



Sex Education is Life Education



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SEXUAL HEALTH • OPTIONS • RESOURCES • EDUCATION

Stacey Jacobs, MSc



- Sexual Health Options, Resources & Education (SHORE) Centre (Formerly Planned Parenthood Waterloo Region)
- Community Sexual Health Education Manager
- 15 years of Sexual Health Education experience
- Degrees in Psychology, Sociology, Sexuality and Master of Science in Family Relations and Human Development
- Teach in grade schools, high schools, universities, community

SHORE Centre

- Education Program
 - Health Matters
 - workshops, presentations, info booths
 - Just4Girls, 8 week community program
 - Just4Guys, 8 week school program
 - Great Sexpectations, interactive play for teens
- Pregnancy Options Support Program



Our Values

- Comprehensive Sexual Health Education
- Pro-choice in all areas of Sexual Health
- Sex Positive
- LGBTQ+ Positive
- Inclusive
- Accessible
- Prevention (STIs, unintended pregnancy, sexual abuse, sexual assault)



Today

- Productive Discomfort
- Participating
- Questions
- Discussion
- Props
- Resources



Ontario H&PE Curriculum



- Updated in 2015 (previously using 1998 version)
- Consulted teachers, students, schools, boards, parents and experts in the fields of education and sexual health
- Evidence based - not fear based or abstinence based
- Age appropriate
- Each year builds on the last (scaffolding)
- Taught throughout the school year
- Critical literacy, critical thinking



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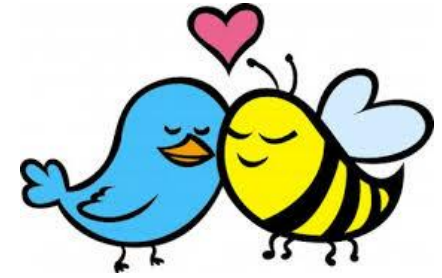
Ontario H&PE Curriculum

- “Students should have the knowledge and skills needed to make sound decisions about matters affecting their health and well-being **before** they experience real-life situations in which decisions have to be made.”

p.38 H&PE curriculum



What is Sex Education?



Anatomy ▪ physiology ▪ puberty ▪ body awareness ▪ human development ▪ reproduction ▪ sexual readiness ▪ delaying sexual activity ▪ consent ▪ abstinence ▪ protection ▪ safety ▪ relationships sexual orientation ▪ gender identity ▪ gender expression ▪ gender roles ▪ gender expectations ▪ pleasure ▪ affection ▪ body image self-esteem ▪ pregnancy ▪ birth ▪ pregnancy options ▪ healthcare birth control ▪ sexually transmitted infections ▪ HIV ▪ stigma stereotypes ▪ social media ▪ Internet ▪ pornography ▪ love masturbation ▪ boundaries ▪ safer sex ▪ decision making ▪ critical thinking ▪ choice ▪ communication ▪ respect ▪ sexual behaviour



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Media Education

The issue of sexuality is raised for children every time they turn on the TV, look at a billboard, browse the Internet etc.

Therefore every child is being taught by a sex education curriculum developed by the media.

David Hingsburger

Media Education



Your Sex Education



- Family of Origin
 - Think about the messages you received and how they may impact you
 - We sometimes subconsciously acquire messages without questioning them or recognizing how they impact our views and values
- Did you have sex education when you were in school?
 - If yes, what did you like about it? Not like about it?
 - Did you like the way your teacher(s) taught it?

Why don't we talk to kids about sexual health and sexuality?

Perhaps...

- We are nervous to say the words
- We are scared to say the wrong thing
- We don't want to give permission
- We were brought up not to talk about it
- We don't want to ruin their innocence
- We are embarrassed by our own sexuality

Toronto Public Health



Not teaching Sexuality

- When we don't teach about sexuality, we teach something about sexuality
- When we don't teach about sexuality, students get the information from other, possibly less reliable, sources



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Overall Health and Well-Being

- We are all sexual beings from birth to death
- Sex Education will benefit all students throughout their lives
- Sexual Health is part of overall health and well-being
- Teachers' responsibilities:
 - facts
 - critical thinking skills
- Parents' responsibilities:
 - Cultural, religious & family values, beliefs, traditions



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5 Keys to Teaching Sex Ed

1. Be positive
2. Be open-minded
3. Be inclusive
4. Promote communication and questions
5. Provide a safe environment





1. Be Positive

- Learning increased when students are happy & having fun
- Open body language
- Be mindful of facial expressions, tone of voice - practice if necessary
- Do not use scare tactics
- Positive body talk (e.g. bodies are strong and function in many amazing ways)



1. Be Positive

- Try to avoid using word 'normal' – may lead to someone feeling abnormal
- Instead of saying:
 "It is normal for young people to masturbate."
- Say:
 "Many young people masturbate and many do not, both are common."

3. Be Inclusive



- Do not make assumptions (gender, orientation, ability, family upbringing, family traditions, family dynamics, religious values, cultural beliefs, comfort levels)
- LGBTQ+ students and families – everyone deserves to feel included and respected
- Inclusive language: partner, siblings, caregivers, parents, person with a vulva, person with a penis, person who is pregnant, calling people by chosen name and pronouns
- Diverse examples using all genders, orientations, cultures etc. when speaking and showing visuals



Language Examples

- Women experience back pain when pregnant
People who are pregnant may experience back pain
- Boys get unexpected erections during puberty
People with penises may get an erection unexpectedly during puberty



Language Examples

- Girls should wipe front to back after using the washroom
People with vulvas should wipe front to back after using the washroom
- My girlfriend and I went to the market
My partner and I went to the market
- Hi guys, how's it going?
Hi everyone, how's it going?

3. Be Inclusive



- Practice being inclusive in everyday life
- Use inclusive language and examples in the classroom every day for every topic
- Do not use personal examples
- Think about your gender expectations

4. Promote Communication and Questions

- Encourage class discussion/debate
- Ok to say you don't know the answer, however, find the answer
- Students may not have anyone else to ask or talk to
- Slang ok for students to use if don't know how else to phrase it or uncomfortable using other words
- Ok to say, "I need some time to think about that."



4. Promote Communication and Questions



- Be honest – they may be testing you
- Throw it back to the class, “Can anyone answer that?”
- Answer all real questions
- They may be trying to get a rise out of you. Stay calm and say, “Do you think that was an appropriate and respectful question?”



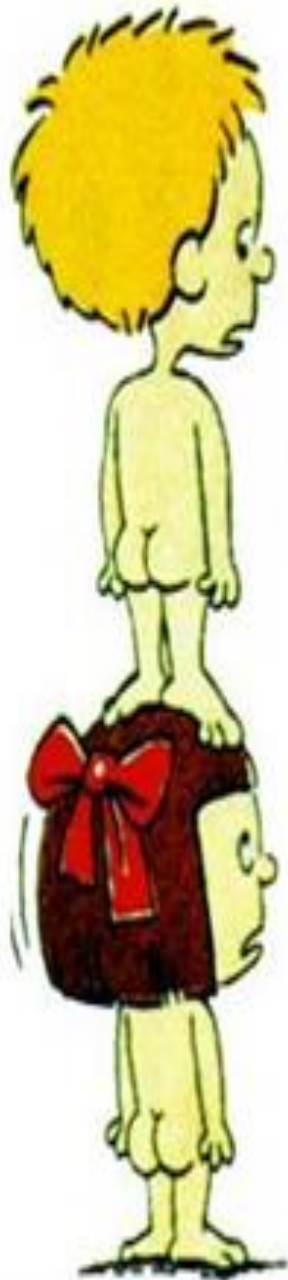
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4. Promote Communication and Questions



- Our words are impactful, explain fully and carefully
e.g. “Wearing condoms can help prevent pregnancy.”
“Wearing condoms **while having sex** can help prevent pregnancy.” [South Park](#)
- When we are uncomfortable we often try to be brief and vague to avoid saying certain things ([pocket example](#))





Okay, we took off our clothes, I got on top of you... How long 'til it starts feeling good?

I don't know but I've got a headache already!



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Question Box

- Explain at beginning of year
- Keep out all year
- Consistently answer questions
- Find time in class for everyone to put a question in*
- Often questions worded in a disrespectful or personal manner, do not address the question directly but the topic ([blow job example](#))
- You can read questions in advance and prepare answers



Question Box

Grade 3 examples:

- Is the vagina the only place the penis can go?
- How does gender reversal surgery work?
- What is a miscarriage?
- What is a porn star?
- What is rape?



Question Box



Grade 5 examples:

- What is the proper response to a boy who is staring at your boobs?
- How do two women/men have sex?
- What if the condom falls off?
- What if you get your period at school – should you tell your teacher?
- What washroom would an intersex person use?
- How do you put on a condom?

Question Box



Grade 6 examples:

- Can girls masturbate?
- How do I become a boy in the womb?
- What's a dildo?
- Can you reuse the same condom?
- Can girls get boners?
- What's morning wood?

5. Provide a Safe Environment

- Ground Rules (e.g. confidentiality, respect, listening, no stupid questions, don't make assumptions etc.)
- Encourage students to come to you if they are feeling uncomfortable or need to talk to an adult in private
- Age appropriate and curriculum based discussions, may need to say, "That was a terrific question, we aren't talking about that topic today because that is something you will learn next year."



5. Provide a Safe Environment

- Address misinformation, myths & shaming immediately

Student: "Anal sex is gross!"

Teacher: "Some people choose to have anal sex, and it can be pleasurable for them, some people choose not too. What is important is that you get to decide what sexual activities you engage in and with whom."

Student: "That's so gay."



Increasing Comfort Levels



- Practice inclusive language
- Repeat words/phrases in mirror (e.g. masturbation, vagina, testicle, clitoris)*
- Increase your knowledge (e.g. websites, books)
- Familiarize yourself with curriculum
- Familiarize yourself with various cultures and religions
- Use materials when teaching (e.g. power point presentations, books, activity sheets)
- Know it is ok if you don't know all the answers
- Use your own teaching style
- Discussions with others (teachers, family, friends)
- Time, experience



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LAST Method

Listen (to what the child is really asking)

Ask (what do they already know, where did they hear about it)

Sort (out what you want to say)

Talk



Puberty

- Same sex and co-educational groups
- Think back to when you went through puberty
 - How did you feel?
 - Who could you talk to?
 - What would you have benefited from knowing?
 - If you had sex education was it helpful? Was it taught at an appropriate age?



Parents



- Parents are the first educators
- Parental involvement with sex education is good
- Addressing parents' concerns is important
- Want to avoid students being taken out of sex education classes
- Letter to parents*

Parents



“It is important that all students are safe and feel respected and comfortable in the classroom. Bullying and abuse due to gender, orientation, culture, religion, race, ability, size, the food you eat, the clothes you wear etc. is not acceptable. That is why we teach about diversity and inclusion, and why it is important to discuss gender and sexual orientation.”

Stacey Jacobs

Technology



- Familiarize yourself with the social media the students in your class are using
- If something is trending, google it (e.g. head in vagina)
- Provide examples of accurate, age appropriate websites
- Older grades – discuss safety issues, privacy, online bullying, consequences, naked pics, sexting

Take home messages



- Sex education is an opportunity to increase self-esteem, safety and healthy decision making
- Ongoing conversation, not just “The Talk”
- Remind children who other askable adults are
- Work on increasing your comfort, your knowledge
- Practice being inclusive
- You do not have to be an expert
- Relax and have fun



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Ted Talks: Julia Sweeney, It's time for "The Talk"



https://www.ted.com/talks/julia_sweeney_has_the_talk?language=en



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Resources



- Sexual Health Options, Resources and Education Centre - www.shorecentre.ca
- Stacey Jacobs – education@shorecentre.ca
- Sexual Health website for teachers, parents and students created by the Society of Obstetricians & Gynecologists of Canada www.sexandu.ca

Resources



- Proctor and Gamble Always Changing Program (free products)
<http://www.phecanada.ca/alwayschangingvibrantfaces>
- Ontario Ministry of Education – information for parents
<http://www.edu.gov.on.ca/eng/curriculum/elementary/health.html#display>
- Sexual Health Resources for Teachers – City of Toronto
 - Lesson plans grade 4-6, Teaching Puberty: You Can Do It!
 - Lesson plans grade 7-8, Sexual Health Curriculum