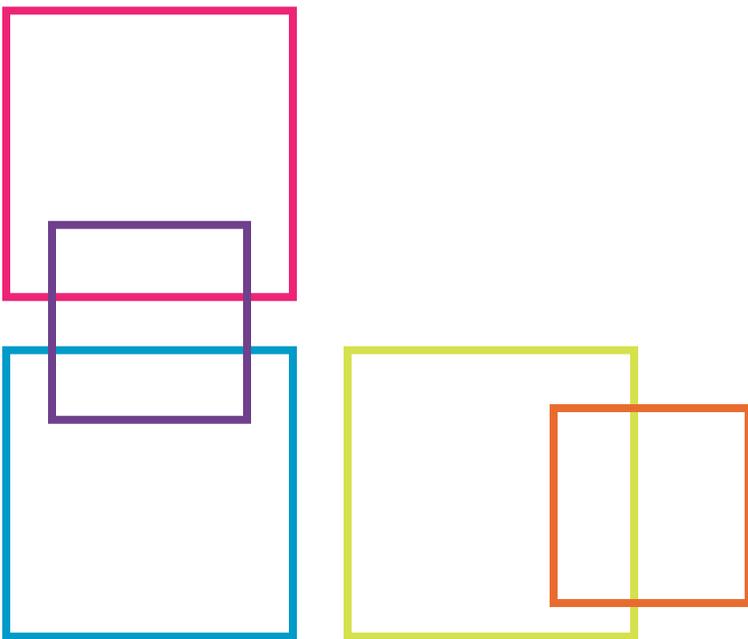


MODULE 9



TELL IT LIKE IT IS

Sexual Health + Wellness Education



“No Means No” — Ricky J

CHECK-IN

- Briefly review the main concepts covered during the previous module
- Address any questions or concerns that participants may have at this time
- Introduce the concepts that will be covered during this module

TOPICS TO BE COVERED:

- Birth Control and Safer Sex Practices
- Sexually Transmitted Infections
- Consent
- Final Review

BIRTH CONTROL AND SAFER SEX PRACTICES

Birth control is something that helps you to not get pregnant. However, you can still get pregnant while taking birth control, and it does not protect you from sexually transmitted infections. There are many different types of birth control. It is a good idea to talk to your doctor about what type of birth control is best for you.

ACTIVITY: TYPES OF BIRTH CONTROL

- | **Materials Needed:** Printed images of different types of birth control (the pill, IUD, male condoms, female condoms, the ring, the patch, etc.) You can customize this activity to cover as many types of birth control as you want.

One at a time, show a photo of each type of birth control, explain to the group what it is and pass the photo around. After you have gone over all the types of birth control that you want to cover, hold up the photos one at a time, and have group shout out the name of that type of birth control. Below are simple descriptions of some common types of birth control.

- The birth control pill, sometimes called ‘the pill’ is a small pill that a woman takes every day to help stop her from getting pregnant. This makes it so that the woman’s ovaries do not release eggs.
- Some people find it hard to remember to take a pill every day. An IUD (Intrauterine Device) might be a better choice. It is a small shaped “T” object that is inserted into a woman’s uterus, and can stay there for many years. The IUD works by stopping the sperm from getting to the woman’s egg.
- The female condom looks like a larger version of the male condom, with a bendy ring inside of it. This ring is pinched and inserted in the vagina, where it will catch sperm during sex. After sex the female condom is thrown out.
- The ring is a small plastic and bendable ring that is inserted into a woman’s vagina every three weeks
- The patch is a small sticker that is placed on a woman’s external body part
- An implant is a small rod inserted into a woman’s arm
- The shot is a needle given every three months
- The male condom is a thin piece of rubber that fits over a penis. It is put on before sex. It works by catching the sperm during sex. It can also help to prevent sexually transmitted infections. After sex, the condom is taken off and thrown away. You can buy condoms at a pharmacy, grocery store, or sex store.

SEXUALLY TRANSMITTED INFECTIONS

Also called STIs, a sexually transmitted infection is an infection you can get from sexual touching or from having sex. Using a condom during sex protects you and your partner from getting an STI. Both men and women can get STIs. Some STIs can make you very sick, while others can be cured through medicine.

WHAT DOES AN STI LOOK LIKE?

You might notice a rash, sores, or blisters or warts on or around the penis or vagina. It might hurt to pee, or may notice cloudy pee, or your privates may be itchy. Sometimes there are no symptoms or signs of an STI at all. It is possible to have an STI and not know it, and spread it around to other sexual partners. You should ask your partner if they have any STIs, or if they have been tested. If you think you have an STI, it is very important to go and see your doctor right away. If you or your partner have an STI, it is important to not touch your/his/her genitals until the STI has gone away.

ACTIVITY: CONDOM USE DEMONSTRATION

Materials Needed: A realistic model of a penis (note: ensure the demonstration is direct and avoid using items such as a banana), a small bag of condoms for each participant, lube, and paper towels

Review the following tips and facts before beginning the demonstration:

- Condoms should be used during all types of sexual activity
- Condoms are 85-98% effective at protecting against pregnancy
- Condoms help to minimize the risk of acquiring and/or transmitting most STIs
- Condoms are inexpensive and are available at drug stores, general stores, convenience stores, and many groceries stores.

Provide participants with condoms, lube, and paper towels. Guide participants while they each practice removing a male condom from its packaging and placing it directly on the penis model. This is a good opportunity to discuss what to do (i.e., use a new condom) when a condom breaks, when a condom is placed incorrectly, or when a condom has been used. Take time to review the use of lube and the proper way to dispose of a condom— removing it, wrapping it in tissue or toilet paper, and disposing it in the garbage.

CONSENT IS MORE THAN NO MEANS NO

Asking for consent and communicating about sexual activity is important. We cannot make assumptions about another person's comfort, desires, and personal preferences. It is our responsibility to keep both ourselves and any sexual partner safe.

Ask participants to share how they might obtain consent. Possible statements may include:

- Can I kiss you?
- I really want to.....what do you think?
- I'd really like to touch you, is that OK?
- Have you ever tried.....would you be interested in trying it with me?
- Do you really want to?

Although the phrase “no means no” is true, this expression is not completely adequate in describing consent. There are many other ways to communicate no. Someone may communicate no or withdraw consent using their body (non-verbal) language, but they don't have to kick or scream to make it clear that they don't want to engage in sexual activity.

An individual may indicate no using their body by:

- Pulling away
- Freezing up and becoming very still
- Walking away or trying to leave the situation
- Pushing you away
- Crying
- Making no eye contact
- Crossing their arms

ACTIVITY: THE YES/NO CONSENT SCENARIO GAME

No materials needed.

Read the following scenarios aloud to participants. Explain to participants that the task is to determine whether or not the person in each scenario has given consent willingly and freely. Discuss each scenario and address any questions or uncertainty expressed by participants.

Scenario 1: Tyler and Morgan are on their first date. At the end of the date Tyler leans in and asks for a kiss. Morgan smiles, hugs Tyler and leans in for a kiss. (Yes)

Scenario 2: Sidney and Jamie are at a bar. It is crowded and they bump into each other and both apologize. Jamie later sees Sidney on the dance floor and Sidney smiles. Sidney begins to walk to the bathroom. Jamie, who is now drunk, follows Sidney into the bathroom and forces Sidney to have sex. (No)

Scenario 3: Kai and Alex are friends and have been flirting for weeks. On several occasions they have been sexually intimate, but within limits set by Kai. One night while they are being intimate Alex begins to cross Kai's boundaries. Kai says "I'm not sure about this. I think we should slow down" but continues to touch Alex in an intimate way. Alex replies "It'll be okay, it feels so good". As Alex initiates sex, Kai becomes very still and begins to cry but hugs Alex. Alex and Kai have sex. (No)

Scenario 4: Devin and Jessie are dating. Devin expressed not being ready to have sex, but open to other sexual activity including kissing and touching. While out for a walk several months into their relationship, Devin expressed feeling ready to have sex for the first time. That night Devin and Jessie agreed to have sex, then kissed, cuddled, and shared funny stories while talking in bed. (Yes)

Scenario 5: Vic and Riley are dating. While they are watching a movie together on the couch, they begin to cuddle and kiss. Vic begins to undo Riley's belt buckle while kissing. Riley quickly moves away and says "I'm not ready for that". Vic says "Okay, tell me when you are" and Riley and Vic continue to just kiss. (Yes)

FINAL REVIEW

This may be a good opportunity to review and give participants a chance to ask any questions that they may have. The following questions, based on the material presented throughout the nine weeks of Tell It like It Is, can help generate discussion and identify content that may require a brief review:

- Question: What are some examples of Verbal and Non-Verbal Language?
 - Answer: Verbal – Speaking, saying ‘yes’ or ‘mmhmm’. Non-Verbal: Nodding or shaking head, making eye contact, body language.
- Question: What are some examples of public spaces, and private spaces?
 - Answer: Public – Cafe, school, mall, bus. Private: Home, bedroom, bathroom.
- Question: What does LGBT stand for?
 - Answer: Lesbian, Gay, Bisexual, and Transgender
- Question: Where is a good place to masturbate?
 - Answer: In your bedroom or bathroom, with the door locked.
- Question: What is should you put on a penis before you have sex?
 - Answer: A condom
- Question: Name some female and male body parts.
 - Answer: vagina, clitoris, ovaries, penis, testicles, bum, anus, nipples, breasts
- Question: What type of information should you not give out on the internet?
 - Answer: Personal information such as your full name, workplace, address, SIN card, health card information, etc.
- Question: What are some reasons you might end a date?
 - Answer: If the other person is being rude or disrespectful, or if you are feeling uncomfortable.
- Question: What does STI stand for?
 - Answer: Sexually Transmitted Infection
- Question: What are some STI symptoms?
 - Answer: Itchy genitals, a rash or blisters on or near your genitals, burning when peeing.

CHECK-OUT

- This may be a good opportunity to complete a final “Head, Heart, and Hands” check-out. Head explores elements of ‘what’ and ‘why’, heart explores values, beliefs, and feelings, and hands explores practical skills and tools. Invite participants to pause and reflect on their learning experience, and ask:
 - ▣ Head: What’s one thing you learned?
 - ▣ Heart: What’s one thing you are feeling?
 - ▣ Hands: What’s one thing you can do?

REFERENCES

Canadian Down Syndrome Society. Mind and body: Answers to your questions. (2014).

Cyprian, J. McLaughlin, K. & Quint, G. Lesson 25 in sexual violence in teenage lives: A prevention curriculum. (1995). Planned Parenthood of Northern New England.

The Right Way To Use A Male Condom: Condom Dos and Don'ts - How To Put On and Take Off a Male Condom. Centre for Disease Control and Prevention. Retrieved from <https://www.cdc.gov/condomeffectiveness/docs/male-condom-use-508.pdf>

Sexual misconduct scenarios. (2013). Retrieved from <https://smr.yale.edu/sites/default/files/files/Sexual-Misconduct-Scenarios.pdf>

What is consent? ConsentEd. (2018). Retrieved from <http://www.consented.ca/consent/what-is-consent/>

