



## Reducing Sexual Risk – Grade 9

**75 minutes in length**

### **Overall Expectations:**

C. 3. Demonstrate the ability to make connections that relate to health and well-being - how choices and behaviours affect themselves and others, and how factors in the world around them affect their own and others' health and well-being.

### **Specific Expectations:**

C. 2.3 Apply knowledge of sexual health and safety, including a strong understanding of the concept of consent and sexual limits, and their decision-making skills to think in advance about their sexual health and sexuality.

### **Learner Outcome:**

Describe factors that lead to sexual risk.

Demonstrate understanding of the pressures on teens to be sexually active.

Identify and describe the responsibilities and consequences associated with involvement in sexual relationships.

Identify community support services related to sexual health concerns.

Describe factors and develop strategies that lead to responsible sexual relationships.

### **Materials:**

1. PowerPoint Presentation: Reducing Sexual Risk
2. Handouts:
  1. Could it Happen to You Part A.
  2. Could it Happen to You Part B.
  3. Community Resources



## Introduction:

Teens are encouraged to feel independent, strong, and mature in terms of decision-making. In the process, however, teens may feel invincible. This lesson focuses on a common belief of teens: “it couldn’t happen to me!” The activities in this lesson identify factors that can lead to sexual risk as well as strategies teens can use to avoid the risks.

Choosing to become sexually involved involves responsibility and possible consequence. Thinking about the responsibilities and consequences helps students make healthy decisions around sexual involvement.

## Approaches/Strategies:

### A. Ground Rules (5 minutes)

Ensure ground rules are established before beginning the lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson. Some suggestions for ground rules could include:

- We have personal boundaries that must be respected
- We have a right to “Pass”
- We have a right to our own beliefs and opinions
- We are responsible for our own learning
- Our questions or comments will be respected and taken seriously.

### B. Question Box (5-10 minutes)

Retrieve 1-2 questions from last lesson. Facilitate discussion with your class to review concepts that may be unclear or require further clarification.

### C. Could it happen to you? (15 minutes)

*Students examine how lifestyle and health risks may have already personally impacted them.*

This exercise contains 28 statements dealing with a wide range of situations. Some of the situations deal with major crisis. It is important to be aware that some students may indicate they have been exposed to some situations. It is recommended you speak to a school counsellor prior to starting these lessons, so they are aware there may be disclosures.

**This is not an activity to leave for a substitute teacher!**

1. Distribute the handout: Could it Happen to You Part A
2. Ask the students to complete the first part of the activity, choosing the answer that best matches their own situation, or which they predict will match their own situation in the future.

Once the students have completed the individual checklist, distribute the **Could it Happen to You Part B handout**. Give students the option of completing this exercise in pairs so that they can share responses. Be sure to acknowledge the right to pass for anyone who does not wish to share. Due to the sensitive nature of the statements, you may want to request individual feedback from students instead of group feedback.

## D. Case Study Ethan & Olivia (40 minutes)

Students consider choices that can be made to minimize risk. Identify responsibilities and consequences.

1. Read out loud, and work through the discussion questions together. Display this case study for the class to see.

### Ethan and Olivia Case 1

The summer after grade 9, Olivia was offered a job as a youth tennis instructor at a summer camp. Olivia took the job even though she knew it meant being away from her family and friends for weeks at a time.

At camp, Olivia felt lonely. The other girl counsellors had attended that camp for several summers before they became counsellors, and seemed to be in a clique that excluded her. Then Olivia met Ethan. He was a really hot lifeguard, and all the girls wanted his attention. Ethan became really interested in Olivia and asked her out.

Suddenly, the other girls paid attention to Olivia. They included her in their activities and pumped her for information about Ethan. Olivia wanted to be popular, so she decided to go out with Ethan. Everyone would think she was nuts if she didn't.

Ethan very quickly began to pressure Olivia to have sex with him. He even made it clear he would stop dating her if she refused. One night, after drinking beer and smoking marijuana, Ethan walked Olivia back to her cabin and asked if he could come into her room with her.



**Questions for the class:**

- a) Olivia needs to decide if she is ready to have a sexual relationship with Ethan or not. What factors does she need to consider?
  - Pressure from Ethan and friends
  - Wanting to be popular, to belong
  - Alcohol, drug use
  - Attraction to Ethan
  - Readiness for consequences of intercourse
  - STI protection
  - Pregnancy prevention
  - Looking back, will she feel good about her decision?
  - How will she feel after her decision?
  - Alternatives to intercourse
    - Companionship
    - Safety
    - Shared interests
    - Affection
    - Sharing hopes, dreams, problems
    - Someone is there for you
    - Shared culture or religion
    - Someone to have fun with
- b) What factors increase sexual risk for Olivia? For Ethan?  
(Lonely, wants to be popular, low self-esteem, alcohol and drug use, pressure)
- c) In this case, is sex a good choice?  
Discuss the option of abstinence.
- d) What are some possible outcomes or consequences if Olivia and Ethan decide to become sexually active?  
(incorporate family and community outcomes (pregnancy, teen pregnancy rates in community, STIs, abuse, impact on family))
- e) If there are negative outcomes or consequences as a result of becoming sexually active, where can they go for help?



- Sexual Health Clinics
  - Oshawa 905 433 8901 or 1 800 314 8533
  - Pickering 905 420 8781
  - Port Perry 905 985 4891 or 1 800 847 2729
- AIDS Committee of Durham Region
- Durham Health Connection Line 1 800 847 2729
- Distress Centre Durham
- Durham Rape Crisis Centre
- Durham Region Domestic Violence/Sexual Assault Care Centre
- PFLAG Canada: support and information for people with questions or concerns about sexual orientation and gender identity
- Durham CMHA – Canadian Mental Health Association
- Health Care Provider
- Walk in Clinic

2. Now read out loud the second version of Ethan and Olivia and the following discussion questions. Display for class to see.

### **Ethan and Olivia Case 2**

The summer after grade 9, Olivia was offered a job as a youth tennis instructor at the summer camp. Olivia took the job, even though she knew it would mean being away from her family and friends for weeks at a time.

At first, Olivia felt lonely. Although the other girls had attended the same camp for several summers and seemed to be in a clique, Olivia persisted and eventually made a few friends. One evening, Olivia met Ethan. He was a really hot lifeguard and all the girls wanted his attention. Ethan became really interested in Olivia and asked her out.

Ethan was really nice to Olivia and they spent a lot of their free time together. Ethan taught Olivia how to swim and Olivia taught Ethan how to play tennis. They took long walks together and talked about everything! They were practically inseparable and seemed very happy.

At one point during the summer, Olivia and Ethan started talking about having sex. They felt very close to one another and wanted to show each other how much they really cared about one another. They both agreed that if they were to have sex, they would use condoms in order to protect each other from unintended pregnancy and STIs. Olivia also decided that the next weekend she had off from work; she would go to a clinic at home and get birth control pills.



**Questions for the class:**

- a) For Olivia and Ethan, what factors are helpful in deciding whether or not to have sex?
    - Good communication skills
    - Equal relationship
    - Sharing relationship, both contribute
    - Pleasure
    - Love
    - Genuine and mutual care and concern
    - STI, pregnancy prevention
  - b) Where could Ethan and Olivia go for help and or advice in making this decision? (same as above)
  - c) What factors in this case reduce sexual risk for Olivia and Ethan? (Birth control, good communication, healthy relationship, clear judgement, no alcohol or drug use)
  - d) In this case would sex be a good choice? Discuss the option of abstinence here.
  - e) What are some possible outcomes if Olivia and Ethan decide to become sexually active? Outcomes for family or community? (STIs, pregnancy, increase in STI rates or pregnancy rates in the community)
1. Discuss these concluding questions with the class.
- a) Do these case studies we have just discussed sound like a realistic situation for people your age to find themselves in?
  - b) Apart from the ones presented in these two case studies, what are some additional factors that people need to consider when deciding whether to have sex or not?
    - Comfort with own body
    - Parental expectations
    - Cultural expectations
    - Religious expectations
    - Freedom to say yes or no
  - c) Conclude by pointing out that the decision to start or continue a sexual relationship is difficult and important. Whether we are deciding for the first time ever or with a new partner, there are several factors that need to be considered. It is important that we weigh all factors in order to make good choices.



## E. Question Box (5 minutes)

1. Have students fill out questions anonymously and address them if time permits.  
Use it as an exit pass and then review questions at the start of next class.

### Self-Reflection

During the lesson, were:

- Ground rules being followed?
- Good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?

### Student Assessment

During the lesson, did students:

#### Knowledge:

- Identify the factors that can lead to sexual risk?
- Outline the importance of learning about decision-making?
- Identify responsibilities and consequences associated with sexual involvement?

#### Skills:

- Demonstrate ways to help each other as friends to protect against abuse?
- Exemplify appropriate listening and speaking skills during class discussion?

#### Attitudes:

- Recognize the benefits of a healthy relationship.
- Recognize that anyone can find themselves in a situation that leaves them at risk for sexual assault?
- Develop an appreciation of their ability to make choices that can decrease sexual risk?

## Could it Happen to You? (Part A)

People often seem to go through life acting as if they have superhuman powers and abilities to escape from harm that will only affect “somebody else”. So will it ever happen to you? Take the self-awareness quiz below to discover more about whether you are invincible. Read each of the descriptions that follow and decide which of the choices best describes you and your situation.

**Remember the ground rules. You have the right to pass on any items that you feel are too personal. You do not have to share your answers with the group.**

N! = No way!	U = Unlikely	P = Possibly	Y = Yes	AH = Already Has	
1. Become infected with the chicken pox?	N!	U	P	Y	AH
2. Break an arm, leg or other bones?	N!	U	P	Y	AH
3. Become really ill with flu?	N!	U	P	Y	AH
4. Have to spend time in hospital?	N!	U	P	Y	AH
5. Fall out of love?	N!	U	P	Y	AH
6. End a great friendship?	N!	U	P	Y	AH
7. Have to break up with someone?	N!	U	P	Y	AH
8. Become lost in a strange place?	N!	U	P	Y	AH
9. Have someone break up with you?	N!	U	P	Y	AH
10. Get grounded for at least a week?	N!	U	P	Y	AH
11. Fail a course in school?	N!	U	P	Y	AH
12. Smoke?	N!	U	P	Y	AH
13. .Become addicted to nicotine?	N!	U	P	Y	AH
14. Develop lung cancer/heart disease?	N!	U	P	Y	AH
15. Abuse alcohol or other drugs?	N!	U	P	Y	AH
16. Become alcohol or drug dependent?	N!	U	P	Y	AH
17. .Become addicted to drugs?	N!	U	P	Y	AH
18. Be physically abused by someone you know?	N!	U	P	Y	AH
19. Physically abuse someone you know?	N!	U	P	Y	AH
20. Be sexually assaulted by someone you know?	N!	U	P	Y	AH
21. Sexually assault someone yourself?	N!	U	P	Y	AH
22. Become infected with an STI?	N!	U	P	Y	AH
23. Become HIV positive?	N!	U	P	Y	AH
24. .Be part of an adolescent pregnancy?	N!	U	P	Y	AH
25. Drive with someone who is drunk or high?	N!	U	P	Y	AH
26. Drive while drunk or high yourself?	N!	U	P	Y	AH
27. Be a victim of crime?	N!	U	P	Y	AH
28. Shoplift?	N!	U	P	Y	AH

## Could it Happen To You? (Part B)

1. What personal qualities, decisions, behaviours or supports are going to help you stick with your “no way” or “unlikely” answers?
2. However hard you try to make a positive personal decision, there are sometimes pressures or obstacles that get in your way.
  - a) Who or what might pressure you to make more risky choices?
  - b) Who or what might try to prevent you from changing your risky behaviours to less risky ones?



## Community Resources

- Sexual Health Clinics [durham.ca/sexualhealth](http://durham.ca/sexualhealth)
  - Oshawa 905 433 8901 or 1 800 314 8533
  - Pickering 905 420 8781
  - Port Perry 905 985 4891 or 1 800 314 8533
- AIDS Committee of Durham Region [aidsdurham.com](http://aidsdurham.com)
- Durham Health Connection Line 905-666-6241
- Distress Centre Durham [distresscentredurham.com](http://distresscentredurham.com)
- Durham Rape Crisis Centre [durhamrapecrisiscentre.com](http://durhamrapecrisiscentre.com)
- Durham Region Domestic Violence/Sexual Assault Care Centre [lakeridgehealth.on.ca/en/ourservices/resources/DV.pdf](http://lakeridgehealth.on.ca/en/ourservices/resources/DV.pdf)
- PFLAG Canada: support and information for people with questions or concerns about sexual orientation and gender identity [pflagcanada.ca](http://pflagcanada.ca)
- Durham CMHA – Canadian mental health association [cmhadurham.ca](http://cmhadurham.ca)
- Family Health Care Provider
- Walk in Clinic

