

Better to Know

Comprehensive Sexual Health Education: Body Parts and Safe Touch Video Resource

Grades K to 3





Department of Health and Social Services and Department of Education
2024

Acknowledgments:

This lesson plan and video were informed by Options for Sexual Health Certified Sexual Health Education Program

This resource is a part of Health Promotion's-Better to Know-teaching resources. For additional resources and support email bettertoknow@yukon.ca or visit <https://yukon.ca/en/health-and-wellness/comprehensive-sexual-education>

Table of Contents

| | |
|---|----|
| Why This Resource?..... | 2 |
| Guidelines For Teaching Sexual Health Education | 3 |
| Answering Questions..... | 6 |
| Additional Resources..... | 7 |
| Lesson Plan: Body Parts and Safe Touch Video | 8 |
| Handouts | 12 |
| Anatomy Diagrams | 12 |
| Safe or Unsafe Touch?..... | 14 |
| Trusted Adult Name Tree..... | 22 |

What Is Sexual Health Education?

- Comprehensive sexual health education (CSHE) aims to equip children and young people with knowledge, skills, attitudes, and values that will empower them to:
 - realize their health, well-being and dignity;
 - develop respectful relationships;
 - consider how their choices affect their own well-being and others'; and
 - ensure the protection of their rights throughout their lives.¹

Why This Resource?

- In grades K to 3, children are curious about bodies, but typically do not understand boundaries. This can leave them vulnerable to inappropriate behaviour, such as
 - looking at people's private parts;
 - letting people look at their private parts;
 - watching people go to the bathroom;
 - touching their private parts at in appropriate times (e.g., during class);
 - touching people without permission; and
 - letting people touch them without their permission, etc.
- This video resource <https://www.youtube.com/watch?v=wIsh0qRHh0U> aims to increase students' protective factors around sexual health as well as against inappropriate behaviours by teaching:
 - the scientific names of private parts and the boundaries around them;
 - the difference between safe and unsafe touch; and
 - the role of trusted adults.
- This resource meets BC Education's Physical and Health Education Curriculum for grades K to 3. <<https://curriculum.gov.bc.ca/curriculum/physical-health-education>>.

¹ International technical guidance on sexuality education: an evidence-informed approach (2018). United Nations Educational, Scientific and Cultural Organization. <https://en.unesco.org/news/why-comprehensive-sexuality-education-important>

Guidelines For Teaching Sexual Health Education

1. Review the BC Physical and Health Education Curriculum.
2. Engage and inform families by advising of upcoming lesson content, communicating the curricular competencies, and sending home follow-up activities. *Sample email included at the end of these guidelines.
3. Start early in the school year and revisit the content often. This will increase student comfort, avoid one-off interventions, and transition knowledge from the conscious to the subconscious.
4. Create a safe learning environment with classroom rules. For example:
 - raise hand to talk;
 - don't let silliness get in the way of learning;
 - use scientific names for body parts;
 - no put downs; no personal questions;
 - speak for yourself; and
 - it's okay to have fun.
5. Create an inclusive learning environment:
 - use language that includes various family structures (e.g., “talk to the people you live with,” vs. “ask your mom and dad”); and
 - use gender-neutral language (e.g., “bodies with penises” instead of “boys have penises”, or “folks” instead of “boys and girls”).
6. Use a trauma-informed teaching approach, for example:
 - Understand Yukon's sexual assault rate is high compared to the rest of Canada.
 - Establish the classroom as a safe place.
 - Let students know what is going to happen during the lesson (e.g. you will be showing anatomy pictures of the private parts).
 - Provide the Kids Help Phone number (1-800-668-6868; 68-68-68; kidshelpphone.ca) and other counselling resources.
 - Prepare for disclosures. Under the Child and Family Services Act, all Yukon Education staff have a duty to report any suspected abuse or neglect of a child to Health and Social Services. For more information refer to (Staff Responsibilities) of the School Procedures Handbook on Mandatory Reporting of Suspected Child Abuse or Neglect.
7. Teach **all** students at the same time to build comfort, compassion, and knowledge around all bodies, not just the one they were born in.

8. Teach about sexual facts and not personal opinions (e.g., “this part of the body is called the vulva,” vs. “you can just say-down there”).
9. Reflect on personal biases. Even the most open-minded educators can have biases and discomfort around teaching sexual health. As an educator, it’s important to take the time to reflect on these biases to ensure you’re delivering information in a balanced, inclusive way.
10. Use a sex-positive teaching approach:
 - Maintain a neutral expression (even if you feel uncomfortable).
 - Use non-judgmental language (e.g., “I understand this can be a funny topic”).
 - Gently correct students instead of shaming or scaring them (e.g., “the scientific word for balls is testicles” vs. “that is wrong, the word is testicles!!”).
11. Ask for help when needed (see additional resources below for more information).

Gr. K to 3: Comprehensive Sexual Health Education (sample email)

Comprehensive sexual health education (CSHE) aims to equip children and young people with knowledge, skills, attitudes, and values that will empower them to realize their health; well-being and dignity; develop respectful relationships; consider how their choices affect their own well-being and others; and ensure the protection of their rights throughout their lives.² The **Kindergarten to Grade 3** Physical and Health Education Curriculum consists of topics that include:

| | |
|---|---|
| <p>Curricular Competencies:</p> <p>Social and community health</p> <ul style="list-style-type: none">• Identify and describe a variety of unsafe and/or uncomfortable situations.• Develop and demonstrate respectful behaviour when participating in activities with others.• Identify caring behaviours among classmates and within families. <p>Mental well-being</p> <ul style="list-style-type: none">• Identify and describe practices that promote mental well-being.• Identify and describe feelings and worries. | <p>Content:</p> <ul style="list-style-type: none">• Names for parts of the body, including private parts (K-3).• Appropriate (safe) and inappropriate (unsafe) ways of being touched (K-3).• Strategies and skills to use in potentially hazardous, unsafe, or abusive situation (Gr. 2 & 3)• Caring behaviours in groups and families (K-3).• Emotions and their causes and effects (K-3).• Reliable sources of health information (K-1).• Strategies for accessing health information (2-3). |
|---|---|

To increase students' comfort and understanding, it is important for caregivers to follow up with children. Here are some things you can do at home:

- Complete follow-up activities together that the school sends home.
- Share family values related to sexual health topics (school lessons only cover sexual health facts).
- Read sexual health education books together.

External sexual health education resources:

- Videos at AMAZE Junior:
<https://amaze.org/jr/>
- *The Family Book* by Todd Parr
- *What Makes a Baby?* by Cory Silverberg
- *What's the Big Secret?* by Laurie Krasny Brown and Marc Brown
- *It's Not the Stork* by Robie Harris

² International technical guidance on sexuality education: an evidence-informed approach (2018). United Nations Educational, Scientific and Cultural Organization.
<https://en.unesco.org/news/why-comprehensive-sexuality-education-important>

Answering Questions

It's the educator's responsibility to answer all questions. If not, students will find other sources that may not be reliable and/or accurate (e.g., friends, internet, phone apps, etc.). Educators may worry about sharing too much. Rest assured: it is very unlikely to harm a child by sharing factually correct information. It is also advised to take time to answer questions thoughtfully on your own in advance of speaking to the class so that you have time to formulate an appropriate response.

Students will ask questions when they are:

- Curious about a topic (e.g., "How does a baby leave the body?").
- Trying to be funny (e.g., "What is sex?"). Note - it is hard to tell if students are being funny or curious so it's important to answer all questions.
- Crying out for help (e.g., "I am scared to ask my mom how to use a tampon").

Use the following formula to guide your answers:

1. Normalize and validate. Affirm the question with phrases like:

- "Great question."
- "Lots of people ask this."
- "Thanks for asking."

2. Be factual and brief:

- Q: "What is a vagina?"
- A: "Great question. The vagina is an opening, in the vulva, where babies can leave the body from."

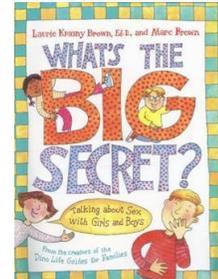
3. Check-in:

- "Does that make sense?"
- "Does that answer your question?"

Additional Resources

Yukon government

- Health Promotion Unit, Department of Health and Social Services bettertoknow@yukon.ca
 - In person presentations
 - Professional development
 - Lesson plan support
- Department of Education Curriculum Support curriculum@yukon.ca:
 - Professional development
 - Lesson plan support
 - Body science books (e.g. What's the Big Secret)
 - Body science dolls



Websites

- <https://yukon.ca/en/health-and-wellness/comprehensive-sexual-education> - online copies of Yukon Government's, Better to Know, Comprehensive Sexual Health Education resources for grades K to 12.
- <https://amaze.org/jr> - sexual health videos and resources for all ages.
- www.Kidshealth.org - teaching resources for K to 12 classrooms.
- www.kidshelpphone.ca - online free counselling services.
- www.bettertoknow.yk.ca - Yukon's sexual health information website.
- <http://sieccan.org> - promotes the sexual and reproductive health of Canadians.
- <https://sartyukon.ca/en/> - Yukon's sexualized assault response team.

Phone Numbers

- 1-800-668-6868 or text 68-68-68
The Kids Help Phone line is available 24 hours a day, seven days a week for counselling, information or support in English and French.
- 811 Health Line
Call this number to get general health information from Yukon registered nurses. This service is available 24 hours a day, seven days a week.

Lesson Plan: Body Parts and Safe Touch Video

Curricular competencies and content covered in this lesson³:

Social and community health:

- Identify and describe a variety of unsafe and/or uncomfortable situations.
- Develop and demonstrate respectful behaviour when participating in activities with others.
- Identify caring behaviours among classmates and within families.

Mental well-being

- Identify and describe practices that promote mental well-being.
- Identify and describe feelings and worries.

Content:

- Names for parts of the body, including male and female private parts.
- Appropriate (safe) and inappropriate (unsafe) ways of being touched.
- Caring behaviours in groups and families.
- Emotions and their causes and effects.
- Reliable sources of health information.

Objectives:

- Students will learn about public vs. private places.
- Students will learn the scientific names for private parts on all bodies.
- Students will learn how to identify and respond to safe and unsafe touch and who their trusted adults are.

Time:

- 30 minutes

Materials:

- K to 3 *Body Parts and Safe Touch* video:
<https://www.youtube.com/watch?v=wIsh0qRHh0U>
- Lesson plan handouts (see the end of the lesson).
 - Body Science-Anatomy Pictures
 - Safe and Unsafe Touch
 - Trusted Adult Name Tree

³ <https://curriculum.gov.bc.ca/curriculum/physical-health-education>

Introduction:

Explain:

- Today we are going to watch a video on body science. The video will talk about three things:
 1. The difference between public and private places.
 2. The scientific names for the private parts on all bodies.
 3. The difference between safe and unsafe touch and trusted adults.
- We need to follow three rules when we watch the video:
 1. We can't let silliness get in the way of learning. If you feel silly take a deep breath and whisper to yourself "interesting".
 2. If you have a question, save it until the end, when there will be time to ask it.
 3. Use scientific names for body parts. For example, I call my finger a finger. If I call it my "bendy thing", no one will know what I am talking about.

Activity 1 – Video:

- Show video <https://www.youtube.com/watch?v=wIsh0qRHh0U>

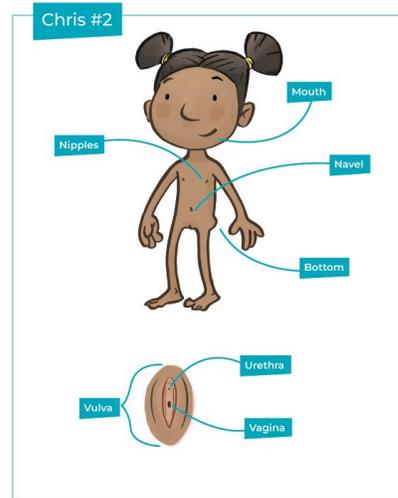
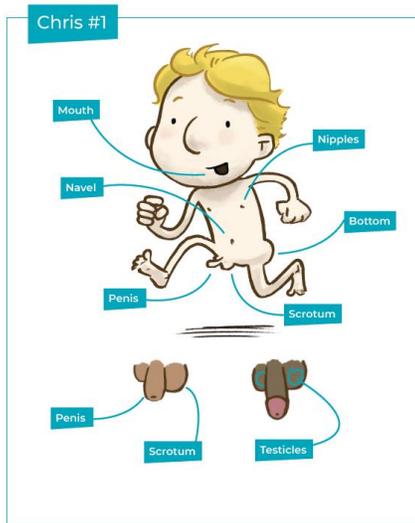
Activity 2 - Body Part Review:

Explain:

- The video taught us the scientific words for the private parts, but it's easy to forget them.
- To help us remember, we are going to look at the pictures of Chris and Chris and review the key terms.
- After class I will put the pictures on the wall so you can review them at any time.

Show:

- The Chris and Chris images (found at the end of the lesson) and review the labelled terms.



Teaching notes:

- Students often mention seeing the private parts of the people they live with (e.g., siblings, cousins, parents, etc.) or in public when people walk around with no shirts on.
- Explain that if everyone says it is okay, feels safe, they are not touching, or staring at each other, then it's okay.
- Students often comment that Chris is a boy and Chris is a girl. We can respond to this by saying: "I am not sure because I have not asked them yet. Not everyone with a penis likes to be called a boy and not everyone with a vulva wants to be called a girl. I just call them Chris and Chris because those are their names."

Activity 3: Trusted Adults

Explain:

- The video taught us the difference between safe and unsafe touch. Note: the safe and unsafe touch images from the video can be found at the end of this lesson.
- Trusted adults are people that can help us if we have experienced unsafe touch.
- It is important that everyone has a trusted adult.
- Ask students to close their eyes and think of their trusted adult (teacher, parent, cousin, foster parent, friend of the family, etc.).
- When they think of that person, they can raise their hand, but keep their eyes closed.
- Ask students to lower their hands and open their eyes.

- Ask students that did not raise their hand to come and see you to brainstorm ideas of who their trusted adult could be.
- Additionally, have students print the names of their trusted adults on the “Trusted Adult Tree” handout (found at the end of the lesson).

Activity 4: Questions

- Ask the class if they have any questions about the video.

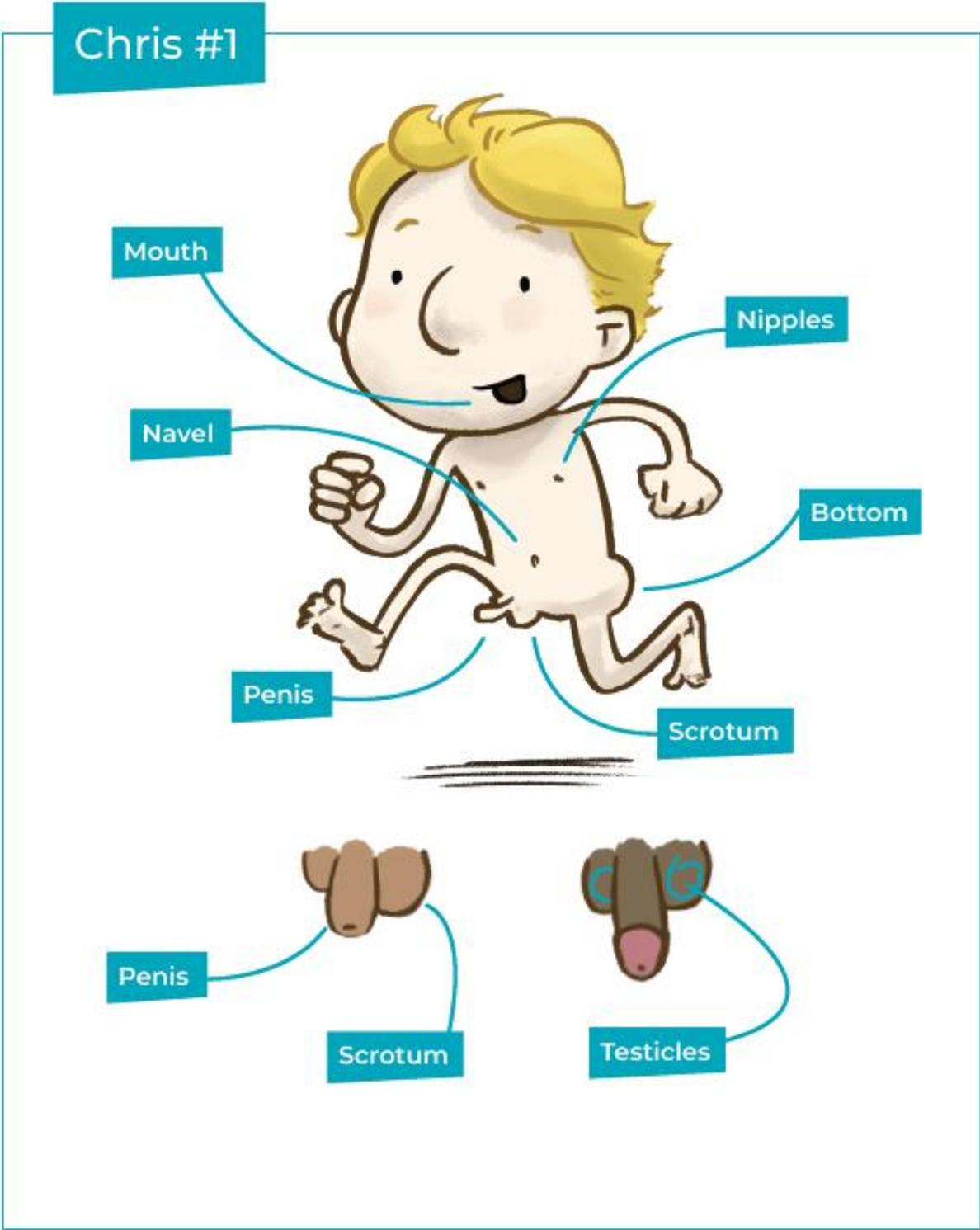
Closing:

Explain:

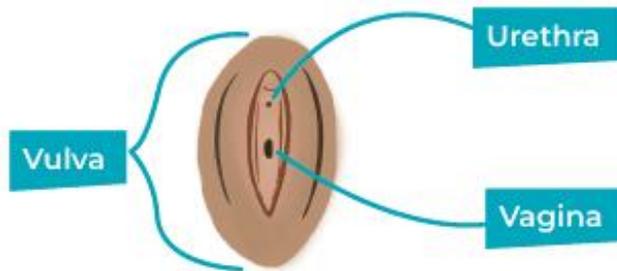
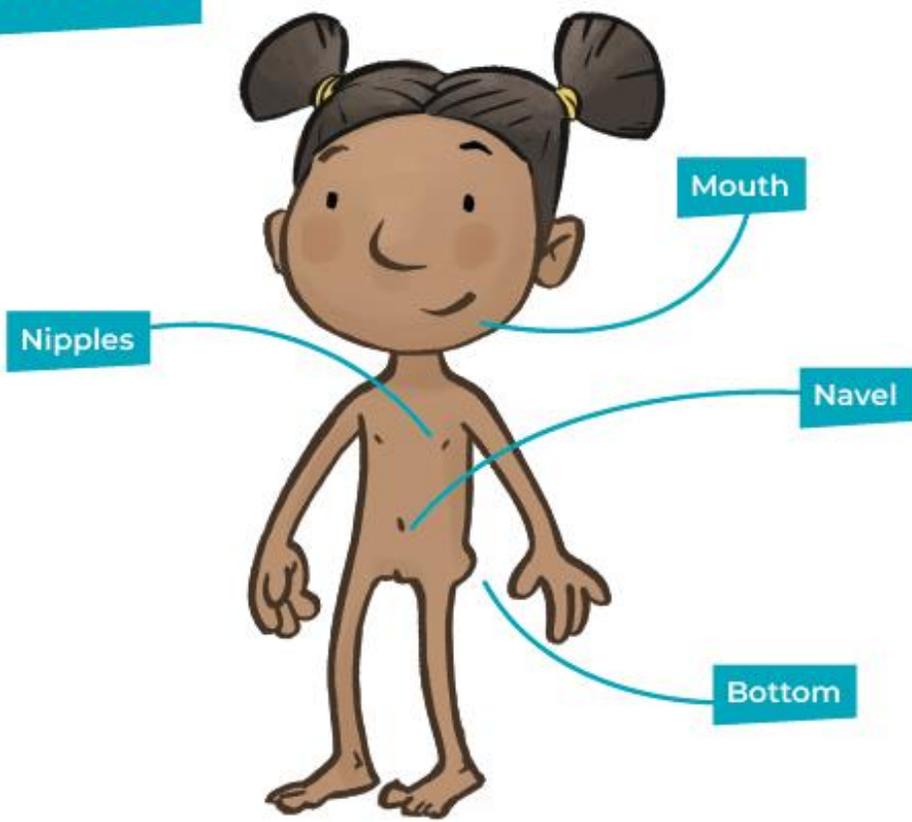
- Today we learned:
 1. The difference between public and private places.
 2. The scientific names for private parts on all bodies.
 3. The difference between safe and unsafe touch and trusted adults.
- If you are confused or upset by anything we talked about, please come talk to me, the school counsellor, or another trusted adult.

Handouts

Anatomy Diagrams



Chris #2



Safe or Unsafe Touch?

Safe or Unsafe Touch?



Safe or Unsafe Touch?



Safe or Unsafe Touch?



Safe or Unsafe Touch?



Safe or Unsafe Touch?



Safe or Unsafe Touch?



Safe or Unsafe Touch?



Safe or Unsafe Touch?



Trusted Adult Name Tree

Trusted Adult Name Tree

