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Teaching Junior High Sexual Health: The Good, The Bad and The Ugly

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Land Acknowledgement

We acknowledge that what we call Alberta is the traditional and ancestral territory of many peoples, presently subject to Treaties 6, 7, and 8. Namely: the Blackfoot Confederacy – Kainai, Piikani, and Siksika – the Cree, Dene, Saulteaux, Nakota Sioux, Stoney Nakoda, and the Tsuu T'ina Nation and the Métis People of Alberta.

We acknowledge the many First Nations, Métis and Inuit who have lived in and cared for these lands for generations. We are grateful for the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us.

We make this acknowledgement as an act of reconciliation and gratitude to those whose territory we reside on or are visiting.

By the end of this session, you will be:



Familiar with human sexuality learning outcomes for grades 7-9



Able to use lesson plans and resources on teachingsexualhealth.ca



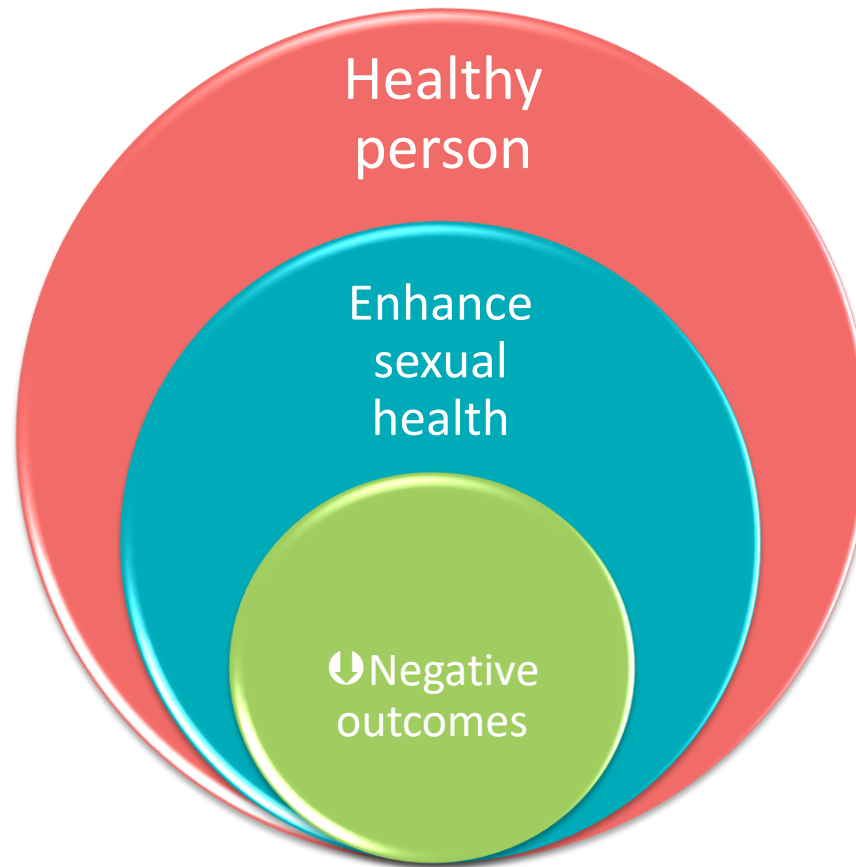
Excited to go out and teach sexual health with your students!

Group Agreements

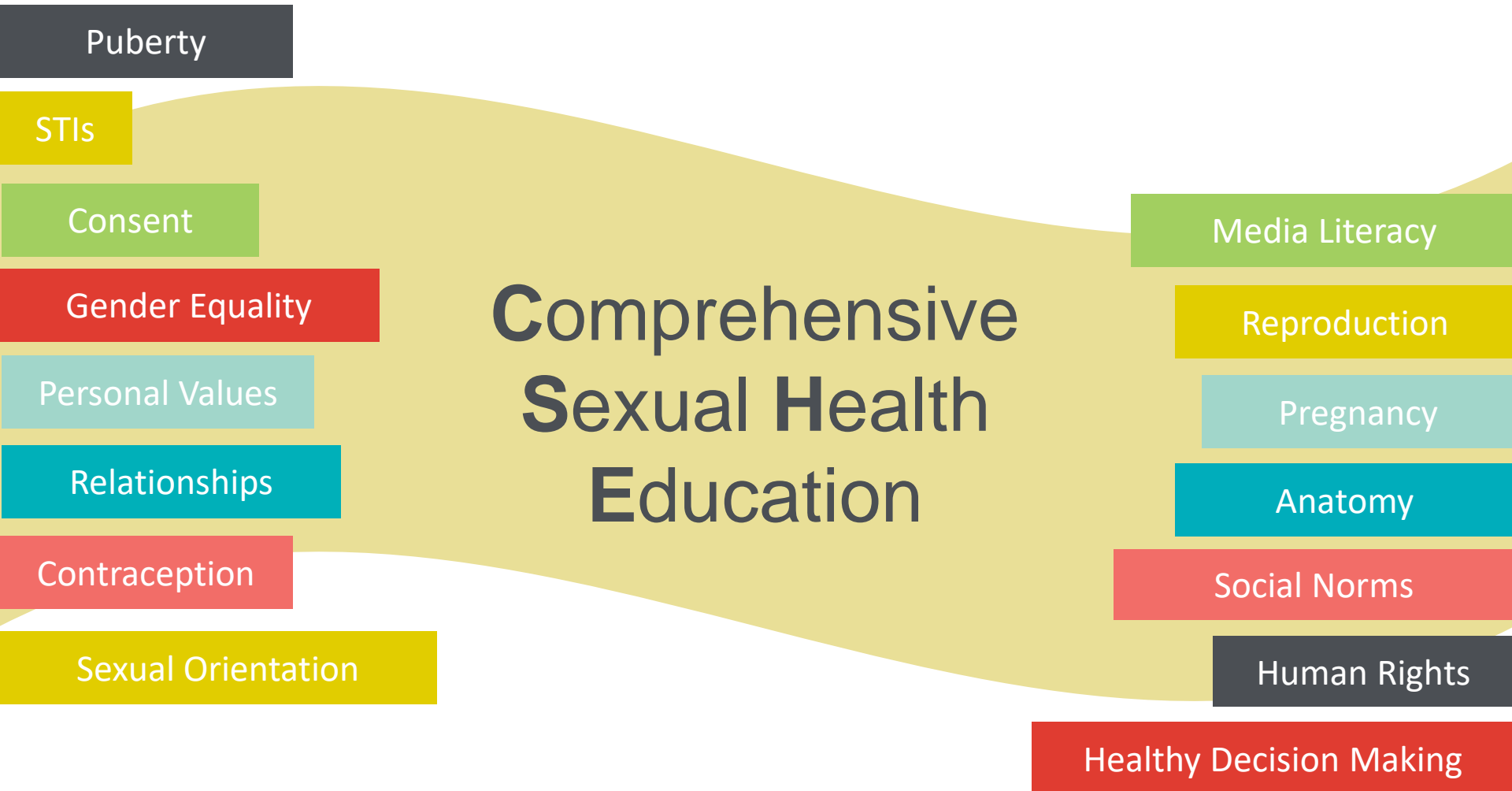


1. Turn Off Distractions
2. Ask Questions!
3. LOL
4. Maintain Privacy
5. Reserve the Right to
Change your Mind

The Goal of Sexual Health Education

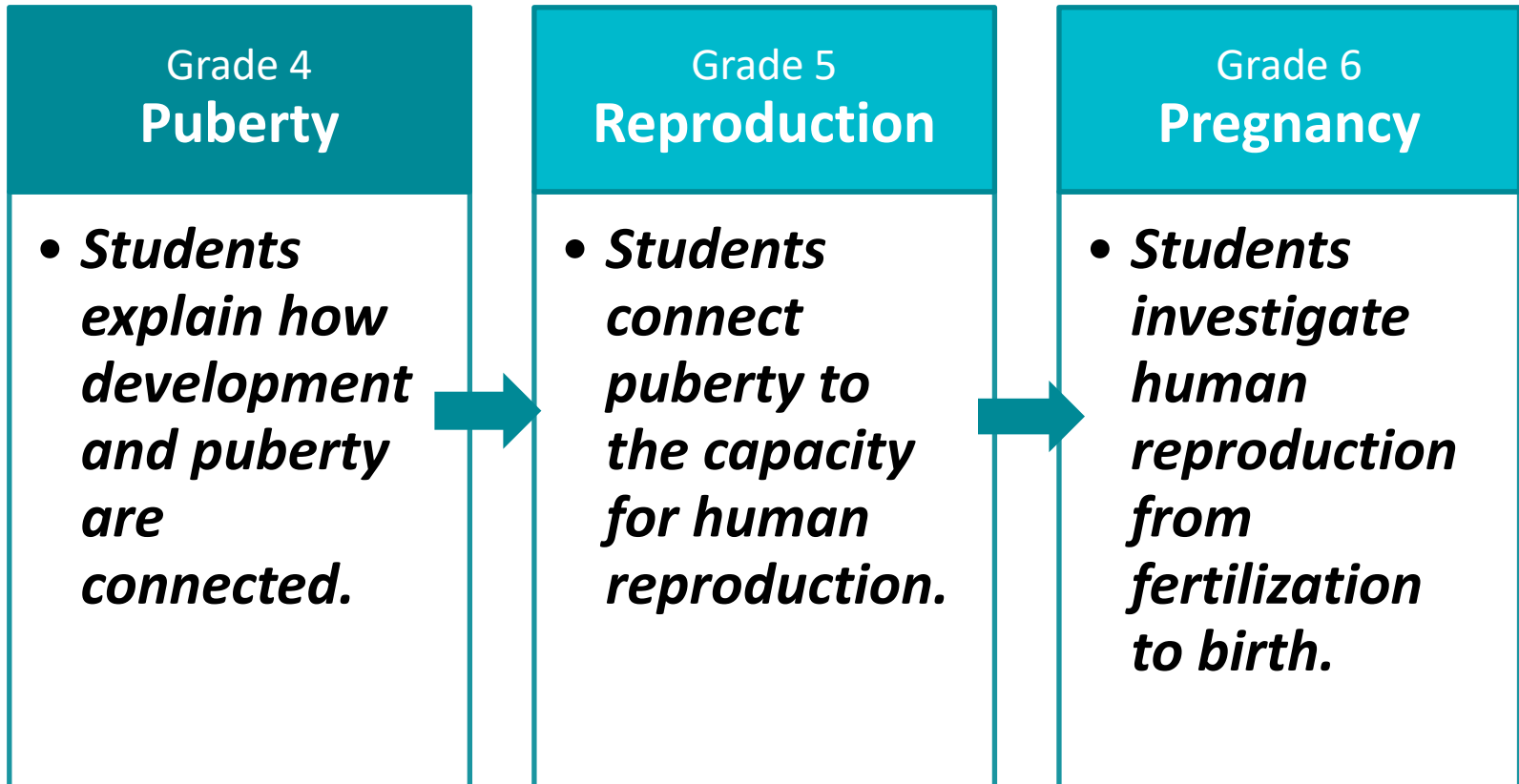


How do we achieve the goal?



What is your experience teaching
junior high sexual health
education?

Where your students are at with sex ed...



Grade 7 Curriculum

W-7.3 Examine the human reproductive process, and recognize misunderstandings associated with sexual development.

W-7.12 Identify the effects of social influences on sexuality and gender roles and equity; e.g., media, culture.

W-7.13 Examine the influences on personal decision making for responsible sexual behaviour.

W-7.14 Examine abstinence and decisions to postpone sexual activity as healthy choices.

Name: _____

Grade 7

Me vs. TV

How much time do you spend watching TV (including Netflix, YouTube and other streaming services)? When you add up the total, you might be surprised! Comparing your life to the life of characters shown on TV can be an interesting exercise.

1. Choose a show from TV, Netflix, YouTube, etc.
2. Write the name of the show in the blank in the right-hand column.
3. Use the following chart to compare your life to the life of the characters on the show.

Me	TV: _____
My day at school:	TV day at school:
My after-school life:	TV after-school life:
My friends:	TV friends:
My parents or other family members:	TV parents or other family members:
My _____:	TV _____:

What is one important part of your life that is not shown on most of the shows/movies you watch?

Name: _____

Grade 7 Social Influences

Gender Stereotypes 1

Mike is about to ask Lennon out for the first time. He plans to suggest they go out for pizza and then go to a movie. Mike is unsure if he should offer to pay Lennon's way on their date or just assume they'll split the costs between them.

Discuss these questions:

- What does paying on a date have to do with gender? Where do those ideas come from?
- What do you think Mike should do?
- How do you think people will react to this situation 20 years from now?

Name: _____

Grade 7 Social Influences

Gender Stereotypes 2

Tshepo is babysitting a little boy named Ramone, age 6. Ramone's favourite toy is a Barbie doll he got from a cousin. Tshepo isn't sure if Ramone should be playing with a doll.

Discuss these questions:

- Why do you think Tshepo is unsure about letting Ramone play with a doll?
- What beliefs do people have about boys and dolls?
- What do you think Tshepo should do?
- How do you think people will react to this situation 20 years from now?

Name: _____

Grade 7 Social Influences

Gender Stereotypes 6

Your friend Harper loves to play soccer and has played with you and your friends for years. Harper is a trans girl, and wants to play on the girls' school team. Harper isn't sure if the school will let her play on the girls' team.

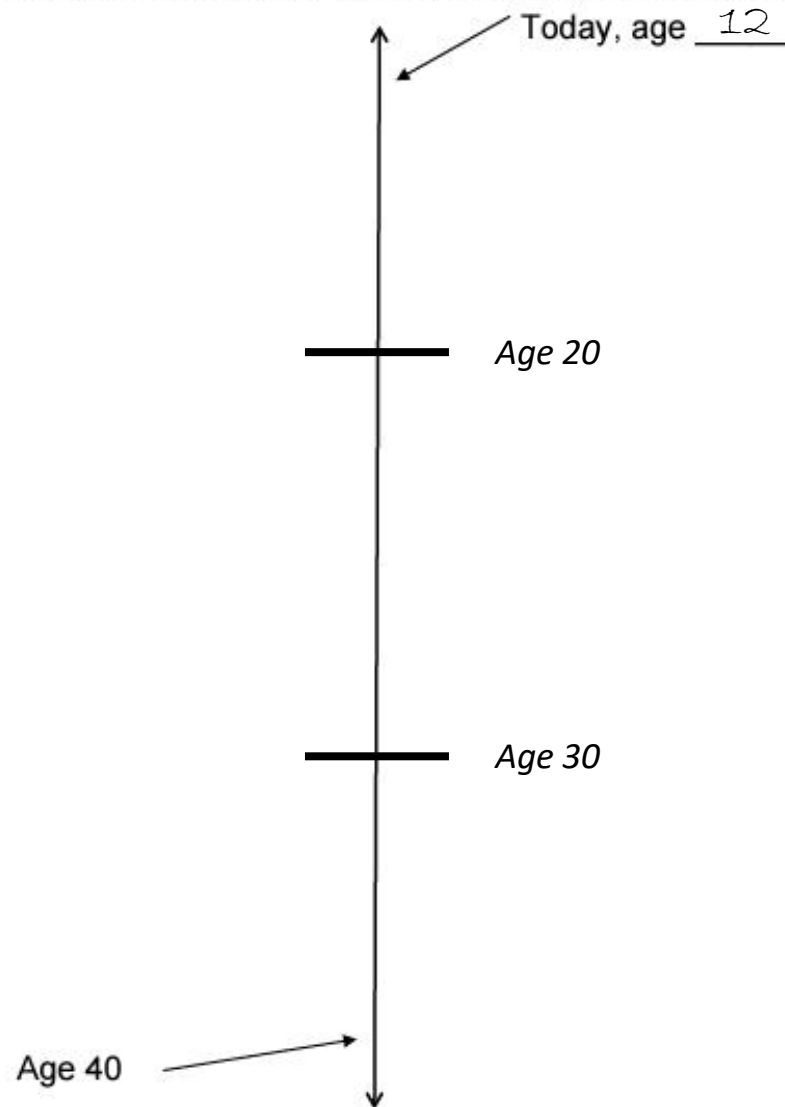
Discuss the following two questions:

- Why might Harper be worried about this?
- What are some reasons trans athletes are sometimes not allowed to play on a team that matches their gender?
- What do you think the school should do?
- How do you think people will react to this situation 20 years from now?

My Personal Life Line

The line below represents your personal life line. Add in events as directed by your teacher.

Arrow = First job
Heart = Serious relationship
Star = Become a parent
Check = A big goal
Question mark = Pregnancy
X = STI



Key takeaways for Grade 7

- Talking about sex isn't going to encourage or promote sexual behaviour
- Abstinence and virginity mean different things for different people

Grade 8 Curriculum

W-8.3 Recognize and accept that individuals experience different rates of physical, emotional, sexual and social development.




W-8.12 Identify and describe the responsibilities and consequences associated with involvement in a sexual relationship.

W-8.13 Describe symptoms, effects, treatments, prevention for common sexually transmitted diseases; i.e., chlamydia, HPV, herpes, gonorrhea, Hepatitis B/C, HIV.

W-8.14 Identify and describe basic types of contraceptives; i.e., abstinence, condom, foam, birth control pills.

W-8.7 Determine the signs, methods and consequences of various types of abuse; e.g., neglect, physical, emotional, sexual abuse.

Grade 8 Curriculum

 No STBBI Risk	 Lower STBBI Risk	 Higher STBBI Risk
Using two condoms at the same time (double bagging) Sexting Masturbating Unprotected oral, vaginal or anal sex	French kissing Flirting Massage Sharing sex toys Using a condom with a partner	Having oral, anal or vaginal sex with multiple partners Mutual Masturbation Re-using a condom/dam Using a condom/dam for all sexual activity Hugging

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Vaginal Spermicides

What are vaginal spermicides?

Vaginal spermicides are put in the vagina. They contain an ingredient called nonoxonyl-9.

In Canada, spermicides are considered to be among the most effective methods of birth control.

Lactic acid buffering gel is nonoxonyl-9. Lactic acid buffering gel is available at a health fair or a health fair.

How well do vaginal spermicides work?

- If **no method** of birth control is used, the chance of pregnancy is 82% effective.
- With **perfect use** (you use it every time), the chance of pregnancy is 82% effective.
- With **typical use** (not for every time), the chance of pregnancy is 82% effective.
- They have a high failure rate.
 - you didn't use it every time
 - pregnancy was not prevented
- Spermicides don't protect against HIV.
- Use a condom **every time** you have sex and HIV.

How do I use vaginal spermicides?

- Read and follow the package insert.
- Check the expiry date on the package.
- Use the right amount of spermicide.
- Put the spermicide up high in the vagina.
- Wait the recommended time before having sex.
- You have to put spermicide in the vagina every time you have sex.
- When using with a diaphragm, use spermicide on the diaphragm.

What are the benefits of vaginal spermicides?

- You don't need a prescription.

Name: _____

Grade 8 Birth Control

Birth Control Methods

Method	Check here if a prescription is needed	Check here if anyone can buy this in a drugstore	List two advantages of this method	Effectiveness rate with typical use?	Check here if it provides protection from STIs
Abstinence					
Birth Control Injection					
Birth Control Patch					



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Key takeaways for Grade 8

- Sex is more than just reproduction and more than just penis-in-vagina
- Inclusivity when talking about relationships
- Reduce STBBI stigma and fear
- Know how to handle disclosures

Grade 9

W-9.3 Apply coping strategies when experiencing different rates of physical, emotional, sexual and social development; e.g., positive self-talk.

W-9.7 Evaluate implications and consequences of sexual assault on a victim and those associated with that victim.

W-9.12 Determine 'safer' sex practices; e.g., communicate with partner, maintain abstinence, limit partners, access/use condoms/contraceptives properly.

W-9.13 Identify and describe the responsibilities and resources associated with pregnancy and parenting.

W-9.14 Develop strategies that address factors to prevent or reduce sexual risk; e.g., abstain from drugs and alcohol, date in groups, use assertive behaviour.

Grade 9

Name: _____

Grade 9 Safer Sex

Assertive Communication

An assertive person

- Speaks openly using 'I messages':
I feel _____ when _____ and
I want _____.
- Uses a conversational tone and volume.
- Shows expressions and body language that match their words.
- Relaxes and adopts an open posture.
- Speaks to the point in a firm, clear and calm voice.
- Listens openly to the other person.
- Recognizes that their own needs matter as much, but not more than, other peoples' needs.

Name: _____

Grade 9 Safer Sex

Let's Talk

Use what you've learned about assertive communication and protection to complete this conversation.

You know that your friend is planning on having sex. You want your friend to know that it is important to use a condom/dental dam.

You: I want to talk to you about protection. You are planning to use protection, aren't you?

Your friend: Who are you, the sex police? I don't know...that interrupts the moment.

You: No, I'm not the sex police. I'm just someone who cares about what happens to you.

Your friend:

You:

Your friend:

You:

Your friend:

You:

Your friend:

Key takeaways for Grade 9

- Do not gender consent/sexual abuse
- Consent should be positive and empowering!
- Contraceptives: Inform, don't prescribe

Finish with a Question Box

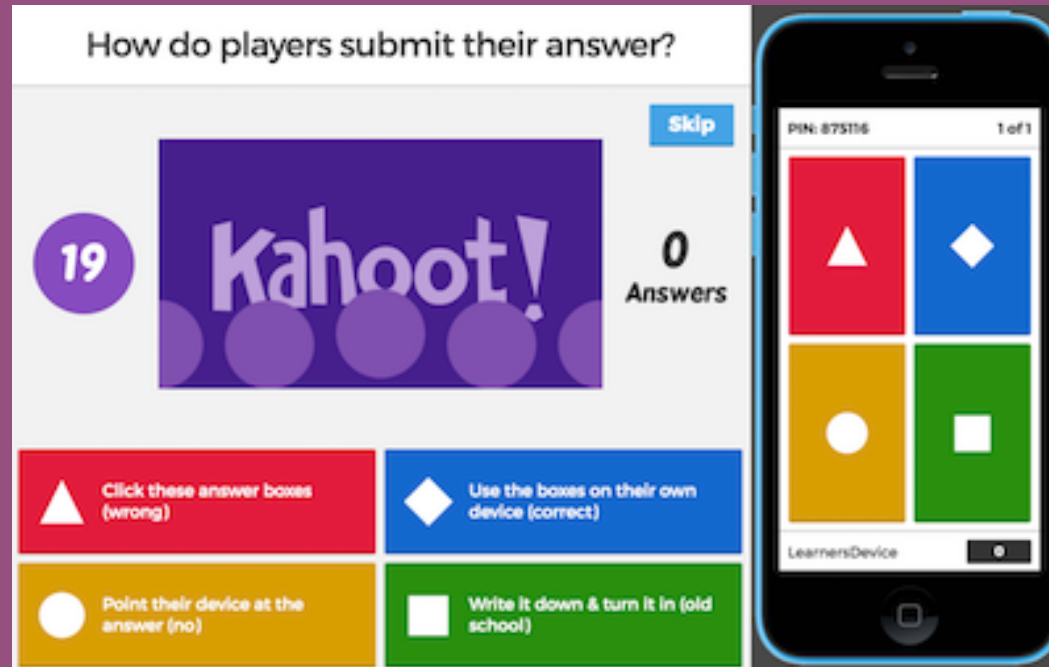


| Slang and Shock Questions

- Assume positive intent
- Teach the medical term
- Accept students where they are at



Kahoot Quizzes



Search **#teachingsexualhealth** on Kahoot!

Resource Finder

The screenshot shows the 'teachingsexualhealth.ca' website. At the top, there's a navigation bar with links: SEXUAL HEALTH EDUCATION, LESSON PLANS & RESOURCES, POLICIES & LEGISLATION, and ADDITIONAL RESOURCES. Below this is a banner image of a smiling male teacher in a classroom. A yellow navigation bar below the banner contains links: Home / Teachers / Lesson Plans & Resources / Resource Finder.

On the left side, there's a sidebar menu with categories: Sexual Health Education, Lesson Plans & Resources (selected), Differing Abilities, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, CALM (10-12), Policies & Legislation, and Additional Resources.

The main content area is titled 'Resource Finder'. It includes a paragraph: 'Lesson plans and classroom resources for grades 4-CALM, including French translations and students with differing abilities, can be found here by grade, topic, language, or resource type. All lesson plans include specific curriculum outcomes, material lists, teacher notes and tips. For additional information on effective and engaging ways to teach sexual health check out Instructional Methods.' Below this, it says 'Lesson plans can be printed for your convenience.'

The filter section shows 'Current Filters: Puberty, Grade 5, English, Interactive Tools'. Below these are dropdown menus for 'Puberty', 'Grade 5', 'English', and 'Interactive Tools'. A yellow 'FILTER RESOURCES' button is present. The 'Interactive Tools' dropdown menu is open, showing options: Select a Type, Interactive Tools (highlighted), Lesson Plans, Digital Media, Group Activities, Illustrations & Blackline Masters, Presentations & Slides, and Kahoot! Quizzes.

At the bottom of the filter section, a pink box says 'No Filters Applied'.

Thank you for coming!



For more information, please contact us:

TSH@ahs.ca