/>
- Call: 1 (867) 766-4673

Kids Help Phone

- Web: <https://kidshelpphone.ca/>
- Call: 1-800-668-6868
- Text: 686868
- Live chat counselling: <https://kidshelpphone.ca/live-chat-counselling>

Rainbow Coalition of Yellowknife

- Web: <http://www.rainbowcoalitionyk.org/>
- Call: 867-444-7295
- Email: info@rainbowcoalitionyk.org

Additional resources for community support groups can be found at arcticfoxy.com/resources

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