"Then I take it you'd rather not explain where little ostriches come from..."
Group Agreements

We agree to respect:

- diversity and inclusion
- different beliefs and values
- the right to join in or pass
- each other by listening
- privacy
- that any question is OK
Teaching Human Sexuality
Goal

Increase teacher comfort and capacity to teach about sexuality by:

- Addressing educator concerns
- Identifying sexuality related values
- Reviewing curriculum outcomes
- Exploring tools, strategies and reputable resources
What are you looking for?
Sex and Sexuality

What is the difference?
The Sexuality Wheel
Looking back...
Values

The board of education requires me to give you some basic education on sex, reproduction, and other disgusting filth.
What do you think?

- Nurses are better positioned than I am to talk to students about sexuality
- I am nervous about talking to students about some sexuality topics
- My students should be practicing abstinence or be on birth control
- I will lose credibility if I’m uncomfortable or don’t know all the answers
- The more we talk about sex, the more students are likely to experiment
- I am comfortable hearing sexual slang terms and I know what most of them mean
- Most students today know more than I do about sexuality
- All questions raised about sexuality should be answered
- It’s the parents’ responsibility to teach youth about sexuality
Unconscious Bias

Unconscious (adjective) – a state of not being aware of one’s thoughts and feelings

Bias (noun) – the fact of having a preference for something

https://implicit.harvard.edu/implicit/
What Works?

Well-trained, non-judgmental, professional, comfortable, authentic, & objective teachers

Sexual health is taught as part of overall health
Safe & inclusive practice
Adequate time
Accurate messaging
Context of protective factors & social pressures
Focus on relationships, communication & boundaries
Teacher modelling of skills & boundaries

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IMB Theoretical Model

- Support development of personal values
- Encourage decision making based on values + information

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TIA — Trauma Informed Approach

- Acknowledge trauma
- Provide content description
- Give choice and control
- Create safer environment
Consent Conversations

Teach it through:
- Modelling
- Providing choice
- Practicing scripts
- Support body autonomy
- Discussing media
- Direct teaching

Skills to teach:
- Asking permission
- Decision making
- Saying yes, no, not now
- Verbal & non verbal cues
- Accepting “no”
- Negotiation

https://www.youtube.com/watch?v=h3nhM9UIJjc
Consider Avoiding:

- **Beyond Curriculum**
  - Try referring to parents or HCP

- **“You should…”**
  - Try using “people can” or “it is important to”

- **“Normal” or “normally”**
  - Try using “often” and acknowledging diversity

- **Personal values**
  - Try supporting youth develop their own values
Human Rights Legislation

People are protected from discrimination.

Protected grounds include actual or perceived:

- Gender
- Gender identity
- Gender expression
- Sexual orientation
Education Act

- Welcoming, caring, respectful and safe schools
- Equal access to meaningful learning activities
- Student named, student led, voluntary GSAs; notification about GSAs limited
- Parent notification required when instruction is primarily and explicitly about sexuality (*bold and italicized font*) and opt out without penalty
Teaching Human Sexuality

Working with Families

Some parents are protesting our school teaching sex education 'cause they think it'll make kids want to do it all the time.

Sure didn't work for math.
Everyone:

- Has the right to sexual health education
- Goes through puberty
- May be interested in romantic or sexual relationships
- Faces risk of IPV, STI and pregnancy

Not everyone has the same access to resource, education, support and services.
SOGIE & Sexuality Ed.

- Explicitly include SOGIE diversity
- Talk about people, parts, processes & partners
- Avoid assumptions
SOGIE Inclusion

- Use inclusive language
- Use SOGIE diverse examples, texts, images & questions
- Replace assumptions with questions
- Open access to all gender bathrooms and change rooms
Teaching Human Sexuality

All Gender Classes

- Gender segregation cautioned against in guidelines
- Empathy, respect & understanding between genders
- Normalizes sexuality education
- Builds skills to talk about sexuality with all genders
- Useful info as future parents, partners & friends
- Reduces bullying re: sexual orientation & gender
- Prevents misplacing intersex & transgender students
- Messaging is appropriate for everyone
- Creates culture of inclusion
W 4.3 - Describe physical, emotional and social changes that occur during puberty; e.g., menstruation, secondary sexual characteristics, changing identity and moods

W 5.3 - Identify the basic components of the human reproductive system, and describe the basic functions of the various components; e.g., fertilization, conception

W 6.3 - Identify and describe the stages and factors that can affect human development from conception through birth

W 6.6 - Examine and evaluate the risk factors associated with exposure to blood-borne diseases – HIV, AIDS, Hepatitis B/C; e.g., adult sharing needles, body piercing, tattooing, helping someone who is bleeding, being sexually active
**W 7.3** – Examine the human reproductive process, and recognize misunderstandings associated with sexual development.

**W 7.12** – Identify the effects of social influences on sexuality and gender roles and equity; e.g., media, culture.

**W 7.13** – Examine the influences on personal decision making for responsible sexual behavior.

**W 7.14** – Examine abstinence and decisions to postpone sexual activity as healthy choices.
Grade 8

W 8.3 – Recognize and accept that individuals experience different rates of physical, emotional, sexual and social development

W 8.7 – Determine the signs, methods and consequences of various types of abuse: e.g., neglect, physical, emotional, sexual abuse

W 8.12 – Identify and describe the responsibilities and consequences associated with involvement in a sexual relationship

W 8.13 – Describe symptoms, effects, treatments, preventions for common sexually transmitted diseases; i.e., chlamydia, HPV, herpes, gonorrhea, hepatitis B/C, HIV

W 8.14 – Identify and describe basic types of contraceptives; i.e., abstinence, condom, foam, birth control pills
W 9.3 – Apply coping strategies when experiencing different rates of physical, emotional, sexual and social development; e.g., positive self talk.

W 9.7 – Evaluate implications and consequences of sexual assault on a victim and on those associated with that victim.

W 9.12 – Determine ‘safer’ sex practices; e.g., communicate with partner, maintain abstinence, limit partners, access/use condoms/contraceptives properly.

W 9.13 – Identify and describe the responsibilities and resources associated with pregnancy and parenting.

W 9.14 – Develop strategies that address factors to prevent or reduce sexual risk; abstain from drugs and alcohol, date in groups, use assertive behavior
P.11 Examine the relationship between commitment & intimacy in all its levels:

- Identify expectations & commitments in various relationships
- Examine a range of behaviors for handling sexual involvement
- Describe how personal values play a role in relationships
- Explain the role of trust and ways to establish trust in a relationship
- Develop strategies to deal with jealousy
## Teaching Human Sexuality

### CALM

<table>
<thead>
<tr>
<th>P12. Examine aspects of healthy sexuality &amp; responsible sexual behavior:</th>
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</thead>
<tbody>
<tr>
<td>Explain the ongoing responsibility for being sexually healthy</td>
</tr>
<tr>
<td>Examine a range of behaviours &amp; choices regarding sexual expression</td>
</tr>
<tr>
<td>Describe sexually healthy actions &amp; choices for one’s body, including abstinence</td>
</tr>
<tr>
<td>Analyze strategies for choosing responsible &amp; respectful sexual expression</td>
</tr>
<tr>
<td>Describe ways in which personal values influence choices</td>
</tr>
<tr>
<td>Assess the consequences of being sexually active</td>
</tr>
</tbody>
</table>

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That's a good question. Can I get back to you?
Types of Questions

**Information:**
Provide answer clearly, objectively, accurately

**Am I normal?**:
Normalize question & accessing resources, provide information

**Permission:**
Provide information and teach about decision making

**Sensationalist:**
Uncover the real question then answer

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Questions not to answer?

- Illegible
- Not related to human sexuality
- Personal
- Beyond curriculum

But what about inappropriate questions?
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Resources
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External Resources

What do you know about the agency’s:
- Funding sources, affiliations?
- Mission, mandate, values?
- Credentials, training, teaching expertise?

Is the resource:
- Recognized by public health as SMEs
- Able to provide developmentally appropriate activities
- Consistently follow TIA and inclusive practice

Has your board verified:
- Alignment with curriculum, board policies & community standards?
Thank you

Please consider completing the evaluation
Teaching Human Sexuality

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