



Safer Sex – Grade 9 150 minutes in length

Overall Expectations:

C. 1. Demonstrate an understanding of factors that contribute to healthy development.

Specific Expectations:

C. 1.4 Describe the relative effectiveness of various methods of preventing unintended pregnancy or sexually transmitted infections (STIs), including HIV/AIDS (e.g., avoiding oral, vaginal, and anal intercourse; delaying first sexual intercourse; using protection, including barrier and hormonal methods, to prevent unintended pregnancy; using condoms and dental dams to protect against STIs) and identifying sources of information and support (e.g., doctor, nurse practitioner, public health unit, parents, credible and accurate websites).

Learner Outcome:

Determine what safer sex practices are (e.g., communicate with partner, maintain abstinence, limit partners, and access/use barrier protection properly).

Identify passive, aggressive and assertive communication.

Identify the factors that contribute to positive relationships with others.

Demonstrate an understanding of how to use decision-making and assertiveness skills effectively to promote healthy sexuality (e.g., healthy human relationships, avoiding unwanted pregnancies and STIs including HIV/AIDS).

Identify how to use barrier protection properly.

Materials:

- 1. PowerPoint presentation:** Safer Sex
- 2. SexEd Teaching Kit** provided by Durham Region Health Department
- 3. Handouts (9):**
 1. Types of Communication

2. Communication scenario cards
 3. How to use a male condom
 4. How to use a female condom
 5. How to create and use a dental dam
 6. Assertive communication
 7. Let's talk about condoms - Ineffective
 8. Let's talk about condoms – Effective
 9. Let's talk
4. **Male Condoms** (two for each student) **(Option 2)**
 5. **Female condoms** (one for each student) **(Option 2)**
 6. **Scissors (Option 2)**
 7. **Bananas** (one for each student) **(Option 2)**

Introduction:

Abstaining from sexual activity that involves exchange of bodily fluids and/or genital-to-genital and/or skin to genital contact is the only sure way of avoiding the risk of pregnancy or sexually transmitted infections (STI).

“Safer” sex practices are included in instruction for those students who may not choose abstinence. Postponement of initial sexual activity, adherence to one sexual partner and protected sexual intercourse are sequentially offered as the next best alternatives.

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. “Safer Sex” Discussion Questions (10-15 minutes)

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

1. What is a teenager who engages in unsafe sexual practices at risk of?
 - Exposure to an STI
 - Pregnancy
 - Emotional impacts
2. What are some “safer” sex practices that become a person’s responsibility when involved in a sexual relationship?
 - Maintain abstinence / postpone sexual activity
 - Limit partners
 - Communicate with each other about safe sex
 - Access and use contraceptives and or barrier methods of protection properly and consistently

D. Examining Assertive Communication (30-40 minutes)

Students identify passive, aggressive and assertive communication, and practice assertive communication skills.

1. **Display the slide: Types of Communication. Review it with students, and ask them to provide examples of passive, assertive and aggressive behaviours. Point out that people do not communicate using just one of these styles. They can combine or change styles depending on the situation and/or person that they are interacting with.**

E.g. Jennifer can be assertive with her best friend whom she is very comfortable with, whereas she may be aggressive with someone that she does not like or respect.

2. **Form student groups of 2-3 students.**
3. **Give each group a Communication Scenario Card. Instruct groups to**

read the scenario and provide a written answer to the questions provided.

- 4. Have each group pair up with another group. Groups can share their scenarios and answers and verify the responses.**
- 5. Debrief using the following questions:**
 - What type of communication is most effective in solving difficulties within relationships?
 - Why don't these other forms of communication work as well?
 - What are the best examples of assertive communication from each combined group? (Have the students read the scenario and the response.)
 - Encourage students to reflect upon the type of communication that best represents their own behaviour and think about ways to use assertive communication within their relationships.

Day 2

E. Introduction To Barrier Methods (30 minutes)

Students explore rationales for using barrier methods including condoms and dental dams, learn procedure for correct condom use/dental dam use and begin to explore the idea of communication about barrier method use.

Before beginning this section, reinforce the importance of making individual decisions. Discuss sexual decisions and safer sex, with partner communication surrounding decisions to have sex and using barrier methods to provide good protection from STIs.

While many of your students may not be sexually active, others may be involved in different sexual activities. It is important to **reinforce that barrier methods should be used for any and all types of sexual activity, from genital rubbing to oral sex. Any type of sexual activity can transmit different types of STIs.**

For this lesson the SexEd Teaching Kit can be accessed for visual aid if needed. The SexEd Teaching Kit is provided by Durham Region Health Department to every Durham District School Board (DDSB) and Kawartha Pine Ridge (KPR) secondary school, and is also available through Durham Region Sexual Health Clinics.

Contents in the SexEd Teaching Kit that apply to this lesson include:

Barrier Methods

Male Condom

Female Condom

Dental Dams – barrier for oral sex only

Have the class brainstorm the reasons to use a condom (male or female).

- Male condoms are 82%-98% effective at protecting against pregnancy.
- Female condoms are 79%-95% effective at protecting against pregnancy.
- Condoms help to minimize the risk of acquiring or transmitting most STIs (e.g. chlamydia and gonorrhoea).
- Condoms are easily available and do not require a prescription.
- Most condoms are inexpensive (free at Durham Region Sexual Health Clinics).

Brainstorm the reasons to use a dental dam. (Also known as an oral dam)

- A dental dam is a barrier made out of latex, a condom or plastic wrap that will help reduce the spread of bodily fluids during oral sex.
- Used when performing oral sex on the anal, or vaginal area.
- Dental dams help to minimize the risk of acquiring or transmitting STIs (e.g., herpes simplex, genital warts).

Explain that you are going to show a video demonstration of how to use a male condom, female condom and dental dam. Be sure to review the teacher notes and pre-screen before showing the video:

- Male condom video
- Female condom video
- Dental dam video

Option 1: Video Demonstration: (10 minutes)

TeachingSexualhealth.ca (male condom video, female condom video and dental dam video)

Option 2: Barrier method application (20 minutes)

Have students practice male condom application & dental dam creation

Note: Condoms/dental dams can be ordered in advance for the use of this exercise from the Durham Region Health Department:

Durham Region Health Department resource order form available online:

<https://forms.durham.ca/Health-Care-Provider-Resources-and-Order-Form>

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

1. Provide students with handout:
2. Divide into small groups and create stations around the class.
3. Provide condoms and bananas at the male condom application station.
4. Provide scissors, dental dams examples and male condoms at the dental dam station.
5. Provide female condoms and the vagina model (from the SexEd Teaching Kit) at the female condom station.

6. Distribute handouts/instructions for each station.
 - How to use a male condom
 - How to use a female condom
 - How to create and use a dental dam
7. Instruct the class to follow and apply the demonstration guidelines at each station. The phrases that are in bold type indicate the key points.

Guidelines: Male condom

- Let participants know that barrier methods are necessary to prevent transmission of STIs including HIV/AIDS. Lubricated condoms should be used for anal and vaginal sex and must be put on before any genital contact. Non-lubricated condoms are generally used for oral sex, as the lubricated ones have a medicinal taste.
- **The expiration date should be checked.** Condoms must be stored where they won't be damaged by heat (e.g. a drawer, coat pocket, wallet).
- Condom package must be torn open carefully, so as not to damage the condom. Fingernails and jewellery can also damage condoms.
- **Unroll the male condom a little (about ½ inch) and then hold it by pinching the receptacle tip with the fingers of one hand.** This is an easy way to hold a slippery condom, and doing this squeezes the air out of the tip at the same time. (Air trapped at the end of a condom can cause pressure to build up, and the condom can break.)
- **Hold the condom onto the tip of the erect penis (still pinching the end), and with the other hand, roll the condom all the way down the shaft of the penis to the base.** Either partner can do this.
- **Pull the penis out immediately after ejaculation by holding onto the base of the condom first.** If the penis begins to return to its normally flaccid (limp) state, the condom may slide off and semen may leak out.
- The condom should be removed away from one's partner, and the used condom **thrown away** (preferably into a garbage can lined with a plastic bag). Condoms should never be used more than once. Do not flush condoms down the toilet.
- Inform the group that while lubricated condoms are usually sufficient on their own, extra lubrication can be used to prevent excess friction and to enhance sensation. Lubrication can be put on the inside and outside of the condom. The only lubrication that is safe to use with condoms is water-based lubricant, as oil or petroleum based products (e.g. Vaseline, hand lotion, etc.) can damage latex. Water-based lubricants are often found in drugstores.

Guidelines: Female condom

- Let participants know that barrier methods are necessary to prevent transmission of STIs including HIV/AIDS. Lubricated condoms should be used for anal and vaginal sex and must be put on before any genital contact. Non-lubricated condoms are generally used for oral sex, as the lubricated ones have a medicinal taste.
- **The expiration date should be checked.** Condoms must be stored where they won't be damaged by heat (e.g. a drawer, coat pocket, wallet).
- **Condom package must be torn open carefully, so as not to damage the condom.** Fingernails and jewellery can also damage condoms.
- **Locate one end of the condom will have an opening for the penis to enter. This end will remain outside the vagina.**
- **Squeeze the flexible inner ring at the closed end of the condom and insert the closed end of the condom into your vagina.** Placing your index finger inside of the condom, gently **push the inner ring into your vagina as far as it will go.** Be careful not to twist the condom. Placing lubrication inside of the condom may help keep it in place during sex. Make sure his penis enters inside the female condom, not to one side. The female condom should not be used with a male condom.
- **When removing the Female condom after sex, twist the outer ring so that no semen leaks out during removal. Pull the condom out.**
- The condom should be removed away from one's partner, and the used condom thrown away (preferably into a garbage can lined with a plastic bag). Condoms should never be used more than once. Do not flush condoms down the toilet.

Guidelines: Dental Dam

- Explain that the oral dam is placed over the genitals and/or anus to prevent STI transmission during oral sex. **If making an oral dam, it is important to use a non-lubricated condom.** (Lubricated condoms have a medicinal taste, and spermicidal condoms will make the mouth go numb).
- Review the instructions outlined in the "How to Create and Use a Dental Dam" handout. Where can you find condoms and dental dams? Condoms and dental dams are available at Durham Region Sexual Health Clinics and at local pharmacies.

F. Assertive Communication (5 minutes)

- Distribute the handout "Assertive Communication" and review with class.
- Highlight the following:

- Partners must communicate about using condoms
- Assertive communication is helpful in expressing ideas and feelings about condoms.
- Assertive language is both verbal and non-verbal.

G. Communicating about Condoms (10 minutes)

Students practice effective and ineffective communication techniques regarding negotiation of condom use.

1. The following activity can be demonstrated by students in front of the class, in small groups or simply read aloud by volunteers.
2. Distribute the handout **Let's Talk About Condoms Example – Ineffective.** (have students either role play or read the scenario aloud).
3. Distribute the hand out **Let's Talk About Condoms Example - Effective.** (have students either role play or read the scenario aloud)
4. As a group discuss the following:
 - Which communication is more effective?
 - What makes one communication better than the other?
 - What elements of assertive communication were used?
5. If time permits, distribute the handout **Let's Talk.** This final activity gives students the opportunity to practice assertive communication regarding condom use.
6. Ask students to pair up and role-play their conversations from the handout.
7. Debrief the exercise by asking students to reflect upon their responses and to decide if they have demonstrated assertiveness.

H. Question Box (5 minutes)

Have students fill out questions anonymously and address those if time permits or review questions at the start of next class. Use it as an exit pass (optional).

Self-Reflection

During the lesson, were:

- Ground rules being followed?
- Good practices established regarding group work and discussion? What will you change for future classes with this group?

What will you change for future use of this lesson?

Student Assessment

During the lesson, did students:

Knowledge:

- Define safer sex?
- Identify reasons to use barrier methods as a form of protection?
- Observe demonstration on barrier method use?
- Identify passive, aggressive and assertive communication, and practice communication skills.

Skills:

- Use assertiveness skills to practice condom negotiation?
- Use assertiveness skills to deal with difficulties in relationships?
- Apply the use of barrier protection?

Attitudes:

- Accept the need for safer sex practices?
- Accept the need for effective communication?

References:

Alberta Health Services-teachingsexualhealth.ca. (2014). *Demonstration videos.*

Alberta Health Services-teachingsexualhealth.ca. (2014). *Safer Sex Lesson 1.*

Alberta Health Services-teachingsexualhealth.ca. (2014). *Safer Sex Lesson 2.*

Durham Region Health Department. (Current) *Birth Control What's Right for you?*

Durham Region Health Department. (Current) *Facts About...Male Condom.*

Durham Region Health Department. (Current) *Facts About...Female Condom.*

Durham Region Health Department. (Current) Health Ed Reference.....*Barrier birth control methods.*

Types of Communication

PASSIVE

- Give in and say yes even when they don't want to
- Put the feelings and concerns of others before their own
- Keep their concerns to themselves
- Soft, uncertain voice
- Downcast eyes
- Nervous
- "My thoughts are not important"
- "I guess, maybe ...Is everyone else doing it?"

AGGRESSIVE

- Think of themselves first, at the expense of others
- Dominate others
- Use threats or force
- Loud and explosive
- Demanding
- Cannot control temper
- "This is what I want"
- "You better, if you don't then..."

ASSERTIVE

- Stand up for their rights without denying other people theirs
- Respect themselves as well as others.
- Ask for what they want in a straightforward manner
- Strong and steady voice
- Good eye contact
- Confident
- "This is what I think"
- "I would like to hear what you think"

Communication Scenario Card 1

John feels like spending the evening with his friends. Randy prefers to spend a quiet evening watching movies with him. Randy is very disappointed at the thought of spending this Saturday evening without John.

How will Randy express the disappointment to John using:

Passive communication?

Aggressive communication?

Assertive communication?

Communication Scenario Card 2

Mary had a crush on Christopher for several weeks. She finds him very good looking as well as friendly and sociable. Every day they travel to school together. She would like to ask him out one evening and tell him how she feels.

How will she do this using:

Passive communication?

Aggressive communication?

Assertive communication?

Communication Scenario Card 3

Helen decides to wear a mini-skirt on a hot summer day. Steven finds it a bit too short and tells her that she should change.

How will Helen respond to Steven using:

Passive communication?

Aggressive communication?

Assertive communication?

Communication Scenario Card 4

Silve and Mark have been going out for several months. They are talking about the day they plan to have sex for the first time. Silve explains that they will have to use a condom. Mark insists that there is no danger of any sexually transmitted infections (STIs).

How would Silve react to this using:

Passive communication?

Aggressive communication?

Assertive communication?

Communication Scenario Card 5

Simon asks his girlfriend Marlene to sleep over, knowing that her parents will refuse.

How might Marlene react to Simon when confronted with the situation using:

Passive communication?

Aggressive communication?

Assertive communication?

How to Use a Male Condom

Instructions: Apply the six steps to correct condom usage in this station using the provided supplies.

<p>1.</p> <p>The expiration date should be checked</p>	<p>2.</p> <p>Condom package must be torn open carefully, so as not to damage the condom</p> <p>Fingernails and jewellery can also damage condoms</p>
<p>3.</p> <p>Unroll the condom a little (about ½ inch) and then hold it by pinching the receptacle tip with the fingers of one hand</p> <p>This is an easy way to hold a slippery condom, and doing this squeezes the air out of the tip at the same time. (Air trapped at the end of a condom can cause pressure to build up, and the condom can break)</p>	<p>4.</p> <p>Hold the condom onto the tip of the erect penis (still pinching the end), and with the other hand, roll the condom all the way down the shaft of the penis to the base</p> <p>Either partner can do this</p>
<p>5.</p> <p>Pull the penis out immediately after ejaculation by holding onto the base of the condom first</p> <p>If the penis begins to return to its normally flaccid (limp) state, the condom may slide off and semen may leak out.</p>	<p>6.</p> <p>The condom should be removed away from one's partner, and the used condom thrown away (preferably into a garbage can lined with a plastic bag)</p> <p>Condoms should never be used more than once. Do not flush condoms down the toilet.</p>

How to Use a Female Condom

Instructions: Apply the six steps to correct condom usage in this station using the provided supplies.

<p>1.</p> <p>The expiration date should be checked</p>	<p>2.</p> <p>Condom package must be torn open carefully, so as not to damage the condom</p> <p>Fingernails and jewellery can also damage condoms</p>
<p>3.</p> <p>One end of the condom will have an opening for the penis to enter. This end will remain outside the vagina</p> <p>Squeeze the flexible inner ring at the closed end of the condom and insert the closed end of the condom into your vagina</p>	<p>4.</p> <p>Placing your index finger inside of the condom, gently push the inner ring into your vagina as far as it will go</p> <p>Be careful not to twist the condom. Placing lubrication inside of the condom may help keep it in place during sex.</p> <p>Make sure the penis enters inside the female condom, not to one side. The female condom should not be used with a male condom.</p>
<p>5.</p> <p>After sex, twist the outer ring so that no semen leaks out during removal.</p>	<p>6.</p> <p>The used condom should be thrown away (preferably into a garbage can lined with a plastic bag)</p> <p>Condoms should never be used more than once. Do not flush condoms down the toilet.</p>

How to create and use a dental dam

Instructions: Apply the 10 steps to create and use a dental dam in this station using the supplies provided.

<p>1. Examine a dental dam if provided Since you will be putting your mouth on one side of the condom, use a condom that isn't lubricated The expiration date should be checked</p>	<p>2. Condom package must be torn open carefully, so as not to damage the condom Fingernails and jewellery can also damage condoms</p>
<p>3. Unroll the condom</p>	<p>4. Cut off the tip</p>
<p>5. Cut off the base</p>	<p>6. Now cut down one side You now have a square latex dam</p>
<p>7. How to use it: Place the barrier over vaginal opening or anal opening</p>	<p>8. Make sure to keep one side towards you and the other towards your partner</p>
<p>9. A new barrier should be used for each act Make sure you do not use the same barrier for oral-vaginal sex and then oral anal sex</p>	<p>10. Use each barrier once only and throw away</p>

Assertive Communication

If you choose to be sexually active, you must think about how to protect yourself and others. Here are some examples of how to be assertive when you are talking to your partner about using condoms.

The Goal	To protect yourself and your partner from pregnancy and/or sexually transmitted infections (STIs)
Content	Clear, specific, and use “I messages” I feel _____ when _____ and I want _____
Voice	Clear, and firm
Facial Expression	Give direct eye contact
Posture	Self-assured
Your feelings	Confident of your feelings and decisions, self-respecting
Another’s feelings	Respected

Let's Talk About Condoms

Example 1: Ineffective

Steven and Terah have been dating for several months and have gotten close to having sex. Steven wants to use protection during sex.

Steven: Terah, could I talk to you about something?

Terah: Sure Steven, we can talk about anything. What is it?

Steven: I want to talk about having sex.

Terah: Talking about sex isn't very romantic. I mean, let's just see what happens.

Steven: Well, I know it isn't very romantic, and I'm sorry. I was just hoping we could talk.

Terah: I want to talk, too. Just not about that. Let's talk about what Kristal did in biology class.

Let's Talk About Condoms

Example 2: **Effective**

Steven and Terah have been dating for several months and have gotten close to having sex. Steven wants to use protection during sex.

Steven: Terah, could I talk to you about something?

Terah: Sure Steven, we can talk about anything. What is it?

Steven: I want to talk about using protection during sex.

Terah: Talking about sex isn't very romantic. I mean, let's just see what happens.

Steven: I think talking about sex is very romantic. It shows how much I care about you. I want us to be prepared if we decide to make love – you know, use a condom.

Terah: You mean you want to use condoms?

Steven: Sure, I care about both of us. I don't want us to take the chance of getting an infection or us getting pregnant.

Let's Talk

Use what you've learned about assertive communication and condoms to complete this conversation.

You know that your friend is planning on having sex. You want your friend to know that it is important to use a condom.

You: I want to talk to you about condoms. You are planning to use them, aren't you?

Friend: Who are you, the health police? I don't know....condoms interrupt the moment.

You: No, I'm not the health police. I'm just interested in safe sex.

Friend

You:

Friend:

You: