

## Lesson Plans and Teaching Resources

For the Grades 8-10 BC PHE Curriculum

Jan 22, 2025

### Sexual Health Education Guidance

- **Supporting Student Health Guide (Secondary)**  
*BC Ministry of Education and Child Care, 2023*  
[Supporting Student Health Guide \(Secondary\)](#)
- **Teachingsexualhealth.ca**  
[Sexual Health Education- Teachers | Teaching Sexual Health](#)

### Lesson Plans

**Teachingsexualhealth.ca** (TSH) is an *Alberta Health Services* program developed by teachers and health experts. We recommend these lesson plans because they are freely available, kept up-to-date with health information by health experts, age-appropriate, grade-based and use effective, evidence-based sexual health education teaching methods, including interactive knowledge-based learning, reflection on values and attitudes, and practicing skills ([UNESCO, WHO, et al., 2018](#)). They have all been used and tested by teachers with students. All TSH lesson plans are available in French. Some legislation and resources in the lesson plans are Alberta-specific. Your PHN can help with BC-specific information where needed.

Teachingsexualhealth.ca lesson plans cover all topic areas from the BC PHE Curriculum, except sexual orientation & gender diversity (to reduce discrimination) and internet safety & media literacy. For these topics, we have included additional lesson plans from other sources.

Be aware some of these lesson plans include sensitive topics that students may be personally affected by or have lived experience with (e.g. SOGI, abuse, pregnancy, STIs). These students may be more heavily impacted by these discussions and may feel put on the spot. Be thoughtful when selecting activities to use in class, monitor for student distress, stop the lesson if needed, and check-in with them in private.



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[Lesson Plan & Resource Finder - Teachers | Teaching Sexual Health](#)









## TSH Lesson Plans for Grade 8-10 (screen shots):

### Grade 8

#### Lesson Plans



English




 <b>Lesson 1: Going Through Puberty</b> Grade 8 <a href="#">.PDF</a>	 <b>Lesson 2: STBBI</b> Grade 8 <a href="#">.PDF</a>
 <b>Lesson 3: Birth Control</b> Grade 8 <a href="#">.PDF</a>	 <b>Lesson 4: Responsibilities and Choices</b> Grade 8 <a href="#">.PDF</a>
 <b>Lesson 5: Abuse</b> Grade 8 <a href="#">.PDF</a>	 <b>References</b> Grade 8 <a href="#">.PDF</a>

### Grade 9

#### Lesson Plans




English










 <b>Lesson 1: Coping with Development</b> Grade 9 <a href="#">.PDF</a>	 <b>Lesson 2: Relationships and Dating</b> Grade 9 <a href="#">.PDF</a>
 <b>Lesson 3a: Consent 1</b> Grade 9 <a href="#">.PDF</a>	 <b>Lesson 3b: Consent 2</b> Grade 9 <a href="#">.PDF</a>
 <b>Lesson 4: Alcohol and Sex</b> Grade 9 <a href="#">.PDF</a>	 <b>Lesson 5: Safer Sex</b> Grade 9 <a href="#">.PDF</a>
 <b>Lesson 6: Responsibilities of Parenting</b> Grade 9 <a href="#">.PDF</a>	 <b>References</b> Grade 9 <a href="#">.PDF</a>

## CALM (10-12)

### Lesson Plans

English



 <p><b>Lesson 1: Relationships</b> CALM</p> <p>.PDF</p>	 <p><b>Lesson 2a: Consent</b> CALM</p> <p>.PDF</p>
 <p><b>Lesson 2b: Consent</b> CALM</p> <p>.PDF</p>	 <p><b>Lesson 3: STBBIs</b> CALM</p> <p>.PDF</p>
 <p><b>Lesson 4: Birth Control</b> CALM</p> <p>.PDF</p>	 <p><b>Lesson 5: Personal Values and Decision Making</b> CALM</p> <p>.PDF</p>
 <p><b>Lesson 6: Pregnancy and Pregnancy Options</b> CALM</p> <p>.PDF</p>	 <p><b>Lesson 7: Sexual and Reproductive Health</b> CALM</p> <p>.PDF</p>
 <p><b>References</b> CALM</p> <p>.PDF</p>	

## Sexual Orientation and Gender Identity & Diversity Lesson Plans

SOGI 123 (available at [TeachBC](#) and [SOGI 123](#)):

- ☐ [School Climate Map](#)
- ☐ [Language and Terminology](#)
- ☐ [Indigenous Perspectives](#)
- ☐ [Why "That's So Gay" is not Okay](#)

Canadian Center for Digital Media Literacy

- ☐ [Exposing Gender Stereotypes MediaSmarts](#)

VCH

- ☐ [SOGI & Gender Discrimination Learning Activities: Student Reflection & Discrimination & the Law](#) (see Appendix B)

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- ☐ [Gender, Body Image & Social Influences](#)  
(Activity D: Gender Roles & Stereotyping)

Courses for further learning:

- ☐ [Introduction to Gender Diversity](#) (30min)
- ☐ [Indigenous Gender Identity](#) (3 hours)
- ☐ [Supporting Gender Creative Children and their Families](#) (1.5 hrs)
- ☐ [Health and Media Literacy \(We Are Allies\)](#) (15 min)
- ☐ Information: [Research Points \(We Are Allies\)](#)

## Internet Safety & Media Literacy Lesson Plans

Canadian Centre for Child Protection

- ☐ [Sextortion: What Teens Need to Know](#)
- ☐ Kids in the Know [Grade 9/10 Online Safety](#)  
(currently available to download for free in English and French)

Canadian Center for Digital Media Literacy

- ☐ [Relationships and Sexuality in the Media](#)
- ☐ [Body Image and Social Media: Escaping the Comparison Trap](#)
- ☐ [Gender Stereotypes and Body Image](#)

## Students with Diverse Learning Needs

- ☐ **Students with Differing Abilities**

*Teachingsexualhealth.ca*

[Lesson plans](#) for students with mild to severe cognitive disabilities, physical disabilities, complex medical needs, hearing and vision, and/or behavioural needs. **See below.**

- ☐ **Autistic Youth Sexual Health Resources**

*SIECCAN (Sex Information & Education Council of Canada), 2024*

[Sexual Health Promotion: A Service Provider Guide for Working with Autistic Youth](#) and [Info sheets and educational videos](#)

## Differing Abilities

### Lesson Plans



English

<p><b>Lesson 10: Safer Sex</b> Differing Abilities</p> <p>→</p> <p>.PDF</p>	<p><b>Lesson 7: Healthy Dating Relationships</b> Differing Abilities</p> <p>→</p> <p>.PDF</p>
<p><b>Lesson 5: Boundaries, Personal Space and Consent</b> Differing Abilities</p> <p>→</p> <p>.PDF</p>	<p><b>Lesson 4: Private and Public</b> Differing Abilities</p> <p>→</p> <p>.PDF</p>
<p><b>Lesson 3: Hygiene</b> Differing Abilities</p> <p>→</p> <p>.PDF</p>	<p><b>Lesson 8: Reproduction Pregnancy and Birth</b> Differing Abilities</p> <p>→</p> <p>.PDF</p>
<p><b>Lesson 9: Decision Making</b> Differing Abilities</p> <p>→</p> <p>.PDF</p>	<p><b>Lesson 6: Being a Good Friend</b> Differing Abilities</p> <p>→</p> <p>.PDF</p>
<p><b>Lesson 2: Puberty</b> Differing Abilities</p> <p>→</p> <p>.PDF</p>	<p><b>Lesson 1: Understanding My Body</b> Differing Abilities</p> <p>→</p> <p>.PDF</p>
<p><b>Teaching Sexual Health to Students with Differing Abilities</b> Differing Abilities</p> <p>→</p> <p>.PDF</p>	

## Health Care Services for Youth

- ☐ **VCH Youth and Sexual Health Clinics**  
Reproductive and sexual health care clinics with youth-only hours.  
[vch.ca/en/health-topics/sexual-health](http://vch.ca/en/health-topics/sexual-health)
- ☐ **Options for Sexual Health**  
Reproductive and sexual health care clinics for all ages.  
[optionsforsexualhealth.org](http://optionsforsexualhealth.org)
- ☐ **Foundry**  
Primary care and mental health services for youth.  
[foundrybc.ca](http://foundrybc.ca)
- ☐ **Get Checked Online**  
Online-based sexually transmitted infection testing.  
[getcheckedonline.com](http://getcheckedonline.com)

## Recommended Sources of Health Information

- ☐ **Smart Sex Resource**  
BC Centre for Disease Control  
[smartsexresource.com](http://smartsexresource.com)
- ☐ **Sex Sense**  
Options for Sexual Health  
[www.optionsforsexualhealth.org](http://www.optionsforsexualhealth.org)

## Parent/Guardian Communication

- ☐ **Sample Notification Letter**  
*Ministry of Education and Child Care*  
[Page 41](#) Supporting Student Health Guide (Secondary)
- ☐ **VCH Parent/Guardian Letter of Support for Sexual Health Education**  
*Vancouver Coastal Health*  
*Ask your Public Health Nurse*

## Student Workshops

- ☐ **BLUSH: Bold Learning for Understanding Sexual Health**  
*Vancouver Coastal Health*  
[Workshops](#) developed with, and offered by, trained peer educators on healthy relationships, safer sex, and media literacy. Contact BLUSH for availability in your community.
- ☐ **Taking Pride**  
*McCreary Centre Society*  
[Series of 6 workshops for 2SLGBTQ+ youth](#), designed for school or community groups such as GSA clubs. Workshops focus on healthy relationships and reducing dating violence and can be facilitated by young people with the support of an adult ally and training.

## Youth Perspective on Sexual Health Education

- ☐ **Beyond the Birds and the Bees: Supporting Sexual & Health Education in BC**  
*Students Commission of Canada, Commissioned by BC Ministry of Health, 2023*  
[YouTube video](#) and [Resource Document](#)

**Appendix A:****Summary of Grade 8-10 BC PHE Curriculum by *Sexual Health Education Topic*****Reproductive Systems & Pregnancy Prevention**

*Students will learn about:*

- ☐ Physical changes during puberty and adolescence, including growth and changing bodies, strategies for managing these changes
- ☐ Potential short-term and long-term consequences of health decisions
- ☐ Sources of health information – including medical professionals and websites.
- ☐ Making healthy sexual decisions – including protection from unintended pregnancy.

**Sexually Transmitted and Blood Borne Infections (STBBIs)**

*Students will learn about:*

- ☐ Potential short-term and long-term consequences of health decisions.
- ☐ Sources of health information – including medical professionals and websites.
- ☐ Making healthy sexual decisions – including protection from sexually transmitted infections.

**Sexual Orientation and Gender Identity & Diversity**

*Students will learn about:*

- ☐ Factors and influences that shape personal identities and relationships – including physical changes during puberty, and social and cultural factors.
- ☐ The nature and consequences of bullying, stereotyping, discrimination, and violence based on sex and gender, and strategies for responding to it: being assertive, reporting and seeking help, and advocating for others
- ☐ Strategies to protect themselves and others from potential abuse, exploitation, and harm – including gender-based violence.

*Note: Gr. 4-6 PHE Curriculum includes:*

- ☐ Physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity.
- ☐ Influences on individual identity, including sexual identity, gender, values, and beliefs.

**Healthy Relationships, Communication & Consent**

*Students will:*

- ☐ Gr 8/9: Learn strategies for developing and maintaining healthy relationships, including:
  - Open communication, listening, trust, and mutual respect.
  - Contributing to a culture of consent: understanding and respecting personal boundaries, affirmative consent (yes means yes), and saying and accepting “no” and “stop” in respectful and assertive ways.

- ☐ Grade 10: Develop skills for maintaining healthy relationships and responding to interpersonal conflict, including communication skills, negotiation strategies, conflict resolution techniques.

*Students will learn about:*

- ☐ Healthy sexual decision making – including consent, personal and family values, boundaries, and being aware of what to do in risky situations.
- ☐ Strategies to protect themselves and others from abuse, exploitation, and harm – including consent and being assertive.
- ☐ Strategies for managing physical, emotional, and social changes during puberty – including actively obtaining consent prior to touching or intimate activities.

## Growing Up

*Students will learn about:*

- ☐ Changes during puberty and strategies for managing them
  - Emotional changes - including how romantic feelings may replace friendship, and managing intense feelings and impulses.
  - Social changes - including how their relationships and interactions with others may change, how personal boundaries and relationship dynamics may change over time, and using strategies such as situational awareness and responding to social cues, e.g. changes in mood.
- ☐ How physical, emotional, and social changes during puberty influence self-concept, identities, and relationships.
- ☐ Consequences of, and strategies for responding to bullying.
- ☐ The potential effects of social influences on health – including peer pressure.
- ☐ Healthy sexual decision-making - including personal and family values, boundaries and being able to communicate them, consent.
- ☐ Short-term and long-term consequences of health decisions

## Staying Safe from Abuse and Violence

*Students will learn about potential abuse, exploitation, and harm - including:*

- ☐ Recognizing abuse, grooming, power imbalances, sexual harassment, dating violence, intimate partner violence, human trafficking, behaviours of abusers and groomers, and potential risk factors including power imbalances and the influence of alcohol or drugs.
- ☐ Strategies to protect themselves, including knowing their right not to be abused and advocating for the safety of themselves and others, consent, boundaries, being assertive, avoiding and reporting unsafe situations such as gender-based violence.
- ☐ Knowing that all people have the right to have their boundaries respected, and that survivors of abuse are not to blame, deserve respect, and from person to person may experience the results of abuse differently.

## Internet Safety & Media Literacy

*Students will learn:*



- ☐ How health messages influence health and well-being
- ☐ The potential effects of social influences on health
- ☐ Sources of health information - including medical professionals, websites, magazine and TV advertisements, retail stores (e.g., vitamin/ supplement stores)

*Students will learn about potential abuse, exploitation, and harm and strategies to protect themselves - including:*

- ☐ Using the Internet safely by identifying tricks and lures used by predators (online and offline)
- ☐ Recognizing behaviours used by abusers or groomers
- ☐ Setting boundaries
- ☐ Not giving out personal information to strangers online

## Appendix B:

### SOGI & Gender Discrimination Learning Activities

*The following 2 learning activities were co-developed by UBC Students, VCH Public Health & VCH Prism to help support student learning about PHE curriculum topic of SOGI and keeping self and others safe from gender-based discrimination.*

#### Student Reflection Activity

This activity was adapted in part from scenarios in the [Safe Zone Project](#), and UBC Faculty of Education 2017 [Teacher Administration Scenarios](#) by Steve Mulligan.

##### Learning Objective

Students will learn about types of gender-based discrimination they may be exposed to and how to keep themselves and others safe from gender-based discrimination and violence.

##### Instructions

Divide students into small groups. Provide each group 1-2 scenarios. Ask participants to discuss and brainstorm how they would respond to each scenario.

Estimated time: 15 minutes

1. You're working on a project with some people in class and the first time you meet, someone says, "Ugh this project is so gay right? What a stupid project." A few people look at each other awkwardly but don't say anything.

How might you respond?

##### Facilitator guide:

- ☐ If you feel comfortable, let them know "that's so gay" is homophobic language and not acceptable. Encourage them to use other language instead (e.g. naming their underlying feelings – they feel frustrated or confused by the project).
- ☐ If you don't feel comfortable speaking up, tell the teacher so they can address it.

2. A student shares with a teacher and their class that they are trans and would like everyone to use a new name and they/them/theirs pronouns. Everyone in class is positive and affirming. Reflect on the following:

Can you tell other people? What would you do if you make a mistake with their pronouns/name? What other types of support do you think this person may want/need?

##### Facilitator guide:

- ☐ Check in with the student about whether it is ok to share their identity with others outside of the class.
- ☐ If you make a mistake in pronouns, briefly acknowledge and correct your mistake, then move on. Practice if you need to.

- To support this student and contribute to a safe and inclusive school community, you can respectfully correct other people if they make mistakes about that student's name/pronouns/gender.

3. A friend confides in you and tells you they are gay. They express that they are concerned/worried about how their family will react.

How would you support this friend?

**Facilitator guide:**

- ☐ Express acceptance
- ☐ Offer support
- ☐ Keep information confidential
- ☐ Encourage connections with mentors and community
- ☐ Offer to support them to attend a GSA (Gay-Straight or Genders & Sexualities Alliance) meeting

4. Your friend confides in you that he is being taunted, teased, and called homophobic slurs when there are no teachers present. He does not usually try to defend himself. Instead, he appears to be trying to make himself invisible, and keeps his eyes down.

What would you do in this situation?

**Facilitator guide:**

- ☐ Express support and empathy
- ☐ Affirm that the bullying behaviour is not acceptable
- ☐ Encourage them to tell a trusted adult in the school and get help
- ☐ Support by witnessing and helping report bullying, standing up for them (saying, that's not ok), and being aware of situations where bullying can occur and supporting them (e.g. safety in numbers)

5. Chloe is a new student at your secondary school in Grade 8. She is a transgender girl. She is growing taller and is developing a muscular body frame. You overhear several students referring to Chloe as a boy.

How would you respond to them?

**Facilitator guide:**

- ☐ Respectfully correct the students, letting them know Chloe identifies as a girl and uses she/her pronouns.
- ☐ If the students have questions (why does she look like a boy?), refer them to the GSA teacher, or if they feel comfortable, answering questions themselves about gender.

## Research Activity: Gender-Based Discrimination & the Law

### Learning Objective

Students will learn about gender-based discrimination and laws in place in Canada and BC that help keep them and others safe from gender-based discrimination and violence.

### Instructions

Estimated time: 1 hour

- 1) Facilitate a class discussion on:
  - ☐ What is discrimination?
  - ☐ What is gender-based discrimination?
- 2) Divide students into small groups. Assign each group to research:
  - ☐ United Nations Convention on the Rights of the Child
  - ☐ Canadian Human Rights Act
  - ☐ BC Human Rights Code
- 3) Ask students to research the following, and present their findings to the class (e.g. via classroom discussion, poster presentation, PPT slideshow)
  - ☐ What type of law or treaty is this?
  - ☐ Who must abide by this law?
  - ☐ How does this law/treaty protect people against sex and gender-based discrimination?

### Facilitation Guide:

Legal definitions of discrimination:

- ☐ Discrimination is an action or a decision that treats a person or a group badly for reasons such as their race, age, or disability. [Canadian Human Rights Commission](#)
- ☐ Discrimination happens when a person is treated badly or is denied a service or benefit because of a personal characteristic, such a gender identity or expression. [Government of BC](#)

United Nations Convention on the Rights of the Child:

- ☐ Legally-binding international treaty signed by Canada in 1991
- ☐ Applies to all Canadians
- ☐ The rights of all children are to be respected without discrimination of any kind, including gender.
- <https://www.canada.ca/en/public-health/services/national-child-day/united-nations-convention-rights-of-the-child.html>

## Canadian Human Rights Act:

- ☐ Canadian law enacted in 1977
- ☐ Applies to all Canadians
- ☐ All Canadians have the legal right to equality, equal opportunity, fair treatment, and an environment free of discrimination, including on the basis of sex, sexual orientation, gender identity or expression.
- ☐ <https://laws-lois.justice.gc.ca/eng/acts/h-6/page-1.html#docCont>
- ☐ [Canadian Human Rights Act | The Canadian Encyclopedia](#)

## BC Human Rights Code

- ☐ Law in BC that came into effect in 1973
- ☐ Applies to everyone in BC
- ☐ Prohibits discrimination in public spaces based on personal characteristics, including sex, sexual orientation, gender identity or expression.
- ☐ <https://bchumanrights.ca/human-rights/human-rights-in-bc/#what-areas-of-my-life-are-protected-from-discrimination-services>
- ☐ [https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00\\_96210\\_01](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00_96210_01)

## Bonus question:

- ☐ How do our school district policies protect students against gender-based discrimination and violence?