



## LESSON PLAN

<b>Level:</b>	Grades 7 to 9
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<b>Duration:</b>	1 1/2 hours

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# I heard it 'round the Internet: Sexual health education and authenticating online information

## Overview

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Students will consider the use of the Internet as a research tool and learn how to use search engines more effectively. They then apply these newfound skills to investigating popular myths about sexuality and contraception. Finally, they consider three websites they have used in the course of their research and evaluate them as sources of information.

## Learning Outcomes

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Students will:

- reflect on the strengths and weaknesses of the Internet as a research tool
- learn and practice Internet search and evaluation skills
- become familiar with reliable online sources on sexual health
- research information on sexual health
- evaluate online sources of information on sexual health

## Preparation and Materials

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Read the backgrounder *Online Sex Education Resources: Challenges and Opportunities*.

Photocopy the following handouts (these are found at the end of the lesson plan):

- *Handout #1: Internet Search Skills*
- *Handout #2: Reliable Sources*
- *Handout #3: True or False? Myths and Facts about Teens and Sex*
- *Handout #4: Website Evaluation Form*

If you do not have access to Internet-connected computers in the classroom, arrange access to a computer lab (this is only essential for the activity "How Much Does the Internet Know?").



## Procedure

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### Research on the 'Net

Begin by asking students where they go when they need information or questions answered:

- How many ask a teacher, a parent or another adult?
- How many ask a peer (a friend, sibling, etc.)?
- How many look things up in books or at the library?
- How many look things up on the Internet?

Most likely, the Internet will be the most popular choice. Ask students why they like to use the Internet for research and answers, and record their responses on the board. Responses are likely to include that it's easy to access information on the 'Net, it can be done quickly, and that they're comfortable with the technology.

Now ask students what might be some drawbacks of getting information from the 'Net. It may be harder to elicit responses in this case, so if necessary guide students to or simply add the following:

- Information on the 'Net isn't always accurate
- You're not always sure who the source or author is
- There's so much information you can't always sort it out
- You often get results that weren't what you were looking for

Tell students that one thing many young people want to know more about is sexuality and sexual health (see the Public Health Agency of Canada's [Canadian Guidelines for Sexual Health Education](#) for a definition of sexual health). Ask the class what they think the advantages and disadvantages of the 'Net would be as a source of information about sexual health.

**Advantages** are likely to include:

- It's anonymous and an alternative to asking a person face-to-face
- Instant access to information (you don't have to make an appointment for someone to talk to you)
- Low cost and accessible (don't need to travel to a clinic, the Internet is in the majority of households)
- Extensive amount of information (not reliant on library holdings, or the knowledge of others)

**Disadvantages**, in addition to the ones already discussed, are likely to include:

- It can be hard to find information about sexuality online without being exposed to explicit sexual material
- Filtering software often blocks material relating to sex, including sexual health information



## Search Skills

Explain to students that finding any kind of information online is a skill. There are methods and tricks they can use that will help them to find what they want, get more relevant results and fewer unwanted results.

Distribute *Handout # 1: Internet Search Skills* and review it with the class.

## Myth Busting

Explain to students that you're now going to apply their newfound search skills towards questions around sexual health. You will give them a topic and they will work together to develop search strings that will find the information.

Tell the class that you want them to research the following topic:

*Are youth affected by being exposed to sex and sexuality in media such as TV, movies, music and videos, etc.?*

First ask them what they think the answer might be, and after a brief discussion, have them suggest search strings. The first few suggestions will probably be fairly rudimentary, so remind them to go through the step-by-step process of building a search string they learned in the handout.

**More terms:** What are all of the relevant terms that should be included?

- Probably "youth" or "teens"; certainly "media" and "TV" and "sexuality"; perhaps "movies" or "music"; probably "effects"
- Which of these are essential and should be prefaced with "+"?
- Where could "OR" or "~" be usefully employed? (How many similar terms are there for "youth" or "teens"? Could there be synonyms of "effects"?)
- Are there terms that could be usefully searched as phrases? (Including "music videos" is likely to get more relevant results than using "videos" as a search term.)

**Filtering bad results:** If you have access to a data projector, start your Internet browser and navigate to the *Google Search Settings* page (<http://www.google.ca/preferences?hl=en>). Scroll down to "SafeSearch Filtering" and select "Use strict filtering" (remind students that they should always start at the most restrictive level first, and only go to the next level if they don't get any relevant hits). Ask students if there are any terms they might want to exclude using "-" to avoid getting irrelevant hits, and remind them that they can always refine a search after doing it, so they can use "-" if they find any irrelevant hits appearing.

Boil down the discussion into two or three search strings such as:

+effects ~teens +"sex in media"
~effects +youth +sex TV OR movies OR "music videos"
"sex in media" youth OR teens



If possible, perform searches using each string and compare the top ten results. (Remind students to read the summary below each hit before clicking on it.) Ask students to decide which search string produced the most relevant results and to speculate on why.

Were students able to answer the question? Ask if they were surprised by what they learned and, if so, what surprised them and why.

### Reliable Sources

Explain to students that they have another option in addition to search engines when looking for information about sexual health online. They can use reputable sources of information that specialize in sexual health and that are known to be reliable. These sites combine many of the positive aspects of the Internet as a source of information and also reduce some of the negative aspects.

Point out that the most important thing is to establish the reliability of any online sources. Distribute *Handout # 2: Reliable Sources* and talk students through it. Then, as a class, individually or in groups, have students navigate to the three websites listed below and evaluate each one using the handout:

<http://www.sexualityandu.ca>

<http://www.spiderbytes.ca>

<http://www.goaskalice.columbia.edu>

- What clues were present about the reliability of each site?
- How useful did each site seem as a source of information, and why?

(Each of these is considered a reliable site, so it's important to stress *how* students know they're reliable.)

Remind students that they can combine the two approaches by doing a Web search only within a specific site, by following their search string with "site:" and then the URL (i.e., "site:[www.sexualityandu.ca](http://www.sexualityandu.ca)"). Do not put a space between "site:" and the URL.

### Myths about Sex

Start this discussion topic by asking students if they've ever heard any information about sexuality or sexual health that they weren't sure was true. (They don't have to give examples.) Ask whether or not they think young people are generally fairly well-informed about sex. Remind them of what they learned earlier about the portrayal of sexuality in the media – could this have an influence on what young people think they know about sex?

- ⇒ Distribute *Handout # 3: True or False? Myths and Facts about Teens and Sex* and go through it with the class. Ask students to check "True" or "False" for each question but not to share their opinions with anyone yet.



- ⇒ Now divide the class into 4-6 groups and distribute to each group:
  - 5 blank index cards
  - 3 index cards with a plus sign marked on them
  - 2 index cards with a minus sign marked on them
  - 4 index cards with quotation marks marked on them
  - 1 index card with a tilde marked on it
  - 1 index card with "Site:" marked on it
- ⇒ Ask each group to build a search string, using the cards you have provided, to find out the truth behind the first myth: "Young people have sex at younger ages today than in previous generations."
  - a) The blank index cards are for their search terms, any two of the quotation mark cards can be used to enclose a phrase.
  - b) The card marked "Site:" is to be used if they want to confine their search to a particular website. Groups may use all of the cards provided but are not required to use them all.
- ⇒ Have each group present their search string to the class (the cards can be taped onto the blackboard, or each group member can hold up one or more cards) and explain the reasoning behind their choices.
- ⇒ After each group has presented their search string, perform their search and evaluate the results. Once all the groups have presented, discuss with the class which search(es) were most effective and why.
- ⇒ Now have the groups research the remaining myths online and find out whether or not each one is true, using either search engines or the "reliable sources" listed above or both. Tell each group to make sure to keep track of what websites they used to get their answer.
- ⇒ Once the groups have finished the research, have the class share their findings (and correct them if necessary, using the *Answer Key*). Each time a student or group volunteers their answer, ask them for the name and URL of the website they used as a resource.

### How Much Does the Internet Know?

Now return to the question of the strengths and weaknesses of the Internet as a source of information on sexual health, and ask students if they have identified any new strengths or weaknesses. Point out that as with any medium, the Internet is only as strong as the sources of information you use – which makes it vital that you ensure that your sources are reliable.

Distribute *Handout # 4: Website Evaluation Form* and have students return to their groups. Each group should choose three of the sources they used in researching their myths and evaluate them using the handout (if they consulted fewer than three sites, have them evaluate one or more of the "reliable sources" provided above).

Have students share their findings with the class and have each group name one site they felt was the best resource on sexual health information for youth.



## Handout #1 – Internet Search Skills

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The Internet is a terrific source of information on all kinds of topics. Sometimes it's too good: there's so much information out there, it can be hard to find just what you're looking for.

Most of the time, we use **search engines** like Google or Yahoo to help us find information. Search engines catalogue what's on the Internet, but they're not very smart – they give you exactly what you ask for. If you're not specific enough, you won't get the information you want.

The words you use in a search engine are called your **search terms**. All of them together are called your **query** or **search string**. In general, the **more relevant words** you include in your query, the better your results will be.

As well as the actual words you enter, most search engines allow you to add special symbols and words to your search that limit the results. These are **+**, **-**, **~** and **OR**.

- ⇒ Including **+** in front of words means that you will get only results that include all those exact words. This helps eliminate many irrelevant results.  
Example: +teen +pregnancy
- ⇒ Including **OR** between two words means that you will get results that include either word. This is good when you have two words that are synonyms or close in meaning. It also can help if one of the words is likely to be blocked by a filtering program.  
Example: birth control OR contraception
- ⇒ You can also use the tilde sign (**~**) to look for a word and any words that mean the same thing. For example, a search for "**~**contraception" will also search for "birth control," because the two words are synonyms (they mean the same thing).
- ⇒ Placing **-** before a word means that you will get only results that do not include that word. This helps eliminate many irrelevant results.  
Example: pill -vitamin
- ⇒ You can also search for a whole phrase by placing it within quotes. This means you will get only results in which those words occur in that order. You can combine this with other search terms.  
Example: "sexual health"
- ⇒ You can also limit your search to a particular website by placing "site:" and then the site's URL (Web address) after your search string. This is useful if you know of a good site and want to find particular information there. Remember not to put a space between "site:" and the URL.  
Example: "birth control" site:www.sexualityandu.ca

Many search engines also let you filter your search results to keep out material that may be offensive. Google, for example, lets you set your *SafeSearch* settings if you click the *Preferences* link. It's a good idea to start at the highest level of filtering and only switch if you can't find what you're looking for.



## Example of a successful search string

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Let's say you want to find out information on genital warts: how are they transmitted, how are they treated and how can they be prevented.

You might start just by entering the search term:

genital warts

You'll get some results that include both words, but also some that only include one word or the other. To make sure you get only results that include both words, you can enter:

genital AND warts

or

+genital +warts

Or, since the two words form a phrase, you can write:

"genital warts"

But suppose there's a popular band called "The Genital Warts." A lot of your hits might relate to them instead of your topic, so you can add a limiting term:

"genital warts" -band

Now you're just getting hits relevant to your topic, but the information you get is going to be quite broad. Narrow it down by adding a few more search terms:

"genital warts" -band +transmission +treat +prevented

Oops! That word "treat" is too narrow: you're missing out on results that use other words that mean similar things, like "care," "prognosis" and "cure." Try putting a tilde (~) in front of that word to include all the synonyms:

"genital warts" -band +transmission ~treat +prevented

Now that you've got a good search string, you can use it to search a site you already know is reliable, like *SexualityandU.ca*:

"genital warts" -band +transmission ~treat +prevented site:www.sexualityandu.ca

Hey! That led right to an FAQ with just the answers you need:

[http://www.sexualityandu.ca/faqs/index\\_e.aspx?cid=13#q140](http://www.sexualityandu.ca/faqs/index_e.aspx?cid=13#q140)

Now try developing a search string for another sexual health topic. Make sure to use multiple search terms, symbols like +, - and ~, and to enclose phrases in quotation marks.



## Handout # 2 – Reliable Sources

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The Internet is full of sources of information, but not all are created equal. Some are reliable, but some are trying to persuade you, some are trying to sell you things and some are just jokes.

You can find out if the site is useful by considering the following questions:

1. What is the website's purpose?
  - Is it to inform, entertain or persuade, sell something, satirize or make a joke?
  - How do you know?
  - Who is the intended audience (who is the website for)?
  
2. Who is behind the screen?
  - Has someone taken responsibility for what is written there? Is an author's name listed?
  - Is information about the author or organization clearly stated?
  - Can you contact the author or the organization?
  - Are there links to detailed information about the author or organization?
  - Who links to the site? (Go to AltaVista and search "link:" and the site's URL, as in "link:www.media-awareness.ca". Do not put a space between "link:" and the URL.)
  - Is the tone of the information on the website friendly?
  
3. Is the information biased in any way?
  - Is there a connection between the author's viewpoint and the organization he or she represents? (You can do a Web search on the author or the organization to help you figure that out.)
  - Is emotion a big part of what the site uses to try to persuade you?
  - Does the author use "loaded language" (words that get a strong emotional reaction) or make broad statements that are not supported by evidence?
  - Can the information be verified from other sources?
  - Does the site offer more than one point of view or links to other points of view?
  - Is the information provided on the website non-judgmental?
  - Is there a disclaimer which says that the health information provided on the website is not a substitute for advice or treatment provided by a health professional?
  
4. Is the information up to date?
  - Is it important that information about your topic be up to date?
  - Does the site show when the information was created and last updated?
  - Do all the links still work?

Use the worksheet on the following page to evaluate three websites on sexual health information.



## Reliable Sources Worksheet

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Website: \_\_\_\_\_

URL: \_\_\_\_\_

- 1) Is the site's purpose to inform, entertain or persuade, sell something, satirize or make a joke? How do you know?

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- 2) Is an author and/or organization's name listed? What is it?

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- 3) Is information about the author and/or organization clearly stated? What is it?

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- 4) Can you contact the author or the organization? What contact information is given?

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- 5) Are there links to detailed information about the author or organization?

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- 6) Who links to the site?

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- 7) Is there a connection between the author's viewpoint and the organization he or she represents? (You can do a Web search on the author or the organization to help you figure that out.)

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- 8) Does the author use “loaded language” (words that get a strong emotional reaction) or make broad statements that are not supported by evidence? If so, give examples.

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- 9) Does the site offer more than one point of view or link to other points of view? If so, give an example.

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- 10) Is the information up to date? How do you know?

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- 11) Do all the links still work? List any broken links.

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## Handout # 3 – True or False? Myths and Facts about Teens and Sex<sup>1</sup>

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There are a lot of myths about sexuality and sexual health. Use Internet search engines and reliable online sources to find out which of the statements below are true and which are false. (Even if you think you know the answer, look it up.)

Underneath each question, make sure to list the **search strings** and the **website(s)** you used to find out if these statements are true or false.

- 1) Young people have sex at younger ages today than in previous generations.

True       False

Search string: \_\_\_\_\_

Website: \_\_\_\_\_

- 2) The number of young people getting the sexually transmitted infection Chlamydia is increasing in Canada.

True       False

Search string: \_\_\_\_\_

Website: \_\_\_\_\_

- 3) A woman cannot get pregnant the first time she has sex.

True       False

Search string: \_\_\_\_\_

Website: \_\_\_\_\_

- 4) There is a cure for AIDS.

True       False

Search string: \_\_\_\_\_

Website: \_\_\_\_\_

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<sup>1</sup> Myths reported by *Sexualityandu.ca*; *About.com*; *Urban Legends*; University of Arizona Campus Health Service; *Sexuality and sexual health of Canadian adolescents: Yesterday, today and tomorrow* (Canadian Journal of Human Sexuality, Vol. 17 (3) 2008); and *Go Ask Alice!*, Columbia University's Health Q&A Internet Service.



5) Birth control pills do not prevent STIs.

True       False

Search string: \_\_\_\_\_

Website: \_\_\_\_\_

6) If a woman douches right after having sex, she won't get pregnant.

True       False

Search string: \_\_\_\_\_

Website: \_\_\_\_\_

7) It is unhealthy for men to go without sex for long periods of time.

True       False

Search string: \_\_\_\_\_

Website: \_\_\_\_\_

8) Being attracted to people of the same sex doesn't necessarily mean you're gay/lesbian.

True       False

Search string: \_\_\_\_\_

Website: \_\_\_\_\_

9) You cannot buy condoms if you are under 18 years of age.

True       False

Search string: \_\_\_\_\_

Website: \_\_\_\_\_

10) Using two condoms during sex is better than using one.

True       False

Search string: \_\_\_\_\_

Website: \_\_\_\_\_



## True or False? Myths and Facts about Teens and Sex: Answer Key

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- 1) Young people have sex at younger ages today than in previous generations.  
*False. Young people today have sex slightly later than their parents' generation. (Sexuality and sexual health of Canadian adolescents: Yesterday, today and tomorrow)*
- 2) The number of young people getting the sexually transmitted infection Chlamydia is increasing in Canada.  
*True. The rate of Chlamydia infection has been rising steadily in people aged 15-24 since the mid-Nineties. (Sexuality and sexual health of Canadian adolescents: Yesterday, today and tomorrow)*
- 3) A woman cannot get pregnant the first time she has sex.  
*False. A woman is as likely to get pregnant the first time as any other. (SexualityandU.ca)*
- 4) There is a cure for AIDS.  
*False. There are treatments for AIDS, but no cure. (SexualityandU.ca)*
- 5) Birth control pills do not prevent STIs.  
*True. Birth control pills are effective in preventing pregnancy if used correctly, but offer no protection against STIs. (SexualityandU.ca)*
- 6) If a woman douches right after having sex, she won't get pregnant.  
*False. Not only does douching not prevent pregnancy, it increases the risk of STIs and yeast infections. (SexualityandU.ca)*
- 7) It is unhealthy for men to go without sex for long periods of time.  
*False. There can be some health risks to going long periods of time without ejaculating, but sex with a partner is not necessary. (GoAskAlice)*
- 8) Being attracted to people of the same sex doesn't necessarily mean you're gay/lesbian.  
*True. Many young people experience sexual feelings towards members of the same sex. The important thing is not to label yourself too early and to explore your sexual feelings with an open mind. (SexualityandU.ca)*
- 9) You cannot buy condoms if you are under 18 years of age.  
*False. In Canada you do not need to be 18 to buy condoms or any other non-prescription contraceptive, and stores cannot ask you to show ID before selling them to you. (SexualityandU.ca)*
- 10) Using two condoms during sex is better than using one.  
*False. Using two condoms actually increases the risk of rips or tears. If you want to increase your protection, add another method such as birth control pills or a diaphragm. (GoAskAlice)*



## Handout # 4 – Website Evaluation Form

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Website: \_\_\_\_\_

URL: \_\_\_\_\_

1) Did you find the information you were looking for on this site?

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2) How easy was it to find? Why or why not?

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3) Was the information presented in a way that was engaging and easy to understand? Give examples of why or why not.

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4) Was the information you found on this site reliable? How do you know?

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5) Was the information you found on this site complete, or were there other things you would have liked to know?

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6) Did the site seem biased in any way? How do you know?

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7) Do you think this is a site young people would want to visit to get information on sexual health? Why or why not?

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## Online Sex Education Resources: Challenges and Opportunities

### The Need for Sexual Health Education

Sexual health is an integral part of overall health and wellbeing and more than the absence of disease or dysfunction. According to the World Health Organization working definition, “sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence.”<sup>1</sup>

There is general agreement across Canada that youth need sexual health education. Not only is it found in the official curricula of all provinces and territories, but according to the Public Health Agency of Canada's *Canadian Guidelines for Sexual Education*, “sexual health is a major, positive part of personal health and healthy living. Sexual health education should be available to all Canadians as an important element of health promotion programs and services.” The majority of Canadian youth also agree on the importance of school-based sexual health programs – almost 90 per cent of students say they want to receive sexual health education in school.<sup>2</sup>

Unfortunately, despite the efforts of educators, medical professionals and government agencies, young people's knowledge about sexual health appears to be declining. One study, conducted by Planned Parenthood Toronto, found that “Canadian youth lack comprehensive knowledge of risk factors associated with unprotected sexual activity and the necessary skills required to ensure the protection of their sexual health.”<sup>3</sup> In particular, Canadian youth are poorly informed about sexually transmitted infections; the level of knowledge about HIV has actually declined since 1989.<sup>4</sup> For example, just under a third of youth surveyed in 2007 believed that the birth control pill was effective in protecting them against being exposed to HIV.<sup>5</sup> A study by the Canadian Federation for Sexual Health concluded that “there is a need for greater efforts to augment adolescents' knowledge of sexual and reproductive health issues. And there remains a need to eliminate barriers to youth in accessing sexual and reproductive health services.”<sup>6</sup>

### What Youth Want and What They're Getting

Youth are very interested in obtaining information about sexual health, but are not satisfied with the ways it is being delivered. Despite wanting to get reliable information from professional sources such as doctors, nurses or teachers, youth turn instead primarily to their peers and to the media – in particular the Internet.<sup>7</sup> This is due in part to barriers in getting information from a sexual health clinic such as a perceived lack of friendliness and fear of judgement or loss of privacy. Youth also feel that there is a disconnect between what is taught in sexual health education classes and what youth themselves are interested in learning.<sup>8</sup>

1 *Sexual and reproductive health: Gender and human rights*, World Health Organization. <[http://www.who.int/reproductivehealth/topics/gender\\_rights/sexual\\_health/en/index.html](http://www.who.int/reproductivehealth/topics/gender_rights/sexual_health/en/index.html)>

2 *Making the Case for School-Based Sexual Health Education*, SexualityandU.ca. <<http://www.sexualityandu.ca/teachers/case-6.aspx>>

3 Flicker, Sarah, Susan Flynn, June Larkin, Robb Travers, Adrian Guta, Jason Pole, and Crystal Layne, *Sexpress: The Toronto Teen Survey Report*, Planned Parenthood Toronto, 2009. <<http://www.ppt.on.ca/pdf/reports/TTSreportfinal.pdf>>

4 Ibid.

5 White, Kathryn, Katharine Kelly, Jason Oliver, and Mara Brotman, *(Mis)Informed Canadian Youth: Sexual Health Survey Report*, United Nations Association in Canada, 2007. <<http://www.unac.org/en/library/unacresearch/2007CdnYouthSexualHealthSurveyResults.pdf>>

6 *Sexual Health in Canada: Baseline 2007*, Canadian Federation for Sexual Health, 2007.

7 *Sexpress: The Toronto Teen Survey Report*.

8 Ibid.



Given the popularity of the Internet among youth for research in general<sup>9</sup> and for health information more specifically,<sup>10</sup> it's not surprising that young people turn to the Internet for information on sexual health. The perceived anonymity of being online and direct access to information sources appeal to youth who fear being judged or whose means of transportation may be limited (young men in the Planned Parenthood Toronto survey included location and physical ease of access in their list of what was most important in a sexual health clinic). As well as being safe from the possible judgment or curiosity of their peers, youth who seek out sexual health information online can do so without potentially embarrassing interactions with teachers, parents or health professionals.

### **Challenges with the Internet as a Source of Sexual Health Information**

Unfortunately, the value of the Internet as a source of sexual health information is mixed. Like so much about the Internet, its worth depends very strongly on the skills and habits users bring to it. To begin with, there are few barriers to content on the Internet. Pornography is one of the most lucrative online businesses, and a search for sexual health information could very easily lead a young person to unintended destinations. Even if youth are able to find information dealing with sexual health, they may not be able to easily discern whether the information is objective and reliable. Given the ease of online publishing, much of what's found on the Internet may not be accurate or evidence-based. As a result, youth who rely on the Internet for their knowledge of sexual health may instead come away with incorrect information, misconceptions and propaganda.

Another issue that can make using the Internet to find sexual health information problematic is filtering software, which is used in many homes and nearly all schools. Intended to block pornography and other objectionable material, these programs can also block access to legitimate health information. A study on their effectiveness found that the amount of sexual health information blocked depended on the level of restrictiveness to which the program had been set. At the lowest level the filters blocked a negligible number of health information sites, while at the highest level a quarter of health sites were blocked. In addition, specific topics were blocked at a higher rate. At the middle level one-quarter of health sites reached by searching for the term "condoms" were blocked, while one-fifth of sites relating to the term "safe sex" were blocked.<sup>11</sup>

### **Opportunities to Help Youth Find Good Information from the Internet**

Despite these challenges, there is a great deal of valuable information online – if youth can find it. The MediaSmarts lesson *I heard it 'round the Internet: Sexual health education and authenticating online information* is designed to help educators teach Grades 7 to 9 students how to find, access and evaluate legitimate information on sexual health on the Internet. In the lesson students learn advanced search skills that will increase their chances of finding relevant information and reducing the number of unwanted and inappropriate hits. They are guided in how to evaluate a source of online information on any topic to determine whether the material it delivers is reliable and unbiased. Students are also provided with the names and Web addresses of sites that are known to be reliable to familiarize them with quality sources of sexual health information.

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9 *Young Canadians in a Wired World, Phase II*, MediaSmarts, 2005.

<http://mediasmarts.ca/sites/default/files/pdfs/publication-report/full/YCWWII-student-survey.pdf>

10 Witte, James C., Lisa M. Amoroso and Philip E.N. Howard, "Research Methodology: Method and Representation in Internet-Based Survey Tools—Mobility, Community and Cultural Identity in Survey2000", *Social Science Computer Review* 18:2, 2000.

11 *See No Evil: How Internet Filters Affect the Search for Online Health Information*, Kaiser Family Foundation, 2002.



One of the great achievements of the Internet is that all kinds of information is right at our fingertips. Sifting through this massive amount of content and finding quality information, however, requires complex digital literacy skills. Because youth turn to the Internet when seeking sexual health information, we need to ensure they have the necessary tools and skills for searching and evaluating information on this most important of topics.

### **Additional Sexual Health Education Resources**

- Public Health Agency of Canada
  - Canadian Guidelines for Sexual Health Education  
<http://www.phac-aspc.gc.ca/publicat/cgshe-ldnemss/index-eng.php>
  - STI Pamphlet for youth  
<http://www.phac-aspc.gc.ca/publicat/std-mts/index-eng.php>
  - Talk to Me: Sexuality Education for Parents  
<http://www.phac-aspc.gc.ca/publicat/ttm-pm/index-eng.php>
- Canadian Federation for Sexual Health  
<http://www.cfsh.ca>
- SexualityandU.ca  
<http://www.sexualityandu.ca>
- Sex Information Education Council of Canada  
<http://www.sieccan.org>
- Safe Healthy Schools  
<http://www.safehealthyschools.org/>
- Camp fYrefly  
[www.fYrefly.ualberta.ca](http://www.fYrefly.ualberta.ca)
- PFLAG Canada  
<http://www.pflagcanada.ca>

