

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 (<u>UNESCO, WHO, et al., 2018</u>). 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.



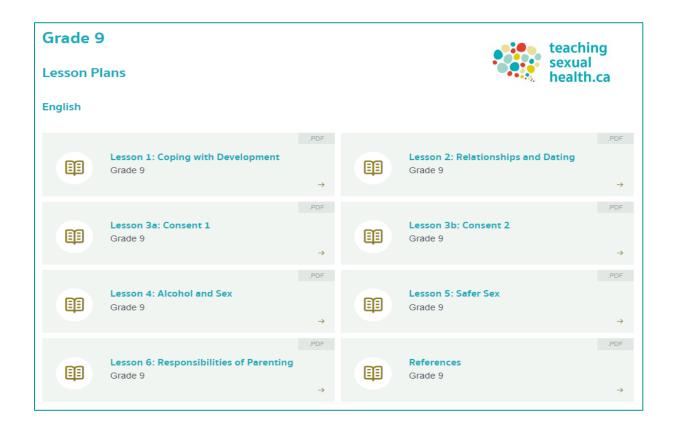
<u>Lesson Plan & Resource Finder - Teachers |</u>
<u>Teaching Sexual Health</u>



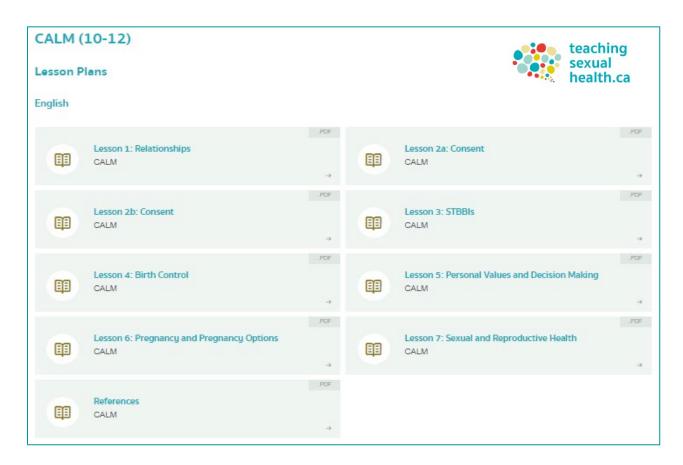


TSH Lesson Plans for Grade 8-10 (screen shots):









Sexual Orientation and Gender Identity & Diversity Lesson Plans

SOGI 123 (available at <u>leachBC</u> and <u>SOGI 123</u>):			Car	ladian Center for Digital Media Literacy
		School Climate Map		Exposing Gender Stereotypes MediaSmarts
		Language and Terminology		
		Indigenous Perspectives	VCI	1
		Why "That's So Gay" is not Okay		SOGI & Gender Discrimination Learning
				Activities: Student Reflection &
teachingsexualhealth.ca		gsexualhealth.ca		<u>Discrimination & the Law</u> (see Appendix B)
	Gei	nder, Body Image & Social Influences		
	(Ac	tivity D: Gender Roles & Stereotyping)		
Courses for further learning:				
		Introduction to Gender Diversity (30min)		
		Indigenous Gender Identity (3 hours)		
		Supporting Gender Creative Children and their	r Far	milies (1.5 hrs)
		Health and Media Literacy (We Are Allies) (15	min)
		Information: Research Points (We Are Allies)		



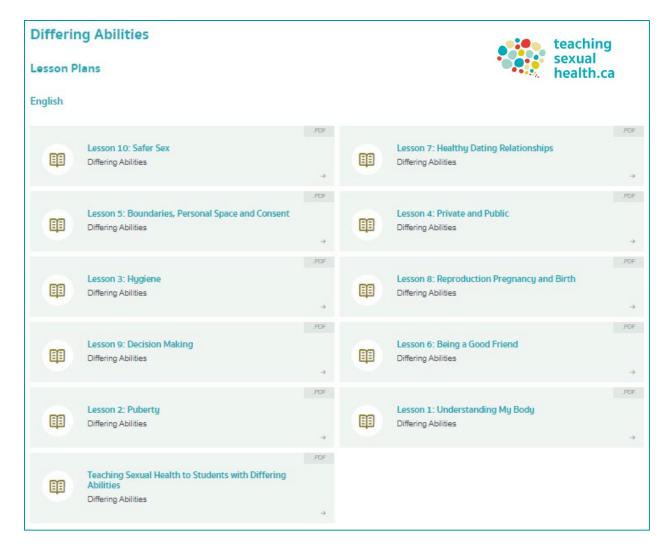
Internet Safety & Media Literacy Lesson Plans

Canadian Centre for Child Protection		Car	Canadian Center for Digital Medial Literacy	
	Sextortion: What Teens Need to Know		Relationships and Sexuality in the Media	
	Kids in the Know Grade 9/10 Online Safety		Body Image and Social Media: Escaping the	
	(currently available to download for free in		Comparison Trap	
	English and French)		Gender Stereotypes and Body Image	

Students with Diverse Learning Needs

Students with Differing Abilities	Autistic Youth Sexual Health Resources
Teachingsexualhealth.ca	SIECCAN (Sex Information & Education Council
<u>Lesson plans</u> for students with mild to severe	of Canada), 2024
cognitive disabilities, physical disabilities,	Sexual Health Promotion: A Service Provider
complex medical needs, hearing and vision,	Guide for Working with Autistic Youth and Info
and/or behavioural needs. See below.	sheets and educational videos







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

☐ Foundry
Primary care and mental health services for youth.

foundrybc.ca

☐ Options for Sexual Health

Reproductive and sexual health care clinics for all ages.

optionsforsexualhealth.org

☐ Get Checked Online

Online-based sexually transmitted infection testing.

getcheckedonline.com

Recommended Sources of Health Information

☐ Smart Sex Resource

BC Centre for Disease Control

smartsexresource.com

☐ Sex Sense

Options for Sexual Health 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

Repro	ductive Systems & Pregnancy Prevention
Studer	nts 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.
Sexual	ly Transmitted and Blood Borne Infections (STBBIs)
Studer	nts 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
Studer	nts 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.
Health	y Relationships, Communication & Consent
Studer	nts 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.
Studen	ts 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.
Growin	g Up
Studen	ts 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.
	ightarrow 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
Ctudon	ts will learn about notantial abuse exploitation, and barm, including
Studen	ts 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.
Interne	t 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)
Studer includi	nts will learn about potential abuse, exploitation, and harm and strategies to protect themselves and strategies to protect themselves and the strategies to protect themselves and the strategies to protect themselves are sufficiently sufficiently and the strategies to protect themselves are sufficiently
	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 <u>Safe Zone Project</u>, and UBC Faculty of Education 2017 <u>Teacher Administration Scenarios</u> 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 other 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).
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☐ 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.

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.	growir	is a new student at your secondary school in Grade 8. She is a transgender girl. She is ng taller and is developing a muscular body frame. You overhear several students ng 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.

Instruc	tions
Estima	ted 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?
Facilita	tion Guide:
Legal d	efinitions 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. <u>Canadian Human Rights Commission</u> 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. <u>Government of BC</u>
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



Canadi	an 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 Hur	man 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
Bonus	question:
	How do our school district policies protect students against gender-based discrimination and violence?