

Dear Teachers,

SERC has been trying to adapt our work that is rooted in participation and engagement, which does not often translate to distance learning. We have had a small taste of the challenges you are working through. The following resource provides some ideas that we hope will help to lighten the load of sexual health education during COVID-19. It contains ideas for each grade level about teaching healthy sexuality and helping families start conversations about healthy sexuality in their homes.

The Manitoba learning outcomes are listed with the activities, videos and books included in this packet. Families may appreciate that these activities are tied to provincially mandated learning outcomes. We also hope that these activities will help families start conversations at home, which can include their own cultures, ceremonies, traditions and values.

Any feedback on this resource, questions, or other suggestions are welcome. Teachers and parents can email SERC at info@serc.mb.ca. Students may be interested in our anonymous email question box: thefactsoflife@serc.mb.ca. Any sexual health questions sent to this email address will be responded to within two business days.

Thanks for all that you do. We hope to see you again soon!

Grades 4 and Below

For GUARDIANS:

Bath time is a good time to review anatomy and provide accurate terminology for body parts. This may feel uncomfortable, but it sets children up to discuss their health and safety with trusted adults. This can happen while assisting your child bathe or through discussions about hygiene. For more information see the video link: <https://www.youtube.com/watch?v=Uh45OJnMj0Q>

Learning Outcomes:

- K.5.K.E.1a – *Identify the major parts of the body and their appropriate names*
- K.5.2.E.1a – *Identify basic changes in growth and development from birth to childhood*
- K.5.K.E.3a – *Show the understanding that people have the right to privacy*
- K.5.4.A.1 – *Identify the importance of taking responsibility for personal hygiene practices on a regular basis*
- K.5.2.A.1 – *Identify the daily habits and responsibilities for leading a physically active and healthy life*

For GUARDIANS and TEACHERS:

At SERC, we love the book *What Makes a Baby?* by Cory Silverberg because it is great for little ones wanting to learn the basics. This book is also great at encouraging questions to spark family conversations that allow each family's unique story to be told. You can access a video of the author reading the book here: <https://www.youtube.com/watch?v=SY7fhOtpmAA>

Learning Outcome:

- K.5.2.E.1b – *Describe how living things produce their offspring and care for their young*

For GUARDIANS and TEACHERS:

My Hero is You is a new book about COVID-19. The book goes on a journey with young people as they learn about their role in keeping each other healthy. The book is available in multiple languages at: <https://interagencystandingcommittee.org/iasc-reference-group-mental-health-and-psychosocial-support-emergency-settings/my-hero-you>

Learning Outcome:

- S.4.1.A.3 – *Demonstrate behaviors that show social responsibility in daily routines*

Grades 5-6

Online Game:

Reality Check: The Game by Media Smarts is an online game that helps teach youth to critically examine the information they take in from different digital sources. While this game does not address sexuality directly, the skills learned could be applied to sexual health related topics. Find the game at:

<https://mediasmarts.ca/digital-media-literacy/educational-games/reality-check-game>

Learning Outcomes:

- K.4.5.A.3 / K.4.6.A.3 - *Identify the influence of self and others on setting priorities and making responsible personal decisions*
- K.4.6.B.1a – *Identify the influences that help or hinder responsible, social decision-making*

Anatomy BINGO Game - Appendix A:

If you can meet with your class virtually, you can play Anatomy BINGO. Students connected virtually would need paper and a pencil to play along. Instructions for playing Anatomy BINGO are included in this packet.

If your class isn't meeting virtually, an online anatomy quiz can be sent to students here:

<https://www.proprofs.com/quiz-school/story.php?title=mjczoty2mq5l6>

Learning Outcome

- K.5.5.E.1a – *Describe structure and function of the reproductive and endocrine systems of human beings*

Media Influences on Sexuality & Gender Roles Worksheet - Appendix B:

We have developed a worksheet for students to use in order to analyze the media they are consuming at home. If they have internet or TV access, they can pick their own show or movie in order to answer the questions on the worksheet.

If possible, the teacher can have further conversations with youth addressing the questions. Students may have trouble recognizing that people with disabilities, the elderly, queer people, Indigenous people and people of color (among other groups) are often not accurately represented in media. The teacher may want to point some of this out in discussion to prompt students to think about these issues.

- Learning Outcome
- K.5.5.E.3a – *Identify influences on sexuality and gender roles*

Grades 7-8

Youth Mental Wellness During COVID-19:

This resource booklet was created by SERC's Teen Talk staff to address the needs of young people's sexual and mental wellness. The guide lists local resources (websites, phone numbers and organizations) that students can access, as well as some provincial resources. There are two editions available: a Winnipeg region and a Westman region.

This resource also has multiple activities for students to use to reflect, relax and plan their self-care under social distancing. These activities draw on each student's unique strengths, talents and resources. The resource is available as a free download on Teen Talk's website: <http://teentalk.ca/2020/04/23/youth-mental-wellness-during-covid-19/>

- Learning Outcomes
- K.3.8.B.4 – *Demonstrate that ability to access valid health information and health promoting products and services in the community*
 - K.5.7.E.3c – *Identify responsibilities and sources of support with regard to sexual-related health issues*

Anatomy BINGO Game - Appendix A:

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If you are reviewing anatomy with students and need images you can find them in the Teen Talk Activities Binder (<http://teentalk.ca/service-providers/tools-and-activities/>) or at <https://ktetzlaff.com/>

- Learning Outcome
- K.5.7.E.1a – *Describe the human reproduction systems as they relate to fertilization and foetal development*

Media Influences on Sexuality & Gender Roles Worksheet - Appendix B:

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If possible, the teacher can have further conversations with the youth addressing any surprises that come up considering the questions. Students may have trouble recognizing that people with disabilities, the elderly, queer people, Indigenous people and people of color (among other groups) are often not accurately represented in media. The teacher may want to point some of this out in discussion to prompt students to think about these issues.

Learning Outcomes

- K.4.8.A.1 – *Examine the effects of stereotyping based on a variety of factors and ways to promote acceptance of self and others*
- K.5.7.E.3b – *Identify the effects of social influences on sexuality and gender roles*

Grades 9+

Youth Mental Wellness During COVID-19:

This resource booklet was created by SERC's Teen Talk staff to address the needs of young people's sexual and mental wellness. The guide lists local resources (websites, phone numbers and organizations) that students can access, as well as some provincial resources. There are two editions available: a Winnipeg region and a Westman region.

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Learning Outcomes:

- K.5.S1.E.3c – *Review personal responsibilities and sources of support with regard to sexual-related health issues*
- K.4.S2.C.4a – *Examine the stress management strategies and defense mechanisms that can be healthy or unhealthy ways of managing stress*

Media Influences on Sexuality & Gender Roles Worksheet - Appendix B:

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Learning Outcomes

- K.5.S1.E.3a – *Describe social factors affecting human sexuality*
- K.5.S2.E.3a – *Examine sexuality as it is portrayed in the media*

Body Image Booster Worksheet:

Body Image Booster is from Teen Talk's Activities binder. The instructions are attached to this packet, and for the full activities binder, visit www.teentalk.ca. This activity would be a good follow up to the media analysis worksheet. It encourages students to find and appreciate the strengths their body has as it is. It also encourages students to consider their personality and other talents they have.

Learning Outcomes

- K.4.S1.A.1 – *Examine personal strengths, values and strategies for achieving individual success and positive self-image*
- K.4.S2.A.1 – *Assess personal attributes and talents across a variety of domains and assess how each contributes to self-esteem/confidence*

Virtual Tour:

During this time of social distancing parks and other public places have virtual tours online. Did you know that some Teen Clinics also have virtual tours? If your students screen time is increasing and they are curious about a Teen Clinic, perhaps they can take a tour like this one:

https://www.youtube.com/watch?v=ds9htAf_Ca4. A listing of Teen Clinics in Manitoba can be found at <http://teenclinic.ca>

Online Quiz:

After checking out a Teen Clinic your students may have questions about STIs. This online quiz will help them sort out the myths and the truths in order for them to make better decisions about their health.

Find the quiz at: <https://www.proprofs.com/quiz-school/story.php?title=sexually-transmitted-infections-sti-quiz>

Learning Outcome

- K.5.S1.E.4b – *Describe the symptoms, effects and treatments for the most common sexually transmitted infections*

Video Instruction & Quiz:

There are plenty of instructional videos online. When discussing STIs it is never a bad idea to discuss barriers like condoms. Our Teen Talk team has made a videos with previous peer educators on how to use an external condom: <https://vimeo.com/295410884>

After watching the video and learning about other barriers, students can test their knowledge here: <https://www.proprofs.com/quiz-school/story.php?title=external-condom-match-up>

Learning Outcomes:

- K.5.S2.E.1b – *Identify and assess the advantages and disadvantages of different contraceptive methods*
- K.5.S2.E.4b – *Describe ways to prevent STIs to promote health of society*

Appendix A: Anatomy Bingo Game

If you can meet with a group of students online, Anatomy BINGO is a fun game that allows students to learn about reproductive anatomy. If you do not have the ability to meet as a group, but your students have access to the internet, we have created an online anatomy quiz that can be found at the following link: <https://www.proprofs.com/quiz-school/story.php?title=mjczoty2mqa5l6>.

For Anatomy BINGO, each student will create a BINGO card by drawing a grid of 5 columns and 5 rows with a 'free spot' in the middle:

		FREE SPACE		

Students will then randomly assign each box an anatomy vocabulary word. Since all cards are created by the students independently, they will be in different formations. The vocabulary list is as follows:

Clitoris	Vas Deferens	Chromosomes
Penis	Seminal Vesicles	Brain
Vagina	Urethra	Epididymis
Fallopian Tubes	Vulva	Cervix
Ovaries	Labia	Prostate
Testicles	Anus	Hormones
Scrotum	Foreskin	Sperm Cell
Uterus	Egg Cell	Pituitary Gland

It is the teacher's job to be the BINGO caller. Rather than calling out words, though, you will call out definitions. Students will match up the correct answer on their card to the definitions read aloud. Once they get five in a row, they call BINGO! Have the student read back their answers to ensure that they have the correct answers. You can suggest that students read the anatomy vocabulary and provide a definition to reinforce understanding.

Definitions to be read aloud are as follows:

- A sensitive organ that is part of the vulva that can become erect when aroused. The external part is partially covered by a "hood" with the rest of the organ being internal. This organ's purpose is pleasure. (clitoris)
- An external organ on some bodies that can become erect when aroused. This organ contains a urethra that can pass urine and semen through it. Can be used for pleasure. (penis)
- An internal tube-like organ that often connects the uterus with the outside of the body. This muscular organ can expand and lubricate when aroused. This organ is also self cleaning. (vagina)
- An internal organ that serves as a passageway for egg cells to travel from the ovaries to the uterus. This is often where fertilization happens. (fallopian tubes)
- This internal organ stores and develops egg cells. This organ also produces estrogen, progesterone and testosterone. (ovaries)
- This internal organ produces sperm cells. This organ also produces testosterone and estrogen. (testicles)
- This external organ is a sac the holds the testicles. This organ will tighten or loosen in reaction to temperature and/or arousal. (scrotum)
- An internal organ that is often connected to the vagina and fallopian tubes. This organ is usually capable of developing a fertilized egg into a fetus if someone wants. (uterus)

- An internal tube-like organ that transports sperm cells from the testicles to the urethra where they connect in the prostate gland. (vas deferens)
- An internal organ that provides most of the fluid that makes up semen. This organ attaches to the vas deferens. (seminal vesicles)
- An internal tube-like organ that passes urine out of the body. In some bodies this organ can also transport semen out of the body. (urethra)
- An external organ on some bodies that is made up of the clitoris, labia, urethral opening and vaginal opening. (vulva)
- An external organ that is a fold of skin that surrounds and protects the clitoris and opening of the vagina and urethra. (labia)
- The external opening on the rear of the body where feces exit the body. (anus)
- The skin that covers the glands or head of the penis. (foreskin)
- This is not a body part, but rather a cell that is developed by ovaries. (egg cell)
- Not a body part, but rather a part of our DNA. Each cell in our body usually has 23 pairs. These carry the information that determine how our body grows and functions. Including our sexual and reproductive systems. (chromosomes)
- This internal organ is the center of a human's nervous system. It controls the release of hormones that effect the development of our bodies. It also holds our thoughts, feelings, values and emotions which shape how we live our sexuality. (brain)
- This internal organ connects the testicles to the vas deferens. It often develops and stores sperm cells. (epididymis)
- This internal organ is located at the opening of the uterus where it meets the vagina. It often produces a mucus to protect the uterus. (cervix)
- This internal organ produces fluid that makes up semen. This organ is where the vas deferens and urethra meet. (prostate)
- Not a body part of rather chemicals in our bodies that direct our growth and moods. Some examples include estrogen, testosterone and progesterone. (hormones)
- Not a body part, but rather a cell that is created by the testicles. (sperm cell)
- This internal organ is part of the brain that helps direct hormone production and starts puberty. (pituitary gland)

Appendix B: Media Influences on Sexuality & Gender Roles Worksheet

Each person has their own values, thoughts and feelings. However, these are all influenced by our environment: our friends, family, culture and the media we consume. This worksheet will help you see media for what it is – entertainment, not a representation of your reality.

Choose a favorite TV show or movie you can watch and then fill out the following worksheet.

Name of show: _____

List and describe the main characters:



Describe the relationships those characters have (family, friends, romantic partners):

In those relationships, how do those characters show care, respect, handle anger or conflict?

Think of the diversity of people in your family, neighborhood and region (age, gender, ethnicity, ability, religion...). What types of people/families are missing from the media you watched?

What do you find the **most** realistic about the characters in the show?

What do you find the **least** realistic or believable about the characters in the show?

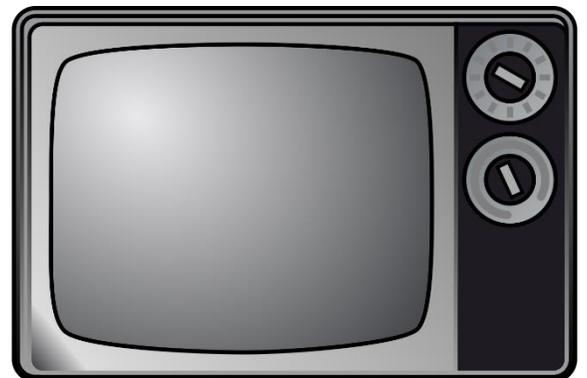
What parts of the character's relationships do you want for yourself?

What parts of the character's relationships do you **not** want for yourself?

Do you see yourself or others like you reflected in this media? How does that affect your self-esteem or how you see yourself? Would it be different if you were/were not reflected in the media?

Remember that media (even "reality" TV) only portrays a limited view of a world that isn't always realistic. No matter what type of media you consume, you should always remember the diversity, strength and beauty of your own world.

For fun, describe a TV show or movie you could make about your family, neighborhood or region. Who would the main characters be? What would the setting be and what relationships would the characters have?



Body Image Boosters

Goal

- To brainstorm qualities that help youth feel good about themselves.

Senior 1-4 Education Curriculum Connections

This activity contributes to the following Student Specific Learning Outcomes:

Guidance Education GLOs under Personal/Social Component.

Physical and Health Education

- *K.4.S1.A.1 Examine personal strengths, values, and strategies for achieving individual success and a positive self-image.*
- *K.4.S2.A.1 Assess personal attributes and talents across a variety of domains, and assess how each contributes to self-esteem/self-confidence.*
- *11.MH.2 (Grade 11 Module C) Examine media influence(s) on self-image and behaviour.*

Option 1: Body Image Booster

Have Ready

- Body Image Booster handout.
- Pens

Instructions

- Ask youth to fill out the Body Image Booster (see the following page for copies).
- Give the youth the following instructions: **1. Think about three things that you like about your body. It can be difficult to think of those things. Are we supposed to like ourselves? Of course! Liking ourselves is incredibly healthy.**
- **2. Write down three of your best personality traits. We all have strengths. Is anyone here a good friend? Think about the things about your personality that you really like, or that make you a good friend, and write them down.**

- **3. Write down a compliment someone gave you that made you feel good. It can be about how you look, or write down something about what's great about you on the inside. You can also write down something you are good at/or proud of.**
- **4. Lastly, write down a piece of clothing or accessory that makes you feel good.**

Option 2: I Am: Body Image Booster

Have Ready

- I Am: Body Image Booster handout.

Instructions

- Ask youth to fill out the Body Image Booster (see following page for copies).
- We are exploring the positive qualities that make up who we are as a person. Take a moment to turn this figure into a drawing of yourself by adding basic things like hair, feature, clothing etc.
- Now, list all the qualities, abilities, and roles you have that make up who you are. Fill in the figure with all these positive labels.
Note: If youth need examples suggest things like I am a good friend or I am creative etc.

Debrief

- We are all made up of more than how we look on the outside. We all have skills, abilities and roles that help us in feeling healthy in our bodies, minds and hearts. **If you are ever feeling down on yourself, it can be helpful to take a moment and reflect on your gifts. If we are struggling to remember the gifts we have, ask someone close like a friend or family member as they often know our gifts even when we forget.**

BODY IMAGE BOOSTER

3 things about your body that you enjoy:

3 of your best personality traits:

A compliment you received that made you feel good:

A piece of clothing or an accessory that makes you feel good:

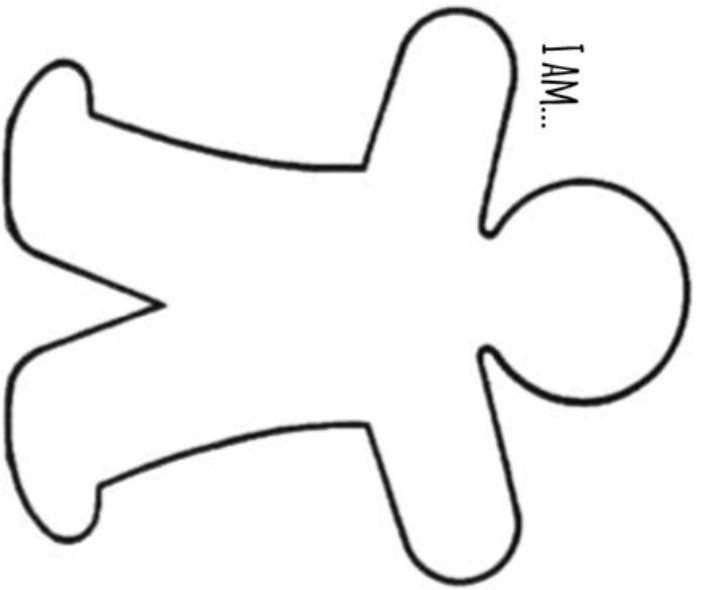
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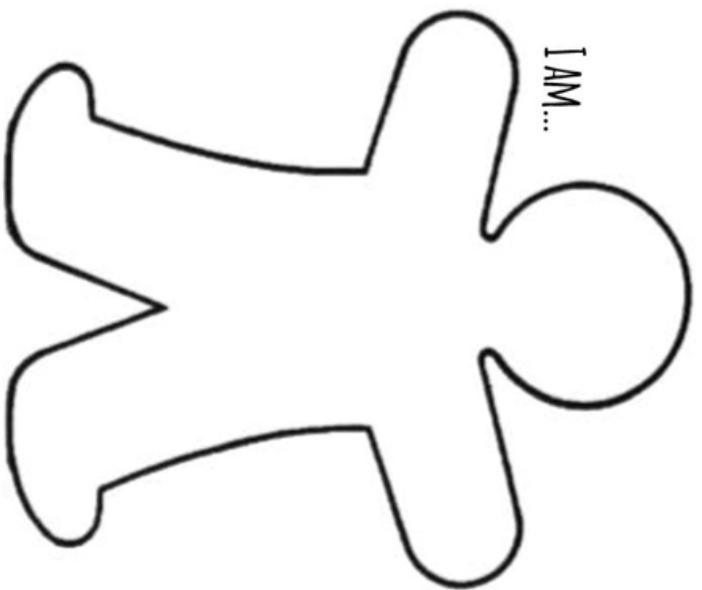
Take a minute to turn this figure into you by drawing in hair, clothes etc.

Now, write all the positive qualities, abilities and roles you have, etc. on and around the drawing.

Some examples could include

A good friend	Funny	Caregiver	Sporty
Creative	Reliable	Smart	Compassionate

You can see how we are much more than just how we look on the outside



Take a minute to turn this figure into you by drawing in hair, clothes etc.

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