

Participatory-Based Sexual Health Education

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**Planned
Parenthood
Ottawa**



**Planning
des naissances
d'Ottawa**

Let's find out who is in the room.

Why do we teach sex ed?

We teach sex ed to..

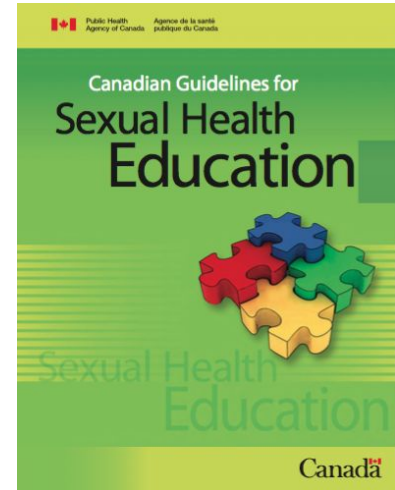
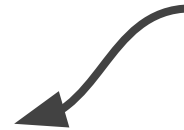
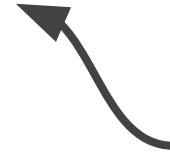
To change people's lives

SEXUAL HEALTH ENHANCEMENT

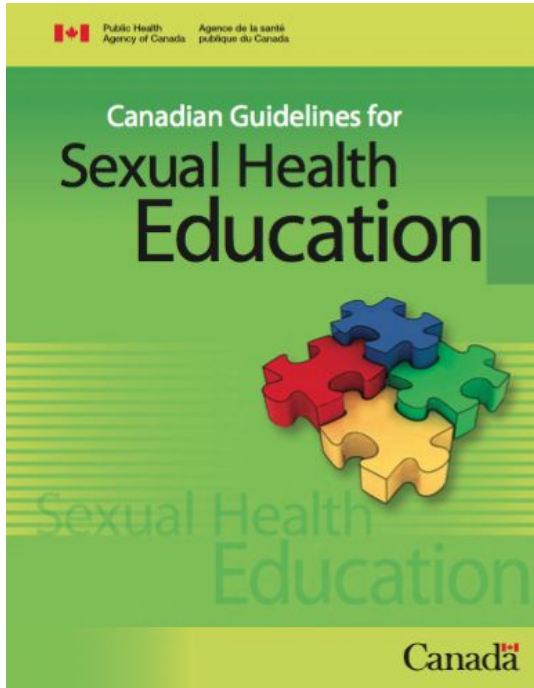
- ▶ Positive self-image and self-worth as an aspect of acceptance of one's own sexuality
- ▶ Integration of sexuality into mutually satisfying relationships
- ▶ Attainment and maintenance of sexual and reproductive health

REDUCTION OF NEGATIVE SEXUAL HEALTH OUTCOMES

- ▶ Prevention of unintended pregnancy
- ▶ Prevention of sexually transmitted infections including HIV
- ▶ Prevention of sexual harassment/exploitation/abuse
- ▶ Prevention of sexual dysfunction



Canadian Guidelines for Sexual Health Education



- Guidelines published by the Public Health Agency of Canada.
- Accessible online at www.sieccan.org/pdf
- 3rd edition. First published in 1994, updated 2003 and 2008.
- Next edition to be published this summer

But how do we get there?

Let's think it through

- Draw a **logic model** or **theory of change** that illustrates all of the steps need to happen for a 17 year old to successfully use a condom to reduce their risk of chlamydia during penetrative sex.
- **Hint:** think about the information, materials, and beliefs that a student would need.

Start from the goal and work backwards



Goal: For a 17 year old to successfully use a condom to reduce their risk of chlamydia during penetrative sex.

The IMB model of sexual health education

Elements of Sexual Health Education

KNOWLEDGE ACQUISITION AND UNDERSTANDING

- ▶ Information relevant to personal sexual health
- ▶ Understanding of individual and cultural differences in beliefs about sexual health
- ▶ Information about ways to achieve/maintain sexual health

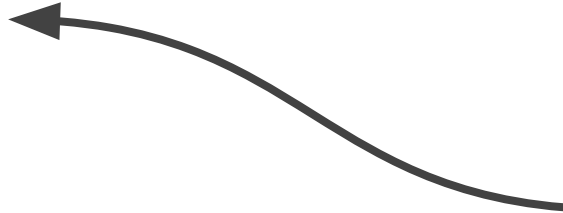
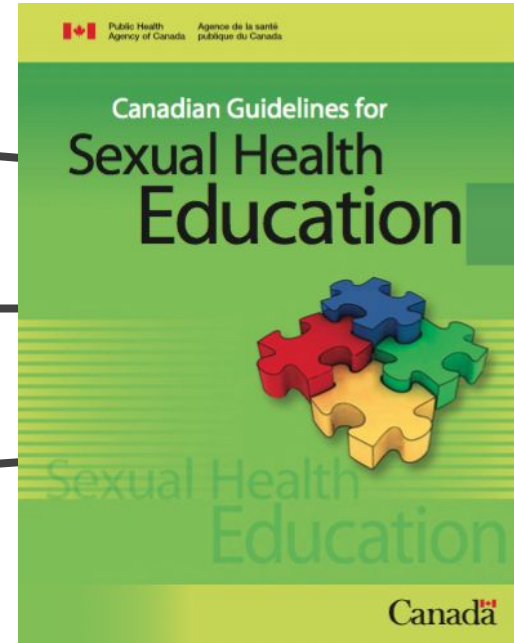
MOTIVATION AND PERSONAL INSIGHT

- ▶ Acceptance of one's own sexuality
- ▶ Development of positive attitudes toward sexual health-promoting behaviour
- ▶ Critical awareness raising about sexual health issues

SKILLS THAT SUPPORT SEXUAL HEALTH

- ▶ Ability to formulate age-appropriate sexual health goals
- ▶ Ability to carry out sexual health promoting behaviours to reach those goals
- ▶ Ability to raise, discuss and negotiate sexual health issues with partner(s)
- ▶ Ability to evaluate and modify one's sexual health plan as necessary

IMB: Information, Motivation Behaviour



Here are some ways to implement IMB

Participatory sexual health education

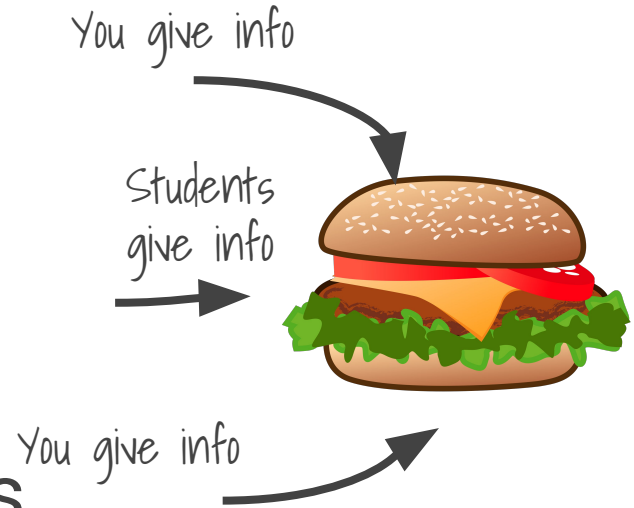
Lots of motivation



Introspection & Perspective	Creative Play	Critical Thinking	Discovery
Stem Sentences	Poster	Role Play/Scenarios	Media Analysis
Forced Choice	Sculpture	Ordering/ Grouping Games	Interview
Anonymous Questions	Collage	Decision Tree	Scavenger Hunt
Guided Imagery	Acting	Debate	Action Plan
Whip Around/Popcorn			

Stem sentences

- Create incomplete sentences for students to finish.
- Specific enough question that students will give you a set of answers, but broad enough where there is multiple answers.



Stem sentences

If Archie did not want to have sex with Veronica, how would he let her know?

~~He~~ tell her he does not want to

IKD

he wouldn't mention anything about sex and just bring her home and leave

Tell her to get the hell out of my face cuz I got someone else

I Don't know

Tell her he had pen's operation

If Veronica wanted to have sex with Archie, how would she let him know?

biting lip touching Archie

do some sexy moves?

• Make eye contact
• She is flirting

the look on their eyes

• Not looking unconfident
• Happy
• Not keeping distance

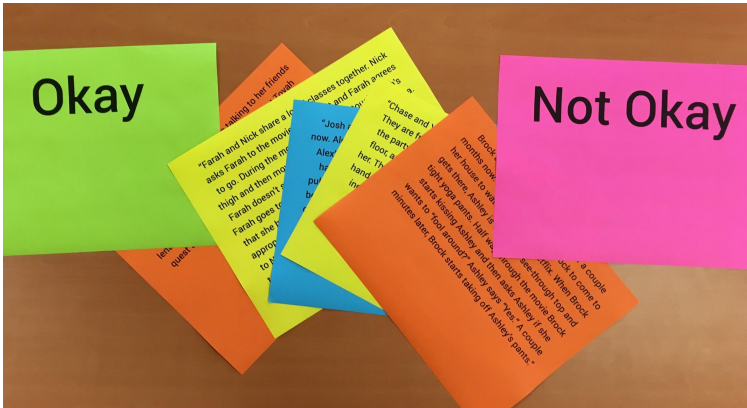
Take clothes off

Use post-it notes when you are worried about anonymity

Source: Produced by students during a consent workshop by Planned Parenthood Ottawa

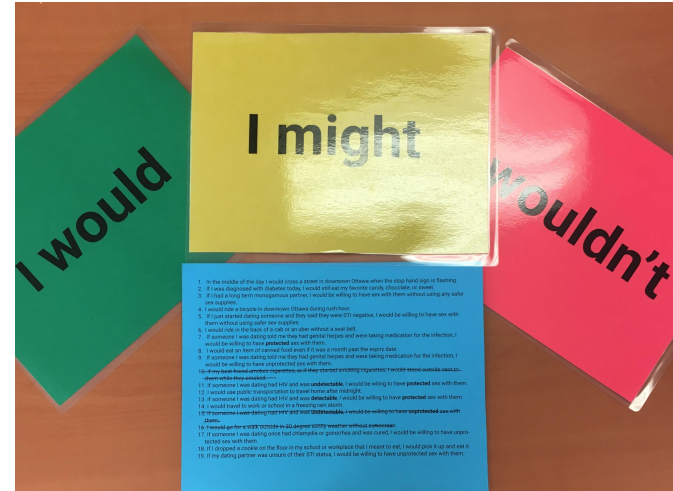
Forced Choice

Consent Scenarios



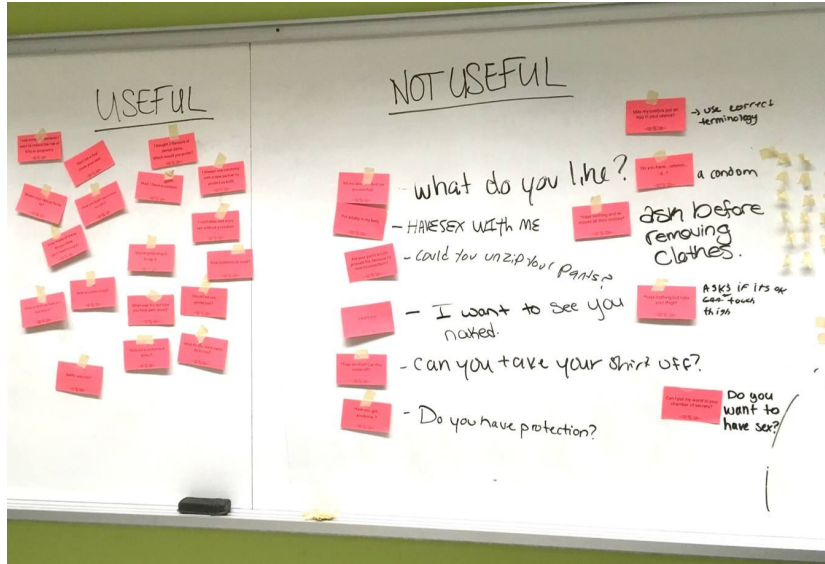
Have students walk around the room to demonstrate what they think about a topic (**Motivation**). Have students defend their choice (**behaviour**), and see how they compare to their peers (**Motivation**).

STI Stigma Activity



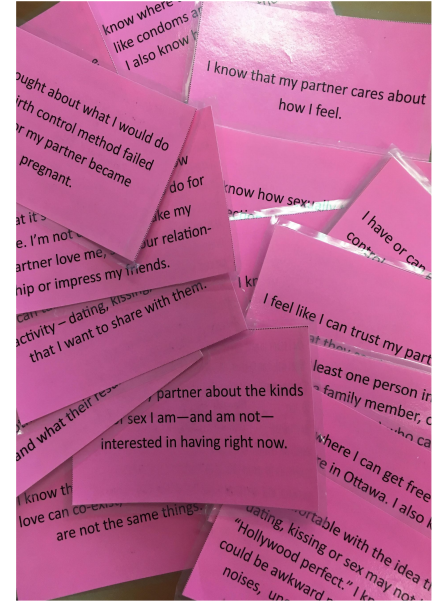
Forced Choice

How to ask for consent



Have students choose what's most important to them (**motivation**), and communicate their thoughts in a group (**behaviour**), they will begin to compare their thoughts with their peers (**motivation**).

Sexual Decision Making



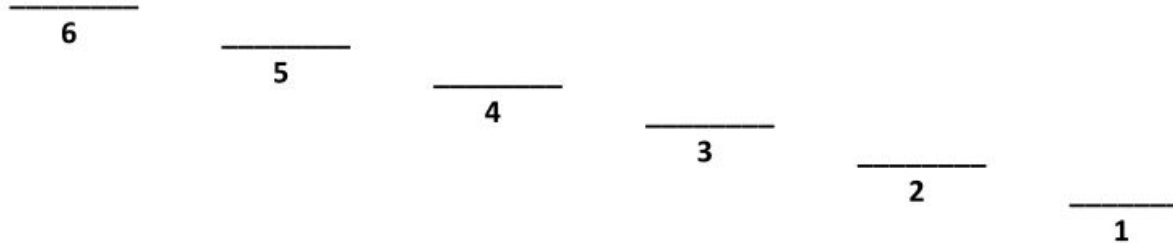
We use this for
high emotional risk
scenarios



Forced choice

At the bottom of the page, you will see a staircase representing 6 decisions you must make. After reading the following 6 situations, rank them in order of the **intensity of the feeling it evokes in you**. The bottom of the staircase represents the **least** emotional response & the top the **greatest**. The emotions can be either positive or negative, but you may only put one situation on each step of the ladder.

Greatest emotional response

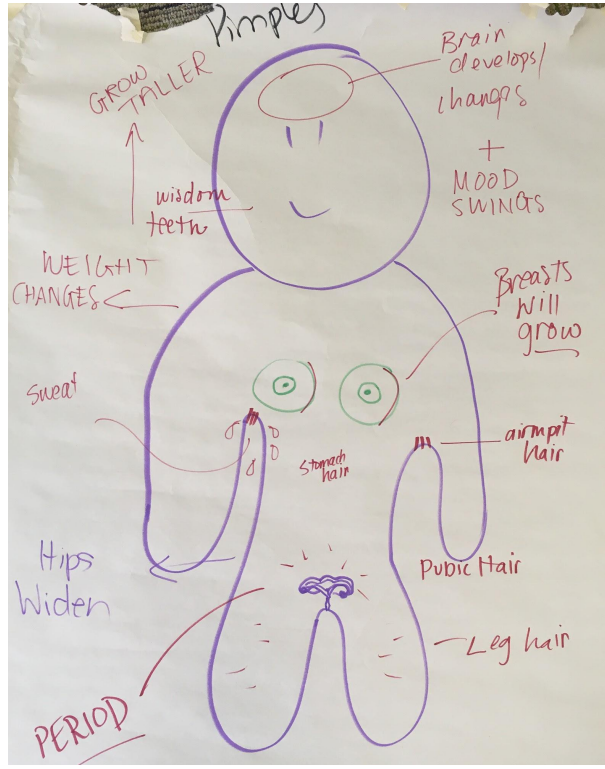


Least emotional response

Poster-making

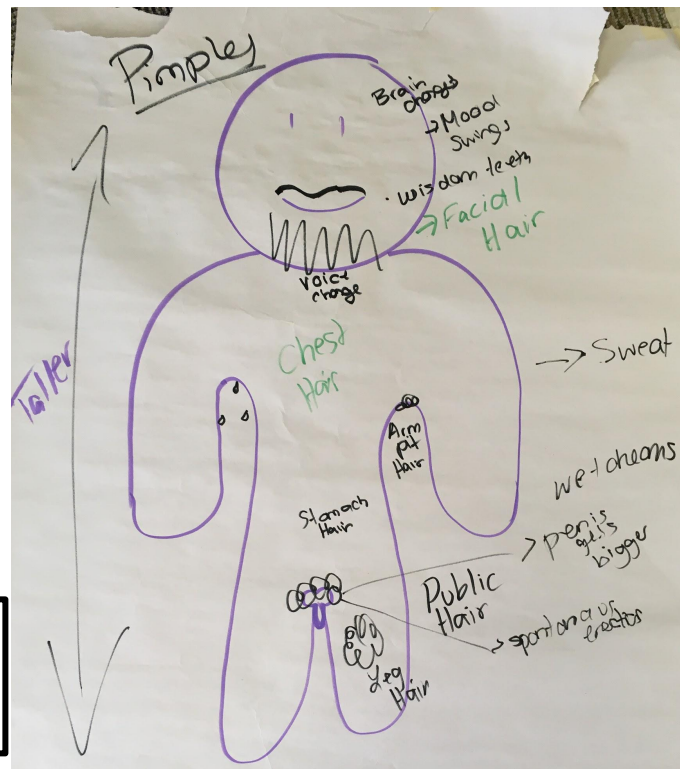
People with uterus'

People with penis'



- Find out what students already know (**Information**)
- Have students teach each other (**Motivation**)
- Have students communicate in a presentation (**Behaviour**)

Personal suggestion:
Don't get students to make poster about STI's



Poster-making

- places the dam over the surface where oral sex will be performed.

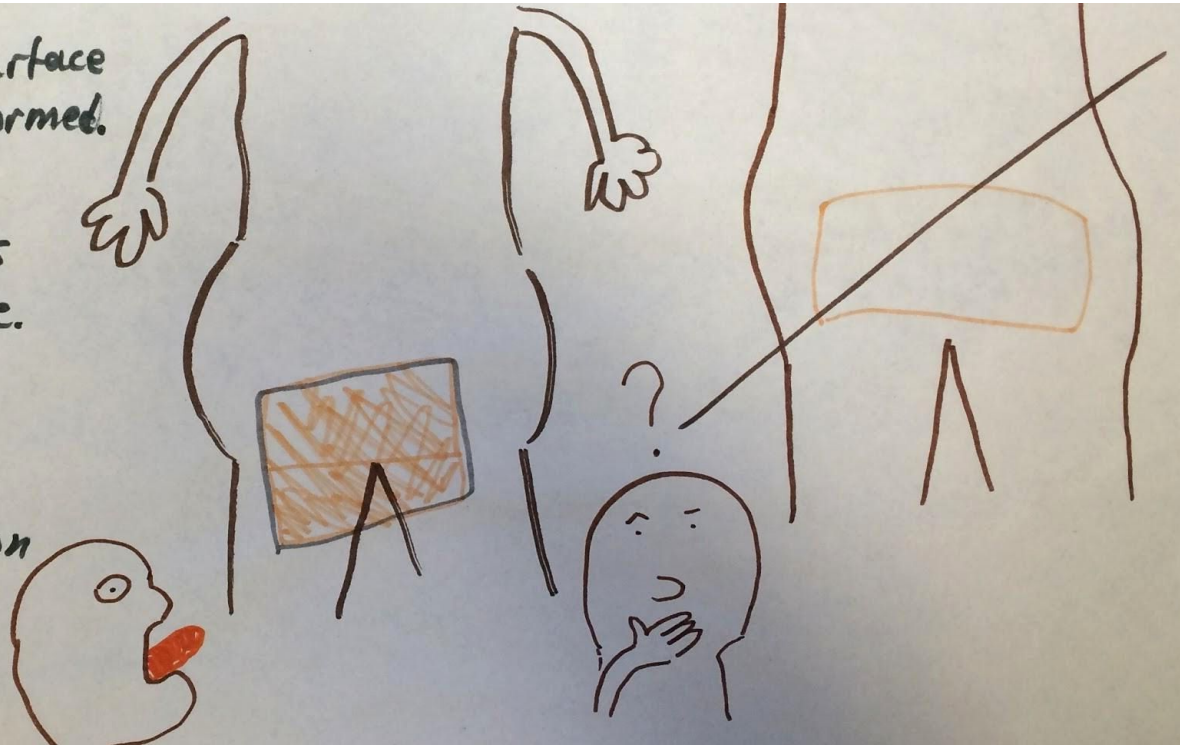
- you can get them at sex shops or at a sexual health centre.

Advantage

- ~~help~~ help prevent STI transmission

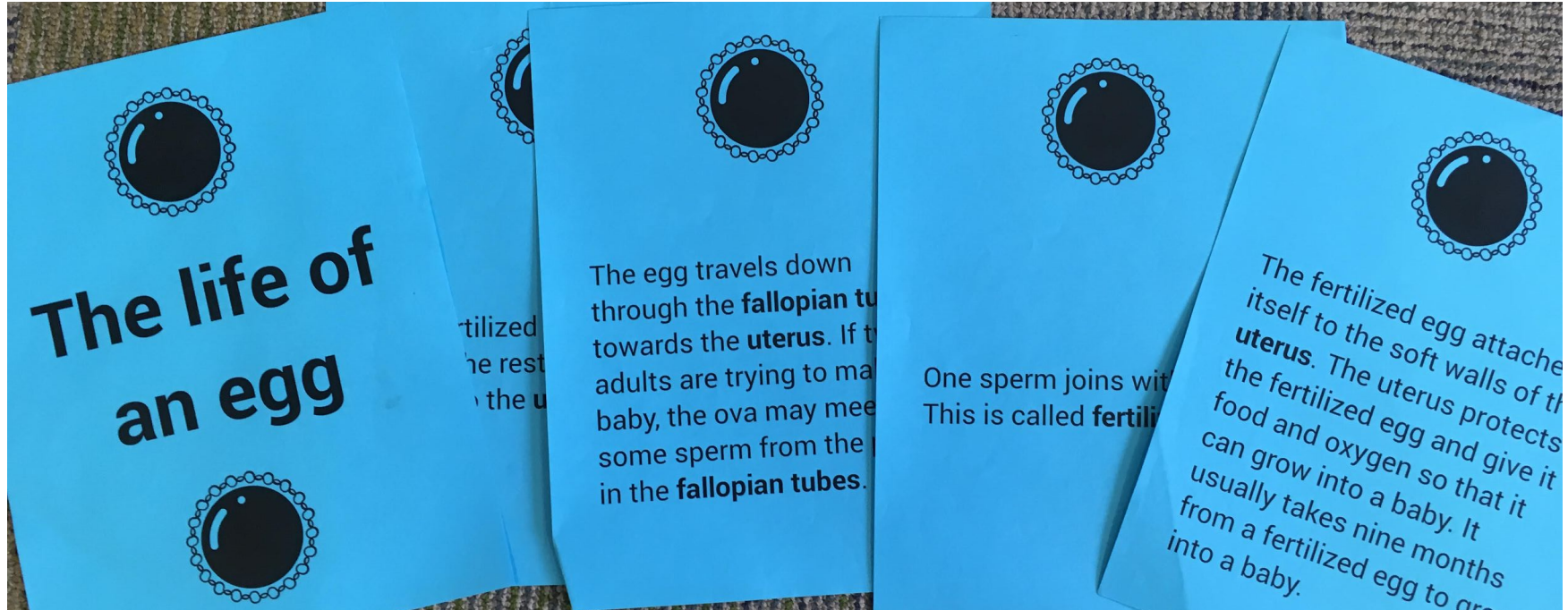
DisAdvantage

- only for oral sex



Help students to review information
and apply what they have learned

Ordering games



Source: Planned Parenthood Ottawa, *Anatomy*: 2016.

Students see their peers do the activity (Motivation), and communicate with their peers about their thoughts (Behaviour)

Grouping games



Source: Planned Parenthood Ottawa, *Sexually transmitted infections*: 2016.



Don't just use commonly used western people's names

Scenarios

STI Risk Assessment and Reduction Strategies



Diba is 9 years old. Diba has been invited to a birthday party at the same time that her and her family usually attend the mosque. Diba's friends have told her that if she doesn't go to the birthday party they won't speak to her anymore. .

- * Find a new friend
- * Don't be her friend anymore.
- * Just go to the birthday party
- * Ask her parents what she should do.
- * Just go to the Mosque.
- * Talk to her friends.
- * Ask if she can skip mosque.
- * Ask for help.

* Tell her friend that's not nice

Personal Preference:
Role Play "Lite"

- Students are encouraged to practice coming up with solutions that are realistic to them and communicate with their peers about the topic (Behaviour)
- Students also see what other students come up with (Motivation)

STI Scenarios

1. Jude and Declan are both 16 years have been dating for 5 months and are considering having sex together. Declan has never had oral, vaginal, or anal sex before. **Jude has performed oral sex on a penis before, and is wondering if he is at risk for any STIs. Is Jude at risk for any STIs? What is one strategy Jude and Declan can use to reduce their risk of STIs?**

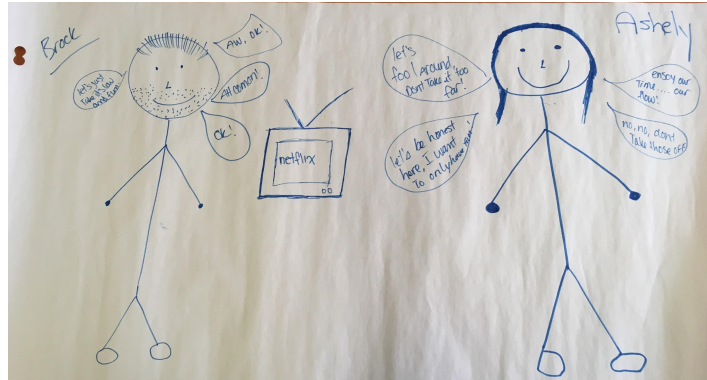
2. Wyatt is 24 years old and has had **unprotected sex with two different sexual partners in the last year**. He is nervous about getting tested for STIs, but **because he has no symptoms of an STI, he decides that he doesn't have an STI. Is Wyatt at risk for any STIs? Wyatt does not want to use any safer sex supplies (condoms or dental dams). What is one other strategy he can use to reduce his risk of STIs?**

Actual Role play



← Sexual Negotiation

Consent



Source: Planned Parenthood Ottawa

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