

Comprehensive Sexual Health Education



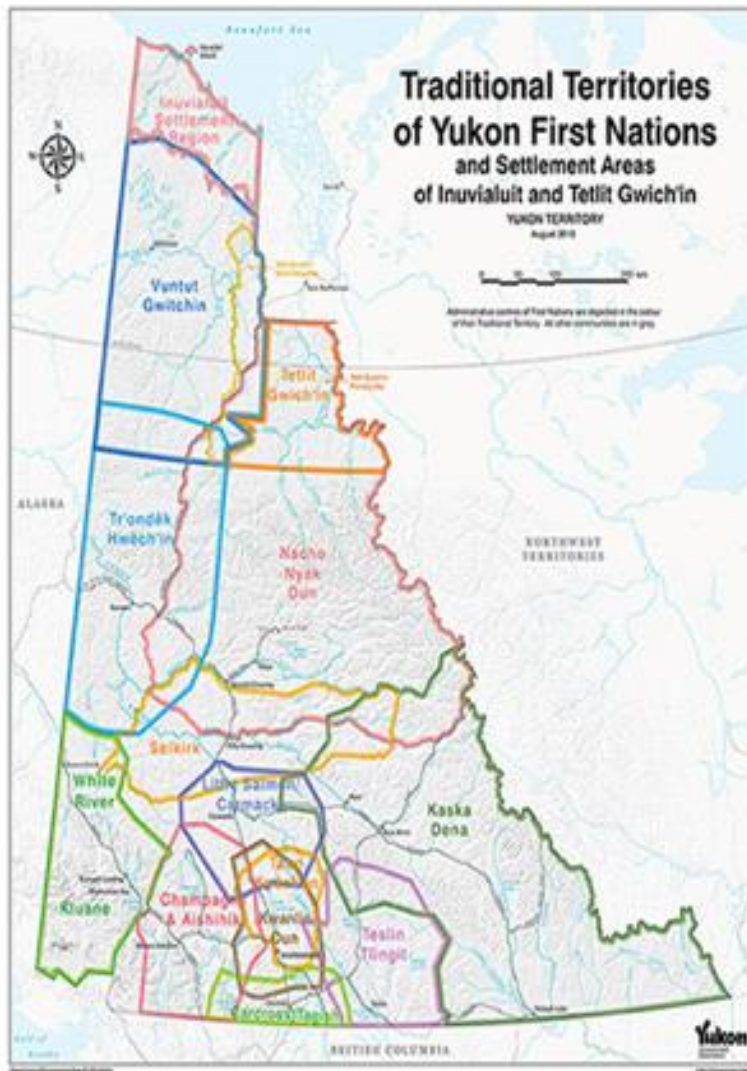
dännch'e?, bienvenue, welcome





We acknowledge, recognize, and respect that we are here today on the traditional territory of the Kwanlin Dün and the Ta'an Kwäch'än Council.

C'est avec reconnaissance et respect que nous tenons à souligner le fait que nous vivons et travaillons sur le territoire traditionnel de Kwanlin Dün et Ta'an Kwäch'än Council.



Why is it important to acknowledge traditional territory?

Acknowledgement shows recognition of and respect for First Nations Peoples. It is recognition of their presence both in the past and the present. Recognition and respect are essential elements of establishing healthy, reciprocal relations. These relationships are key to reconciliation.



Who are we?

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Today's Learning Objectives:



Consider how the way we can create opportunities to integrate Southern Tutchone Ways of Knowing and Doing.



Think about why we teach sexual health, what students should know and .



Work with our Yukon colleagues to foster collaborative mindsets to develop personal and social skills.



Communicate and share ideas around how to answer sexual health related questions in Yukon schools.



Agenda:

1. PPT- Comprehensive Sexual Education in Yukon (10:45-11:45am)
2. Question Period (11:45-12:00pm)
3. Activity- Answering Questions (12:00-12:30)



The Birds and the Bees

This is why you need to practice
"The Talk" before sitting
down with your child.

Just when I thought parenting
was getting easier, puberty hit!!!!



Yukon has Unlimited Access to Outdoors



Diverse Cultures



Strong Economy



But, behind the scenes...

Yukon has poor sexual health indicators



Only 25% of Yukon students in gr.6-10 report having self-confidence (HBSC, 2015)

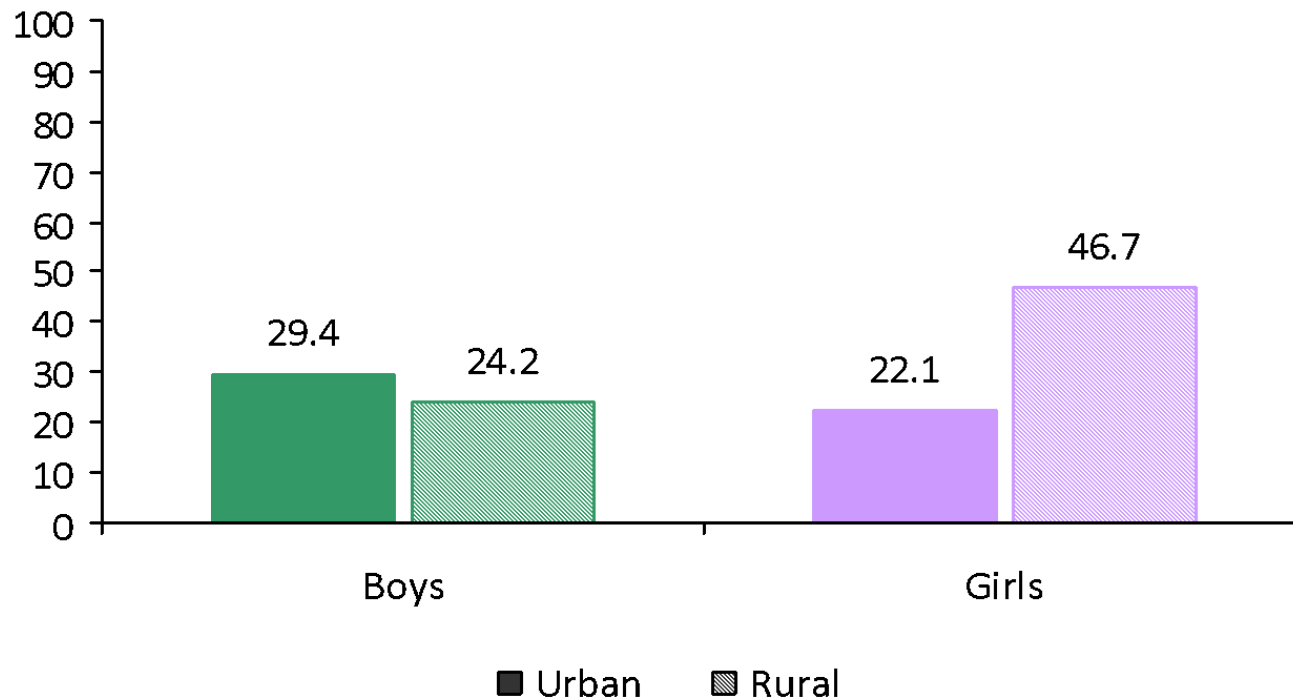
Health and
health-related
behaviours among
young people



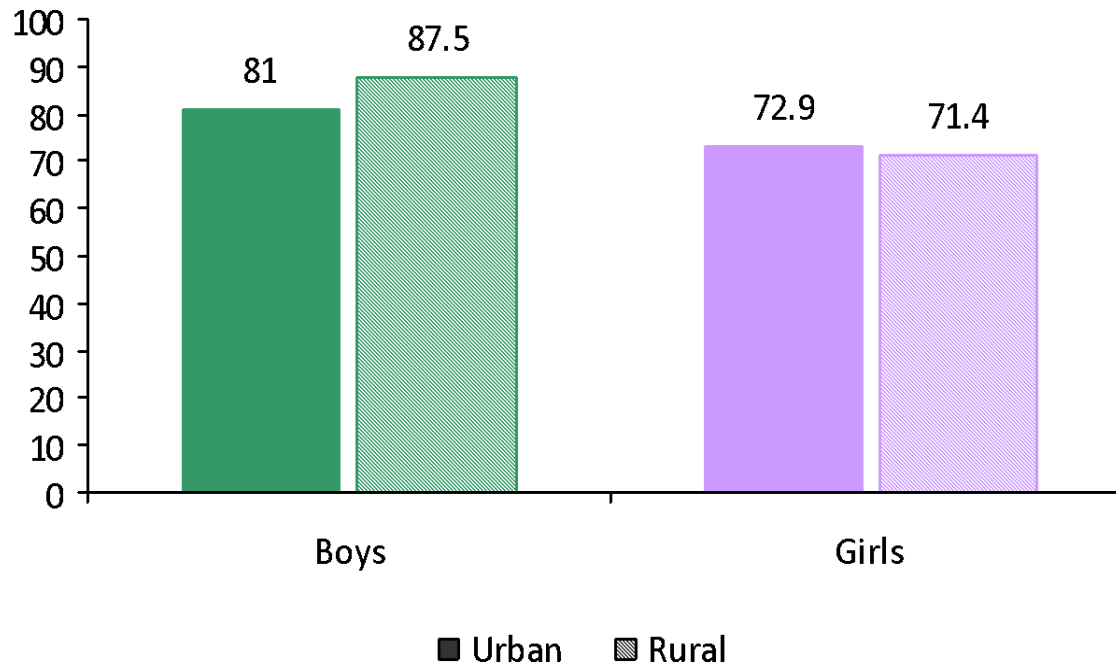
John F. Freeman
Matthew King
Vita-Marie Ross
March 2015



Gr. 9-10 students who report having intercourse (HBSC, 2015)



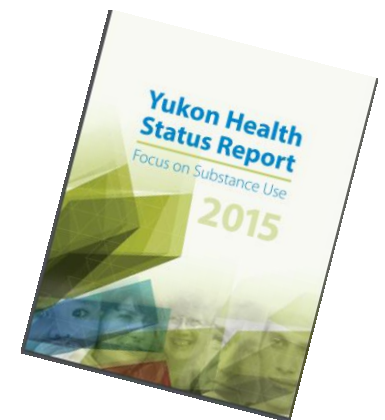
Gr. 9-10 boys and girls who report using a condom (HBSC, 2015)



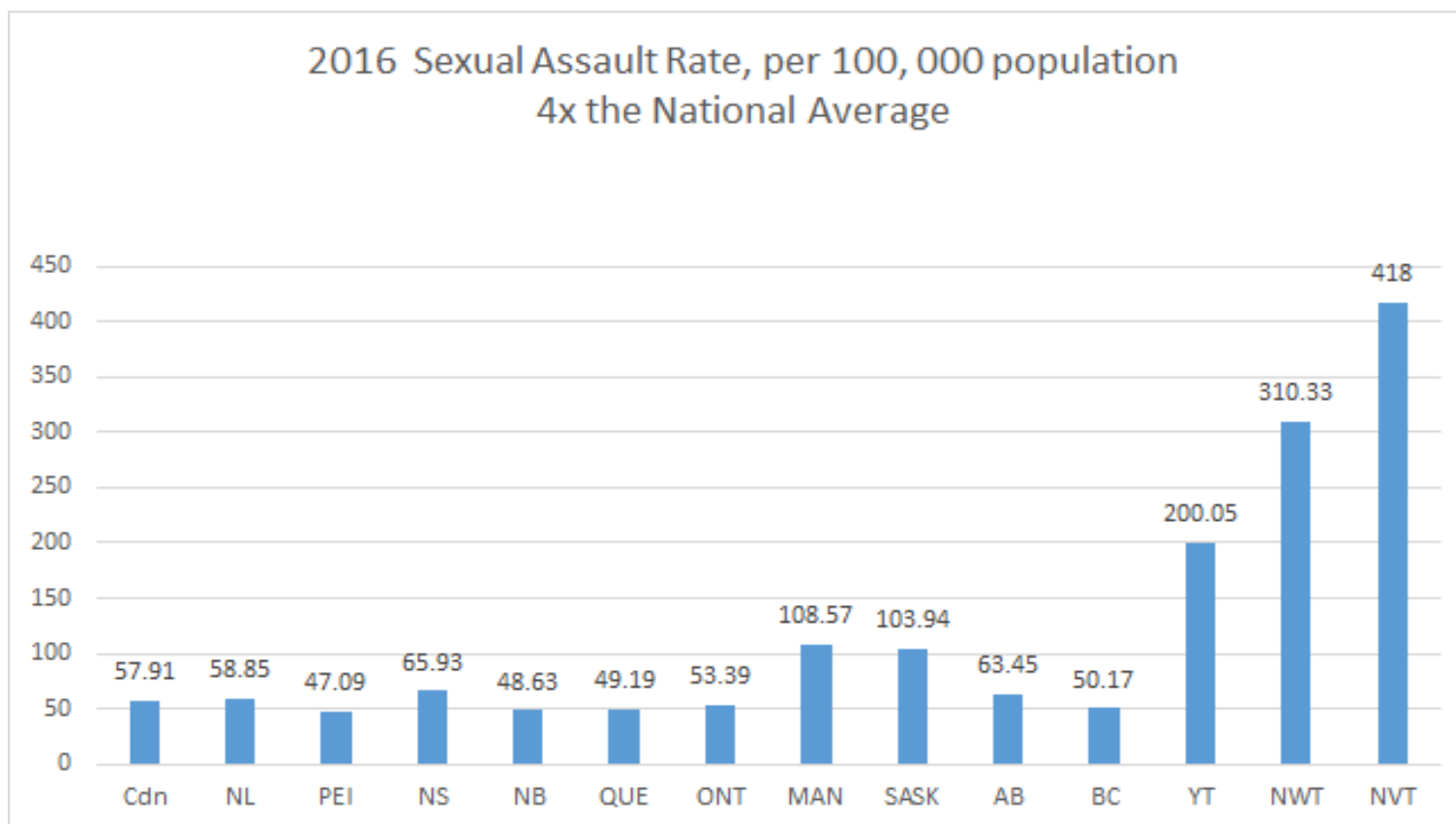


In 2015 the Yukon Health Status Report Found

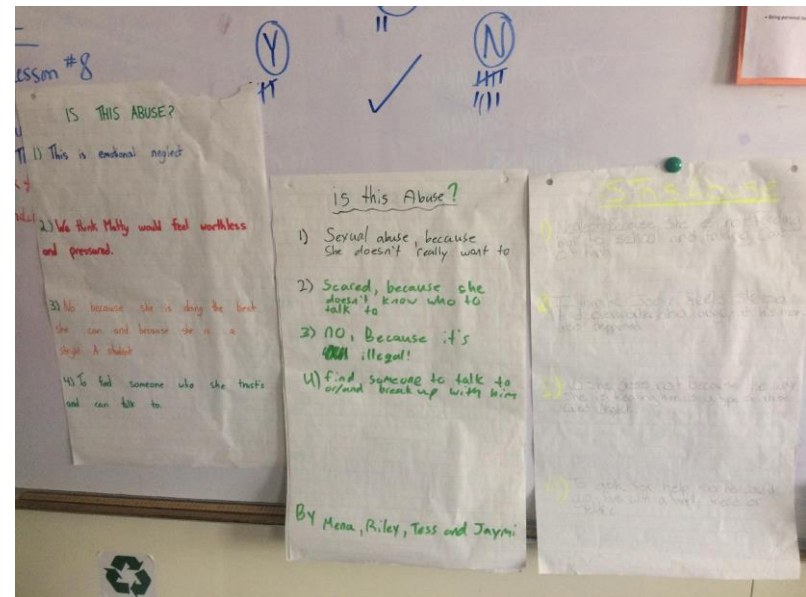
- Chlamydia is the most commonly diagnosed STI in both Yukon and Canada, occurring at 2.5 times the national rate.
- In Yukon, female youth ages 15-19 have the highest rate of new cases, while nationally, 20-24 year old females had the highest rate of new cases.



4x higher sexualized assault rates (Statscan, 2016)



How can Comprehensive Sexual Health Education Improve Indicators?





Comprehensive Sexual Health Education (CSE)

- Includes age-appropriate, medically accurate information on a broad set of topics related to sexuality including:
 - Body Science
 - Relationships (w/self and others)
 - Decision Making
 - Internet safety
- Requires the full participation of educational, medical, public health, social welfare and legal institutions.



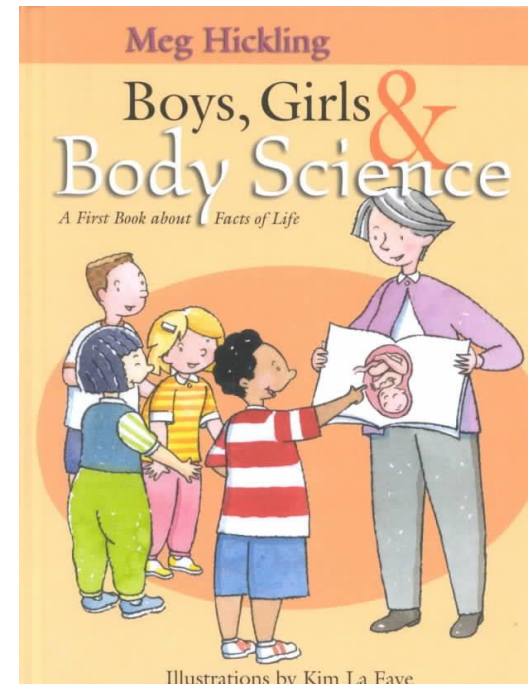
Comprehensive Sexual Health Education (CSE)

- **Protective factor** in discouraging behaviours that might lead to negative sexual health outcomes (age of first intercourse, number of partners, condom use, unwanted pregnancy rates, sexual coercion, sexual violence, etc).



Comprehensive Sexual Health Education (CSE)

- There are 11 body systems...but
- Many children don't have an opportunity to learn about sexual health in healthy ways (e.g. friends, social media, porn, etc.)
- Facts don't make people deviant. They equip people with skills to make healthy choices and stay safe.
- Abuse prevention





Concern that discourage parents and teachers

- The more a child knows about sex the more they will experiment with it
- They must know everything before attempting to teach their children
- They must feel comfortable before teaching about it
- They will teach too much
- They should wait for the child to ask
- Poor CSE growing up

How would you explain reproduction?



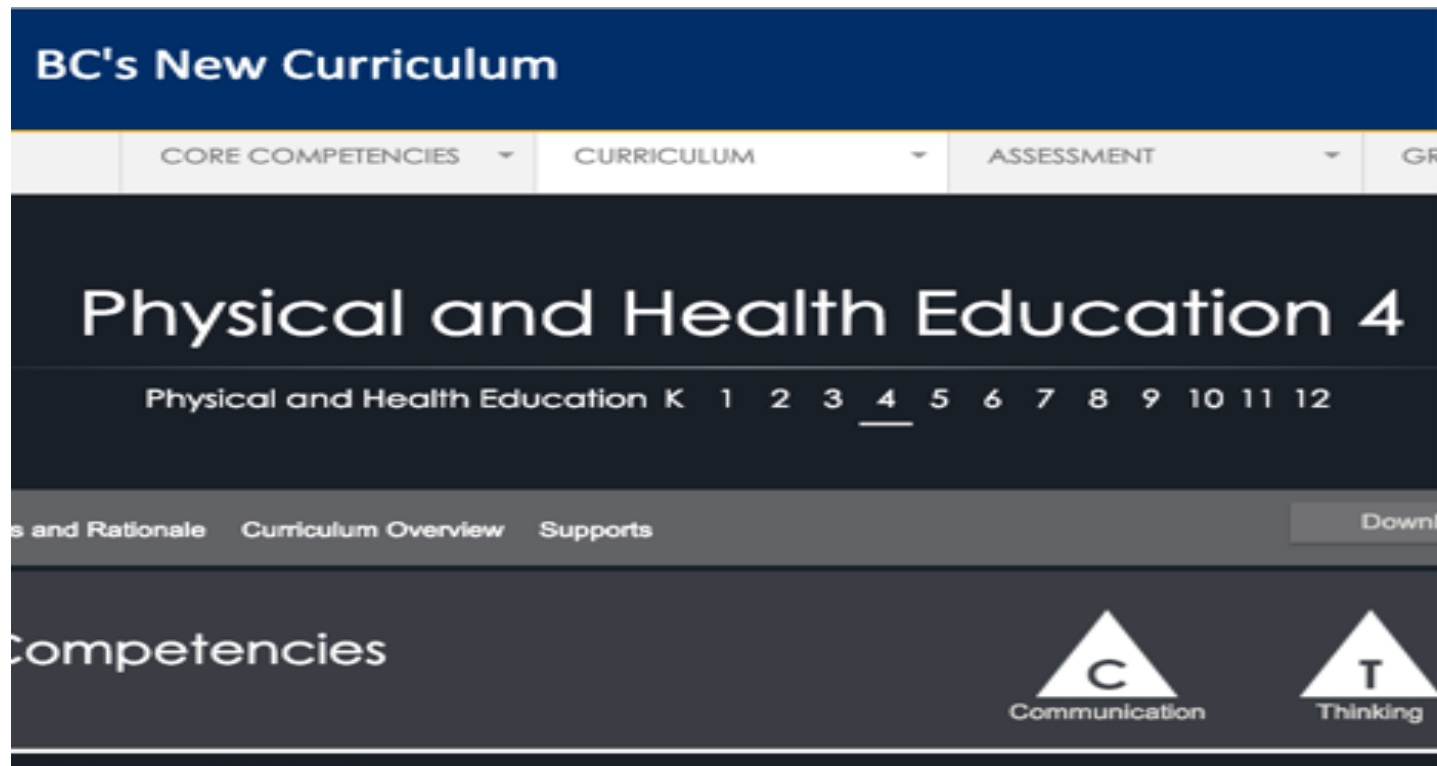


What is happening in schools?

- **2015-2017:**
 - K-12 - resources development
 - OPT BC -professional development sessions
 - Certified Sexual Health training through OPT BC
 - Improved partnership between Dept. of Health and Dept. of Ed
- **2017-Present:**
 - Resource implementation and updates

What we teach

<http://curriculum.gov.bc.ca>





Curricular Competencies

Students are expected to be able to do the following:

Physical literacy

- ▶ Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments
- ▶ Describe the body's reaction to participating in physical activity in a variety of environments
- ▶ Develop and demonstrate safety, fair play, and leadership in physical activities

Healthy and active living

- ▶ Participate daily in physical activity at moderate to vigorous intensity levels
- ▶ Identify opportunities to be physically active at school, at home, and in the community
- ▶ Identify and explore a variety of foods and describe how they contribute to health
- ▶ Identify opportunities to make choices that contribute to health and well-being
- ▶ Identify sources of health information

Social and community health

- ▶ Identify and describe a variety of unsafe and/or uncomfortable situations
- ▶ Develop and demonstrate respectful behaviour when participating in activities with others



Content

Students are expected to know the following:

- ◆ proper technique for fundamental movement skills, including [non-locomotor](#), [locomotor](#), and [manipulative](#) skills
- ◆ how to participate in different types of physical activities, including [individual and dual activities](#), [rhythmic activities](#), and [games](#)
- ◆ [relationships between food, hydration, and health](#)
- ◆ [practices](#) that promote health and well-being
- ◆ names for [parts of the body](#)

could include:

- male and female private parts
- arms
- legs
- heart
- muscles

, including male and female private parts

- ◆ [appropriate](#) and [inappropriate](#) ways of being touched
- ◆ different types of [substances](#)

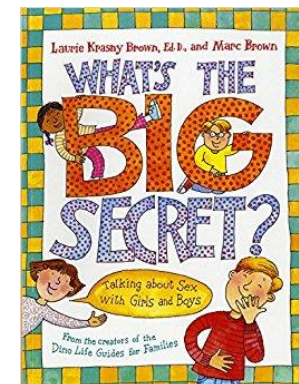
What we teach and when

K- 3 – Learning Standards:

- Names for parts of the body-including male and female private parts (proper names for genitals and reproductive organs).
- Appropriate and inappropriate ways of being touched (safe and unsafe touch).

Beyond the learning standards

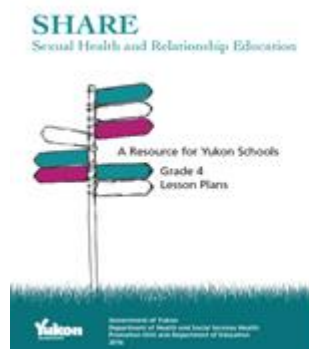
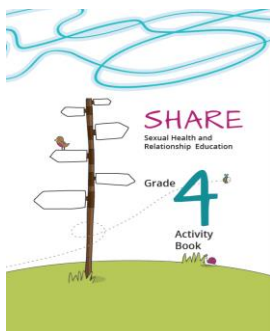
- Basics of conceptions and birth – not a learning standard, but developmentally appropriate.
- Can talk to parents.



What we teach and when

Grades 4-5 – Learning Standards:

Physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity, and changes to relationships.



What we should teach and when

Grades 6-7 – Learning Standards:

- Explore and describe strategies for managing physical, emotional, and social changes during puberty and adolescent.
- Practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases.
- Influences on individual identity, including sexual identity, gender, values, and beliefs.





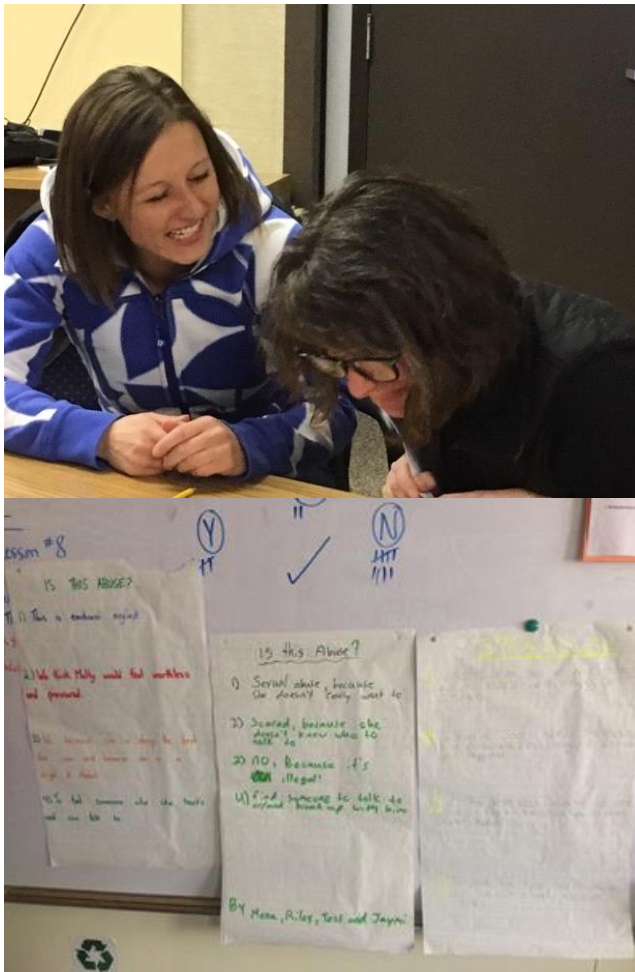
What we should teach and when

Grade 8 -12– Learning Standards:

- Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence
- Healthy sexual decision making:
 - Knowing boundaries and being able to communicate them
 - Knowing what to do in a risky situation
 - Proper use of contraceptive and potential failure
 - Detailed information about STIs



Inside the classroom





Questions

15 minutes

How to be a Trusted Adult

- Start early
- Teach **facts** not values – e.g. what is an abortion?
- Recognize teaching is verbal and nonverbal
- Be an approachable and active listener
- Tell children what is and is not appropriate behaviour, without making them feel guilty.
- Use a neutral mask
- Stick to facts

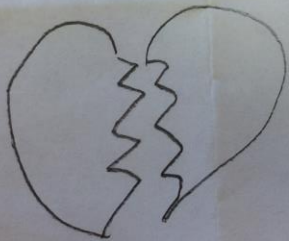




Question and Answer Formula

1. **Normalize and validate**
 - *Thanks for the great question*
2. **Answer the question simply and honestly**
 - *Include facts and keep it simple*
3. **Check –in**
 - *Does that make sense?*

I Don't feel comfortable asking my
Parents. I need something
to ask!




what if you are scared
about asking your mom
for a pad or tampon?

Is there any way you
can prevent sweat
from smelling bad?



What are the chances
a girl will get pregnant
even if you don't ejaculate
inside.



Can girls get
wet dreams?

Why do people have
sex?

• What is a
condom?





why do people
care about
others sexual
orientation,
even though it's
not their
business

this class was cool
but a litel inb-arising
but still Awsome.



Thank you



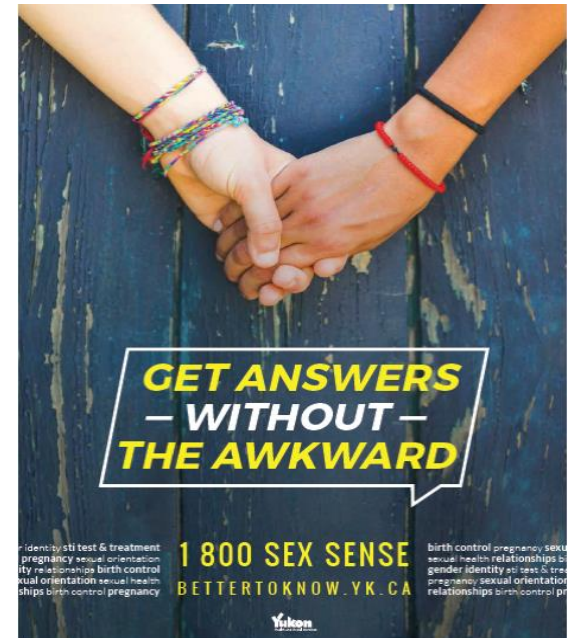
Question and Answer Activity

12:00-12:25

- Envelopes at each table
- Small groups
- Answer questions
- Share back and debrief

Information and Support

- Opt BC -1-800-SEX-SENSE phone line
 - Monday to Friday – 9am-9pm
 - Bettertoknow.yk.ca – 24hrs
- Nikki Krocke- Dept. of Ed-Curriculum Support
- Health Promotion – Demo Lessons
- Whitehorse Health Centre –Demo Lesson
- Victoria Faulkner -Demo Lessons





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Màhsi' choo (Gwich'in)

Mä hsi' cho (Hän)

Máhsin cho (Northern Tutchone)

Tsin'jj choh (Upper Tanana)

Sógá sénlá' (Kaska)

Shäw níthän (Southern Tutchone)

Gunałchîsh (Tlingit)

Gùnèłchîsh (Tagish)

Merci

Thank you