

INFORMATION FOR TEACHERS ABOUT SHORE CENTRE PRESENTATIONS

Thank you for booking a presentation with SHORE Centre’s Education Team. We are looking forward to visiting your school. This information sheet has been put together based on feedback from other teachers and suggestions they found helpful. As guests in your classroom, we want to make it clear what we are able to do during our time with your class and what we are not able to do.

We do	We do not
Have an interactive presentation style where we discuss and answer questions, often using props, diagrams and activities	Have a lecture style presentation where we talk at students and they listen
Follow the rules of your classroom	Discipline the class or tell them to quiet down. We know that every teacher has their own way of handling this, we will leave it up to you
Supplement the Human Development and Sexual Health lessons you are teaching in your classroom	Judge a teacher or student for their comfort or knowledge level
Educate based on the Human Development and Sexual Health portion of the revised H&PE curriculum	Exclude portions of the grade specific curriculum for the appropriate grade (e.g. gender, sexual orientation)
Support teachers and educators in teaching the Human Development and Sexual Health portion of the revised H&PE curriculum	Share or teach our personal values, beliefs, opinions or attitudes
Answer questions in a relaxed, factual, evidence based manner	Shame any student for a question they have or belief they hold
Provide information for students in a comfortable, safe environment	Tolerate bullying, discrimination or disrespectful language

How to incorporate sexual health topics throughout the year

Sexual health is often seen as separate from other subjects and not capable of intersecting or overlapping with other topics. There are ways that you can help your students learn human development and sexual health lessons throughout the year, not only during health class.

- Read, discuss and critically analyze age-appropriate news articles about sexuality, sexual health and relationships as a class to practice language and comprehension skills, inform students about the world and practice research skills
- Use diverse and inclusive examples when teaching every subject that include all genders, orientations, cultures, religions, family make-ups, racial identities etc.
- Use inclusive language: partner, sibling, caregiver, parent, person with a vulva, person with a penis, person who is pregnant, folks, everyone, everybody
- Refer to people by the pronouns they ask you to use
- Lead by example: be inclusive, open-minded, non-judgemental, be open to questions, answer questions honestly
- Teach, model and implement consent for all activities (e.g. May I give you a hug? May I borrow your pen? Do you want to be my partner for this activity?)
- Use the Question Box throughout the year

Use of Technology

We visit many schools and community organizations and each location has differing access to the Internet, laptops, projectors and screens. As well, each space is set up differently as we may be in a classroom, a gym, a library or a community room. We must also often move from space to space quickly if we are teaching more than one class in a school. For these reasons we have found that the use of technology is difficult and often impossible, especially with time constraints and the often short duration of each presentation.

We do however realize the importance of technology and media in young people's lives and we have many discussions and activities about this. We try our best to keep informed of the latest technology young people are using so we can use relevant examples and suggestions. We also think it is even more important today to learn

communication and empathy skills, as young people are sitting behind screens more and more, and we practice this with the students when we talk with them.

Class Dynamics

We can teach classes with as many as 30 students and as little as 4. However, we would prefer the class size to stay under 25 understanding that class size changes from school to school and from year to year.

We also realize you will be scheduling us among many other classroom and school events and we will try our best to accommodate the dates and times that work for you. If you would like us to speak to your class more than once we can make sure this happens. It is often difficult for us to discuss everything we would like to in the class time allotted. If we can have one hour for each presentation that would be great, if not we can work with it.

Due to the age appropriate nature of the subject it is best to teach students of one grade only at one time. We understand that many classrooms are spilt grade, however when teaching more than one grade at a time we must only teach the curriculum of the lower grade, therefore the students of the older grade do not get the information they are meant to.

We think it is important for every student to learn the same information and by splitting classes by gender (which is not inclusive) each student is not learning the same thing which can lead to confusion, misconceptions and fear. Often when classes are split by gender students do not learn how all bodies function and they are taught that they do not need to know. We understand that splitting classes by gender is often done with good intentions to make students more comfortable, however, comfort levels in general will rise when students understand how and why all bodies function.

If you would prefer your students be separated by gender we ask that we teach one class with all students, and a second with them separated, so everyone learns how all bodies function.