
Introduction

Purpose

Manitoba Education, Citizenship and Youth developed *Human Sexuality: A Resource for Kindergarten to Grade 8 Physical Education/Health Education* to support educators and parents* who are responsible for implementing the human sexuality learning outcomes identified for Kindergarten and Grades 2, 5, and 7 students in Manitoba. The learning outcomes are targeted for these specific grades; however, schools and school divisions may decide to implement them in other grades as well.

This resource is based on the following departmental documents:

- *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* (hereafter referred to as the Framework)
- *Kindergarten to Grade 4 Physical Education/Health Education: A Foundation for Implementation*
- *Grades 5 to 8 Physical Education/Health Education: A Foundation for Implementation*

Other resources (e.g., from publications, websites, agencies) were used to develop the lesson plans in this document and to provide background information for parents and/or health educators.

This document provides teachers and parents with suggestions for instruction, assessment, and resources to help students develop the knowledge, skills, and attitudes they need at various stages of their lives to make informed and health-enhancing decisions related to sexual behaviour and reproductive health. Students will gain an understanding of the physical and social-emotional changes that occur at different ages and stages of life, and learn about the importance of making informed and healthy decisions regarding responsible sexual behaviour. Skills for making health-enhancing decisions are the primary focus, including responsible decision-making, problem-solving, and avoidance/refusal skills and strategies. Schools and school divisions are encouraged to help and support parents in addressing the confusing messages about human sexuality that the media and other sources communicate to children and youth.

The learning activities suggested in this resource build on an abstinence base, promoting abstinence as the safest choice for preventing pregnancy and sexually transmitted infections (STIs), including the human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS). Information on the prevention of pregnancy, STIs, and HIV/AIDS is provided.

When using this resource, schools and school divisions (with parental involvement) are responsible for determining what suggestions for instruction, assessment, and/or resources should be used, in accordance with local policy and procedures. For additional information, refer to Appendix A: School Division Planning Process for Treatment of Potentially Sensitive Content.

* In this document the term “parents” refers to both parents and guardians and is used with the recognition that in some cases only one parent may be involved in a child’s education.

Background

Potentially sensitive content must be treated in ways that are appropriate for the local school, school division, and community context. Manitoba Education, Citizenship and Youth recognizes that the prime responsibility for education about issues of sexuality, including HIV/AIDS, rests with the family. It is clear to parents, teachers, and community health leaders that young people must have knowledge, skills, guidance, and support if they are to make responsible and health-enhancing decisions. Greater cooperation and coordination among the home, school, and public health systems will contribute to the health and well-being of students.

Human Sexuality Education

As referenced in the Framework, human sexuality education increases young people's knowledge about human sexuality, but its effects on attitudes and behaviours depend on how, by whom, and for how long the student learning outcomes are addressed. The essential elements for school-based programming should

- build on an abstinence base
- include information on pregnancy prevention
- build skills to say “no” to sexual activity or unprotected intercourse
- help students understand why to say “no”
- start at an early age
- be included as part of a sequential framework
- use peer educators
- promote parents as sex educators
- use well-trained educators in the classroom
- provide linkage to health and community services

The lesson plans in this document are based on Health Canada's definitions of sexual health education (see statements on the following page) and support the efforts of teachers who are contributing to the sexual health education of students. Manitoba Education, Citizenship and Youth recognizes that providing appropriate information is one component of the total community effort. Suggestions for involving families and encouraging students to share what they are learning with parents are provided throughout this resource.

Sexual Health Education

Sexual health education is concerned with the well-being of individuals. It recognizes that individuals have responsibilities, and are affected by each other and by the social environment in which they live. Sexual health education is one important aspect of health promotion.

Sexual health education is a broadly based, community-supported initiative that requires full participation of the educational, medical, public health, social welfare, and legal systems in our society. It involves the individual's personal, family, religious, and social values in understanding and making decisions about sexual behaviour and implementing those decisions.

Sexual health education promotes behaviours that help individuals to achieve positive results and avoid negative outcomes. It employs a combination of learning experiences including access to age-appropriate information, motivational supports, and opportunities to develop the skills needed for individual sexual adjustment and for satisfying interpersonal relationships.

It enables individuals, couples, families, and communities to develop the knowledge, motivation, and behavioural skills needed to enhance sexual health and to avoid sexual health-related problems. Sexual health education that integrates these components in program development can have positive effects on an individual's sexual health choices and practices.

Effective sexual health education maintains an open dialogue that respects individual beliefs. It is sensitive to diverse needs of Canadians irrespective of their gender, sexual orientation, ethnicity, culture, and religious backgrounds.

Planning Process

The Framework identifies human sexuality as potentially sensitive content and indicates that schools and school divisions must undertake the following key planning areas prior to implementation. For additional information related to these planning areas, refer to Appendix A: School Division Planning Process for Treatment of Potentially Sensitive Content. For information related to potentially sensitive content, refer to Appendix C: Resource Masters.

Key Planning Points for Administrators

- Engage in a planning process to determine local policies and procedures related to
 - breadth and depth treatment of content
 - parental options* (i.e., school-based delivery, alternative delivery)
 - scheduling of instruction (i.e., scheduling classes for boys and girls together or separately, scheduling for students in alternative delivery)
 - parental communication
 - teacher training requirements
 - staff assignments
- Seek parental involvement as part of the planning process.
- Provide a parental option and ensure that programming information is communicated to parents prior to implementation.
- Ensure teachers are informed of school and school division policy and procedures.
- Provide direction and approval for teacher training, learning resources, guest speaker presentations, and evaluation/reporting.
- Promote community involvement to include public health nurses and agencies.

Key Planning Points for Parents

- Contact school administrators or school leaders for information related to school policy and procedures for human sexuality education.
- Become involved with the suggestions for instruction that teachers will use to promote home, school, and community involvement.
- Refer to Appendix D: Information for Parents for suggestions on communicating with their children and youth about sexuality issues.
- Choose the school-based or alternative delivery model (e.g., home schooling, church, Elder, private counselling).
- Choose to use this *Human Sexuality* resource as the complete or as part of the alternative delivery.

Key Planning Points for Teachers

- Before implementation, check with the school administration for school and school division guidelines and procedures related to depth and breadth of content, choice of learning resources, assessment/reporting procedures, and providing a parental option.
- Emphasize the message that abstinence is the only 100% effective method to prevent HIV/AIDS, sexually transmitted infections (STIs), or pregnancy.
- Choose the suggestions for instruction, assessment, and resources for each lesson that meet the needs of the students, home, school, and community to promote healthy sexual behaviour.
- Preview websites, videos, resources, or speaker presentations before using them with students.
- Be sensitive to family configurations, gender classification issues, birth and arrival stories of children, illnesses or death of family members, and family living conditions.

* A parental option means that parents may choose a school-based or alternative delivery of potentially sensitive content (i.e., human sexuality, substance use and abuse prevention, and personal safety). Parents have the right to opt for alternative delivery (e.g., home, professional counselling) for their child where the content is in conflict with family, religious, and/or cultural values.

Fostering a Safe and Supportive Learning Environment

In teaching potentially sensitive content, it is essential to foster a safe and supportive learning environment that is inclusive, challenging, caring, engaging, and interactive, enabling students to feel comfortable sharing ideas and opinions and participating in activities and discussions if they choose to do so. Establishing ground rules or classroom guidelines helps provide a safe and supportive environment and helps prevent uncomfortable or embarrassing situations for the teacher and/or students.

To make informed choices, students need current and accurate information and a wide range of learning resources. Not only do students need to access the information, but they also need to learn how to interpret and make responsible decisions about the appropriateness of this information. By learning how to evaluate multiple perspectives, form their own opinions, and clarify their individual values, students develop life skills that facilitate independence and respect for self and others.

Suggested Guidelines

Suggested guidelines for fostering a safe and supportive learning environment include the following:

- Provide a physical space that helps students feel comfortable and safe, and arrange seating to facilitate discussion.
- Organize classes for girls and boys separately or together. It is important, however, that girls and boys receive information about both genders.
- Ensure that resource information and help are made available or easily accessible to students, taking into account the need for confidentiality and/or anonymity.
- Help avoid difficult situations by having the class develop and post ground rules and reviewing them before each lesson begins (see Suggested Ground Rules).
- Respect confidentiality, except where it is required by law to disclose information (e.g., child abuse, protection issues, sexual abuse, dangerous situations).
- Be prepared for varied responses from adolescent students in reaction to sexual material (e.g., interest level, sarcasm, uncontrollable giggling, embarrassment, shyness, bragging, making fun of others).
- Be aware of the attitudes and behaviours characteristic of adolescent students (e.g., interest in erotica, sexual innuendo, flirting, sexually explicit conversations, sexual jokes, affectionate and intimate interaction).
- Consult with parents, counsellors, and/or other professionals on staff if students display “warning behaviours” (e.g., sexual preoccupation/anxiety, interest in pornography, sexual aggression/obscenities, sexual graffiti, embarrassment of others with sexual gestures/references, violation of others’ body space, single occurrence of peeping or exposing with peers).
- Show an understanding for students who come from varied backgrounds (cultural, religious, moral) and sexual experiences (e.g., dealing with STIs, victims or offenders of sexual acts, teenage parents).

Suggested Ground Rules

- Everyone has the right to “pass” on activities/questions that feel uncomfortable.
- It is all right to feel embarrassed or not to know answers to everything.
- Everyone’s opinion is to be respected.
- All questions will be addressed appropriately.
- Be discreet about class discussions (i.e., no gossiping).
- Using personal names or asking personal questions is not permitted.
- Speak for yourself. Use “I messages” to state opinions or feelings.
- Respect others’ differences.

Teaching Tips

Consider the following teaching tips when addressing sexual health topics in the classroom.

- Check with administration for school and division policy and procedures prior to implementation.
- Seek out school/division-supported teacher training and/or mentor, as required.
- Arrange to team teach (male and female team, if possible) to enhance personal and student comfort.
- Invite qualified members in the community (e.g., public health nurse, doctor, community health leader, religious leader) to support instruction (with administrative approval).
- Discuss with students the importance of learning about sexual reproductive health.
- Admit to feeling awkward about teaching sexual health topics, if applicable, to increase personal and student comfort.
- Be willing to look for information to address topics or questions that students raise.
- Know where and when to send students for help.
- Determine what students know and want to know when introducing a topic or lesson.
- Establish ground rules in the first lesson and reinforce them regularly to ensure a safe and respectful class atmosphere.
- Reinforce in lessons the universal values, including honesty and respect for the rights and feelings of others.
- Do not allow students to make fun of or to put down each other's opinions.
- Present information in an unbiased, non-judgmental way, and focus on helping students develop the knowledge, skills, and attitudes that will empower them to make health-enhancing decisions.
- Talk about topics and answer questions using factual statements rather than value statements.

Examples of Value Statements:

- Too many young people are having sex.
- It's wrong for people to be gay or lesbian.

Examples of Factual Statements:

- Some young people are having sex.
- Some people are gay or lesbian.

- Remind students that value-based questions are personal and influenced by our families, friends, school, the media, culture, and religion, and encourage students to discuss these types of questions with their parents.
- Encourage students to support their points of view, based on their values and beliefs. Remind students, however, that behaviours must be consistent with the laws of the land.
- Refer to Canadian laws if debates on controversial or emotional topics occur. In debates about human rights, remind students that it is illegal to discriminate on the basis of gender, culture, religion, sexual orientation, and so on.
- Use exact terms and definitions (not slang) when talking about sexual health topics.
- Use gender-neutral language such as “partner” instead of “boyfriend” or “girlfriend.”
- Use “icebreakers” and humour to help students feel more comfortable.
- Be sensitive to non-verbal communication.
- Play “devil's advocate,” if necessary, to ensure the expression of a range of views.
- Use age-appropriate case scenarios rather than personal or specific class examples during class discussion of difficult topics.
- Encourage students to ask questions and to use the Question Box strategy.

Reference: Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.19-26.

Question Box Strategy

Due to the sensitive content discussed in class, it is possible that students may disclose personal information verbally or via a Question Box (see description below). It is suggested that teachers acknowledge what a student says and then speak to the student individually in a confidential setting. Teachers should be aware of their local policy regarding child abuse and protection. They should also be aware that provincial legislation requires the reporting of abuse.

Question Box

Using a Question Box is an integral part of teaching potentially sensitive content. This strategy provides students with opportunities to ask anonymous questions in a safe environment. Other students in the class who have similar questions or comments also benefit from hearing the answers. The Question Box can provide teachers with valuable feedback.

Prior to implementation of the Question Box, check local policy and procedures related to depth and breadth of content.

In using the Question Box, consider the following suggestions:

- Give all students a piece of paper at the end of each lesson. Have all students write a question/comment/suggestion related to the class to be addressed during the next class.
- To protect anonymity, have all students put their paper into a box (even if they do not have a question/comment/suggestion).
- Read and prepare responses to students' questions/comments/suggestions before the next class. One option is to transfer all the questions onto one sheet to be read during the next class. This ensures that all submissions are anonymous and kept confidential, and it gives the teacher time to prepare responses properly.
- If students ask personal questions about a topic, explain that their private lives are not to be discussed publicly. It is helpful to establish this rule in the classroom guidelines or ground rules.
- If students identify themselves in the questions submitted, be sensitive to the implications. Take care to discuss such a question with the individual in a confidential setting. If teachers feel uncomfortable with a subject or feel that a question is beyond their training, they need to contact an administrator, counsellor, or another person who can adequately discuss the topic/issue.
- Other types of contributions may revolve around questions of normalcy, permission seeking, or values, or may be submitted for shock value. There may also be simple information requests.
- In teaching potentially sensitive content, present information in a balanced manner from multiple perspectives, keeping personal values and beliefs separate from what is taught in a lesson.
- Refer students to their parents/guardians/caregivers/community resources for further discussion.

This resource does not include suggestions for instruction and assessment on personal safety (the prevention of sexual exploitation and assault), as this topic is addressed as a safety issue in general learning outcome (GLO) 3 of the physical education/health education curriculum.

Document Content and Organization

Document Components

This document contains the following sections and components:

- **Introduction:** The Introduction explains the purpose of this document, provides background information related to human sexuality education, and outlines key planning points for administrators, parents, and teachers. It also suggests guidelines and teaching tips for fostering a safe and supportive learning environment, including the use of the Question Box strategy. Finally, it describes the content and organization of this resource.
- **Kindergarten**
Kindergarten Cluster of Learning Outcomes
Lesson 1: My Body
Lesson 2: Privacy
Blackline Masters
- **Grade 2**
Grade 2 Cluster of Learning Outcomes
Lesson 1: Growing (Part 1 and Part 2)
Lesson 2: What Makes Me Special
Lesson 3: Emotions and Support (Part 1 and Part 2)
Lesson 4: Privacy and Language (Part 1 and Part 2)
Blackline Masters
- **Grade 5**
Grade 5 Cluster of Learning Outcomes
Lesson 1: Reproductive Systems
Lesson 2: Puberty
Lesson 3: Sexuality and Gender Roles
Lesson 4: HIV/AIDS
Lesson 5: Decision Making
Blackline Masters
My Grade 5 Journal/Learning Log
- **Grade 7**
Grade 7 Cluster of Learning Outcomes
Lesson 1: Reproductive Systems
Lesson 2: Adjusting to Puberty
Lesson 3: Decision Making and Supports
Lesson 4: Social Influences
Lesson 5: Sexually Transmitted Infections and HIV/AIDS
Blackline Masters
My Grade 7 Journal/Learning Log
- **Appendices:** The appendices provide additional information and tools for planning, teaching, and assessment:
 - Appendix A: School Division Planning Process for Treatment of Potentially Sensitive Content
 - Appendix B: General Blackline Masters (for student use)
 - Appendix C: Resource Masters (for teacher and parent use)
 - Appendix D: Information for Parents
 - Appendix E: Websites for Educators, Parents, and Youth
- **Bibliography:** The print resources and websites cited in the Bibliography were used in the development of this document.

Grade-Specific Lesson Plans and Supports

The sequential lesson plans for each grade (Kindergarten and Grades 2, 5, and 7) are organized using the following headings:



Cluster of Learning Outcomes: Each lesson begins with a cluster of student learning outcomes. The targeted learning outcome(s) are identified with a check mark (✓). Related or supportive learning outcomes are also included, but without a check mark. The grade-specific clusters of learning outcomes are also provided on the divider pages for Kindergarten, Grade 2, Grade 5, and Grade 7 respectively.



Lesson Focus: The tasks that students will be able to do as a result of the learning activities within a lesson are identified.



Resources: A variety of resources are suggested to enhance or extend each lesson. Where applicable, these resources are identified in categories such as Lesson Materials/Supplies, Blackline Masters, Resource Masters, Audiovisual, Print/Publications, Organizations/Websites, and Professionals.



Notes to Teacher: Each lesson offers teacher background information for lesson enhancement. More detailed information is provided for teacher and parent use in Appendix C: Resource Masters.



Curricular Connections: To support integration, teachers are encouraged to make curricular connections within the physical education/health education curriculum and with other subject areas. Curricular connections are identified for each lesson. The following abbreviations are used throughout this document:

ELA: English Language Arts

MA: Mathematics

PE/HE: Physical Education/Health Education

SC: Science

SS: Social Studies

GLO: General Learning Outcome

SLO: Specific Learning Outcome



Family Involvement: Opportunities for family involvement are suggested and encouraged in each lesson.



Suggestions for Instruction: The suggested learning experiences are intended to help students achieve the specified learning outcomes and are identical to or based on material included in the Foundation for Implementation documents, and on additional resources.



Suggestions for Assessment: The suggestions for assessing student achievement of the learning outcomes are identical to or based on material included in the Foundation for Implementation documents, and on additional resources.

Journal/Learning Log



The icon on the left is used to indicate a journal/learning log entry within the Suggestions for Assessment. The sample Journal/Learning Log at the end of Grade 5 and Grade 7 respectively contains questions that match the clustered learning outcomes as a further instructional/assessment strategy. Teachers may wish to change or expand the sample Journal/Learning Log by including blackline masters (BLMs) and/or other information. The Journal/Learning Log samples are also available online in Word format at: <<http://www.edu.gov.mb.ca/ks4/cur/physhlth/>>.

Blackline Masters



The blackline masters (BLMs) in this document are intended to support and enhance student learning and achievement. The icon on the left is used to identify BLMs.

Both grade-specific (K, 2, 5, 7) blackline masters and general (G) blackline masters are provided for student use:

- The grade-specific BLMs that relate to specific lessons appear at the end of each applicable grade. They are identified by grade, lesson number, and sequence within a given lesson.

Example:

BLM K-1.1: My Body

BLM—Blackline Master

K—Kindergarten

1—Lesson 1

1—the first BLM in Lesson 1

- The general BLMs that are relevant to more than one grade (e.g., reproductive system diagrams) appear in Appendix B: General Blackline Masters. These are identified as BLM G.

Example:

BLM G-1: Reproductive System Diagram: Female Anatomy—Side View

BLM—Blackline Master

G—general (applies to more than one grade)

1—the first general BLM (see Appendix B)

Most BLMs are also available in Word format on the Manitoba Education, Citizenship and Youth website at: <<http://www.edu.gov.mb.ca/ks4/cur/physhlth/>>.

Resource Masters



The resource masters (RMs) referred to in the lesson plans appear in Appendix C: Resource Masters. They include teacher background information on specific topics such as reproduction, puberty, sexual intercourse, contraception, abortion, masturbation, and sexual orientation. The RMs, identified by the icon on the left, are intended for teacher or parent use; they are not recommended for use as overheads or as handouts for students.

Example:

RM 1: Background Information on Special Sensitive Topics

RM—Resource Master

1—the first RM (see Appendix C)