

Not Just the Tip!

Building Comfort and Confidence in
Delivering Comprehensive Sexual Health
Education

The Canadian
Centre for Gender
+ Sexual Diversity



Le Centre Canadien
de la Diversité des Genres
+ de la Sexualité

Land Acknowledgement



Welcome! I'm Janani (she/they)

I'm the Comprehensive Sexuality Education
Program Coordinator at the Canadian
Centre for Gender and Sexual Diversity.

We're a national non-profit organization
dedicated to empowering gender and
sexually diverse communities through
education and advocacy with a youth focus.



Our Agenda:

01

SETTING THE SCENE

02

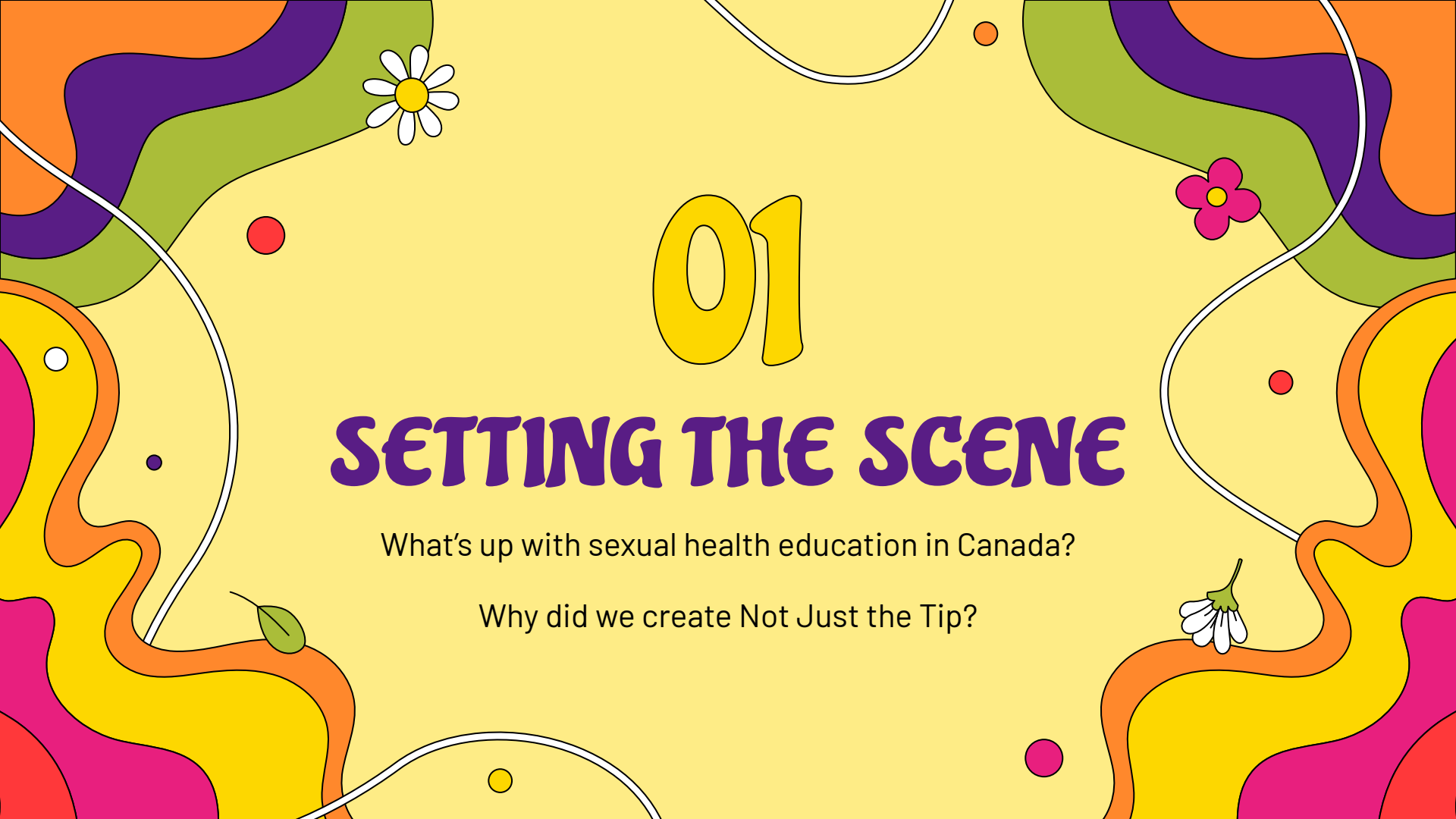
**POWER, POSITIONING,
AND DECENTRING**

03

**PLEASURE-BASED
APPROACHES**

04

FACILITATION SKILLS



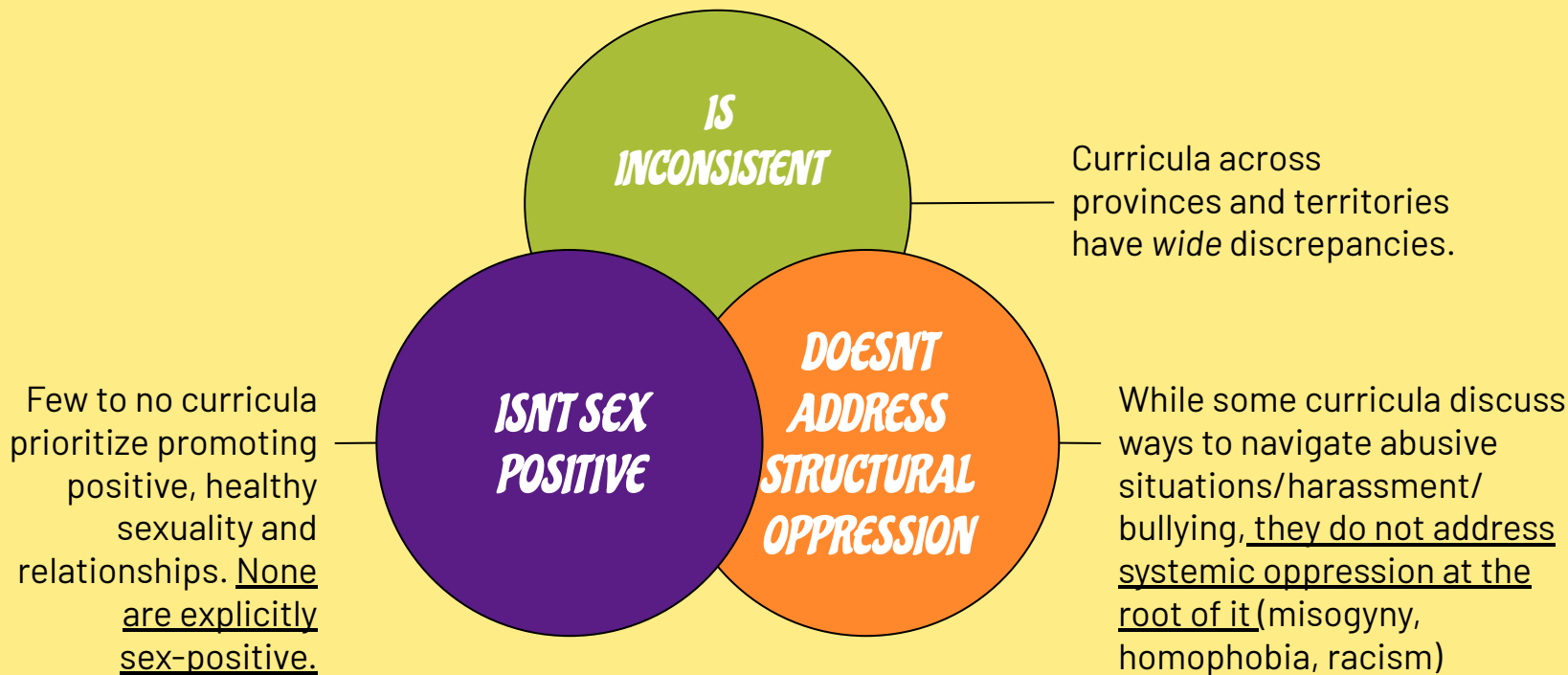
01

SETTING THE SCENE

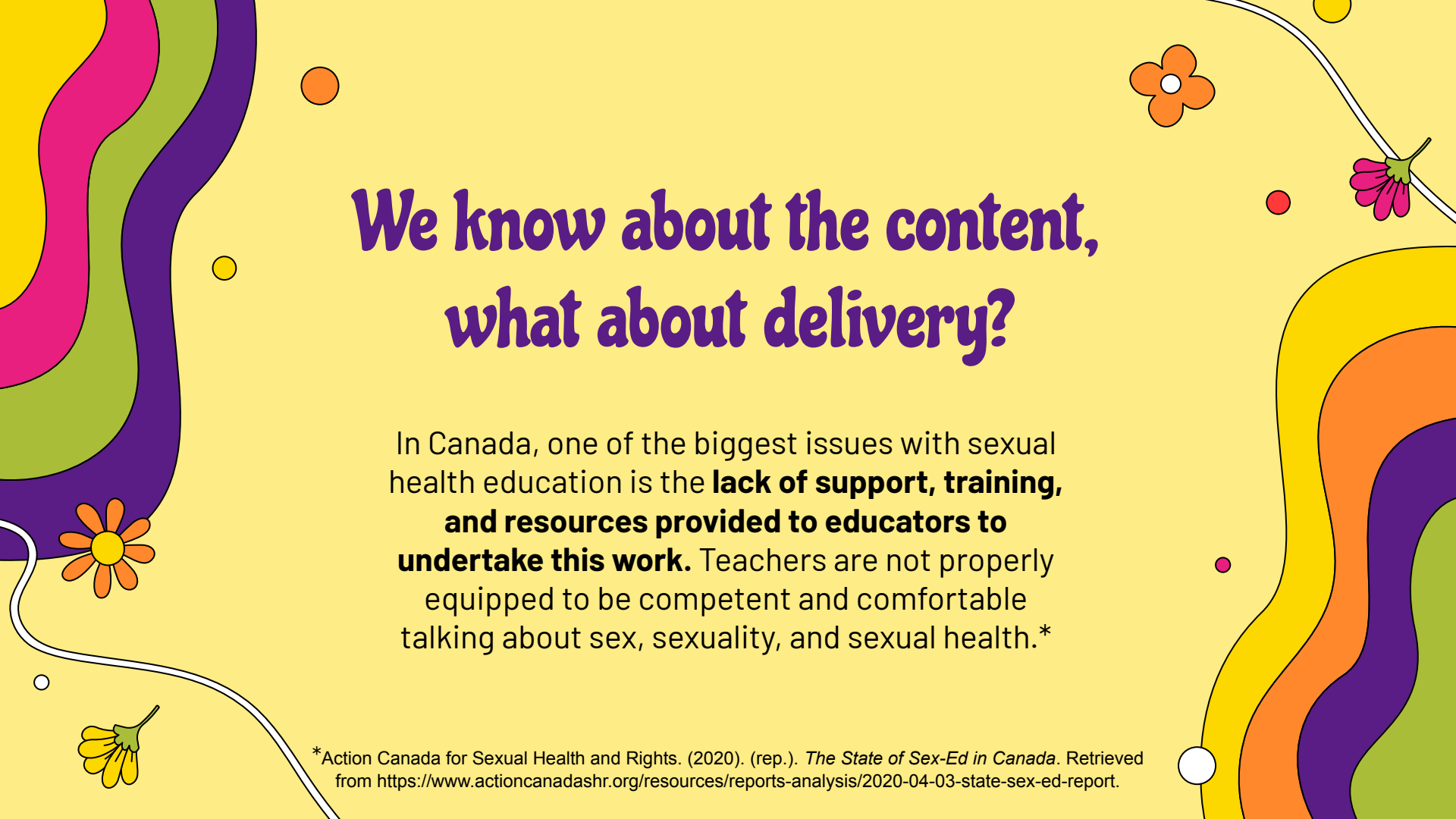
What's up with sexual health education in Canada?

Why did we create Not Just the Tip?

Sexual Health Education in Canada...*



*Action Canada for Sexual Health and Rights. (2020). (rep.). *The State of Sex-Ed in Canada*. Retrieved from <https://www.actioncanadashr.org/resources/reports-analysis/2020-04-03-state-sex-ed-report>.



We know about the content, what about delivery?

In Canada, one of the biggest issues with sexual health education is the **lack of support, training, and resources provided to educators to undertake this work.** Teachers are not properly equipped to be competent and comfortable talking about sex, sexuality, and sexual health.*

*Action Canada for Sexual Health and Rights. (2020). (rep.). *The State of Sex-Ed in Canada*. Retrieved from <https://www.actioncanadashr.org/resources/reports-analysis/2020-04-03-state-sex-ed-report>.

TEACHERS EXPERIENCE...



**Stigma, shame, or
fear, resulting in
avoidance of
certain topics**



**Difficulty answering
students' questions
and navigating
discussions**



**Knowledge gaps
surrounding
inclusive
approaches**

WHAT DO SEX EDUCATORS NEED?

***STRATEGIES TO MANAGE
POWER DYNAMICS IN THE
CLASSROOM***

***GUIDANCE ON HOW TO
INTEGRATE MARGINALIZED
EXPERIENCES***

***STEPS ON HOW TO NAVIGATE
UNKNOWN TOPICS AND
MISSTEPS***

***OPPORTUNITIES TO REFLECT ON
BIASES, FEARS, AND SHAME
REGARDING SEX***

We conducted a Needs Assessment where we asked educators what they need the most support with in regards to delivering better and more comprehensive sex-ed.

CREATING THE TOOLKIT: A TEAM EFFORT!



- **Core Toolkit Creation Team**
 - Dr. Nadine Thornhill
 - Alex Tesolin - Wisdom2Action
 - Eliot Newton & Janani Suthan - CCGSD
- **Youth Advisory Council and Project Advisory Council**
 - 9 Partner Organizations
 - 4 Educators
 - 6 Youth

TOOLKIT MODULES

01

DECENTRING MYSELF

02

POWER DYNAMICS

03

PLEASURE VS SHAME

05

GOING FURTHER

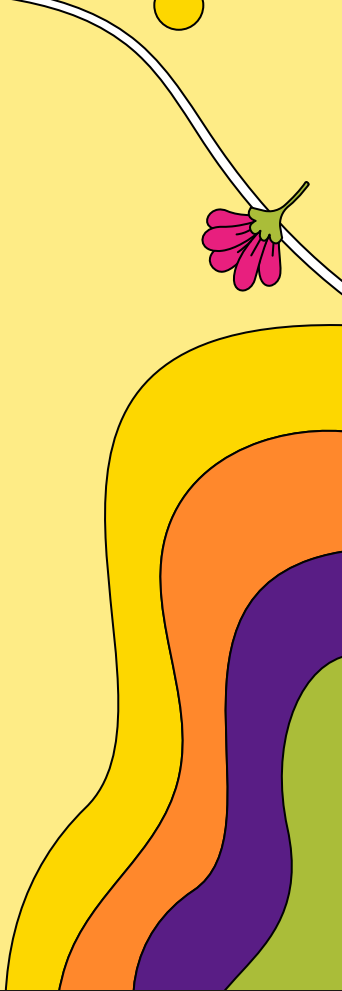
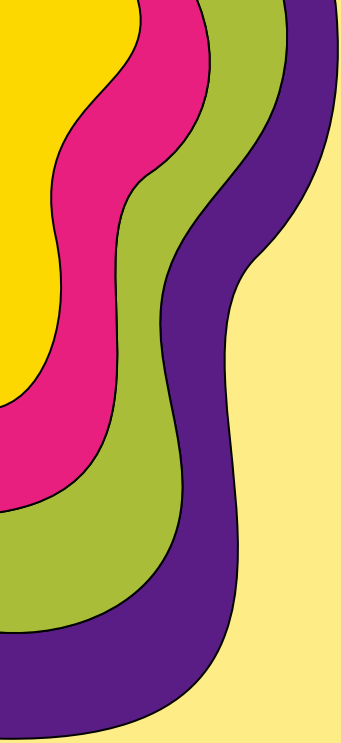
04

FACILITATION SKILLS



02

POWER, POSITIONING, AND DECENTRING



True or false:

When teaching sex education, or providing sexual health services, resources, or support, **you must completely ignore your personal identities, biases, and social positioning** to provide the best support possible.



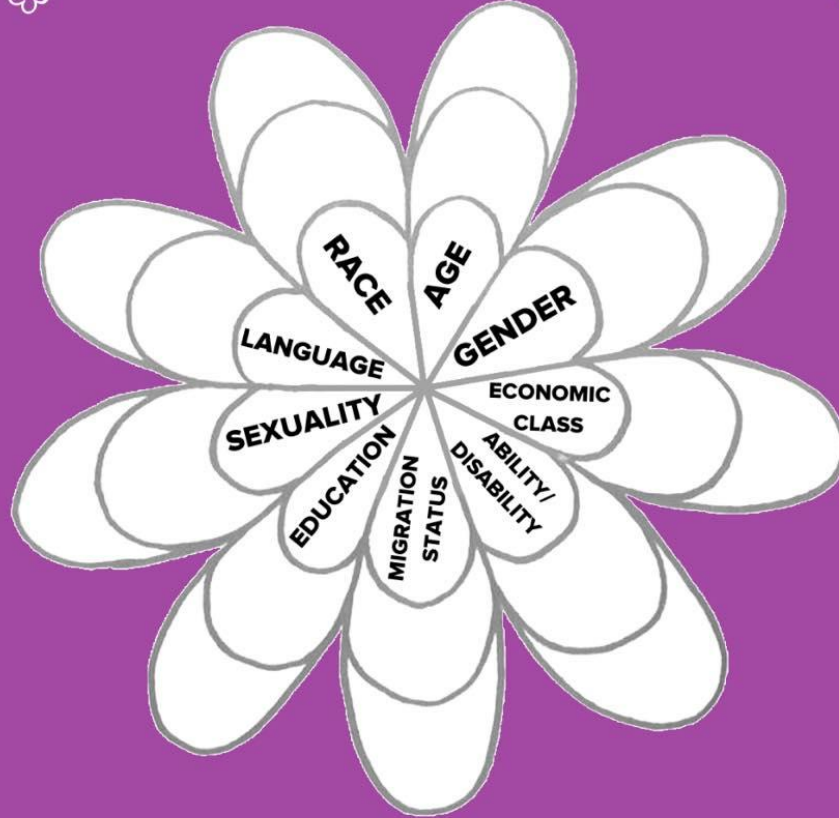
Students choose an option

Pear Deck Interactive Slide
Do not remove this bar

What does it mean to "Decentre Myself"?

- It does **not** mean you ignore your identities and experiences!
- Instead, we want to:
 - Recognize that our identities and experiences influence how we think and discuss sex and sexuality.
 - Examine our own learnings about sex, relationships, identities and bodies
 - Let go of the need to be the only 'expert'
 - Understand the diversity of experiences, perspectives, and attitudes of those we are teaching/serving and how they may be different from our own.

POWER FLOWER



✿ A tool for thinking about power and privilege ✿

IMAGE SOURCE: Young Friends of the Earth Scotland
<https://www.facebook.com/111677235549149/posts/power-flower-a-tool-for-exploring-power-and-privilege-were-sharing-tools-weve-be/3061965673853609/>

Original Resource: A Tool for Everyone: Revelations from the "Power Flower" by Wenh-In Ng (<http://lgbtq2stoolkit.learningcommunity.ca/wp/wp-content/uploads/2014/12/flower-power-exercise.pdf>)

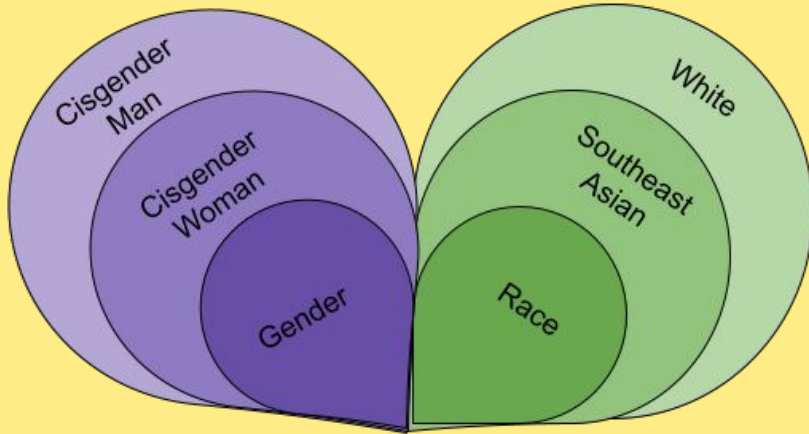
Sample Response

Hana (she/her)

- Gender: Cisgender woman
- Race: Southeast Asian

How does this affect her?

- May be easier to relate to students who are cisgender girls
 - Sees experiences from a cisgender woman perspective
- Race *and* gender: exoticization of Asian women
 - Uses this experience to dispel stereotypes



HOW TO 'DECENTRE YOURSELF'

RELATE

What you know and understand with your identity/experiences

REFLECT

On the gaps in your knowledge and experience and how this impacts students

UNPACK

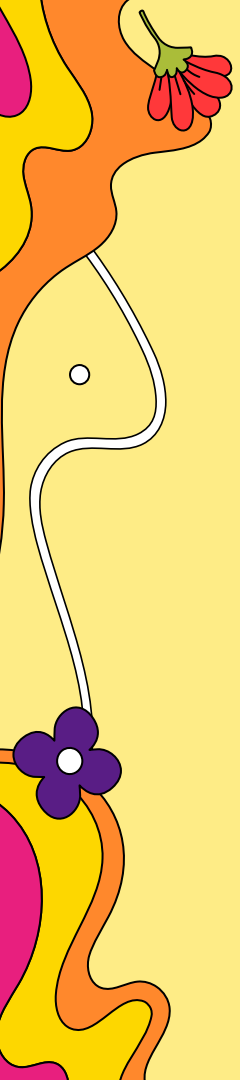
Messaging you've absorbed about sex and sexuality that affect your teaching

PRIORITIZE

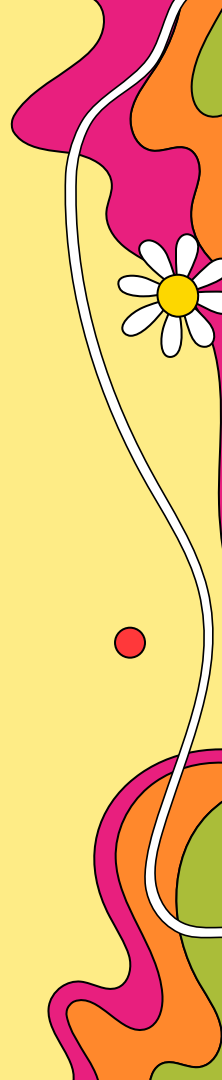
Learning about experiences and perspectives that differ from yours

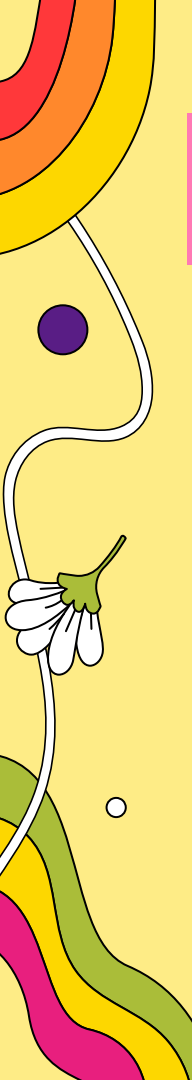
ENCOURAGE

Students to be the experts of their own experiences.



Power Dynamics Among Students

- Along with paying attention to your own positionality, it's important to take note of the identities your students, clients, service users, etc, hold
 - The social identities that exist in the space can impact the dynamics in the learning environment
 - Students who hold marginalized identities may experience:
 - Lack of representation / helpful information
 - Isolation / Exclusion
 - Tokenism
 - Discrimination
- 



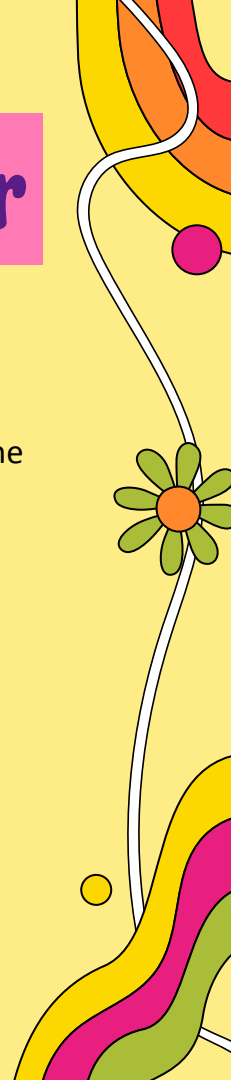
Power Dynamics: Classroom Power Player

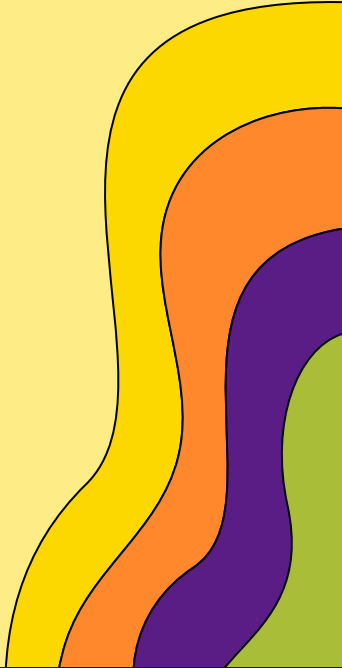
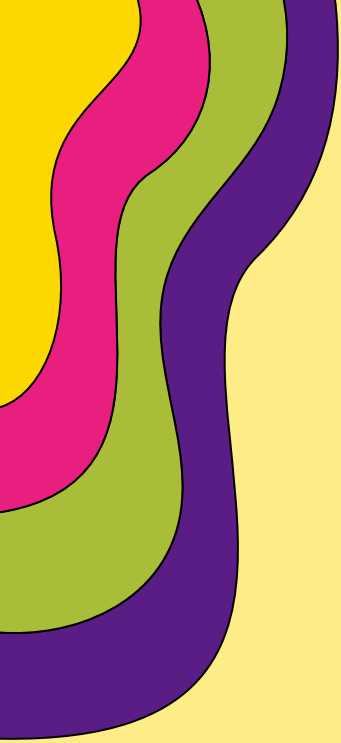
The Class: Grade 3 Class in a rural town (Classroom Profile #1)

There are nineteen (19) students in the class – *to your knowledge*, there are 11 girls and 8 boys. One of the students is transgender. She transitioned socially during the most recent summer break, changing her name and pronouns.

Seventeen (17) of the students are white and two students are Indigenous from the Nêhiyawak nation. There are two neurodivergent students in the class.

As a group, the students tend to enjoy experiential learning and activities that get them up from their desks. They very much enjoyed creating and presenting skits as part of a recent novel study unit.





Let's Think...

What challenge do you most foresee arising in this classroom when talking about *invisible and visible differences between people*?

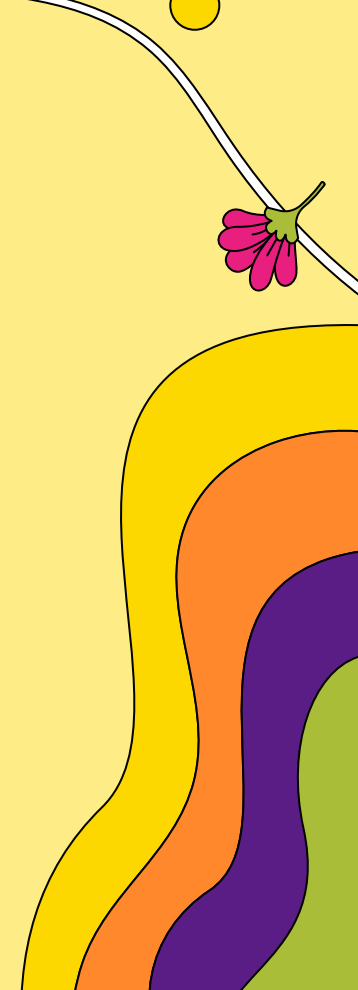


Students choose an option

Pear Deck Interactive Slide
Do not remove this bar

Let's Think...

What method of learning about this topic do you think would be most helpful for this group of students?

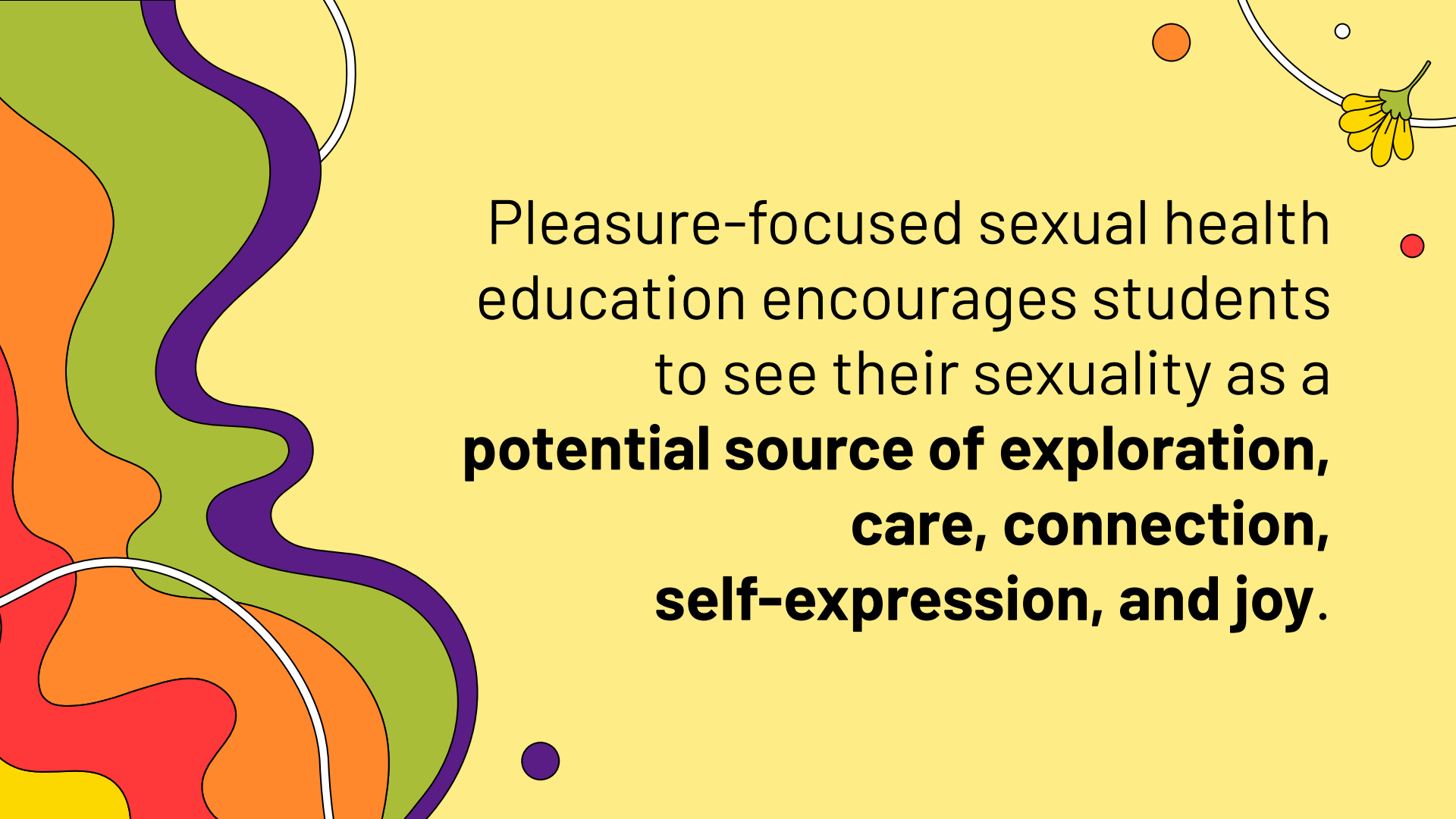


Students choose an option

Pear Deck Interactive Slide
Do not remove this bar

The background is a vibrant yellow with large, colorful, wavy, organic shapes in shades of purple, orange, yellow, and green. Scattered throughout are small white and colored dots, and several stylized flowers in orange, pink, white, and yellow. A white line with a small orange flower at the top left and a white line with a yellow flower at the bottom right meander across the page.

03 PLEASURE-BASED APPROACHES



Pleasure-focused sexual health education encourages students to see their sexuality as a **potential source of exploration, care, connection, self-expression, and joy.**

PLEASURE VS. SHAME

PLEASURE-BASED

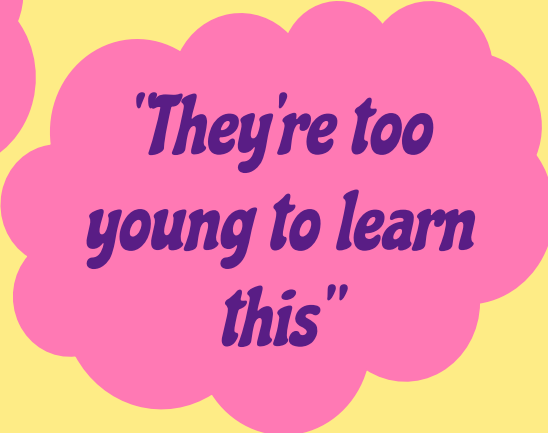
- Accepting that sexuality can be a critical part of a person's humanity
- Providing tools, practices and resources to understand their sexuality as they grow up
- Highlights that the enhancement of sexual health and wellbeing is linked to improved health and wellbeing overall

SHAME-BASED

- Focusing on preventing negative outcomes of sex and relationships
- Frames sex/sexuality as something undesirable and unsafe
- Enforces moral 'rules' about sex and sexuality
- Ignores many reasons why people have sex (for pleasure, intimacy, work, etc)



MYTHS ABOUT PLEASURE-BASED SEX ED



*"It promotes
sexual activity"*

*"They're too
young to learn
this"*

*"It excludes
people who don't
have sex"*



Activity!

Let's practice how we'd frame different sexual health/sexuality topics using a pleasure-based approach.

Topic: Contraception

Which statement best aligns with a pleasure-focused approach to talking about this topic?



Students choose an option

Topic: Sexual Relationships in Adolescence

Which statement best aligns with a pleasure-focused approach to talking about this topic?



Students choose an option

Topic: Consent

Which statement best aligns with a pleasure-focused approach to talking about this topic?



Students choose an option

Pleasure-focused framing

	<i>Instead of this...</i>	<i>Try this!</i>
<i>CONTRACEPTION</i>	Having P-I-V sex can lead to unwanted pregnancy if you are not careful.	Depending on the type of sex you're having, contraception can take away some stress or worry about unintended pregnancy.
<i>SEXUAL RELATIONSHIPS IN ADOLESCENCE</i>	Becoming sexually active in adolescence can carry a lot of risks, including not being emotionally ready.	There isn't one set age where folks are 'ready' to become sexually active, and people become sexually active for lots of valid reasons. Check in with yourself and see what's right for you.
<i>CONSENT</i>	Remember that no means no.	Consent should be enthusiastic; more than just giving permission. Hearing an enthusiastic 'yes' can often make us feel more comfortable and excited!



04

FACILITATION SKILLS

Inclusive Language and Responding to Misinformation

Scenario: Inclusive Language

You work in a student sexual health centre and you often get students coming in with questions about contraception and STI testing and prevention.

You often find yourself accidentally using gendered language for body parts and types of sex when explaining things to students.

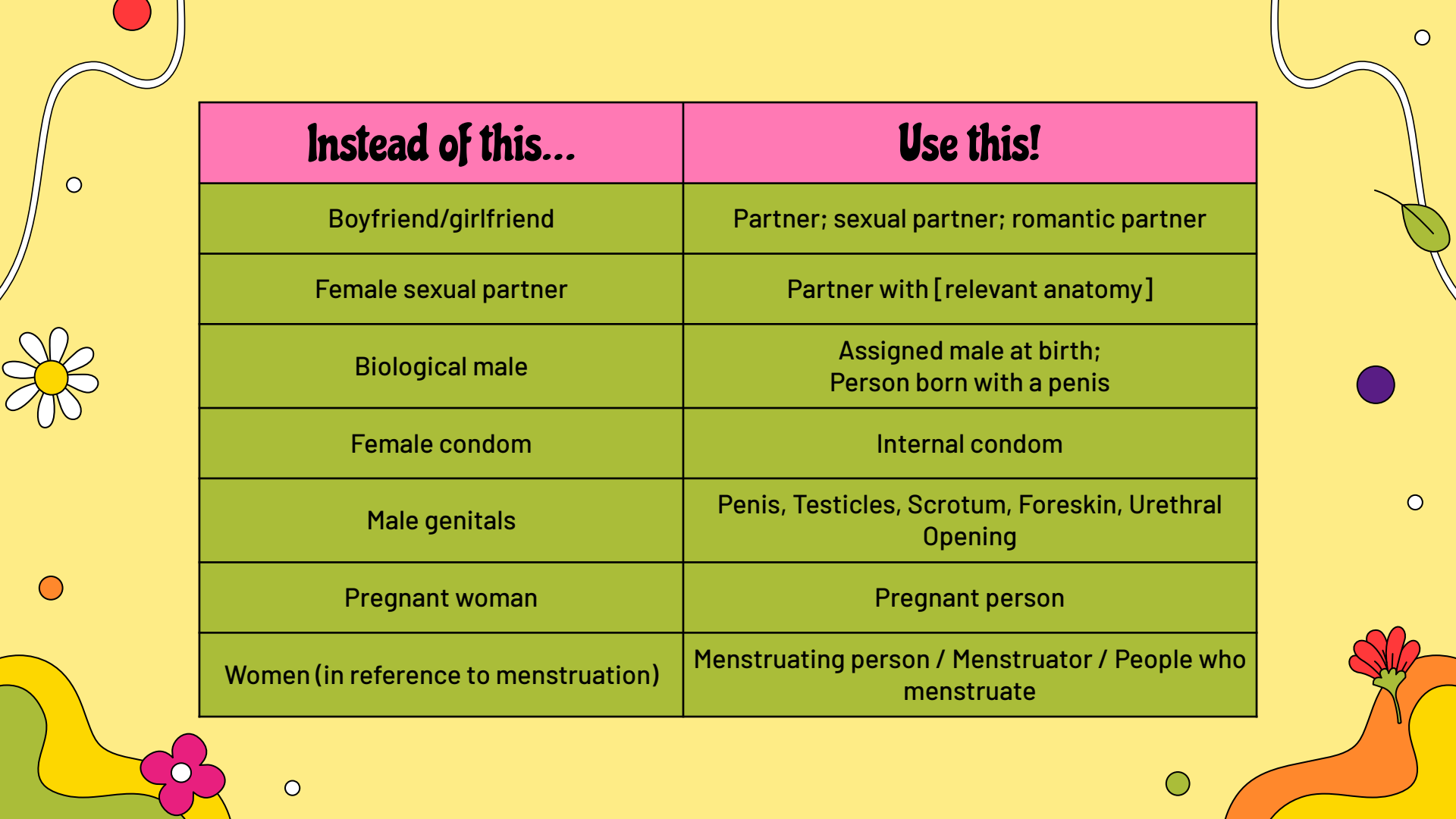
What do you do?



Students choose an option

General Guidelines: Inclusive Language

- Specificity > Broad Language
- Gender does not equal sex
- Do not lean on marginalized clients/students to teach or correct you
- Make sure all your resources and sources are up-to-date
- Do not only use inclusive language when marginalized students are in the room.



Instead of this...	Use this!
Boyfriend/girlfriend	Partner; sexual partner; romantic partner
Female sexual partner	Partner with [relevant anatomy]
Biological male	Assigned male at birth; Person born with a penis
Female condom	Internal condom
Male genitals	Penis, Testicles, Scrotum, Foreskin, Urethral Opening
Pregnant woman	Pregnant person
Women (in reference to menstruation)	Menstruating person / Menstruator / People who menstruate

Responding to Misinformation

- **Approach with Curiosity:** Instead of shaming someone for sharing incorrect information, aim for an open conversation.
- **Break it Down:** There may be layers to what is incorrect/harmful about what is being said. Go step by step to make sure folks are understanding these layers.
- **Thinking Critically:** If possible, take the opportunity to discuss trustworthiness of sources, in the media or elsewhere. It may be worth asking where someone found this information, to create a learning moment about critical thinking.



Any Questions for Me?

The background is a light yellow color. On the left side, there are large, wavy, organic shapes in shades of pink, orange, and green. A white line curves along the bottom left, ending in a yellow flower with a white center. On the right side, there are similar wavy shapes in yellow, green, and orange. A white line curves along the top right, ending in a red flower with a green center. Several small colored dots (green, red, white, purple, pink) are scattered across the background.

THANKS!

Email me with any questions or to connect!

janani@ccgsd-ccdgs.org

ccgsd-ccdgs.org

notjustthetip.ca

CREDITS: This presentation template was created by **Slidesgo**, and includes icons by **Flaticon**, and infographics & images by **Freepik**