SEX EDUCATION ACTIVITIES MANUAL

Created By:

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CHAPTER 1

INTRODUCTION
INTRODUCTION

Many teachers are required to teach sexual health education in one capacity or another. Since sex education can be a difficult and sometimes sensitive subject to teach, this manual will provide you with some of the most successful activities on how to transmit sexual health information to your students while having a good time! Having teachers present information using fun and captivating teaching activities may help increase students’ attention, enhance peer group communication, and create the best classroom experience.

The way in which youth learn about sexuality in our culture can be influenced by the media, their peers and family. Unfortunately, the information they receive may be incomplete, inaccurate and misleading. Everyone has the right to the information and ways they can protect themselves. Therefore it is important for teachers, health professionals, and parents to learn the right information and tools needed to deliver accurate messages about sexuality.

Sexual health, which is a state of physical, emotional, and social well-being related to one’s sexuality, is a major part of personal health and healthy living. Sexual health education provides knowledge and skills, and explores attitudes and values related to all aspects of human sexuality. Effective sexual health education creates an open dialogue that respects individual beliefs. It is sensitive to diverse needs of individuals irrespective of their gender, sexual orientation, ethnicity, culture and religious backgrounds. Comprehensive school-based sexual health education acts as a building block for sexual health across the lifespan of an individual. Schools are the one institution that almost every person comes in contact with at some stage in their life, therefore making it an ideal setting to provide good quality sexual health education.

The following activities will provide teachers and health professionals with some of the most successful classroom activities on how to teach students about “growing pains” (puberty), being male or female (anatomy), pregnancy, contraception, negotiation skills, and sexually transmitted infections (including, HIV/AIDS).

Practical tools to teach this subject will be provided for grade levels 5 to 11. Activities will include areas:

- Setting Ground Rules
- Ice breakers
- Puberty
- Anatomy
- Pregnancy
- Contraception
- Sexually Transmitted Infections (STI’S)
- Condoms
- Abstinence
- Healthy Relationships
- Celebrating Diversity
THE POWER OF SEX EDUCATION ACTIVITIES

Teaching subjects on sexual health using captivating group activities has been shown to create some of the most powerful classroom experiences. Student learning is enhanced from these “hands on” activities that enable them to remember the material better, feel a sense of accomplishment when the task is completed, and transfer their experiences to real life situations.

Further benefits for using sex education activities are:

1) Enables students to feel more comfortable and talk more openly about STIs, contraception, their bodies, and address any other misconceptions they may have regarding sexuality by working in small groups.

2) Provides students with an opportunity to understand and reflect on their present knowledge, stereotypes, and personal values regarding sexual issues.

3) Provides an opportunity to practice their cognitive and behavioral safe sexual skills (e.g. through role play).

4) Increases students personal awareness and value clarification since these activities emphasize self-disclosure and feelings of awareness (e.g., class debates).

5) Increases group cohesiveness by getting acquainted with one another and building trust in a non-traditional classroom setting (e.g., ice breaker activities, building ground rules).

6) Provides feedback to students’ questions, concerns or attitudes of a particular subject.

7) Provides students with an opportunity to learn while having fun.
ICE BREAKER
ACTIVITIES
ACTIVITY #1: ICE BREAKER ACTIVITIES

TITLE: Working Together: Settling our hopes and fears

AGE GROUP: 11-16 (grade 6-10)

DURATION: 30 minutes

MATERIALS: paper and pencils

PROCEDURES:

1. Have each student get into groups of 2-3.

2. Write on the black board or projector the following three questions (written in bold):

   a) **What would you like to learn in this class?** (E.g., how babies are made, why our bodies change, etc.)

   b) **What are some of your fears or feelings about taking a sex education class?** (E.g., being ridiculed, laughed at, uncomfortable, not knowing an answer, nervous of the thought of being asked to play, etc.) It is important to honor and understand their feelings or fears and deal with them whenever you can.

   c) **What are some things that would make you feel safe and comfortable to participate in the activities?**

3. Have students write their answers privately on the piece of paper and submit it to the teacher. (15 minutes)

4. Note that there are no stupid questions and that we always learn from each other (even the “sexperts”).

5. Have a group discussion about their answers and make a list of their ideas on the board or flip chart (which can remain during each sex education session).

6. Note that everyone has lots questions and fears (since it is a sensitive and private topic) and that you will try to answer their questions throughout the class or semester.

7. Thank the group for their honesty and participation.
CHAPTER 9

HEALTHY RELATIONSHIPS
ACTIVITY #1: HEALTHY RELATIONSHIPS

TITLE: Healthy vs. Unhealthy relationships

AGE GROUP: 11-18 (grade 6-12)

DURATION: 45 minutes

MATERIALS: flip chart, markers, paper

PROCEDURES:

1. In groups of 2-3, have students write and discuss examples of what is a healthy and unhealthy relationship.

2. Ask students to make a list of both the physical actions and emotional feelings involved for each category.

Examples of healthy and unhealthy relationships:

<table>
<thead>
<tr>
<th>Feelings and Physical Actions Involved</th>
<th>Healthy Relationships</th>
<th>Unhealthy Relationships</th>
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<tbody>
<tr>
<td>-respect</td>
<td>-criticisms (name calling)</td>
<td></td>
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<tr>
<td>-you know and like each other and don’t try to change one another’s beliefs or appearances</td>
<td>-jealousy</td>
<td></td>
</tr>
<tr>
<td>-trust</td>
<td>-controlling</td>
<td></td>
</tr>
<tr>
<td>-supportive, caring, honest</td>
<td>-abusive</td>
<td></td>
</tr>
<tr>
<td>-feel good about yourself</td>
<td>-uncertain where the relationship stands</td>
<td></td>
</tr>
<tr>
<td>-listen to each other</td>
<td>-ignores you</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-pressures you to do things you don’t want to do.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-yelling, fighting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Lack of trust &amp; communication</td>
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3. Have each group describe their ideas and give examples.

4. Process the activity with the following questions:

   a) What are some examples of a happy and healthy relationship (on TV or in the media)? Is this the same for friends?

   b) What are some examples of an unhealthy relationship? Could this apply to friendships? What should a person do if they are involved in an unhealthy relationship? What could happen if they stay together for a long period of time?

   c) How could people try to solve their problems that are in an unhealthy relationship? (Name some solutions.)

5. Have each student take out a piece of paper and complete the following statements:

   A loving and healthy relationship is …

   My ideal relationship is …
CHAPTER 10

CELEBRATING DIVERSITY
ACTIVITY #1: CELEBRATING DIVERSITY

TITLE: Cross the Room
AGE GROUP: 12-18 (grade 7-12)
DURATION: 30 minutes
MATERIALS: none

PROCEDURES:

1. Ask the entire class to move the desk and chairs along the sides of the wall.
2. Make a line across the room using masking tape.
3. State that they must cross the room IF they agree with the following statements:
4. Teacher’s tips and responses are provided below (R: Response)
5. Thank participants for their honesty and participation.

Cross the room if…

1. You have ever met someone who is homosexual.

2. You think you can tell when someone is gay.

R: Some people believe that all gay men are effeminate and all lesbians women are tomboys. While there are some people who fit these stereotypes, they are not representative of all homosexual people.

3. You think homosexuality is an illness.

R: Homosexuality was once classified as a mental illness however this was removed as a diagnosis many years ago. Numerous studies have shown that homosexuality is not linked with any psychological disturbance. This is a harmful and hurtful stereotype.
4. You think that gay people have many sexual partners and don’t develop long term relationships.

R: Studies show that most gay and lesbian people want long term partners and that a large majority are involved in stable long-term relationships.

5. You think that a gay or lesbian couple would be bad parents.

R: Some people believe that children of gay or lesbian people are more like to grow up homosexual, if fact homosexuality has been show to be something that you are born with as a preference. In fact being the victims of hate and discrimination make homosexual parents more committee to teaching their children the values of kindness, compassion and charity.

6. You think most homosexuals are infected with HIV/AIDS.

R: In the early 8-'s when the outbreak was first reported it was initially indentifies in a group of young gay men. While HIV/ AIDS is down a pandemic that effects all genders, ages, ethnicities, of people around the world, there still exists a false belief that gay men are the most at risk. In fact statistics show that the fastest growing grown being infected today are youth (people under 25) and straight women.

7. You think all parents would be ashamed if their child told them they were homosexual.

R: While some parents might have strong religious view opposing homosexuality, the overwhelming majorities of parents still love and accept their child for who they are. In general, parents always want their children to be healthy and happy.
Stephanie Mitelman, M.A., CCFE, CSE  
Certified Sexuality Educator  
Sexpressions, President

Stephanie Mitelman is a certified sexuality educator, and a Canadian certified family educator. She is a National trainer on issues of sexual health education. Her work focuses primarily on prevention of pregnancy and STI/HIV transmission.

Stephanie is an Instructor at McGill University as well as at Concordia University (Montreal, Quebec). She has developed workshops about adolescent sexuality for parents of teens, and is a regular consultant for schools and teachers. Her intensive training “Understanding Adolescent Sexuality and Teaching Sex Ed” is offered in every major city across Canada.

Stephanie has made contributions in establishing programs of sexual health in First Nations communities of Canada, where she integrates knowledge and practice for several weeks a year. Her work with Health Canada has helped further train leaders in Native communities.

She is also the creator of a full line of tools for teachers in circulation throughout Canada, including; the Sex Education Classroom Activity Kits, Sexpressions Sexual Health Trivia DVD Game, Anatomy Posters, STI Charts, and the Lecture Series.

She is a member of the Executive Board for The Sexual Health Network of Quebec (formerly Planned Parenthood of Montreal), and a past member of the AASECT committee for certification in sexuality education. She is also the past President of the Association of Family Life Educators of Quebec.

She is a regular expert voice in the National media on issues of sexuality, teens and health. She has made appearances on the television shows Sex Files on the Discovery Channel, Sexual Secrets on the Life Network and Let’s Talk Sex on MENTV.

Stephanie is the only certified sexuality educator in Montreal and gives hundreds of lectures a year to youth. Her appearances are sponsored in part by Durex Condoms, Wyeth Canada, and www.sexualityandu.ca.

Stephanie has been nominated for 2 awards in her field; The Conference Board of Canada’s 2006 Global Best Award for initiatives in health and education, and the Association for Planned Parenthood Leaders in Education Mary Lee Tatum Award for Ideal Sex Educator.
Christina Theophilos, MEd

Christina Theophilos achieved her Masters degree from McGill University in the MEd Educational and Counselling Psychology department. Her intensive research entailed the design, implementation, and evaluation of a sex education and goal-setting workshop for adolescents. The focus was primarily on the prevention of unplanned pregnancy and STI/ HIV transmission. Christina has been trained in the field of sexual health education by attending the Sexual Attitudes Reassessment workshop, the Understanding Adolescent Sexuality and Teaching Sex Ed workshop, and by collaborating with Stephanie Mitelman (M.A., CCFE, CSE), founder of Sexpressions, as an assistant teacher for the “Human Sexuality: Professionals” course at McGill University.

For many years, Christina has been determined to motivate and inspire youth to live life with passion, honor, and in safety. After having designed and implemented several sex education, sexual harassment, and goal-setting workshops in high schools and colleges, she continuously strives for more effective and positive change in the community. Presently, on the board of directors for The Sexual Health Network of Quebec, and part of the Association of Family Life Educators of Quebec, she greatly contributes to the promotion of sexual awareness and safety throughout the province.

Today, another vision is taking place in her one-day training workshop co-created with Stephanie Mitelman called “The Best of the Classroom Experience: The Power of Sex Education Activities,” now being launched in every major city across Canada for 2008-2009. She will be providing teachers and health professionals with some of the most successful tools on how to lead lectures on sex education in the classroom.

“Take your passions and make them happen, using yourself as an instrument of strength, change, and glory.” – Christina Theophilos