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

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 F.

Classroom Activities & Timing

A. Ground Rules (5-10 minutes)
B. Safer Sex Discussion Questions (5-10 minutes)
C. Condoms, Vaginal Condoms and Latex Barriers (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)
Required Materials

**SLIDES:** Effectiveness

**VIDEOS:** Condom, 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

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 or vaginal fluid and from contact with infected breastmilk, blood and bedding/towels.

For students not choosing abstinence, these strategies can reduce risk of pregnancy:
- delay sex
- correctly and consistently using dual protection (condom plus another method of birth control) increases contraceptive effectiveness and also reduces risk for STBBIs
clear communication with partners about intentions, limits and safer sex

For students not choosing abstinence, as well as the three bullets listed above, these additional strategies can reduce risk of STBBIs:
- limiting sexual partners
- getting vaccinated against Hepatitis B & HPV
- getting regular testing and treatment if needed
- clear communication between partners about sexual history, testing and treatment

Educational programs that result in the most positive sexual health outcomes (e.g. delayed first intercourse, safer sex strategies, healthy relationships) and 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, gender-neutral language is used to be inclusive of all students, including those with diverse gender identities and sexual orientations. This includes the use of ‘they’ as a singular gender-neutral pronoun. The lesson plans use the terms ‘male’ and ‘female’ when referring to biological sex (sex assigned at birth), such as when discussing reproductive anatomy. A person’s reproductive system can be male, female or intersex (not clearly defined as either male or female).

People are assigned a sex at birth based on their reproductive anatomy. Sex assigned at birth is independent of gender identity. Gender identity is a person’s internal sense of identity as female, male, both or neither, regardless of their biological sex assigned at birth.

For many people, their gender matches the sex they were assigned at birth (cisgender). Others may identify as being transgender or gender diverse if their gender identity does not match the sex they were assigned at birth. A person’s gender identity can be girl, woman, boy, man, transgender, gender fluid, gender queer, agender or others. The intention in this material is to use language that reflects these many possibilities.
A. Ground Rules

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

Students examine the term safer sex and brainstorm consequences of sexual activity as well as safer sex practices.

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.
   - Abstinence (see background information) is the only 100% safe sexual behaviour.
   - Pregnancy can occur without intercourse if sperm is ejaculated near the entrance of the vagina. STBBIs such as genital herpes and HPV can be passed through skin-to-skin or skin-to-genital contact.

2. What are some consequences associated with involvement in a sexual relationship?
   - Possible consequences include exposure to an STBBI, pregnancy and emotional impacts. Legal consequences are addressed in the lesson on consent.

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 condoms/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
Grade 9 Safer Sex

the Birth Control Kit and completing the matching activity described in the grade 8 lesson.

- Display the Effectiveness slide and discuss which methods provide the best protection against pregnancy (abstinence, IUC, tubal ligation, vasectomy) and STBBIs (abstinence, condom, vaginal condom).
- 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 intercourse), 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 a condom or vaginal condom for STBBI protection plus a birth control method (such as a hormonal method or an IUS) for pregnancy protection.

C. Condoms, Vaginal Condoms and Dental Dams

Students explore rationales for using condoms/dental dams, learn procedures for correct use and begin to explore the ideal of communicating about condom/barrier use.

1. Remind the class that only about 30% of teens aged 15-17 are sexually active. The following material is not to encourage sexual activity but rather is meant to help those who have already made the decision to be sexually active be safer and is also information that they may need when they are older, if they choose sexual activity later.

2. 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.

3. Introduce the three types of condoms/dental dams available for STBBI protection:
   - condoms (also known as male condoms)
   - vaginal condoms (also known as female condoms)
   - dental dams (also known as latex barriers, oral barriers or oral dams)

4. Reinforce with the class:
   - the importance of making individual decisions
   - discussing sexual decisions and safer sex with partner
Grade 9 Safer Sex

- good communication surrounding decisions to have sex and consent
- not everyone is sexually active right now, but may need this information in the future

5. Brainstorm the reasons to use a condom, vaginal condom or dental dam.
   - Condoms, vaginal condoms and dental dams help to reduce the risk of acquiring or transmitting STBBIs.
   - For vaginal sex, a condom or vaginal condom provides protection from STBBIs.
   - For anal sex, a condom provides protection from STBBIs.
   - For oral sex, a condom or latex barrier provides protection from STBBIs.
   - All are available without a prescription.
   - Most condoms are inexpensive.
   - Latex barriers can be more difficult to find and are more expensive to purchase, which is why information on how to make latex barriers from condoms is included.
   - Dual protection (using a condom and another method of birth control) is recommended for the best protection against pregnancy.
   - Condoms are 82-98% effective at protecting against pregnancy. For more information on effectiveness see the Birth Control Effectiveness Graph in the Grade 9 diagrams file.
   - Vaginal condoms are 79-95% effective at protecting against pregnancy.

6. Show the video demonstration of how to use a male condom, or demonstrate the correct procedure yourself in class. For instructions on how to demonstrate the procedure correctly, review the teacher notes.
   - Condom Video
   - Teacher Notes

7. Show the video demonstration of how to use a vaginal condom, or demonstrate the correct procedure yourself in class. For instructions on how to demonstrate the procedure correctly, review the teacher notes.
   - Vaginal Condom Video
   - Teacher Notes

8. 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 correctly, review the teacher notes.
   - Dental Dam Video
   - Teacher Notes

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9. 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 a condom and vaginal condom together will not reduce the chances of pregnancy or STBBIs. In fact, using two condoms or using a condom and vaginal condom 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 STBBIs is not. STBBIs such as genital herpes, gonorrhea, HIV and syphilis can be transmitted orally. When a male receives oral sex, wearing a condom provides good protection from STBBIs for both people. When a female receives oral sex, using a vaginal condom or latex barrier provides good protection from STBBIs for both people. Using a condom for anal sex provides good protection from STBBIs for both people.

10. Remind students that abstinence is the most effective method of protection from pregnancy and STBBIs. If students choose to be sexually active, they must think about how to protect themselves and others.

D. Communicating About Protection

*Students practice effective communication techniques regarding negotiation of condom/barrier 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

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

Students collect information about where they can access condoms, vaginal condoms or 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

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

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

During the lesson, did students:

**Knowledge:**
- define safer sex?
- identify some consequences associated with involvement in a sexual relationship?
- identify community-based resources to access information, advice and/or contraception?
- observe a condom/dental 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:**
- accept 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.
- Makes eye contact without glaring or staring.
- 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.

![Venn diagram showing assertive communication]

Other’s wants  Your wants

Passive  Assertive  Aggressive

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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.
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:
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
   - Free or lower-cost condoms
   - STI treatment
   - Pregnancy tests
   - HIV testing
   - HPV vaccine
   - HIV counselling
   - Other agency referrals
   - Support groups
   - Other: __________________

4. What is the clinic’s policy on confidentiality?
Advertising Health

1. As a group, pick one of the clinics you researched to create an advertisement for. Your advertisement 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
   - 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:

<table>
<thead>
<tr>
<th>A condom, vaginal condom or dental dam for sale at a <strong>grocery store</strong>.</th>
<th>A condom, vaginal condom or dental dam for sale at a <strong>drug store</strong>.</th>
<th>A condom, vaginal condom or dental dam for sale at a <strong>convenience store</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A <strong>website</strong> that sells condoms, vaginal condoms or dental dams.</td>
<td>A <strong>vending machine</strong> that sells condoms, vaginal condoms or dental dams.</td>
<td>A <strong>community agency or service</strong> that provides free or low-cost condoms.</td>
</tr>
</tbody>
</table>