

Lessons created by Jennifer Barrett, 2022
Supports & Barriers in Teaching Sexuality Education in New Brunswick
 To learn more about our project, contact: casey.burkholder@unb.ca

Course: Health Education	Grade: 8
Unit: D	Lesson Title: Defining consensual sexual activity
Curriculum Connections	
General Outcomes: D2) understand the choices and realize both the long and short-term consequences and responsibilities that exist with becoming sexually active	Specific Outcomes: Define sexual activity.
Facts for Educators	
<p>- Consensual sexual activity involves a wide variety of acts that may be engaged in alone or with one or more partners. A broad definition for what sexual activity encompasses in an age-appropriate manner, educators are laying a foundation for inclusively discussing benefits, risks and outcomes in future lessons. https://www.youtube.com/watch?v=VwJG-lvHESs</p> <p>- By age 13 as many as a third of male students may have seen pornography which may negatively inform their notions of what constitutes sexual activity. Content note: gendered language https://sites.ualberta.ca/~publicas/folio/44/13/09.html</p> <p>- Most young people engage in masturbation. Dr. Leslie Kantor notes that “Masturbation is completely safe sex, a way for young people to experience sexual pleasure not with other people, risk-free” https://www.nytimes.com/2018/12/10/well/family/why-is-childrens-masturbation-such-a-secret.html So long as it is engaged in privately and does not interfere with a student’s regular activities, it is perfectly normal. https://www.youtube.com/watch?v=wTtQSsqAF00</p> <p>- Partnered sexual activity can involve but is not limited to:</p> <ol style="list-style-type: none"> i. kissing and making out 	

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- ii. mutual masturbation
- iii. manual stimulation: using any part of the body to facilitate arousal
- iv. oral sex: using the mouth on genitals or anus
- v. penetrative sex: where part of the body or a sex toy penetrates the mouth, genitals or anus of another person

- 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. <https://thewalrus.ca/teaching-teens-how-to-have-good-sex/>

Inclusivity for 2SLGBTQ+ students

- Conversations about sex are often framed in heteronormative terms and center on penetrative vaginal intercourse involving a physiological penis.

- o **DISRUPT:** Avoid using gendered language when describing penetrative sex.
 - o **THIS:** *Penetrative sex involves putting a part of the body (like a penis) or, a sex-specific toy (like a dildo) into another part of the body (e.g. a vagina, anus, or mouth).*
 - o **NOT THIS:** *Penetrative sex is when a man but his penis inside a woman’s vagina.*

- Conversations about sexual acts may relegate certain acts to being same-sex, heterosexual or both

- o **DISRUPT:** Avoid using language that genders passive or active recipients of sex acts or presumes that they are undertaken to mimic heterosexual acts
 - o **THIS:** When people engage in unprotected anal sex, they have a higher risk of STBBI transmission.
 - o **NOT THIS:** Gay men are at higher risk of STBBIs because they engage in unprotected anal sex

- Language around particular activities and body parts are tied to a person’s gender or biological sex.

- o **DISRUPT:** Use gender-neutral language when referring to sexual activities or body parts to be inclusive of trans and non-binary students

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- **THIS:** *It is normal for people with penises to start getting nocturnal emissions (or wet dreams) when they experience puberty.*
- **NOT THIS:** *It is normal for boys to start getting nocturnal emissions (or wet dreams) when they experience puberty.*

- Conversations about sex often presume that by adulthood all humans are interested in engaging in sexual activities.

- **DISRUPT:** Explain that everyone has different degrees of interest in sex. While some people are asexual, others have interest that changes based on physical or emotional circumstances, life stage or other reasons.

Inclusivity for students with disabilities

- Conversations about sexuality can omit the sexuality of people with physical or developmental disabilities

- **DISRUPT:** Ensure the language and examples used is accessible for students of various abilities
- **DISRUPT:** Avoid limiting what constitutes sexual activity to specific acts. Instead, have students articulate for themselves what positive physical and emotional responses they consider to be sexual activities

Resources

<https://thewalrus.ca/teaching-teens-how-to-have-good-sex/>

https://www.youtube.com/watch?v=sd-z_SOhPqc

<https://www.plannedparenthood.org/planned-parenthood-st-louis-region-southwest-missouri/blog/that-8-letter-word-including-pleasure-in-sex-education>

<https://learningcircle.ubc.ca/2018/02/27/indigenous-perspectives-on-healthy-sexuality/>

<https://www.nativeyouthsexualhealth.com/>

<https://siecus.org/wp-content/uploads/2021/03/SIECUS-2021-Youth-with-Disabilities-CTA-1.pdf>

https://www.ippf.org/sites/default/files/ippf_exclaim_lores.pdf

<https://sieccan.org/>

Atlantic Connections

“Dr. Lucia O’Sullivan’s research lab at the University of New Brunswick focuses primarily on sexual health, intimate relationships, and the affective and cognitive components of sexual decision-making of young adults and adolescents” -

<http://www.sexmeetsrelationships.com/>

<https://www.unb.ca/faculty-staff/directory/arts-fr-psychology/osullivan-lucia.html>

Topics to Explore with students

- The specific, relevant, sections of the Criminal Code that deal with age of consent for youth
- The role that personal beliefs play in our understanding of what is or is not a sexual activity
- 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 role of age, culture, life stage and preferences on how people approach sexual activity
- How to distinguish positive/healthy sexual activities from negative/unhealthy activities
- Strategies for what people should do if their sexual activity is causing physical or emotional distress
- How to identify age-appropriate resources for information or support with respect to sexual activities

Questions to ask students

- Why do YOU think we are having this lesson? What might be some of the reasons [teacher] thinks we should discuss this?
- Why do you think sexual activities are thought about differently than other activities that make people feel good?

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- What have you noticed when you hear people talking about sexual activities? Do they say the same kinds of things about them, or are there differences?
- Have you noticed if people have the same opinion about what activities are sexual?
- Who do you talk to, or where do you look to find information, about sexual activities?
- How do you know whether you are getting good advice or information? What are the clues?
- What are ways we can be supportive of differences when we are thinking about sexual activities? (in opinions, beliefs, autonomy)
- Why do you think some people feel pressured about engaging in sexual activities before they are ready?
- Why do you think the government has rules about what age you have to be to engage in partnered sexual activities?

Activity suggestion

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. 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.

1. Have students submit a sheet prior to the lesson that:
 - a. Indicates their level of understanding on a sliding scale. (0= I don't know much when it comes to consensual sexual activities, 5 = I have been told some things about it, 10 = I have taken a sex ed class before and learned a lot
 - b. Allows them to ask questions that will be addressed in the lesson
 - c. Teaching Sexual Health.ca offers sound advice for teachers that want to do a question box: <https://teachingsexualhealth.ca/teachers/sexual-health-education/understanding-your-role/get-prepared/instructional-methods/>

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** Tailoring the lesson to the questions posed by students allows them to see an educator being responsive to and treated their inquiry seriously about a sensitive topic.

2. Truth/False quiz with discussion ** note class discussions on sensitive topics can be challenging, so consider making this a Kahoot! or Quizlet with the teacher providing the discussion points.

True or False

1. You can tell what kinds of sexual activities somebody has done by looking at them. **False**
 2. Sexual activity is often painful and unpleasant. **False**
 3. Masturbation helps people learn and understand how their body responds to sexual stimulation. **True**
 4. Once someone with a penis becomes sexually excited, they must ejaculate. **False**
 5. Sexual activity should always involve having an orgasm. **False**
 6. If you do one kind of sexual activity, you must do all of them. **False**
 7. It is normal to have little to no interest in sexual activities. **True**
 8. You need to have the "right" kind of body to enjoy sexual activities with a partner. **False**
 9. Different people enjoy different kinds of sexual activities. **True**
 10. There are laws about what age you must be before you can engage in sexual activities with a partner. **True**
3. Small group discussion.
Have students self-select small groups of 2-3 and answer the following questions:
 - a. Who are people that you trust that you can talk to when you have questions about sexual activities? Who would find it hard to talk to?
 - b. What are some resources that you would share with a friend if they had questions? What are some resources that you would NOT recommend?
 4. Exit slip/Question box
 - a. What do you:
 - i. Think is the most important thing that you learned today?
 - ii. Still have questions about?

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