

Getting Help for a Sexual Health Problem (Part One)

Introduction

This lesson will help students become familiar with sources of help in their community which can address sexual health problems. Students interview adults in their community as part of this lesson. To facilitate these interviews, experts can be brought into the classroom individually or as a group.

Grade Level

Grades 7-9

Learning Outcomes

Students will be able to:

1. Recognize and know the name of two or three easily accessible resource people including, school librarian, school counselor or psychologist, school nurse, trained peer helper, doctor or clinician from a nearby teen or family medical clinic, counselor from a nearby teen or family counseling center
2. Describe how at least one resource person could be helpful with a family life or sexual health concern.

Prerequisites/Prior Learning

Ask your students to read these two pages from the www.sexualityandu.ca web site:

- [Talking to Your Doctor/Healthcare Worker About Sex](#)
- [Tips for Your Visit to a Clinic](#)

Materials

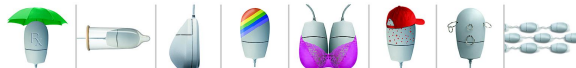
- Printed copies of the pages from the www.sexualityandu.ca web site
- Excerpts from the Canadian Youth, Sexual Health and HIV/AIDS Study (Provided below)
- Suggested Interview Questions Below
- Arrangements for the interviews for this lesson should be made at least three weeks in advance.

Time Required

Two class periods (with subsequent lesson suggested)

Lesson Procedure (With Suggested Discussion Points/Content)

<ol style="list-style-type: none">1. Explain the purpose of the lesson.2. Organize the interviewing process.3. Help the students prepare questions for the interviews.4. Introduce several resource people by name and title, and have students interview them in the class. The format can have groups of students interviewing 2-3 resource people at a time with a pre-determined list of questions.5. Thank the resource people.	<p>This should be done by the teacher.</p> <p>Give students two or three minutes to write down three questions they would like to ask of a librarian, nurse, or whomever you have invited. Then just have them raise their hands to speak. You can add questions they omit. (This can be done in a class before the resource people arrive.)</p> <p>NOTE: You may want to have students wear nametags with their first names to allow the resource people to call students by name, and to seem more approachable.</p>
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<p>6. Debrief the class about the interviews,</p> <p>7. Optional: Assign homework for Part Two of this lesson. Introduce the findings of the Canadian study on sexual health that shows that few students are accessing these types of sexual health services. Ask students to read them before the next lesson.</p>	<p>Discuss how which resource person could be of help in addressing sexual health and how they can do this.</p>
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Closure

Pass around blank sheets of paper and ask students to write down a question or comment for the question box. (If they do not have a question or comment, ask them to simply write down a brief sentence on what they learned so that everyone hands in a sheet of paper with some writing on it.)

Follow-up/Enrichment

See the lesson that follows this one Getting Help for a Sexual Health Problem: Part Two

Assessment/Evaluation Criteria/Tools

Tell your students that their work will be evaluated using an adapted version of this [Evaluation Criteria for Health Interviews](#)

Ask the students to complete the [Individual/Group Participation Sheet](#) and keep it in their [Student Health Journal](#). As the teacher, you should take notes on the participation of students and record them in your [Student Evaluation Tracker](#).

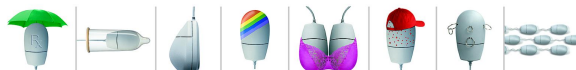
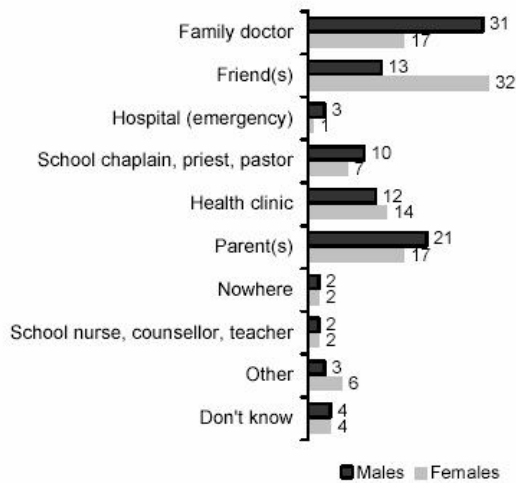
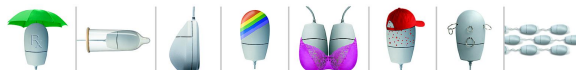
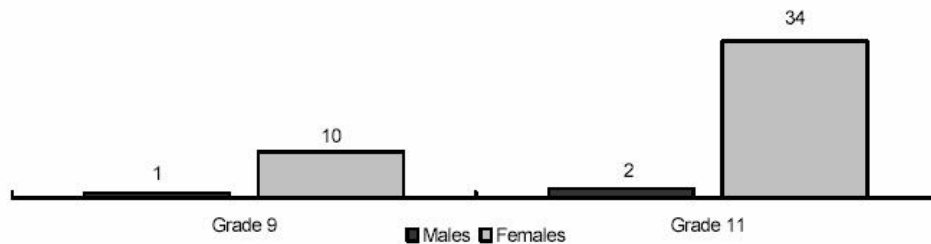


Figure 21.1: "Where You Would Go First For Advice If You Thought You Had A Sexually Transmitted Disease?", Grade 11 (%)



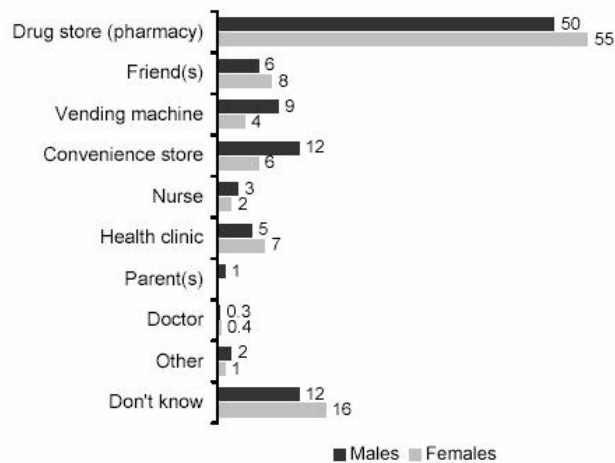
Regular use of health services may prevent negative sexual health outcomes, or at least allow treatment of specific health problems. Over one half of the Grade 9 and 11 students had visited a doctor or health clinic for a regular check-up in the past 12 months. However, only 34% of Grade 11 girls visited doctors in this period for reasons related to birth control or pregnancy, and only 2% of boys did the same (Figure 21.2). Far fewer students (less than 3% of girls; less than 1% of boys) visited doctors for testing/treatment of sexually transmitted infections in this period.

Figure 21.2: Students Who Visited A Doctor Or Health Clinic For Birth Control Or Pregnancy In The Past 12 Months (%)



A lack of knowledge about, or barriers to the access of, condoms may influence the sexual practices and sexual health of adolescents. Figure 21.3 summarizes Grade 11 student responses to an item that asked where do they think young people would most likely go to get condoms. Differences across gender and age groups are apparent in these responses. Older students are far more likely to report that young people would go to a drug store or convenience store to purchase condoms. Between 12% and 16% of students state they do not know where young people are most likely to go to get condoms.

Figure 21.3: "Where Would Young People Most Likely Go To Get Condoms?", Grade 11 (%)



King and Wright (1993) have suggested that parents might discourage youth from finding out relevant knowledge in order to discourage teenage sexual activity. Figure 21.4 provides a description of the main sources of sexual health information actually used by Grade 9 youth. Most students indicate that school constitutes their main source of sexual health information. Indeed, over 45% of all Grade 9 students indicate this choice. Further, more boys than girls report that school is their main source of information. By comparison, far more girls than boys indicate that their mother and friends constitute their main source of information on human sexuality. Boys, however, report getting more of their sexual health information from the Internet, television, and the movies than do girls.

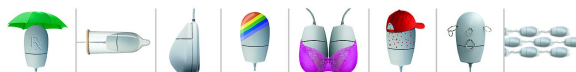
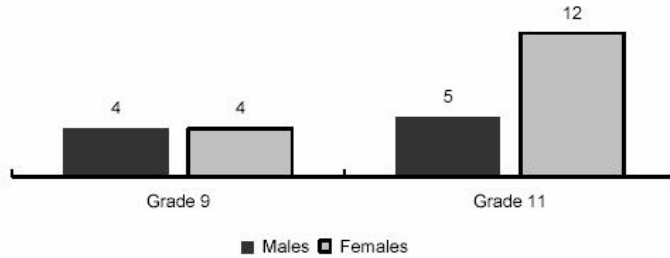
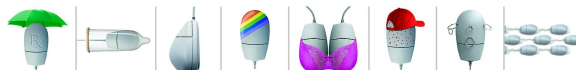


Figure 3E.10: Students Who Had Ever Been Tested For A Sexually Transmitted Infection (%)



One of the barriers to being tested for STIs could be embarrassment in seeing a physician or a nurse. Almost one quarter of students in Grade 9 feel embarrassed to see a physician or a nurse if they suspect they have an STI (Figure 3E.11). However, 85% of students in Grade 11 are willing to tell their sexual partner if they had an STI (Figure 3E.12).

Figure 3E.11: Students Who Would Be Too Embarrassed To See A Doctor Or Nurse If They Had An STI (% Strongly Agree And Agree)



Possible Interview Questions

1. Where is your office? What's the room number (if in school) or phone number (if outside school)?
2. What are your office hours?
3. Would we need appointments or hall passes or permission from our parents to come see you?
4. Can two or three students come see you together if we want?
5. Does it cost anything to come see you (if the person is from outside your school)?
6. Who do you tell when a student comes to you? Does it depend? On what?
7. What do you like about your job?
8. What do you dislike about your job?
9. What makes you good at your job?
10. Tell us something about your life outside of your job.
11. If a student came to you with an acne question, what would you do?
12. If a student came to you with a possible sexually transmitted infection, what would you do?
13. If a student came to you about sexual abuse or a rape, what would you do?
14. If a student came to you feeling lonely, what would you do?
15. If a student came to you with a pregnancy question, what would you do?
16. If a student came to you with a birth control question, what would you do?
17. If a student came to you with a question about their feelings, what would you do?
18. If a student wanted help talking with his or her parents, how could you help?
19. What do you know about family life or sexual health now that you wish you would have known in 7th or 8th grade?

