

Curriculum-Linked Activity:

Take a Stance – High, Low or No-Risk

Grade:

7 to 9 – content should be adapted by facilitator/educator to meet the needs and developmental stage of the group

Curriculum Links

This activity meets the Ontario Health and Physical Education Curriculum 2015 expectations for Human Development and Sexual Health of the Healthy Living Strand (Grade 7 – C1.3, C1.4, C1.5, C2.4 Grade 8 -C1.4, C2.4, Grade 9 – C1.4, C2.3)

Purpose/Outcome

To develop skills and confidence students need to support making healthy decisions about sexual activity and sexually transmitted and blood-borne infections (STBBIs) prevention

Time commitment: 15-20 minutes

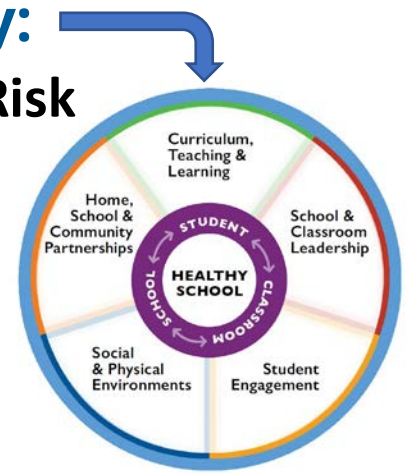
Space and Materials Required

- Printed signs – No-risk, Low-risk, High-risk (see below for printable signs)
- Tape (optional)
- Classroom with space to move around

Instructions

In this activity the teacher will read aloud various types of sexual activities/behaviours and ways of showing affection (ex. abstinence, sexting) to the class and students will consider how they feel about it in regards to risk level of sexually transmitted and blood-borne infections (STBBIs). Students will respond by placing themselves along a line that represents a continuum of behaviour risk (no-risk, low-risk or high-risk). Have students discuss the reasons for their position. This barometer activity helps students develop their analysis and evaluation skills. See below for the list of statements (activities and behaviours) and printable signs

1. Find a space in the room where you can have students get up and create a line. You may wish to tape a line on the floor



Ontario Ministry of Health
Healthy Schools Effectiveness Framework

2. Place signs reading “no-risk” and “high-risk” at opposite ends of this continuum and “low-risk” in the middle (see below for printable signs)
3. Read students one of the statements provided (see table - be sure to review the statements to ensure that they are appropriate for use in your classroom. Remove or add statements as needed)
4. Have students place themselves along the continuum in a spot that best represents their point of view on the statement
5. Ask students why they have chosen their particular places to stand and what the relative risk is of contracting an STBBI
6. Debrief this activity using the following questions: What can a person do to reduce their risk for STBBIs?
 - Abstain from sexual intercourse and intimate sexual contact
 - Use condoms/latex barriers
 - Limit the number of sexual partners
 - Go for STI testing

What should a person who has engaged in high risk behaviour do?

- Go for STI testing and treatment if required
- Choose lower risk behaviours in the future if they wish to have lower risk of contracting or spreading an STI

NO RISK	LOWER RISK	HIGHER RISK
Massage	Using a condom/latex barrier with an uninfected partner	Unprotected oral, vaginal or anal sex
Dry kissing	Using a condom/latex barrier with an infected partner	Using the same condom/latex barrier twice
Abstaining from all sexual activity	Using a condom/latex barrier for all sexual activity	Sharing needles
Fantasizing	Mutual masturbation	Sharing sex toys
Masturbating		Using two condoms at the same time
Hugging		Having oral, vaginal or anal sex with multiple partners
Flirting		
Sexing		

Other Supporting Resources

Can be used with the [STI presentation](#) on our website

No-risk

Low-risk

High-risk