



Action Canada
for Sexual Health & Rights

Comprehensive Sex-Ed Resource

Sexual Health and Relationship Planning Activity

Grade Level: 6+

This activity is from **BEYOND THE BASICS**,
a resource for educators on sexuality
and sexual health.

LEARNING OBJECTIVES




Reflect on their own desires
and boundaries around
dating, relationships, and
sexual experience.

Learn more about *Beyond the Basics* at
www.actioncanadashr.org/beyond
For more activities like this one, go to
www.actioncanadashr.org/sex-ed-activities

Instructions



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1. Explain that just as we can plan important parts of our life (like reaching educational and career goals or physical fitness), we can make healthy relationship and sexual health plans. Planning helps us understand what we desire and feel ready for and where our boundaries are. It also helps to map out any questions and uncertainties we have.
2. Give students copies of My Healthy Relationship Plan and My Sexual Health Plan. Tell them not to put their names on the handouts and to keep their papers private. Emphasize that you do not have to be dating and/or sexually active to fill out the plan.
3. Give students a few minutes to work on their plans then discuss the following question: In which circumstances might relationship and sexual health planning be useful?
4. Give students resources about where to get their relationship and sexual health questions answered.
5.  Optional: Encourage students to write any relationship and sexual health questions onto anonymous pieces of paper. Ask them to place their questions into a closed box near your desk. Review the questions and provide answers as appropriate.

My Healthy Relationship Plan

Find this activity on pages 4-5

My Sexual Health Plan

Find this activity on pages 6-7

Background Information for Educators

Students are exposed to values and ideas about intimate, romantic, and sexual relationships from their families, friends, school, and the media, all of which impact their perspectives. Peer norms are scripts, rules, and/or assumptions that are common to a specific age group and/or groups with other common social identifiers. Peer norms are based on a combination of influences, including media, family, school, and friends. Peer norms often reflect gender norms. Gender norms reinforce romantic and sexual relationship scripts that equate power struggles, jealousy, and control with intimacy and love. Providing the space for students to talk about their personal perspectives on relationships can help them clarify and communicate their values as well as debunk myths, make decisions, and shift peer norms—all of which lead to cultivating healthier relationships that are not based on power or control.

Everyone needs space and opportunity to practise clarifying and communicating values, wants, needs, and boundaries with friends, partners, and family members. It is important that the forum you provide as an educator is a safe and supportive one. It is up to you to take a leadership role in challenging and dissolving assumptions by using inclusive language and speaking to a wide variety of experiences and identities.

While sexuality is often taboo shrouded in silence and mystery, it is also everywhere and commonly exaggerated within adolescent peer groups. Because of this, many young people are left to make assumptions about the actual sexual experiences of their peers. Peer norms are, in part, based on these assumptions that can lead to feelings of inadequacy, fear of missing out, vulnerability, self-consciousness, guilt, judgment, shame, and pressure. Learning about the

actual experiences and statistics on adolescent sexual activity can help clarify assumptions and relieve many of these feelings.

Part of comprehensive sexuality education is to debunk the idea that sex and sexual expression is limited to partnered, penetrative sex. Expanding young people's perception of sexual options empowers them to make choices, express themselves, and connect with others in ways that are informed and appropriate for them. It can also reduce the risks involved with sexual activity by using appropriate safer sex methods.

My Healthy Relationship Plan

1. At this point in my life, dating is something that I want to explore.
Yes / No / Depends on _____

2. Factors that might play into my decision-making (check all that apply):

- My values, including religious values if any.
- The values of my parent(s), guardian(s), family
- Who I can lean on for support? (If you feel like the only people you can lean on for support is your family, consider what you feel like you can trust them with in terms of disclosure of your experiences).
- Whether I feel ready to deal with the potential risks and/or consequences?
- Whether I feel emotionally ready?
- Wanting to/curious about dating and engaging in romantic relationships.
- Other: _____

3. If I were to date, in what circumstances would I feel comfortable?
(Check all that apply)

- If I had a crush for months.
- With a long-time friend who I recently developed feelings for.
- With someone in my class that I started to like that day.
- With someone whose picture I saw and felt physically attracted to.
- With someone I developed an emotional attraction to over a long period of time.
- With someone I met through friends.

- With someone I met online.
- With someone I was set-up on a blind date with by a friend.
- Other: _____

4. How will I know if I am interested in dating someone? These are some signs that show me I am interested:

5. If I were to start dating someone, these are activities that I would like to do together:

6. If I were to start dating someone, these are activities I am not interested in doing together:

9. Questions about healthy relationships that I have:

10. Where can I get these questions accurately answered without judgement?

7. These are the ways that I can take care of myself within my relationship (check all that apply):

- I can continue doing the activities/hobbies that I love to do by myself or with my friends.
- I can continue to spend time with my family and friends.
- I can make time for myself during the day or week.
- I can communicate my boundaries with my partner knowing that they will be respected.
- I can communicate my wants, needs, and desires knowing that they will be respected.
- If I am not able to do any of these things in my relationship, I can talk to these adults that I trust.
- Other: _____

8. If I feel jealous in my relationship, I can do the following things (check all that apply):

- Talk with people that I trust about my feelings.
- Explore why I am feeling jealous with a counsellor.
- Talk to my partner about my feelings in a way that does not place any blame.
- Other: _____

11. My three actions for creating healthy relationships in my life are:

1. _____
2. _____
3. _____

My Sexual Health Plan

1. At this point in my life, engaging in sexual activity with a partner is a good decision for me.

Yes / No / Depends on _____

Factors that might play into my decision-making (check all that apply):

- My values, including religious values if any.
- The values of my parent(s), guardian(s), family.
- Who I can lean on for support. (If you feel like the only people you can lean on for support is your family, consider what you can trust them with in terms of your experiences).
- Whether I feel ready to deal with the potential risks and/or consequences.
- Whether I feel emotionally ready.
- Wanting to/curious about experiencing sexual pleasure with another person.
- Other: _____.

2. Consider the following circumstances in which you might feel “ready.”

Check all that apply:

- My desires and boundaries are consistently respected by my partner(s).
- My partner(s) listens to me.
- I trust my partner(s).
- My partner(s) and I communicate well.
- My partner(s) ask for my consent whenever we engage in physical and/or intimate touch.
- I feel safe and comfortable with my partner(s).

I feel comfortable when naked with my partner(s).

Other: _____.

3. If I were to engage in sexual activity, who would I feel comfortable with? Check all that apply:

- Someone I don't really know (e.g., first date, hook-up)
- Someone who's a friend
- Someone who's dating me and maybe other people too
- Someone who's dating me exclusively
- Someone I'm married to
- Other: _____

4. How will I know if I'm interested in being sexual with someone?

These are some signs that show me I am:

5. These are activities I would like to explore:

6. These are activities I am not interested in:

8. Questions about sexuality and sexual health that I have:

7. Am I concerned about sexually transmitted infections (STIs) and unintended pregnancy? If so, what safer sex resources do I want to use? Where will I get them? Check all that apply:

- Condoms (internal). Where? _____
- Condoms (external). Where? _____
- Dental dams. Where? _____
- Gloves. Where? _____
- Lubricant. Where? _____
- STI testing. Where? _____
- Pregnancy test. Where? _____
- A place to talk about unintended pregnancy.
Where? _____
- Other: _____
Where? _____

9. Where can I get these questions accurately answered without judgement?

10. My sexual health plan for the next year is to:

BEYOND THE BASICS

A Resource for Educators on Sexuality and Sexual Health



Beyond the Basics is a resource for educators on sexuality and sexual health. It offers the tools to teach young people about sexuality and sexual health from a sex positive, equity, and human rights perspective. It covers anatomy, consent, healthy relationships, and more! Choose from a wide range of chapters, modules, and activities that fit the different age, grade, and curricular goals for your students.

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www.actioncanadashr.org/resources/beyond-basics



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