

# Grade 9

## Safer Sex



### Learner Outcomes

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

**W-9.8** Develop strategies that promote harm reduction/risk management; e.g. differentiate between choosing personal challenges or acting impulsively, encourage others to evaluate risks

**R-9.7** Refine personal conflict management skills; e.g. negotiation, mediation strategies

This lesson addresses all of the specific outcomes listed above. Instruction in human sexuality (***bolded and italicized*** outcomes) requires schools to provide notice to parents about the learning outcomes, topics and resources.

### How To Use

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This lesson plan is designed to be completed AFTER the lessons on Relationships & Dating and Consent.

This lesson plan contains several activities to achieve the learner outcomes above. You may choose to do some or all of the activities, based on the needs of your students and the time available. Some of the activities build on the ones that come before them, but all can be used alone.

For a quick lesson, combine activities A, C, D and G.

### Classroom Activities & Timing

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- A. Ground Rules (5-10 minutes)
- B. Safer Sex Discussion Questions (5-10 minutes)
- C. Internal and External Condoms and Dental Dams (15- 20 minutes)
- D. Communicating About Protection (15-20 minutes)
- E. Community Resources Advertisements (60-90 minutes)
- F. Condom Scavenger Hunt
- G. Question Box (5-10 minutes)

See also the [Differing Abilities](#) lesson plans on Safer Sex and STIs.

## Required Materials

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[SLIDES](#): Effectiveness

VIDEOS: [External Condom](#), [Internal \(Vaginal\) Condom](#) and [Dental Dam Demonstrations](#)

HANDOUT: Assertive Communication, Let's Talk

HANDOUTS: Let's Talk about Protection A and B

HANDOUTS: Community Resources, Advertising Health

HANDOUT: Condom Scavenger Hunt

All the diagrams/slides are also available as PDFs in [Grade 9 Diagrams](#).

## Background Information for Teachers

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When talking about sexual activity, it is important to recognize that sexual activity consists of a variety of behaviors on a continuum ranging from any physical contact with another person to sexual intercourse. People place different activities in different places on this continuum. For example, while one person might consider touching another's breasts sexual activity, another may not. Similarly, some people may not count anal or oral sex as sexual activity if they only consider vaginal sex as 'sex'.

In this lesson sexual activity means direct touching of a partner's genitals, vaginal sex, oral sex or anal sex. When talking about consent to sexual activity, the full range of sexual activities, from sexual touching, hugging and kissing to intercourse, count as sexual activity.

The only sure way to avoid pregnancy is to abstain from any activity where a penis or semen are near the vaginal area (including anal and vaginal sex or penis/vaginal touching). The only sure way to avoid STBBIs (sexually transmitted and blood borne infections) is to abstain from any activity that involves sexual contact between one person's body and another person's genital area, semen, blood or vaginal fluid.

For students who engage in sexual activity, these strategies can reduce risk of pregnancy:

- Choosing sexual activities that cannot lead to pregnancy (e.g., mutual masturbation, oral sex)
- Correctly and consistently using dual protection. Condom plus another method of birth control increases birth control effectiveness and also reduces risk for STBBIs
- Clear communication with partners about intentions, limits and safer sex

For students engaging in sexual activity, these strategies can reduce risk of STBBIs:

- Limiting sexual partners
- Correctly and consistently using barriers (internal and external condoms, dental dams) to reduce transmission
- Getting vaccinated against hepatitis B & human papillomavirus (HPV)
- Getting regular testing, and subsequent treatment if needed
- Clear communication between partners about sexual history, testing and treatment
- Using PrEP if at high risk for HIV

Educational programs that result in the most positive sexual health outcomes (e.g., delayed first intercourse, safer sex strategies, healthy relationships) and that are best at reducing negative sexual health outcomes (e.g. unintended pregnancy, STBBI) are programs that are comprehensive and include information about contraception, relationships, sexual decision making and STBBI prevention.

This lesson focuses on identifying the consequences of sexual involvement, various safer sex practices, and gives students the opportunity to discuss the importance of condom/dental dam use and the skills on how to raise the topic of protection with a partner. It is expected that students will already have completed the activities on communication in the Relationships and Dating lesson.

### **Inclusive Language**

Language is complex, evolving, and powerful. In these lessons, [inclusive language](#) is used to include all students, including those with diverse gender identities, gender expressions and sexual orientations. This includes the use of 'they' as a singular gender-neutral pronoun.

A person's sex can be assigned at birth as male or female. Some people are intersex (the reproductive, sexual, or genetic biology of a person is unclear, not exclusively male or female or otherwise does not fit within traditional definitions of male or female). Assigned sex is independent of gender.

Gender identity is a person's internal sense of identity as girl/woman, boy/man, fluid among genders or no gender (regardless of what sex they were assigned at birth).

For many people, their gender is the same as the sex they were assigned at birth (cisgender). For others, their gender identity is different from the sex they were assigned at birth. They may use terms like transgender, trans, non-binary, gender fluid, gender queer, agender or others, to describe their gender identity. The umbrella term 'trans' is primarily used here, to describe people whose gender identity and sex assigned at birth differ. While this umbrella term does not fit everyone, the intention is to be as inclusive as possible.

## A. Ground Rules

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Ensure [ground rules](#) are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can help ensure a successful lesson.

## B. Safer Sex Discussion Questions

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Students examine the term safer sex and safer sex practices.

More than half of Canadian youth aged 15–19 are not sexually active. The [Health Behaviours in School-aged Children Study](#) has more details.

- 1. Why do we use the term safer sex instead of safe sex?**
  - All sexual activities involve some risk. The term safe sex implies sexual activity without risk, which is not possible.
- 2. What are some reasons to choose safer sex practices?**
  - Possible negative consequences of having sex include exposure to an STBBI and unintended pregnancy. Safer sex practices can reduce these risks.
- 3. What are some safer sex practices that become a person's responsibility when involved in a sexual relationship?**
  - Communicate assertively with partner about consent, sexual limits and the use of protection.
  - Limit the number of sexual partners.
  - Access and use internal or external condoms and dental dams properly and consistently (see next activity).
  - Access and use birth control properly and consistently, if applicable.
  - Get tested regularly for STBBIs and communicate results to partner(s).
- 4. What birth control methods are available and how well do they work to prevent pregnancy and STBBIs?**
  - Students studied birth control extensively in grade 8. For a refresher of that information, see the [grade 8](#) lesson plan Birth Control. For a brief classroom review, consider printing the Birth Control Kit and completing the matching activity described in the grade 8 lesson.
  - Display the [Birth Control Methods and STI Protection](#) slide and discuss which methods provide the best protection against pregnancy and STBBIs.
  - Effectiveness rate for typical use refers to how effective each method is at preventing pregnancy during actual use including incorrect or inconsistent use.

- Effectiveness rate for perfect use refers to how effective each method can be at preventing pregnancy when the user follows the exact directions all the time.
- Reinforce that for people in relationships where pregnancy is a possibility (any penis-vagina sex), protection against both pregnancy and STBBIs is needed. As the best methods for preventing pregnancy and STBBIs are not the same, dual protection is strongly encouraged. Dual protection means using an internal (vaginal) or external (male) condom for STBBI protection plus a birth control method (such as a hormonal method or an IUD) for pregnancy protection.

## **C. Internal and External Condoms & Dental Dams**

*Students explore rationales for using condoms/dental dams, learn procedures for correct use and begin to explore communicating about condom/dam use.*

1. If you have not just completed Activity B, remind the class of all the birth control methods they learned about in grade 8. See the [grade 8 lessons](#) if you wish to review this information more thoroughly.
2. Introduce the three types of condoms/dental dams available for STBBI protection:
  - External condoms (also known as condoms or male condoms)
  - Internal condoms (also known as female or vaginal condoms)
  - Dental dams (also known as latex barriers, oral barriers or oral dams)
3. Reinforce with the class:
  - the importance of making individual decisions
  - discussing sexual decisions and safer sex with partner
  - good communication surrounding decisions to have sex and consent
  - not everyone is sexually active right now, but may need this information in the future or can share it with a friend.
4. Brainstorm the reasons to use a condom or dental dam.
  - Condoms and dental dams help to reduce the risk of acquiring or transmitting STBBIs.
  - For vaginal sex, an internal or external condom provides protection from STBBIs.
  - For anal sex with a penis, an external condom provides protection from STBBIs.
  - For oral sex with a penis, a condom provides protection from STBBIs.
  - For oral sex with a vulva, a dental dam or internal condom provides protection from STBBIs.

*Some students from different religious or cultural backgrounds may have different beliefs about the use of condoms. Reinforce that the purpose of these lessons is to provide information and opportunities for people to make informed decisions, that incorporate their own values, not to prescribe behaviour for others.*

- For oral sex with an anus, a dental dam provides protection from STBBIs.
- All are available without a prescription.
- Most condoms are inexpensive, and there are many places where they can be obtained for free such as sexual and reproductive health clinics.
- Dental dams can be more difficult to find and are more expensive to purchase, which is why information on how to make dental dams from external condoms is included.
- Dual protection (using an internal or external condom and another method of birth control) is recommended for the best protection against pregnancy.

5. Show the video demonstration of how to use an external condom, or demonstrate the correct procedure yourself in class. For instructions on how to demonstrate the procedure, review the teacher notes.

- [External Condom Video](#)
- [Teacher Notes](#)

6. Show the video demonstration of how to use an internal condom, or demonstrate the correct procedure yourself in class. For instructions on how to demonstrate the procedure, review the teacher notes.

- [Internal \(Vaginal\) Condom Video](#)
- [Teacher Notes](#)

7. Show the video demonstration of how to use a dental dam, or demonstrate the correct procedure yourself in class. For instructions on how to demonstrate the procedure, review the teacher notes.

- [Dental Dam Video](#)
- [Teacher Notes](#)

8. Some additional information that may be needed to answer student questions:

- If students ask about 'double bagging', it refers to wearing two condoms at the same time, one on top of the other, in the mistaken belief this will provide greater protection. Students should be advised that using two condoms or using an internal and external condom together will not reduce the chances of pregnancy or STBBIs. In fact, using two condoms together increases the risk of the condom slipping or breaking, which increases the likelihood of pregnancy or STBBI transmission.
- While many of your students may not be sexually active, others may be involved in different sexual activities. It is important to reinforce that condoms/dental dams should be used for any and all types of sexual activity from genital rubbing to oral sex. Any type of sexual activity can transmit different types of STBBIs.
- Many teens believe that oral sex and anal sex are 'safer' or without risks. While the risk of pregnancy is removed, the risk of

*You may wish to use the [Health Information Sheets](#) for internal and external condoms as supplementary material.*

STBBIs is not. STBBIs such as genital herpes, gonorrhea, herpes, and syphilis can be transmitted orally. An external condom gives good protection from STBBIs for oral sex or anal sex with a penis. An internal condom or dental dam provides good protection for oral sex on a vulva or anus.

9. Remind students that abstinence is the most effective method of protection from pregnancy and STBBIs. If students are sexually active, it is important to think about how to protect themselves and others.

## D. Communicating About Protection

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*Students practice effective communication techniques regarding negotiation of condom/dam use.*

1. Display or distribute the **Assertive Communication** handout. Discuss the elements of assertive communication, which should be a review from the Relationships and Dating lesson.
2. Highlight the following:
  - Partners must communicate about using protection.
  - Assertive communication is helpful in expressing ideas and feelings about condoms/dental dams.
  - Assertive language is both verbal and non-verbal.
3. Distribute the handout **Let's Talk About Protection A**. Ask for volunteers to read each part aloud for the class.
4. Ask students for their thoughts about how the conversation went. Does it seem realistic? Was Dakota successful in communicating? What would have made the communication more effective?
5. Now distribute the handout **Let's Talk About Protection B**. You can use the same volunteers or have different people read the parts aloud for the class.
6. As a group discuss the following:
  - Which communication is more effective?
  - What makes one communication better?
  - What elements of assertive communication did Dakota use?
7. Distribute the handout **Let's Talk**. Give students a few minutes to fill in their handout individually.
8. Ask students to pair up and role play their conversations from the handout.

9. Debrief the exercise by asking students to reflect upon their responses and to decide if they have demonstrated assertiveness.

## E. Community Resources Advertisements

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*Students identify community-based resources where they can go to get tested and obtain information about STBBI protection and birth control. They share this information with their peers by creating an advertisement for the clinic.*

1. Distribute the **Community Resources** handout to each student and have them go online to collect the information needed to complete the sheet. If class time is limited, this step could be completed as homework.
2. Divide the class into pairs or small groups. Give each group the **Advertising Health** handout. Ask them to choose one of the community based resources from their sheets, to create an advertisement that informs their peers about the services offered at the clinic.
3. Have each group present their advertisement to the class. Consider displaying any print materials around the classroom or school.

## F. Condom Scavenger Hunt

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*Students collect information about where they can access condoms and dental dams in their community. This activity requires students have access to a camera/smartphone.*

1. Divide students into small groups of 3-5.
2. Give each group a **Condom Scavenger Hunt** handout.
3. Explain that the purpose of this activity is to increase their familiarity with where to access condoms/dental dams in the community, to increase the likelihood that they will use protection if or when they become sexually active.
4. Give each group time to split up the tasks on the sheet. Emphasize that the students are not expected to collect or buy the items on the sheet, rather they are expected to take a picture or selfie with the item in the store, location or in front of the screen.



5. Give each group a few days to complete their scavenger hunt. Consider offering prizes for the first groups finished, most creative photo, etc.

## G. Question Box

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Answer any questions from the [question box](#) in the previous lesson. Have students submit any new questions and address them next class.

Addressing the questions at the next class allows you time to review the questions and prepare responses.

## Self-Reflection

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During the lesson, were:

- ground rules being followed?
- good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?

## Student Assessment

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During the lesson, did students:

### Knowledge:

- define safer sex?
- identify community-based resources to access information, advice and/or contraception?
- observe a condom/dental dam demonstration?
- identify reasons to use condoms/dental dams as a form of protection?
- identify qualities of assertive communication?

### Skills:

- use assertiveness skills to practice condom/dental dam negotiation?

### Attitudes:

- identify the need for safer sex practices?

# 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.

# Let's Talk About Protection A

Dakota and Lane have been dating for several months and have gotten close to having sex. Dakota wants to use protection during sex.

**Dakota:** Lane, could I talk to you about something?

**Lane:** Sure Dakota, we can talk about anything. What is it?

**Dakota:** I want to talk about having sex.

**Lane:** Talking about sex isn't very romantic. I mean, let's just see what happens.

**Dakota:** Well, I know it isn't very romantic, and I'm sorry. I was just hoping we could talk.

**Lane:** I want to talk, too. Just not about that. Let's talk about what Kristal did in biology class.

# Let's Talk About Protection B

Dakota and Lane have been dating for several months and have gotten close to having sex. Dakota wants to use protection during sex.

**Dakota:** Lane, could I talk to you about something?

**Lane:** Sure Dakota, we can talk about anything. What is it?

**Dakota:** I want to talk about using protection during sex.

**Lane:** Talking about it sure isn't very romantic. I mean, let's just see what happens.

**Dakota:** I think talking about sex is very romantic. It shows how much I care about you. I want us to be prepared if we decide to have sex - you know, use a condom.

**Lane:** You mean you want to use condoms?

**Dakota:** Yes, I care about both of us. I don't want us to take the chance of getting an STI.

**Lane:** Sure, let's talk.

# 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:**

# Community Resources

Suppose your best friend told you that they were thinking about becoming sexually active and needed to get some advice about birth control or STI protection. Where would you suggest your friend go for help? Fill out the handout with information from a clinic in your community. If possible, ask your parent, guardian, older sibling or other adult you can talk to for advice on where to go.

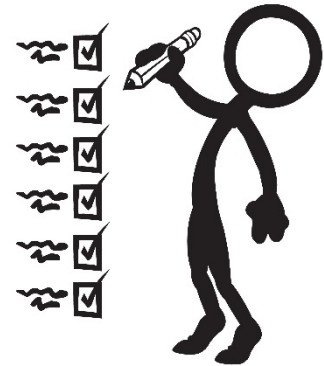
1. Name and website of clinic:
  
2. Address and phone number of clinic:
  
3. Clinic hours:
  
4. The following services are available at this clinic: (Check all that apply)
  - Birth Control
  - STI testing or treatment
  - Free or lower-cost condoms
  - Pregnancy tests
  - HIV testing
  - HIV counselling/ PrEP
  - HPV vaccine
  - Other agency referrals
  - Support groups
  - Other: \_\_\_\_\_
  
5. What is the clinic's policy on confidentiality?

# Advertising Health

1. As a group, pick one of the clinics you researched, and create an ad for this clinic. Your ad will inform your fellow students about the clinic and its services.

2. Choose **one** of the following formats for your advertisement:

- Poster
- Tri-fold pamphlet
- TikTok or TV commercial (30 seconds)
- Instagram or Facebook ad
- Vehicle wrap



3. Pick **one or two** of the following advertising techniques to use in your ad:

- Bandwagon:** everyone is doing it/buying it/using it.
- Testimonial:** a famous person claims to use the service or recommends it.
- Association:** a product is associated with certain people, activities, or places. The message implies an association with wealth, attractiveness, enjoyment, adventure, etc. to evoke an emotional response in the target audience.
- Weasel:** a promise implied by using words like 'fights', 'helps', 'usually', 'chances are' and 'virtually'.
- Promotions:** encouraging use by using coupons, games with prizes, or gifts with purchase.
- Avant garde:** the suggestion that using this service makes the consumer a leader or ahead of the times.
- Compliments:** the ad compliments the customer, e.g. cosmetic ads that say "Because you're worth it!"
- Plain folk:** appeals to the desire to fit in, by showing that regular people use the service.
- Facts and statistics:** using numbers, real examples and statistics to make claims about the service e.g. "Four of out five dentists agree".

4. Include **all** of the following elements into your advertisement:

- Name and location of the clinic
- Services offered – focus on one or two
- Appropriate and appealing visuals

# Condom Scavenger Hunt

Split up the tasks among members of your group. Take a photo of the item or a selfie with at least one person from your group, showing each of the following situations:

An internal or external condom, or dental dam for sale at a <b>grocery store</b> .	An internal or external condom, or dental dam for sale at a <b>drug store</b> .	An internal or external condom, or dental dam for sale at a <b>convenience store</b> .
A <b>website</b> that sells internal or external condoms, or dental dams.	A <b>vending machine</b> that sells internal or external condoms, or dental dams.	A <b>community agency or service</b> that provides free or low-cost condoms.



## Grade 9 Safer Sex

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