

Getting Help for a Sexual Health Problem (Part Two)

Introduction

This lesson will help students understand the social and practical obstacles that make it difficult for young people to access services that are able address sexual health problems. Students will first examine how young people are currently using these sources of help and then as part of a field trip interview adults in their community about these services. Students will be asked to critically assess if these services are youth-friendly.

Grade Level

Grades 7-9

Learning Outcomes

Students will be able to:

1. Recognize and list some of the barriers to young people using sexual health services.
2. Describe how at least one resource person or service could be more helpful to youth with sexual health concerns.

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](#)

Ask the students to read the findings of the Canadian Youth, Sexual Health and HIV/AIDS Study (Provided Below)

See the first lesson (Part One) on Getting Help for a Sexual Health Problem which familiarizes young people with the services available in their school and community.

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 [Draft Interview Questions for Doctor's Office/Clinics](#)
- Suggested [Framework for Youth Quality Service Chart](#)

Note: 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. Discuss the findings of the Canadian study. Ask the students to identify reasons why young people would not be able to use these sexual health services the way that they could.3. Ask the students to select the type of sexual health service that they would like to visit in their community. Students should conduct the interviews in groups of two or three. Organize the interviewing process with the clinics and other adults.	<p>Have the students list reasons. (e.g. transportation, privacy, shyness, the staff having little time, information being presented in too technical a manner, etc.)</p> <p>Discuss how which resource person could be of help in addressing sexual health and how they can do this.</p> <p>The organization of interviews will likely need to be done by the teacher.</p>
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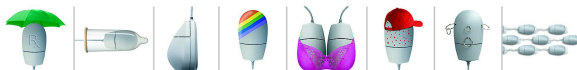
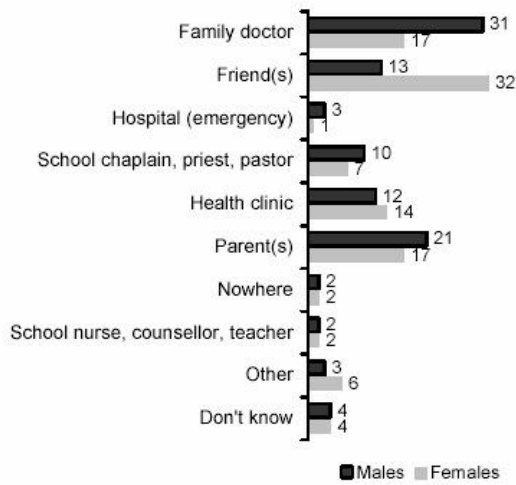
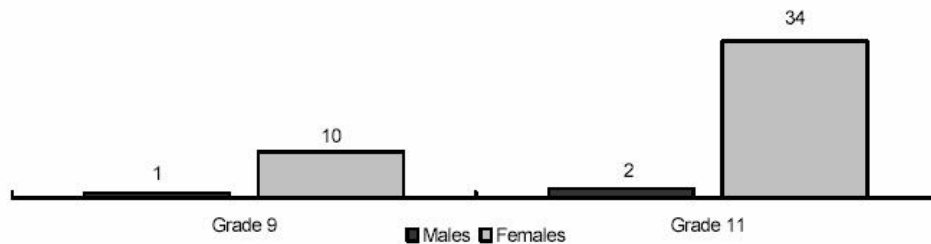


Figure 21.1: "Where You Would Go First For Advice If You Thought You Had A Sexually Transmitted Disease?", Grade 11 (%)



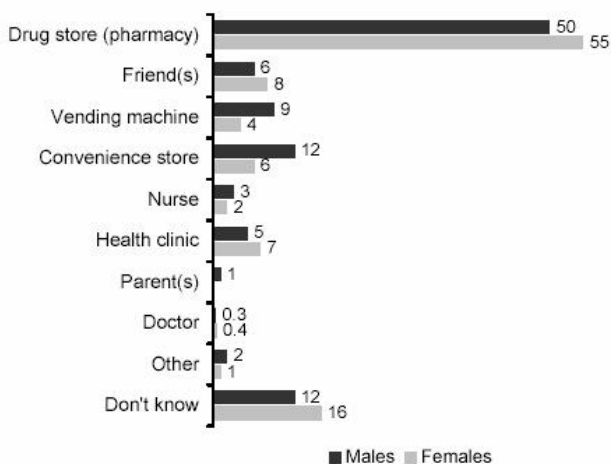
Regular use of health services may prevent negative sexual health outcomes, or at least allow treatment of specific health problems. Over one half of the Grade 9 and 11 students had visited a doctor or health clinic for a regular check-up in the past 12 months. However, only 34% of Grade 11 girls visited 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 (%)



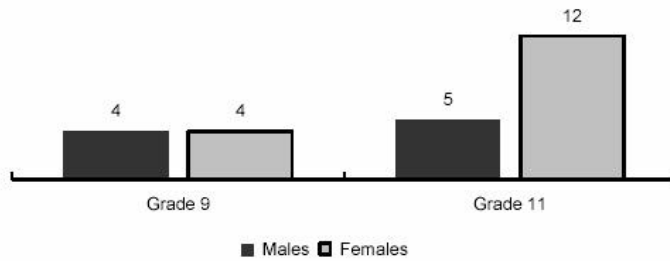
A lack of knowledge about, or barriers to the access of, condoms may influence the sexual practices and sexual health of adolescents. Figure 21.3 summarizes Grade 11 student responses to an item that asked where do they think young people would most likely go to get condoms. Differences across gender 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)

