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PREVIEW

Comprehensive sexuality education recognizes sexuality as an integral part of being human and includes the ways that sexuality is expressed, manifested, and impacted by emotional, social, cultural, physical, psychological, economic, spiritual, political, and economic aspects of an individual's life (UNESCO, 2009). It provides a holistic understanding of sexual health. In this way, comprehensive sexuality education considers how sexual health is related to **human rights**, gender norms, emotional, psychological and spiritual well-being, civic engagement, and the social determinants of health (environmental, political, and economic) (ISHC Working Group, 2011). *Beyond the Basics* provides educators with tools, such as activities, information, resources, and reflection questions, to implement and integrate the principles of comprehensive sexuality education into classrooms across Canada.

Working in concert with the *Canadian Guidelines for Sexual Health Education*, *Beyond the Basics* supports access to effective, evidence-based, developmentally appropriate sexual health education that provides relevant information and skill building opportunities necessary to enhance sexual health and well-being (Ophea, 2013; Public Health Agency of Canada, 2008; Sex Information and Education Council of Canada, 2010; Society of Obstetricians and Gynecologists of Canada, 2004).

Sexuality education is often taught as part of physical and health education in provincial and territorial curricula across Canada. All provincial and territorial ministries of education have set out mandates or expectations for the provision of sexuality education in schools; however, the extent to which different ministries of education provide specific learning activities that correspond to their teaching guidelines and curricula varies considerably. Updates to provincial and territorial curricula often also lag behind social and technological changes that impact sexuality education.

Beyond the Basics has been designed with the dual purpose of providing school-based educators with learning activities that are consistent with the most up-to-date provincial/territorial mandates for sexuality education and community-based educators with a range of learning activities for comprehensive and high-quality sexuality education.

Guiding Principles of Comprehensive Sexuality Education

The new edition of *Beyond the Basics* was inspired by Action Canada for Sexual Health and Rights' commitment to supporting access to

up-to-date, evidence-based, and comprehensive sexuality education and sexual health services in every community.

The content of *Beyond the Basics* was created to reflect the principles within the Public Health Agency of Canada's *Canadian Guidelines for Sexual Health Education* (2008) and international guidelines for comprehensive sexuality education (High-Level Task Force for ICPD, 2013; ISHC Working Group, 2011; UNESCO, 2009).

Beyond the Basics is informed by and intended to promote the following principles:

1. Comprehensive sexuality education emphasizes the self-worth and dignity of the individual.
2. Comprehensive sexuality education empowers people to make decisions about their bodies, gender, sexuality, and reproduction that are right for them and make sense within their own lives.
3. Comprehensive sexuality education encourages critical reflection and developing critical awareness of the ways that norms around gender and sexuality impact people's lives.
4. Comprehensive sexuality education encourages people to foster cultures of sexual respect and gender equality.
5. Access to comprehensive sexuality education is a basic human right and being able to exercise and realize human rights is an integral part of sexual health and well-being.
6. The goals of comprehensive sexuality education, which are:
 - a) To assist individuals in developing skills, a healthy self-concept, respect for others, peer support, non-coercive and rewarding relationships, and the ability to exercise self-determined decision-making related to sexual and reproductive health.
 - b) To assist individuals in developing skills to avoid Sexually Transmitted and Blood Borne Infections (STBBIs), sexual coercion, and unplanned pregnancy.
 - c) To encourage the development of critical thinking and analysis around social norms related to gender and sexuality.
7. Comprehensive sexuality education includes the ability to make informed choices about sexual and reproductive health and behaviour. In order to make informed choices, individuals must have access to evidence-based and comprehensive sexuality education appropriate to their age, stage of development, and learning styles.
8. Comprehensive sexuality education must be sensitive to each individual learner's beliefs, values, culture, religion, and spiritual practice.

9. Comprehensive sexuality education should reflect and be informed by the principles of non-discrimination, human dignity, fairness, **equity**, and **human rights**. That is, education should not discriminate on the basis of race, religious and cultural background, ethnicity, physical/cognitive ability, or other such aspects of human diversity. It is equally important that sexual health education not discriminate on the basis of individual differences related to sexuality such as **gender**, **gender identity**, **gender expression**, and **sexual orientation**.

PREVIEW

O.4 AN INFORMATION, MOTIVATION, BEHAVIOURAL SKILLS APPROACH TO SEXUALITY EDUCATION

While providing students with relevant and important information about sexuality and sexual health is a step in the right direction, providing information alone is not enough to empower and inspire students to adopt behaviours that support their sexual health.

The activities in *Beyond the Basics* encourage both critical thinking and awareness, as well as specific skill development. For some topics and activities the objective is to encourage critical thinking and awareness but not necessarily promote the adoption of specific types of behaviour. For others, the objective is for students to develop specific social and behavioural skills related to their sexuality (i.e., setting boundaries, communicating about consent, or negotiating condom use with partners). One commonly used model for achieving the second objective is the **information, motivation and behavioural skills (IMB) model**.

The IMB model is a useful and evidence-based approach to ensure that young people have the motivation and skills they need to assess information, think critically about how it is relevant to their lives, and carry out decisions that make sense for them.

The IMB model has been proven to help students go from receiving information to implementing it. It is described in detail in the *Canadian Guidelines for Sexual Health Education* (PHAC, 2008) and asserts that sexual health education must be based on three essential elements:

- **Information:** helps students become better informed with information that is specifically relevant to their sexuality and sexual health needs and is easily translated into the desired behaviour.
- **Motivation:** provides students with opportunities to become motivated to act on the information they have learned. Sexuality education can address factors such as emotional motivation (comfort levels), personal motivation (attitudes and beliefs), and social motivation (peer norms and social supports).
- **Behavioural skills:** assist students in developing the specific practical skills (e.g., negotiating condom use) needed to act on information and awareness, to perform a behaviour, and to build the confidence to do so (PHAC, 2008).

0.5 USING BEYOND THE BASICS

The intention of *Beyond the Basics* is to provide educators with information on sexuality and sexual health that is accessible, comprehensive, and accurate. *Beyond the Basics* offers the tools to reflect on assumptions and biases and teach young people about sexuality and sexual health from a sex positive perspective. The activities in each module help move students from information to analysis, empowerment, and eventually action (e.g., intervening when witnessing sexual violence in module 8.5) or a subtle action (e.g., developing a healthy self-concept in module 5.3).

Recognizing the time pressures that educators face, *Beyond the Basics* is written to easily move in and out of chapters, modules, and activities that suit the particular age, maturity, and trust in each classroom. Each chapter provides a short introduction with reflections for educators. The modules within each chapter include activities related to the overall chapter theme.

Levels

Each module specifies the general age group that the activities are appropriate for. Activities are categorized into levels 1, 2, and 3.

- Level 1 corresponds to grades 1 to 5 and ages 6 to 11
- Level 2 corresponds to grades 6 to 8 and ages 11 to 14
- Level 3 corresponds to grades 9+ and ages 14+

Most chapters cover content that is appropriate for all three levels. Some activities offer optional modifications for younger or older students. There are also activities with basic and advanced options based on the level of trust and maturity in the classroom.

Layout and Logic of the Book

Each chapter covers a broad topic and is divided into modules that include an introduction and an opportunity to dive more fully into content through interactive and reflective activities. Some chapters contain educator resource modules, which are an opportunity for educators to build on knowledge gained in the introductory modules. It is strongly encouraged that you read the introductory module of each chapter as this will provide a foundation and understanding of how to approach the topic area.

1.5 RESPONDING TO DISCRIMINATION, HARASSMENT, AND BULLYING

As an educator, you are in tune with each student's learning needs and your responsibility to meet those needs. An important part of meeting learning needs is ensuring your students' safety and well-being so that they are more mentally, emotionally, and physically prepared to learn.

Students look to you to set an example in terms of the kinds of behaviours you role model and allow in your classroom. Students who are marginalized, oppressed, and who may feel disempowered are relying on you to respond to discrimination, harassment, and bullying both within and outside of the classroom. Their safety within their learning environment depends on the explicit and implicit support you give them, including the group norms you establish, the language you use, and how you communicate knowledge.

The ways that you respond (or choose not to respond) to oppression, discrimination, harassment, and bullying indicates to your students whether or not you are an adult that will be supportive and can be trusted. It is your responsibility to lead by example within your learning community. This includes immediately responding to discrimination, harassment, and bullying if you see it unfold and/or are told by a bystander that it is taking place. Your response will inform the tone, group norms, dynamics, and atmosphere of your class, what is and what is not acceptable and how you are or are not a trusted adult and authority figure.

The ways that you model responsive, supportive behaviour become extremely important when teaching sexuality education due to the sensitive and often charged nature of class content. The previous modules (1.1, 1.2, 1.3, and 1.4) outlined some of the ways that you can proactively create a learning environment that is safe and supportive to the diversity of students' identities, social locations, and lived experiences. This module outlines ways that as a teacher, you can effectively intervene and respond to any bullying, harassment, or discrimination that may come up in sexuality education.

Discrimination

Discrimination refers to actions or decisions based on prejudice about a specific social group/identity. Discrimination can be subtle and it can be overt. It can include granting or denying benefits, favours, attention, and/or access to a social group/identity. Discrimination often involves

2.3 SEXUAL RIGHTS

LEVEL 2 3

Big Ideas in Module 2.3

- All people are entitled to rights that span sexuality and sexual health.
- Sexual rights are human rights.
- Human rights violations happen everywhere, including Canada.

Learning Objectives

Students will:

- Consider the interconnected nature of human rights.
- Explore how sexual rights are integral to human rights.
- Develop a critical analysis of human rights in Canada and globally.

Cross-Curricular Connections

- Canadian Studies
- English
- Equity Studies
- Gender Studies
- History
- Law
- Politics
- Social Studies
- Sociology
- World Studies

Terminology

- Autonomy
- Contraception
- Discrimination
- Human rights
- Sexual rights
- Stigma

Materials

- Chalkboard or whiteboard
- Flip chart or large pieces of construction paper
- Chalk or markers
- Sticky notes
- Educator Resource—Sexual Rights: Entitlement vs. Access
- Educator Answer Key—Sexual Rights: Entitlement vs. Access

Background Information for Educators

Sexual rights are the application of human rights to sexuality and sexual health (2006a, updated 2010) and include the right to have full control over and freely decide upon all aspects of your own sexuality, reproduction, and gender identity, free from violence, discrimination, coercion, and harassment.

Sexual rights depend on all other **human rights**, which cannot be separated from one another. According to the World Health Organization (WHO), the purpose of sexual rights is to “protect all people’s rights to fulfill and express their sexuality and enjoy sexual health, with due regard for the rights of others and within a framework of protection against discrimination” (2006a, updated 2010).

Student Readiness

Before students engage with this lesson, ensure that safer space guidelines and group norms have been established (and revisited) within your classroom (for more information on how to establish safer space guidelines within a classroom, see module 1.3). In order to effectively prepare for this activity, ensure students understand:

- What human rights are and why they are important (see module 2.2).
- That sexuality is not only something that exists in the private realm (i.e., does not only include sexual activity between partners).
- That sexuality and sexual health are experienced and influenced by individual and social factors.

Summary of Activities

Students will:

- Work on creating a mind map individually and as a large group.
- Explore the difference between entitlement and access to human/sexual rights by either moving around the classroom or through an online (virtual, but anonymous) questionnaire tool.
- Research a human rights violation that has (or still is) occurring in Canada and problem solve how they would address this issue as a human rights worker.

Activity 1 2 3

Instructions

1. Place “human rights” in the centre of your board or flip chart, circle it.
2. With your students, collectively brainstorm a definition for “human rights.” If your students get stuck, provide them with the definition at the back of the book.
3. Give students 10 to 15 sticky notes each.
4. Ask your students to individually brainstorm different rights that humans are inherently entitled to because they are human. Students can write these on individual sticky notes and can choose to share as many (or as few) as they are comfortable.
5. On the board, write down some initial suggestions for categories and connect these with solid arrows to the circled human rights in the middle of the mind map. (For an example of category suggestions, see figure 2B).

Background Information for Educators

Sexuality is an integral part of being human. It is a complex set of personal, social, and spiritual experiences that go beyond sexual activity. In other words, sexuality is not just what our body does and what we do with our bodies, it is “experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practises, roles and relationships” (WHO, 2006a).

The World Health Organization defines **sexual health** as “a state of physical, emotional, mental and social well-being in relation to sexuality” (WHO, 2006a). Sexual health is not only the absence of disease or unwanted outcomes; it includes pleasure, sexual expression, and satisfying relationships and depends on access to sexual rights (i.e., freedom from violence and discrimination and autonomy over our bodies and our decisions).

Sexual health is only meaningfully realized when the root causes of negative sexual health outcomes are addressed. It is possible to address these root causes from a human rights perspective as well as from a **social determinants of health** perspective.

Like all aspects of health, sexual health is not only based on individual decisions and behaviours but also systemic and structural influences. Poverty, **racism, homophobia, transphobia, sexism, ableism**—to name a few examples—all affect a person’s sexual health. These structural influences affect a person’s sexual health through factors that include experiences of **stigma, discrimination**, and assumptions made in health care settings and by health care providers who prevent people affected by these forms of oppression from seeking care.

The legacy of **colonialism** in Canada affects the sexual health of Indigenous communities in particular ways, including legacies of abuse and violence from the state sanctioned residential school system and sixties scoop (for more information, see module 2.2); the gendered nature of violence affects the sexual health of women, trans people, and gender non-binary people by putting these populations at higher risk for sexual violence; and the lack of health care supports and **harm reduction** initiatives for **incarcerated people** contributes to their higher risk of HIV and other Sexually Transmitted and Blood-Borne Infections (STBBIs).

CHAPTER

3

Sex, Gender, and Sexual Orientation

3.1 INTRODUCTION AND KEY TERMS

Educating students about gender identity, gender expression, and sexual orientation is a necessary and important component of comprehensive sexuality education. Comprehensive sexuality education acknowledges diverse identities related to sexuality and gender, while providing students with tools to critically analyze the ways that gender and sex are socially constructed. Gender and sex are both concepts that have been socially constructed as binary and static over time. Tools for critically examining gender norms and stereotypes, as well as binary understandings of gender and sex, are important because they can help affirm a student's lived experiences and identities, as well as provide opportunities for empowerment across all gender identities and expressions.

As educators, there is an opportunity to give students the tools to challenge **gender norms and stereotypes**, acknowledge the limitations of gender and sex as binary, and affirm and celebrate the diversity of gender identities, expressions, and sexual orientations. It should be noted that this approach to learning is something that needs to be integrated beyond sexuality education. Many of the activities found in *Beyond the Basics* and this chapter in particular can and should be taught in sociology, history, law, art, writing, and any of the social sciences, in addition to health. The Cross-Curricular Connections in each module highlight the courses that each module could apply to.

EDUCATOR ANSWER KEY

	Person who experienced bullying		Bystanders and witnesses	Perpetrator
	feelings and impact	responses and options	responses and options	motivations and intention
<p>Answers to include</p> <p><i>Try to illustrate these points using the answers from sticky notes</i></p>	<ul style="list-style-type: none"> • Harassment and bullying are defined by their <i>impact</i> and not <i>intention</i>. • The harm done to someone can be severe, whether intended or not. • People who experience bullying are not the only people impacted; it affects the entire school environment. 	<ul style="list-style-type: none"> • There are multiple options in the moment and afterward. • Everyone deserves to feel safe and respected in school. 	<ul style="list-style-type: none"> • It can be difficult to intervene but bystanders are in a very powerful position to change a bullying scenario. • There are multiple options available including giving support to bystanders. • They may feel scared to stop the situation in the moment but they can support the person bullied afterward and/or tell an authority figure who may not face the same kind of threats. 	<ul style="list-style-type: none"> • Sometimes motivated by a lack of information, understanding, or empathy. • Sometimes motivated by pain and feelings of exclusion. • Sometimes they do not realize they are hurting others.



PREVIEW

CONT'D NEXT PAGE