



# Sexuality Teaching Kit

Grade  
7 to 8

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# Diversity and Inclusion

| Grade  
7 to 8

# Introduction

The content in this section will help support teaching and learning about diversity and inclusion, creating a welcoming classroom environment and using gender inclusive language. This section includes recommended resources, definitions and videos.

## Diversity and inclusion

To access a student-friendly PowerPoint which aligns with this document and includes speaker notes, additional resources, and curriculum support, visit: [hpePublicHealth.ca/human-development/](http://hpePublicHealth.ca/human-development/)



Remember to login to **[www.ophea.net](http://www.ophea.net)** and access additional curriculum resources that support teaching the human development and sexual health curriculum.

### Recommended websites for additional information:

**Egale Canada** [www.egale.ca](http://www.egale.ca)

**Canadian Centre for Gender and Sexual Diversity** [www.ccgscd-cgdgs.org](http://www.ccgscd-cgdgs.org)

**The Get Real Movement** [www.thegetrealmovement.com](http://www.thegetrealmovement.com)

**The Gegi Project** [www.gegi.ca](http://www.gegi.ca)

**The Society of Obstetricians and Gynaecologists of Canada (SOGC)**  
[www.sexandu.ca](http://www.sexandu.ca)

**Kids Help Phone** [www.kidshelpphone.ca](http://www.kidshelpphone.ca)

**Alberta Health Services** [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca)

**SOGI 123** [www.sogieducation.org](http://www.sogieducation.org)

Please note, a conscious effort has been made to include gender neutral language throughout this document in order to support all students who are learning about this important health topic.



# Background information



Some students may find this information challenging to talk about. Check in frequently with students to see how everyone is doing with the content that is being covered. Seek additional support for student(s) as needed.

It is important to use gender neutral language in ALL parts of teaching, not just during these specific lesson plans.

## **Gegi's Tips for Creating a Classroom that Welcomes and Sustains Gender Diversity:**

<https://www.gegi.ca/wp-content/uploads/2021/04/Gegis-Tips-for-Welcoming-Gender-Diversity-in-Your-Classroom.pdf>

## **Creating a welcoming and safe classroom environment**

- One of the fundamental principles for creating an inclusive environment is treating everyone with **respect**. It is important for everyone to feel safe and included
- Revisit expectations/ground rules with the class
- Use neutral and inclusive language (e.g. using gender neutral pronouns)
- Do not make assumptions
- Be sensitive to all individuals (e.g. asking questions, talking)
- Find out what's important to the learners
- Need to recognize biases

## **Here is a great resource to use to help create a classroom that is welcoming and encourages gender diversity:**

1. Teach as though there is always gender diversity in the room.
2. Show, not just tell, your students and their loved ones that you are here for this.
3. Honour all students as the authority on who they are, starting with their names.
4. Maintain a resource binder with a loud and proud label, and display it in a prominent place in the classroom.
5. Begin to see your classroom through a gender lens.
6. Position students as active participants in creating and sustaining your community.
7. Notice and change the language you use.
8. Practice using gender-neutral pronouns before you have a student who has gender-neutral personal pronouns.
9. Make a space for *\*every\** student's relationship with their gender to be voiced and explored (whether they are transgender or not).
10. Practice articulating that one of your legal responsibilities is mitigating gender-based discrimination in your classroom and school.
11. Defend your gender diversity-affirming practices through connection, not polarization<sup>1</sup>.

## Definitions

<b>What does 2SLGBTQI+ stand for?</b>	<ul style="list-style-type: none"> <li>• “An acronym that stands for Two-spirit, Lesbian, Gay, Bisexual, Trans, Queer, Questioning, and Intersex. This is a community that represents a diverse population of individuals. This acronym is often used as an umbrella term to encompass a much wider range of identities and experiences related to sex, gender, and attraction that fall outside the dominant norms of heterosexual and cisgender identities”<sup>2</sup>.</li> <li>• There are also many variations of this acronym.</li> </ul>
<b>What is assigned sex?</b>	<ul style="list-style-type: none"> <li>• “The biological classification of a person as female, male or intersex. It is usually assigned at birth based on a visual assessment of external anatomy”<sup>2</sup>.</li> <li>• It is based on how someone else see’s our bodies.</li> </ul>
<b>What is gender identity?</b>	<ul style="list-style-type: none"> <li>• Is how an individual sees themselves, their internal sense of being female, male, both or neither.</li> <li>• “a person’s internal and individual experience of gender. It is not necessarily visible to others and it may or may not align with what society expects based on assigned sex. A person’s relationship to their own gender is not always fixed and can change over time”<sup>2</sup>.</li> <li>• Some common terms related to gender identity include: agender, cisgender, gender diverse/gender, non-conforming/gender, variant, genderqueer, genderfluid, nonbinary, transgender, transfeminine, and transmasculine.</li> </ul>
<b>What is gender expression?</b>	<ul style="list-style-type: none"> <li>• Is how an individual expresses themselves and shows their gender to others.</li> <li>• “the way gender is presented and communicated to the world through their clothing, speech, body language, hairstyle, voice and/or the emphasis or de-emphasis of body characteristics and behaviours”<sup>2</sup>.</li> <li>• Some common terms related to gender expression include: androgynous, feminine and masculine.</li> </ul>
<b>What is sexual orientation?</b>	<ul style="list-style-type: none"> <li>• Is based on how an individual feels or is attracted towards others.</li> <li>• “Attraction = often referred to as a sexual orientation, attraction describes a person’s potential for emotional, spiritual, intellectual, intimate, romantic and/or sexual interest in other people and may form the basis for aspects of one’s identity and/or behaviour”<sup>2</sup>.</li> <li>• Some common terms related to sexual orientation include: asexual, bisexual, demisexual, gay, heterosexual, lesbian, and pansexual.</li> </ul>

# Resource review

## Genderbread Person: Components of Human Identity

<https://egale.ca/awareness/the-genderbread-person/>

This is a visual tool, that can be found at the site above, to help understand these four components of human identity (in which all individuals possess):

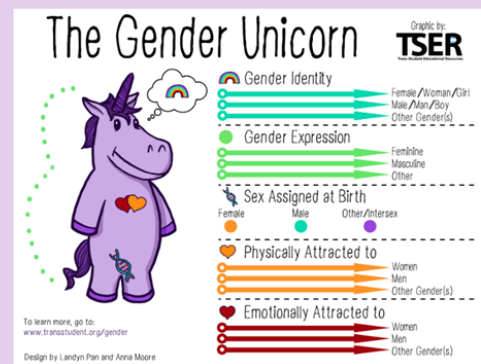
1. Assigned Sex
2. Gender Identity
3. Gender Expression
4. Attraction

There are many terms that are associated with each of these categories, and some of them fall into more than one category.

It's important to note that the many varying identities and expressions exist on a continuum and are always evolving.

Another example of a visual that identifies these components is:

### The Gender Unicorn



Trans Student Educational Resources, 2015  
"The Gender Unicorn."

<https://transstudent.org/gender/>

## What are Pronouns?

- “Pronouns are words used to refer to a person other than their name”<sup>1</sup>.
- For example, “Have you heard from Stacey? **She** hasn’t responded to my texts today.
- **She** is the **pronoun**.
- “it is a respectful and inclusive practice to use gender neutral pronouns, **they/them/theirs**, when referring to any person whose pronouns you do not yet know, until you are able to find out”<sup>1</sup>.
- It’s important and respectful to use a person’s self-determined pronoun, rather than assuming what their pronouns are. If you don’t know what their pronouns are, just ask.
- Here are some examples of different pronoun sets:
  - ◇ He/Him/His
  - ◇ She/Her/Hers
  - ◇ They/Them/Theirs

## Affirming and Inclusive Language

- “Everyday language is often unnecessarily gendered. By shifting towards inclusive language, we can contribute to a more affirming environment that respects the gender identities of all people.
- Pronouns and names are not the only parts of language marked by gender. Always be mindful of your assumptions and consider gender-neutral ways of communicating the same phrases. These tips are especially important in instances where you are referring to a general audience or don’t know the gender of the people you are speaking to.
- Remember that you cannot tell someone’s gender identity by the way they look, so it is best not to assume.
- Inclusive language is inclusive for everyone, not just members of the 2SLGBTQI+ community.
- It is best practice to use gender-neutral language when addressing a general audience or people you do not know.
- Affirming language is a great way to demonstrate allyship.
- It is okay to make mistakes! Learn from them and commit to doing better next time”<sup>3</sup>.

Here is an example

Inclusive language	Affirming language
<b>Instead of saying:</b> Husband/wife, boyfriend/ girlfriend	<b>Instead of saying:</b> They use to be a male/want to be a female
<b>Say this instead:</b> Partner/spouse/significant other	<b>Say this instead:</b> She is a female assigned male at birth

### Recommended videos on gender identity and sexual orientation

Preview each of the videos to determine which video(s) are most appropriate for your class.

**These videos can be found at [amaze.org](https://www.amaze.org)**

These animated videos define gender identity and sexual orientation and identify some of the commonly used terms that are related to both gender identity and sexual orientation.

#### **Under the Gender Identity tab:**

- Sex Assigned at Birth and Gender Identity: What is the Difference (3:45min)
- Range of Gender Identities (2:55min)
- Expressing Myself My Way (3:36min)

#### **Under the Sexual Orientation tab:**

- What is Sexual Orientation (1:59min)
- Sexual Orientation Explained: Lesbian, Gay, Heterosexual and Bisexual (2:02min)

# Other helpful resources

## **Gender Identity in Schools: Questions and Answers, Public Health Agency of Canada**

<https://www.rainbowhealthontario.ca/wp-content/uploads/2012/01/Gender-Identity-in-Schools.pdf>

## **Sexual Orientation in Schools: Questions and Answers, Public Health Agency of Canada**

<https://www.rainbowhealthontario.ca/wp-content/uploads/2012/01/Sexual-orientation-in-schools.pdf>

**LGBTQI2S :** <https://egale.ca/awareness/terms-and-concepts-updated/>

**Pronoun Usage Guide :** <https://egale.ca/awareness/pronoun-usage-guide/>

**Inclusive and Affirming:** <https://egale.ca/awareness/affirming-and-inclusive-language/>

## **Local community supports & resources:**

### **SAY OutLoud**

- Website: [sayoutloud.ca](http://sayoutloud.ca)
- Phone: 613-985-9650 (Belleville)
- Support is a group for open minded youth. It offers a safe place for Lesbian, Gay, Bisexual, Transgender and questioning youth to connect, seek support, develop new friendships, express themselves, learn about the LGBTQ community and most importantly, have fun.

### **Spectrum**

- Website: [qwyc.ca](http://qwyc.ca)
- Email: [ed@qwyc.ca](mailto:ed@qwyc.ca)
- Phone: 613-392-6946 (Quinte West)
- Spectrum is a safe and supportive space for 2SLGBTQI+ youth to hangout, make new friends, enjoy activities and discussions with peers, etc.

### **Discover YOUth**

- Website: [peclibrary.org](http://peclibrary.org)
- Phone: 613-476-5962 (Prince Edward County)
- An all-inclusive safer space for 2SLGBTQI+ youth and their allies. Regularly host guests from our local queer community and beyond. Often do art projects and workshops while discussing challenges and successes.

### **TRANSforum Quinte**

- Website: [www.transforumquinte.ca](http://www.transforumquinte.ca)
- Phone: 705-313-5124
- Offers safe, confidential, free support and recreational group for transgender individuals, questioning or transitioning.

### **Rainbow Caregivers Network**

- Website: [www.transforumquinte.ca/rcn/](http://www.transforumquinte.ca/rcn/)
- Phone: 613-849-4641
- A peer support group for people who care for individuals who identify within the LGBTQ+ community (e.g., Parents, grandparents, teachers or care providers).

### **Bay of Quinte Pride:**

- Website: [bayofquintepride.ca](http://bayofquintepride.ca)

## **Clinics offering transgender care**

The following clinics in Ontario provide information, options and care to transgender youth (advice and treatment related to trans care, including general health and wellness services, hormone therapy, and surgery). Please note some clinics require a referral.

### **Sick Kids—Transgender Youth Clinic**

- Websites: [www.sickkids.ca/en/care-services/clinics/transgender-youth-clinic/](http://www.sickkids.ca/en/care-services/clinics/transgender-youth-clinic/)
- Phone: 416-813-5804

### **Kingston Community Health Centre Transgender Healthcare program**

- Website: [kchc.ca/weller-avenue/transgender-health-care/](http://kchc.ca/weller-avenue/transgender-health-care/)

### **CHEO's Gender Diversity Clinic**

- Website: [www.cheo.on.ca/en/clinics-services-programs/gender-diversity-clinic.aspx/](http://www.cheo.on.ca/en/clinics-services-programs/gender-diversity-clinic.aspx/)

### **Connect Clinic**

- Website: [www.connect-clinic.com](http://www.connect-clinic.com)

## **Other supports**

### **Pflag Canada**

- Website: <https://pflagcanada.ca/>
- Email: [info@pflagcanada.ca](mailto:info@pflagcanada.ca)
- Phone: 1-888-530-6777
- Pflag Canada offers support to all Canadians with issues of sexual orientation, gender identity and gender expression.

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**References:**

1. Gegi.ca. 2022 [cited 6 July 2022].  
Available from: <https://www.gegi.ca/wp-content/uploads/2021/04/Gegis-Tips-for-Welcoming-Gender-Diversity-in-Your-Classroom.pdf>
2. Hui A. LGBTQI2S Terms and Concepts - Egale [Internet]. Egale. 2022 [cited 1 June 2022].  
Available from: <https://egale.ca/awareness/terms-and-concepts-updated/>
3. Forde K. Affirming and Inclusive Language - Egale [Internet]. Egale. 2022 [cited 6 July 2022].  
Available from: <https://egale.ca/awareness/affirming-and-inclusive-language/>





# Puberty

**Grade  
7 to 8**

# Introduction

The puberty section has been included and can be used as a review as needed.

Reproductive anatomy review

Puberty quiz

To access a student-friendly PowerPoint which aligns with this document and includes speaker notes, additional resources, and curriculum support, visit: [hpePublicHealth.ca/human-development](http://hpePublicHealth.ca/human-development)



Remember to login to **www.ophea.net** and access additional curriculum resources that support teaching the human development and sexual health curriculum.

## Recommended websites for additional information:

**PHE Canada:** <https://phecanada.ca/programs/always-changing/always-changing-grades-7>

**The Society of Obstetricians and Gynaecologists of Canada (SOGC)**  
[www.sexandu.ca](http://www.sexandu.ca)

**Alberta Health Services** [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca)

**Teen Talk** [www.teentalk.ca](http://www.teentalk.ca)

Please note, a conscious effort has been made to include gender inclusive language throughout this document in order to support all students who are learning about this important health topic.

# Background information

Puberty is the process of transitioning from a child into a young adult.<sup>1</sup> It typically begins between the ages of 10 and 15 but everyone is different.<sup>2</sup> It is important to keep in mind that everyone's own time is the right time. All bodies are unique, and no two bodies are identical.<sup>3</sup>

## Changes during puberty for people with a penis<sup>2</sup>

- Enlargement of penis and growth of testicles
- Deepening of voice
- Muscle development
- Enlargement of larynx (also known as an Adam's apple)

## Changes during puberty for people with a vagina<sup>2</sup>

- Breast development
- Vaginal discharge
- Beginning of menstruation
- More curves or wider hips

## Everyone<sup>2</sup>

- Hair growth
- Oily skin and pimples
- Sweat and increased body odor
- Growth spurts
- Mood and relationship changes

## Important:

- The removal of body hair is a personal choice and is not necessary.<sup>2</sup>
- Some people may be taking hormone medication or blockers to change, pause, or delay puberty.<sup>4</sup>

## Class discussion questions:

- How can the physical changes at puberty affect relationships with peers, families, and/or caregivers?<sup>5</sup>
- How can the emotional changes at puberty affect relationships with peers, families, and/or caregivers?<sup>5</sup>

Check out this video on [amaze.org](https://www.amaze.org)

- Taking Care of Your Body During Puberty (2:46 min)



For more in-depth information relating to the changes experienced during puberty, please refer to the “Always Changing & Growing Up” booklets. The electronic **educator's guide** can be found [here](#), and the **student guide** can be found [here](#).

# Other helpful resources

## **Recommended videos for additional information:**

**Please visit [amaze.org](https://www.amaze.org)** to view a variety of videos directed towards students about puberty. Preview each of the videos to determine which video(s) are most appropriate for your class.

# Reproductive anatomy review

## Activity

### Learning goal:

To review the reproduction system for the purpose of proactive health measures

### Materials:

- People with vaginas and people with penises reproductive system diagram—blank (see **Appendix A**)

### Instructions:

- Make copies of the reproductive system blank worksheets for students to fill in. Labelled versions are provided.
- Consider using the following websites to help review this material. It is recommended to preview all of the links and content before showing students.

#### Optional video on pregnancy & reproduction:

**Amaze.org** Pregnancy & Reproduction (2:32 min)

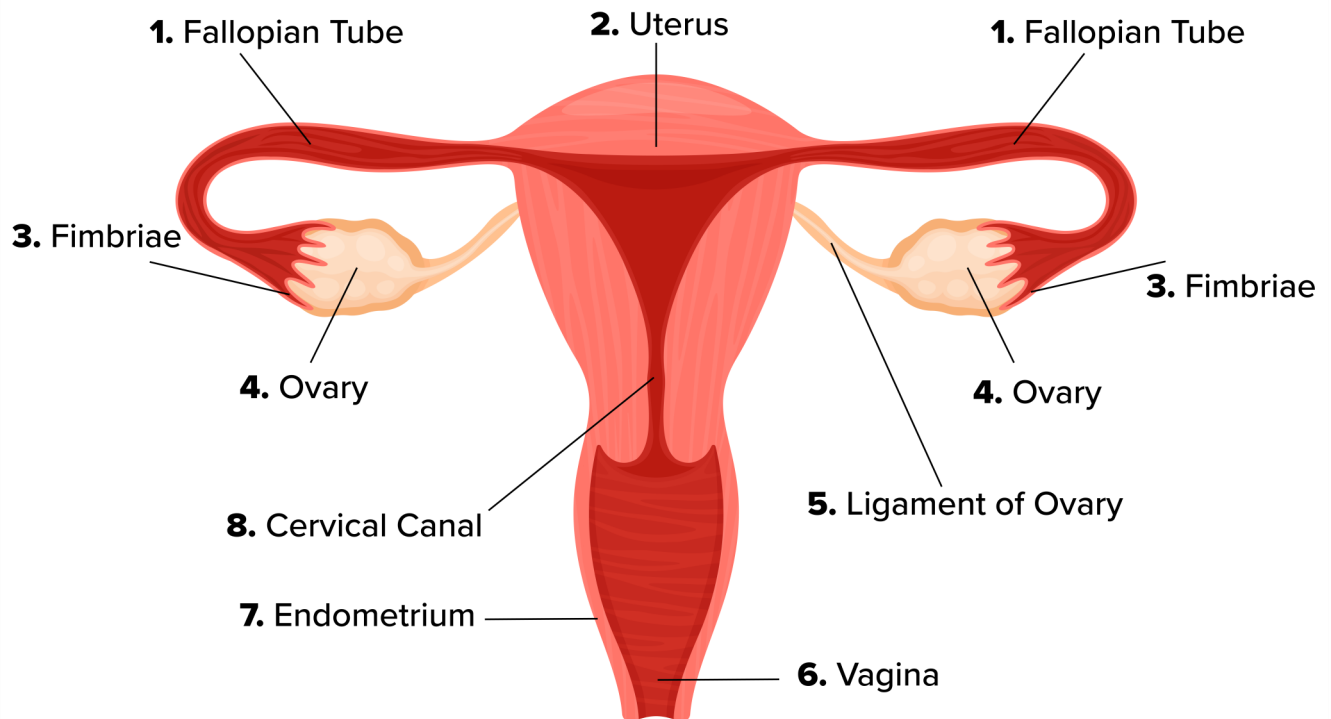
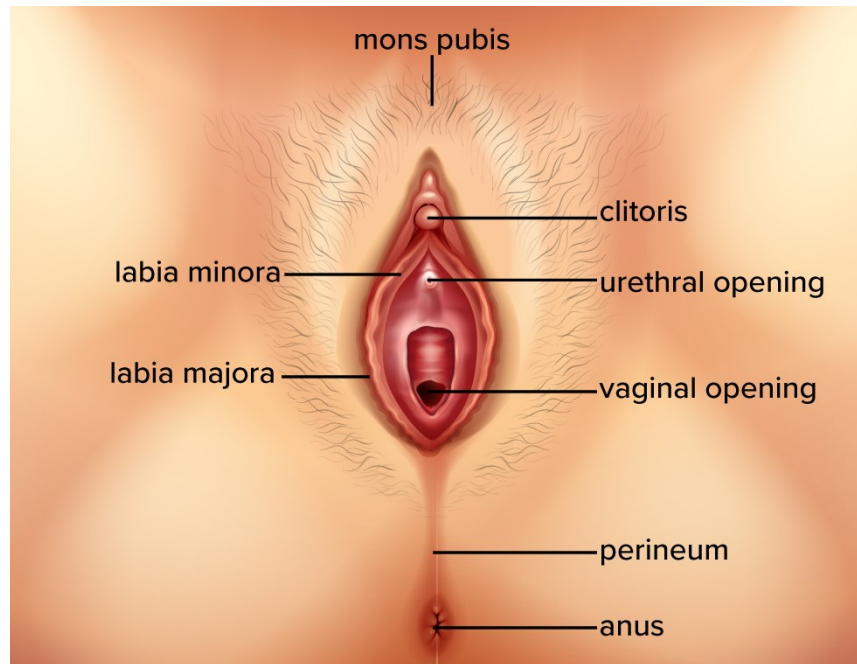
#### Optional video on menstruation:

**Amaze.org** Menstruation: What to Expect (3.18 min)

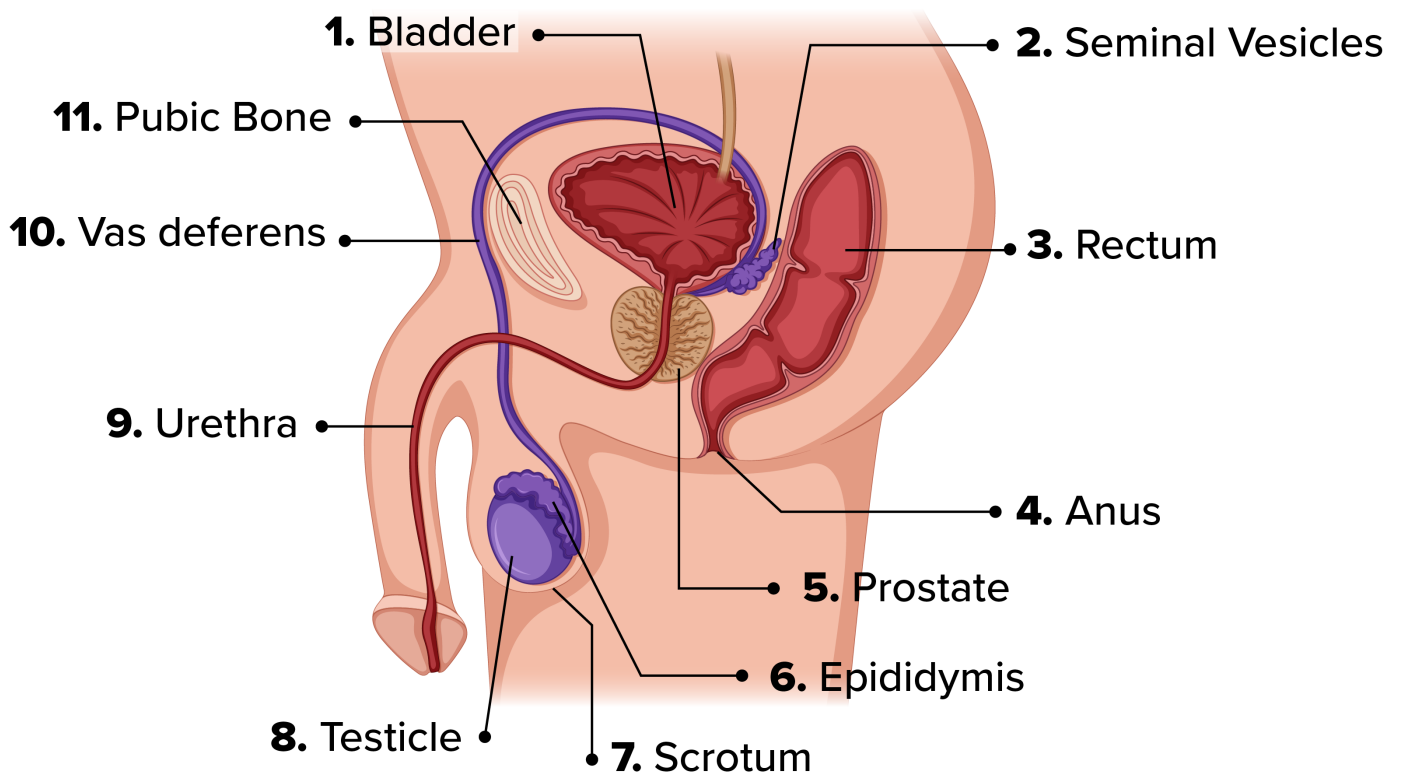


For more information covering many topics related to pregnancy visit, [www.pregnancyinfo.ca](http://www.pregnancyinfo.ca) from The Society of Obstetricians and Gynecologists of Canada

# People with a vagina reproductive system - labelled



# People with a penis reproductive system - labelled



# Puberty quiz

## Activity

### Learning goal:

To review key concepts of puberty and the developing body.

# Puberty quiz

### Materials:

This information can be presented in your preferred format:

- Paper quiz (see **Appendix B**)
- Kahoot game available at [tinyurl.com/HealthySchoolsKahoot](https://tinyurl.com/HealthySchoolsKahoot)

### Instructions:

1. Make copies of the following Puberty Quiz and distribute them to each student in the class or click on the Kahoot link.
2. Review and discuss. Puberty Quiz Answers are provided.



# Answer sheet:

- 1 Does everyone go through puberty?  
a. Yes  
b. No  
Explanation: However, hormone medication can change or alter this process.<sup>4</sup>
- 2 Physical changes are the only changes experienced during puberty.  
a. True  
b. False  
Explanation: During puberty, people go through physical, social, and emotional changes.<sup>6</sup>
- 3 Which of the following is an example of social/emotional changes experienced during puberty?  
a. Need for more independence  
b. Interest in dating  
c. Sometimes feeling confused or lonely  
d. All of the above
- 4 What signals the beginning of puberty?  
a. When your friends start  
b. How many siblings you have  
c. Hormones from the brain  
d. Your hair color  
Explanation: Hormones from the brain are chemical messengers that inform the body of what to do.<sup>1</sup>
- 5 Once hair growth begins, during puberty, you must start shaving.  
a. True  
b. False  
Explanation: Shaving is a personal choice.
- 6 Your relationship with yourself may also transform during puberty.  
a. True  
b. False  
Explanation: During puberty, youth often feel more self-conscious about their identities.<sup>6</sup>
- 7 Which of the following changes can everyone experience during puberty?  
a. Hair growth  
b. Acne  
c. Sweat  
d. All the above  
Explanation: During puberty, everyone will experience hair growth, oily skin, and pimples along with more active sweat glands.<sup>6</sup>
- 8 Everyone experiences puberty the same way.  
a. True  
b. False  
Explanation: Puberty is different for everyone.<sup>2</sup>

# Answer sheet:

9 Which part of the uterus extends into the vagina?

- a. Cervix
- b. Fallopian tubes
- c. Ovary
- d. Abdomen

Explanation: The cervix is the lower part of the uterus.<sup>11</sup>

10 What should you do if you are feeling concerned or confused about your body's changes?

- a. Speak with a trusted adult
- b. Try to forget about your worries
- c. Look into some available resources, like the Kids Help Phone website
- d. Options a) and c)

Explanation: Always ask for help or reach out for support.

11 For people with vaginas, periods typically occur once per month and typically last two to seven days at a time.<sup>10</sup>

- a. True
- b. False

Explanation: Periods can be longer or shorter in length depending on the person.

12 Which part of the body makes many hormones involved in puberty, including growth hormone?

- a. Pituitary gland
- b. Kidneys
- c. Stomach
- d. Cerebellum

Explanation: The pituitary gland makes growth hormone which signals the growth of bones and body tissues<sup>12</sup>.

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**References:**

1. Puberty [Internet]. Teen Health Source. 2016 [cited 2023 Feb 1]. Available from: <https://teenhealthsource.com/puberty/what-is-puberty/>
  2. Puberty – sex & U [Internet]. Sexandu.ca. [cited 2023 Feb 1]. Available from: <https://www.sexandu.ca/your-body/puberty/>
  3. Bodies [Internet]. SERC. 2018 [cited 2023 Feb 1]. Available from: <https://serc.mb.ca/sexual-health-info/the-basics/what-is-sex/bodies/>
  4. Puberty and transitioning for trans and non-binary Youth [Internet]. Kids Help Phone. 2023 [cited 2023 Feb 1]. Available from: <https://kidshelpphone.ca/get-info/puberty-transitioning-trans-non-binary-youth/>
  5. H&PE elementary resources [Internet]. Ophea.net. [cited 2023 Feb 1]. Available from: <https://ophea.net/hpe-elementary-resources/grade-7/human-development-and-sexual-health/puberty>
  6. Teachingsexualhealth.ca. [cited 2023 Feb 2]. Available from: <https://teachingsexualhealth.ca/app/uploads/sites/4/Gr8LP1-Going-through-Puberty-ENGLISH-FINAL.pdf>
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  8. Growth and your 13- to 18-year-old [Internet]. Kidshealth.org. [cited 2023 Feb 27]. Available from: <https://kidshealth.org/en/parents/growth-13-to-18.html>
  9. Everything you wanted to know about puberty [Internet]. Kidshealth.org. [cited 2023 Feb 27]. Available from: <https://kidshealth.org/en/teens/puberty.html>
  10. Periods: Important things to know [Internet]. Kids Help Phone. [cited 2023 Feb 28]. Available from: <https://kidshelpphone.ca/get-info/periods-important-things-know>
  11. Female reproductive system [Internet]. Kidshealth.org. [cited 2023 Feb 27]. Available from: <https://kidshealth.org/en/parents/female-reproductive-system.html>
  12. Department of Health, Human Services. Growth hormone [Internet]. Gov.au. [cited 2023 Mar 8]. Available from: <https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/growth-hormone>
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# Healthy Relationships

Grade  
7 to 8

# Introduction

The content included in this section will help support and engage students to learn about healthy relationships by providing background information, discussion prompts, suggested activities and videos covering the following points:

Healthy relationships

Signs of a healthy relationship vs. unhealthy relationship

Types of communication

Consent

Gender-based violence prevention

To access a student-friendly PowerPoint which aligns with this document and includes speaker notes, additional resources, and curriculum support, visit: [hpePublicHealth.ca/human-development](http://hpePublicHealth.ca/human-development)



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## Recommended websites for additional information:

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Kids Help Phone [www.kidshelpphone.ca](http://www.kidshelpphone.ca)

PrevNet [www.prevnet.ca](http://www.prevnet.ca)

Youthline [www.youthline.ca](http://www.youthline.ca)

Teen talk [www.teentalk.ca](http://www.teentalk.ca)

Sieccan [www.sieccan.org](http://www.sieccan.org)

Addressing Youth Dating Violence <https://youthdatingviolence.prevnet.ca>

Media smarts [www.mediasmarts.ca](http://www.mediasmarts.ca)

Love is respect [www.loveisrespect.org](http://www.loveisrespect.org)

Sexual Assault Centre for Quinte and District [www.sacqd.com](http://www.sacqd.com)

Alberta Health Services [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca)

Please note a conscious effort has been made to include gender neutral language throughout this document in order to support all students who are learning about this important health topic.



Some students may find this information challenging to talk about. Check in frequently with students to see how everyone is doing with the content that is being covered. Seek additional support for student(s) as needed.

## Healthy relationships

### Discussion prompts:

The Sexuality Wheel found here <https://teachingsexualhealth.ca/teachers/resource/sexuality-wheel/> is an interactive graphic you can use with students to discuss the many different parts that make up who we are. The wheel also depicts that the parts are interconnected and influence one another.

- Relationships are multi-layered and navigating relationships and the interactions we have with others can be challenging at times. It is important to know that a healthy relationship with a partner shares these things in common:
  - ◇ Feeling safe
  - ◇ Honesty
  - ◇ Open communication
  - ◇ Mutual respect
  - ◇ Acceptance
  - ◇ Enjoyment<sup>1</sup>

Understanding the differences between healthy and unhealthy relationships is important for students to know now and in the future.

Being in a healthy relationship should make each person feel good about themselves.

The decision to engage in sexual activity is multi-layered involving a person's mind, body and spirit. It involves the consideration of many factors such as an individual's thoughts, feeling, emotions, values, beliefs, personal goals, readiness, knowledge, risk of STBBI, and pregnancy, etc.

Open and honest communication is a key ingredient to a healthy relationship. It is important for each person to understand the other person's needs and expectations.

## Signs of a healthy relationship

**Being yourself:** you feel comfortable around the person you're dating. Changing yourself to please someone else won't work in the long run and can frustrate your friends and family, so it's important to be yourself.

**Honesty:** you feel comfortable talking about things in the relationship, including problems or concerns.

**Good communication:** you discuss things that are important to you or your relationship. You ask each other what you're thinking and feeling and you listen to each other.

**Respect:** you respect and support each other, and listen to each other's concerns. It's important to treat yourself with respect and say no to things that make you uncomfortable.

**Feeling safe:** if you feel threatened in any way, you're not in a healthy relationship. Feeling safe is both emotional and physical. It's important to know that your partner won't try to hurt your feelings or your body.

**Trust:** trust is about being able to count on someone. It's about believing that someone will be honest with you and follow through on their promises. When you trust someone, you know that they'll support you and look out for you. You have each other's best interests at heart.

**Equality:** equality keeps relationships safe and fair. For example, being equal in a relationship means sharing the power, not bossing each other around. Equality can also mean sharing the effort. If you text or call your partner often, but they don't seem to have time for you, your relationship may be unequal.

**Support:** support is about feeling cared for and respected. In healthy relationships, people listen to each other, help out with problems and show support by attending important events.

## Signs of an unhealthy relationship

**Physical abuse:** your partner pushes you, hits you or destroys your things.

**Control:** your partner tells you what to do, what to wear or who to hang out with. They constantly check up on you or use threats (for example, to harm you or themselves) to make you do things.

**Humiliation:** your partner calls you names, puts you down or makes you feel bad in front of others.

**Unpredictability:** your partner gets angry easily and you don't know what will set them off. You feel like you're walking on eggshells.

**Pressure:** your partner pushes you to do things you don't want to do or aren't ready for, including sex or using drugs and alcohol. They don't take "no" for an answer and they use threats or ultimatums."<sup>2</sup>



## Posters from PREVNet

**Consider posting these in your classroom or review the content on each poster with students online.**

Visit [youthdatingviolence.prevnet.ca/poster](https://youthdatingviolence.prevnet.ca/poster) for three posters on:

- Building healthy relationships,
- How to ask for help, and
- Warning signs of unhealthy relationships.

# Types of communication

Communication is foundational to all relationships. Being able to communicate effectively allows an individual to share their ideas, thoughts, needs, wants, limits etc. It is important for students to build knowledge and skills related to effective, open, honest and respectful communication so they can be healthy and safe now and in the future.

## Three types of communication

**Assertive** | **Aggressive** | **Passive**

Practice using “I” statements to communicate your thoughts and feelings honestly and effectively for example “I feel....”  
“I would prefer to....”

Assertive communication is a healthy way to communicate. Assertiveness is “the ability to speak up for ourselves in a way that is honest and respectful”<sup>4</sup>

Gaining confidence with communication takes practice.

Select videos from the links on the next page so student's can see communication styles in action.



### Did you know:

Each year 1 in 3 teens report emotional, physical, or sexual abuse from a dating partner<sup>5</sup>

## Grade 7 skills for effective relationships

### PART 1

Preview and select videos found at the following link to support discussions of communication styles. Each video demonstrates one scenario with three different endings portraying assertive, passive and aggressive communication styles.



<https://youthrelationships.org/pages/grade-7-skills-for-effective-relationships-part-1>

### PART 2

Preview and select videos found at the following link to support discussions of skills related to delay, refusal and negotiation. Each video demonstrates one scenario with three different endings portraying the three different skills; delay, refusal, negotiation.



<https://youthrelationships.org/pages/grade-7-skills-for-effective-relationships-part-2>

### PART 3

Preview and select videos found at the following link to support discussions of the combination of skills reviewed in the previous two sets of videos. Each video demonstrates one scenario with three different endings portraying the combinations of communication styles and skill.



<https://youthrelationships.org/pages/grade-7-skills-for-effective-relationships-part-3>

## Grade 8 skills for effective relationships

### PART 1

Preview and select videos found at the following link to support discussions of the communication styles. Each video demonstrates one scenario with three different endings portraying assertive, passive and aggressive communication styles.



<https://youthrelationships.org/pages/grade-8-skills-for-effective-relationships-part-1>

### PART 2

Preview and select videos found at the following link to support discussions of skills related to delay, refusal and negotiation. Each video demonstrates one scenario with three different endings portraying the three different skills; delay, refusal, negotiation.



<https://youthrelationships.org/pages/grade-8-skills-for-effective-relationships-part-2>

### PART 3

Preview and select videos found at the following link to support discussions of the combination of skills reviewed in the previous two sets of videos. Each video demonstrates one scenario with three different endings portraying the combinations of communication styles and skill.



<https://youthrelationships.org/pages/grade-8-skills-for-effective-relationships-part-3>

# Consent

- It is important that everyone creates and models a culture of consent.
- We want to help individuals view situations with a lens of consent which supports and demonstrates respect and healthy relationships.
- When talking about healthy relationships it is important to talk about consent. Consent is a necessary element in a healthy relationship.
  - ◇ “Consent in a dating relationship is when partners mutually agree to sexual activity. This can include hugging, kissing, touching or sex”.<sup>9</sup>
  - ◇ Review a tip sheet on consent at <https://youthdatingviolence.prevnet.ca/wp-content/uploads/2021/12/Consent-Tipsheet-FINAL.pdf> to help support students in learning about consent and boundaries.

“Helping students develop the habit of asking for permission and respecting the answer to the request is crucial; such habits will help them develop healthy relationships and will prevent teen dating violence”<sup>10</sup>

- Recommended videos on consent are included below. Preview each of the videos to determine which video(s) are most appropriate for your class.
  - ◇ Understanding Consent video (3:02 min) from [Teachingsexualhealth.ca](https://teachingsexualhealth.ca) available from: <https://teachingsexualhealth.ca/teachers/resource/consent-a-pretty-simple-concept/>
  - ◇ What is consent? Video (1:45 min) from [Kidshelpphone.ca](https://kidshelpphone.ca) available from: <https://kidshelpphone.ca/get-info/video-what-consent/>
- Debrief the content in the video(s) with students and discuss the key components of consent such as:
  - ◇ Consent must be given each time.
  - ◇ A person can change their mind.
  - ◇ Actively seek consent.
  - ◇ The person must be sober.
  - ◇ Consent cannot be forced.
  - ◇ Verbal “yes” but body language that doesn’t match is not consent.
  - ◇ The absence of “no” does not mean “yes”.

### **In summary, emphasize with students that consent is:**

- ◇ Voluntary
  - ◇ Sober
  - ◇ Enthusiastic
  - ◇ Never assumed<sup>11</sup>
- Asking for consent involves checking in with the other person to ensure both people are on the same page.

# Consent

## Activity

What it looks like, sounds like, feels like

**Consent can be defined as:** *“Consent is a mutual verbal, physical, and emotional agreement that happens without manipulation, threats, or coercion”<sup>10</sup>.*

### **CONSENT LOOKS LIKE**

To start the conversation about consent, a good place to begin is to review the definition.

In pairs or small groups, have students brainstorm and discuss scenarios where consent is needed.

e.g.:

- Borrowing someone’s personal belongings.
- Posting a picture of a friend to your social media.
- Sharing information about someone to a mutual friend.
- Partners have been dating for awhile and one partner has said they were not ready to show affection by kissing, but at that moment decided it would be ok.

In pairs or small groups have students practice communicating consent by taking turns being the person initiating consent and the person responding.

### **CONSENT SOUNDS LIKE**

Next, have students practice how to ask for consent.

Some suggestions

- Is this okay?
- Do you like this?
- Are you comfortable with this?
- How do you feel about this?
- What do you like?

Have students practice different ways of responding including responses of giving consent and responses of not giving consent.

### **CONSENT FEELS LIKE**

Bring the group back together and have students discuss and share:

- ◇ How did it feel to ask for consent? Was it easy or challenging?
- ◇ How did it feel to hear yes responses and no responses?
- ◇ How did it feel to respond with giving consent or not? Was it easy or challenging?
- ◇ Did you notice anything about verbal and non-verbal communication? Did body language match with what was being said?



**Remember!** It is important to respect the answer that is given. We all have a part to play in creating a culture of consent.

Using the following link, spin the wheel to review which responses are giving consent and which responses are not consent.  
<http://teentalk.ca/consentgame/>

# Additional lesson plans and activities

Visit **teachingsexualhealth.ca** for additional lessons on

**Abstinence**

<http://teachingsexualhealth.ca/app/uploads/sites/4/Gr7LP4-Abstinence-ENGLISH-FINAL.pdf>

**Decision Making**

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr7LP5-Decision-Making-ENGLISH-FINAL.pdf>

Visit **kidshelpphone.ca** for an interactive game that students can try.

**Pic'd: A decision game about sexting.**

<https://kidshelpphone.ca/get-info/picd-a-decision-game-about-sexting>

# Gender-based violence prevention education resources



**Safety note,** let your School Administration Team know you are talking about this in case any students come forward.

**Post Kids Help Phone Information (1-800-668-6868 or chat 686868)** in a visible place for any students who may need support.

- Visit [ophea.net/resources](https://www.ophea.net/resources), Under **Personal Safety and Injury Prevention** select **Access All**. Scroll to find **Gender-Based Violence Prevention Education Resources**.
  - ◇ The Gender-Based Violence Prevention Education resources are very comprehensive and include everything to help start and/or continue these important conversations that help equip students with the knowledge and skills to navigate situations of gender-based violence.

## Before you start

- Under suggested content, check out [Ophea's Gender-Based Violence Prevention Education 2023/24 e-Learning module](#) to support deeper knowledge and confidence with discussing gender-based violence.
- Review the information included on the **Getting Started** tab found in the left side navigation bar.
  - ◇ Watching the three expert videos is recommended, to increase awareness of this important topic area, including rationale for teaching strategies to implement and strategies to avoid. Each video is only a few minutes long.
    - ⇒ Why do we need to talk about consent and gender-based violence prevention in schools?  
(*Introduction to Sexual Violence Prevention 4:22 min*)
    - ⇒ Adopting a Consent-based Approach  
(*Introduction to Consent 5:55 min*)
    - ⇒ Tips for Constructive Classroom Conversations  
(*Creating Space for Constructive Classroom Conversations 4:23 min*)
  - ◇ Watching the video on Intersectional Approaches to Consent Education is recommended (*8:39 min*)

## Activities:

Under the **Activities** tab on the left navigation bar:

- ◇ There are 7 Draw the Line activities in total. Each activity includes a card with the scenario outlined on the front and further information on the back breaking down;
  - ⇒ why Draw the Line - background stats and context for the scenario
  - ⇒ when to Draw the Line - possible red flags for sexual violence
  - ⇒ how to Draw the Line - prompts or ways that someone could approach the scenario
- ◇ A video of same scenario, that provides pauses in the video for reflection and discussion; and
- ◇ Activity ideas and suggestions of how to cover the content, student work sheets etc.

# Resource review:

## Respect sexual consent



**To support discussions around consent and the law, review the Respect Sexual Consent resource available from the RCMP here:**

<http://www.rcmp-grc.gc.ca/wam/media/2797/original/1d6b7a33e7e16bb452d1d28ae0df313a.pdf>

- Consider downloading and printing copies of this resource for students or print and post as a poster in the classroom.

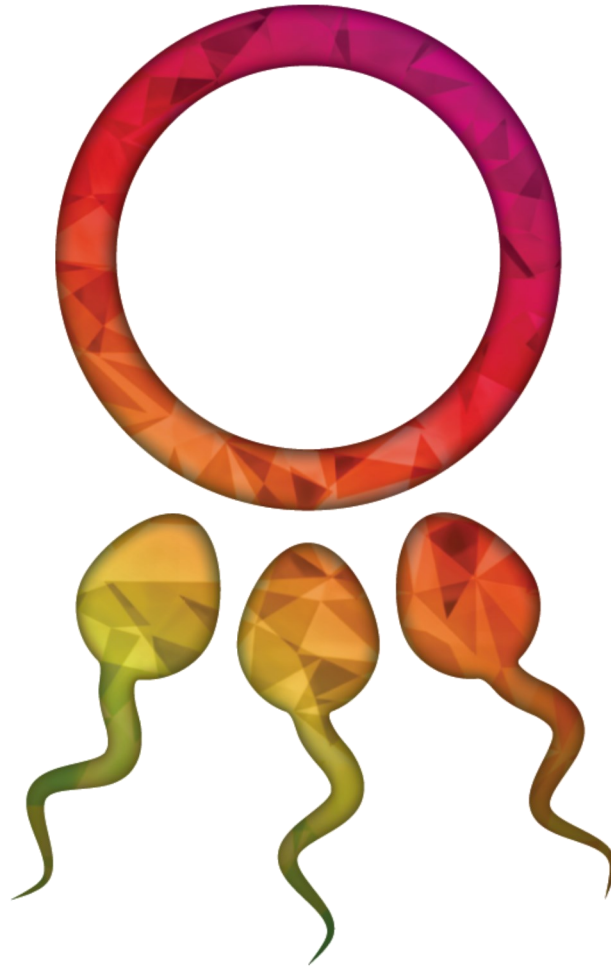


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2. Kids Help Phone. Healthy relationships vs. unhealthy relationships. [cited 2019 July 23]. Available from: <https://kidshelpphone.ca/get-info/healthy-relationships-vs-unhealthy-relationships/>
3. Addressing Youth Dating Violence, PREVnet. Signs of Being Victimized by Dating Violence. [cited 2022 June 21]. Available from: <https://youthdatingviolence.prevnet.ca/learn-more/everyone/signs-of-youth-dating-violence/>
4. KidsHealth from Nemours. Assertiveness. [cited 2019 July 23]. Available from: <https://kidshealth.org/en/teens/assertive.html?WT.ac=ctg#catrelationships>
5. Sexual Assault & Violence Intervention Services of Halton (SAVIS). [cited 2019 July 23]. Available from: <http://savisyouth.org/>
6. The Fourth R Strategies for Healthy Youth Relationships. Grade 9 Skills for Effective Relationships Part 1. [cited 2022 July 13] Available from: <https://youthrelationships.org/pages/grade-9-skills-for-effective-relationships-part-1>
7. The Fourth R Strategies for Healthy Youth Relationships. Grade 9 Skills for Effective Relationships Part 2. [cited 2022 July 13] Available from: <https://youthrelationships.org/pages/grade-9-skills-for-effective-relationships-part-2>
8. The Fourth R Strategies for Healthy Youth Relationships. Grade 9 Skills for Effective Relationships Part 3. [cited 2022 July 13] Available from: <https://youthrelationships.org/pages/grade-9-skills-for-effective-relationships-part-3>
9. Sexual Assault & Violence Intervention Services of Halton (SAVIS). What is Consent? [cited 2019 July 23]. Available from: <http://savisyouth.org/consent/>
10. PREVNet. Consent How You Can Support Students In Learning About Consent and Boundaries [cited 2023 January 26]. Available from: <https://youthdatingviolence.prevnet.ca/wp-content/uploads/2021/12/Consent-Tipsheet-FINAL.pdf>
11. Adopting a Consent-based Approach | Opeha.net [Internet]. Opeha.net 2022 [cited 26 August 2022]. Available from: <https://www.ophea.net/gender-based-violence-prevention-education-resources/getting-started/adopting-consent-based>





# Contraception

Grade  
7 to 8

# Introduction

The contraception background information is provided in a question and answer format to provide options for presenting the materials. It can be used by teachers as a review source, or the questions provided could be posed to students to help generate discussion.

**Several curriculum matched activities have been included in this section to support teaching students about contraception.**

What is abstinence?

Methods of contraception

Contraception Quiz

Contraception matching activity

Condom game

To access a student-friendly PowerPoint which aligns with this document and includes speaker notes, additional resources, and curriculum support, visit: [hpePublicHealth.ca/human-development](http://hpePublicHealth.ca/human-development)



Remember to login to **www.ophea.net** and access additional curriculum resources that support teaching the human development and sexual health curriculum.

## Recommended websites for additional information:

**The Society of Obstetricians and Gynaecologists of Canada (SOGC)**  
[www.sexandu.ca](http://www.sexandu.ca)

**Alberta Health Services** [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca)

Please note a conscious effort has been made to include gender inclusive language throughout this document in order to support all students who are learning about this important health topic.

# Background information

“Contraception, also known as birth control, is used to prevent pregnancy”<sup>1</sup>

Preview these videos on [amaze.org](https://www.amaze.org)

- The Contraceptinator; Birth Control: What is it?
- Birth Control: The Final Frontier

## What is contraception?

Contraception is generally defined as any method used to prevent pregnancy. Most methods prevent the sperm from uniting with the egg, by preventing ovulation or putting up a barrier. Some also prevent the fertilized egg from implanting in the uterus.

Any process, technique, device, or drug that interferes with conception is called contraception.

## Busting some myths

People with vaginas can get pregnant even if:

- They haven't had their first period yet. People with vaginas may ovulate before having their first period.
- They are menstruating. Some people with vaginas have a short cycle, and they may be close to ovulation while menstruating.
- They have vaginal intercourse standing up. Sexual position doesn't matter. Sperm have the potential to penetrate and fertilize an egg if unprotected intercourse happens.
- They urinate right after having vaginal intercourse. This has no effect on the risk of pregnancy.
- They douche after intercourse. Douching will not kill sperm!
- The penis is removed from the vagina before ejaculation. There is still a risk of pregnancy because sperm can be present in pre-ejaculatory fluids.

Preview this video on  
[amaze.org](https://www.amaze.org)

What is Abstinence?

*“Data from statistics Canada’s Canadian Community Health Survey indicate that 35% of Canadian youth reported experiencing first sexual intercourse before age 17”<sup>3</sup>*

**Before choosing a particular contraceptive method, some essential questions may be:**

How important is it for me not to have a baby at this time of my life?

How reliable is this method?

Is this method dangerous to my health?

Is this method acceptable to my partner and myself?

Will I be able to use this method properly and consistently?

If a person and their partner choose a method that is effective, safe, and acceptable to both of them, there is a strong possibility they will use this method.

Before choosing certain contraceptive methods such as the Pill, Depo-Provera injection, or Intrauterine Contraception (IUC), it is important that people with vaginas have a medical consultation to rule out any adverse medical conditions. It is recommended for people with vaginas to have first pap test when they are 21 years old, then every 3 years after that.<sup>2</sup> There might be some situations when the pap test will need to be repeated more often.

**Abstinence is a healthy and acceptable way to reduce your risk of STBBIs and prevent an unintended pregnancy.**

**What is abstinence?**

Abstinence can mean different things to different people, so it is important that an adolescent is clear on what it means to them. For some people, it may mean abstaining from any form of activities of a sexual nature. For others, it may mean refraining from specific activities such as vaginal, anal, or oral intercourse. It is important to acknowledge that abstinence is a healthy and acceptable choice for young people.

Abstaining from sex that could cause pregnancy is an effective contraceptive method when used correctly and consistently every time.

## How effective are contraceptive methods?

There are many contraceptive methods from which to choose from. It's important to note that contraceptive methods have varying rates of effectiveness and, aside from abstinence, there is no 100% safe, and effective contraceptive method.

If considering becoming sexually active, individuals must review the methods currently available. This means weighing the positive and negative factors associated with each method and considering them within the context of their personal situation.

**All contraceptive methods must be used correctly and consistently to be effective.**

## What should someone do if they think they might be pregnant?

- Talk to parent/guardians, if at all possible;
- Make an appointment to see a health care provider;
- Go to a community health centre;
- See the School Health Nurse, if one is available at your school\* or
- Call the HPEPH Sexual Health Line at 613-966-5500 ext. 243 or 1-800-267-2803 ext. 243.

\*Secondary schools in HPE have school health clinics that provide pregnancy testing and birth control. Limited sexual health services provided at ALCDSB schools.



Secondary schools in HPE have school health clinics that provide pregnancy testing and birth control (limited sexual health services in ALCDSB schools).

# Recommended

## videos

From [Amaze.org](https://www.amaze.org) (under the Pregnancy and Reproduction tab). It is recommended that you preview the video(s) first to ensure alignment with specific grade curriculum expectation being taught.

- What is Abstinence 2:42min
- The Contraceptinator; Birth Control: What Is it? 3:44min
- Birth Control: The Final Frontier 4:50min
- Long-Acting Contraception Explained 2:13min
- Condoms: How To Use Them Effectively 2:55min
- What is Emergency Contraception? (the Morning After Pill) 2:00min
- Tips for Safer Sex & Pregnancy Prevention 4:14min

\*\*Educator note: Reinforce STBBI language versus STD used in the video. Promote [www.sexandu.ca](https://www.sexandu.ca) by The Society of Obstetricians and Gynaecologists of Canada.

## Other helpful

## resources

### Sex and Contraception It's time to talk – Your Quick Guide

[https://www.sexandu.ca/wp-content/uploads/2022/01/SOGC\\_Contraception\\_WEB.pdf](https://www.sexandu.ca/wp-content/uploads/2022/01/SOGC_Contraception_WEB.pdf)

Sexandu.ca. 2022 [cited 4 July 2022].

Available from: [https://www.sexandu.ca/wp-content/uploads/2022/01/SOGC\\_Contraception\\_WEB.pdf](https://www.sexandu.ca/wp-content/uploads/2022/01/SOGC_Contraception_WEB.pdf)

### Contraceptive Booklet

For more detailed information on each specific method of contraception, refer to the Contraception Booklet on the Sex&U website.

[https://www.sexandu.ca/wp-content/uploads/2021/05/SOGC\\_14372\\_Contraception\\_DownloadablePDF\\_ENG\\_WEB.pdf](https://www.sexandu.ca/wp-content/uploads/2021/05/SOGC_14372_Contraception_DownloadablePDF_ENG_WEB.pdf)

### How Effective is my Birth Control?

<https://www.sexandu.ca/wp-content/uploads/2018/09/Its-a-Plan-How-Effective-is-my-Birth-Control-E-1.pdf>

Sexandu.ca. 2022 [cited 4 July 2022].

Available from: <https://www.sexandu.ca/wp-content/uploads/2018/09/Its-a-Plan-How-Effective-is-my-Birth-Control-E-1.pdf>

### Know Your Rights: Birth Control Options:

[https://www.nwac.ca/assets-knowledge-centre/KnowingYourRights-BirthControlOptions-Web-\\_1.pdf](https://www.nwac.ca/assets-knowledge-centre/KnowingYourRights-BirthControlOptions-Web-_1.pdf)

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3. SIECCAN. (2020). *Questions & Answers: Sexual Health Education in Schools and Other Setting*. Toronto, ON: Sex Information & Education Council of Canada (SIECCAN).

# What is abstinence?

## Learning goal:

Reinforce abstinence as a healthy, acceptable choice for young people.



## Discussion:

In the context of sexual health it is important to encourage individuals to think ahead about what decisions are right for them.

- Remind students that when it comes to making decisions regarding sexual health there are many things to consider:
  - ◇ **Mind**—someone’s emotions, thoughts and feelings. Does a certain decision lead to feelings of fear, worry, anxiety, anger, sadness, guilt?
  - ◇ **Body**—risk of unintended pregnancy and STBBIs.
  - ◇ **Spirit**—a person’s values and beliefs, what is important to them. Values are an important component to making decisions. Values are personal and what a person considers to be most important to them. Taking time to think about personal values can help when making important choices. Personal values can be influenced by many factors such as family, peers, culture, religion, the media, and personal experience.

When talking about abstinence it is important to define it.

*“There are many forms of sexual abstinence, but in terms of using this as a method of contraception, it means avoiding vaginal intercourse”<sup>1</sup>*



Abstinence can mean different things to different people, therefore it is important for individuals to know what it means to them and then be able to communicate their definition of abstinence effectively.

Discussing abstinence supports students to think about what makes abstinence work, what does someone need to do if they choose abstinence.

## Abstinence activity

Have students generate thoughts and ideas by working individually, in pairs, or small groups to discuss abstinence.

### Some suggested prompts are below:

- What is abstinence?
- What does choosing to practice abstinence mean?
- What activities could someone engage in and still be considered practicing abstinence? What activities would not be considered practicing abstinence?
- What needs to be present for abstinence to work? (e.g. honesty, trust, etc.)
- Along with engaging students in the discussion points above, have students work in small groups to assemble the “abstinence puzzle” (see **Appendix C**). Explaining some of the characteristics needed to make abstinence work are labelled on the puzzle pieces (confidence, trust, communication, self-control, shared values, commitment, knowledge, self-esteem). Have students identify additional characteristics if they have some.
- After the puzzle is complete, ask students what would happen if one of those characteristics was missing such as communication. Do the same for other characteristics.
- Discuss other factors that might cause abstinence to fail – use of alcohol or drugs, fear, pressure from partner or peers.
- Discuss with students that feelings of love, attraction, etc. can be shown in many different meaningful ways. *E.g.*, kissing, holding hands, snuggling, watching a movie, playing a board game or card game, massage, baking or cooking together, biking together, etc.

Visit <https://teachingsexualhealth.ca/app/uploads/sites/4/Grade-7-LP4-Abstinence-Oct30.pdf> for a lesson plan and activities to support discussions of abstinence.



Open and honest communication is a key ingredient to a healthy relationship. It is important for each person to understand the other person’s needs, expectations and limits.

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**References:**

1. Natural Methods – Sex & U [Internet]. Sexandu.ca. 2022 [cited 14 July 2022]. Available from: <https://www.sexandu.ca/contraception/natural-methods/#tc4>

# Methods of contraception

## Activity

### Learning goal:

Students will become familiar with the various methods of contraception available and identify advantages and disadvantages to each method of contraception.

Students will familiarize themselves with credible sexual health resources.

### Materials:

- Sexuality Teaching Kit—contraceptive samples
- Worksheet: Contraceptive Methods Chart (see Appendix D)
- Contraception Booklet (Sex&U)<sup>1</sup>

### Background knowledge for teacher:



- Discuss the importance of abstinence and delaying sexual activity until later in life.
- Each contraceptive method has pros and cons and varying success rates.
- A person needs to consider the risk of pregnancy and exposure to sexually transmitted and blood-borne infections (STBBIs) when making a choice.
- Individuals should be encouraged to visit a health care provider or clinic to get additional counselling on which contraception option is best for them.
- Review reproductive anatomy of people with penises and vaginas, menstrual cycle and ovulation to establish students' prior knowledge.  
Refer to the Puberty Review section at the beginning of this resource.

## Brainstorm

- What contraceptive methods do you know? List methods on the chalkboard or a flip chart.

## Choose your teaching strategy: small group work or formal instruction

### Small group work

- Hand out the worksheet: Contraceptive Methods Chart to each student.
- Divide the class into small groups. Assign each group one to two different methods of contraception to look up on the website [www.sexandu.ca](http://www.sexandu.ca), or provide print copies.
- Have each group report their answers to the class. Students should take notes in their own chart while other groups are presenting. Rotate through the groups until all contraceptive methods have been discussed.
- Once all the groups have presented, students can be given the Contraception Booklet to assist in completing the rest of their charts.

For more ideas on small group work when teaching sexual health visit:

<https://teachingsexualhealth.ca/teachers/sexual-health-education/understanding-your-role/get-prepared/instructional-methods/#small-group>

### Formal instruction

- Hand out a copy of the worksheet: Contraceptive Methods Chart to each student so they can take notes during the presentation.
- Review the various methods of contraception under each category (hormonal, non-hormonal, and other) using the Background Information. As you are discussing each method, show contraceptive samples found in the Sexuality Teaching Kit.
- When teaching is completed, divide students into small groups to complete the worksheet: Contraceptive Methods Chart.
- Review as a group when complete.



## Discussion:

Review main points. Possible discussion topics may include:

- Which method provides the best protection from both pregnancy and STBBIs?
- Not everyone is having sex. “Data from Statistics Canada’s *Canadian Community Health Survey* indicated that 35% of Canadian youth reported experiencing first sexual intercourse before age 17”<sup>3</sup>
- If someone chooses to have sexual intercourse, they need to be prepared, and be well informed regarding contraceptive options.
- Before choosing a hormonal contraceptive method, it’s important that people with vaginas have a medical consultation to rule out any adverse medical conditions. Individuals should be reassessed on a yearly basis.

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**References:**

1. Sexandu.ca. 2022 [cited 4 July 2022]. Available from: [https://www.sexandu.ca/wp-content/uploads/2021/05/SOGC\\_14372\\_Contraception\\_DownloadablePDF\\_ENG\\_WEB.pdf](https://www.sexandu.ca/wp-content/uploads/2021/05/SOGC_14372_Contraception_DownloadablePDF_ENG_WEB.pdf)
2. SIECCAN. (2020). Questions & Answers: Sexual Health Education in Schools and Other Setting. Toronto, ON: Sex Information & Education Council of Canada (SIECCAN).



# Contraception quiz

## Learning goal:

Increase student knowledge regarding contraception.

## Instructions:

This information can be presented in your preferred format:

- Paper quiz format (see **Appendix E**)
- **Kahoot game available at [tinyurl.com/HealthySchoolsKahoot](https://tinyurl.com/HealthySchoolsKahoot)**

The list of questions can be used as part of a lesson for students to learn more about contraception.

# Answer sheet

1 After abstinence, what is the next best way to prevent both pregnancy and STBBIs?

- a. Birth control pill
- b. Vaginal ring
- c. Condom
- d. Intrauterine Contraception (IUC)

C) Condoms: Besides abstinence, condoms are the only form of contraception that protects against both pregnancy and STBBIs.

2 How many sperm does it take to fertilize an egg?

- a. 1
- b. 10
- c. 50
- d. 100

A) It only takes one sperm to fertilize an egg, and there can be as many as 150-500 million sperm in one ejaculation.<sup>1</sup>

3

What can happen to a condom to make it only 85% effective?

- a. It can break
- b. It can fall off
- c. It can leak
- d. All of the above

4

D) Always check the expiry date of condoms, and check that the package is intact. Condoms should be kept in a dark, cool, dry place.

What elements are important to consider when choosing to abstain from sexual activity?

- a. open, honest communication with partner
- b. understanding each person's boundaries
- c. mutual respect
- d. all of the above (and others too!)

D) All of the above – There are many characteristics need to make abstinence work.

5 What are methods of contraception?

- a. Abstinence
- b. Condoms
- c. Contraceptive pill
- d. All of the above

D) Other examples include contraceptive patch, intra-uterine system, vaginal ring.

6 How many days can sperm live while inside the uterus?

- a. 2 hours,
- b. Up to 12 hours,
- c. Up to 1 day
- d. Up to 3 days

D) sperm can live inside a uterus for up to 3 days.<sup>2</sup>

7 You can purchase oral contraceptive pills over the counter just like Tylenol.

- a. True
- b. False

B) False – oral contraceptives require a medical consultation and prescription.

8 Using two condoms is better than using one.

- a. True
- b. False

9 Who would be a good source of support and information regarding sexual health?

- a. Health care provider
- b. Parents/guardian
- c. Teacher
- d. All of the above

D) All of the above – ensure you are seeking out correct, accurate information from reliable sources.

10 Withdrawal (pull out) is an effective form of birth control.

- a. True
- b. False

B) False – Withdrawal is a risky method of birth control and offers no protection against STBBIs. In addition, there may be sperm in the pre-ejaculate, the tiny bit of fluid that escapes the penis before ejaculation.<sup>3</sup>

- 11) Pregnancy cannot happen if sexual intercourse (penis in vagina) occurs during menstruation.
- a. True
  - b. False
- B) FALSE – a person can still get pregnant if they have unprotected sex while menstruating.<sup>4</sup>

- 12) The contraceptive pill, patch and ring all protect against both pregnancy and STBBIs.
- a. True
  - b. False
- B) False—the contraceptive pill, patch and ring protect against pregnancy only. Condoms are the only contraceptive, except for abstinence, that protects against STBBIs.

- 13) IUC (intrauterine contraception) is an effective form of birth control.
- a. True
  - b. False
- True – IUCs are the most effective forms of birth control.<sup>5</sup>

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**References:**

1. Phecanada.ca 2022 [cited 16 February 2023]. Available from: <https://phecanada.ca/sites/default/files/content/docs/resources/22FEMPOME%20Leaders%20Guide%20Gr5-6%20EN.pdf>
  2. Sexandu.ca 2023 [cited 17 February 2023]. Available from: <https://www.sexandu.ca/your-body/sexual-reproduction/#tc2>
  3. Sexandu.ca 2023 [cited 17 February 2023]. Available from: <https://www.sexandu.ca/contraception/natural-methods/#tc3>
  4. Sexandu.ca 2023 [cited 17 February 2023]. Available from: <https://www.sexandu.ca/your-body/your-period/#tc2>
  5. Sexandu.ca 2023 [cited 17 February 2023]. Available from: <https://www.sexandu.ca/contraception/hormonal-contraception/#tc4>
-

# Contraception matching

## Activity

### Learning goal:

Students will become familiar with the frequency of use for various methods of contraception.

### Materials:

- Contraception Method Activity—Print enough copies for each class (see **Appendix F**)

### Instructions:

- Students draw a line from the contraceptive type to the correct frequency of use.

# Condom Activity

## Learning goal:

Students will be able to describe the proper sequence of steps to ensure correct condom use.

## Materials:

- Two (or more) sets of cards with statements related to correct condom use (see **Appendix G**)



## Background knowledge for teacher

Condoms are a barrier method of contraception and the only form of contraception, besides abstinence, that can provide protection from sexually transmitted and blood-borne infections (STBBIs). People who are sexually active are encouraged to use a condom with each sexual activity. Using a condom correctly and consistently reduces the risk of STBBIs and pregnancy.<sup>1</sup>

## Instructions:

- Divide group into two (or more) teams. Each team is given a set of cards.
- Each person on the team takes one card (or more if necessary). Have each person read their card to their group.
- As a team, the group decides which card is the first set in correct condom use. The person holding that card begins to form a line.
- The group then decides which card goes next. The person holding that card takes the next place in line.
- This process continues with each person lining up with cards in the correct order.
- The first group to stand with their cards correctly in order, wins.
- The order may change depending on group discussion/decision.

**Note:** The 3 “consent” cards can be placed at varying times in this activity as a reminder that consent should be ongoing and that checking-in with your partner is important before, during, and after sexual activity.



## Answers for proper order:

- 1. Purchase condoms.**  
*Available from drug stores, retail stores, sexual health clinics.*
- 2. Check expiry date on condom.**  
*Students often put this step before Purchase Condoms. Either order is acceptable. Remind students to check expiry date every time. The expiry date is written on each individual condom.*
- 3. Check for holes or tears in package.**  
*Store condom in a cool, dry place. Never in your wallet. Heat and friction will break down condoms.*
- 4. Open package carefully.**  
*Use only water based lubricants.*
- 5. Press the air out of the tip of the condom.**  
*Pinching the end will create space for semen and help prevent breakage.*
- 6. Place condom (unrolled) on top of penis.**  
*If you put a condom on the tip of the penis the wrong way, don't just flip it over—get a new one. It is the right way if it looks like a sombrero, not a toque.*
- 7. Carefully roll condom down over as much of the erect penis as possible.**  
*Never “double bag” condoms. Using more than one causes friction and the condom is more likely to break.*
- 8. After ejaculation, hold base of condom and withdraw.**  
*Use a new condom for every sex act.*
- 9. Check and dispose of properly. Do not reuse.**  
*Wrap condom in tissue after use, and place in the garbage. DO NOT flush down the toilet.*



### Option:

If in a small space, this game can also be played by taping the cards in order. The same rules apply. Line up the cards in correct order and tape to a board so everyone can see.

#### References:

1. The Society of Obstetricians and Gynaecologists of Canada. Choosing a contraceptive that's right for u: Comparative Chart. [Internet]. Sexualityandu.ca. 2009. [cited 7 March 2016]. Available from: <http://www.sexualityandu.ca/uploads/files/refContraceptiveComparativeChartFinalENG09.pdf>







# **Sexually Transmitted and Blood-borne Infections (STBBIs)**

**Grade  
7 to 8**

# Introduction

The STBBI background information is provided in a question and answer format to provide options for presenting the material. It can be used as a source of review for teachers, or some of the questions could be posed to students to help generate discussion. It contains information on Sexually Transmitted and Blood-borne Infections (STBBIs) including:

- what they are,
- how they are transmitted, and
- how to reduce the risk of contracting them.

**The following activities have been included in the section:**

Handshake game

STBBI quiz or trivia game

Condom game—See contraception section

To access a student-friendly PowerPoint which aligns with this document and includes speaker notes, additional resources, and curriculum support, visit: [hpePublicHealth.ca/human-development](http://hpePublicHealth.ca/human-development)



Remember to login to **www.ophea.net** and access additional curriculum resources that support teaching the human development and sexual health curriculum.

**Recommended websites for additional information:**

**The Society of Obstetricians and Gynaecologists of Canada (SOGC)**  
[www.sexandu.ca](http://www.sexandu.ca)

**Alberta Health Services** [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca)

**Sex Information & Education Council of Canada** [www.sieccan.org](http://www.sieccan.org)

**The Society of Obstetricians and Gynaecologists of Canada (SOGC)**  
[www.hpvinfo.ca](http://www.hpvinfo.ca)

**Public Health Ontario** [www.publichealthontario.ca](http://www.publichealthontario.ca)

<https://www.publichealthontario.ca/data-and-analysis/commonly-used-products/reportable-disease-trends-annually#/11> an online interactive tool where Ontario Infectious Disease Trends (ex: Chlamydia, Gonorrhoea and Infectious Syphilis) can be searched and plotted onto graphs.

Please note a conscious effort has been made to include gender inclusive language throughout this document in order to support all students who are learning about this important health topic.

# What are sexually transmitted and blood-borne infections?

The use of the acronym STBBIs is used throughout this resource and refers to Sexually Transmitted and Blood-borne Infections (STBBIs) which are a group of infections that are primarily passed from person to person during unprotected sexual contact (vaginal, oral or anal sex). It also includes infections that can be spread through intimate contact (genital to genital skin contact), contact with infected blood or body fluids. Some STBBIs can also be spread to a baby during pregnancy or childbirth.

Some common STBBIs caused by bacteria, viruses, or parasites.

Viral	Bacterial	Parasitic
Human Papillomavirus * (HPV; genital warts)	Chlamydia	Scabies
Herpes Simplex Virus (HSV; genital/oral herpes)	Gonorrhea***	Trichomoniasis
**Hepatitis B *	Syphilis****	Crabs/public Lice
**HIV/AIDS	<p><b>STBBIs caused by a BACTERIA or PARASITE can be treated and cured with antibiotics.</b></p>	
<p><b>STBBIs caused by a VIRUS have no cure, but there are effective treatments available.</b></p>		

The most common and frequently acquired STBBIs among Canadian youth are:

**Human Papillomavirus** (causes genital warts and has been linked to cancers of the cervix, vulva, vagina, penis, anus, mouth and throat).

### Chlamydia

\*\*\***Gonorrhea** is becoming more difficult to treat with current antibiotics because of increasing antibiotic resistance.

\*\*\*\*Once treatment is received need to have a follow-up blood test to make sure the infection is gone.

\*Vaccines are available to prevent certain strains of HPV and Hepatitis B.

\*\*These infections can be transmitted in semen, vaginal and rectal fluids, and can also be contracted by blood-borne routes e.g., sharing needles, or drug equipment of someone who has the infection.

## How can STBBIs be contracted?

Sexually transmitted and blood-borne infections can be spread in several ways.

### Sexual intercourse

- STBBIs can be spread when an infected person has vaginal, anal, or oral sex with another person.
- An infection can be spread from the body fluids such as semen, vaginal secretions, pre-ejaculatory fluids or from surfaces inside the throat, urethra, vagina, and rectum.
- Both giving and receiving oral sex exposes a person to many STBBIs. The level of risk of getting an STBBI through oral sex, depends on the infection.
  - Giving oral sex—a person can be exposed to STBBIs that can live in body fluid (chlamydia, gonorrhea, HIV, hepatitis B) or on the skin (syphilis, HPV, herpes). Sores or cuts in the genital area can also be a source for transmission.
  - Receiving oral sex—can expose a person to those STBBIs that can live in or around the mouth (herpes). Sores or cuts in the mouth can also be a source for transmission.

### Intimate contact

- Genital to genital touching can also expose a person to STBBIs, such as HPV, herpes, public lice, and scabies.

### Contact with infected blood (blood-borne infections)

- HIV, Hepatitis B, and Hepatitis C are STBBIs that can be spread by blood-borne contact through:
  - The use of improperly sterilized needles, syringes and equipment previously used by someone with the infection (e.g., for injecting drugs, including steroid use, tattooing, or body piercing.) Piercings and tattoos should be done at a licensed shop.
  - The use of snorting equipment that has been previously used by someone with the infection.
  - Sharing personal care articles, such as razors and toothbrushes.
  - These infections can also be spread through sexual activity.

### **Pregnancy and childbirth:**

Most STBBIs (chlamydia, gonorrhea, syphilis, herpes, hepatitis B and HIV) can be passed from a pregnant person to their baby either during pregnancy or childbirth.

The impact on the baby depends on what infection the person who is carrying the baby has, but can range from an increased risk of premature labour to illness or death.

In Canada, pregnant people are routinely tested for chlamydia, gonorrhea, syphilis, hepatitis B, and HIV during early pregnancy.

**Additional  
resources on  
pregnancy and  
childbirth**

[pregnancyinfo.ca](http://pregnancyinfo.ca)



#### **Health Check:**

When in a relationship, it is important for both partners to get checked by a health care provider, and wait for results before initiating or resuming sexual activity. Encourage both partners to be tested even if they have no symptoms.

## Who is at risk of contracting an STBBI?

Anyone who engages in sexual activities (vaginal, anal, oral sex, and genital contact) is at risk of contracting an STBBI. The highest risks of contracting an STBBI arise from unprotected vaginal and anal intercourse. Anyone, regardless of age, gender, or sexual orientation can contract an STBBI.

In Canada, chlamydia is the most commonly reported STBBI. “Chlamydia disproportionately affects sexually active youth and young adults, especially women ages 15-24 in Canada”<sup>1</sup>

### Individuals are at a higher risk of contracting STBBIs when involved in risky behaviours such as:

- Engaging in sexual activities with someone they do not know.
- Engaging in sexual activities with an infected partner.
- Touching a lesion (sore) of an infected partner.
- Sharing needles, syringes, and equipment with an infected person.
- Being under the influence of alcohol and/or drugs.
- Having sex with multiple partners.
- Having tattoos and/or body piercing done with un-sterilized equipment.
- Having sex with a partner who has a history of multiple partners.
- IV drug use (either self or partner).
- Sharing of razor blades and toothbrushes.

You can't!

### How can you tell if someone has a STBBI?

- Some people with STBBI have a few or no symptoms, especially at the beginning of the infection, which is why individuals may transmit the infection without knowing it.
- The infection may occur inside the vagina or the anus, where they cannot be seen. A person may not have any symptoms but the infection can still cause internal reproductive damage. “Around 70% percent of women and 50% of men with chlamydia have no symptoms”.<sup>2</sup>

Testing or an examination for STBBIs is the only way of detecting sexually transmitted and blood-borne infections. Having an STBBI once does not protect a person from getting that same STBBI again, or from getting a different STBBI. It is important to get tested with each new partner.

## How is someone tested for STBBIs?

STBBIs are detected mainly through a medical examination and screening tests. These are done by a health-care provider who will usually take a medical and social history and then perform some tests specifically for STBBIs.

A pap test screens for cervical cancer. It is recommended for people with vaginas to have their first pap test when they are 21 years old, then every 3 years after that. There might be situations when the pap test will need to be repeated more frequently.<sup>3</sup>

## Ways to prevent contracting an STBBI

### Deciding to not have sex

You can make the decision to abstain from sexual activity and wait until later in life. There is no such thing as “safe sex” (vaginal, anal, oral sex and genital contact). Only abstaining completely from sexual activities that involve exchange or exposure to blood, semen, vaginal secretions, other bodily fluid or activities that allow for skin contact with infected areas provides the most effective prevention.

### Practice safer sex

If someone chooses to be sexually active, it is important to use condoms every time. Although condoms are not 100% effective in preventing the transmission of STBBIs, they are considered one of the best methods for reducing the risk. Condoms can provide protection for oral sex as well; people with a penis can wear a condom and people with a vagina can use a sheet of latex called a dental dam. However, the risk of infection still exists because some STBBIs can be present anywhere in the genital area which is not covered by the condom and condoms can slip or break.

Limiting the number of partners reduces the risk of an STBBI.

It is important to get tested for STBBIs with each new partner.

**Condom game**  
found in the  
Contraception  
Section

“STI rates are the highest among Canadians 25 years or younger. If you choose to have sex, remember to always use condoms and/or dental dams”<sup>1</sup>



### Health check:

Some healthcare settings offer a Quick Test Clinic.  
See Appendix A for details about HPEPH Quick Test Clinics

## References:

1. Public Health Agency of Canada. Sexually Transmitted Infections booklet [cited 2023 March 3]. Available from: <https://www.canada.ca/en/public-health/services/publications/diseases-conditions/booklet-sexually-transmitted-infections.html>

## What are some of the common symptoms associated with STBBIs?

Symptom map for people with vaginas

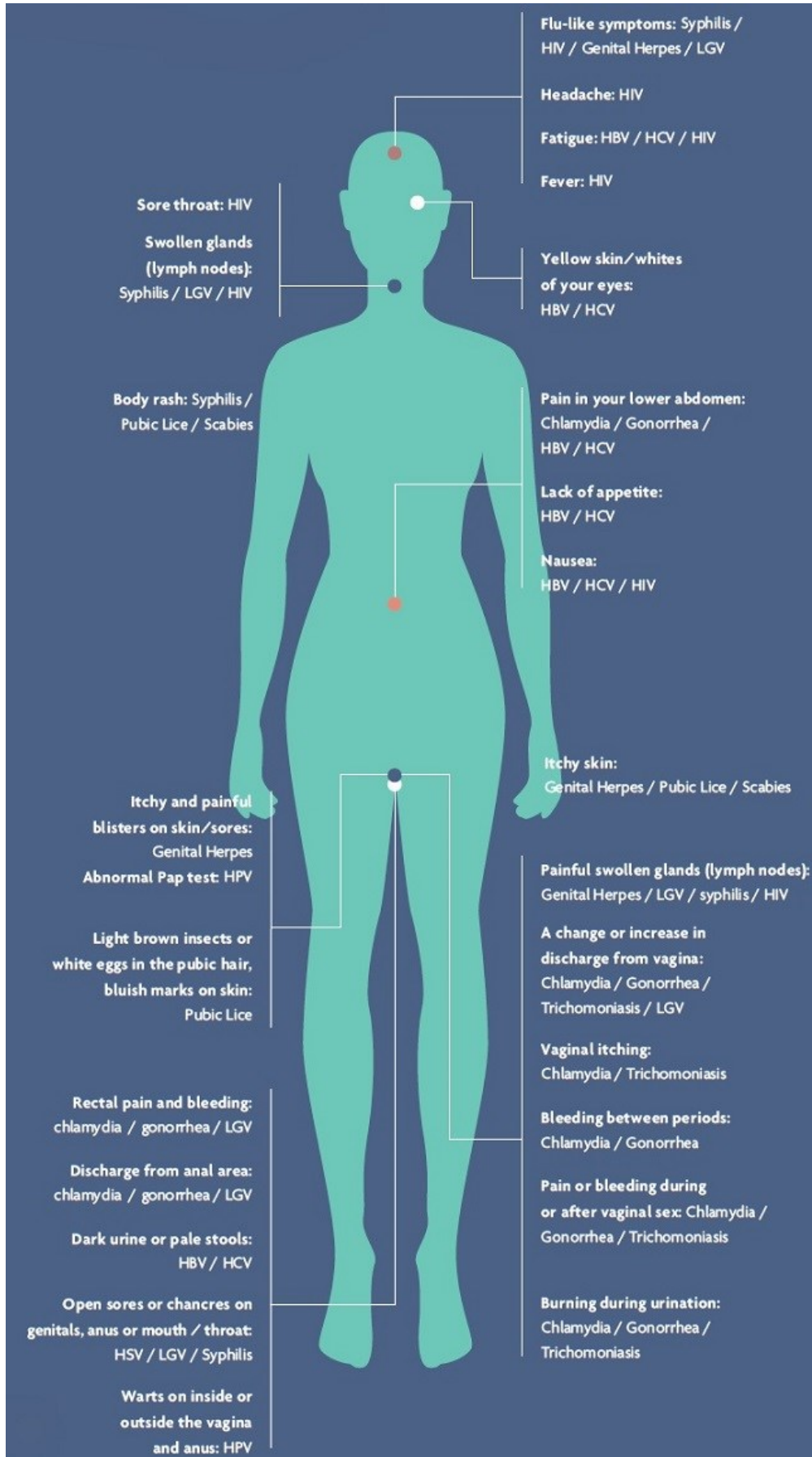


Figure 1. Symptom map for people with vaginas has been reproduced with permission. A copy of Figure 1 is available at: [https://www.canada.ca/en/public-health/services/publications/diseases-conditions/booklet-sexually-transmitted-infections.html#\\_6.1](https://www.canada.ca/en/public-health/services/publications/diseases-conditions/booklet-sexually-transmitted-infections.html#_6.1) [Internet]. 2022 [cited 19 August 2022].



## Symptom map for people with penises

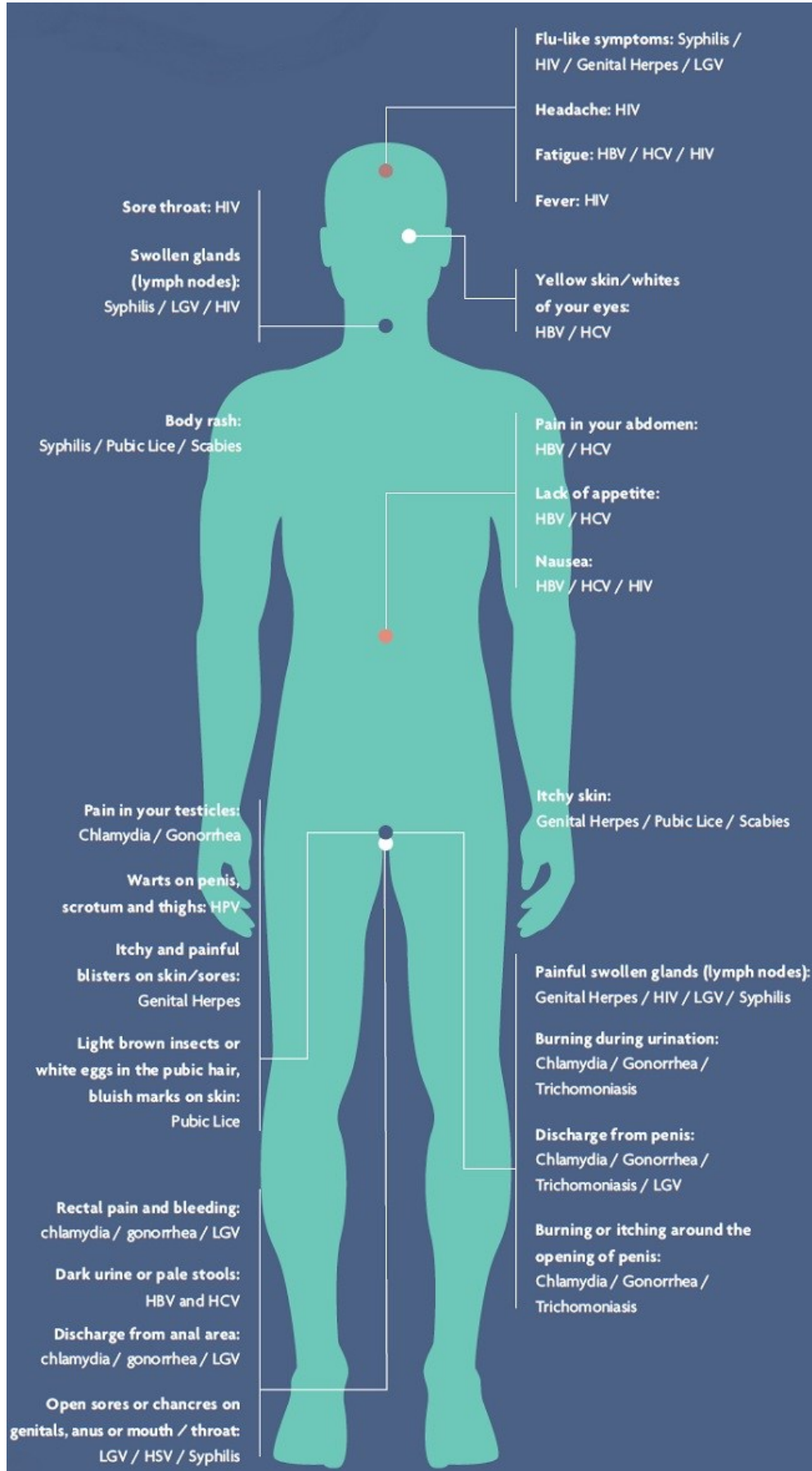


Figure 2. Symptom map for people with penises has been reproduced with permission. A copy of Figure 2 is available at: Available from: [https://www.canada.ca/en/public-health/services/publications/diseases-conditions/booklet-sexually-transmitted-infections.html#\\_6.1](https://www.canada.ca/en/public-health/services/publications/diseases-conditions/booklet-sexually-transmitted-infections.html#_6.1) [Internet]. 2022 [cited 19 August 2022].



A person with an STBBI might have none or many symptoms. Having a symptom does not mean you have an STBBI. If someone is sexually active, it is important to see a health care provider for an examination and STBBI testing.



**Important points to follow when medication is prescribed for an STBBI:**

- Take all the medication as prescribed, even if the symptoms have disappeared.
- Getting proper treatment will make the person feel better, will prevent serious complications, and will prevent spreading infections to someone else. Ask your health care provider how long to abstain from sexual activity and to see if follow up testing is required.
- Have sexual partners tested and treated whether they have symptoms or not.

**Vaccinations are available for:**

**HPV (Gardasil)**

- Approved in Canada (2007) for protection against certain strains of HPV that cause about 70 percent of cervical cancer cases and 90 percent of genital warts cases.
- Vaccine is offered free in Ontario to all grade 7 students on a two dose schedule, 6 months apart. Students continue to be eligible for free vaccine until grade 12.
- Best given before becoming sexually active.

**Hepatitis B (Engerix, Recombivax)**

- Protection against Hepatitis B, a viral infection of the liver.
- Vaccine is offered free in Ontario to all grade 7 students on a two dose schedule, 6 months apart. Students continue to be eligible for free vaccine until grade 12.
- Best given before becoming sexually active.

**Hepatitis A & B (Twinrix)**

- Combination vaccine against both Hepatitis A and B. This vaccine is available for a fee.

### HPEPH Quick Test Clinics

If you do not have symptoms (ex: discharge, pelvic or testicular pain or sores on your genitals) and are looking for chlamydia and gonorrhea testing, the Quick Test Clinic might be right for you.

There is no health care provider at this clinic. Simply fill out a form and give a sample, no appointment necessary!



The HPEPH Sexual Health Information Line (613-966-5500 ext. 243 or 1-800-267-2803 ext. 243) is a **confidential phone line answered by a nurse that provides information about contraception, sexually transmitted and blood-borne infections, and sexual health. In addition, secondary schools in HPE have school health clinics that provide testing and treatment for STBBIs (limited sexual health services available at ALCDSB schools).**

### Quick test clinic locations

Location	Description
Belleville HPEPH Office 179 North Park Street	<ul style="list-style-type: none"><li>• Mondays (except for stat holidays) from 9 a.m. to 3 p.m., closed 12 to 1 p.m.</li><li>• Thursdays from 11 a.m. to 5 p.m., closed 2 to 3 p.m.</li><li>• No appointment necessary</li></ul>
Trenton HPEPH Office 499 Dundas Street West	<ul style="list-style-type: none"><li>• Tuesdays 9 a.m. to 3 p.m., closed 12 to 1 p.m.</li><li>• No appointment necessary</li></ul>
Bancroft HPEPH Office 1 Manor Lane	<ul style="list-style-type: none"><li>• Tuesdays from 9 a.m. to 3 p.m., closed 12 to 1 p.m.</li><li>• No appointment necessary</li></ul>
Picton HPEPH Office 35 Bridge Street	<ul style="list-style-type: none"><li>• 2nd and 4th Wednesday of the month 9 a.m. to 3 p.m., closed 12 to 1 p.m.</li><li>• No appointment necessary</li></ul>

For more information visit: <https://www.hpepublichealth.ca/clinic/sexual-health-clinic/>

**Testing and treatment for STBBIs are also available at the following locations: *(available to anyone)***

- Your primary care provider
- Walk-in clinics and urgent care centres
- Community health centre
- Hospital emergency departments

WHO should be tested?	WHY should someone be tested?
<p>Anyone who is sexually active.</p> <p>Anyone who has symptoms compatible with an STBBI.</p> <p>Anyone whose sexual partner has an STBBI.</p>	<p>Early detection may improve outcome.</p> <p>Prevent transmission to others.</p> <p>Many STBBIs can be easily treated.</p>
<p>Anyone entering or leaving a relationship.</p>	<p>Many STBBIs are asymptomatic.</p> <p>Prevent health complications such as fertility issues.</p>

# Handshake game

## Activity

### Learning goal:

To increase the awareness of the spread of sexually transmitted and blood-borne infections.

To examine safer sex practices.

### Materials:

- Enough cards for the entire class (see Appendix H)
- Pencil for each student

### Instructions:

- Print the template and provide one card to each student. Put an **X** on one card and put a **C** on two cards, before handing them out. You may also put an **A** on two cards as well.

X = STBBI

C = Condom

A = Abstinent

- Give one card to each participant. Do not let them know what the letters mean.
- Direct participants to stand, move about and shake hands with another person and record that person's name on the card.
- Repeat the hand shaking twice. Each person will have three names recorded.
- You can ask the participants to shake hands from three different areas in the room.
- Ask students to sit down once they have three signatures.
- Ask the person with the **X** on their card to stand up. Explain that you will **pretend** this person has an STBBI.
- Then ask everyone who has that person's name on their card to stand up. Once those people are standing up, again have everyone with those signatures stand up. Repeat as needed.
- Nearly everyone in the room will have had contact with the person who had the **X** (STBBI), some more than once, either directly or indirectly.
- Ask for participants who have a **C** on their sheet to sit down because they used a condom correctly every time they had intercourse.
- People with an **A** on their card may sit down because they chose abstinence.
- Reinforce that this is a game and pronounce all students healthy before sitting down.



### Discussion questions:

- Discuss the fact that this is a class of bright, healthy, intelligent students who have come in contact with an STBBI.
- Emphasize the fact that they could not tell by looking at each other who had the STBBI and in fact they didn't know that they had been infected until the contact let them know that they had been infected.
- Emphasize that STBBIs are not spread by talking to someone, or shaking hands as imagined in this exercise.

### Ask:

- How did it feel to be infected?
- How did it feel to find out that you were not infected after all?
  - Because a condom was used correctly every time.
  - Because you chose to be abstinent.

### Emphasize: The best way to protect against STBBIs:

- Abstinence and delaying sexual activity until later in life **or** use a condom correctly and consistently with each sexual act.
- Did you know that “Data from Statistics Canada’s *Canadian Community Health Survey* indicated that 35% of Canadian youth reported experiencing first sexual intercourse before age 17”<sup>4</sup>

# Other helpful resources

The Society of Obstetricians and Gynaecologists of Canada, Sex and Contraception, It's time to talk: Your Quick Guide: [https://www.sexandu.ca/wp-content/uploads/2022/01/SOGC\\_Contraception\\_WEB.pdf](https://www.sexandu.ca/wp-content/uploads/2022/01/SOGC_Contraception_WEB.pdf)

Public Health Agency of Canada, Sexually Transmitted Infections booklet: <https://www.canada.ca/content/dam/phac-aspc/documents/services/publications/diseases-conditions/booklet-sexually-transmitted-infections/booklet-sexually-transmitted-infections-eng.pdf>

# Recommended videos

## [Amaze.org](#)

Has a variety of animated videos to support teaching topics covered in the HDSH curriculum.

### **Notes to educator:**

- It is recommended that you preview the video(s) first to ensure alignment with specific grade curriculum expectations being taught.
- Some videos reference American resources, use language of STD instead of STI, as well as gender non inclusive language. Educator notes have been added to specific videos to highlight these references.
- Determine if the introduction and conclusion character vignette is value added. Each video can easily be started and ended before these segments.

**STD Prevention Beyond Condoms** 3:58 min [Educator note: Reinforce STI language versus STD used in the video]

**What is HIV?** 3:30 min

**What is HPV?** (*Human Papilloma Virus*) 2:07 min

**What are STDs?** #FactCheck 2:18 min [Educator note: Reinforce STI language versus STD used in the video]

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**References:**

1. [Internet]. 2022 [cited 14 July 2022]. Available from: <https://www.canada.ca/en/public-health/services/diseases/chlamydia.html>
  2. Chlamydia – Sex & U [Internet]. Sexandu.ca. 2022 [cited 14 July 2022]. Available from: <https://www.sexandu.ca/stis/chlamydia/>
  3. Tests & Self-Exams – Sex & U [Internet]. Sexandu.ca. 2022 [cited 14 July 2022]. Available from: <https://www.sexandu.ca/your-body/tests-self-exams/>
  4. [Internet]. Sieccan.org. 2022 [cited 14 July 2022]. Available from: <http://sieccan.org/wp-content/uploads/2018/05/SIECCAN-QA-Sexual-health-education-in-the-schools-2015-Ontario.pdf>
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# STBBI quiz or trivia game

Activity

## Learning goal:

To increase awareness of STBBIs, symptoms, method of transmissions, prevention, and high risk activities.

# Option 1: STBBI quiz

## Materials:

- Enough copies of the five page STBBI Quiz for your class, if you choose to do the activity individually (**see Appendix I**)

\*Note: this quiz can be used as a post test if you prefer.

## Activity:

1. Distribute copies of the STBBI Quiz to each student in the class. Instruct students to complete it.
2. Review and discuss. STBBI Quiz answers are provided.

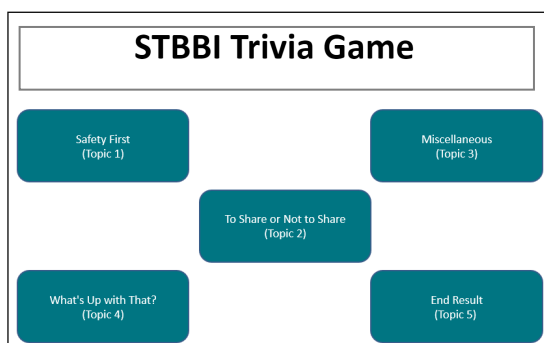
# Option 2: STBBI trivia game

## Materials:

- Scoreboard (chalk and chalkboard, or marker and paper)  
\*Note: this could also be done with a show of hands and not keeping score.

## Activity:

1. Divide the class into two teams. Use the interactive PowerPoint STBBI Trivia Game at [hpePublicHealth.ca/human-development/](http://hpePublicHealth.ca/human-development/), or write the topic areas on the board. Assign point values to each question in each topic area (ex. 10 points for question 1, 20 points for question 2, etc.). It is suggested that each question with the lowest point value is completed first, as knowledge builds as the points value gets higher. There is a total of 5 categories with 5 questions in each category.
2. Rotate between the teams in providing the answers to the questions for the specific values. If a team answers incorrectly, the opposing team can “steal” the point value with a correct answer. Continue alternating play until all categories are completed or a specific time period has elapsed.
3. Questions and answers are provided on the following pages.
4. Alternate between groups and keep track of the points on the chalkboard or paper.



## Safety first

1. What is the safest method to protect someone from both pregnancy and STBBIs?

**Abstinence.**

2. Besides abstinence, what is the next most effective way to protect against STBBIs?

**Barrier methods**, including condoms and dams (square pieces of latex used to cover areas of contact) help prevent the spread of STBBIs.

3. Where is the best place to store a condom?

**Store condoms in a cool dry place** (exposure to air, heat, freezing, frictions, and light will increase chances of breakage. **DO NOT** store them in a wallet or car.)

4. Does correct use of a condom protect someone from all STBBIs?

**No.** However, using condoms correctly and consistently reduces the risk of STBBIs and pregnancy.

5. Are there vaccines available to protect against hepatitis B and certain strains of HPV?

**Yes.** They are offered free in Ontario to all grade 7 students. Check with a health care provider as they can be given later, if needed.

## To share or not to share?

1. Can STBBIs be spread by holding hands?

**No.** It is highly unlikely for an STBBI to spread without genital contact and/or mixing of bodily fluids.

2. Can you tell if a person is infected with an STBBI?

**No.** STBBIs may have no symptoms.

3. True or False: Having multiple partners increases the risk of getting an STBBI?

**True.**

4. List 5 ways a person could get an STBBI.

Oral sex

Sharing sex toys

Vaginal sex

Sharing drug equipment

Anal sex

Unsafe piercing and tattooing

Skin to skin contact

Exchange of bodily secretions

5. When should someone be tested for STBBIs?

With each new partner

After unprotected sexual contact

If a partner says they have an STBBI (*even if either person doesn't have symptoms*)

After unsafe piercing, tattooing, or drug use

## Miscellaneous

1. Where could someone go if they wanted STBBI testing?  
Their own health care provider  
Sexual health clinic (e.g. HPEPH - Quick Test Clinic)  
Walk-in clinic  
Urgent care clinic
2. What age group is most commonly affected by the STBBIs chlamydia and gonorrhoea? (15-24 or 25-34 or 35-44)  
**15-24 year olds** have the highest rates of these reportable STBBIs.
3. Which bacterial STBBI is the most common?  
**Chlamydia.**
4. What is the most common way to test for chlamydia or gonorrhoea?  
**Urine test.**
5. Name 3 possible symptoms of an STBBI?  
No symptoms  
Odour in genital area  
Unusual discharge from penis or vagina  
Itchiness around the genitals  
Pain in groin | pain in abdomen  
Rash  
Swelling of genitals or in groin  
Open sore or bumps on penis, vulva, vagina or anus  
Burning or tingling when you urinate

## What's up with that?

1. True or False: A person can get more than one STBBI at a time.

**True.**

2. True or False: It is normal to have some vaginal discharge.

**True.** The vagina cleanses itself by producing clear to milky white discharge, which can change during the menstrual cycle. If the discharge becomes foul smelling, increases, or has an abnormal colour or consistency, a health care provider should rule out STBBIs.

3. What is the most common symptom of an STBBI?

**No symptom at all.**

4. True or False: A person cannot get an STBBI the first time they have sex.

**False.**

5. True or False: A person who has only given and received oral sex cannot have an STBBI.

**False.** Note: using a condom or dental dam can decrease the risk of STBBIs.

# Answer sheet:

## End result

1. True or false: All STBBIs can be cured easily.

**False.** Some STBBIs are easily cured with antibiotics, but others cannot be cured because they are viruses. Viruses can be managed by treating the symptoms.

2. True or false: Most STBBIs go away on their own without treatment if people wait long enough.

**False.** Any suspicion of an STBBI must be assessed by a health care provider. If left untreated STBBIs can lead to serious health concerns.

3. True or false: A person can transmit herpes (HSV) without having symptoms.

**True.** “Up to 70% of genital HSV-2 infections are transmitted when people are not having any symptoms or lesions”<sup>1</sup>

4. True or false: A person who has been treated for chlamydia cannot get chlamydia again.

**False.** Even though someone has been treated for chlamydia, they can get chlamydia again, if exposed in the future.

5. Name 2 possible health consequences of untreated STBBIs.

Sterility and infertility (which means being unable to have children)

Chronic pain

Infection risk to newborns

Cervical cancer

Death

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### References:

1. Herpes – Sex & U [Internet]. Sexandu.ca. 2022 [cited 14 July 2022]. Available from: <https://www.sexandu.ca/stis/herpes/>
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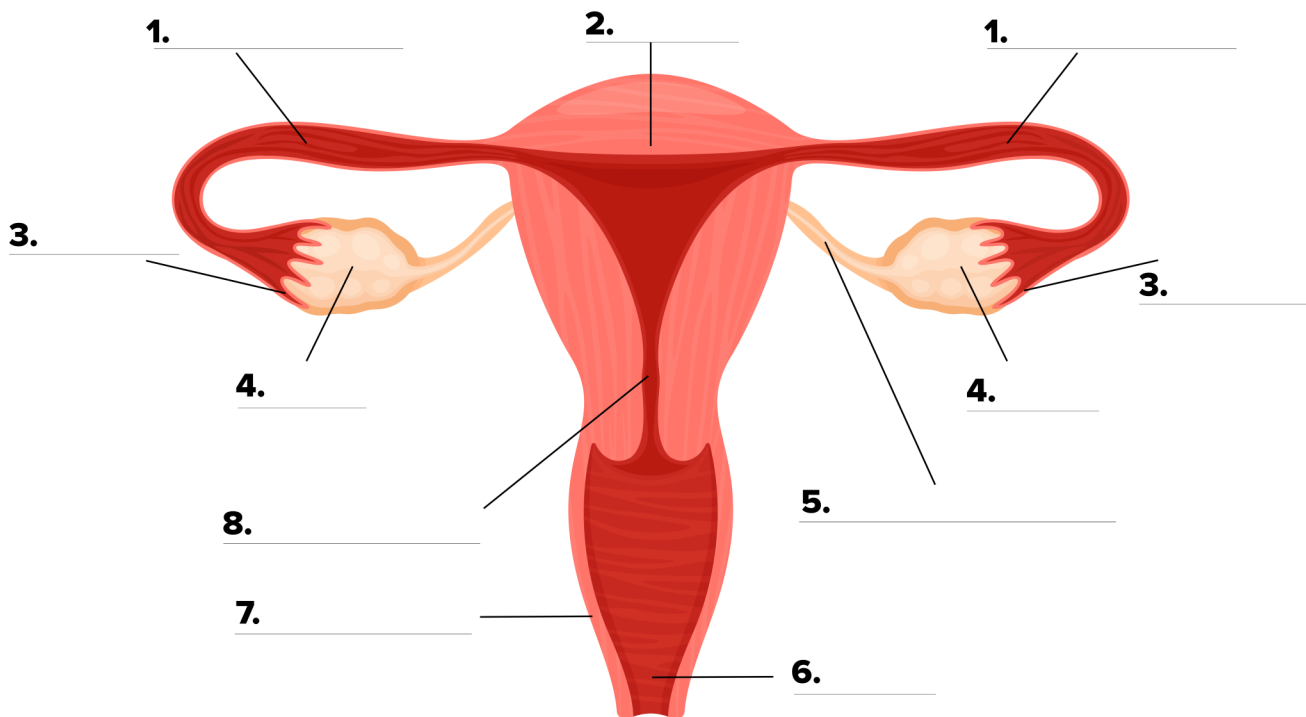
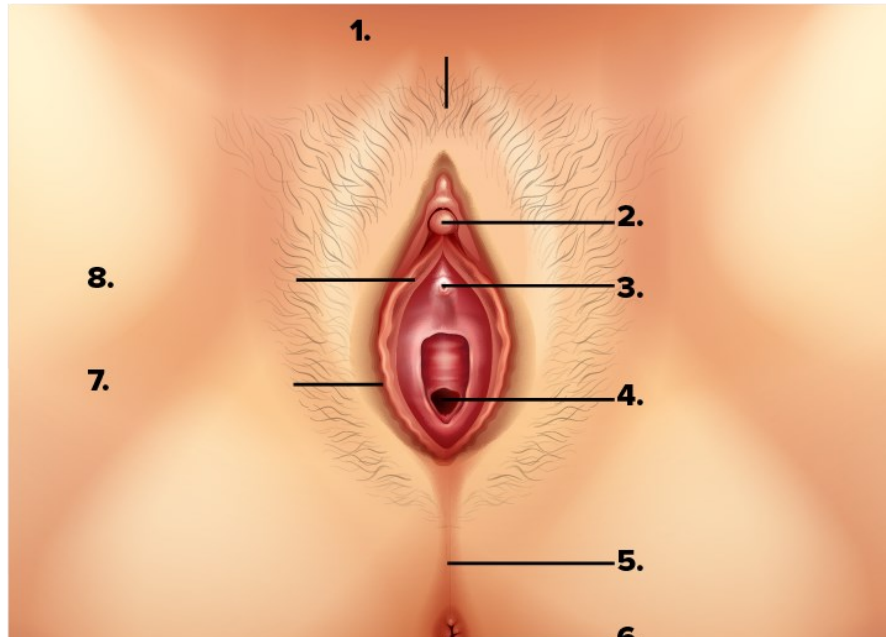


# Appendices

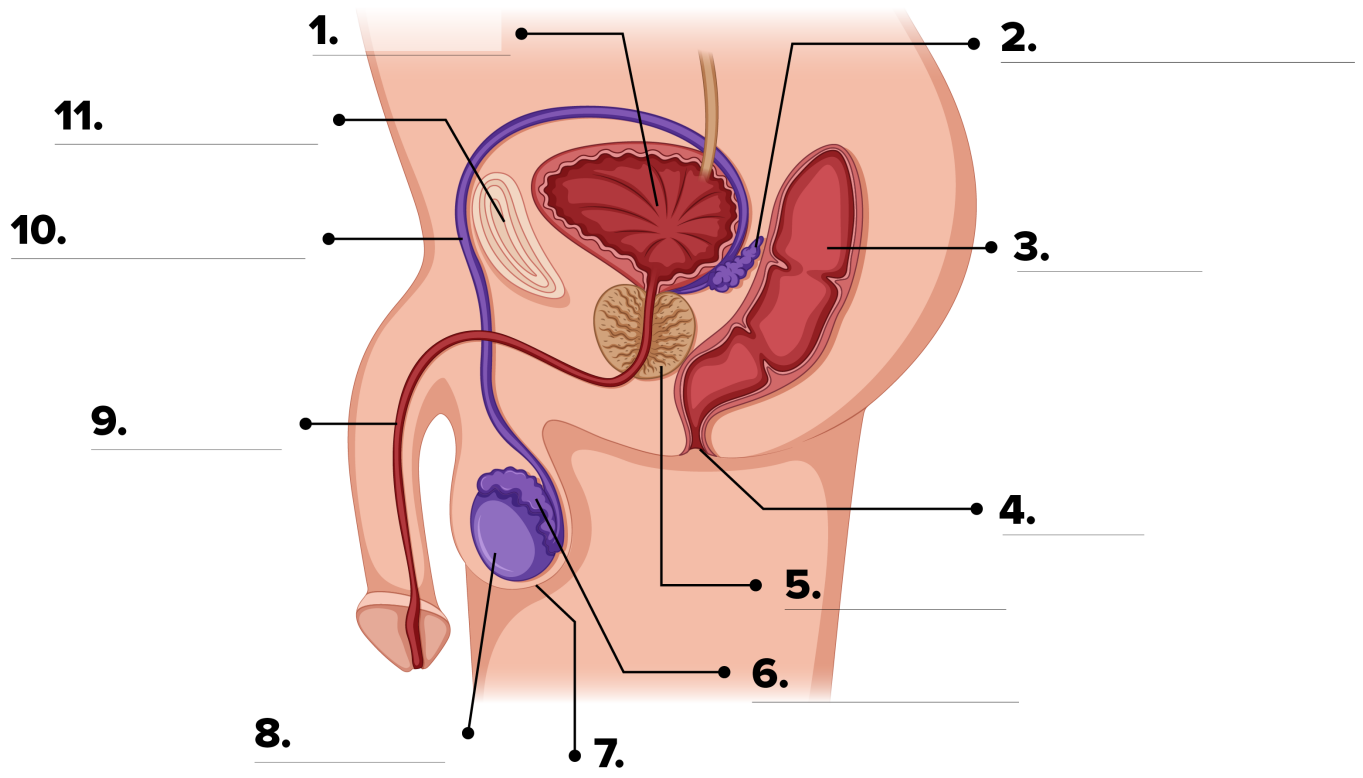
**Grade  
7 to 8**

# Appendix A: People with a vagina Worksheet

## reproductive system



# Appendix A: People with a penis Worksheet reproductive system



## Appendix B: Quiz

# Puberty quiz

1. Does everyone go through puberty?
  - a. Yes
  - b. No
  
2. Physical changes are the only changes experienced during puberty.
  - a. True
  - b. False
  
3. Which of the following is an example of social/emotional changes experienced during puberty?
  - a. Need for more independence
  - b. Interest in dating
  - c. Sometimes feeling of confused or lonely
  - d. All of the above
  
4. What signals the beginning of puberty?
  - a. When your friends start
  - b. How many siblings you have
  - c. Hormones from the brain
  - d. Your hair color
  
5. Once hair growth begins, during puberty, you must start shaving.
  - a. True

## Appendix B: Quiz

# Puberty quiz

6. Your relationship with yourself may also transform during puberty.
  - a. True
  - b. False
  
7. Which of the following changes can everyone experience during puberty?
  - a. Hair growth
  - b. Acne
  - c. Sweat
  - d. All the above
  
8. Everyone experiences puberty the same way.
  - a. True
  - b. False
  
9. Which part of the uterus extends into the vagina?
  - a. Cervix
  - b. Fallopian tubes
  - c. Ovary
  - d. Abdomen
  
10. What should you do if you are feeling concerned or confused about your body's changes?
  - a. Speak with a trusted adult
  - b. Try to forget about your worries
  - c. Look into some available resources, like the Kids Help Phone website
  - d. Options a) and c)

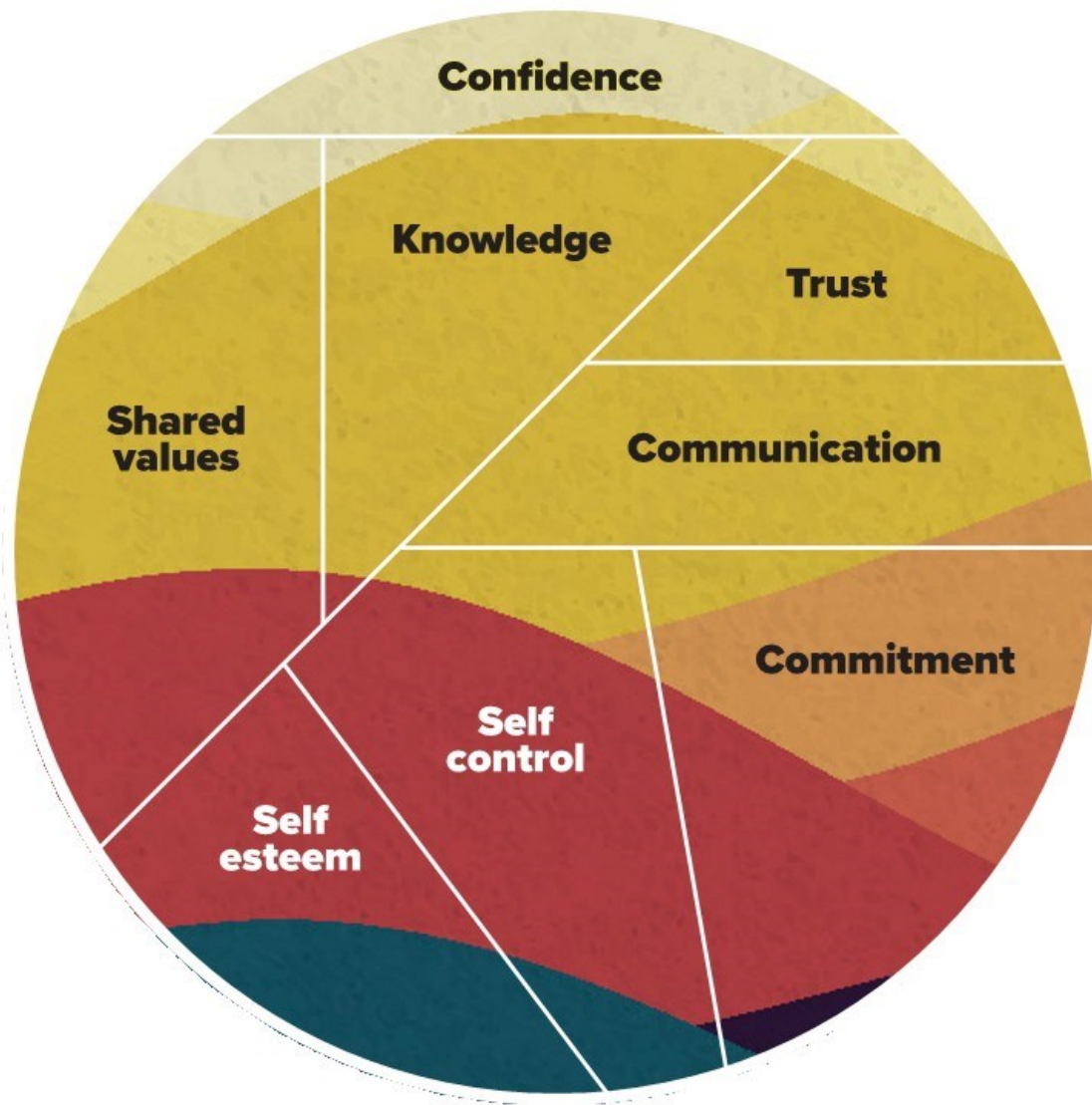
## Appendix B: Quiz

# Puberty quiz

1. For people with vaginas, periods typically occur once per month and typically last two to seven days at a time.
  - a. True
  - b. False
  
2. Which part of the body makes many hormones involved in puberty, including growth hormone?
  - a. Pituitary gland
  - b. Kidneys
  - c. Stomach
  - d. Cerebellum

Appendix C:  
Puzzle

# Abstinence puzzle



# Appendix D: Worksheet **Contraceptive Methods**

For each category, list two methods of contraception and how it needs to be taken or used.		How does it work? Include advantages and disadvantages of the methods you listed.	Typical use: How effective is it?	Prescription needed?	Protection against STBBI's?
Hormonal	1.		<input type="text"/> %	Yes No	Yes No
	2.		<input type="text"/> %	Yes No	Yes No
Non-Hormonal: Barrier Methods	1.		<input type="text"/> %	Yes No	Yes No
	2.		<input type="text"/> %	Yes No	Yes No
Non-Hormonal: Other Methods	1.		<input type="text"/> %	Yes No	Yes No
	2.		<input type="text"/> %	Yes No	Yes No



# Appendix E: Contraception Quiz

- 1 After abstinence, what is the next best way to prevent both pregnancy and STBBIs?
- a. Birth control pill
  - b. Vaginal ring
  - c. Condom
  - d. Intrauterine Contraception (IUC)

- 2 How many sperm does it take to fertilize an egg?
- a. 1
  - b. 10
  - c. 50
  - d. 100

- 3 What can happen to a condom to make it only 85% effective?
- a. It can break
  - b. It can fall off
  - c. It can leak
  - d. All of the above

- 4

- What elements are important to consider when choosing to abstain from sexual activity?
- a. open, honest communication with partner
  - b. understanding each person's boundaries
  - c. mutual respect

# Appendix E: Contraception Quiz

- 5 What are methods of contraception?
- Abstinence
  - Condoms
  - Contraceptive pill
  - All of the above
- 6 How many hours/days can sperm live while inside the uterus?
- 2 hours
  - Up to 12 hours
  - Up to 1 day
  - Up to 3 days
- 7 You can purchase oral contraceptive pills over the counter just like Tylenol.
- True
  - False
- 8 Using two condoms is better than using one.
- True
  - False
- 9 Who would be a good source of support and information regarding sexual health?
- Health care provider
  - Parents/guardian
  - Teacher
  - All of the above

## Appendix E: Quiz

# Contraception quiz

10. Withdrawal (pull out) is an effective form of birth control.
- a. True
  - b. False
11. Pregnancy cannot happen if sexual intercourse (penis in vagina) occurs during menstruation.
- a. True
  - b. False
12. The contraceptive pill, patch and ring all protect against both pregnancy and STBBIs.
- a. True
  - b. False
13. IUC (intrauterine contraception) is an effective form of birth control.
- a. True
  - b. False

# Appendix F: Activity

# Contraception matching activity

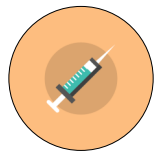
Draw a line from the contraception method to the correct frequency of use.



Contraceptive implant

1

With each sexual contact



Injectable contraception

2

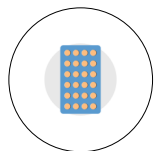
Once a week



Condoms

3

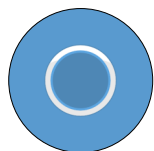
Daily



Oral contraceptive pill

4

Every five years



Vaginal ring

5

Once a month



Intrauterine contraception (IUC)

6

Every three months



Contraceptive patch

7

Every three years

Answers: A-7; B-6; C-1; D-3; E-5; F-4; G-2

# Condom activity

**Purchase condoms.**

**Check expiry date on condom.**

**Check for holes or tears in package.**

**Open package carefully.**

**Press the air out of the tip of the  
condom.**

# Condom activity

**Place condom (unrolled) on top of  
penis.**

**Carefully roll condom down over as  
much of the erect penis as possible.**

**After ejaculation, hold base of condom  
and withdraw.**

**Check and dispose of properly. Do not  
reuse.**

**Consent.**

Appendix G:  
Activity Cards

# Condom activity

<b>Consent.</b>
<b>Consent.</b>

# Purchase condoms.



**Check expiry date  
on condom.**

**Check for holes or  
tears in package.**

**Open package  
carefully.**

**Press the air out of  
the tip of the  
condom.**

**Place condom  
(unrolled) on top of  
penis.**

**Carefully roll condom  
down over as much of  
the erect penis as  
possible.**

**After ejaculation,  
hold base of condom  
and withdraw.**

**Check and dispose of  
properly. Do not  
reuse.**



# Consent.

# Consent.

# Consent.

# Appendix H: Activity Cards

# Handshake game activity

\*Note: print cards double-sided

<p><b>How can someone protect themselves?</b></p> <ul style="list-style-type: none"><li>• Choose abstinence</li><li>• Use a condom</li><li>• Get tested</li></ul>	<p><b>How can someone protect themselves?</b></p> <ul style="list-style-type: none"><li>• Choose abstinence</li><li>• Use a condom</li><li>• Get tested</li></ul>
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# Appendix H: Activity Cards

# Handshake game activity

\*Note: print cards double-sided

<p><b>Have questions?</b></p> <p>HPEPH, 179 North Park Street, Belleville</p> <p><b>Confidential</b> Sexual Health Information Line: 613-966-5500 ext. 243 or 1-800-267-2803 ext. 243 hpePublicHealth.ca</p>	<p><b>Have questions?</b></p> <p>HPEPH, 179 North Park Street, Belleville</p> <p><b>Confidential</b> Sexual Health Information Line: 613-966-5500 ext. 243 or 1-800-267-2803 ext. 243 hpePublicHealth.ca</p>
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# STBBI quiz

## Safety first

1. What is the safest method to protect someone from both pregnancy and STBBIs?
2. Besides abstinence, what is the next most effective way to protect against STBBIs?
3. Where is the best place to store a condom?
4. Does correct use of a condom protect someone from all STBBIs?
5. Are there vaccines available to protect against hepatitis B and certain strains of HPV?

# STBBI quiz

## To share or not to share?

1. Can STBBIs be spread by holding hands?
2. Can you tell if a person is infected with an STBBI?
3. True or false: having multiple partners increases the risk of getting an STBBI?
4. List 5 ways a person could get an STBBI?
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.
5. When should someone be tested for STBBIs?

# STBBI quiz

## Miscellaneous

1. Where could someone go if they wanted STBBI testing?
2. What age group is most commonly affected by the STBBIs chlamydia and gonorrhea? (15-24 or 25-34 or 35-44)
3. Which bacterial STBBI is the most common?
4. What is the most common way to test for chlamydia or gonorrhea?
5. Name 3 possible symptoms of an STBBI?
  - 1.
  - 2.
  - 3.



# STBBI quiz

## What's up with that?

1. True or false: a person can get more than one STBBI at a time.
2. True or false: It is normal to have some vaginal discharge.
3. What is the most common symptom of an STBBI?
4. True or false: a person cannot get an STBBI the first time they have sex.
5. True or false: a person who has only given and received oral sex cannot have an STBBI.

# STBBI quiz

## End result

1. True or false: All STBBIs can be cured easily.
2. True or false: Most STBBIs go away on their own without treatment if people wait long enough.
3. True or false: A person can transmit herpes (HSV) without having symptoms.
4. True or false: A person who has been treated for chlamydia cannot get chlamydia again.
5. Name 2 possible health consequences of untreated STBBIs.
  - 1.
  - 2.

