

<b>Course:</b> Personal Development & Career Planning	<b>Grade:</b> 9
<b>Unit:</b> Human Development/Sexual Health	<b>Lesson Title:</b> Communicating needs, wants and boundaries.
<b>Curriculum Connections</b>	
<b>General Outcomes:</b> G.C.O. 2.0 Students acquire the knowledge and skills required to make healthy choices related to sexual health.	<b>Specific Outcomes:</b> 2.2 examine the skills needed to initiate, discuss and negotiate sexual health and wellbeing;
<b>Facts for Educators</b>	
<p>- Both teens and parents tend to over-estimate the degree to which teenagers are having sex. This narrative can impact the decisions that teens make around sex to keep up with what they think their peers are doing. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2528827/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2528827/</a>  <a href="https://www.cbc.ca/news/science/reports-shed-light-on-teen-sex-1.528795">https://www.cbc.ca/news/science/reports-shed-light-on-teen-sex-1.528795</a></p> <p>- Partnered, healthy, consensual sexual activity is a “complex act grounded in mutual respect and desire” that should involve pleasure and intimacy and should not cause students physical or emotional distress. <a href="https://thewalrus.ca/teaching-teens-how-to-have-good-sex/">https://thewalrus.ca/teaching-teens-how-to-have-good-sex/</a></p> <p>- There are two important skill sets that can help teens better navigate consent and relationships with their peers: 1) understanding their values, needs and desires, and 2) having good communication skills. <a href="https://teachingsexualhealth.ca/parents/information-by-topic/sexual-decision-making/">https://teachingsexualhealth.ca/parents/information-by-topic/sexual-decision-making/</a></p>	
<b>Inclusivity for 2SLGBTQ+ students</b>	
<p>- Discussions around abstinence have heteronormative messaging that centers on “waiting for marriage.”</p> <ul style="list-style-type: none"> <li>• <b>DISRUPT:</b> Not all students will want to marry, not all committed relationships involved marriage and some students may be disinterested in particular sexual activities due to orientation (asexual) or personal taste.</li> </ul>	

- **THIS:** *Some people want to wait until they are in a committed relationship before doing certain sexual activities. What are some signs that a relationship is committed?*
- **NOT THIS:** *The best way to ensure that the person you are having sex with is committed to your relationship and cares about you is to wait for marriage.*
- **DISRUPT:** Ensure when you're using examples/language to include 2SLGBTQ characters in scenario examples addition to heterosexual ones.
  - **THIS:** *Ahmad and Liam have been dating for a year ...*
  - **THIS:** *Dana found that they were scared if they were honest with their girlfriend that she would be disappointed.*

- Discussions reinforce notions of virginity and center on heterosexual penetrative sex as the defining act as to whether people have had sex

- **DISRUPT:** Shift focus away from a specific sexual act to talk about sexual activities that require greater or lesser degrees of trust and vulnerability between partners.
  - **THIS:** *Some kinds of sexual activities have more importance for one person versus another. For example, for some people it can involve a particular kind of touch that feels exciting or special to them.*
  - **NOT THIS:** *The presence of a hymen can make having sex more painful for virgins.*

## Resources

<https://www.youtube.com/watch?v=jCruV4KH8So>

<https://www.youtube.com/watch?v=VAvWRaXm3iE>

<https://www.youtube.com/watch?v=-VQp4JBomc8>

<https://teenhealthsource.com/sex/checklist/>

<https://teenhealthsource.com/sex/consent/>

<https://www.youtube.com/watch?v=xVJ9PvQoQUY>

<https://www.healthline.com/health/parenting/consent-at-every-age#takeaway>

<https://www.workingmother.com/why-think-bear-is-best-way-to-teach-teens-about-sex-and-consent-right-now>

## Atlantic Connections

<https://www.cbc.ca/news/canada/nova-scotia/ns-consent-education-for-men-1.3542041>

<https://www.cbc.ca/news/canada/nova-scotia/puppets-sexual-education-cumberland-county-1.5425209>

<https://www.cbc.ca/news/canada/newfoundland-labrador/sex-ed-curriculum-needs-major-update-planned-parenthood-1.3320053>

### Topics to Explore with students

- The specific, relevant, sections of the Criminal Code that deal with age of consent for youth
- The role that stereotypes (gender, sexual orientation, racial, etc.) play in influencing people's ideas of what sexual behaviour and activity they should or should not be interested in
- The characteristics of healthy versus unhealthy communication
- The differences between disagreement, conflict and abuse
- The differences between healthy compromise and coercion
- The differences between seeking peer support and gossiping
- The differences between secrets and privacy

### Questions to ask students

- What things make it easy for you to be honest about things you need or may want to do?
- What things make it hard for you to be honest about your need or may want to do?
- What are some things that can be hard to hear from someone you care about?
- How can you be sure that you understand what somebody wants or needs?
- What are some supportive things that people can say to each other when they don't want the same things?
- What are some strategies to help you feel okay when someone doesn't want the same things as you?
- Why do you think that sometimes people try to convince somebody to do something they don't want to do? What are some consequences to doing so?
- Who are some people that you can talk to when you're confused or unsure about what you need or may want to do?

### Activity suggestions

**Note:** All activities presume the educator has established classroom expectations around respectful and appropriate behaviour for the subject matter under discussion. It may be helpful to remind students of codes of conduct, supports and self-care techniques to ensure a healthy learning environment. **It is important to anticipate where students may disclose private personal information or experiences that may cause embarrassment or where they might reveal witnessing or experiencing abuse. A further point is to make sure students are explicitly cautioned against**

sharing personal anecdotes about sexual behaviour. Please make sure to review the relevant school and school board policies pertaining leading discussions on sensitive topics and what to do if you suspect a student is being abused.

- Video on Consent: <https://teachingsexualhealth.ca/parents/resource/understanding-consent-video/>
- Personal values and decision making: <https://teachingsexualhealth.ca/app/uploads/sites/4/2019-CALM-LP5-PersValues-DecMaking-ENGLISH-Dec4.pdf>
- Consent 1: <https://teachingsexualhealth.ca/app/uploads/sites/4/Grg-LP3a-Consent1-ENGLISH-FINAL.pdf>
- Decision-making: <https://teachingsexualhealth.ca/app/uploads/sites/4/Grade-7-LP5-Decision-Making-Oct30.pdf>
- Relationships & Dating: <https://teachingsexualhealth.ca/app/uploads/sites/4/Grade-9-LP2-Relationships-Dating-Feb5.pdf>
- Respect and Consent: [https://mediasmarts.ca/sites/default/files/lesson-plans/lesson\\_online\\_relationships\\_respect\\_consent.pdf](https://mediasmarts.ca/sites/default/files/lesson-plans/lesson_online_relationships_respect_consent.pdf)