

INFORMATION FOR TEACHERS ABOUT SHORE CENTRE PRESENTATIONS

SHORE Centres Education Team is able to teach the revised Human Development and Sexual Health curriculum to grades 4 – 12. This information sheet has been put together based on feedback from other teachers. 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

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 or more for each presentation that would be beneficial, if not we can make it work.

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.

Co-educational and Same-Sex Classes

At the SHORE Centre we think that both co-educational and same-sex classes can be beneficial to learning about sexual health. We also think it is beneficial for all students to learn about all bodies and how they function, not just about the body we assume they have or want.

Often when teaching same-sex classes only, students in each class do not learn the same information, which can lead to confusion, misconceptions, fear and lack of knowledge and empathy. For example when discussing puberty in same-sex classes the students often do not learn how puberty affects all bodies only a male or female body. This can lead to future issues with relationships, sex and pregnancy. It can also lead to confusion, exclusion and feelings of not belonging for transgender and gender non-conforming students.

We understand that splitting classes by gender is done with good intentions to make students more comfortable and to respect religious and cultural beliefs. We have also found that comfort levels and acceptance of all bodies rise when students understand

how and why all bodies function. We also understand that students may ask more questions when in same-sex groups and learn different skills such as how menstrual pads function.

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

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.

Incorporating Cross-Curricular Learning 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 practise language and comprehension skills, inform students about the world and practise 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 my partner for this activity?)
- Use the Question Box throughout the year