

GRADE 6

CHARACTERISTICS OF RELATIONSHIPS

In this lesson, the teacher and students will work collaboratively to set guidelines for learning about and discussing sensitive subjects. In a partner activity, students will list different types of relationships and identify the characteristics of healthy and unhealthy relationships. During the lesson, the teacher will engage students in a discussion about the types of communication and their impact on relationships.

TODAY'S OBJECTIVES

- Define relationship.
- Describe the types of relationships in your life.
- Describe the characteristics of healthy and unhealthy relationships.
- Demonstrate communication skills for healthy relationships.

TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 5 minutes
- Activate Prior Knowledge/Engage
 1. Begin lesson by establishing ground rules conducive towards a “safer” space.
 2. Due to the sensitive nature of these topics, remind students to avoid speaking about experiences of their fellow classmates.
 3. Let students suggest rules or limits of their own for the class to be mindful of throughout the discussion.

CREATING A SAFE SPACE

What are some ground rules we can agree upon to make this a safe space to talk about a sensitive topic?

TEACHER NOTES: WORD SPLASH & DEFINITION

- Estimated Time: 5 minutes
 - ELL & SpEd Strategy: Mixed-Ability Partners
1. Ask students to look at the word splash and consider what today's topic might be about.
 2. Ask students to try to define relationship in their own words.
 3. Teacher creates a class definition with share out before revealing dictionary definition.

TURN AND TALK:
WHAT COULD TODAY'S TOPIC BE ABOUT?

partner

sister

boyfriend

friend

brother

girlfriend

daughter

WRITE – PAIR – SHARE

DEFINE RELATIONSHIP IN YOUR OWN
WORDS.

partner

sister

boyfriend

friend

brother

girlfriend

daughter

CLASS DEFINITION

DRAFT

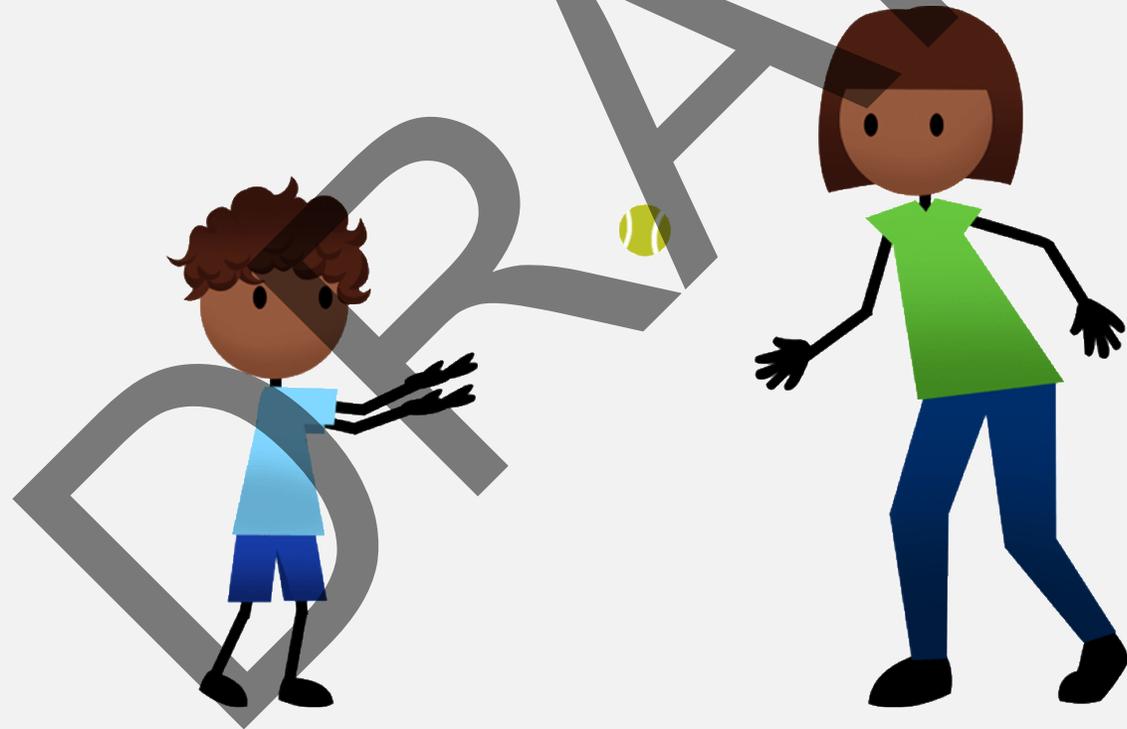
WWW.MERRIAM-WEBSTER.COM

: the way in which two or more people, groups, countries, etc., talk to, behave toward, and deal with each other

TEACHER NOTES: BALL TOSS & FRIENDSHIP CHARACTERISTICS

- Estimated Time: 5 minutes
 - ELL & SpEd Strategy: Visual Prompt
1. Students stand in a circle at arm's length apart.
 2. Toss a ball or small object across the circle from one to another, to establish a pattern. Repeat the pattern for 2-3 rounds.
 3. Now try calling out the name of the person to whom you're tossing the ball.
 4. Think of a characteristic that you look for in a friend.
 5. Now repeat the pattern calling out that characteristic before tossing the ball.
 6. Try reversing the pattern or adding in extra balls.

WHAT CHARACTERISTICS DO YOU
LOOK FOR IN A FRIEND?

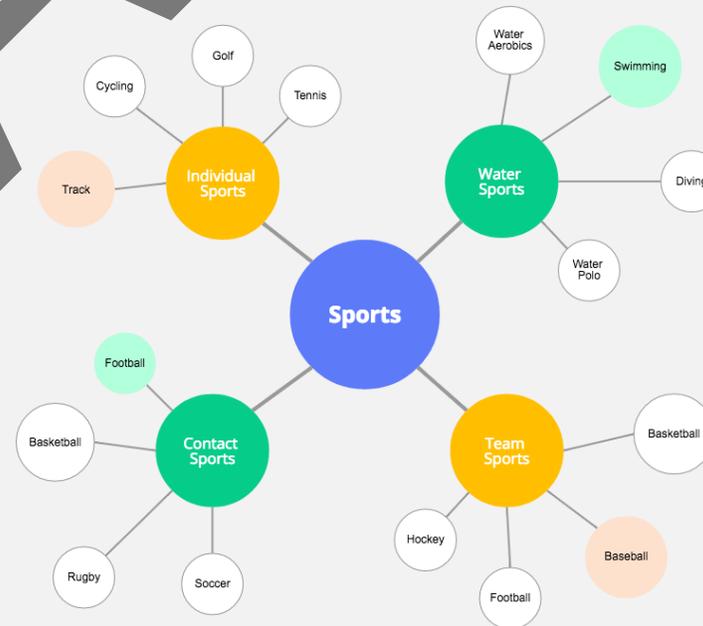


TEACHER NOTES: FRIENDSHIP CHARACTERISTICS CONCEPT MAP

- Estimated Time: 10 minutes
 - ELL & SpEd Strategy: Blank Concept Map, Visual Prompt
1. Students create a concept map with the characteristics of a healthy friendship/dating relationship.

HEALTHY FRIENDSHIP CONCEPT MAP

- Create a concept map with the characteristics of a healthy friendship/dating relationship.
- Use pictures or words.



WHICH CHARACTERISTICS MAKE A GOOD FRIEND OR DATING PARTNER?

- Is unselfish
- Treats others well
- Is tolerant and respectful
- Has morals and values similar to yours
- Is fun to be with
- Respects themselves

**YOU SHOULD ALWAYS
TRY TO BE THE KIND OF
PERSON THAT YOU AND
OTHERS RESPECT.**



TEACHER NOTES: HEALTHY VS. UNHEALTHY RELATIONSHIP CARD SORT

- Estimated Time: 5 minutes
 - ELL & SpEd Strategy: Mixed-Ability Partners
1. Ask students to sort cards into 2 categories.
 2. Students create a T-Chart to record their answers.

Participates in activities that you like but might not be your favorite.	Gets to know you.	Respects your wishes & independence.	Observes the rules of your caregiver.
On-time, respectful, and courteous	Respects your decisions & limits	Asks about your thoughts, feelings, & opinions.	
Insists on being the one to decide what to do.	Focuses on whether you are good-looking or popular.	Manipulative or arrogant	Goes against your caregiver's rules.
Jealous of others	Pressures you to do things you don't want to do.	Harasses and tries to control you.	

HEALTHY VS. UNHEALTHY RELATIONSHIPS

Healthy Relationship Characteristics

Respects your wishes &
independence.

Unhealthy Relationship Characteristics

Manipulative or
arrogant

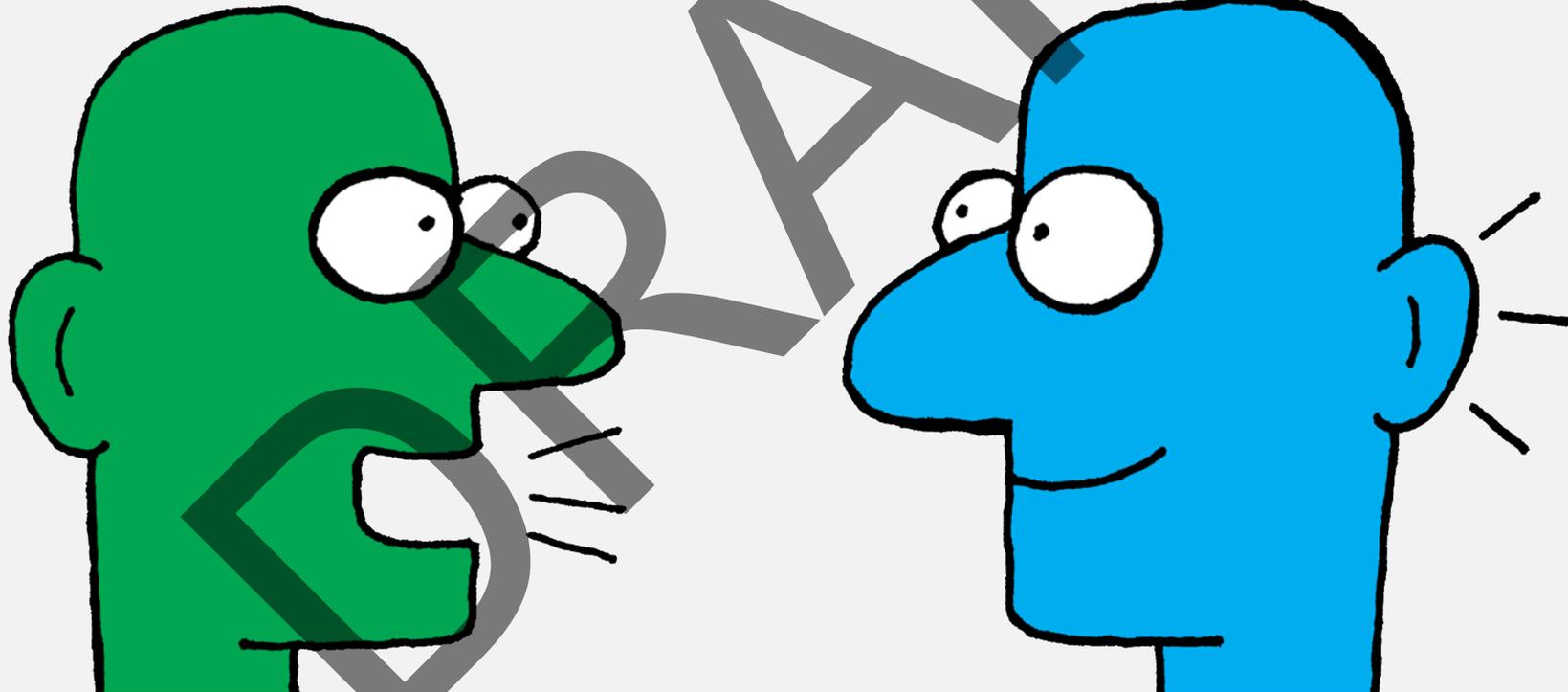
TEACHER NOTES: GOOD COMMUNICATION DISCUSSION

- Estimated Time: 5 minutes
 - ELL & SpEd Strategy: Mixed-Ability Partners, Visual Cues
1. Teacher facilitates a class discussion about the importance of communication in fostering healthy relationships.

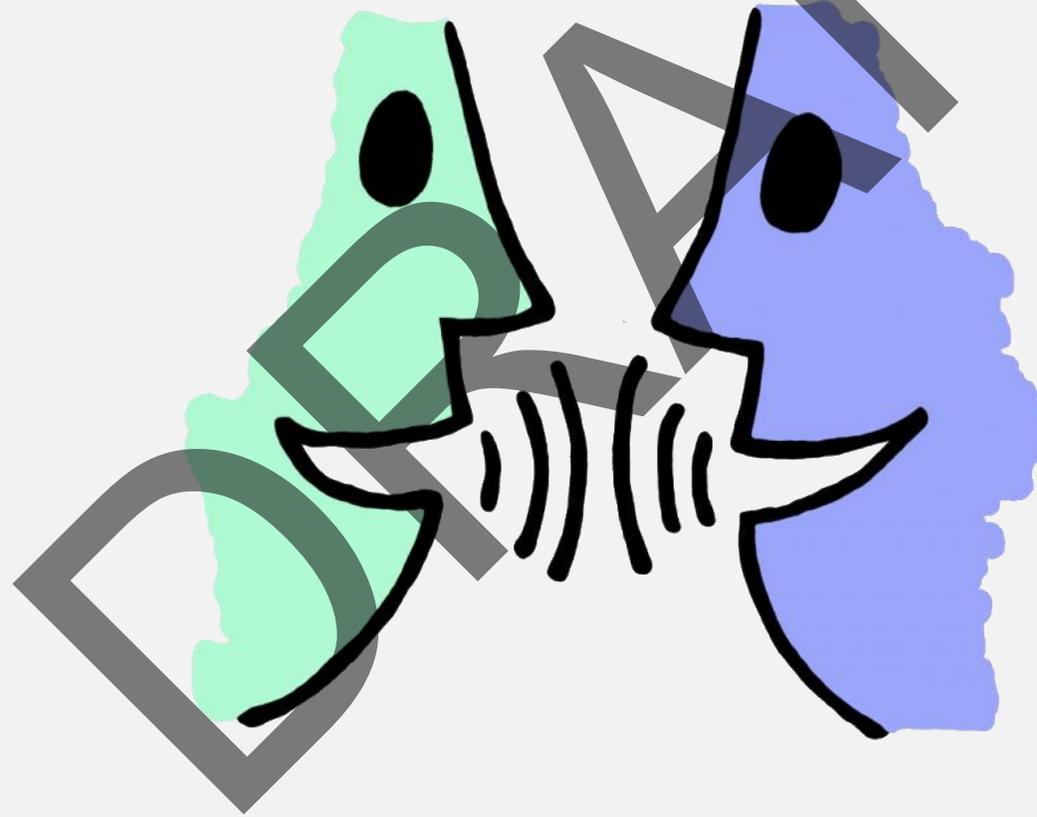
THINK – PAIR – SHARE

Describe a situation where poor communication resulted in an argument or disagreement.

WHAT IS COMMUNICATION?



**GOOD COMMUNICATION IS NEEDED FOR
EVERY RELATIONSHIP!**



GOOD COMMUNICATION WILL
HELP *IMPROVE* YOUR
RELATIONSHIPS
WITH YOUR FAMILY, FRIENDS,
TEACHERS AND OTHER ADULTS.

**Good communication skills
include listening and
speaking
effectively.**



THINK – PAIR – SHARE

WHY IS GOOD COMMUNICATION
IMPORTANT?

- **Preventing Misunderstandings** Unclear communication can cause hurtful misunderstandings.
- **Building Healthy Relationships** Communication is a tool for building good relationships.
- **Expressing Yourself** Good communication skills allow you to let others know what you want and need.

TEACHER NOTES: ASSERTIVE RESPONSES

- Estimated Time: 10 minutes
 - ELL & SpEd Strategy: Mixed-Ability Partners
1. Students complete different ways to respond to varying situations in relationships using the three communication styles.

TYPES OF COMMUNICATION

Passive, Aggressive, Assertive

WRITE – PAIR – SHARE

Types of Communication Scenarios

There are three types of communication styles.

Directions: Use the descriptors of each type of communication style to write a response for each scenario.

	Passive Communicator	Aggressive Communicator	Assertive Communicator
	<i>Does not offer opposition when challenged or pressured</i>	<i>Aggressive, hostile, & unfriendly</i>	<i>Communicates with a direct and respectful way</i>
Someone cuts in front of you in line.			
Your best friend tells someone else one of your secrets.			

BEING A GOOD LISTENER IS AS IMPORTANT
AS BEING A GOOD SPEAKER!

How can you show or tell someone you are listening?

Active Listening means letting the speaker know you are listening and clarifying anything confusing.

Paraphrasing means using your own words to restate what someone else says.

RESOURCES/SOURCES

- All images and activities not noted below are from existing health and sexuality lessons or created by R.Witt-Malandruccolo.
- Definition: www.merriam-webster.com
- Image: [Playing Catch](#)
- Image: [Concept Map](#)
- Image: [Cartoon: Speaking & Listening](#)
- Image: [Cartoon: Speaking](#)
- Image: [Ear](#)

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Someone cuts in front of you in line.			
Your best friend tells someone else one of your secrets.			

GRADE 6

USING TECHNOLOGY & SOCIAL MEDIA

In this lesson, the teacher and students will work collaboratively to set guidelines for learning about and discussing sensitive subjects. Students watch a video making the analogy that putting personal information on the internet is like putting toothpaste back into the tube. Students use the analogy to move into a partner activity to identify the permanency of putting information on the internet. In partners, students categorize scenarios into four principals. The class reads about safe, legal, and respectful use of the internet and create posters in groups to summarize the information.

TODAY'S OBJECTIVE

- Describe advantages and disadvantages of communicating through technology.
- Describe strategies to use social media safely, legally, and respectfully.

TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 5 minutes
- Activate Prior Knowledge/Engage
 1. Begin lesson by establishing ground rules conducive towards a “safer” space.
 2. Due to the sensitive nature of these topics, remind students to avoid speaking about experiences of their fellow classmates.
 3. Let students suggest rules or limits of their own for the class to be mindful of throughout the discussion.

CREATING A SAFE SPACE

What are some ground rules we can agree upon to make this a safe space to talk about a sensitive topic?

TEACHER NOTES: VIDEO- ONCE ITS OUT THERE

- Estimated Time: 5 minutes
- ELL & SpEd Strategy: Mixed-Ability Partners, Closed-Captioning
- https://www.youtube.com/watch?v=MOJS_EjWE8o

TEACHER NOTES: VIDEO- ONCE ITS OUT THERE (CONT.)

3. "Information: Once It's Out There..." video

Now show students the video "Information: Once It's Out There..." Have them pair up and discuss **what they think the video is saying and how it's saying it**. Then have the pairs of students share with the class what they think the message of the video is. If students don't make the connection between the video and personal information, prompt them by asking: **What does toothpaste have to do with information? Why might the person be trying to get the toothpaste back into the tube, and what does it mean that s/he can't?**

If necessary, guide students to the idea that **information is permanent (key principle #1)**: just like toothpaste that can't be put back into a toothpaste tube, once information is online it can't be deleted or removed.

Ask students: is it really not possible to "put the toothpaste back into the tube?" Returning to the list of types of information listed earlier, use photos they might post online as an example:

Teacher: as you explain these principles, write them on the whiteboard

1. is permanent;
2. can be copied;

TEACHER NOTES: VIDEO- ONCE ITS OUT THERE (CONT.)

3. can be seen by unintended, and potentially much larger audiences;
 4. is searchable.
- You can delete the information you **disclose** (such as photos you post) but you can't stop other people from sharing them or making copies. Once information is online, it's not easy to control how it's **collected** by the sites and services you use or by other users
 - You can ask people to delete their copies, but the social network or photo-sharing site may keep its **own copies, and other users can use any copies they made however they want.**
 - You can close your whole account, but they may keep copies for a while after that (in case you change your mind) or may even keep copies of what you've posted forever -- you have to read the Terms of Service to find out what happens when you close your account.

Point out to students that this example is something you posted **voluntarily**: it can be even harder to get information that was collected about you "back in the tube," in part because you may not even know it's being collected.



Play (k)



0:08 / 0:39



TEACHER NOTES: ACTIVITY- ONCE ITS OUT THERE

- Estimated Time: 20 minutes
- ELL & SpEd Strategy: Mixed-Ability Partners

TEACHER NOTES: ACTIVITY- ONCE ITS OUT THERE (CONT.)

4. Activity: Once It's Out There...

Distribute the handout *Once It's Out There...* and have students read through the scenarios. Have students return to their pairs and ask them to identify four more ideas about online information, similar to the idea expressed in the video that information is permanent. Each idea is illustrated by two of the eight scenarios, so students should first group the scenarios into what they think are connected pairs and try to explain the idea being illustrated.

Give students some time to consider the scenarios and circulate to help steer them in the right direction. Then have each pair share their conclusions with the class and develop a group definition of four principles (students may not use the exact wording here, but should identify the same basic ideas):

- It's easy **to make copies** of anything posted online (scenarios 2 and 6)
- Online information **can be seen by unintended audiences** (scenarios 3 and 7)

TEACHER NOTES: ACTIVITY- ONCE ITS OUT THERE (CONT.)

- Online information can be seen **by a much larger audience** than expected (scenarios 1 and 5)
- Almost anything online can **be found by searching**, even long after it was posted (scenarios 4 and 8)

(Write the principles on the whiteboard or blackboard as the class identifies them.)

Once It's Out There...

Most of these scenarios are all based on things that actually happened. Each one is an example of one of four things you should know about online information. After you've read the scenarios, match them into pairs based on which ones you think are most similar. Then try to describe what it is each pair is showing you about online information.

- 1) A father posted a video he had taken of his son coming home from the dentist, still woozy from the anesthesia. The video wound up being shared by people all around the world and for years afterward the boy was often recognized on the street.
- 2) A boy got in an argument with a friend online and left a really mean post on his wall. Later on he thought better of it and deleted the post, but by then it had already been shared by many of his other friends.
- 3) A group of girls liked to post lyrics to their favourite songs on their social network accounts. The mother of one of the girls saw one of the posts and, not realizing they were song lyrics, got very worried about her daughter because she thought she was upset and depressed.
- 4) While doing a school assignment about building a positive online reputation, a girl searched for her own name online and discovered that the top result was a poem she had written years earlier that had been published online. Because she was hoping to study creative writing in university, she didn't like the idea that the first thing admissions officers would find if they searched for her name was a poem she wrote when she was ten!
- 5) A teenage boy took a video of himself acting out scenes from "Star Wars" using a school video camera. Other students found the video and posted it online, thinking that only they and some of their friends would see it, but it went viral and was seen by people all around the world.
- 6) A girl posted a photo of her friend at the dance with the hashtag #springfling. When her friend found out she asked the girl to take it down because she had been dancing and her hair was all messy. The girl agreed to take the photo down, but before she could an account that was programmed to look for hashtags with "spring" in them had already copied and reposted it.
- 7) A boy bought a birthday present for his mother at an online store. His mother, using the same computer, was later browsing at the same website and saw "recommended items" based on what they boy had bought -- ruining the surprise.
- 8) A boy started a "gossip blog" where he encouraged his friends to post rumours about people at their school. After his parents found out about it they explained why it was a bad idea and had him delete it, but a search for the name of the school will still bring up an archived copy of it.



TEACHER NOTES: THINK BEFORE YOU SHARE

- Estimated Time: 20 minutes
- ELL & SpEd Strategy: Mixed-Ability Partners
- Students read the tips and recommendations from Think Before You Share.
- Students create a poster to represent one of the tips/recommendations.

CREATE A POSTER TO REPRESENT ONE OF THE RECOMMENDATIONS.

THINK BEFORE YOU SHARE
Tips from Facebook and MediaSmarts

We always hear that sharing is a good thing. And thanks to technology, we can share our ideas, opinions, pictures and videos with our friends and other people.

Most of the time, sharing is good. But if we aren't thoughtful about how we share, we run the risk of hurting ourselves or someone else. Also, remember that the things you share with your friends can end up being shared with others. That's why it's important to think before you share.

YOUR OWN STUFF

Whenever you're sharing things about you – whether it's a picture, video or personal things like your phone number – keep in mind that it could easily end up being seen by people you didn't want it sent to. Also, it's not a good idea to share things when you're feeling really emotional – whether you're angry, sad, or excited. Calm down first and then decide if it's really a good idea.

Next, ask yourself:

- ✔ Is this how I want people to see me?
- ✔ Could somebody use this to hurt me? Would I be upset if they shared it with others?
- ✔ What's the worst thing that could happen if I shared this?

Passwords are not social: There's some things you need to be really careful about sharing. Sometimes friends share passwords with each other when all is good, but unfortunately this can turn into a nightmare later.

An image lasts forever: Some people think sharing a nude or sexy photo with a girlfriend or boyfriend – or someone they hope will be their girlfriend or boyfriend – shows they love or trust them. Be extra careful in this situation and think – an image can outlast a relationship.

Remember that if somebody asks you to share something you are not comfortable with you have the right to say no. Nobody who loves or respects you will pressure or threaten you.

Gone in seconds, but maybe not gone forever: Some apps or social networking sites promise to auto-delete images or videos after a few seconds of viewing. But there's ways around this – the viewer could take a screenshot – so you still have to make smart decisions about sharing.

FacebookTIPS:

- 1 Passwords are not social. Don't share your password with anyone. For additional security tips go to: facebook.com/help/securitytips
- 2 Check your privacy settings at facebook.com/privacy to see who can view your posts.
- 3 Check the audience selector tool each time you post on Facebook in order to make sure you are sharing it with your desired audience.

© Facebook 2013

RESOURCES/SOURCES

- All images and activities from Media Smarts. (see folder)

LESSON PLAN

Level:	Grades 6 to 8
Duration:	2 to 4 hours—Approximately two hours lesson time; work time for the assessment/evaluation task will vary.

This lesson was created by MediaSmarts for Canada's federal, provincial and territorial privacy protection authorities.

Getting the Toothpaste Back into the Tube: A Lesson on Online Information

Overview

In this lesson, students watch a short video that compares getting rid of personal information online to getting toothpaste back into a tube. After a short discussion of how visual analogies like this work, students discuss the meaning of the video (that information online is *permanent*). They then read a series of short scenarios that help them identify four further principles of information online: that it can be *copied*, that it can be seen by *unintended audiences*, that it can be seen by *larger audiences* than intended, and that it becomes *searchable*. Finally, students create a simple animation that illustrates one of these principles.

Learning Outcomes

Students will:

- Learn key principles relating to online privacy in the context of digital literacy and related subject areas, in particular that online information:
 - is permanent;
 - can be copied;
 - can be seen by unintended, and potentially much larger audiences;
 - and is searchable.
- Understand visual analogies in the context of language arts and related subject areas
- Create a media product in the context of language arts and/or media literacy and related subject areas

This lesson plan also addresses the development of several key privacy education competencies in the [Personal Data Protection Competency Framework for School Students](#), including:

- Understanding the concept of personal information;
- Understanding the digital environment – technical aspects;
- Understanding personal information regulations – controlling the use of personal information



Curriculum Outcomes

To see a list of all of the curriculum outcomes for schoolboards in your province, please visit www.mediasmarts.ca.

For curriculum outcomes in English:

<http://mediasmarts.ca/teacher-resources/digital-and-media-literacy-outcomes-province-territory>

For curriculum outcomes in French:

<http://habilomedias.ca/ressources-pedagogiques/resultats-de-leducation-medias-par-province>

Preparation and Materials

Prepare to project the video "Information: Once It's Out There..." https://www.youtube.com/watch?v=MOJS_EjWE8o

Prepare to project the overheads [Visual analogies](#)

Photocopy the handout [Once It's Out There...](#)

Read the backgrounder [Simple Animation in the Classroom](#)

Photocopy the assignment sheet [Flipbook Animation](#) or [Stopmotion Animation](#), depending on which assignment you choose

Additional materials needed for the Flipbook Animation assignment:

- blank index cards (at least 10 for each group)

Additional materials needed for the Stopmotion Animation assignment:

- Digital cameras or video cameras (students may use their own: search "stop motion" in, for example, the App Store or Google Play Store)
- Access to video-editing software, such as iMovie or Movie Maker

Procedure

Day One: Online Information and Visual Analogies

1. Online Information

Start by asking students to name some of the things they, their friends or their older siblings do online. (Typical answers: play games, post photos with tools such as Instagram or Snapchat, watch videos, send texts, post on social networks, etc.) Make a list of the first 5-6 online activities on the board.

Next, ask students to name one piece of information they give away with each of those activities, telling them to define "personal information" broadly as "anything about yourself that you post online or that can be tracked by the sites or services you use." Obvious answers include texts, photos and social network posts; if students have trouble thinking of ways that you give away information when playing games or watching videos, point out that games track things like



your GPS location and your Internet Protocol address (to connect you to the nearest server) and that video sites keep a record of everything you watch.

To ensure that students are clear on the idea, read to them the following definition of personal information, or write it on the board:

Personal information is information about an identifiable individual. It can include your name, birthday, e-mail address, and phone number. It can also include: your opinions, your spending habits, your IP address, photos and digital images, and your e-mail and text messages.

2. Visual Analogies

Explain to students that the video makes its point through a **visual analogy**. Show the first visual analogy (the lightbulb) and ask students to identify what it stands for (an idea). Then show the second visual analogy (the cropped head-helmet image) and ask them what message they think it's trying to communicate. Let them discuss it for a few minutes and then show the third graphic, the uncropped helmet-head graphic with the text "An open buckle helmet isn't a helmet": they should now be able to identify the message. Finally, show them the fourth graphic (the Jenga game using animals) and ask what message they think it's trying to communicate (that letting a species go extinct is a risk to everyone else).

Point out to students that while analogies are a good way of **explaining** something, you have to be careful when someone uses an analogy to try to **convince** you of something, because there may be important differences between the two things being compared. For instance, it can be useful to explain how our memory works by comparing it to computer memory, but because the two kinds of memory are actually very different you wouldn't want to base an argument on that analogy. (For instance, it's easy to increase the amount of memory a computer has by adding more chips.)

3. "Information: Once It's Out There..." video

Now show students the video "Information: Once It's Out There..." Have them pair up and discuss **what they think the video is saying and how it's saying it**. Then have the pairs of students share with the class what they think the message of the video is. If students don't make the connection between the video and personal information, prompt them by asking: **What does toothpaste have to do with information? Why might the person be trying to get the toothpaste back into the tube, and what does it mean that s/he can't?**

If necessary, guide students to the idea that **information is permanent (key principle #1)**: just like toothpaste that can't be put back into a toothpaste tube, once information is online it can't be deleted or removed.

Ask students: is it really not possible to "put the toothpaste back into the tube?" Returning to the list of types of information listed earlier, use photos they might post online as an example:

Teacher: as you explain these principles, write them on the whiteboard

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3. can be seen by unintended, and potentially much larger audiences;
 4. is searchable.
- You can delete the information you **disclose** (such as photos you post) but you can't stop other people from sharing them or making copies. Once information is online, it's not easy to control how it's **collected** by the sites and services you use or by other users
 - You can ask people to delete their copies, but the social network or photo-sharing site may keep its **own copies, and other users can use any copies they made however they want.**
 - You can close your whole account, but they may keep copies for a while after that (in case you change your mind) or may even keep copies of what you've posted forever -- you have to read the Terms of Service to find out what happens when you close your account.

Point out to students that this example is something you posted **voluntarily**: it can be even harder to get information that was collected about you "back in the tube," in part because you may not even know it's being collected.

You may want to pause at this point to ensure that students are familiar with two important terms:

Privacy Policies explain how the operator uses the information that you provide to them, whether directly (by sharing photos or other content) or indirectly (through anything you do which can be tracked and used to build a profile of you.) Privacy policies also lay out what information they share with third parties (like advertisers), what choices you can make about limiting what information is collected or shared, what happens to your information if you close your account, and what you can do if you think the policy has been violated.

Terms of Use (also called Terms of Service) are a more general explanation of the conditions under which you use a website, app or service. These include what kind of behaviour is acceptable and unacceptable, who owns the content you create or share, how you can close your account, what you can do if you think the policy has been violated, and many other rules.

Day Two

4. Activity: Once It's Out There...

Distribute the handout *Once It's Out There...* and have students read through the scenarios. Have students return to their pairs and ask them to identify four more ideas about online information, similar to the idea expressed in the video that information is permanent. Each idea is illustrated by two of the eight scenarios, so students should first group the scenarios into what they think are connected pairs and try to explain the idea being illustrated.

Give students some time to consider the scenarios and circulate to help steer them in the right direction. Then have each pair share their conclusions with the class and develop a group definition of four principles (students may not use the exact wording here, but should identify the same basic ideas):

- It's easy to **make copies** of anything posted online (scenarios 2 and 6)
- Online information **can be seen by unintended audiences** (scenarios 3 and 7)



- Online information can be seen **by a much larger audience** than expected (scenarios 1 and 5)
- Almost anything online can **be found by searching**, even long after it was posted (scenarios 4 and 8)

(Write the principles on the whiteboard or blackboard as the class identifies them.)

Day Three

Assessment/Evaluation: Visual Analogy

Have your students use a **visual analogy** of their own invention to explain one of these four ideas, in the same way that "Information: Once It's Out There..." explained the idea of digital information being permanent.

Distribute either the assignment sheet *Flipbook Animation* or *Stopmotion Animation* and have students complete the assignment either in pairs or groups. Use the *Animation Assignment Rubric* to evaluate the projects.

DRAFT



Visual analogies



Visual analogies



Visual analogies



Visual analogies



Once It's Out There...

Most of these scenarios are all based on things that actually happened. Each one is an example of one of four things you should know about online information. After you've read the scenarios, match them into pairs based on which ones you think are most similar. Then try to describe what it is each pair is showing you about online information.

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- 3) A group of girls liked to post lyrics to their favourite songs on their social network accounts. The mother of one of the girls saw one of the posts and, not realizing they were song lyrics, got very worried about her daughter because she thought she was upset and depressed.
- 4) While doing a school assignment about building a positive online reputation, a girl searched for her own name online and discovered that the top result was a poem she had written years earlier that had been published online. Because she was hoping to study creative writing in university, she didn't like the idea that the first thing admissions officers would find if they searched for her name was a poem she wrote when she was ten!
- 5) A teenage boy took a video of himself acting out scenes from "Star Wars" using a school video camera. Other students found the video and posted it online, thinking that only they and some of their friends would see it, but it went viral and was seen by people all around the world.
- 6) A girl posted a photo of her friend at the dance with the hashtag #springfling. When her friend found out she asked the girl to take it down because she had been dancing and her hair was all messy. The girl agreed to take the photo down, but before she could an account that was programmed to look for hashtags with "spring" in them had already copied and reposted it.
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- 8) A boy started a "gossip blog" where he encouraged his friends to post rumours about people at their school. After his parents found out about it they explained why it was a bad idea and had him delete it, but a search for the name of the school will still bring up an archived copy of it.



Simple Animation in the Classroom

Animation is one of the easiest ways to get film-making into your classroom. You can do it without a computer or even a camera if you want, and neither you nor your students need to be great artists.

The two kinds of animation that are easiest to integrate in to the classroom are *flipbook animation* and *stopmotion animation*. Flipbook animation can be done with just a stack of index cards and a pen or pencil, while stopmotion animation requires a camera of some kind (though a smartphone with a camera will do fine), props to be animated, and a table or other clear flat surface.

Flipbook animation

This is the grand-daddy of all forms of animation. Like traditional cel animation, it uses drawings that are each slightly different from each other to create the illusion of movement.

To help your students understand the form, here are some examples to show them:

Flipbooks by artist Keith Haring:

http://www.haringkids.com/master_art_flip.htm

History of flipcartoons:

<http://fliptomania.com/did-you-know/>

Flipbook videos:

<https://www.youtube.com/channel/UCNQeHEazbale-GFo6hQ2ObQ>

How to create a flip book video:

https://www.nfb.ca/playlists/stopmostudio/viewing/stopmo_creating_a_flipbook/

Here's how to do it:

- 1) Plan out your story, making sure it has a clear beginning, middle and end. Remember, you have to tell your story with just pictures.
- 2) Take some doodle paper to plan out what your characters will look like. Also draw any props they may use and any important backgrounds (though it's fine to have a blank background if you want.) **Keep everything simple**, because you're going to be drawing each one a lot.
- 3) Take a stack of blank index cards. (You can use a blank notebook if that's easier, but it makes it a bit harder to see your whole story at once.)
- 4) Take **ten** cards or pages and draw the **key moments** of your story. **Draw only on the right half of each card**, because you'll be holding the left half while you flip them (unless you're taking pictures of the cards; see step 6.)



- 5) Now spread those cards out on a table and put 2-4 blank cards between each of them. These are your **in-between** images, which will move you from one key moment to another.
- 6) Now you have two ways to animate your flipbook. The easiest is to stack the cards in order, pinch the left side of the stack with your left hand and flip with the right. If you have a camera, you can take pictures of each card and then show them in a quick slideshow. Make sure each card is in **exactly** the same spot or it won't look right.

Stopmotion Animation

This is a kind of animation that's good for people who don't feel confident even drawing stick figures.

For a more detailed look at stopmotion animation, follow this link to the National Film Board's Stop Motion Animation Workshop : <https://www.nfb.ca/playlist/stopmostudio/>

Here's how to do it:

- 1) Plan out your story, making sure it has a clear beginning, middle and end. Remember, you have to tell your story with just pictures.
- 2) **Pick the props** you want to animate to tell your story. Toys are a great choice, but even simple things like pens and scissors can have a lot of personality if you animate them well.
- 3) Use the [storyboard](#) handout to plan out the **key moments** in your story.
- 4) Find a flat, open surface and **make the setting** for your video. It doesn't have to be complicated (it's even okay to have a blank setting) but it should have everything that you need to tell your story.
- 5) Set up the camera. You'll need a **tripod** or something similar that will keep the camera in **exactly the same place** for each frame, otherwise the animation won't work.
- 6) Put your props in place and film your video, **one frame at a time**. Remember to only move your props **a tiny bit** in each frame.
- 7) Use a video editing program or a dedicated stopmotion app to put the pictures you took into a film at 10-15 frames per second.



Resources

You don't need any additional resources to do either form of animation, but there are a number of tools for computers and smartphones that can make the process easier. (This list is for your information only and does not constitute an endorsement of any particular service or product.)

iPad

NFB StopMo Studio <https://www.nfb.ca/stopmo/>

StopMotion Recorder <https://itunes.apple.com/us/app/stopmotion-recorder/id373313019?mt=8>

Flipbook <https://itunes.apple.com/us/app/flipbook/id286348957?mt=8>

MyStopAction <https://itunes.apple.com/us/app/mystopaction/id347856326?mt=8>

Android

Stop Motion Studio <https://play.google.com/store/apps/details?id=com.cateater.stopmotionstudio&hl=en>

Stop Motion Maker https://play.google.com/store/apps/details?id=com.otoroid.komadori_lite

Clayframes <https://play.google.com/store/apps/details?id=jal.clickstudio.mainpack>

Desktop

Smoovie <http://www.smoovie.com/>

MonkeyJam <http://monkeyjam.org/>

FramebyFrame <http://framebyframe.en.softonic.com/mac>

IStopMotion for Mac <https://boinx.com/istopmotion/mac/>



Flipbook Animation Assignment

For this assignment, you will be creating a flipbook animation that illustrates or explains one of the ideas we discussed in class about online information, in the way that the toothpaste video shows us how online information is permanent.

Follow these steps:

- 1) Plan out your story, making sure it has a clear beginning, middle and end. Be sure that it clearly illustrates the idea. Humour is good! Remember, you have to tell your story with just pictures.
- 2) Take some doodle paper to plan out what your characters will look like. Also draw any props they may use and any important backgrounds (though it's fine to have a blank background if you want.) **Keep everything simple**, because you're going to be drawing each one a lot.
- 3) Take a stack of blank index cards. (You can use a blank notebook if that's easier, but it makes it a bit harder to see your whole story at once.)
- 4) Take **ten** cards or pages and draw the **key moments** of your story. **Draw only on the right half of each card**, because you'll be holding the left half while you flip them (unless you're taking pictures of the cards; see step 6.)
- 5) Now spread those cards out on a table and put 2-4 blank cards between each of them. These are your **in-between** images, which will move you from one key moment to another.
- 6) Now you have two ways to animate your flipbook. The easiest is to stack the cards in order, pinch the left side of the stack with your left hand and flip with the right. If you have a camera, you can take pictures of each card and then show them in a quick slideshow. Make sure each card is in **exactly** the same spot or it won't look right.



Stopmotion Animation Assignment

For this assignment, you will be creating a stopmotion animation that illustrates or explains one of the ideas we discussed in class about online information, in the way that the toothpaste video shows us how online information is permanent.

- 1) Plan out your story, making sure it has a clear beginning, middle and end. Be sure that it clearly illustrates the idea. Humour is good! Remember, you have to tell your story with just pictures.
- 2) **Pick the props** you want to animate to tell your story. Toys are a great choice, but even simple things like pens and scissors can have a lot of personality if you animate them well.
- 3) Use the [storyboard](#) handout to plan out the **key moments** in your story.
- 4) Find a flat, open surface and **make the setting** for your video. It doesn't have to be complicated (it's even okay to have a blank setting) but it should have everything that you need to tell your story.
- 5) Set up the camera. You'll need a **tripod** or something similar that will keep the camera in **exactly the same place** for each frame, otherwise the animation won't work.
- 6) Put your props in place and film your video, **one frame at a time**. Remember to only move your props **a tiny bit** in each frame.
- 7) Use a video editing program or a dedicated stopmotion app to put the pictures you took into a film at 10-15 frames per second.

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Storyboards for the Production: _____ Page ____ of ____

Shot # _____
Action: _____

Notes: _____

Shot # _____
Action: _____

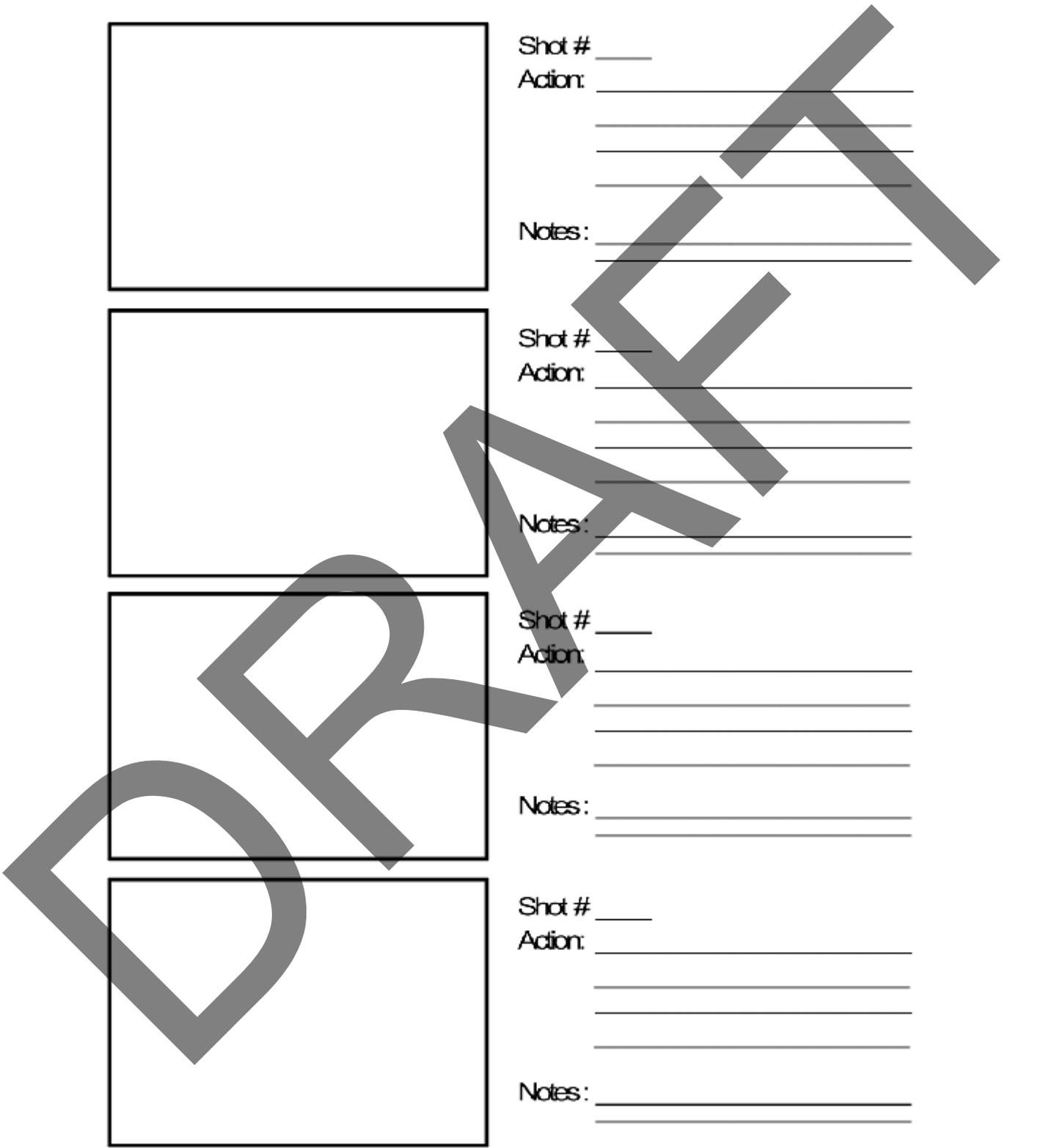
Notes: _____

Shot # _____
Action: _____

Notes: _____

Shot # _____
Action: _____

Notes: _____



Animation Assignment Rubric

	Learning Expectations	Achievement
<p>Use</p> <p>Skills and competencies that fall under “use” range from basic technical know-how – using computer programs such as word processors, web browsers, email, and other communication tools – to the more sophisticated abilities for accessing and using knowledge resources, such as search engines and online databases, and emerging technologies such as cloud computing.</p>	<p><i>Privacy and Security:</i></p> <ul style="list-style-type: none"> • Demonstrate awareness that his/her activities on the Internet leave a permanent "digital footprint" or "trail" and behaves accordingly • Use digital media to communicate their understanding of privacy issues • Control the use of their personal information <p><i>Making and Remixing:</i> communicate information and ideas effectively to multiple audiences using a variety of media and formats</p>	<p>Insufficient (R)</p> <p>Beginning (1)</p> <p>Developing (2)</p> <p>Competent (3)</p> <p>Confident (4)</p>
<p>Understand</p> <p>“Understand” includes recognizing how networked technology affects our behaviour and our perceptions, beliefs, and feelings about the world around us.</p> <p>“Understand” also prepares us for a knowledge economy as we develop information management skills for finding, evaluating, and effectively using information to communicate, collaborate, and solve problems.</p>	<p><i>Privacy and Security:</i></p> <ul style="list-style-type: none"> • Understand the concept of privacy in their everyday lives, and as it relates to using the Internet • Understand the concepts of persistence, replicability and searchability in networked technologies • Understand the concept of personal information • Understand the digital environment • Understand personal information regulations <p><i>Creating and Remixing:</i></p> <ul style="list-style-type: none"> • Identify conventions and techniques appropriate to the form chosen for a media text they plan to create • Understand the different purposes and contexts of digital image editing • Show an understanding of the forms and techniques of the medium and genre: <ul style="list-style-type: none"> • The chosen topic, issue and solution were clear • The product displayed an insight into a topic 	<p>Insufficient (R)</p> <p>Beginning (1)</p> <p>Developing (2)</p> <p>Competent (3)</p> <p>Confident (4)</p>

	Learning Expectations	Achievement
<p>Create</p> <p>“Create” is the ability to produce content and effectively communicate through a variety of digital media tools. It includes being able to adapt what we produce for various contexts and audiences; to create and communicate using rich media such as images, video, and sound; and to effectively and responsibly engage with user-generated content such as blogs and discussion forums, video and photo sharing, social gaming, and other forms of social media.</p> <p>The ability to create using digital media ensures that Canadians are active contributors to digital society.</p>	<p><i>Privacy and Security:</i></p> <ul style="list-style-type: none"> • Understand the benefits of sharing information online and the potential risks of sharing inappropriate information <p><i>Creating and Remixing:</i></p> <ul style="list-style-type: none"> • Contribute to project teams to produce original works or solve problems • Effectively apply the forms and techniques of the medium and genre • Create original works as a means of personal or group expression • Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques 	<p>Insufficient (R)</p> <p>Beginning (1)</p> <p>Developing (2)</p> <p>Competent (3)</p> <p>Confident (4)</p>

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This lesson plan is available free of charge to educators and program facilitators. We encourage you to copy and share it. We invite your feedback to help us make improvements in the future. Email your comments to:

Youth.Jeunes@priv.gc.ca.



Office of the
Privacy Commissioner
of Canada



Information and Privacy
Commissioner of Ontario
Commissaire à l'information et à la
protection de la vie privée de l'Ontario



Commission
d'accès à l'information
du Québec



Office of the Information
& Privacy Commissioner
Nova Scotia

Office of the Access
to Information and
Privacy Commissioner
New Brunswick



Commissariat à l'accès
à l'information et à la
protection de la vie privée
Nouveau-Brunswick



Manitoba
Ombudsman



OFFICE OF THE
INFORMATION & PRIVACY COMMISSIONER
for Prince Edward Island



OFFICE OF THE
INFORMATION &
PRIVACY COMMISSIONER
for British Columbia
Protecting privacy. Promoting transparency.



Office of the
Saskatchewan Information
and Privacy Commissioner



Office of the Information and
Privacy Commissioner of Alberta



OFFICE OF THE INFORMATION
AND PRIVACY COMMISSIONER
NEWFOUNDLAND AND LABRADOR



OFFICE OF THE
INFORMATION
AND PRIVACY
COMMISSIONER
NORTHWEST TERRITORIES



Yukon
Information
and Privacy
Commissioner



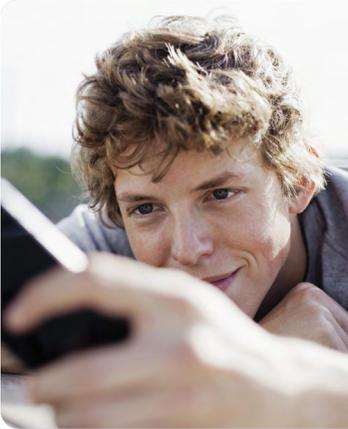
OFFICE OF THE
INFORMATION
AND PRIVACY
COMMISSIONER
OF NUNAVUT





THINK BEFORE YOU SHARE

Tips from Facebook and MediaSmarts



We always hear that sharing is a good thing. And thanks to technology, we can share our ideas, opinions, pictures and videos with our friends and other people.

Most of the time, sharing *is* good. But if we aren't thoughtful about how we share, we run the risk of hurting ourselves or someone else. Also, remember that the things you share with your friends can end up being shared with others. That's why it's important to think before you share.

YOUR OWN STUFF

Whenever you're sharing things about you – whether it's a picture, video or personal things like your phone number – keep in mind that it could easily end up being seen by people you didn't want it sent to.

Also, it's not a good idea to share things when you're feeling really emotional – whether you're angry, sad, or excited. Calm down first and then decide if it's really a good idea.

Next, ask yourself:

- ✓ Is this how I want people to see me?
- ✓ Could somebody use this to hurt me? Would I be upset if they shared it with others?
- ✓ What's the worst thing that could happen if I shared this?

Passwords are not social: There's some things you need to be really careful about sharing. Sometimes friends share passwords with each other when all is good, but unfortunately this can turn into a nightmare later.

An image lasts forever: Some people think sharing a nude or sexy photo with a girlfriend or boyfriend – or someone they hope will be their girlfriend or boyfriend – shows they love or trust them. Be extra careful in this situation and think – an image can outlast a relationship.

 **Remember that if somebody asks you to share something you are not comfortable with you have the right to say no. Nobody who loves or respects you will pressure or threaten you.**

Gone in seconds, but maybe not gone forever: Some apps or social networking sites promise to auto-delete images or videos after a few seconds of viewing. But there's ways around this – the viewer could take a screenshot – so you still have to make smart decisions about sharing.



FacebookTIPS:

1

Passwords are not social. Don't share your password with anyone. For additional security tips go to: facebook.com/help/securitytips

2

Check your privacy settings at facebook.com/privacy to see who can view your posts.

3

Check the audience selector tool each time you post on Facebook in order to make sure you are sharing it with your desired audience.



OTHER PEOPLE'S STUFF

Most of the time when people send things to you, they're okay with you sharing them with other people. If you don't know for sure, think twice before doing this. Even better, ask the person who sent it if they mind if you share. The same is true if you're sharing photos or videos that have other people in them: ask before you tag, re-post or pass them on.

If someone shares something with you with somebody else in it, ask yourself:

- ✓ Did the person who sent this to me mean for it to be shared?
- ✓ Did they have permission from the person who's in it?
- ✓ How would I feel if somebody shared something like this with me in it?



If what you received makes that person look bad, would embarrass them, or could hurt them if it got around, *don't* pass it on. The person who sent it to you may have meant it as a joke, but jokes can be a lot less funny when something is seen by the wrong person.

A lot of people – boys especially – get pressured by their friends to share nude photos of their girlfriends or boyfriends. It can be hard to stand up to this pressure, but you have to think about how much giving in could hurt you and your girlfriend/boyfriend.



FIXING THINGS IF THEY GO WRONG

Everyone makes bad choices sometimes. That doesn't mean that you shouldn't do everything you can to fix things.

If you shared something you shouldn't have, the first step is to ask the people you sent it to not to pass it on.



If someone else posted something you sent them, start by asking them to take it down. It's actually pretty effective most of the time. **Remember not to do anything while you're mad:** give yourself time to cool down and, if you can, talk to the person offline.

If they refuse to take it down, don't try to get back at them by sharing private things they sent you, harassing them or getting your friends to gang up on them. For one thing, this almost always makes things worse. For another, the more you get back at them, the more it might look like it's just as much your fault as theirs.

If you're tagged in a photo that you don't like, remember that a lot of photo-sharing and social networking sites may let you take your name off any pictures you've been tagged in. On Facebook, you can also select to review posts you are tagged in before they post to your timeline under your privacy settings: facebook.com/privacy.



take note!

If you're on Facebook and don't feel comfortable confronting someone yourself, or don't quite know what to say, Facebook has a **Social Reporting tool** with some messages you can use and ways to get a parent, teacher or trusted friend to help you out.

For more serious things, for instance if it's a partly or fully nude picture or video, if it's defamatory (it's not true and hurts your reputation) or if it's being used to harass or bully you, you can ask the site or service that was used to share it to take it down. In those cases you can report it to the police too.

 **If you are in a situation where a person is threatening to share a nude photo of you unless you provide more nude photos – you should involve a trusted adult and contact the police right away. This is unacceptable behaviour and in many countries it is illegal.**



How to use the Social Reporting Tool

To learn more about social reporting or reporting abusive content on Facebook, go to facebook.com/report.

Remember that you are not alone – you can always talk to your parents, a teacher or counsellor, another adult you trust, or a help-line to get advice and support.

BROUGHT TO YOU BY:



Media Smarts



facebook

FOR ADDITIONAL INFORMATION PLEASE CHECK OUT THE LINKS BELOW:

MediaSmarts
mediasmarts.org

Facebook Family Safety Center
facebook.com/safety

Bullying Prevention Tips
facebook.com/safety/bullying

Facebook Help Center
facebook.com/help

GRADE 6 PERSONAL SAFETY & SAFE ENVIRONMENTS

In this lesson, the teacher and students will work collaboratively to set guidelines for learning about and discussing sensitive subjects. In partners, students categorize situations into safe touches, unsafe/unwanted touches, and confusing touches. Students then write and respond to letters to demonstrate ways to communicate abuse and promote and advocate for safe environments.

TODAY'S OBJECTIVE

- Explain personal rights as to touches.
- Communicate with trusted adults to report abuse or assault.
- Describe ways to treat people with dignity and respect.
- Advocate for safe environments and dignity and respect.

TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 5 minutes
- Activate Prior Knowledge/Engage
 1. Begin lesson by establishing ground rules conducive towards a “safer” space.
 2. Due to the sensitive nature of these topics, remind students to avoid speaking about experiences of their fellow classmates.
 3. Let students suggest rules or limits of their own for the class to be mindful of throughout the discussion.

CREATING A SAFE SPACE

What are some ground rules we can agree upon to make this a safe space to talk about a sensitive topic?

TEACHER NOTES: SAFE, UNSAFE, & CONFUSING TOUCH

- Estimated Time: 15 minutes
- ELL & SpEd Strategy: Mixed-Ability Partners

Students explore types of touch and what to do if they experience touch that makes them uncomfortable.

1. Post the following titles on the board:
 - **Safe Touch**
 - **Unsafe/Unwanted Touch**
 - **Confusing Touch**

TEACHER NOTES: SAFE, UNSAFE, & CONFUSING TOUCH (CONT.)

2. Distribute the **Touchy Situations** cards, one to each student, or have students take a card from a pile.
3. Have students discuss their card with a neighbour, and then place each card under the title that best fits the situation outlined.
4. As a class, review the card placements, and make any changes. Be sure to confirm that appropriate touch depends on the student's feelings, and that it can depend on the situation whether or not touch is appropriate. Unsafe or unwanted touch is anything that makes you immediately or eventually uncomfortable.

TEACHER NOTES: SAFE, UNSAFE, & CONFUSING TOUCH (CONT.)

What could you do if a person touched you in an unsafe, unwanted or confusing way?

- Tell the person you don't like it.
- Leave the situation if possible. Sometimes resistance or leaving are not possible or safe in the moment.
- Try to avoid being with that person.
- Remember that the person doing the inappropriate touching (or asking for inappropriate touch) is doing something wrong, not you! You can tell someone even if the abuse is a 'secret' and even if you are afraid.
- Speak to an adult you trust. If nothing happens, speak to another adult you trust.
- Keep telling until you get help.

TEACHER NOTES: SAFE, UNSAFE, & CONFUSING TOUCH (CONT.)

Who are people you could go to if you needed help or if a friend needed help?

- A trusted adult (a teacher, parent, a friend's parent, guidance counsellor, coach, relative, neighbour, or someone else you trust).
- If you feel you are in immediate danger, contact the police or call 911.
- Have students write the names of three adults in their lives that they could go to if they needed help.

SAFE, UNSAFE, & CONFUSING TOUCH

Safe

Unsafe

Confusing

Your older brother tickles you

A friend hugs you

Your grandmother kisses
you hello

TEACHER NOTES: CHOOSING TO DISCLOSE & SUPPORTING A FRIEND

- Estimated Time: 5 minutes
- ELL & SpEd Strategy: Mixed-Ability Partners
- Class reads each and teacher leads a discussion.

Choosing to Disclose

When to Tell

- It is never too late to **tell someone**. You can disclose when you are ready.
- Remember, the abuse is **NEVER** your fault. Abuse is **NEVER** okay.
- There are people who can help.
- Be persistent, keep telling.

Who to Tell

- A close friend.
- A trusted adult (a teacher, parent, a friend's parent, guidance counsellor, coach, relative, neighbour, or someone else you trust).
- If you feel you are in immediate danger, contact the police or call 911.

What Will Happen?

- The person you tell should listen to you and believe you and want to help you right away.

Supporting a Friend

What you can say to support your friend

- It's not your fault
- I believe you
- I'm sorry that happened to you
- I'm glad you told me
- I understand that telling is difficult to do and am proud of you for asking for help
- I'll help you to get help

What you can do to support your friend

- Encourage your friend to tell a trusted adult and offer to help your friend tell
- Respect your friend's privacy. **DO NOT** tell other friends about the abuse
- Tell a trusted adult about the disclosure
- If nothing happens, tell another trusted adult

TEACHER NOTES: DEAR ALEX LETTERS

- Estimated Time: 20 minutes
- ELL & SpEd Strategy: Mixed-Ability Partners, Provide Sentence Starters

Students practice providing support to someone who has experienced abuse. Ensure that students know before they begin writing that the letters will be shared with their classmates, so that they do not write anything that could identify them personally. Be aware that some students who have experienced abuse may write a story similar to their own to see what the response is.

TEACHER NOTES: DEAR ALEX LETTERS (CONT.)

It may feel safer or be easier for some students (especially high risk students or those with differing abilities) to be provided with a generic letter outlining an abusive situation. A sample letter is provided in the handouts section. You may wish to create additional pre-written letters for students to respond to.

After each lesson, encourage students who are feeling confused or upset to talk to a teacher or school counsellor.

TEACHER NOTES: DEAR ALEX LETTERS (CONT.)

1. Distribute the handout **Dear Alex** to each student.
2. Ask each student to write a 'Dear Alex' letter describing an imaginary situation that involves a potential dilemma or ongoing abuse that is happening to a friend. Have them sign the letter 'A Worried Friend'.
3. Collect the letters and re-distribute them to different students.
4. Display or distribute the **Types of Abuse**, **Choosing to Disclose** and **Supporting a Friend** handouts for students to refer to when writing their responses.

TEACHER NOTES: DEAR ALEX LETTERS (CONT.)

5. Have each student respond to the letter as a 'Dear Alex' columnist. The responses must include:
 - Explaining the type of abuse portrayed in the letter.
 - Expressing an understanding of the feelings experienced by the letter writer.
 - Describing the actions the letter writer can take to address the abuse and promote the well-being of their friend.

TEACHER NOTES: DEAR ALEX LETTERS (CONT.)

6. Debrief this activity using the following questions:
 - What feelings were expressed in the letters outlining the abuse?
 - What feelings did you experience when trying to provide support to the survivor?
 - How can you help someone who is being abused?
7. Collect responses and ensure answers have correct information before handing back to original author.

Dear Alex Sample Letter

Dear Alex,

A friend of mine told me that when she stays at her Grandma's for the weekend her uncle is always there. Sometimes her Grandma has to go out and she is left with her uncle. He is always staring at her and saying weird things like "you are so gorgeous I can't wait to see you in your bathing suit this summer" and "you are filling out really nice". She tells me how much she doesn't like it and that it makes her feel really weird. How can she make this stop? Is this normal?

**From,
A Worried Friend**

Dear Alex

Instructions:

1. Write a letter to an advice column describing a situation that involves a potential dilemma or ongoing abuse that is happening to a friend.
2. Sign the letter "A Worried Friend".

Dear Alex,

Dear Alex Response

Instructions:

1. Respond to the letter you were given, as if you are the 'Dear Alex' columnist. Refer to the **Types of Abuse**, **Choosing to Disclose**, and **Supporting a Friend** handouts for help. Your response must:
 - Explain the type of abuse in the letter.
 - Express an understanding of the feelings experienced by the letter writer.
 - Describe the actions the letter writer can take to address the abuse and help their friend.

Dear Worried Friend,

RESOURCES/SOURCES

- All materials and images contained within are from Alberta Health Services/teachingsexualhealth.ca

Grade 8

Abuse



Learner Outcomes

W-8.7 Determine the signs, methods and consequences of various types of abuse (e.g., neglect, physical, emotional, sexual abuse)

How To Use

This lesson plan contains several activities to achieve the learner outcome above. You may choose to do some or all of the activities, based on the needs of your students and the time available. Some of the activities build on the ones that come before them, but all can be used alone.

For a quick lesson, combine activities A, C and F.

Classroom Activities & Timing

- A. Ground Rules (5-10 minutes)
- B. Discussing Abuse (20-30 minutes)
- C. Abusive Situations Scenarios (15-20 minutes)
- D. Safe, Unsafe and Confusing Touch (15-20 minutes)
- E. Dear Alex Letters (40-50 minutes)
- F. Question Box (5-10 minutes)

Required Materials

HANDOUTS: Types of Abuse, Cycle of Abuse

HANDOUTS: Abusive Scenarios 1,2,3,4

HANDOUTS: Choosing to Disclose, Supporting a Friend

CARDS: Touchy Situations

HANDOUTS: Dear Alex and Dear Alex Response

HANDOUT: Dear Alex Sample Letter

Background Information for Teachers

Knowing the signs, methods and consequences of various types of abuse can help those in abusive situations recognize how and when to get help. Others can use this information to help friends or family in abusive situations seek help. This lesson focuses on identifying various types of abuse, signs of abuse, the impact of abuse, protective factors, choosing to disclose and supporting those who disclose abuse.

It is important to use gender neutral language when discussing abuse. Gendered language reinforces unhealthy stereotypes, and discourages men, boys and people who have been assaulted by women from disclosing the assault and accessing services.

Relationships

People have different kinds of relationships throughout their lives, including relationships with family, friends, classmates, and teammates. As students get older, this can include sexual or intimate relationships.

For teens to develop positive, healthy relationships they need to be able to identify when relationships are healthy, unhealthy or abusive. Problems may begin with what seem to be 'innocent' issues and can eventually lead to abuse and violence. Teens may experience unhealthy relationships and find it difficult to communicate their concerns to their partners. Teens are vulnerable to abuse in their relationships due in part to inexperience and also myths that include viewing violence as an act of love. Studies show that between 10-25% of teens experience physical and verbal aggression in their dating relationships, and 9% have experienced physical violence. Students need to develop the skills to identify signs of an unhealthy or abusive relationships, communication skills to help deal with the problems, and when necessary, strategies for ending relationships.

Understanding the differences between healthy, unhealthy and abusive relationships is important for all students. Below are the traits of healthy, unhealthy and abusive relationships. Most of these traits can relate to any kind of relationship, but a few deal with romantic or intimate relationships.

Grade 8 Abuse

	Healthy	Unhealthy	Abusive
Sharing Feelings	Both people feel safe, comfortable and strong enough to tell each other how they really feel.	One person feels uncomfortable telling the other how they really feel.	One person feels afraid to tell the other how they really feel. They are scared of being rejected, abandoned, getting 'put down' or being threatened.
Communicating	Both partners listen to and respect each other's point of view. They make decisions together.	One person ignores the other and does not respect their opinions.	One person treats the other with disrespect. One person ignores the other's ideas and feelings or makes fun of them.
Disagreements	Both people have equal say in the relationship. They show respect to each other even when they have disagreements. They work things out together, so they both get what they need.	Disagreements often turn into fights that include yelling, criticism or harsh words.	One person is afraid to disagree because they don't want the other to get angry or violent. The disagreement is used as an excuse for abuse.
Intimacy and sex	Both partners are honest about how they feel about being physical and having sex. Neither person feels pressured to do anything they don't want to do.	One person is embarrassed to say how they feel or what they need. One person may go along with things they may not be comfortable with.	One person ignores the other's needs and wants. One person may be pushed into doing things that make them feel uncomfortable, afraid or ashamed.
Time alone	Both people can spend time alone and think of this as a healthy part of the relationship.	One person thinks there may be something wrong if the other wants to do things without them. One person tries to keep the other to themselves.	One person doesn't let the other spend time doing things because it's seen as a threat to the relationship. One person may monitor the other person's activities and isolate them from family and friends.

Grade 8 Abuse

Verbal	Both people value the differences between each other and work to be non-judgmental. Both partners try hard not to talk harshly to or about each other.	There have been a few times when harsh words were used, and one person felt at risk of harm. There is no clear pattern of abuse.	There is a pattern of increasing or ongoing verbal or psychological abuse. This may include damaging belongings, name-calling, and threats to hurt or kill the other person, a family member or a pet.
Violence	There is no physical violence or threat of violence in the relationship. Neither person feels at risk of being hurt or harmed. Both partners behave in ways that keep the other safe (e.g. Safer sex practices)	There have been a few times when one person felt at risk of harm. There is no clear pattern of abuse or violence.	There is an increasing or ongoing pattern of pushing, slapping, shaking, choking, punching or forced sexual contact.

Consent

Consent means people agree to participate in an activity and understand what they are agreeing to. Consent is the foundation of sexual relationships and is needed for every sexual activity, every time. The legal age of consent is 16 in Canada (with exemptions for [peers close in age](#)).

- Consent is voluntary, affirmative, freely given and part of an ongoing conversation about mutual agreement to do something.
- Consent cannot be assumed or implied by silence, previous sexual history or clothing.
- Permission to do any type of sexual activity needs to be asked for and clearly given before proceeding.
- A person can only consent to activities if they are aware of the risks. If the risks are hidden, the full consent conversation cannot happen.
- Sex without consent is sexual assault.

Grade 8 Abuse

Information about reporting a sexual assault, dealing with a past sexual assault, or responding to a sexual assault disclosure can be found in the [Consent](#) section.

Sexual abuse

Sexual abuse is when someone in a position of power or authority (such as a parent, teacher or coach) takes advantage of a person's trust and respect to get them to take part in sexual activity. Sexual abuse may happen over and over or it may happen one time. It can involve any type of behavior or act that is a sexual assault. Sexual abuse also includes forcing a person to:

- look at a naked body or naked genital area
- show their own naked body
- watch or look or take part in sexual pictures or movies
- watch a sexual act, such as masturbation
- touch or be touched (fondled)

Abuse can happen to anyone. Sexual abuse is **never** the victim's fault. The only way to prevent abuse is for offenders not to commit abuse.

Protective Factors

Part of being in a healthy relationship means that people need to talk about how intimate they want to be and don't feel pressure to do something they don't want to do. Students should:

- ask for and receive consent
- respect the boundaries of others who say 'no' to touch

Things students can learn that make them less vulnerable to sexual abuse include:

- the correct names of body parts, particularly genitals
- consent and bodily autonomy- they are the boss of their body and they can determine who does and does not touch them
- the difference between safe and unsafe or unwanted touches

Being Prepared for Disclosures and Distress

Addressing the topic of abusive relationships may cause some students to be distressed or show other signs they are or have somehow been involved in or witnessed an abusive situation. Dealing with controversial issues encourages students to examine their own beliefs and experiences. Teachers need to act with sensitivity and discretion when handling individual student information that is sensitive or could cause embarrassment or distress to the student or family.

To maintain both student safety and engagement, it is helpful to be familiar with [trauma informed practice](#), to use inclusive language and to acknowledge feelings and stories. It is also important to strongly emphasize a respect for confidentiality among all class members.

- Respect and reinforce confidentiality and sensitivity in the classroom and anticipate where discussions will lead in order to protect students from revealing inappropriate personal information.

For more information on reporting and responding to disclosure see the video and related materials at [A School's Role in Keeping Our Kids Safe](#)

Grade 8 Abuse

- Before starting these lessons, talk to the school counsellors so they are aware there may be disclosures of abuse.
- Ensure your students understand that disclosures of abuse cannot be kept confidential. Disclosures are the first step to get help for a student who is experiencing abuse.
- Share with students what they can expect if they disclose abuse, e.g., acknowledgement, honouring their disclosure, redirection to discuss further outside of class and assurance of connecting them with support.
- The Child, Youth and Family Enhancement Act requires you to report the abuse of a young person to Child and Family Services or Delegated First Nation Agencies. You can locate your local office by visiting http://www.child.alberta.ca/home/local_offices.cfm

For more information review [Responding to Child Abuse: A Handbook](#), published by the Government of Alberta or visit <http://www.child.alberta.ca/home/593.cfm>

Refer to your school division's guidelines about disclosures and reporting.

Inclusive Language

Language is complex, evolving and powerful. In these lessons, [gender-neutral language](#) is used to be inclusive of all students, including those with diverse gender identities and sexual orientations. This includes the use of 'they' as a singular gender-neutral pronoun. The lesson plans use the terms 'male' and 'female' when referring to biological sex (sex assigned at birth), such as when discussing reproductive anatomy. A person's reproductive system can be male, female or intersex (not clearly defined as either male or female).

People are assigned a sex at birth based on their reproductive anatomy. Sex assigned at birth is independent of gender identity. Gender identity is a person's internal sense of identity as female, male, both or neither, regardless of their biological sex assigned at birth.

For many people, their gender matches the sex they were assigned at birth (cisgender). Others may identify as being transgender or gender diverse if their gender identity does not match the sex they were assigned at birth. A person's gender identity can be girl, woman, boy, man, transgender, gender fluid, gender queer, agender or others. The intention in this material is to use language that reflects these many possibilities.

A. Ground Rules

Ensure [ground rules](#) are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can help ensure a successful lesson.

B. Discussing Abuse

Students become familiar with various types of abuse and the abuse cycle.

- As a class, brainstorm various types of abuse. Write the answers up on the board. Ensure these answers are included:
 - Neglect
 - Physical abuse
 - Emotional abuse
 - Sexual abuse
- Review the definitions and signs of different forms of abuse using the **Types of Abuse** handout.
- Discuss how abusive situations may fluctuate using the **Cycle of Abuse** handout.
- Ask students to think about what the effects and consequences of abuse might be, both for the abuser and abused person.
- Discuss the **Consequences of Abuse** slides. You may wish to create a chart like the one below to discuss the consequences of abuse for people who are abused and people who engage in abusive behaviour.

Outcomes of abuse	Abusive person	Abused person
Legal		
Emotional		
Social		
Physical/Medical		

Some examples of information that could go in the chart include:

- Legal consequences for the abuser include being charged with assault, having a criminal record, and possibly facing time in jail. Outcomes for the abused person could include deciding to make a police complaint or facing the abuser in court.
- Emotional consequences for the abuser may include feelings of shame, regret and guilt. Outcomes for the abused person may include lower achievement in school, feelings of shame, low self-esteem, anxiety or depression.

Grade 8 Abuse

- Social consequences for the abuser (if the abuse is disclosed) may include embarrassment facing friends, family and future relationships, difficulty getting a job or getting into post-secondary schools because of a criminal record. Outcomes for the abused person may include lower learning ability, achievement in school, language development, difficulty in future relationships or anxiety.
- Physical/medical outcomes for the abused may include impaired brain development, physical injury, and higher risk of heart, lung and liver diseases, mental health issues, smoking, alcoholism and drug abuse.

C. Abusive Situations Scenarios

Students explore abuse scenarios to learn ways to find and offer help.

The names used in the scenarios are all intentionally gender-neutral, as abuse can happen to anyone.

1. Divide the class into small groups.
2. Give each group one of the handouts **Abuse Scenario** (1, 2, 3 or 4). Ensure each group has the **Types of Abuse** handout for reference.
3. Give groups time to read the scenarios and discuss the answers to the questions on each handout. Have one person per group record the answers.
4. Debrief this activity using the **Choosing to Disclose** and **Supporting a Friend** handouts to aid in the discussion of the following questions:
 - How do you think a person who has been abused feels?
 - What could you do if a person is treating you in an abusive way?
 - What might make it hard for a person experiencing abuse to do something to address it?
 - What can you do if you suspect or know someone is being abused?

D. Safe, Unsafe and Confusing Touch

Students explore types of touch and what to do if they experience touch that makes them uncomfortable.

1. Post the following titles on the board:
 - **Safe Touch**
 - **Unsafe/Unwanted Touch**
 - **Confusing Touch**
2. Distribute the **Touchy Situations** cards, one to each student, or have students take a card from a pile.
3. Have students discuss their card with a neighbour, and then place each card under the title that best fits the situation outlined.
4. As a class, review the card placements, and make any changes. Be sure to confirm that appropriate touch depends on the student's feelings, and that it can depend on the situation whether or not touch is appropriate. Unsafe or unwanted touch is anything that makes you immediately or eventually uncomfortable.
5. Debrief this activity using the following questions:

What could you do if a person touched you in an unsafe, unwanted or confusing way?

- Tell the person you don't like it.
- Leave the situation if possible. Sometimes resistance or leaving are not possible or safe in the moment.
- Try to avoid being with that person.
- Remember that the person doing the inappropriate touching (or asking for inappropriate touch) is doing something wrong, not you! You can tell someone even if the abuse is a 'secret' and even if you are afraid.
- Speak to an adult you trust. If nothing happens, speak to another adult you trust.
- Keep telling until you get help.

Who are people you could go to if you needed help or if a friend needed help?

- A trusted adult (a teacher, parent, a friend's parent, guidance counsellor, coach, relative, neighbour, or someone else you trust).
- If you feel you are in immediate danger, contact the police or call 911.
- Have students write the names of three adults in their lives that they could go to if they needed help.

E. Dear Alex Letters

It may feel safer or be easier for some students (especially high risk students or those with differing abilities) to be provided with a generic letter outlining an abusive situation. A sample letter is provided in the handouts section. You may wish to create additional pre-written letters for students to respond to.

After each lesson, encourage students who are feeling confused or upset to talk to a teacher or school counsellor.

Students practice providing support to someone who has experienced abuse. Ensure that students know before they begin writing that the letters will be shared with their classmates, so that they do not write anything that could identify them personally. Be aware that some students who have experienced abuse may write a story similar to their own to see what the response is.

1. Distribute the handout **Dear Alex** to each student.
2. Ask each student to write a 'Dear Alex' letter describing an imaginary situation that involves a potential dilemma or ongoing abuse that is happening to a friend. Have them sign the letter 'A Worried Friend'.
3. Collect the letters and re-distribute them to different students.
4. Display or distribute the **Types of Abuse**, **Choosing to Disclose** and **Supporting a Friend** handouts for students to refer to when writing their responses.
5. Have each student respond to the letter as a 'Dear Alex' columnist. The responses must include:
 - Explaining the type of abuse portrayed in the letter.
 - Expressing an understanding of the feelings experienced by the letter writer.
 - Describing the actions the letter writer can take to address the abuse and promote the well-being of their friend.
6. Debrief this activity using the following questions:
 - What feelings were expressed in the letters outlining the abuse?
 - What feelings did you experience when trying to provide support to the survivor?
 - How can you help someone who is being abused?
7. Collect responses and ensure answers have correct information before handing back to original author.

F. Question Box

Answer any questions from the [question box](#) in the previous lesson. Have students submit any new questions and address them next class.

Addressing the questions at the next class allows you time to review the questions and prepare responses.

Self-Reflection

During the lesson, were:

- ground rules being followed?
- good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?

Student Assessment

During the lesson, did students:

Knowledge:

- describe the four types of abuse?
- list ways they can support a person they suspect is being abused?
- identify support people an abused person can access for help?
- describe what an abused person can do to disclose the abuse?
- recognize the signs of abuse?
- distinguish between safe, unsafe and confusing touch?
- identify ways to deal with a person touching them in an unsafe/unwanted or confusing way?
- identify support people when needing help?

Skills:

- practice providing support to someone experiencing abuse?

Attitudes:

- understand the impact of abuse that an abused person goes through?
- understand the feelings experienced by someone who is abused or who encounters someone who is abused?

Types of Abuse

Abuse is any behaviour used to control another person's actions. It can affect your thoughts or emotions; it can also be physical or even dangerous to your life.

Abuse can take many forms. Some examples are:

Physical abuse includes pushing, shaking, hitting, shoving, choking, punching or restraining. Any physical contact that leads to pain (soreness, discomfort), injury (bruises, bleeding) or impairment (limping, hard to speak or eat).

Emotional abuse includes name calling, shouting, constant criticism, refusing to talk to or limiting contact with friends or family. Emotional abuse includes threats to hurt or kill a person, their parent, a pet or someone in their extended family (like a sibling, cousin or grandparent), a partner acting overly jealous or accusing a person of cheating.

Sexual abuse includes any unwanted sexual activity, threats of violence or sexual activity without consent. Sexual abuse also includes obscene phone calls, texts or emails, exposure to pornography or flashing and sexual exploitation (engaging a child in sexual activities for exchange of money, gifts, shelter, food, etc., using a child in pornography, or luring a child via the internet for sexual purposes).

Neglect is a failure to meet a child's physical needs (adequate nutrition, clothing, shelter, health care and safety) or emotional needs (affection and belonging).

Signs that a person is experiencing abuse may include:

- Hinting or talking directly about abuse
- Unexplained and/or repeated bruises or injuries in places not normally injured
- Burns that leave a pattern outlining the object used to make the burn (iron, rope)
- Being continually hungry, unsuitably dressed for the weather and/or always dirty
- Being left alone often as a young child
- Being aggressive, angry, hostile, withdrawn or afraid
- Difficulties concentrating
- Refusing to participate or dress appropriately for physical activities
- Showing unusual knowledge of sexual matters or acting out sexually
- Repeatedly running away from home
- Poor school attendance

Cycle of Abuse

Cycle of Abuse

Tension building

- minor incidents of physical/emotional abuse
- victim feels growing tension
- victim tries to control situation to avoid violence
- 'walking on egg shells' victim cannot control abuser
- longest phase

Minimizing the abuse or acting as if it did not happen.

Denial keeps the cycle going.

Denial

Perpetrators, victims, and society at large minimize abuse in relationships.

Honeymoon Phase

- abuser sorry and apologetic
- abuser makes promises
- 'hearts and flowers'
- idealized and romantic
- this phase often disappears with time

Explosion

The actual abuse is:

- physical
- sexual
- emotional
- verbal
- financial

Abuse Scenario 1

Peyton is in grade eight. A year ago, Peyton started seeing Jordan, who is 17 and lives alone. A few months ago, Jordan began pressuring Peyton to have sex. Peyton wasn't sure, but Jordan said "If you loved me, you would want to have sex". Sometimes Jordan drinks too much and calls Peyton frigid. Last week, Peyton decided to go ahead and do it.

Now Peyton is not sure they did the right thing because Jordan wants to have sex all the time. Jordan never wants to go out any more, but instead tells Peyton to come over to the apartment. Peyton knows Jordan expects sex whenever they are together.

Peyton is afraid to talk to anyone about this because Peyton's family and friends never really liked Jordan. Peyton lies to their parent and says they are going out with friends when they are really going to Jordan's place. Peyton doesn't talk to their friends about Jordan because their friends don't like Jordan. Peyton loves Jordan, and doesn't want to hear the bad things that are said about Jordan.

- 1. What type of abuse is this? Explain.**
- 2. How do you think Peyton feels? Explain.**
- 3. Does Jordan have the right to treat Peyton this way? Why or why not?**
- 4. What advice would you give Peyton?**

Abuse Scenario 2

Vidya was invited to spend the night at Parker's house for a birthday celebration. Many friends were invited. There was going to be cake and they were going to watch scary movies late into the night. Vidya was so excited!

Vidya's parent dropped Vidya off at Parker's house. Everything was decorated with streamers and balloons. During the party, Parker's dad opened a bottle of wine and offered it to the kids. Vidya refused, as did all of the other kids. Later, when they were watching a movie in the family room downstairs, Parker's dad kept coming into the room to get more alcohol from the cabinet. When Parker asked their dad to leave them alone, their dad slapped Parker, then pushed Parker out of the way and yelled at all the kids to leave him alone.

Vidya was upset for Parker. When they talked the next day, Parker said that their dad always gets a bit crazy when he's been drinking.

- 1. What type of abuse is this? Explain.**
- 2. How do you think Vidya feels? Parker? Explain.**
- 3. Does Parker's Dad have the right to treat Parker this way? Why or why not?**
- 4. What advice would you give Vidya? Parker?**

Abuse Scenario 3

Joey lived with their mom. No one knew where their dad was. Joey and their mom moved around a lot. Most of the time, Joey's mom had a boyfriend but he never stayed with them for very long. Each time a new boyfriend started to come over, Joey's mom would ask Joey to go away. Whenever a boyfriend left, Joey's mom would lay on the couch and cry in front of the TV all day and all night.

No matter whether there was a boyfriend on the scene or not, Joey was the one left to make sure that there was food to eat in the cupboards and clothes to wear. If it was during the school year, it was up to Joey to set an alarm clock and get to school on time. Because they moved a lot, Joey was always starting at a new school. Paying attention in class and doing homework wasn't difficult, and Joey usually maintained a pretty good average. Still, sometimes the stress got to Joey and they would sleep in and miss school. Sometimes Joey would try to find odd jobs to help with rent or grocery money, and would have to miss school because of that. Joey was beginning to think that they might as well quit school, move out and get a job.

- 1. What type of abuse is this? Explain.**
- 2. How do you think Joey feels? Explain.**
- 3. Does Joey's mom have the right to treat Joey this way? Why or why not?**
- 4. What advice would you give Joey?**

Abuse Scenario 4

Emerson was a straight A student. School didn't always come easy, but Emerson would work as hard as possible to make sure that assignments were done to perfection and that they were totally ready for any test. Not only was Emerson on the honour roll, but also the student council secretary, a member of the school band and the basketball team. Emerson seemed to love everyone and everyone seemed to love Emerson. At school, it looked as if Emerson had a perfect life.

Things were a bit different at home. No matter how high Emerson's grades were or how many awards they won or activities they were involved with, their parents were never satisfied. They would call Emerson stupid if they came home with a grade of less than 90%. The parents would attend a band concert or basketball game and then spend the entire car ride home picking apart Emerson's performance and suggesting how they could have done better. During the school year, Emerson would have to come right home after school and spend the entire night sitting at their desk in the study. If Emerson was over fifteen minutes late, they weren't allowed to eat supper.

It wasn't as if Emerson didn't like school. Emerson did, but life was stressful. Sometimes, Emerson thought it would be easier if life could just stop.

- 1. What type of abuse is this? Explain.**
- 2. How do you think Emerson feels? Explain.**
- 3. Do Emerson's parents have the right to treat them this way? Why or why not?**
- 4. What advice would you give Emerson?**

Choosing to Disclose

When to Tell

- It is never too late to **tell someone**. You can disclose when you are ready.
- Remember, the abuse is **NEVER** your fault. Abuse is **NEVER** okay.
- There are people who can help.
- Be persistent, keep telling.

Who to Tell

- A close friend.
- A trusted adult (a teacher, parent, a friend's parent, guidance counsellor, coach, relative, neighbour, or someone else you trust).
- If you feel you are in immediate danger, contact the police or call 911.

What Will Happen?

- The person you tell should listen to you and believe you and want to help you right away.

Supporting a Friend

What you can say to support your friend

- It's not your fault
- I believe you
- I'm sorry that happened to you
- I'm glad you told me
- I understand that telling is difficult to do and am proud of you for asking for help
- I'll help you to get help

What you can do to support your friend

- Encourage your friend to tell a trusted adult and offer to help your friend tell
- Respect your friend's privacy. **DO NOT** tell other friends about the abuse
- Tell a trusted adult about the disclosure
- If nothing happens, tell another trusted adult



A friend hugs you

**Your teacher gives you a kiss
for doing a good job**

**A family friend shakes your
hand**

**Your grandmother kisses
you hello**

**Your uncle asks you to sit on
his lap at a family gathering**



**Your mother's boyfriend holds
your hand**

**Your tutor rubs your leg
during homework help**

**Your mother pats you on the
behind**

Your older brother tickles you

**Your doctor examines you
when you are completely
undressed**



A family friend pats your head

Your best friend sleeps in the same bed as you during a sleepover

Your friend links arms with you

Your parent hugs you

Your cousin asks you to touch their penis



**A family friend rubs your
shoulder and back**

Your bus driver tickles you

Your coach 'high fives' you

Your coach slaps your bottom

Dear Alex

Instructions:

1. Write a letter to an advice column describing a situation that involves a potential dilemma or ongoing abuse that is happening to a friend.
2. Sign the letter "A Worried Friend".

Dear Alex,

DRAFT

Dear Alex Sample Letter

Dear Alex,

A friend of mine told me that when she stays at her Grandma's for the weekend her uncle is always there. Sometimes her Grandma has to go out and she is left with her uncle. He is always staring at her and saying weird things like "you are so gorgeous I can't wait to see you in your bathing suit this summer" and "you are filling out really nice". She tells me how much she doesn't like it and that it makes her feel really weird. How can she make this stop? Is this normal?

***From,
A Worried Friend***

Dear Alex Response

Instructions:

1. Respond to the letter you were given, as if you are the 'Dear Alex' columnist. Refer to the **Types of Abuse**, **Choosing to Disclose**, and **Supporting a Friend** handouts for help. Your response must:
 - Explain the type of abuse in the letter.
 - Express an understanding of the feelings experienced by the letter writer.
 - Describe the actions the letter writer can take to address the abuse and help their friend.

Dear Worried Friend,

DRAFT

GRADE 6 IDENTITY

In this lesson, the teacher and students will work collaboratively to set guidelines for learning about and discussing sensitive subjects. The teacher leads a discussion on stereotypes about gender identity. Students create posters to brainstorm stereotypes related to gender identity. Students discuss in groups the harmful effects of gender stereotypes. Students then identify with the hurtful nature of stereotypes by writing and responding to anonymous personal scenarios. Students watch a video titled, "Love is Love: Free to be Me" which promotes dignity and respect for and introduces new terms related to sexual orientation. Students repeat brainstorming stereotypes poster related to sexuality. Then, students read scenarios and propose solutions that promote dignity and respect for all. On their own, students propose small ways they can challenge homophobia in their everyday lives. Homework includes term matching exercises for gender and sexuality.

TODAY'S OBJECTIVE

- Differentiate between gender identity, gender expression, and sexual orientation.
- Communicate respectfully about and with people of all gender identities, gender expressions, and sexual orientations.
- Recognize injustices and plan ways to denounce inequality.

TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 5-10 minutes
- Activate Prior Knowledge/Engage
 1. Begin lesson by establishing ground rules conducive towards a “safer” space.
 2. Due to the sensitive nature of these topics, remind students to avoid speaking about experiences of their fellow classmates.
 3. Let students suggest rules or limits of their own for the class to be mindful of throughout the discussion.

CREATING A SAFE SPACE

What are some ground rules we can agree upon to make this a safe space to talk about a sensitive topic?

TEACHER NOTES: WHAT IS A STEREOTYPE?

- Estimated Time: 20 minutes
- ELL & SpEd Strategy: Visual Prompt
 1. Refer to the Every Body graphic to define gender identity.
 2. Ask students what a stereotype is. If needed, provide the definition, “an assumption about a person based on how they look or how they act.”
 3. Explain that assumptions based on gender and sexuality can seem normal or harmless; however, assumptions can hurt people by making them feel left out or abnormal.

TEACHER NOTES: WHAT IS A STEREOTYPE? (CONT.)

4. Divide students into groups of 4 or 5. Ask students to use the markers and poster board to create a list of stereotypes related to gender identity. Prompt students by asking: “What are some assumptions and expectations about boys and girls? For example, things they can and cannot do (e.g. girls cannot play sports, boys cannot wear dresses, etc.)”
5. After the brainstorming session, ask groups to present their brainstorms. Write down the main ideas or reoccurring stereotypes.
6. Ask students to reflect on how these stereotypes are limiting, harmful, and untrue.
7. Once every group has presented, explain how many of the stereotypes that are brainstormed are examples of different types of discrimination related to gender identity and expression (See slides 8-10 for talking points). Reference the Every Body graphic to define Gender Expression, as needed.

TEACHER NOTES: WHAT IS A STEREOTYPE? (CONT.)

Once every group has presented, explain how many of the stereotypes that were brainstormed are examples of different types of discrimination related to gender identity and expression.

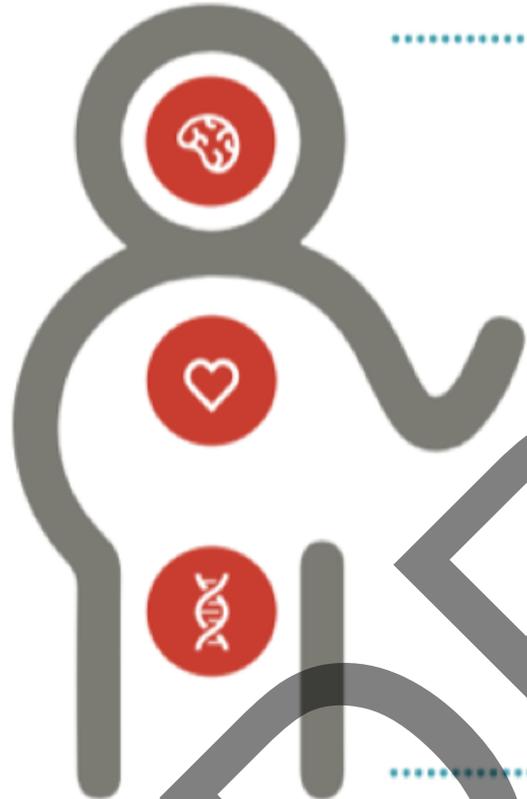
- a. Tell the class that gender discrimination is causing harm or fearing someone based on their actual or perceived gender.
- b. Further elaborate on this by using some of the stereotypes that were brought up by students and relating them to the harm they cause. For example, if a student raises a stereotype related to the idea that boys can't cry or display emotion, highlight the fact that that hurts boys by not allowing them to say how they are feeling.
- c. Explain that the first step of preventing harmful stereotyping or discrimination is understanding that gender is more like a range or spectrum instead of the two distinct choices of boy or girl. The way someone feels about their gender doesn't always align or match up with what we see on the outside.

TEACHER NOTES: WHAT IS A STEREOTYPE? (CONT.)

- d. Elaborate on the concept as a gender spectrum and the separation of gender and sex by introducing the “Every Body” infographic. Have a different student read aloud each category to the class. For this lesson, focus on the categories dealing with biological sex and gender rather than sexual orientation, as this section will be addressed more thoroughly in the sexual orientation lesson. Ask students to try to define the various terms on the infographic, and give them help when necessary.
 - i. Gender identity (boy, girl, non-binary) - gender identity is the gender we consider ourselves to be. Many people consider themselves to be boys or girls, while non-binary people do not think of themselves as either a boy or a girl. Reinforce that it is ok to identify as a boy, a girl, or non-binary, and that people of all genders should be treated with respect.

TEACHER NOTES: WHAT IS A STEREOTYPE? (CONT.)

- ii. Biological sex - sex assigned at birth according to genitalia - Explain that when someone is born, a doctor looks at them and decides what sex they are. Usually if a doctor sees a penis they will say the baby is male, if they see a vagina they will say the baby is female, and if they see that the baby's genitalia don't quite look like either, they'll say the baby is intersex. Explain that although people usually assume that people with a penis are boys and people with a vagina are girls, sex does NOT always match with gender identity (i.e. someone with a penis might identify as a girl).
- iii. Gender expression - this is how people present their gender - This could be expressed through the way they look, dress, their interests, etc. Emphasize that it is important not to make assumptions! For instance, someone wearing a dress might not be a girl, and not only girls wear dresses!
- iv. Explain that pronouns are words like he, she and they. Explain that you should use the pronoun that a person wants you to use for them (he, she, they/them) and that if you are unsure, the best way to figure out someone's pronoun is to ask!



Gender identity

- boy
- girl
- non-binary

Sexual Orientation

- homosexual
- heterosexual
- bisexual
- pansexual

Biological Sex

- male
- female
- intersex

Gender Expression

- appearance
- pronoun

DRAFT

WHAT IS A STEREOTYPE?

An assumption about a person based on how they look or how they act.

ASSUMPTIONS

Assumptions can feel normal or harmless.

Assumptions can hurt people by making them feel...

Left out

Abnormal

DRAFT



WHAT ARE SOME ASSUMPTIONS AND EXPECTATIONS ABOUT BOYS AND GIRLS?

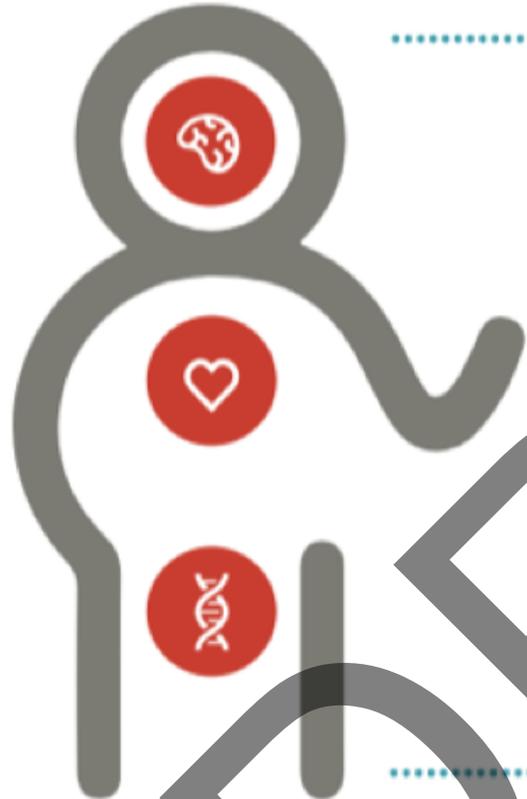


WHAT ARE SOME ASSUMPTIONS AND EXPECTATIONS ABOUT BOYS AND GIRLS?

- In groups of 4-5, create a list of stereotypes related to gender identity.
- Be prepared to share out to the group.

GROUP SHARE OUT
GENDER IDENTITY STEREOTYPES

DRAFT



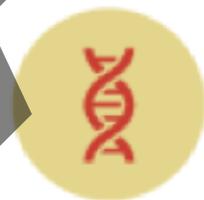
Gender identity

- boy
- girl
- non-binary



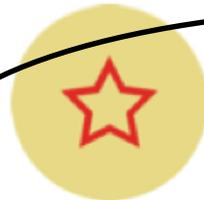
Sexual Orientation

- homosexual
- heterosexual
- bisexual
- pansexual



Biological Sex

- male
- female
- intersex



Gender Expression

- appearance
- pronoun

DRAFT

TEACHER NOTES: HARMFUL STEREOTYPES

- Estimated Time: 15 minutes
 1. Provide the Harmful Stereotypes handout and ask students to complete the first two questions. Be sure to emphasize that students leave their names off the paper to ensure anonymity. Advise students to provide examples which do not involve other students in the classroom. Ask students to draw from their own personal experiences.
 2. Have students pass the papers to the front then shuffle and redistribute the papers, making sure each student gets a new sheet.
 3. Have students fill out the last two questions by responding the first student's answer.

HARMFUL STEREOTYPES

Harmful Stereotypes Worksheet

PERSON ONE will complete the first two questions *without writing their name*, and then pass their answers to the front of the class. **PERSON TWO** will complete the last two questions, responding to person one's answers.

I. Brainstorm a time in which you felt hurt by someone who treated you unfairly based on a stereotype related to your gender. If you can't think of a personal one, think of something you saw on TV or in a movie.

II. How did the experience make you/them feel? How do you think you/they should have been treated?

Remember:

- No names on your paper!
- Draw from personal experience.
- Do not involve other students in the classroom.

SWITCH: HARMFUL STEREOTYPES

How is your classmate's experience of gender discrimination similar to the one you described? How is it different?

What do you think can be done to stop scenarios like the one your classmate described? What do you think you could do if you saw their situation happening?

III.

IV.

Fill out the last 2 questions by responding to the 1st student's answers.

TEACHER NOTES: VIDEO- LOVE IS LOVE: FREE TO BE ME

- Estimated Time: 10 minutes
 1. [Love is Love: Free to Be Me](#)
 2. Show the video.
 3. Ask students to try to define some of the terms that were used.

TEACHER NOTES: VIDEO- LOVE IS LOVE: FREE TO BE ME (CONT.)

3. Following the video, ask students to try to define some of the terms that were used. Emphasize that there are many other sexualities that exist, but that these are some of the more common ones. Start with these definitions:

- a. Lesbian (women attracted to women)
- b. Gay (men attracted to men)
- c. Bisexual (attracted to both men and women)
- d. Transgender (gender identity is different than sex given at birth. This is not a sexual orientation!)
- e. Pansexual (attracted to all genders)
- f. Asexual (attracted to nobody)
- g. Homophobia (any violence or discrimination towards a person based on their sexuality)

Ask students to reflect on the gender portion of the lesson and how gender can be thought of as a spectrum. If needed, bring up the “Every Body” tool that was used in lesson one. Explain that sexuality is similar and is neither predictable nor linked to gender identity. While it is often assumed that boys like girls and girls like boys, these assumptions are harmful and exclude individuals who identify as lesbian, gay, bisexual, etc. Emphasize that different people identify with different terms emphasize that is okay and should be respected!

VIDEO - LOVE IS LOVE:
FREE TO BE ME



LET'S DEFINE SOME TERMS FROM THE VIDEO...

lesbian

gay

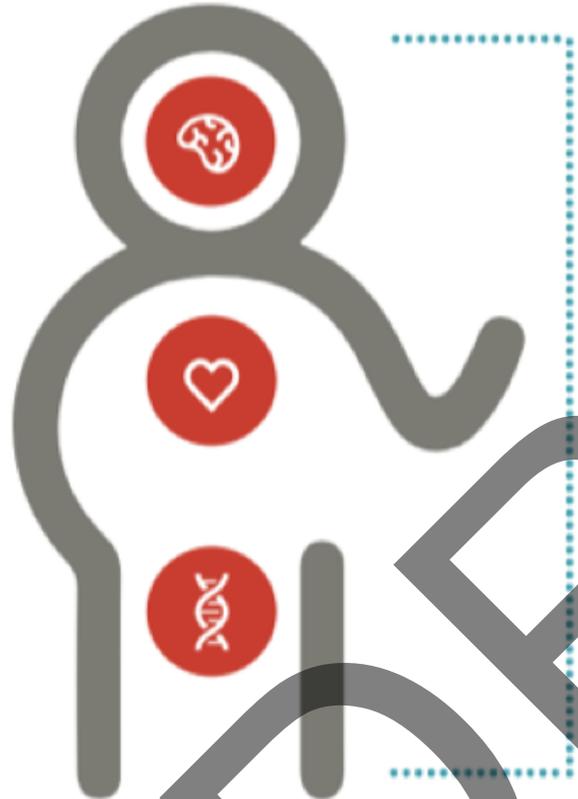
bisexual

asexual

transgender

pansexual

homophobia



Gender identity

- boy
- girl
- non-binary

Sexual Orientation

- homosexual
- heterosexual
- bisexual
- pansexual

Biological Sex

- male
- female
- intersex

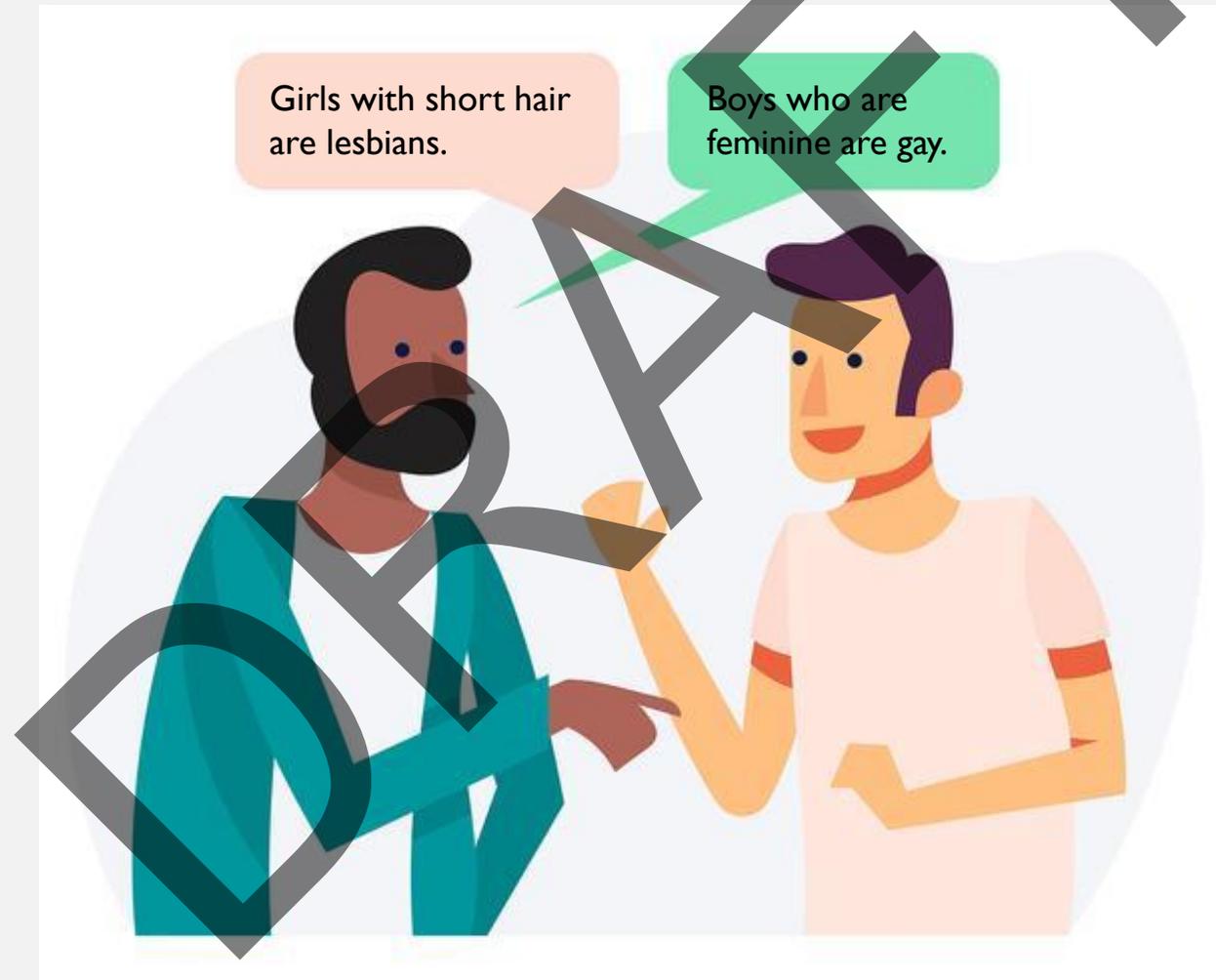
Gender Expression

- appearance
- pronoun

TEACHER NOTES: STEREOTYPES - SEXUALITY

- Estimated Time: 15 minutes
 1. Ask students to brainstorm and write down some stereotypes related to sexuality. Encourage them to come up with at least 3. (Ex. Girls with short hair are lesbians, if my friend tells me they are gay it means they like me, boys who are feminine are gay, bisexuality doesn't exist.)
 2. Have students share out some of their stereotypes with the class. As the stereotypes are shared, encourage students to reflect on the negative feelings that people in the video expressed experiencing, and ask them to think about the role stereotypes play in creating these feelings.

WHAT ARE SOME STEREOTYPES RELATED TO SEXUALITY?



GROUP SHARE OUT
STEREOTYPES RELATED TO SEXUALITY

How did the people in the video
feel about these stereotypes?

GROUP SHARE OUT
STEREOTYPES RELATED TO SEXUALITY

How does the role of
stereotypes play in creating these
feelings?

TEACHER NOTES: SCENARIOS - SEXUALITY

- Estimated Time: 15 minutes
 1. Divide the class into smaller groups. Hand out one of the provided scenarios to each group.
 2. Ask students to discuss their respective scenarios in groups and come up with a possible solution.
 3. Ask one student from each group to read the scenario and one student to read out the solution.
 4. Once each group has shared their solution, reiterate the messages on slide 30.

TEACHER NOTES: SCENARIOS – SEXUALITY (CONT.)

Once every group has shared their solution, reiterate the following messages:

- a. Homophobia and other forms of discrimination keep happening when they are not challenged.
- b. Challenging things together is easier and makes more of a difference.
- c. Small challenges can make a big difference in the long term if everyone participates.
- d. Make sure you have an adult in your life with whom you can feel safe disclosing these feelings. A guidance counsellor, a teacher, a coach, or another family member, for example.
- e. Make students are aware of the resources available for them in your city, for instance, phone or text helplines, educational websites, drop in centres, etc. Resources for

SCENARIOS

Read the scenario.

Rachel and her friends

Rachel and Sasha are having a sleepover at their friend Anna's house. They are looking through magazines when Anna says:

'Ewww! You're joking! I used to like her, I didn't know that she was like that!'

Rachel and Sasha hover over her shoulder to see what she's talking about. In the magazine there's an interview with a famous Hollywood actress who all of the girls like. Next to a picture of the actress is a caption quoting her: 'I've experimented with both men and women and, yes, I see myself as bisexual.'

'No way!' says Sasha, 'Her? Really?'

'I guess that's who Lindsey and Jemma are copying then. Imagine it – gross!' says Anna.

Lindsey and Jemma are two girls in their grade who have been best friends for years. Recently going around that they're actually going out with each other and a boy in their grade says that to other behind the school. Rachel has heard a group of boys in their year shout things at them like 'dykes'.

Sasha and Anna keep gossiping and don't seem to notice that Rachel isn't saying anything. Rachel is uncomfortable and annoyed with her friends. She's thinking that it's not that fair – who cares if you're going out with each other? Or who the actress sleeps with? Lots of people are gay or lesbian and they don't care.

What should Rachel do?

Jenna's Aunt Mary

Jenna has been thinking about her sexuality for a while now. She has spoken about it a little bit with her guidance counsellor but hasn't told anyone else.

One night, Jenna and her family are getting ready for a family reunion. They have invited over several of their relatives and Jenna is helping her mom in the kitchen.

Jenna asks her mom which family members are coming over, and her mom says a few names. Jenna can't help but notice that her Aunt Mary has not been invited.

"What about Aunt Mary?" says Jenna. Her mom pauses and gives her a serious look. She sighs and says that Jenna is old enough to know now: Aunt Mary is a lesbian and has been living with her girlfriend for the last five years.

Jenna's mom looks really upset. "That sort of thing isn't right Jenna, and I'm not having it – living with another woman for God's sake! I wouldn't be exposing you to that nonsense. She knows the family doesn't approve of her and she just goes right ahead and does it anyway."

Jenna feels ashamed and sad. Even though her guidance counsellor has supported her in coming out to her friends and family, her mother's feelings about her aunt being a lesbian have made her feel really scared to come out or speak to anyone about her identity.

What should Jenna do?

Dylan on the bus

Dylan lives quite far out of town and his friends have already gotten off the bus before he can get on. He is sitting in the seats in front of the other teachers. "I know" says Josh, "It's totally gay that he would do that".

Josh is not gay himself, but he grew up in a family where being gay is nothing to be ashamed of and that using the word gay as an insult is harmful and wrong. Josh is not gay himself, but he grew up in a family where being gay is nothing to be ashamed of and that using the word gay as an insult is harmful and wrong. Josh is not gay himself, but he grew up in a family where being gay is nothing to be ashamed of and that using the word gay as an insult is harmful and wrong.

Propose a solution.

**GROUP SHARE OUT:
SCENARIOS & SOLUTIONS**

DRAFT

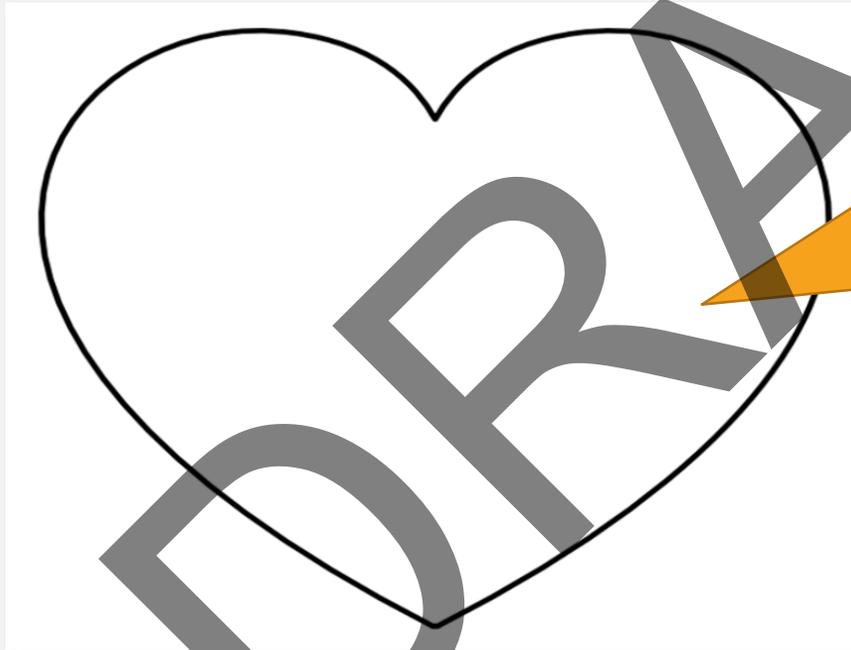
TEACHER NOTES: HEART

- Estimated Time: 5 minutes
 1. Provide each student with a heart.
 2. Ask them to write down ways in which they could challenge homophobia when they come across it.
 3. Emphasize that it could be a small action that they feel they would be able to do in their everyday lives.
 4. Have students cut out and decorate their hearts as they wish, then put them up around the classroom in an area that is visible.
 5. Examples are available on slide 33.

TEACHER NOTES: HEART (CONT.)

- Thinking before using homophobic language
- Challenging a friend if they call something 'gay'
- Not laughing at homophobic jokes
- Attending a pride rally
- Being an ally to someone who identifies as LGBT by showing support and acceptance like others did in the video

HEART: CHALLENGING HOMOPHOBIA



What are some small ways you can challenge homophobia in your everyday life?

HOMEWORK

Gender Match Game!

Match each term to its correct definition by drawing a line

- | | |
|----------------------|---|
| 1. Gender Identity | 1. Being mean to or fearing someone whose gender identity does not match up with the sex that was given to them at birth |
| 2. Transgender | 2. A person who does not think of themselves as either a boy or a girl |
| 3. Cisgender | 3. A person whose gender identity does not match the sex that was given to them at birth |
| 4. Gender Expression | 4. How a person feels about and relates to their gender identity |
| 5. Pronouns | 5. A person whose gender identity matches with the sex that was given to them at birth |
| 6. Biological Sex | 6. Words used to refer to someone (e.g. him, her, they) |
| 7. Transphobia | 7. How a person presents their gender on the outside, such as through their choice of clothes or the way they act |
| 8. Non-binary | 8. The male, female, or intersex label given to a person when they're born based on what their bodies and genitals look like. Many people think this is the same thing as gender, but it's not. |

Sexuality Match Game!

Match each term to its correct definition by drawing a line

- | | |
|-----------------------|--|
| 1. Homophobia | 1. A person who likes both people of their own and other genders (ex. a boy who likes both boys and girls) |
| 2. Straight | 2. A word used to describe emotional and physical attraction towards other people (i.e. who you like) |
| 3. Bisexual | 3. Being mean to or fearing someone who identifies as a lesbian or gay |
| 4. Pansexual | 4. A person who likes people of all genders |
| 5. Gay/lesbian | 5. A person who likes people of the same gender as themselves (ex. a girl who likes girls or a boy who likes boys) |
| 6. Sexual Orientation | 6. A person who is not sexually attracted to anyone |
| 7. Asexual | 7. A person who only likes people of a different gender than their own (ex. a girl who only likes boys) |

RESOURCES/SOURCES

- All images and activities not noted below: ACCM (see folder)
- Image: Do Not Assume – Current health & sexuality lessons
- Image: [Two Men Talking](#)
- Video: [Love is love: free to be me](#)



DRAFT

Gender identity

- boy
- girl
- non-binary

Sexual Orientation

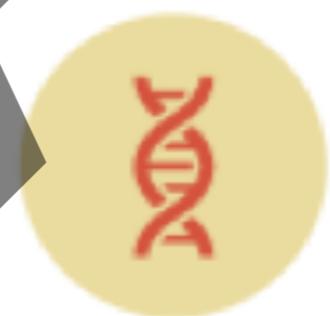
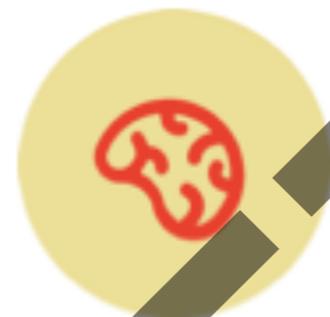
- homosexual
- heterosexual
- bisexual
- pansexual

Biological Sex

- male
- female
- intersex

Gender Expression

- appearance
- pronoun





DRAFT

Gender identity

- boy
- girl
- non-binary

Sexual Orientation

- homosexual
- heterosexual
- bisexual
- pansexual

Biological Sex

- male
- female
- intersex

Gender Expression

- appearance
- pronoun



Harmful Stereotypes Worksheet

PERSON ONE will complete the first two questions *without writing their name*, and then pass their answers to the front of the class. **PERSON TWO** will complete the last two questions, responding to person one's answers.

Brainstorm a time in which you felt hurt by someone who treated you unfairly based on a stereotype related to your gender. If you can't think of a personal one, think of something you saw on TV or in a movie.

How did the experience make you/them feel? How do you think you/they should have been treated?

SWITCH!

How is your classmate's experience of gender discrimination similar to the one you described? How is it different?

What do you think can be done to stop scenarios like the one your classmate described? What do you think you could do if you saw their situation happening?

DRAFT

Scenarios – Cut out each scenario and distribute

Rachel and her friends

Rachel and Sasha are having a sleepover at their friend Anna's house. They are looking through magazines when Anna says:

'Ewww! You're joking! I used to like her, I didn't know that she was like that!'

Rachel and Sasha hover over her shoulder to see what she's talking about. In the magazine there's an interview with a famous Hollywood actress who all of the girls like. Next to a picture of the actress is a caption quoting her: 'I've experimented with both men and women and, yes, I see myself as bisexual.'

'No way!' says Sasha, 'Her? Really?'

'I guess that's who Lindsey and Jemma are copying then. Imagine it – gross!'" says Anna.

Lindsey and Jemma are two girls in their grade who have been best friends for years. Recently there's been a rumor going around that they're actually going out with each other and a boy in their grade says that he saw them kissing each other behind the school. Rachel has heard a group of boys in their year shout things at them like: 'lezzy weirdos' and 'dykes'.

Sasha and Anna keep gossiping and don't seem to notice that Rachel isn't saying anything. Rachel is feeling uncomfortable and annoyed with her friends. She's thinking that it's not that fair – who cares if Lindsey and Jemma are going out with each other? Or who the actress sleeps with? Lots of people are gay or lesbian or bi or whatever, who cares?

What should Rachel do?

Dylan on the bus

Dylan is on the bus home from school. He lives quite far out of town and his friends have already gotten off the bus before him. The bus is nearly empty except for him and two other students, Craig and Josh, who are sitting in the seats in front of Dylan.

Dylan overhears Craig and Josh talking about their math teacher and how unfair it was of him to assign so much work over the holidays.

"It's so unfair!" says Craig, "None of the other teachers did". "I know" says Josh, "It's totally gay that he would do that".

"Sooooo gay!" says Craig.

Dylan feels uncomfortable with Craig and Josh using that word in this way. Dylan is not gay himself, but he grew up in a household with two dads, and knows that being gay is nothing to be ashamed of and that using the word gay as an insult is hurtful and wrong.

Craig and Josh continue to use derogatory names like "gay, poof" and so on, making Dylan feel increasingly worse.

Dylan doesn't know Craig and Josh very well, but he wants them to know that using these words is harmful and wrong.

What should Dylan do?

Jenna's Aunt Mary

Jenna has been thinking about her sexuality for a while now. She has spoken about it a little bit with her guidance counsellor but hasn't told anyone else.

One night, Jenna and her family are getting ready for a family reunion. They have invited over several of their relatives and Jenna is helping her mom in the kitchen.

Jenna asks her mom which family members are coming over, and her mom says a few names. Jenna can't help but notice that her Aunt Mary has not been invited.

"What about Aunt Mary?" says Jenna. Her mom pauses and gives her a serious look. She sighs and says that Jenna is old enough to know now: Aunt Mary is a lesbian and has been living with her girlfriend for the last five years.

Jenna's mom looks really upset. 'That sort of thing isn't right Jenna, and I'm not having it! I wouldn't be exposing you to that nonsense. She knows the family doesn't approve of her and she just goes right ahead and does it anyway.'

Jenna feels ashamed and sad. Even though her guidance counsellor has supported her in coming out to her friends and family, her mother's feelings about her aunt being a lesbian have made her feel really scared to come out or speak to anyone about her identity.

What should Jenna do?

Katie in gym class

Katie's friend Nicole recently told her that she thinks she might be a lesbian. Nicole tells this to Katie right before they start their first year of grade 8.

Katie was happy that her friend felt comfortable telling her, and told her that she wouldn't share it with anyone else until Nicole felt comfortable coming out to everyone.

When Katie and Nicole return to school, however, they're placed in different classes, and their friendship fades a little bit. Even though Katie was supportive of Nicole's decision to come out, the two of them drift apart.

One day, a popular girl in Katie's class comes over and tells her that she heard a rumor that Nicole is gay.

"Have you heard that Nicole is gay? Gross! Good thing you two aren't friends anymore".

Katie says nothing but feels bad for her friend and wonders how everyone found out about Nicole's sexuality.

Later that day, in gym class, the one class Katie and Nicole share, the girls see each other in the change room.

As Nicole walks in, all of the other girls begin to whisper and make a scene by dramatically covering up their bodies in front of her.

Nicole looks as if she is about to cry and storms out of the change room into the hallway.

Everyone but Katie begin to laugh and roll their eyes. The popular girls invite Katie to be on their team for volleyball in gym that day, but Katie is thinking about Nicole and feeling sad.

What should Katie do?

Joe's dad

Joe's parents recently got a divorce. Joe's dad came out as gay, causing him and Joe's mom to split up. While it was stressful on the family, Joe and his mom are both happy that his dad can now be who he wants to be.

Joe has seen several therapists both with his parents and alone, and finally feels okay about the situation.

However, Joe has only told a few of his friends the real reason that his parents split up, and has kept it from all of the boys on his hockey team.

Even though Joe is okay with his dad being gay, he and his friends on the hockey team make gay jokes in the locker room all the time. Joe doesn't agree with the jokes, but feels making jokes like that is necessary for him to fit in with the rest of his team. Joe doesn't know how to tell his teammates about his dad, so he doesn't.

One day, after Joe's parents have been split up for a long time, Joe's dad starts dating another man. After Joe has met him several times, Joe's dad announces that he would like to bring his new partner to one of Joe's hockey games.

While Joe has no problem hanging out with his dad and his new boyfriend, he is nervous about bringing them into spaces where his friends might be, especially his friends on the hockey team.

Joe can tell that his dad wants to be a part of his life but doesn't know if his teammates will understand.

What should Joe do?

DRAFT



Gender Match Game!

Match each term to its correct definition by drawing a line

- | | |
|----------------------|---|
| 1. Gender Identity | 1. Being mean to or fearing someone whose gender identity does not match up with the sex that was given to them at birth |
| 2. Transgender | 2. A person who does not think of themselves as either a boy or a girl |
| 3. Cisgender | 3. A person whose gender identity does not match the sex that was given to them at birth |
| 4. Gender Expression | 4. How a person feels about and relates to their gender identity |
| 5. Pronouns | 5. A person whose gender identity matches with the sex that was given to them at birth |
| 6. Biological Sex | 6. Words used to refer to someone (e.g. him, her, they) |
| 7. Transphobia | 7. How a person presents their gender on the outside, such as through their choice of clothes or the way they act |
| 8. Non-binary | 8. The male, female, or intersex label given to a person when they're born based on what their bodies and genitals look like. Many people think this is the same thing as gender, but it's not. |

Gender Match Game Answer Key

1. Gender Identity: (4) How a person feels about and relates to their gender identity
2. Transgender: (3) A person whose gender identity does not match the sex that was given to them at birth
3. Cisgender: (5) A person whose gender identity matches with the sex that was given to them at birth
4. Gender Expression: (7) How a person presents their gender on the outside, such as through their choice of clothes or the way they act
5. Pronouns: (6) Words used to refer to someone (e.g. him, her, they, them)
6. Biological Sex: (8) The male, female, or intersex label given to a person when they're born based on what their bodies and genitals look like. Many people think this is the same thing as gender, but it's not.
Note: Intersex refers to people who are born with reproductive or sexual anatomy which does not fit with typical definitions of male or female.
7. Transphobia: (1) Being mean to or fearing someone whose gender identity does not match up with the sex that was given to them at birth
8. Non-binary: (2) A person who does not think of themselves as either a boy or a girl.
Note: There are many other words that people who don't identify as either a boy or a girl use, such as genderqueer, agender, bigender, and gender fluid.

Sexuality Match Game!

Match each term to its correct definition by drawing a line

- | | |
|-----------------------|--|
| 1. Homophobia | 1. A person who likes both people of their own and other genders (ex. a boy who likes both boys and girls) |
| 2. Straight | 2. A word used to describe emotional and physical attraction towards other people (i.e. who you like) |
| 3. Bisexual | 3. Being mean to or fearing someone who identifies as a lesbian or gay |
| 4. Pansexual | 4. A person who likes people of all genders |
| 5. Gay/lesbian | 5. A person who likes people of the same gender as themselves (ex. a girl who likes girls or a boy who likes boys) |
| 6. Sexual Orientation | 6. A person who is not sexually attracted to anyone |
| 7. Asexual | 7. A person who only likes people of a different gender than their own (ex. a girl who only likes boys) |

DRAFT

Elementary 6: Identity, Gender Stereotypes and Roles, and Social Norms

Lesson#1: Introducing Gender Identity

Aim/Rationale

Students will learn how to better understand the influence that gender roles, stereotypes and social norms have on their daily lives as well as establish respect for gender diversity and difference through recognizing their role in social equality.

Learning Content in Sexuality Education

- 1) Outlining the various impacts of stereotypes
 - a. social/gender norms
 - b. sexism and homophobia
- 2) Discussing the roles you can play in respecting sexual diversity and difference
 - a. Denouncing injustice/inequality
 - b. Equality as social value

Cross-Curricular Competencies

- 1) To exercise critical judgement
- 2) To construct their identity
- 3) To cooperate with others
- 4) To communicate appropriately

Purpose

The purpose of this lesson is to instill in youth both the confidence and the appropriate language to discuss gender identity, develop critical intelligence with regard to culturally inherited stereotypes, as well as to better understand how to establish harmonious relationships by preventing discrimination related to gender and sexual diversity.

Youth at this age level are likely going through physical and emotional changes which may or may not align with how they perceive their gender identity, therefore it is important to ensure that students

have the correct language and resources to better explore these variations, as well as reduce harm by addressing bullying which targets students based on their gender.

Relevant to:

- Being aware of the sexualization of public space
- Respecting sexual diversity
- Promoting egalitarian relationships

Lesson

Materials

1. Markers
2. Poster Board
3. Projector
4. Every Body PDF
5. Worksheets
 - Gender Match Game
 - Harmful Stereotypes handout (double sided)

Essential Questions

- What is the difference between biological sex and gender?
- What is the difference between gender identity and gender expression?
- How do gender stereotypes influence the way we go about our daily lives?
- How can we actively avoid and prevent harmful behaviours related to gender?

Using Gender Inclusive Language

When discussing topics such as sexual identity with youth it is important to use accessible and inclusive language which does not reinforce the idea that heterosexuality is normal and expected or that there are only two genders. Heterosexual and cisgender (non-transgender) identities are often considered normal and the only identities valued in our society. Because of this, people are prone to using words that assume everyone is heterosexual and cisgender. An example of this would be assuming that female students will have a boyfriend while male students will have a girlfriend. A more inclusive approach would be to instead use the term “partner”, which does not assume the gender or sexual orientation of students or the people they date. This is something that is crucial when teaching as many sexual and gender minority youth face challenges throughout their life because of these harmful social norms. For more information about teaching inclusively, see: <http://sexted.org/inclusive-sex-ed-language/>

Terms

- Gender Identity
- Gender Expression
- Transphobia

Development/Teaching Methods [30 min]

1. Begin the lesson by establishing ground rules conducive towards a “safer” space. If the class already has these rules in place it might be beneficial to re-emphasize them now, to ensure that students feel comfortable sharing things that are of a more sensitive nature. Due to the sensitive nature of these topics, remind students to avoid speaking about the experiences of their fellow classmates. Consider letting students suggest rules or limits of their own for the class to be mindful of throughout the discussion.
2. Ask the class what a stereotype is. If necessary, use the definition: an assumption about a person based on how they look or how they act. Explain that assumptions based on gender or sexuality can seem normal or harmless; however, assumptions can hurt people by making them feel left out or abnormal.
 - a. Divide the students into groups of 4 or 5. Ask the students to use the markers and poster board to brainstorm some stereotypes related to gender identity.
 - b. Prompt the class by asking: What are some assumptions and expectations about boys and girls. For example, things they can and can't do (e.g. girls can't play sports, boys can't wear dresses)?
3. After the brainstorm session, ask each group to present their brainstorms. Write down the main ideas or reoccurring stereotypes that arise related to specific genders. Encourage the students to reflect on how these stereotypes are limiting, harmful and untrue.
4. Once every group has presented, explain how many of the stereotypes that were brainstormed are examples of different types of discrimination related to gender identity and expression.
 - a. Tell the class that gender discrimination is causing harm or fearing someone based on their actual or perceived gender.
 - b. Further elaborate on this by using some of the stereotypes that were brought up by students and relating them to the harm they cause. For example, if a student raises a stereotype related to the idea that boys can't cry or display emotion, highlight the fact that that hurts boys by not allowing them to say how they are feeling.
 - c. Explain that the first step of preventing harmful stereotyping or discrimination is understanding that gender is more like a range or spectrum instead of the two distinct choices of boy or girl. The way someone feels about their gender doesn't always align or match up with what we see on the outside.
 - d. Elaborate on the concept as a gender spectrum and the separation of gender and sex by introducing the “Every Body” infographic. Have a different student read aloud each category to the class. For this lesson, focus on the categories dealing with biological sex and gender rather than sexual orientation, as this section will be addressed more thoroughly in the sexual orientation lesson. Ask students to try to define the various terms on the infographic, and give them help when necessary.
 - i. Gender identity (boy, girl, non-binary) - gender identity is the gender we consider ourselves to be. Many people consider themselves to be boys or girls, while non-binary people do not think of themselves as either a boy or a girl. Reinforce that it is ok to identify as a boy, a girl, or non-binary, and that people of all genders should be treated with respect.

- ii. Biological sex - sex assigned at birth according to genitalia - Explain that when someone is born, a doctor looks at them and decides what sex they are. Usually if a doctor sees a penis they will say the baby is male, if they see a vagina they will say the baby is female, and if they see that the baby's genitalia don't quite look like either, they'll say the baby is intersex. Explain that although people usually assume that people with a penis are boys and people with a vagina are girls, sex does NOT always match with gender identity (i.e. someone with a penis might identify as a girl).
 - iii. Gender expression - this is how people present their gender - This could be expressed through the way they look, dress, their interests, etc. Emphasize that it is important not to make assumptions! For instance, someone wearing a dress might not be a girl, and not only girls wear dresses!
 - iv. Explain that pronouns are words like he, she and they. Explain that you should use the pronoun that a person wants you to use for them (he, she, they/them) and that if you are unsure, the best way to figure out someone's pronoun is to ask!
5. End the lesson by distributing the Harmful Stereotypes handout and explaining the instructions for this activity. Be sure to emphasize that students leave their names off of their paper to ensure anonymity. Also, advise students to provide examples which do not involve other students in the classroom, instead, have students come up with scenarios that draw from their own personal experiences.

Culmination [15 min]

Have students fill out the first two questions on the Harmful Stereotypes handout. Once they have completed the handout, instruct students to pass their answers to the front. Shuffle the papers and redistribute them, making sure each student gets a new sheet. Have students fill out the last two questions, responding to the first student's answer. End with a brief discussion of interesting things students learned from this experience.

Performance Objectives

By the end of this lesson, students will be able to:

- Identify and describe gender stereotypes in our society
- Identify the difference between biological sex, gender identity, and gender expression
- Identify the ways gender stereotypes influence our day to day lives
- Identify the ways gender stereotypes can be harmful
- Understand and realize the role they play in challenging situations of gender stereotyping

Assessment Ideas

1. Have the students complete the "Match Game" handout and successfully identify the various definitions learned in class.

2. The next time a novel or film is presented in class have the students write a short reflection on how the characters' gender identities play a role in shaping their character development, do they challenge gender stereotypes or reinforce them?

References

"The "Every Body" Tool." Teaching Sexual Health. Alberta Health Services, 2017. Web.

Aspects of the Stereotyping handout. "Understanding Stereotypes." Discovery Education Canada. Discovery Communications, LLC, 2017. Web.



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Elementary 6: Identity, Gender Stereotypes and Roles, and Social Norms

Lesson# 2: Sexuality, Stereotypes, and Social Norms

Aim/Rationale

Students will learn how to better understand the influence of societal norms on their understanding of sexuality as well as gain knowledge and respect for sexual diversity and difference through recognizing their role in social equality.

Learning Content in Sexuality Education

- 1) Outlining the various impacts of stereotypes
 - a. social/gender norms
 - b. sexism and homophobia
- 2) Discussing the role you can play in respecting sexual diversity and difference
 - a. Denouncing injustice/inequality
 - b. Equality as social value

Cross-Curricular Competencies

- 1) To exercise critical judgement
- 2) To construct their identity
- 3) To cooperate with others
- 4) To communicate appropriately

Purpose

The purpose of this lesson is to instill in youth both the confidence and the appropriate language to discuss sexual identity, develop critical intelligence with regard to culturally inherited stereotypes, as well as to better understand how to establish harmonious relationships by preventing discrimination related to sexual diversity.

Youth at this age level are likely beginning to become more aware of their sexual identity, therefore it is important to ensure that students have the correct language and resources to better explore

their sexual identity, as well as to reduce harm by addressing bullying which targets students based on their sexuality.

Relevant to:

- Being aware of the sexualization of public space
- Respecting sexual diversity
- Promoting egalitarian relationships

Lesson

Note: This lesson plan works best if it follows Lesson 1: Introducing Gender Identity, though it can be adapted to work on its own.

Materials

- Projector
- Love is Love: Free to Be Me video: <https://www.youtube.com/watch?v=cXtsiWoMsxs>
- Scenario handout (1 per student)
- Heart shape handout (1 per student)
- Sexuality Match Game handout (1 per student)

Essential Questions

- What is sexual orientation?
- What are some of the different sexual identities?
- How do sexuality-related stereotypes influence the way we go about our daily lives?
- How can we actively avoid and prevent harmful behaviours related to sexuality?

Using Gender Inclusive Language

When discussing topics such as sexual identity with youth it is important to use accessible and inclusive language which does not reinforce the idea that heterosexuality is normal and expected or that there are only two genders. Heterosexual and cisgender (non-transgender) identities are often considered normal and the only identities valued in our society. Because of this, people are prone to using words that assume everyone is heterosexual and cisgender. An example of this would be assuming that female students will have a boyfriend while male students will have a girlfriend. A more inclusive approach would be to instead use the term “partner”, which does not assume the gender or sexual orientation of students or the people they date. This is something that is crucial when teaching as many sexual and gender minority youth face challenges throughout their life because of these harmful social norms. For more information about teaching inclusively, see: <http://sexted.org/inclusive-sex-ed-language/>

Terms

- Sexual Identity
- Homophobia

Development/Teaching Methods [45 min]

1. Begin the lesson by establishing ground rules conducive to a safer space. If the class already has these rules in place, re-emphasize them now to ensure that students feel comfortable sharing things that are of a more sensitive nature. Due to the sensitive nature of these topics, remind students to avoid speaking about the experiences of their fellow classmates. Consider letting students suggest rules or limits of their own for the class to be mindful of throughout the discussion. Having students keep themselves accountable is a plus!
2. Show Love is Love: Free to Be Me to the class.
3. Following the video, ask students to try to define some of the terms that were used. Emphasize that there are many other sexualities that exist, but that these are some of the more common ones. Start with these definitions:
 - a. Lesbian (women attracted to women)
 - b. Gay (men attracted to men)
 - c. Bisexual (attracted to both men and women)
 - d. Transgender (gender identity is different than sex given at birth. This is not a sexual orientation!)
 - e. Pansexual (attracted to all genders)
 - f. Asexual (attracted to nobody)
 - g. Homophobia (any violence or discrimination towards a person based on their sexuality)

Ask students to reflect on the gender portion of the lesson and how gender can be thought of as a spectrum. If needed, bring up the “Every Body” tool that was used in lesson one. Explain that sexuality is similar and is neither predictable nor linked to gender identity. While it is often assumed that boys like girls and girls like boys, these assumptions are harmful and exclude individuals who identify as lesbian, gay, bisexual, etc. Emphasize that different people identify with different terms emphasize that is okay and should be respected!

4. After this discussion, ask students to brainstorm and write down some stereotypes related to sexuality. Encourage them to come up with at least 3. (ex. girls with short hair are lesbians, if my friend tells me they are gay it means they like me, boys who are feminine are gay, bisexuality doesn't exist, etc.)
5. Have students share some of their stereotypes with the class. As the stereotypes are shared, encourage students to reflect on the negative feelings that the people in the video expressed experiencing, and ask them to think about the role stereotypes play in creating these feelings.
6. Divide the class into smaller groups. Hand out one of the provided scenarios to each group. Ask the students to discuss their respective scenarios in groups and come up with a possible solution. Leave about 10 minutes for this brainstorm, then have each group assign a member to read their scenario aloud to the class and another member to share their solution.
7. Once every group has shared their solution, reiterate the following messages:
 - a. Homophobia and other forms of discrimination keep happening when they are not challenged.
 - b. Challenging things together is easier and makes more of a difference.
 - c. Small challenges can make a big difference in the long term if everyone participates.

- d. Make sure you have an adult in your life with whom you can feel safe disclosing these feelings. A guidance counsellor, a teacher, a coach, or another family member, for example.
- e. Make students are aware of the resources available for them in your city, for instance, phone or text helplines, educational websites, drop in centres, etc. Resources for Montréal can be found here: <http://sexedtoolkit.com/resources/lgbtq/>

Culmination [15 min]

Hand out a paper heart to each student and ask them to write down ways in which they could challenge homophobia when they come across it. Emphasise that it could just be a small action that they feel they would be able to do in their everyday lives. Examples might be:

- Thinking before using homophobic language
- Challenging a friend if they call something 'gay'
- Not laughing at homophobic jokes
- Attending a pride rally
- Being an ally to someone who identifies as LGBT by showing support and acceptance like others did in the video

Have each student cut out and decorate their heart as they wish, then put them up in the classroom somewhere that is visible.

Performance Objectives

By the end of this lesson, students will be able to:

- Identify and describe characteristics of sexual discrimination in our society
- Identify and understand different sexualities beyond heterosexuality
- Identify the ways stereotypes about sexual orientation influence our day to day lives
- Identify the ways stereotypes can be harmful
- Recognize their place in establishing social equality

Assessment Ideas

1. Have the students complete the “Match Game” handout and successfully identify the various definitions learned in class.
2. Have students do a biography of or research on a prominent LGBT figure in contemporary history. It could be an activist, musician, or anyone who is in the media and identifies within the LGBT community. Some examples of figures that could be researched are: Harvey Milk, Ellen DeGeneres, Laverne Cox, Jason Collins, Ellen Page, Toderick Hall etc. Tell students to be creative with their project and stress that they choose someone who they can look up to, regardless of their own sexuality.

Resources

LGBT Youth Animation. YouTube / LGBT Youth Animation. MiNDTV35, 26 July 2011. Web.



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GRADE 6 FEMALE & MALE REPRODUCTIVE SYSTEMS

sensitive subjects. Teacher leads completion of male and female anatomy diagrams. Students practice their knowledge of the anatomy and function of the sexual reproductive organs with a vocabulary matching game and Kahoot quizzes.

TODAY'S OBJECTIVE

- Describe the male and female reproductive systems.

TEACHER NOTES

Inclusive Language

Language is complex, evolving, and powerful. In these lessons, [gender-neutral language](#) is used to be inclusive of all students, including those with diverse gender identities and sexual orientations. This includes the use of 'they' as a singular gender-neutral pronoun. The lesson plans use the terms 'male' and 'female' when referring to biological sex (sex assigned at birth), such as when discussing reproductive anatomy. A person's reproductive system can be male, female or intersex (not clearly defined as either male or female).

People are assigned a sex at birth based on their reproductive anatomy. Sex assigned at birth is independent of gender identity. Gender identity is a person's internal sense of identity as female, male, both or neither, regardless of their biological sex assigned at birth.

For many people, their gender matches the sex they were assigned at birth (cisgender). Others may identify as being transgender or gender diverse if their gender identity does not match the sex they were assigned at birth. A person's gender identity can be girl, woman, boy, man, transgender, gender fluid, gender queer, agender or others. The intention in this material is to use language that reflects these many possibilities.

TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 5 minutes
- Activate Prior Knowledge/Engage
 1. Begin lesson by establishing ground rules conducive towards a “safer” space.
 2. Due to the sensitive nature of these topics, remind students to avoid speaking about experiences of their fellow classmates.
 3. Let students suggest rules or limits of their own for the class to be mindful of throughout the discussion.

CREATING A SAFE SPACE

What are some ground rules we can agree upon to make this a safe space to talk about a sensitive topic?

TEACHER NOTES: FEMALE ANATOMY DIAGRAMS

- Estimated Time: 10 minutes
- ELL & SpEd Strategy: Mixed-Ability Partners, Word Bank

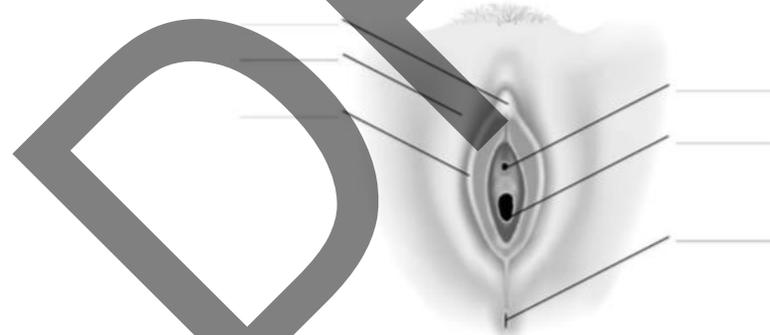
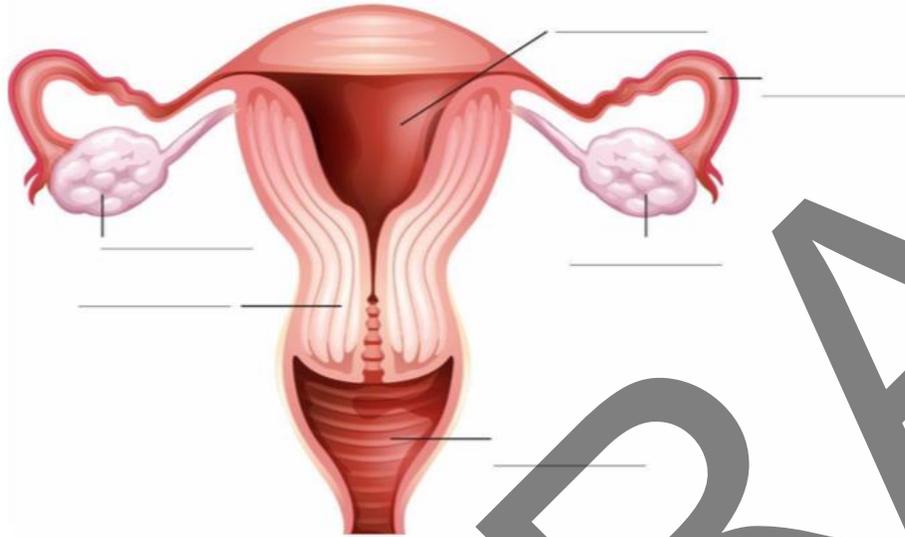
TEACHER NOTES: FEMALE ANATOMY DIAGRAMS (CONT.)

C. Female Anatomy Diagrams

The diagrams of female anatomy help students learn the vocabulary associated with reproduction. Students may need help understanding the difference between the internal and external, or side and anterior views of the reproductive systems. Showing the diagrams that orient the internal organs inside the body help students understand what the diagrams represent.

To help students understand body and genital diversity, note that not everyone's genitals look the same, or like what is shown in diagrams and pictures. Variation in size and shape is normal.

1. Distribute the **Female Reproductive System Diagrams** handout. Explain the relationship between the external and internal views of the reproductive system.
2. Ask the students to fill in as many of the blanks as they can. You may wish to have the students work individually, in pairs, or in their small groups from the previous activity. Emphasize that they will not know all the answers and that is ok.
3. Display the correct answers so all students can assess and correct their diagrams and discuss.
4. Consider asking the students to consider which parts of the female anatomy they think are the same for males and females, or which might have similar functions.



Word Bank

Fallopian Tube

Cervix

Ovary

Uterus

Clitoris

Urethra

Anus

Vaginal Opening

Labia Majora

Labia Minora

TEACHER NOTES: MALE ANATOMY DIAGRAMS

- Estimated Time: 10 minutes
- ELL & SpEd Strategy: Mixed-Ability Partners, Word Bank

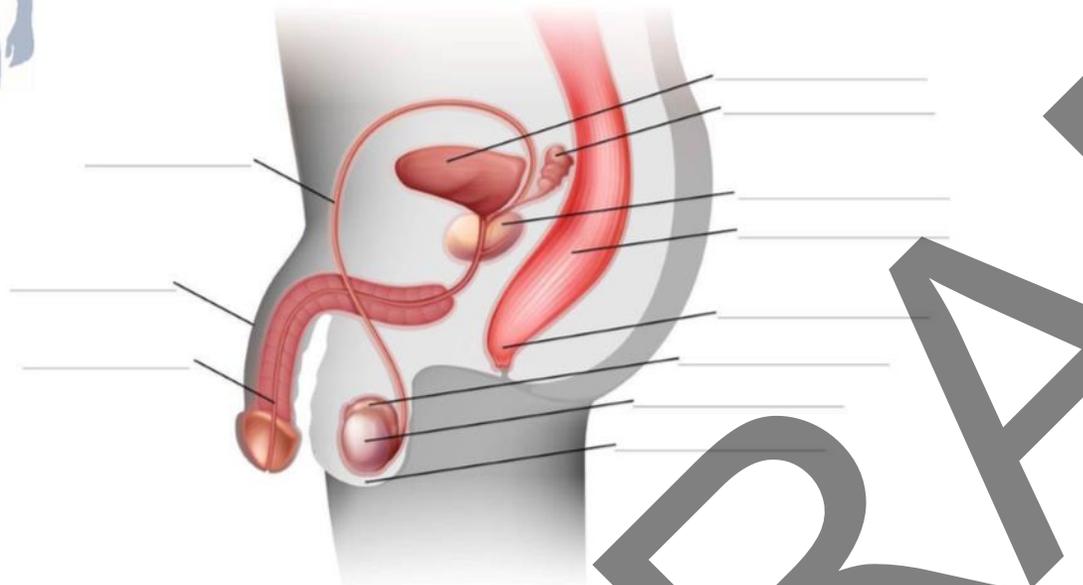
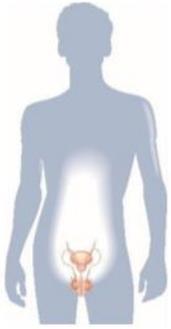
TEACHER NOTES: MALE ANATOMY DIAGRAMS (CONT.)

C. Male Anatomy Diagrams

The diagrams of male anatomy help students learn the vocabulary associated with reproduction. Students may need help understanding the difference between the internal and external, or side and anterior views of the reproductive systems. Showing the diagrams that orient the internal organs inside the body help students understand what the diagrams represent.

To help students understand body and genital diversity, note that not everyone's genitals look the same, or like what is shown in diagrams and pictures. Variation in size and shape is normal.

1. Distribute the **Male Reproductive System Diagrams** handout. Explain the relationship between the external and internal views of the reproductive system.
2. Ask the students to fill in as many of the blanks as they can. You may wish to have the students work individually, in pairs, or in their small groups from the previous activity. Emphasize that they will not know all the answers and that is ok.
3. Display the correct answers so all students can assess and correct their diagrams and discuss.
4. If the class has already completed the Female Reproductive System lesson, ask the students which parts of the female anatomy are the same for males and females, or which have similar functions. If that lesson has not been completed, ask them to predict which parts/functions will be the same.



Word Bank

- Scrotum
- Penis
- Urethra
- Bladder
- Prostate Gland
- Rectum
- Testicle
- Vans deferens
- Anus
- Seminal Vesicle

TEACHER NOTES: VOCABULARY MATCHING GAME

- Estimated Time: 10 minutes
- ELL & SpEd Strategy: Mixed-Ability Partners
- Combine the male and female vocabulary words into one game and remove the repetitive ones.

TEACHER NOTES: VOCABULARY MATCHING GAME (CONT.)

B. Male Anatomy Vocabulary Matching Game

Students identify the basic components of the male human reproductive system and can describe the basic functions of the various components.

1. Display the **Male Anatomy Definitions** posters around the room.
2. Divide students into teams of 3-4 students.
3. Distribute the **Male Anatomy Vocabulary** cards to each team.
4. Have teams decide which vocabulary word matches each definition. They post their word on the matching poster. Encourage groups to decide each match on their own and not worry if they make a different choice than another group.
5. Review the correct definition-word matches as a class, and move vocabulary words to the correct definitions as needed.

B. Female Anatomy Vocabulary Matching Game

Students identify the basic components of the female human reproductive system, and can describe the basic functions of the various components.

1. Display the **Female Anatomy Definitions** posters around the room.
2. Divide students into teams of 3-4 students.
3. Distribute the **Female Anatomy Vocabulary** cards to each team.
4. Have teams decide which vocabulary word matches each definition, then post their word on the matching poster. Encourage groups to decide each match on their own and not worry if they make a different choice than another group.
5. Review the correct definition-word matches as a class, and move vocabulary words to the correct definitions as needed.

VOCABULARY MATCHING GAME

Urethra

Semen

Where semen is
produced and stored.

Testicles



TEACHER NOTES: KAHOOT QUIZZES

- Estimated Time: 10 minutes
- ELL & SpEd Strategies: Mixed-Ability Partners/Groups

F. Male Reproductive System Kahoot! Quiz

This quiz can be a great review, wrap-up of the unit, or a fun energizer in between other activities. For more information on using Kahoot!, visit [getkahoot.com](https://www.getkahoot.com)

1. Open the Kahoot! Quiz: [Grade 5 Male Reproductive System](#)
2. As a class, answer the quiz questions and discuss the answers together. You can play the quiz in individual or team mode.

F. Female Reproductive System Kahoot! Quiz

This quiz can be a great review, wrap-up of the unit, or a fun energizer in between other activities. For more information on using Kahoot!, visit [getkahoot.com](https://www.getkahoot.com)

1. Open the Kahoot! Quiz: [Grade 5 Female Reproductive System](#)
2. As a class, answer the quiz questions and discuss the answers together. You can play the quiz in individual or team mode.

KAHOOT QUIZZES

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RESOURCES/SOURCES

- All images and activities not noted below: Alberta Health Services/teachingsexualhealth.ca (see folder)
- [Kahoot Quizzes](#)

Grade 5

Female Reproductive System



Learner Outcomes

W-5.3 Identify the basic components of the human reproductive system, and describe the basic functions of the various components; e.g. fertilization, conception

How To Use

This lesson plan contains several activities to achieve the learner outcome above. You may choose to do some or all of the activities, based on the needs of your students and the time available. Some of the activities build on the ones that come before them, but all can be used alone.

For a quick lesson, combine activities A, C, D and G.

If you choose not to do all the activities, use your professional judgement to assess which outcomes you have covered and which may need additional activities.

Classroom Activities & Timing

- A. Ground Rules (5-10 minutes)
- B. Female Anatomy Vocabulary Matching Game (15-20 minutes)
- C. Female Anatomy Diagrams (15-20 minutes)
- D. The Journey of an Egg (20-30 minutes)
- E. Class Discussion (5-15 minutes)
- F. Female Reproductive System Kahoot! Quiz (15-20 minutes)
- G. Question Box (5-10 minutes)

See also the [Differing Abilities](#) lesson plans on Puberty and Reproduction.

Required Materials

POSTERS: Female Anatomy Definitions

CARDS: Female Anatomy Vocabulary

HANDOUT and ANSWER KEY: Female Reproductive System Diagrams

Grade 5 Female Reproductive System

HANDOUT: The Menstrual Cycle

HANDOUT: The Journey of an Egg

[KAHOOT! QUIZ](#) and ANSWER KEY: Female Reproductive System

All the student handouts are also available in the [Grade 5 Workbook](#).

All the diagrams are also available as slides in [Grade 5 Diagrams](#).

Background Information for Teachers

Inclusive Language

Language is complex, evolving, and powerful. In these lessons, [gender-neutral language](#) is used to be inclusive of all students, including those with diverse gender identities and sexual orientations. This includes the use of 'they' as a singular gender-neutral pronoun. The lesson plans use the terms 'male' and 'female' when referring to biological sex (sex assigned at birth), such as when discussing reproductive anatomy. A person's reproductive system can be male, female or intersex (not clearly defined as either male or female).

People are assigned a sex at birth based on their reproductive anatomy. Sex assigned at birth is independent of gender identity. Gender identity is a person's internal sense of identity as female, male, both or neither, regardless of their biological sex assigned at birth.

For many people, their gender matches the sex they were assigned at birth (cisgender). Others may identify as being transgender or gender diverse if their gender identity does not match the sex they were assigned at birth. A person's gender identity can be girl, woman, boy, man, transgender, gender fluid, gender queer, agender or others. The intention in this material is to use language that reflects these many possibilities.

The parts of the female reproductive system (anatomy)

External genitals

Vulva

- The vulva includes the labia majora, labia minora, clitoris, and the opening of the vagina.
- The labia majora and the labia minora are the outer and inner folds of skin surrounding the vaginal opening.
- Females have 'three openings': the anus, and the openings to the urethra and vagina. This is often surprising even to females, who think that the urethra and the vagina are the same passageway.

Grade 5 Female Reproductive System

Clitoris

- The female sex organ that becomes larger and firmer during sexual arousal.
- Located above the urethra.

Anus

- The opening at the end of the digestive tract where feces or stool leaves the body.
- It is part of the digestive system, not part of the reproductive system.

Internal reproductive organs

Ovaries

- The female egg-producing glands.
- These glands contain all the eggs (ova) from birth, and start releasing them sometime at the beginning of puberty.

Fallopian Tubes

- These are narrow tubes that connect the ovaries to the uterus.
- The egg travels through one of the tubes after ovulation.
- It is in the fallopian tubes that fertilization may occur.

Uterus

- The place in a female's body where a baby can grow.
- Also called the womb.
- It is very low in the pelvis (nowhere near the stomach).
- It is about the size of a fist.
- It is the uterus that enlarges during pregnancy, not the stomach.
- During the menstrual cycle, the uterus grows a lining of blood that would nourish a growing fetus if fertilization and implantation occur. This lining sheds approximately once a month if fertilization and implantation do not occur.

Cervix

- The bottom of the uterus that opens into the vagina.

Vagina

- The passageway leading from the uterus to the outside of the female body.
- Blood from the uterus passes through the vagina during menstruation.
- The baby passes from the uterus through the vagina during childbirth.
- It is not used for urination. The urethra (the opening just above the vagina) is used for this purpose.
- A thin membrane called the hymen surrounds the vaginal opening. It may not be noticeable.
- Once puberty begins, a female may notice some discharge from the vagina on underwear or toilet paper. It varies from whitish and pasty to

Grade 5 Female Reproductive System

clear and slippery. This means a female's body is starting to mature and periods will be starting. It is normal and keeps the vagina clean and healthy. If the discharge smells bad or the area is itchy, it could be a sign of infection and require medical treatment.

Other organs

Bladder

- The sac that holds the urine produced by the kidney.
- It is not part of the reproductive system, but the urinary system.

Urethra

- The tube through which urine passes from the body.
- It is the opening between the clitoris and the vagina.
- It is part of the urinary system, not the reproductive system.

How the reproductive system functions (physiology)

Eggs

- The eggs are produced in the ovaries. Each ovary contains about 250,000 eggs from birth.
- The egg is a cell which, when fertilized by a sperm cell, can create a baby.
- An egg is released once a month after puberty begins (ovulation). Occasionally two or more eggs are released.
- The egg travels down the fallopian tubes to reach the uterus.
- If the egg is not fertilized in a day or so, it dissolves.

Ovulation

- Once ovaries start producing hormones, messages are sent to the pituitary gland in the brain, which sends a message to the ovaries to release one egg, once a month from one ovary.
- Ovulation usually alternates from one ovary to the other each month.
- Females can experience varying degrees of sensation during ovulation from nothing at all to pain similar to that of menstrual cramps.

Menstruation (Period)

- The uterus must prepare for growth of a baby each month, in case fertilization occurs.
- Hormones from ovaries send a message to the uterus to grow a thick, soft lining of tissue and blood.
- This lining contains nutrients that would be needed to nourish the fertilized egg.
- If the egg is not fertilized in the fallopian tube, the lining is not needed to nourish the baby, so the uterus will shed the lining.
- It takes 2 to 7 days to shed the lining. Five days is the average. This is called menstruation or having a period.

Grade 5 Female Reproductive System

- The average amount of blood lost during a period is about 60-180 ml.
- Once the lining is completely shed, a new lining begins to grow.
- Soon, another egg is released. If fertilization does not occur, the egg dissolves and the lining is shed. This happens over and over again, which is why we call it the menstrual cycle.
- A cycle of 28 days is most common; however it can vary from 24-38 days. For the first year or two, periods can be very irregular.
- Menstruation is a normal part of puberty. It is not dirty or bad.
- Some females experience cramping during menstruation which can be relieved using a hot water bottle, mild to moderate exercise, or over-the-counter pain medication. If cramping is extreme, it may be helpful to see a doctor.
- Menstruation is not a sickness. Participation in regular daily activities such as physical education class, active play and extra-curricular activities like gymnastics or soccer is encouraged.
- Personal hygiene is even more important during menstruation because oil secretions from hair and skin can increase and menstrual blood flow may get dried in pubic hair.
- Sanitary pads, tampons or menstrual cups are used to absorb menstrual fluid. Teachers may want to use the [Puberty Kit](#) to demonstrate these products.
- Females continue having periods until menopause. Most females experience menopause between 40 and 58 years of age. After menopause, females no longer release eggs or have periods and cannot become pregnant.

A. Ground Rules

Ensure [ground rules](#) are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can help ensure a successful lesson.

B. Female Anatomy Vocabulary Matching Game

Students identify the basic components of the female human reproductive system, and can describe the basic functions of the various components.

1. Display the **Female Anatomy Definitions** posters around the room.
2. Divide students into teams of 3-4 students.
3. Distribute the **Female Anatomy Vocabulary** cards to each team.
4. Have teams decide which vocabulary word matches each definition, then post their word on the matching poster. Encourage groups to decide each

Grade 5 Female Reproductive System

match on their own and not worry if they make a different choice than another group.

- Review the correct definition-word matches as a class, and move vocabulary words to the correct definitions as needed.

Answer Key:

Word	Definition
Anus	The opening at the end of the digestive tract where feces leave the body.
Bladder	A sac inside the body that holds urine.
Cervix	The bottom of the uterus that opens into the vagina.
Clitoris	Female sex organ that becomes larger and firmer during sexual arousal.
Fallopian Tubes	Tubes connecting the ovaries to the uterus. The egg travels through here after ovulation.
Hymen	A membrane that surrounds or partially covers the opening to the vagina.
Menstruation (Period)	Monthly shedding of the lining of the uterus.
Ovaries	Female glands that produce and release an egg each month.
Ovulation	Process of releasing an egg from the ovary.
Egg	The female reproductive cell produced in the ovaries.
Vagina	A passage leading from the uterus to the outside of the body.
Vulva	The external female sex organ, includes the labia and clitoris.
Urethra	Urine passes through this tube to the outside of the body.
Uterus	Where a developing baby grows.

C. Female Anatomy Diagrams

The diagrams of female anatomy help students learn the vocabulary associated with reproduction. Students may need help understanding the difference between the internal and external, or side and anterior views of the reproductive systems. Showing the diagrams that orient the internal organs inside the body help students understand what the diagrams represent.

To help students understand body and genital diversity, note that not everyone's genitals look the same, or like what is shown in diagrams and pictures. Variation in size and shape is normal.

1. Distribute the **Female Reproductive System Diagrams** handout. Explain the relationship between the external and internal views of the reproductive system.
2. Ask the students to fill in as many of the blanks as they can. You may wish to have the students work individually, in pairs, or in their small groups from the previous activity. Emphasize that they will not know all the answers and that is ok.
3. Display the correct answers so all students can assess and correct their diagrams and discuss.
4. Consider asking the students to consider which parts of the female anatomy they think are the same for males and females, or which might have similar functions.

D. The Journey of an Egg

This activity builds on the students' understanding on reproductive anatomy and links the anatomy to the physiology of how the reproductive system functions.

1. Distribute the **Journey of an Egg** handout.
2. Have students complete the activity by filling in the blanks with the appropriate terms. This activity can be done individually or using a small group technique such as [think-pair-share](#).
3. You may wish to provide resources such as the **Female Reproductive System Diagrams** handout if students do not have them from the previous activity. You can also hand out or display the **Menstrual Cycle** diagram. The diagram shows a cycle of 28 days, which is the average. A normal cycle can be anywhere from 24-38 days long.
4. Correct the handout together.

Answers

1. Uterus
2. Egg

Grade 5 Female Reproductive System

3. Ovary
4. Fallopian Tubes
5. Cervix
6. Vagina
7. Menstruations

E. Class Discussion

Students review their knowledge of the female reproductive system and menstrual cycle, develop resiliency skills around female anatomy issues, and identify support people.

Discuss the following questions as a class:

What are some of the good things about being a female?

- Encourage students to provide appropriate comments.

How does a person know when they will get their first period?

- Menstruation usually begins around the ages of 9 to 15. Every person has their own internal clock that determines when the events of puberty begin.
- Generally, a female can expect her first period about 2 years after breasts first start to develop, and soon after there is some hair under the arms and in the pubic area.
- Vaginal discharge is a sign that menstruation may begin soon.

What are some of the things that might worry a female about menstruation?

- Cramps
- Blood
- Smelling different
- Premenstrual syndrome (PMS)
- Getting their period unexpectedly, not having supplies available

What are some ways to cope with menstruation?

- Use pads, tampons or a cup for menstrual flow.
- Various sizes of pads, tampons and cups are available. Unscented ones are less likely to cause skin irritation.
- Check with an adult before using tampons or a cup for the first time and be sure to read the instructions.
- Tampons need to be changed every 3-4 hours. Cups need to be changed every 6-12 hours. Pads need to be changed before they are soaked through, which will depend on the thickness of the pad and the menstrual flow.
- Wash your hands after handling pads, tampons or cups.
- To relieve cramps, try a hot water bottle or moderate exercise. If severe cramps persist, it may be helpful to see a doctor.

Grade 5 Female Reproductive System

- PMS (premenstrual syndrome) can occur any time in the two weeks before menstruation. It can make a female feel moody, irritable or have tender breasts or bloating. Exercising and avoiding caffeine and salt can help minimize the symptoms of PMS.
- If your period starts at school and you don't have supplies, ask a teacher or the office staff. Once you have started getting your period, keep menstrual supplies in your backpack, desk or locker to be prepared.

What do you think is the most interesting thing about the menstrual cycle?

- Encourage students to provide appropriate comments.

We have studied what happens when an egg is unfertilized. What if a sperm had fertilized the egg while in the fallopian tube?

- If the egg is fertilized, it may implant in the uterine lining (implantation). This could result in a pregnancy.
- Inform students that they will learn more about pregnancy and fetal development in grade 6.

What needs to happen before a female is able to produce a baby?

- A female needs to ovulate and a sperm cell needs to fertilize the egg in order to produce a baby.
- Because a female will ovulate before her first menstrual bleed, it is possible for her to become pregnant even if she has never had a period.

If you have questions about anatomy or physiology, puberty changes or sexuality, who can you ask?

- Parent
- Trusted adult
- Teacher or guidance counsellor
- Nurse or doctor

F. Female Reproductive System Kahoot! Quiz

This quiz can be a great review, wrap-up of the unit, or a fun energizer in between other activities. For more information on using Kahoot!, visit getkahoot.com

1. Open the Kahoot! Quiz: [Grade 5 Female Reproductive System](#)
2. As a class, answer the quiz questions and discuss the answers together. You can play the quiz in individual or team mode.

G. Question Box

Answer any questions from the [question box](#) in the previous lesson. Have students submit any new questions and address them next class.

Grade 5 Female Reproductive System

Addressing the questions at the next class allows you time to review the questions and prepare responses.

Self-Reflection

During the lesson, were:

- ground rules being followed?
- good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?

Student Assessment

During the lesson, did students:

Knowledge:

- identify the parts of the female reproductive system using scientific terminology?
- describe the basic functions of the various parts of the female reproductive system?
- describe the menstrual cycle?

Skills:

- participate in class discussion and exhibit appropriate listening and speaking skills?
- discuss coping skills around female puberty issues?
- identify support people?

Attitudes:

- demonstrate awareness and understanding of the changes that occur during puberty?
- demonstrate acceptance that menstruation is a normal part of puberty and maturation?
- recognize that ovulation and menstruation could lead to pregnancy?

**The opening at the
end of the digestive
tract where feces
leaves the body.**



**A sac inside the body
that holds urine.**



**The bottom of the
uterus that opens into
the vagina.**



**Female sex organ that
becomes larger and
firmer during sexual
arousal.**



Tubes connecting the ovaries to the uterus. The egg travels through here after ovulation.



**A membrane that
surrounds or partially
covers the opening to
the vagina.**



**Monthly shedding of
the lining of the
uterus.**

DRAFT



**Female glands that
produce and release
an egg each month.**



**Process of releasing
an egg from the ovary.**



**The female
reproductive cell
produced in the
ovaries.**



**A passage leading
from the uterus to the
outside of the body.**



The external female sex organ, includes the labia and the clitoris.



**Urine passes through
this tube to the
outside of the body.**



**Where a developing
baby grows.**





Anus

Bladder

Cervix

Clitoris

Egg

Fallopian Tubes



Hymen

Menstruation

Ovaries

Ovulation

Vagina

Vulva

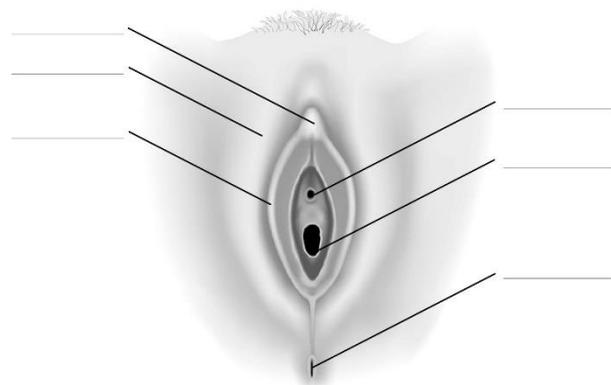
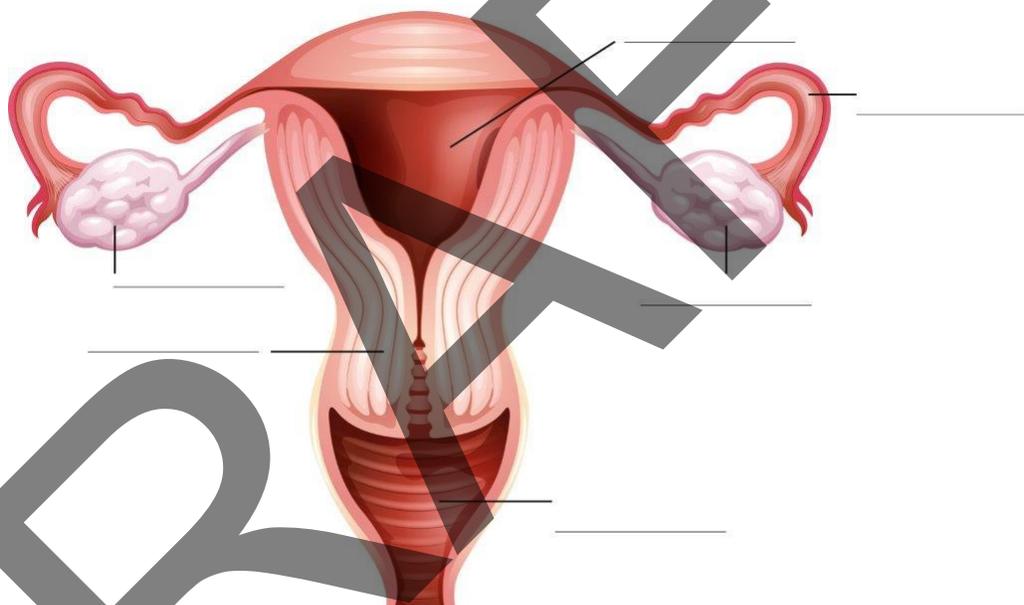
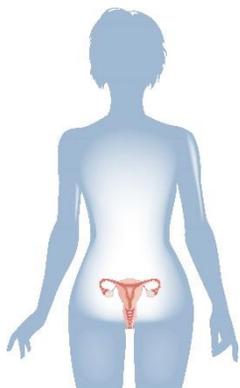


Urethra

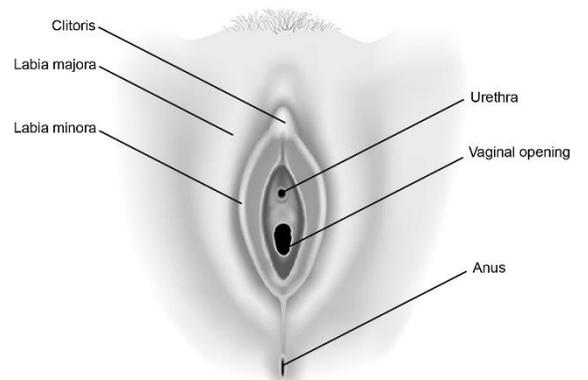
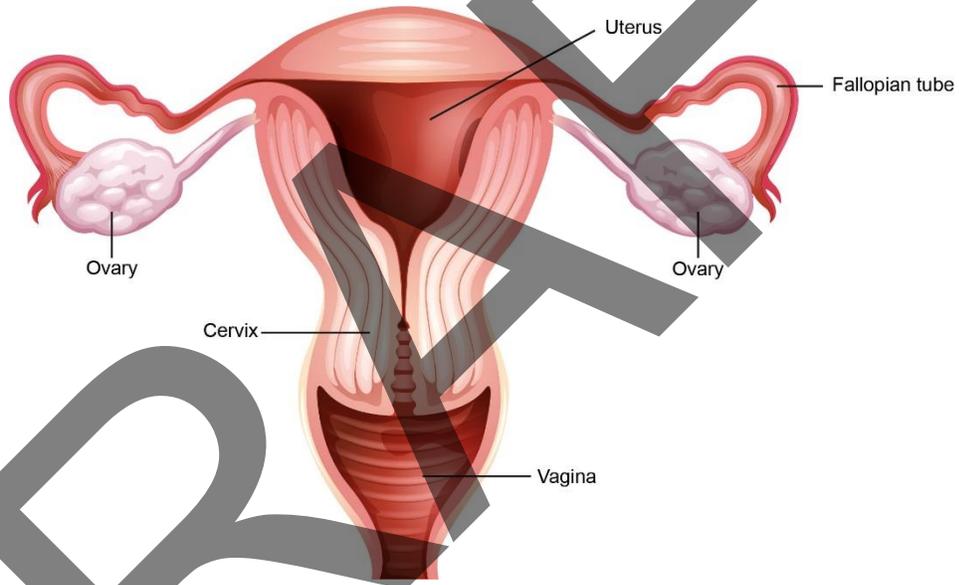
Uterus

DRAFT

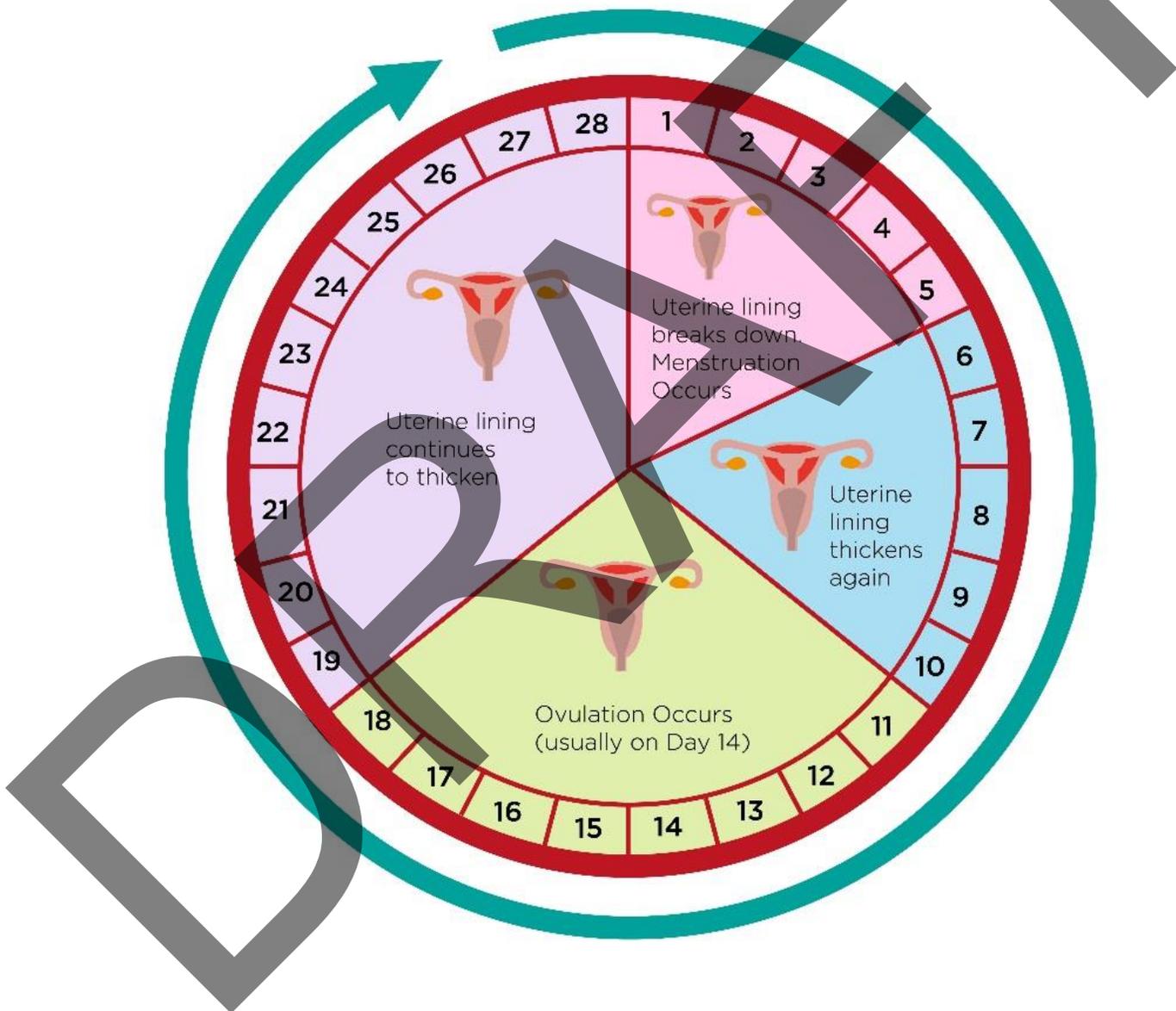
Female Reproductive System



Answer Key



The Menstrual Cycle



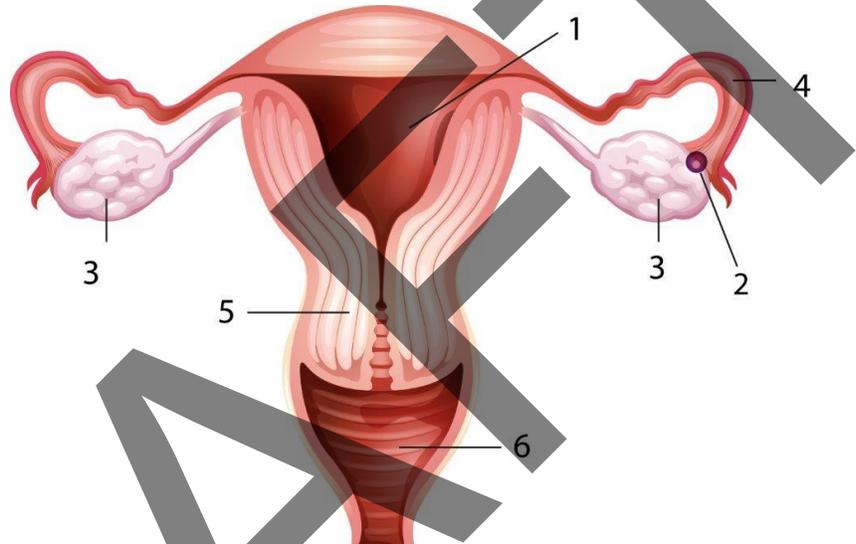
This diagram shows an average menstrual cycle that is 28 days long. Cycles can vary in length from 24-38 days.

The Journey of an Egg

Read the following story and fill in the blanks using the words provided.

Word Bank

cervix
fallopian tubes
menstruation
ovary
egg
uterus
vagina



Once upon a time, there was a female reproductive system. Each month, due to changes in hormones, the

_____ (1) invited a thick, soft lining made up of tissue and blood to grow along its walls. The lining contained nutrients that would be needed to nourish a growing baby if a pregnancy was to occur. Once the lining had grown, it waited for the ovaries to do their job.

The ovaries contained special reproductive cells, each cell called an _____ (2). Each month, one of these cells would reach maturity and be released from the _____ (3).

This month, it was the right ovary that got to release an egg. The left one would have to wait until the next month. The _____ (4), which wait for the ovaries to release an egg, waved their numerous arms. The waving arms grabbed the egg that was just released and gently guided it into one of the tubes. After about a day of travel, the egg began to dissolve. When it had disappeared, the brain sent a message to the lining of the uterus telling it that a fertilized egg wasn't going to arrive, so it could leave the uterus. Slowly, the lining passed through the _____ (5), into the _____ (6), and out of the body.

As soon as the lining was gone, the uterus invited a new lining to start to grow. This time around, it would be the ovary and fallopian tube on the left that would do all the work. Then, the process would start all over again. This process is called _____ (7).

ANSWER KEY: Grade 5 Female Reproductive System

Correct answers are in bold text.

1. The internal parts of the female reproductive system include:

- the vulva, clitoris and anus
- **the uterus, ovaries and fallopian tubes**
- the bladder, urethra and uterus
- the vulva, vagina and ovaries

2. The external parts of the female reproductive system include:

- urethra, vagina, and clitoris
- Fallopian tubes, labia major and labia minor
- **labia minor, labia major and clitoris**
- uterus, urethra and vagina

3. The place where a baby grows is called the:

- stomach
- vagina
- ovaries
- **uterus**

4. The eggs (ova) are produced and stored in the:

- uterus
- fallopian tubes
- **ovaries**
- cervix

5. On average an ovary will release:

- **one egg each month**
- one egg each year
- one egg each time the person has sex
- seven eggs each month

6. Menstruation is:

- the release of an egg from the ovary
- **the shedding of the uterine lining each month**
- only necessary if there is a fertilized egg in the uterus
- **a normal and healthy part of growing up**

7. People who get cramps during menstruation (their period) should:

- avoid all exercise
- **try a hot water bottle to relieve cramps**
- **continue to do their daily activities**
- **try exercising to relieve cramps**

8. An egg travels from the:

- ovary through the uterus into the fallopian tubes
- **ovary through the fallopian tubes into the uterus**
- testes through the vas deferens into the urethra
- ovary through the vagina into the cervix

9. The average length of a menstrual cycle is

- 1 year
- 1 week
- **28 days**
- 7 days

10. The menstrual cycle includes:

- **ovulation, thickening and shedding of the uterine lining**
- ejaculation, fertilization, implantation
- ovulation, fertilization, implantation
- fertilization, thickening and shedding the uterine lining

Grade 5

Male Reproductive System



Learner Outcomes

W-5.3 Identify the basic components of the human reproductive system, and describe the basic functions of the various components; e.g. fertilization, conception

How To Use

This lesson plan contains several activities to achieve the learner outcome above. You may choose to do some or all of the activities, based on the needs of your students and the time available. Some of the activities build on the ones that come before them, but all can be used alone.

For a quick lesson, combine activities A, C, D and G.

If you choose not to do all the activities, use your professional judgement to assess which outcomes you have covered and which may need additional activities.

Classroom Activities & Timing

See also the [Differing Abilities](#) lesson plans on *Puberty and Reproduction*.

- A. Ground Rules (5-10 minutes)
- B. Male Anatomy Vocabulary Matching Game (15-20 minutes)
- C. Male Anatomy Diagrams (15-20 minutes)
- D. The Journey of a Sperm (20-30 minutes)
- E. Class Discussion (5-15 minutes)
- F. Male Reproductive System Kahoot! Quiz (15-20 minutes)
- G. Question Box (5-10 minutes)

Required Materials

POSTERS: Male Anatomy Definitions

CARDS: Male Anatomy Vocabulary

HANDOUT and ANSWER KEY: Male Reproductive System Diagrams

HANDOUT: The Journey of a Sperm

Grade 5 Male Reproductive System

HANDOUT: Sperm Production

[KAHOOT! QUIZ](#) and ANSWER KEY: Male Reproductive System

All the student handouts are also available in the [Grade 5 Workbook](#).

All the diagrams are also available as slides in [Grade 5 Diagrams](#).

Background Information for Teachers

Inclusive Language

Language is complex, evolving, and powerful. In these lessons, [gender-neutral language](#) is used to be inclusive of all students, including those with diverse gender identities and sexual orientations. This includes the use of 'they' as a singular gender-neutral pronoun. The lesson plans use the terms 'male' and 'female' when referring to biological sex (sex assigned at birth), such as when discussing reproductive anatomy. A person's reproductive system can be male, female or intersex (not clearly defined as either male or female).

People are assigned a sex at birth based on their reproductive anatomy. Sex assigned at birth is independent of gender identity. Gender identity is a person's internal sense of identity as female, male, both or neither, regardless of their biological sex assigned at birth.

For many people, their gender matches the sex they were assigned at birth (cisgender). Others may identify as being transgender or gender diverse if their gender identity does not match the sex they were assigned at birth. A person's gender identity can be girl, woman, boy, man, transgender, gender fluid, gender queer, agender or others. The intention in this material is to use language that reflects these many possibilities.

The parts of the male reproductive system (anatomy)

External Genitals

Penis

- The male external sex organ.
- Semen and urine are discharged from the penis.
- It is made up of spongy material that fills up with extra blood (becomes erect) when sexually aroused.
- There is no bone in the penis.
- During puberty, the penis grows as does the rest of the body. Size varies from person to person.

Foreskin

- The skin on the end of the penis that retracts during an erection.
- This skin may be partially removed in a procedure called circumcision. Circumcision is a procedure to remove the foreskin from the penis. It is usually done soon after birth by a doctor or

Grade 5 Male Reproductive System

trained religious person. Some males are circumcised and some are not. It doesn't affect the function of the penis.

- If the penis has not been circumcised, it is necessary to clean beneath the foreskin of the penis regularly. It is important not to pull the foreskin back if it is still attached to the head of the penis. The foreskin will detach naturally.

Scrotum

- The sac that holds the testicles.
- The testicles are kept just below body temperature in order to produce healthy sperm. The scrotum pulls the testicles closer to the body if it is cold and lowers away from the body if it is hot.

Testicles

- The male sex glands that produce sperm and testosterone.
- They are held in the scrotum.
- They are on the outside of the body so that they can stay cooler than body temperature for healthy sperm production.
- It is normal for one to hang lower.
- This is a very sensitive area of the body. It is important to protect the testicles during contact sports, etc.

Anus

- The opening at the end of the digestive tract where feces leaves the body.
- It is not part of the reproductive system, but is part of the digestive system.

Internal reproductive organs

Epididymis

- A long coiled tube that connects a testicle to a vas deferens.
- Where sperm matures and is stored.

Vas Deferens

- A narrow tube that carries sperm from the testicles to the urethra.

Seminal Vesicles

- Two small pouches behind the bladder that produce and store seminal fluid.
- This fluid mixes with sperm and other fluid to produce semen.

Prostate Gland

- Enlarges to block urine from leaving the bladder when sperm is ejaculated.
- Produces fluid that is part of semen. The fluid feeds and protects sperm when they are ejaculated.

Grade 5 Male Reproductive System

Urethra

- Urine and semen pass through this tube to the outside of the body.
- Urine and semen cannot come out at the same time. There are two branches to the urethra, one from the bladder and the other from the vas deferens. When the penis is ready to release semen, a valve blocks off the branch to the bladder so urine cannot escape. Similar to the difference between swallowing and breathing. Air goes to the lungs and food goes to the stomach but both pass through the esophagus.

Bladder

- The sac that holds the urine produced by the kidney.
- It is part of the urinary system, not the reproductive system.

How the reproductive system functions (physiology)

Erection

- The brain can send a message to the penis causing it to become larger, longer and firmer. It will stand out from the body.
- Although people may experience erections when they are younger, they seem to occur more often and unexpectedly during puberty.
- Erections are a normal process of growing up.
- They can happen when you least expect them (first thing in the morning, during sleep, vibrations from riding a bicycle, sexual arousal).
- Erections can go away by themselves or after ejaculation.

Sperm

- The male reproductive cell.
- These cells are very small (over 300 million in 5 ml of semen).
- Millions are made every day in the testicles. Sperm that are not released through ejaculation are reabsorbed by the body.
- The sperm travel up the vas deferens and mix with fluid from the seminal vesicle and prostate to form white sticky fluid called semen.

Semen

- The combination of sperm and fluid from the seminal vesicle and prostate that is ejaculated from the penis.

Ejaculation

- Although people may experience erections at an early age, they are not able to ejaculate until their bodies begin producing sperm and semen during puberty.
- First ejaculation normally occurs around the ages 13 to 17.
- The volume of semen ejaculated is usually about 2-5 ml.

Grade 5 Male Reproductive System

- Wet dreams (when a person gets an erection then ejaculates while sleeping) begin during puberty. This is the body's way of adapting to the commencement of sperm and semen production. Some people have wet dreams and others do not. Wet dreams end later in puberty once the body is used to producing sperm and semen.

A. Ground Rules

Ensure [ground rules](#) are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can help ensure a successful lesson.

B. Male Anatomy Vocabulary Matching Game

Students identify the basic components of the male human reproductive system and can describe the basic functions of the various components.

1. Display the **Male Anatomy Definitions** posters around the room.
2. Divide students into teams of 3-4 students.
3. Distribute the **Male Anatomy Vocabulary** cards to each team.
4. Have teams decide which vocabulary word matches each definition. They post their word on the matching poster. Encourage groups to decide each match on their own and not worry if they make a different choice than another group.
5. Review the correct definition-word matches as a class, and move vocabulary words to the correct definitions as needed.

Answer Key:

Word	Definition
Anus	The opening at the end of the digestive tract where feces leave the body.
Bladder	A sac inside the body that holds urine.
Ejaculation	Release of semen from the penis.
Erection	The penis becomes larger, longer and firmer because of sexual arousal.

Grade 5 Male Reproductive System

Foreskin	The skin of the penis tip.
Penis	The male external sex organ that releases semen and can become erect.
Scrotum	External sac containing the testicles.
Semen	Thick fluid containing sperm.
Seminal Vesicles	Where semen is produced and stored.
Sperm	Male reproductive cell produced in the testicles.
Testicles	Sperm producing glands.
Urethra	Urine and semen pass through this tube to the outside of the body.
Vas Deferens	Narrow tubes that carry sperm from the testicles to the urethra.

C. Male Anatomy Diagrams

The diagrams of male anatomy help students learn the vocabulary associated with reproduction. Students may need help understanding the difference between the internal and external, or side and anterior views of the reproductive systems. Showing the diagrams that orient the internal organs inside the body help students understand what the diagrams represent.

To help students understand body and genital diversity, note that not everyone's genitals look the same, or like what is shown in diagrams and pictures.

Variation in size and shape is normal.

1. Distribute the **Male Reproductive System Diagrams** handout. Explain the relationship between the external and internal views of the reproductive system.
2. Ask the students to fill in as many of the blanks as they can. You may wish to have the students work individually, in pairs, or in their small groups from the previous activity. Emphasize that they will not know all the answers and that is ok.
3. Display the correct answers so all students can assess and correct their diagrams and discuss.
4. If the class has already completed the Female Reproductive System lesson, ask the students which parts of the female anatomy are the same for males and females, or which have similar functions. If that lesson has not been completed, ask them to predict which parts/functions will be the same.

D. The Journey of a Sperm

This activity builds on the students' understanding on reproductive anatomy and links the anatomy to the physiology of how the reproductive system functions.

1. Distribute the **Journey of a Sperm** handout.
2. Have students complete the activity by filling in the blanks with the appropriate terms. This activity can be done individually or using a small group technique such as [think-pair-share](#).
3. You may wish to provide resources such as the **Male Reproductive System Diagrams** handout or **Sperm Production** handout if students do not have them from the previous activity.
4. Correct the handout together.

Answers

1. Testicles
2. Scrotum
3. Sperm
4. Penis
5. Vas Deferens
6. Seminal Vesicle
7. Semen
8. Urethra
9. Ejaculation

E. Class Discussion

Students review their knowledge of the male reproductive system, develop resiliency skills around male anatomy issues, and identify support people.

Discuss the following questions as a class and share the responses below if they are not mentioned by the class:

What are some of the good things about being a male?

- Encourage students to provide appropriate comments.

What are some reasons males might get an erection?

- Sexual arousal
- Excitement
- Vibrations
- Nocturnal emission

Grade 5 Male Reproductive System

How do you think a male might feel if they get a nocturnal emission or an unwanted erection?

- Embarrassed
- Shy
- Excited

What are some ways to cope with an unwanted erection?

- Focus on something else until it goes away.
- Sit down.
- Put your hands in your pockets to try to hide it.
- Wear baggy pants if it keeps happening.
- Remember that it is probably more noticeable to you than to anyone else and this is a normal part of growing up.

What are some ways to cope with a wet dream?

- Change your sheets.
- Wash your pajamas or underwear.
- Remember that nocturnal emissions are a normal and healthy part of growing up.

What do you think is most interesting about sperm production?

- Encourage students to provide appropriate comments.

What do males need to produce before they can produce a baby?

- Males need to be producing sperm to be able to produce a baby.

If you still have questions about anatomy or physiology, puberty changes, or sexuality who can you ask?

- Parent or other trusted adult
- Teacher or guidance counsellor
- Nurse or doctor

F. Male Reproductive System Kahoot! Quiz

This quiz can be a great review, wrap-up of the unit, or a fun energizer in between other activities. For more information on using Kahoot!, visit getkahoot.com

1. Open the Kahoot! Quiz: [Grade 5 Male Reproductive System](#)
2. As a class, answer the quiz questions and discuss the answers together. You can play the quiz in individual or team mode.

G. Question Box

Answer any questions from the [question box](#) in the previous lesson. Have students submit any new questions and address them next class.

Addressing the questions at the next class allows you time to review the questions and prepare responses.

Self-Reflection

During the lesson, were:

- ground rules being followed?
- good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?

Student Assessment

During the lesson, did students:

Knowledge:

- identify the parts of the male reproductive system using scientific terminology?
- describe the basic functions of the various parts of the male reproductive system?
- explain the process of sperm production?

Skills:

- participate in class discussion and exhibit appropriate listening and speaking skills?
- discuss coping skills around male puberty issues?
- identify support people?

Attitudes:

- demonstrate awareness and understanding of the changes that occur during puberty?
- recognize that sperm production could lead to pregnancy?

**The opening at the
end of the digestive
tract where feces
leaves the body.**



**A sac inside the body
that holds urine.**



**Release of semen from
the penis.**



**The male sex organ that
releases semen and can
become erect.**



**The penis becomes
larger, longer and
firmer because of
sexual arousal.**



**The skin of the
penis tip.**



**External sac
containing the
testicles.**

DRAFT



**Thick fluid
containing sperm.**



**Where semen is
produced and stored.**



**Male reproductive cell
made in the testicles.**



**Sperm producing
glands.**

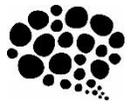


**Urine and semen pass
through this tube to
the outside of the
body.**



**Narrow tubes that
carry sperm from the
testicles to the
urethra.**





Anus

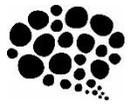
Bladder

Ejaculation

Erection

Foreskin

Penis



Scrotum

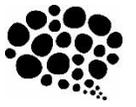
Semen

Seminal Vesicles

Sperm

Testicles

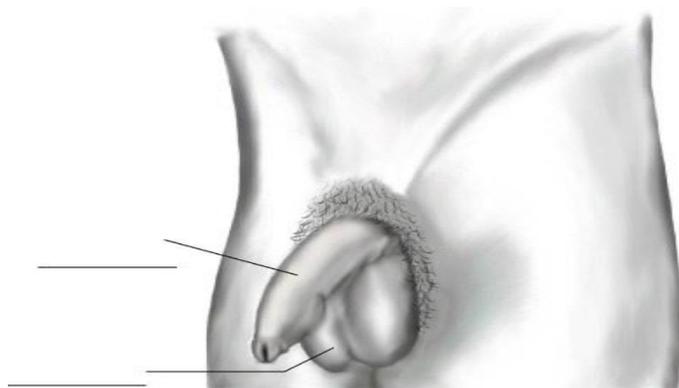
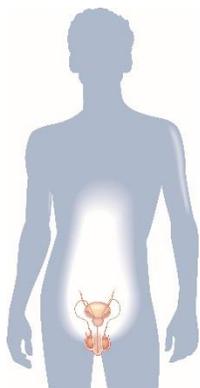
Urethra



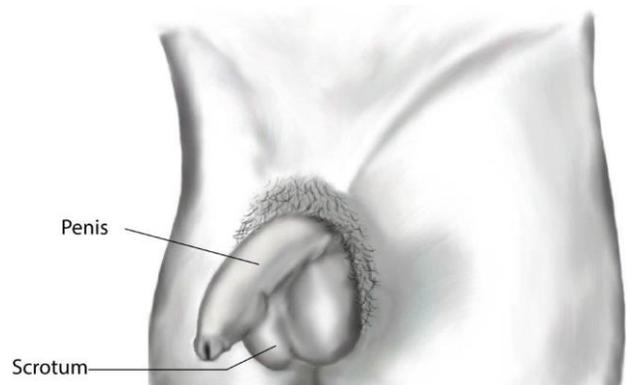
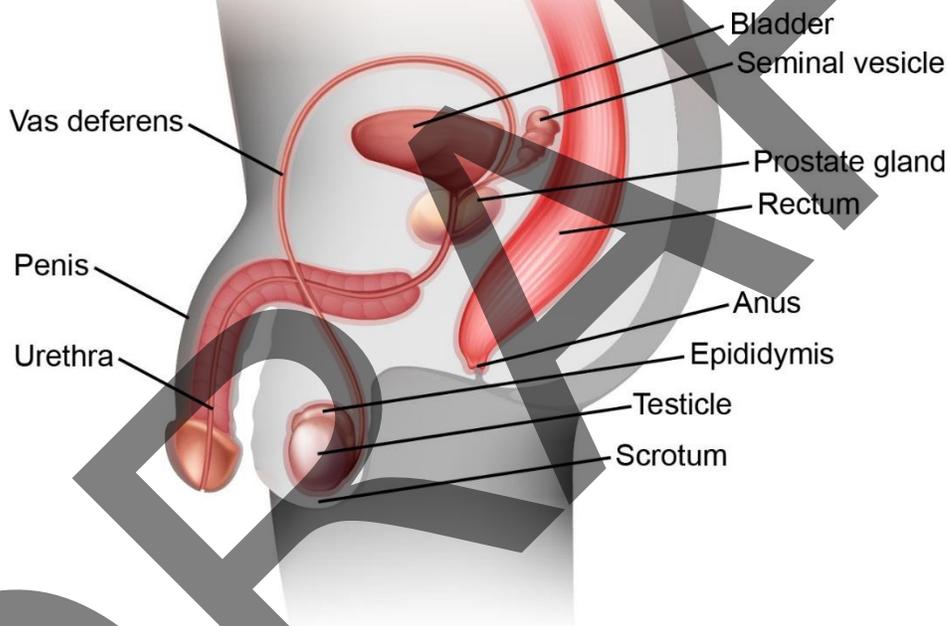
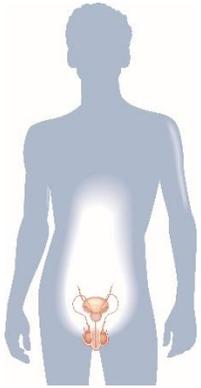
Vas Deferens

DRAFT

Male Reproductive System



Answer Key

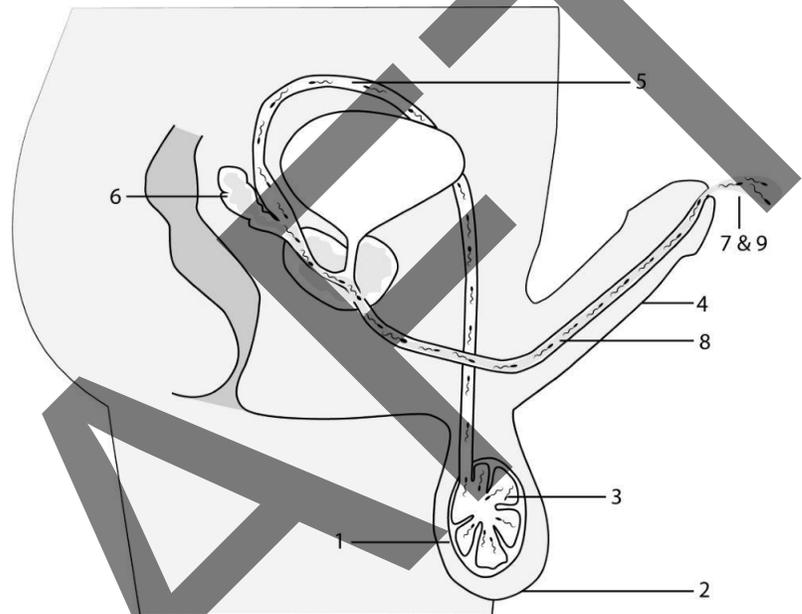


The Journey of a Sperm

Read the following story and fill in the blanks using the words provided.

Word Bank

ejaculation
penis
scrotum
semen
seminal vesicle
sperm
testicles
urethra
vas deferens



Once upon a time, there was a pair of _____ (1).

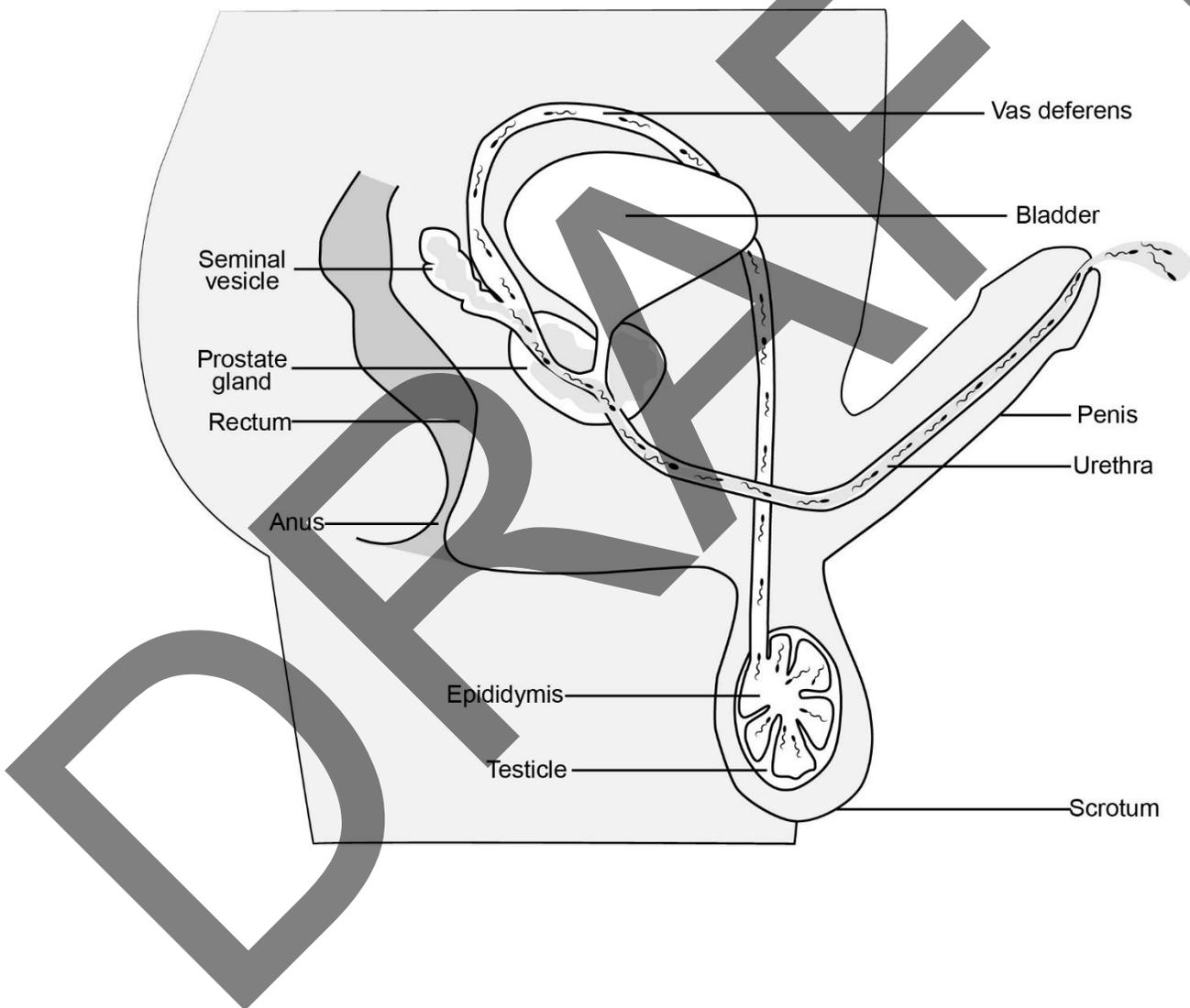
They were held in a special sac called the _____ (2).

This sac could hold the testicles close to the body to keep them warm, or let them hang away from the body to keep them cool. The testicles made special reproductive cells called _____ (3). Once these cells were made, they would wait to be released from the testicles. Sometimes, they would wait so long that they dissolved. Other times, they would be released from the testicles, make a journey through the male reproductive system and leave the male's body.

On the day in question, it just so happened that the sperm got to be released from the body. First, the _____ (4) became larger, longer and firmer until it stuck out from the body. When the penis gets this way it is called an erection. The sperm travelled up the _____ (5). Along the way, it mixed with fluid from the prostate gland, and with seminal fluid, which was made in the _____ (6). Once these fluids mixed, they decided to call themselves _____ (7). Together they travelled from the vas deferens into a tube called the _____ (8).

By this time, the semen was almost at the end of the journey. After travelling through the vas deferens and the urethra, the semen was released from the penis in a process called _____ (9). The erection went away and the penis became smaller and softer.

Sperm Production



ANSWER KEY: Grade 5 Male Reproductive System

Correct answers are in bold text.

1. The internal parts of the male reproductive system include the:

- bladder, kidneys and urethra
- scrotum, penis and testicles
- anus, penis and rectum
- **vas deferens, seminal vesicles and epididymis**

2. The external parts of the male reproductive system include the:

- testicles and scrotum
- urethra and penis
- **penis and scrotum**
- bladder and anus

3. The sac that contains the testicles is called:

- the vas deferens
- **the scrotum**
- the penis
- the testes

4. Release of semen from the penis is called:

- erection
- circumcision
- testicular
- **ejaculation**

5. The testicles:

- **are held in the scrotum**
- **produce sperm**
- **are a very sensitive area of the body**
- produce semen

6. Semen is:

- the same thing as sperm
- made of urine and sperm
- stored in the vas deferens
- **a thick fluid containing sperm**

7. Sperm are produced in the:

- **testicles**
- seminal vesicles
- urethra
- penis

8. Sperm travel from the:

- prostate gland through the vas deferens and out the rectum
- urethra past the penis and out the bladder
- **testis though the vas deferens and out the urethra**
- seminal vesicle through the vas deferens and out the urethra

9. Sperm that are not released by ejaculation are:

- released when urinating
- **reabsorbed into the body**
- held in the testicles forever
- released with feces

10. Wet dreams (nocturnal emissions):

- **are a normal and healthy part of growing up for males**
- **often begin in puberty**
- only happen when males dream about sex
- happen every night

GRADE 6

CHANGES IN ADOLESCENCE & PUBERTY

In this lesson, the teacher and students will work collaboratively to set guidelines for learning about and discussing sensitive subjects. Students brainstorm changes and things that stay the same during puberty. Teacher shares with students about emotional and physical changes that occur during puberty. Students play a true or false game to practice the new learning. Students participate in a class discussion about things they are looking forward to about growing up. Homework includes a writing exercise where students respond to questions as an advice column and discuss puberty with a trusted adult.

TODAY'S OBJECTIVE

- Describe the physical, social, cognitive, emotional changes of adolescence.
- Identify medically accurate sources of information about adolescent development.
- Develop a decision-making model and evaluate outcomes.

TEACHER NOTES

Using Gender Inclusive Language

Consider discussing puberty with terms such as “can,” “may,” or “might” to avoid excluding certain students such as those who are intersex, transgender, or gender non-conforming (e.g. “People with a penis may also grow hair on their face” or “Some people with a vagina may also develop breasts”). It may be helpful to explain to students that being a boy, a girl, or in-between is mostly about how someone feels, not their body parts.

When talking about sexual feelings, it also helps to not be specific about the gender that people might be attracted to. This lets you include anyone who could be or become attracted to boys, girls, non-binary genders, or more than one of these. In order to include youth who may grow up to be asexual (someone who does not experience sexual attraction) or aromantic (someone who does not experience romantic attraction or crushes) it’s also good to use “can,” “may,” or “might” when you talk about people developing romantic and/or sexual feelings.

TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 5 minutes
- Activate Prior Knowledge/Engage
 1. Begin lesson by establishing ground rules conducive towards a “safer” space.
 2. Due to the sensitive nature of these topics, remind students to avoid speaking about experiences of their fellow classmates.
 3. Let students suggest rules or limits of their own for the class to be mindful of throughout the discussion.

CREATING A SAFE SPACE

What are some ground rules we can agree upon to make this a safe space to talk about a sensitive topic?

TEACHER NOTES: BRAINSTORM

- Estimated Time: 10 minutes
- ELL & SpEd Strategy: Mixed-Ability Partners

1. Start the lesson with a brainstorm activity. Ask the students to break into groups of two or three people. Within their group, have the students come up with a list of things that change during puberty and things that stay the same. This introductory activity can help the teacher gauge what the students already know and dispel any myths they may believe.

GROUP BRAINSTORM

Make a list of things that...

- *Change* during puberty
- *Stay the same* during puberty

TEACHER NOTES: WHAT DOES PUBERTY MEAN?

- Estimated Time: 10 minutes
- ELL & SpEd Strategy: Mixed-Ability Partners

2. Ask the students, “What does puberty mean?” Write some of the responses on the board. Create a definition the class agrees on, or give them one similar to this: “Puberty is when our bodies change to adult bodies.”

WHAT DOES PUBERTY MEAN?

Puberty is when our bodies change into adult bodies.

TEACHER NOTES: WHAT DOES PUBERTY MEAN? (CONT.)

3. Explain that our bodies experience many changes during puberty, both physically and emotionally. Some of the physical changes that students may notice include:
- Hair growth in places like our legs, armpits, genitals (pubic hair) and for some people, the face
 - More active oil glands, which can lead to oily hair and oily faces (acne)
 - More active sweat glands, which can lead to body odour
 - Growth spurts
 - Growth of the penis, testicles and breasts
 - Wider hips and shoulders
 - Nocturnal emissions (wet dreams)
 - More frequent erections (these are very common when waking up, sometimes called morning wood)
 - Vaginal discharge (clear or whitish liquid that comes out of the vagina)
 - Menstruation

PHYSICAL CHANGES

Growth spurts

Active oil glands

Hair growth

Wider shoulders

Menstruation

Wider hips

Active sweat glands

DRAFT

TEACHER NOTES: WHAT DOES PUBERTY MEAN? (CONT.)

4. Next describe the types of changes that can occur to our emotions, including:

- Mood swings
- May become interested in romantic partnerships or develop crushes
- Might begin to have sexual feelings
- May want more independence and privacy

5. Tell students that these changes are caused by hormonal changes in the body. Everyone has hormones called **testosterone**, **estrogen**, and **progesterone**. Most of the time, but not always, boys will begin to produce more testosterone and girls will begin to produce more estrogen during puberty. These hormonal changes are what cause the other changes we experience.

EMOTIONAL CHANGES

Mood swings

Romantic interests

Sexual feelings

Want independence

Want privacy

DRAFT

HORMONES

- Testosterone
- Estrogen
- Progesterone

TEACHER NOTES: TRUE OR FALSE GAME

- Estimated Time: 10 minutes
- ELL & SpEd Strategy: Mixed-Ability Partners

6. Next, to review the information, play a short True or False game with the class (see True or False Handout).

TRUE OR FALSE

1. If all of my friends have started puberty except me, I'm way behind. **True False**
2. I will start to notice more hair grow in places like my genitals and armpits. **True False**
3. Only boys can have wet dreams. **True False**
4. It is normal to begin to have crushes or romantic feelings during puberty. **True False**
5. Puberty is caused by hormonal changes in the body. **True False**
6. Everyone goes through puberty at the same speed. **True False**

TEACHER NOTES: TRUE OR FALSE GAME (CONT.)

7. Remind the students that puberty is something that almost everyone experiences, so they are not alone. Also remind that students that everyone is different, so everyone will experience puberty differently. Because of these changes, students need to take extra care with bathing and keeping themselves clean.
8. Discuss some strategies that can help the students cope with the changes they experience during puberty. Ask them what they do if they have bruises or muscle aches and connect these to growing pains and menstrual cramps. Offer examples like asking for painkillers, lying down, stretches, and exercise. Ask the students to describe activities they do to calm down or feel happier. Offer examples such as writing in a journal, taking a walk, drawing, talking with a trusted friend or parent, etc...

YOU ARE NOT ALONE!!!!

DRAFT

HOW TO COPE

DRAFT

TEACHER NOTES: CONCLUSION

- Estimated Time: 5 minutes
- ELL & SpEd Strategy: Mixed-Ability Partners

To end the lesson, ask the students to brainstorm things they are looking forward to about growing up (e.g. driving a car, having more freedom, staying up later, dating, etc.). Have the students write their responses on the board. Remind the students that experiencing puberty is one of the first steps towards becoming an adult.

WHAT ARE SOME THINGS YOU ARE
LOOKING FORWARD TO ABOUT
GROWING UP?

Write – Pair – Share

TEACHER NOTES: ADVICE COLUMN

- Estimated Time: Sponge
- ELL & SpEd Strategy: Mixed-Ability Partners

1) Have the students pretend that they are an advice columnist and “give advice” to those with questions about puberty (see Advice Column Handout). Ask the students to write short paragraph responses that provide accurate information.

NAME _____

DATE _____

Advice Column

Pretend you are an advice columnist for a newspaper. Use the information you learned in class to give answers to the following questions about puberty.

"After I play soccer, I notice that I have serious body odour! This never happened to me when I was younger. Why am I suddenly smelly, and what can I do to get rid of the smell?"

**Sincerely,
Smelly Sam"**

Answer:

"I'm so embarrassed to even leave the house these days. Lately, I have been getting pimples all over my face. Yuck! What causes these nasty bumps, and how can I get rid of them?"

**Sincerely,
Bumpy Becca"**

Answer:

TEACHER NOTES: ASK AN ADULT

- Estimated Time: Homework

2) Ask the students to select an adult they know and trust, such as a parent, grandparent or family friend, and have them interview that person about their experiences with puberty (see Ask an Adult! Handout).

NAME _____

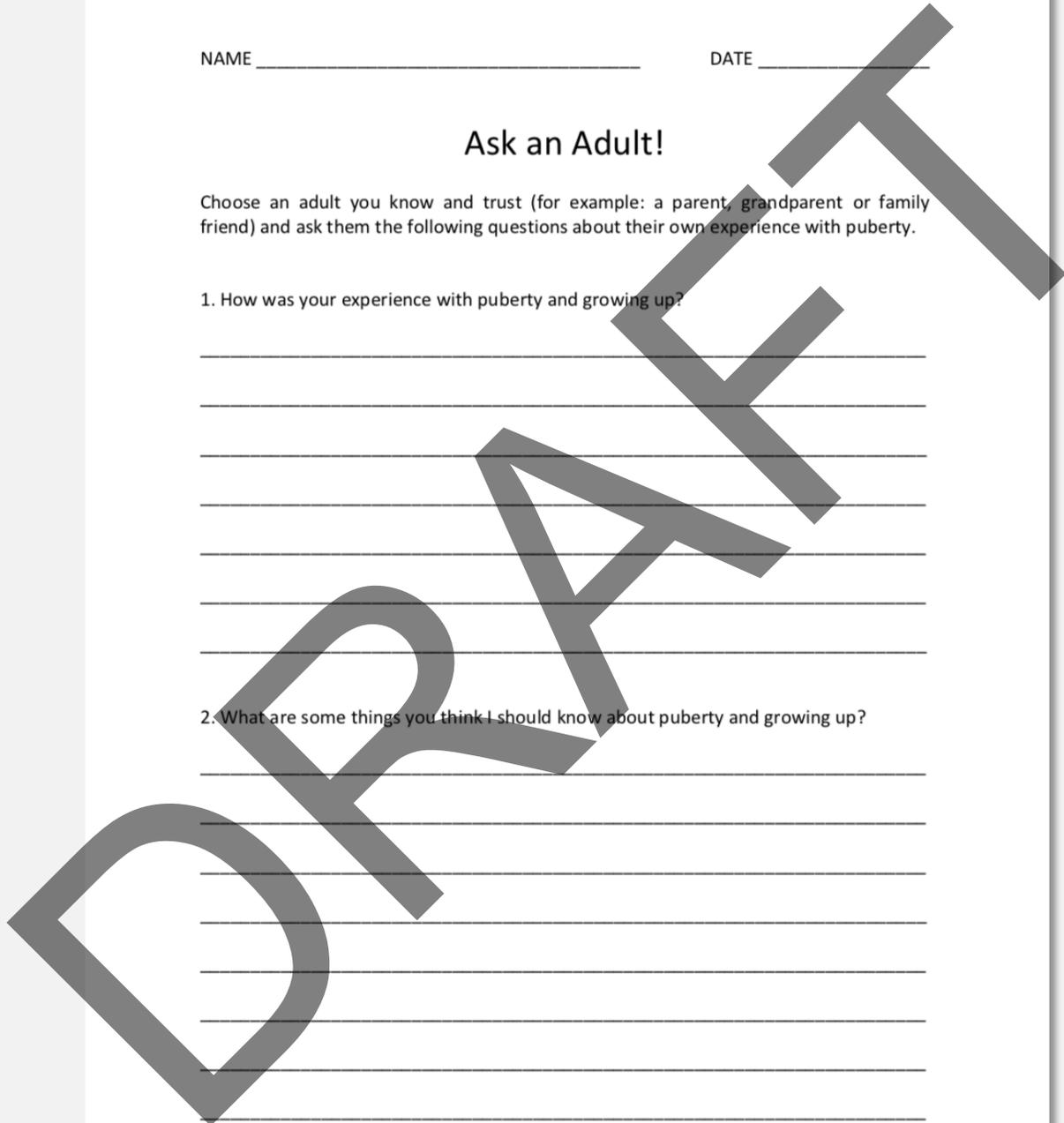
DATE _____

Ask an Adult!

Choose an adult you know and trust (for example: a parent, grandparent or family friend) and ask them the following questions about their own experience with puberty.

1. How was your experience with puberty and growing up?

2. What are some things you think I should know about puberty and growing up?



RESOURCES/SOURCES

- All images and activities:ACCM (see folder)

TRUE OR FALSE

1. If all of my friends have started puberty except me, I'm way behind. **True False**

2. I will start to notice more hair grow in places like my genitals and armpits. **True False**

3. Only boys can have wet dreams. **True False**

4. It is normal to begin to have crushes or romantic feelings during puberty. **True False**

5. Puberty is caused by hormonal changes in the body. **True False**

6. Everyone goes through puberty at the same speed. **True False**

TRUE OR FALSE (ANSWER KEY)

1. If all of my friends have started puberty except me, I'm way behind. (False) Everyone's bodies are different! Different people start puberty at different times, and it's okay to start later.

2. I will start to notice more hair grow in places like my genitals and armpits. (True) Most people experience hair growth in these places during puberty.

3. Only boys can have wet dreams. (False) People of all genders can have sexual feelings or sensations while dreaming.

4. It is normal to begin to have crushes or romantic feelings during puberty. (True) Many people start to develop romantic feelings during puberty, and that is okay!

5. Puberty is caused by hormonal changes in the body. (True) The brain releases hormones during puberty that cause the changes people go through during puberty.

6. Everyone experiences puberty at the same rate. (False) Everyone's body is different, so people will go through changes at a different rate, and some people may not experience them at all.

NAME _____

DATE _____

Advice Column

Pretend you are an advice columnist for a newspaper. Use the information you learned in class to give answers to the following questions about puberty.

“After I play soccer, I notice that I have serious body odour! This never happened to me when I was younger. Why am I suddenly smelly, and what can I do to get rid of the smell?”

**Sincerely,
Smelly Sam”**

Answer:

“I’m so embarrassed to even leave the house these days. Lately, I have been getting pimples all over my face. Yuck! What causes these nasty bumps, and how can I get rid of them?”

**Sincerely,
Bumpy Becca”**

Answer:

NAME _____

DATE _____

Ask an Adult!

Choose an adult you know and trust (for example: a parent, grandparent or family friend) and ask them the following questions about their own experience with puberty.

1. How was your experience with puberty and growing up?

2. What are some things you think I should know about puberty and growing up?

Elementary 4: Sexual Growth and Body Image

Lesson 1: Introducing and Understanding Puberty

Aim/Rationale

Students will learn about the physical and emotional changes that occur during puberty as well as healthy strategies to cope with these changes.

Competencies

Learning Content in Sexuality Education

- 1) Learn how the main changes associated with puberty are part of the process of growing up
- 2) Share your feelings about growing up

Broad Areas of Learning

- 1) Health and well-being
- 2) Citizenship and community life

Purpose

Learning about one's body and appreciating that body is an essential developmental task for children and adolescents. Puberty is a natural stage of development characterized by physical, emotional and social changes that can start young people on a path that can include romantic and sexual attractions, romantic relationships, sex, and having children.

Children at this age level are likely to begin experiencing the physical and emotional changes that occur during puberty and require accurate information that will help them understand the transformations their bodies are experiencing.

Relevant to:

- Promoting egalitarian relationships
- Promoting a healthy body image

Lesson

Materials

1. Worksheets
 - True or False Handout
 - Advice Column Handout
 - Ask an Adult! Handout

Essential Questions

- What is puberty? What does it mean to, “go through puberty?”
- What kinds of changes will my body undergo?
- What are some healthy responses to feelings I may have during puberty?

Using Gender Inclusive Language

Consider discussing puberty with terms such as “can,” “may,” or “might” to avoid excluding certain students such as those who are intersex, transgender, or gender non-conforming (e.g. “People with a penis may also grow hair on their face” or “Some people with a vagina may also develop breasts”). It may be helpful to explain to students that being a boy, a girl, or in-between is mostly about how someone feels, not their body parts.

When talking about sexual feelings, it also helps to not be specific about the gender that people might be attracted to. This lets you include anyone who could be or become attracted to boys, girls, non-binary genders, or more than one of these. In order to include youth who may grow up to be asexual (someone who does not experience sexual attraction) or aromantic (someone who does not experience romantic attraction or crushes) it’s also good to use “can,” “may,” or “might” when you talk about people developing romantic and/or sexual feelings.

Terms

- Puberty
- Hormones (testosterone, estrogen and progesterone)

Development/Teaching Methods [30 min]

1. Start the lesson with a brainstorm activity. Ask the students to break into groups of two or three people. Within their group, have the students come up with a list of things that change during puberty and things that stay the same. This introductory activity can help the teacher gauge what the students already know and dispel any myths they may believe.

2. Ask the students, “What does puberty mean?” Write some of the responses on the board. Create a definition the class agrees on, or give them one similar to this: “Puberty is when our bodies change to adult bodies.”
3. Explain that our bodies experience many changes during puberty, both physically and emotionally. Some of the physical changes that students may notice include:
 - Hair growth in places like our legs, armpits, genitals (pubic hair) and for some people, the face
 - More active oil glands, which can lead to oily hair and oily faces (acne)
 - More active sweat glands, which can lead to body odour
 - Growth spurts
 - Growth of the penis, testicles and breasts
 - Wider hips and shoulders
 - Nocturnal emissions (wet dreams)
 - More frequent erections (these are very common when waking up, sometimes called morning wood)
 - Vaginal discharge (clear or whitish liquid that comes out of the vagina)
 - Menstruation
4. Next describe the types of changes that can occur to our emotions, including:
 - Mood swings
 - May become interested in romantic partnerships or develop crushes
 - Might begin to have sexual feelings
 - May want more independence and privacy
5. Tell students that these changes are caused by hormonal changes in the body. Everyone has hormones called *testosterone*, *estrogen*, and *progesterone*. Most of the time, but not always, boys will begin to produce more testosterone and girls will begin to produce more estrogen during puberty. These hormonal changes are what cause the other changes we experience.
6. Next, to review the information, play a short True or False game with the class (see True or False Handout).
7. Remind the students that puberty is something that almost everyone experiences, so they are not alone. Also remind that students that everyone is different, so everyone will experience puberty differently. Because of these changes, students need to take extra care with bathing and keeping themselves clean.
8. Discuss some strategies that can help the students cope with the changes they experience during puberty. Ask them what they do if they have bruises or muscle aches and connect these to growing pains and menstrual cramps. Offer examples like asking for painkillers, lying down, stretches, and exercise. Ask the students to describe activities they do to calm down or feel happier. Offer examples such as writing in a journal, taking a walk, drawing, talking with a trusted friend or parent, etc...

Culmination [5 min]

To end the lesson, ask the students to brainstorm things they are looking forward to about growing up (e.g. driving a car, having more freedom, staying up later, dating, etc.). Have the students write their responses on the board. Remind the students that experiencing puberty is one of the first steps towards becoming an adult.

Performance Objectives

By the end of this lesson, students will be able to:

- Identify and describe the physical and emotional changes associated with puberty.
- Identify strategies to help manage these changes.

Assessment Ideas

- 1) Have the students pretend that they are an advice columnist and “give advice” to those with questions about puberty (see Advice Column Handout). Ask the students to write short paragraph responses that provide accurate information.
- 2) Ask the students to select an adult they know and trust, such as a parent, grandparent or family friend, and have them interview that person about their experiences with puberty (see Ask an Adult! Handout).



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GRADE 6

SELF-CONCEPT & BODY IMAGE

In this lesson, the teacher and students will work collaboratively to set guidelines for learning about and discussing sensitive subjects. Students watch one of two videos “The Girl with the World in her Hair” or “Girls Ages 5-18 Talk About What Beauty Means to Them”. Teacher leads a discussion about body image using the videos as a topic of focus. Students review the changes of puberty before identifying what makes them special as an individual. Homework includes students interviewing a trusted adult about body image.

TODAY'S OBJECTIVE

- Analyze the influences of self-concept and body image.

TEACHER NOTES

Using Gender Inclusive Language

Avoid gendering people with certain anatomy or making assumptions about someone's body based on their gender. The assumption that all people with penises are boys, for example, can make trans or intersex students feel excluded. Separating anatomy and gender is a way to make sure that all students feel included.

A way to do this is by referring to anatomy rather than someone's gender. For example, instead of saying, "men grow facial hair", say, "facial hair grows". Another way to avoid gendering body parts is using phrases like, "people with penises" and "bodies that menstruate". Similarly, it's better to use nouns for body functions rather than verbs, for example, by saying "ejaculation can happen during sleep" instead of "boys can ejaculate during sleep".

It is understandable that some students might feel shy when talking about sex organs. Students at this age are sometimes uncomfortable talking about the changes that they are experiencing. However, it is important to use accurate names for sex organs rather than euphemisms. When children are taught using inaccurate language, it is possible for them to misunderstand. Using proper terminology is the first step to teaching about sex accurately and accessibly. It can help them talk about these changes or health issues with doctors. It is also beneficial for the development of children's healthy, positive body image.

TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 5 minutes
- Activate Prior Knowledge/Engage
 1. Begin lesson by establishing ground rules conducive towards a “safer” space.
 2. Due to the sensitive nature of these topics, remind students to avoid speaking about experiences of their fellow classmates.
 3. Let students suggest rules or limits of their own for the class to be mindful of throughout the discussion.

CREATING A SAFE SPACE

What are some ground rules we can agree upon to make this a safe space to talk about a sensitive topic?

TEACHER NOTES: VIDEO & DISCUSSION

- Estimated Time: 20 minutes
- ELL & SpEd Strategy: Closed-Captioning

1. Tell students that today they are going to learn about their bodies and discuss how to feel good about them. Start by showing students the movie “The Girl with the World in Her Hair” or “Girls Ages 5-18 Talk About What Beauty Means to Them”.

TEACHER NOTES: VIDEO & DISCUSSION (CONT.)

- a. “The Girl with the World in Her Hair”: Encourage students to discuss what they think about Jasmine and her attitude toward her hair. Ask questions to stimulate a discussion, for example, why does Jasmine feel she’s got the world in her hair? Is it good that she can laugh about it? Do you have similar experiences or feelings about a part of your own body that you feel comfortable sharing? Invite students to share and talk.
Conclude by saying that Jasmine’s curly hair is just one of her unique characteristics, and it is part of what makes her who she is. Though taking care of her hair can sometimes be a nuisance and other people may have their opinions about it, it’s important that Jasmine feels like she can appreciate and celebrate her curly hair as part of her unique identity. We will also change and become different as we grow up. Tell the students that when someone starts puberty, their body and body image (i.e. how they see and feel about their body) can change a lot. During this time, it is especially important to do things that can help you feel positive and confident about your body.

<https://www.youtube.com/watch?v=EC-v30Ds92E>

TEACHER NOTES: VIDEO & DISCUSSION (CONT.)

- b. “Girls Ages 5-18 Talk About What Beauty Means to Them”: Encourage students to list some well-known people they think are beautiful and discuss how they define beauty. Ask questions to inspire them, for example, does everyone on the list look the same or make you feel the same? Does everyone have the same definition of beauty? Is it good that there are different ideas about beauty? How can we accept and appreciate people’s differences? In the video, Joelle says becoming beautiful is “learning all the lessons of life, and you go from here to there, and you start to blossom.” Do you agree with her? Conclude that everyone has different types of beauty because everyone is unique. Tell the students that we all have our own specific characteristics, and we are all different. There is nothing wrong with our uniqueness. We will change and become different as we grow up. Tell the students that when someone starts puberty, their body and body image (i.e. how they see and feel about their body) can change a lot. Just as Joelle said, it is also a kind of beauty because you are growing from a kid to an adult, and you are blossoming. During this time, it is especially important to do things that can help you feel positive and confident about your body.

<https://www.youtube.com/watch?v=j54lShtTSJU>

the GIRL with
the WORLD in
HER HAIR



0:11 / 3:23



How do kids today
define beauty?



TEACHER NOTES: MY BODY IMAGE

- Estimated Time: 20 minutes
- ELL & SpEd Strategy: Mixed-Ability Partners

4. Divide students into pairs and give each student a large piece of paper. Have students work in pairs and trace their partner's silhouette on the paper with a marker. If this isn't feasible, use the "My Body Image" printouts instead.

TEACHER NOTES: MY BODY IMAGE (CONT.)

2. Review the changes that can happen during puberty. Ask students to list some of the physical and emotional changes that can happen during puberty and write them on the board. Some examples include:

- Pubic hair grows.
- Menstruation begins.
- People get taller.
- Body hair grows.
- Testicles get bigger and start making sperm.

- The voice can change and facial hair begins to grow.
- People can start developing romantic or sexual feelings for others.
- People's moods can change. Sometimes people feel emotions more strongly or feel self-conscious or confused.

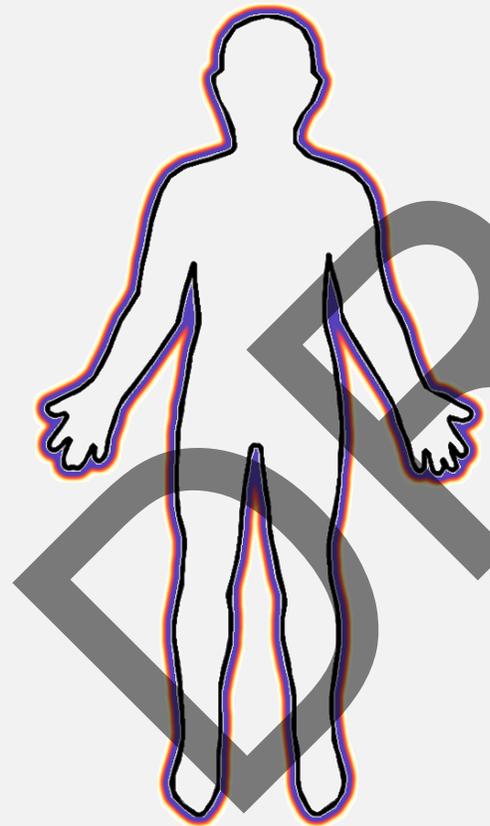
TEACHER NOTES: MY BODY IMAGE (CONT.)

3. Tell students that the physical and emotional changes that may happen during puberty can make it harder to feel good about your body. Thinking about things that you like about your body, what you can do with your body or things that you like about yourself in general can make you feel better about going through puberty.

TEACHER NOTES: MY BODY IMAGE (CONT.)

4. Divide students into pairs and give each student a large piece of paper. Have students work in pairs and trace their partner's silhouette on the paper with a marker. If this isn't feasible, use the "My Body Image" printouts instead.
5. Ask students to use markers to draw or write down positive characteristics they have. Tell them these can be both physical and emotional characteristics that they are proud of or that make them feel good. Students can also include things they can do with their bodies that they're proud of. Encourage students to include characteristics related to puberty and growing up that they might be looking forward to, but be sure to let them know that they don't have to include anything that they're uncomfortable with or that feels private.
6. Put up the drawings in a "My Body Image" gallery. Invite students to briefly present why they are special and what they are proud of.
7. Conclude that bodily and emotional changes are a natural part of puberty. These changes are representations of our growth toward becoming adults. Feeling proud about these changes can help us appreciate our bodies, feel confident, and celebrate our uniqueness. It's important to respect and appreciate all body types.

WHAT MAKES YOU SPECIAL?



What my body does for me:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

What I love about my body:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

What's unique about me:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

What I can do to help it stay strong and healthy:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

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TEACHER NOTES: CONCLUSION

- Estimated Time: 20 minutes

1. Tape a piece of construction paper onto each student's back and give them a marker.
2. Turn music on. Have students mingle and walk around the room until the music stops.
3. When the music stops, have each student write something positive about other another student onto their piece of paper (ex. You have a nice smile; you are in great shape; you are funny).
4. Repeat step 2 until students' papers are full.
5. Allow them to take off their paper, read, and enjoy! Encourage them to keep it somewhere they'll remember and take it out if they're feeling low or insecure about their bodies or themselves.

TEACHER NOTES: CONCLUSION

- Estimated Time: Homework

1. Give each student the “Adult-Kid Communicator” handout as a take-home assignment. Encourage students to complete it as an interview with an adult they feel comfortable talking with. Afterwards, have students share their thoughts and discuss what they could do to teach kids to adopt a positive attitude toward their body when they become adults.

RESOURCES/SOURCES

- All images and activities not noted below: ACCM (see folder)
- Image: [Body Outline](#)
- Video: [The Girl with the World in her Hair](#)
- Video: [How do kids today define beauty?](#)

What my body does for me:

- ① _____
- ② _____
- ③ _____
- ④ _____
- ⑤ _____

What I love about my body:

- ① _____
- ② _____
- ③ _____
- ④ _____
- ⑤ _____



What's unique about me:

What I can do to help it stay strong and healthy:

- ① _____
- ② _____
- ③ _____
- ④ _____
- ⑤ _____

- _____
- _____
- ③ _____
- ④ _____
- ⑤ _____

Adult-Kid Communicator

1. Kid asks: What kind of education about body image did you have when you were in school? Or what kind of information did you have from your family? How did you respond to that information?
2. Adult asks: What kind of things are you learning about body image from school these days? Do you think the information you learned is different from what I learned at that time? If yes, what are the differences?
3. Kid asks: Do you remember anything about going through puberty? What was difficult? How did you handle it?
4. Adult asks: How are you handling puberty? Are you feeling the same things I mentioned?

Elementary 6: Sexual Growth and Body Image

Lesson 1: Adopting a Positive Attitude toward Body Image

Aim/Rationale

Students will learn about the physical and emotional changes that often happen during puberty and will be encouraged to adopt a positive attitude toward their own body image and diverse body types.

Learning Content

Learning Content in Sexuality Education

- 1) Adopt a positive attitude toward diverse body types
 - a. Identify physical and emotional changes during puberty
 - b. Understand and appreciate diverse body types

Cross-Curricular Competencies

- 1) To use creativity
- 2) To construct identity
- 3) To cooperate with others

Purpose

Children aged 10 to 12 have often started maturing physically. The first signs of development can appear at this age. Children at this age are often curious about their bodily changes and are becoming aware of simultaneous emotional changes. Therefore, an important task for teachers is to equip students with the appropriate knowledge of these changes, including how their body may change, why it changes, and how to adopt a positive attitude toward diverse body types. Doing so is

an important part of building children’s self-esteem and helping them maintain a positive body image throughout puberty.

Relevant to:

- Promoting a healthy body image

Lesson

Materials

- Projector and laptop or interactive white board
- A large roll of paper (each student needs a piece of paper large enough to trace themselves on) [QR](#) “My Body Image” printouts (1 per student)
- Construction paper or other thick paper (1 per student)
- Markers
- Video Option 1, “The Girl with the World in Her Hair” (3 mins)
 - <https://www.youtube.com/watch?v=EC-v30Ds92E>
- Video Option 2, “Girls Ages 5-18 Talk About What Beauty Means to Them”
 - <https://www.youtube.com/watch?v=j541ShtTSJU>
- A CD player or computer with speakers
- “Adult-Kid Communicator” handouts (1 per student)

Essential Questions

- What does it mean to go through puberty?
- What are the physical and emotional changes that can happen during puberty?
- Why do we need to adopt a positive attitude toward our own body and how we feel about it?
- How can we respect diverse body types?

Using Gender Inclusive Language

Avoid gendering people with certain anatomy or making assumptions about someone’s body based on their gender. The assumption that all people with penises are boys, for example, can make trans or intersex students feel excluded. Separating anatomy and gender is a way to make sure that all students feel included.

A way to do this is by referring to anatomy rather than someone’s gender. For example, instead of saying, “men grow facial hair”, say, “facial hair grows”. Another way to avoid gendering body parts is using phrases like, “people with penises” and “bodies that menstruate”. Similarly, it’s better to use nouns for body functions rather than verbs, for example, by saying “ejaculation can happen during sleep” instead of “boys can ejaculate during sleep”.

It is understandable that some students might feel shy when talking about sex organs. Students at this age are sometimes uncomfortable talking about the changes that they are experiencing. However, it is important to use accurate names for sex organs rather than euphemisms. When children are taught using inaccurate language, it is possible for them to misunderstand. Using proper terminology is the first step to teaching about sex accurately and accessibly. It can help them talk about these changes or health issues with doctors. It is also beneficial for the development of children’s healthy, positive body image.

Terms

- Puberty
- Body image

Development [60 minutes]

1. Tell students that today they are going to learn about their bodies and discuss how to feel good about them. Start by showing students the movie “The Girl with the World in Her Hair” or “Girls Ages 5-18 Talk About What Beauty Means to Them”.
 - a. “The Girl with the World in Her Hair”: Encourage students to discuss what they think about Jasmine and her attitude toward her hair. Ask questions to stimulate a discussion, for example, why does Jasmine feel she’s got the world in her hair? Is it good that she can laugh about it? Do you have similar experiences or feelings about a part of your own body that you feel comfortable sharing? Invite students to share and talk.
Conclude by saying that Jasmine’s curly hair is just one of her unique characteristics, and it is part of what makes her who she is. Though taking care of her hair can sometimes be a nuisance and other people may have their opinions about it, it’s important that Jasmine feels like she can appreciate and celebrate her curly hair as part of her unique identity. We will also change and become different as we grow up. Tell the students that when someone starts puberty, their body and body image (i.e. how they see and feel about their body) can change a lot. During this time, it is especially important to do things that can help you feel positive and confident about your body.
 - b. “Girls Ages 5-18 Talk About What Beauty Means to Them”: Encourage students to list some well-known people they think are beautiful and discuss how they define beauty. Ask questions to inspire them, for example, does everyone on the list look the same or make you feel the same? Does everyone have the same definition of beauty? Is it good that there are different ideas about beauty? How can we accept and appreciate people’s differences? In the video, Joelle says becoming beautiful is “learning all the lessons of life, and you go from here to there, and you start to blossom.” Do you agree with her?
Conclude that everyone has different types of beauty because everyone is unique. Tell the students that we all have our own specific characteristics, and we are all different. There is nothing wrong with our uniqueness. We will change and become different as we grow up. Tell the students that when someone starts puberty, their body and body image (i.e. how they see and feel about their body) can change a lot. Just as Joelle said, it is also a kind of beauty because you are growing from a kid to an adult, and you are blossoming. During this time, it is especially important to do things that can help you feel positive and confident about your body.
2. Review the changes that can happen during puberty. Ask students to list some of the physical and emotional changes that can happen during puberty and write them on the board. Some examples include:
 - Pubic hair grows.
 - Menstruation begins.
 - People get taller.
 - Body hair grows.
 - Testicles get bigger and start making sperm.

- The voice can change and facial hair begins to grow.
 - People can start developing romantic or sexual feelings for others.
 - People's moods can change. Sometimes people feel emotions more strongly or feel self-conscious or confused.
3. Tell students that the physical and emotional changes that may happen during puberty can make it harder to feel good about your body. Thinking about things that you like about your body, what you can do with your body or things that you like about yourself in general can make you feel better about going through puberty.
 4. Divide students into pairs and give each student a large piece of paper. Have students work in pairs and trace their partner's silhouette on the paper with a marker. If this isn't feasible, use the "My Body Image" printouts instead.
 5. Ask students to use markers to draw or write down positive characteristics they have. Tell them these can be both physical and emotional characteristics that they are proud of or that make them feel good. Students can also include things they can do with their bodies that they're proud of. Encourage students to include characteristics related to puberty and growing up that they might be looking forward to, but be sure to let them know that they don't have to include anything that they're uncomfortable with or that feels private.
 6. Put up the drawings in a "My Body Image" gallery. Invite students to briefly present why they are special and what they are proud of.
 7. Conclude that bodily and emotional changes are a natural part of puberty. These changes are representations of our growth toward becoming adults. Feeling proud about these changes can help us appreciate our bodies, feel confident, and celebrate our uniqueness. It's important to respect and appreciate all body types.

Culmination [20 minutes]

1. Tape a piece of construction paper onto each student's back and give them a marker.
2. Turn music on. Have students mingle and walk around the room until the music stops.
3. When the music stops, have each student write something positive about other another student onto their piece of paper (ex. You have a nice smile; you are in great shape; you are funny).
4. Repeat step 2 until students' papers are full.
5. Allow them to take off their paper, read, and enjoy! Encourage them to keep it somewhere they'll remember and take it out if they're feeling low or insecure about their bodies or themselves.

Performance Objectives

By the end of this lesson, students will be able to:

- Become aware of the physical and mental changes that occur during their puberty

- Gain knowledge and accept changes that are or potentially will be taking place in their bodies
- Adopt a positive attitude toward their changing body and diverse body types
- Identify things they like about their bodies and themselves

Assessment Ideas

1. Give each student the “Adult-Kid Communicator” handout as a take-home assignment. Encourage students to complete it as an interview with an adult they feel comfortable talking with. Afterwards, have students share their thoughts and discuss what they could do to teach kids to adopt a positive attitude toward their body when they become adults.



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GRADE 6 ABSTINENCE & PREGNANCY

In this lesson, the teacher and students will work collaboratively to set guidelines for learning about and discussing sensitive subjects. Teacher leads students through a discussion to define abstinence and sexual contact and intercourse. Teacher focuses on the benefits of abstinence. Students read scenarios and categorize activities to determine whether the behavior would fall under the category of someone who wants to choose abstinence and behaviors that are not ok for someone who has chosen abstinence. Teacher leads a discussion about how to refuse negative behaviors and using refusal skills. Students develop a plan to abstain from sexual behaviors.

TODAY'S OBJECTIVE

- Define sexual intercourse, human reproduction, sexual abstinence, and pregnancy prevention.
- Communicate how to maintain abstinence and apply a decision-making model.

TEACHER NOTES: DEFINING ABSTINENCE

- Estimated Time: 5 minutes
- Activate Prior Knowledge/Engage
 1. Define and discuss abstinence.

DEFINE ABSTINENCE.

What does abstinence mean? Define it in your own words.



WHAT IS ABSTINENCE?

A conscious decision not to participate in sexual activity and the skills to support that decision.



Teen relationships can focus on emotional intimacy, not just sexual intimacy.

TEACHER NOTES: WHAT IS SEXUAL CONTACT & SEXUAL INTERCOURSE?

- Estimated Time: 3 minutes
 - I. Define and discuss sexual contact & sexual intercourse.

SEXUAL CONTACT

The intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to arouse or gratify the sexual desire of any person.



SEXUAL INTERCOURSE

The reproductive process in which the penis is inserted into the vagina and through which a new human life may begin.

TEACHER NOTES: ABSTINENCE- BELIEF VS. REALITY

- Estimated Time: 5 minutes
 - I. Discuss the benefits of abstinence, Beliefs vs. Reality.

BELIEF VS. REALITY

The Benefits of Abstinence

Beliefs Vs. Reality

“Sexual activity shows that a couple is in love.”

Love can be expressed in many nonsexual ways.

“Sexual activity will make our relationship better.”

Sexual activity creates stress in a teen relationship.

“Sexual activity is a healthy part of being a teen.”

Many teens are physically and emotionally hurt by sexual activity.

“If a person has been sexually active in the past, there is no reason to avoid sexual activity in the future.”

Teen pregnancy and STDs are always good reasons to avoid sexual activity.

TEACHER NOTES: HEALTH BENEFITS OF ABSTINENCE

- Estimated Time: 5 minutes
 - I. Discuss the health benefits of abstinence.

HEALTH BENEFITS OF ABSTINENCE

Waiting until marriage will decrease the number of sexual partners you have in your lifetime

Do not risk becoming pregnant or becoming infected with a sexually transmitted disease.

Decrease your risk of becoming infected with a sexually transmitted disease.

The younger you are when you become sexually active, the more sexual partners you are likely to have.

TEACHER NOTES: EMOTIONAL & SOCIAL BENEFITS OF ABSTINENCE

- Estimated Time: 5 minutes
 - I. Discuss the emotional and social benefits of abstinence.

EMOTIONAL AND SOCIAL BENEFITS OF ABSTINENCE

- **The freedom to pursue a variety of friendships**
- **Less complicated relationships**
- **The ability to focus on interpersonal aspects of relationships**
- **Better relationships with parents and other trusted adults**
- **Better reputation among peers**
- **Avoiding being manipulated or used by others**



EMOTIONAL AND SOCIAL BENEFITS OF ABSTINENCE

- **Allowing time to develop the maturity needed to make important decisions**
- **Being free from worry and stress about sexually transmitted diseases and pregnancy**
- **Staying true to your personal values, such as respect, honesty, and morality**



TEACHER NOTES: IS THIS ABSTINENCE? ACTIVITY

- Estimated Time: 10 minutes
 1. Have students participate in the Is this Abstinence? activity.

BIG DECISIONS™

ACTIVITY 5.2 -- Is THIS Abstinence? -- 5 to 10 minutes

At this point, pass out the sets of 20 cut-out “Is THIS Abstinence?” CARDS, one set for each small group. Let the students know that some of these cards describe activities that are pretty personal—and many people may feel embarrassed talking about some of these things. Still, it is important to know about these activities because some people, including some teenagers, engage in these activities. And it is important for young people to know about sexual activities, so they will be ready to make good decisions about what they will do—and what they will not do. It is essential to think ahead and plan ahead.

Tell the class that you want each group to sort the cards into 2 groups:

- Those activities that are OK to do if a person wants to choose Abstinence
- Those activities that are NOT OK to do if a person wants to choose Abstinence

TEACHER NOTES: IS THIS ABSTINENCE? ACTIVITY (CONT.)

Give the group a few minutes to discuss and sort the activity cards. On the board or newsprint, start 2 columns labeled “ABSTINENCE” and “NOT ABSTINENCE”, leaving room in the middle for a “May be ABSTINENCE, but may still want to AVOID” column. Go through each of the activities, getting feedback from the groups about into which column they would place each activity. Suggested categorization of each item is listed in the FACILITATOR RESOURCE.

Once all 20 items are categorized, reinforce that having oral, anal, or vaginal sex is NOT Abstinence. Acknowledge that there are some disagreements about whether some activities are OK to do, and still be considered Abstinence. For these things, it is helpful to create a category of things that may technically be Abstinence, but that a person may want to avoid anyway. That is why, for people who want to choose Abstinence, there are lots of **other activities (besides oral, anal, or vaginal sex) that people might want to abstain from**. They may want to avoid situations that they think might lead to sexual intercourse. Or they may simply want to avoid activities that are too personal or intimate. Every person should set their own boundaries—that is, set the line between what they will do and what they won’t do. Examples of activities that people may want to avoid include:

TEACHER NOTES: IS THIS ABSTINENCE? ACTIVITY (CONT.)

- Physical intimacy that may be too intimate, or that may make it difficult to resist going farther and having sex, for example:
 - Touching breasts
 - Touching below the waist
 - Other activities that put them in a vulnerable or risky situation, such as:
 - Being alone with a partner
 - Using drugs or alcohol with a partner
 - Having an older partner
- Have the class suggest other activities that they might want to avoid if they chose Abstinence.

[Note to Facilitators: If someone in the class asks about masturbation (touching oneself), acknowledge that this is a controversial topic. Let the class know that masturbation is something that many people do—both males and females. It does not have risks of unplanned pregnancy or of STIs, and it does not cause health problems. However, some families, and some religions, do not approve of masturbation.]

Summarize that Abstinence means not having sex, but it also means a decision and a plan—and the plan might mean not doing other things, even if they are not technically sex. For the rest of this session, leave the definitions on the board:

ABSTINENCE = not having sex

SEX = vaginal, oral, or anal sex

Is THIS Abstinence? Suggestion Categories

ABSTINENCE

Holding Hands

Hugging

Arm around Shoulder

Arm around Waist

Kissing (Mouth Closed)

Kissing (Mouth Open)

Touching Above Waist (not Breasts)

Talking about Sex

ABSTINENCE, but might LEAD to SEX

Touching Buttocks

Touching Breasts (Outside Clothes)

Touching Breasts (Inside Clothes)

Touching Genitals (Outside Clothes)

Touching Genitals (Inside Clothes)

Take Clothes Off

Drinking Alcohol When Together

Taking Drugs While Together

Being Alone Together

NOT ABSTINENCE

Vaginal Sex (Penis to Vagina)

Oral Sex (Mouth on Genitals)

Anal Sex (Penis to Anus)

IS THIS ABSTINENCE ACTIVITY

Touching
Buttocks

Holding
Hands

In groups, sort the cards into 2 categories.

Hugging

1. Activities that are **OK** to do if a person wants to choose Abstinence.
2. Activities that are **NOT OK** to do if a person wants to choose Abstinence.

Taking Drugs
when
Together

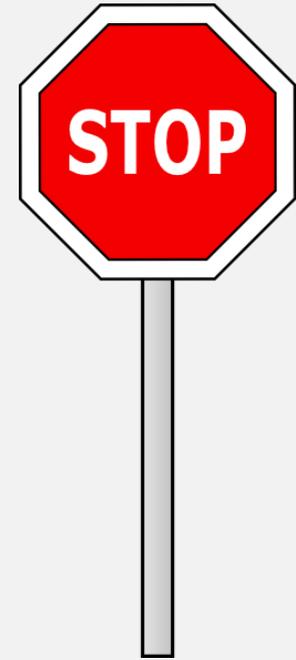
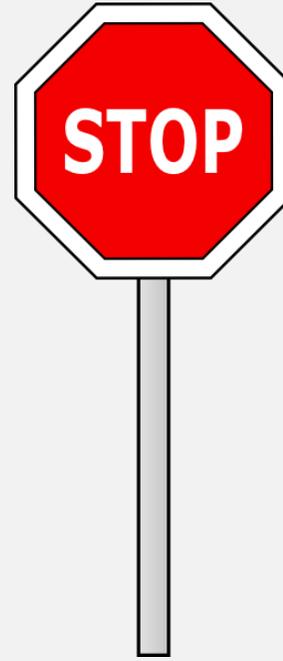
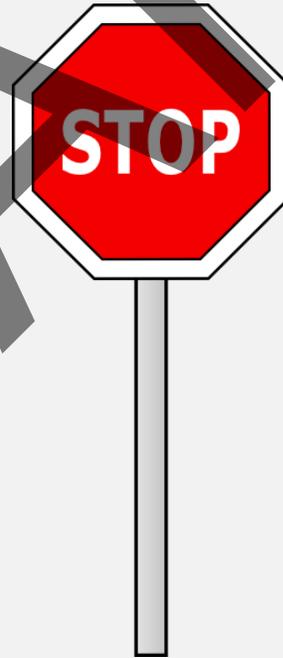
Being Alone
Together

TEACHER NOTES: DISCUSSING REFUSAL SKILLS

- Estimated Time: 10 minutes
 - I. Discuss how to refuse unwanted behaviors.

THINK – PAIR – SHARE

List three ways that
you can refuse a
negative behavior.



REFUSAL SKILLS



Refusal skills are strategies to avoid doing things that you feel pressured to do.

**Don't be Afraid
to say NO...**

If you don't stand up for
yourself who will?

VERBAL REFUSAL

- **Clearly identify the problem.**
- **State your thoughts and feelings.**
- **Say what you would like to happen instead.**
- **Explain the results if the change in plans is made.**
- **Explain the results if the change in plans is not made.**





NON-VERBAL REFUSAL

- Match what you say with your body language.
- If your date keeps pressuring you, stop dating that person.

**WHAT TYPE OF BODY LANGUAGE
WOULD SEND
THE MESSAGE “NO”?**

Think – Pair – Share

Twelve Refusal Skills

Refusal skill	Sample response
1. Blame someone else.	"My dad would kill me if I didn't help him."
2. Give a reason.	"No, my dad said he'd pay me \$20 if I helped out."
3. Ignore the request or the pressure.	Pretend that you don't hear them asking you. Refuse to talk about it.
4. Leave the situation.	"I've got to get going. I'm running late."
5. Say, "no, thanks."	"No, thanks. I'm not interested."
6. Say no, and mean it.	"NO, I don't want to!"
7. Keep saying no.	"How many times do I have to say no? Stop bugging me!"
8. Make a joke out of it.	"You probably couldn't keep up with me on a bike ride anyway."
9. Make an excuse.	"No, I'm not feeling well."
10. Suggest something else to do.	"Let's go on a bike ride on Sunday instead."
11. Change the subject.	"I heard Nick and Mary are dating."
12. Team up with someone.	"Hey David, didn't dad say we had to do the garage or we'd be grounded?" Ask one or more people who share your values to help you in the refusal. Many voices are better than one!

TEACHER NOTES: DEVELOP A PLAN

- Estimated Time: 5 minutes
 - ELL & SpEd Strategy: TBD
- I. Students write a plan to eliminate or reduce the risk for pregnancy and maintain abstinence.

REFLECTION/QUICK WRITE:
MAKE A PLAN TO ABSTAIN FROM SEXUAL
BEHAVIORS.

DRAFT

RESOURCES/SOURCES

- All images and activities not noted below are from existing health and sexuality lessons or created by R. Witt-Malandruccolo.
- Image: [Stop Sign](#)
- Image: [No Symbol](#)
- Image: [Speaking Into Ear](#)
- Image: [Man with Arms Folded](#)

GRADE 6

SEXUALLY TRANSMITTED DISEASES & HIV

In this lesson, the teacher and students will work collaboratively to set guidelines for learning about and discussing sensitive subjects. Students identify their own misconceptions about STD/STIs using a worksheet. Students sort scenario cards based on whether they are risky behaviors for contracting STD/STIs. Teacher shares facts about transmission and eliminating the risk of transmission using abstinence. Students watch a BrainPop video titled “HIV” and complete a concept map to practice their new learning. Students develop a plan to eliminate their risk of contracting an STD/STI.

TODAY'S OBJECTIVE

- Define STDs/STIs and HIV.
- Compare how abstinence lowers the risk of STDs/STIs and HIV.
- Describe the symptoms and impact of STDs/STIs and HIV.
- Develop a plan to reduce the risk of STDs/STIs and HIV.

TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 5 minutes
- Activate Prior Knowledge/Engage
 1. Begin lesson by establishing ground rules conducive towards a “safer” space.
 2. Due to the sensitive nature of these topics, remind students to avoid speaking about experiences of their fellow classmates.
 3. Let students suggest rules or limits of their own for the class to be mindful of throughout the discussion.

CREATING A SAFE SPACE

What are some ground rules we can agree upon to make this a safe space to talk about a sensitive topic?

TEACHER NOTES: WHAT DO YOU THINK ABOUT STI?

- Estimated Time: 5 minutes
- ELL & SpEd Strategy: Sentence Stems
 1. Students complete the worksheet about their current knowledge of STIs.

WHAT DO YOU THINK ABOUT STI?

What do you think about STI?

This activity encourages you to think about what you know about STI and help challenge some of the myths and stereotypes you may have.

Complete the following sentences.

1. When I hear the words sexually transmitted infections, I think...
2. People who get an STI are...
3. The best way to avoid getting and spreading STI is...
4. The worst STI would have to be...
5. STIs I have heard of are...
6. If I thought I had an STI, I would...
7. Abstinence is...

THINK – PAIR – SHARE

What is an STD/STI and HIV?

Infections that are spread by sexual contact.

TEACHER NOTES: TRANSMISSION CARD SORT

- Estimated Time: 5 minutes
 - ELL & SpEd Strategy: Mixed-Ability Partners
- I. Students sort the possible ways STDs are transmitted.

Kissing	Holding Hands	Talking	Watching a Movie
Mother to Baby	Genital to Genital Contact	Mouth to Genital Contact	Anal Sex
Abstinence	Sharing Needles	Unprotected Sex	Exchange of Body Fluids
Genital to Anal Contact			

DRAFT

S.T.I. TRANSMISSION

How are they transmitted?

STI TRANSMISSION

Risky Behavior

Non-Risky Behavior

Unprotected Sex

Abstinence

Exchange of Bodily
Fluids

Kissing

Sharing Needles

Talking

Mother to Baby

Holding Hands

Watching a Movie

EXCHANGE OF BODILY FLUIDS

- Blood
- Breast Milk
- Vaginal Fluid
- Semen

FACTS ABOUT STIs

- **Many STIs show few or no symptoms in the early stages of infection.**
- **Some STIs, but not all, can be cured by antibiotics.**
- **STIs can be serious risks to your health.**

ELIMINATING THE RISK

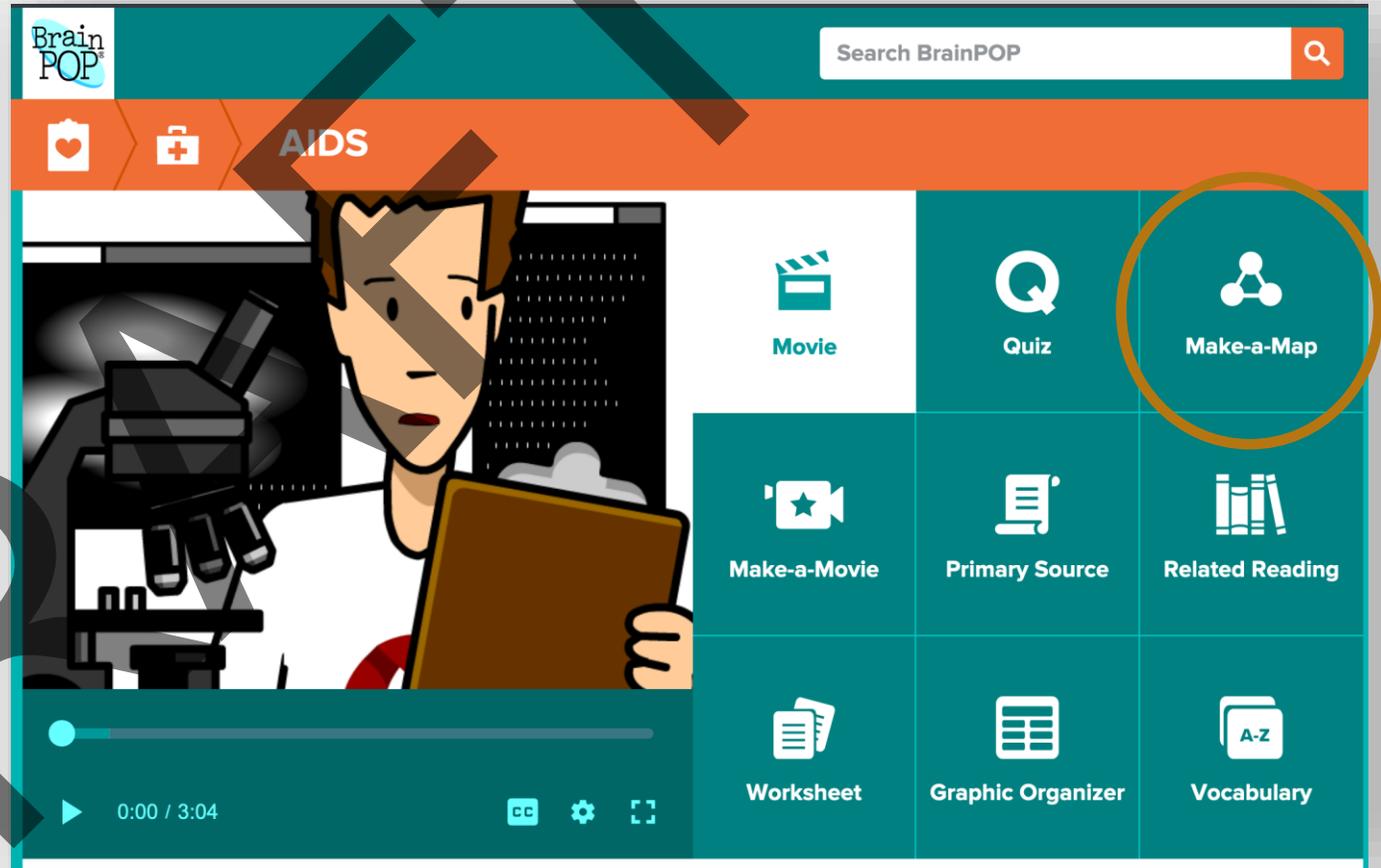
- **Abstinence is 100% effective at preventing infection.**

REDUCING THE RISK

- **Delay the age of first sexual intimacy.**
- **Limit the number of sexual partners.**
- **Avoid sharing needles and other equipment for drug injection, body piercing, or tattooing.**
- **Get tested for STIs.**
- **Use male latex condoms.**

TEACHER NOTES: BRAINPOP VIDEO & MAKE A MAP

- Estimated Time: 10 minutes
 - ELL & SpEd Strategy: Closed Captioning
- I. Students watch the video on AIDS then create a mind map to organize the information.



TEACHER NOTES: DEVELOP A PLAN

- Estimated Time: 5 minutes
 - ELL & SpEd Strategy: TBD
- I. Students write a plan to eliminate or reduce the risk for STIs.

REFLECTION/QUICK WRITE:
WHAT CAN YOU DO TO ELIMINATE YOUR
RISK OF AN STI?

DRAFT

RESOURCES/SOURCES

- All images and activities not noted below: existing health & sexuality lessons & Alberta Health Services/teachingsexualhealth.ca (see folder)
- BrainPop Video: AIDS

What do you think about STI?

This activity encourages you to think about what you know about STI and help challenge some of the myths and stereotypes you may have.

Complete the following sentences.

1. When I hear the words sexually transmitted infections, I think...
2. People who get an STI are...
3. The best way to avoid getting and spreading STI is...
4. The worst STI would have to be...
5. STIs I have heard of are...
6. If I thought I had an STI, I would...
7. Abstinence is...

TEACHER NOTES: TRANSMISSION CARD SORT

- Estimated Time: 5 minutes
- ELL & SpEd Strategy: Mixed-Ability Partners
 - I. Students sort the possible ways STDs are transmitted.

Kissing	Holding Hands	Talking	Watching a Movie
Mother to Baby	Genital to Genital Contact	Mouth to Genital Contact	Anal Sex
Abstinence	Sharing Needles	Unprotected Sex	Exchange of Body Fluids
Genital to Anal Contact			

DRAFT

S.T.I. TRANSMISSION

How are they transmitted?

STI TRANSMISSION

Risky Behavior

Non-Risky Behavior

Unprotected Sex

Abstinence

Exchange of Bodily
Fluids

Kissing

Sharing Needles

Talking

Mother to Baby

Holding Hands

Watching a Movie

EXCHANGE OF BODILY FLUIDS

- Blood
- Breast Milk
- Vaginal Fluid
- Semen

FACTS ABOUT STIs

- **Many STIs show few or no symptoms in the early stages of infection.**
- **Some STIs, but not all, can be cured by antibiotics.**
- **STIs can be serious risks to your health.**

ELIMINATING THE RISK

- **Abstinence is 100% effective at preventing infection.**

REDUCING THE RISK

- **Delay the age of first sexual intimacy.**
- **Limit the number of sexual partners.**
- **Avoid sharing needles and other equipment for drug injection, body piercing, or tattooing.**
- **Get tested for STIs.**
- **Use male latex condoms.**

STI AND HIV

Lesson 2

GRADE

CALM

LEARNER OUTCOMES¹:

Examine aspects of healthy sexuality and responsible sexual behaviour.
Describe sexually healthy choices for one's body, including abstinence.
Assess the consequences of being sexually active.



MATERIALS:

1. **CARDS:** Risk Continuum Cards
2. **HANDOUT:** STI Role Play Scenarios
3. **SLIDE:** STI Role Plays
4. **HANDOUT:** Be a Health Services Detective



INTRODUCTION:

The second lesson plan in this series helps students understand how knowing about STI and HIV prevention can help them make sexually healthy choices, and provides students with an opportunity to practice skills required to make those choices.



APPROACHES/STRATEGIES:

A. GROUND RULES (5-10 min)

Ensure ground rules are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.

B. DEFINING STI and HIV (10-15 min)

Students define STI and HIV and provide a rationale for learning about STI and HIV through class discussion around the following questions.

1. What is the definition for STI, or sexually transmitted infections?
 - STIs are infections spread primarily by close sexual contact and/or sexual intercourse.
 - Inform students that the term STI (sexually transmitted infection) is a new term that they may hear when discussing what used to be called Sexually Transmitted Diseases (STD). It means the same thing.
2. Why is it important to learn about STI and HIV?
 - It helps one be able to take care of one's own body.
 - It helps us recognize myths like, "It's easy to tell if a person has a STI because he/she will look sick" that could prevent a person from using effective prevention methods or seeking needed treatments.
 - Untreated STIs can jeopardize a person's health and future ability to have children.
 - It helps a person be able to discuss STIs with a partner.
3. How do HIV and AIDS and Hepatitis B and C differ from other STI?
 - Because they are blood borne diseases, they can be spread by close sexual contact and/or anal/oral/vaginal sexual intercourse, as well as other means such as blood transfusions (low risk in Canada), sharing needles, or body piercing or tattooing equipment.
4. STI can be viral, or bacterial/parasitic. What do those words mean?
 - **Viral:** If a virus causes a disease, it is possible for it to remain "inactive" for periods of time (meaning there are no symptoms). It is possible to have the virus and not know it, and it is possible to pass it to another person without either person knowing it. Viral STI can be treated with medications, but not cured. A person with a viral STI will have that virus for life. STI that are viral include genital warts (HPV), HIV and AIDS, hepatitis B and C and genital herpes. There is a vaccination available for HPV for both women and men.
 - **Bacterial/Parasitic:** If bacteria or a parasite causes a disease, it needs to be treated with antibiotic or antimicrobial medication. STIs that are bacterial/parasitic include gonorrhoea, chlamydia, syphilis, pubic lice, scabies and some types of vaginitis.
5. If you want to find out about STI, what sources can provide accurate information?
 - Doctor or public health clinics (such as the Sexual and Reproductive Health Clinic and STI Clinics)
 - Teachers, counsellors or school nurses
 - Fact Sheets from a reliable source (Alberta Health Services)
 - Community Agencies

6. RISK REDUCTION CONTINUUM (10-15 min)

Students determine effective ways to reduce the risk of STI and HIV.

1. Ask for eight student volunteers.
2. Give each volunteer one of the **Risk Continuum** cards.
3. Have the volunteers each read their card aloud to the class.
4. Ask the class to assess the severity of risk for each card, and have them arrange the volunteers in a continuum of risk, from most risky to least risky.
5. Debrief this activity using the following questions:
 - What can a person do to reduce his/her risk for STI and HIV?
 - What should a person who has engaged in risky behaviour do?
 - Get testing and treatment if required
 - Stop the risky behaviour

7. STI ROLE PLAYS (25-30 min)

Students develop and practice STI and HIV prevention skills that can help them make sexually healthy choices.

1. Divide the class into groups.
2. Provide each group with one scenario from the **STI Role Play Scenarios** handout.
3. Students must read and complete the questions for the scenario they have been given.
4. Have pairs follow the instructions on the **STI Role Plays** slide to plan a role-play presentation.
5. Give each group time to present their role play.
6. After each role play, ask the class to determine the adequacy and accuracy of the responses chosen by the characters in the presentation.
7. Finally, debrief the entire activity using the following questions:
 - What are the most effective ways to prevent STI and HIV?
 - If a person suspects that he/she has STI or HIV, what should they do?

8. HEALTH SERVICES DETECTIVE (5 min today, 30 min at home, 5 min next class)

Students identify community-based resources where they could go to get testing and information about STI and HIV.

1. Distribute the **Health Services Detective** handout. Review it with students.



Do not assume all relationships are heterosexual. Make every effort to use inclusive language.

2. Invite students to complete this assignment at home with a parent or guardian.
3. Be sure to debrief this activity next class as follows:
 - Verify that students completed the exercise. You may offer a draw-prize to one of the students who had the handout signed by a parent.
 - As a class, create a list of clinics/community-based resources. Ensure that all those on the list are appropriate community resources.
 - Take some time to debrief. Suggestions for debriefing questions include:
 - What advice would you give someone who thought he/she had a STI?
 - Which of the clinics we identified looks like a good place to go for support?
 - How would you get to the clinic you have chosen if you needed to go for yourself or with a friend?



Students may embarrass easily when identified as “having” an STI during role plays. It is important to remind students that this is a game, and reinforce the need for them to be sensitive to one another’s feelings. Reinforce the Ground Rules.



Try to seek out the agencies in your area to list for your students. Look in the [Community Agencies](#) section of this website.



QUESTION BOX (10 min)

Answer questions from last class. Have student’s complete questions for next class.



Keep in mind that all students do not live in a “traditional” family nor do they have equal opportunities for open discussion within their “family.” Although it is best for students to complete this assignment with a supportive parent or guardian, it may not be possible. Be sensitive to the needs of your students.



SELF REFLECTION

During the lesson, were:

- Ground rules being followed?
- Good practices established regarding group work and discussion?
- Role-play activities handled appropriately by the students?

What will you change for future classes with this group?

What will you change for future use of this lesson?



STUDENT ASSESSMENT

During the lesson, did students:

Knowledge:

- Define STI and HIV?
- Identify effective ways to reduce the risk of STI and HIV?
- Identify community-based resources where students can get information or testing for STI and HIV?

Skills:

- Demonstrate effective STI and HIV prevention skills?

Attitudes:

- Accept the importance of learning about STI and HIV?
-

1. Alberta Education. (2002). *Career and life management guide to implementation*. Retrieved from <http://education.alberta.ca/teachers/program/health/resources/calmguide.aspx>

CARDS: RISK CONTINUUM

Sex with someone who is having sex with others

Sex with one uninfected person who has only had sex with you

Frequent, chance sex with unknown partners

Sex, without a condom, with a partner you don't know well

Total abstinence

Sex with more than one person

Sex with a condom

Sex with one person who currently only has sex with you, but has had sex with others in the past

Scenario One

Jane and Chris have been dating for two months. Sometimes they have sex. Jane suspects that Chris is having sex with other partners, but isn't sure. What should Jane do?

Scenario Two

Shaun and Mary have been dating for a long time, and the relationship has progressed to a place where both partners want to have sexual intercourse. When Mary asks Shaun to use a condom, Shaun is insulted. He says he is clean, that condoms are unnatural, fake and a total turn off, and since Mary is on the pill it shouldn't be necessary. What should Mary do?

Scenario Three

Mark just learned that he has an STI. He wants to tell his partner himself, but is afraid of what his partner will think. What should Mark do?

Scenario Four

Corry's boyfriend Jerrold recently noticed an unusual discharge from his penis. When he got tested, the results showed that he had gonorrhea. He accused Corry of giving it to him, since he'd been faithful to Corry. Corry has had sex with other partners, but doesn't have any symptoms. Jerrold would like Corry to get tested, but Corry doesn't want to. What should Jerrold do?

Scenario Five

Roberta's younger sister thinks she may have an STI. She doesn't know where to go for testing. She also doesn't want her parents to know. She has asked Roberta for help. What should Roberta do?

Scenario Six

Daniel has never had sex. He recently shared needles with friends at a tattooing party. He realizes he has put himself at risk for HIV, Hepatitis B & C, and is worried. What should Daniel do?

Scenario Seven

Lisa is not in a steady relationship. She sometimes has sex with casual dates. She is worried about STI and wants to know how to recognize the symptoms. What should Lisa do?

Scenario Eight

Last year Javi was diagnosed with genital herpes. Since that time, she has been abstinent. Now she is dating someone new. What should Javi do?

Scenario Nine

Lorrie and Dale have been in a long term relationship, and have been having sex for the last 8 months. Dale has been trying to convince Lorrie to stop using condoms “now that they know each other so well.” What should Lorrie do?

Scenario Ten

Donny has been dating the same person for six months. When they first had sex, they used condoms, but stopped using them about a month ago. Now Donny has small itchy bumps on her genitals. What should Donny do?

Scenario Eleven

Fatima has been with the same partner for a year, and just tested positive for Chlamydia. What should Fatima do?

Scenario Twelve

Six months ago, Jonas was at a party and had too much to drink. He ended up having unprotected sex. Now he has heard a rumour that the person he had sex with is HIV positive. What should Jonas do?

STI ROLE PLAYS

1. Read the scenario you have been assigned.
2. Ensure your answers to this scenario are detailed and correct.
3. Choose a role for each partner to play as you present this scenario to the class.
 - One of the people in the scenario
 - A friend of someone in the scenario
 - A nurse or doctor
4. Plan a presentation that dramatizes and answers the scenario questions.
5. Practice your presentation.
6. Present your scenario to the class.

Student Name: _____

Parent/Guardian: _____

BE A HEALTH SERVICES DETECTIVE

Suppose your best friend believed he/she had an STI. Your friend decided to get treatment and counselling. Where would you suggest your friend go for help? Fill out the handout with information from a clinic in your community. If possible, ask your parent or guardian for advice as to where to go.

1. Name of Clinic:

2. Address and phone number of clinic:

3. Clinic hours:

4. The following services are available at this clinic:

- | | | |
|--|--|---|
| <input type="checkbox"/> STI testing | <input type="checkbox"/> Support groups | <input type="checkbox"/> Pregnancy tests |
| <input type="checkbox"/> STI treatment | <input type="checkbox"/> Birth control | <input type="checkbox"/> Prenatal care |
| <input type="checkbox"/> HIV testing | <input type="checkbox"/> Condom distribution | <input type="checkbox"/> Other agency referrals |
| <input type="checkbox"/> HIV counselling | | |

5. What is the clinic's policy on confidentiality?

6. Would you visit this clinic for an examination or consultation about protection? Write 2-4 sentences telling why or why not.

UNDERSTANDING AND PREVENTING SEXUALLY TRANSMITTED INFECTIONS

Lesson 12

DIFFERING ABILITIES

LEARNER OUTCOME

Describe symptoms, effects, treatments, prevention for common sexually transmitted diseases; i.e., chlamydia, HPV, herpes, gonorrhea, hepatitis B & C, HIV¹.



MATERIALS

What do you think about STI? - Activity
Condom Line-Up - Activity
Talking About STI Case Studies - Activity



INTRODUCTION

Learning about sexually transmitted infections (STIs) helps students to be able to take care of their own bodies, preventing possible health and infertility problems associated with having an STI or allowing an STI to go untreated. This lesson helps students learn about STIs/HIV, as well as describe symptoms, effects, treatments, and prevention for common STIs. Students will learn how to talk to partners and how to access services for testing and treatment.



This lesson follows on from Lesson 10: Decision-Making: Creating Safe Sexual Relationships and Lesson 11: Preventing Pregnancy: Talking About and Using Contraception. It is best suited to students who are able to discuss what it would be like to have a sexual relationship. Not all students will be ready for this level of information which is very practical and focuses on building knowledge and skills that teens can use if they are involved in a sexual relationship. There is no assumption that all teens are sexually active, rather an understanding that some are, and many will be in the future.



APPROACHES/STRATEGIES

A. GROUND RULES

- Ensure that ground rules are established before starting your classes. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.
- You should be prepared for giggles in your class. Acknowledge students' reactions to the subject by saying that it is common to feel uncomfortable talking about sexual relationships. Having these discussions helps teens feel prepared if they do have a sexual relationship.

B. DISCUSSION- WHAT ARE STI AND WHY DO WE NEED TO TALK ABOUT THEM?

Introduce this lesson by referring back to lesson 10 and doing a quick review. Discussion in lesson 10 focused on making decisions to have safe sexual relationships.

1. What does STI mean and what are they?
 - STI is short for sexually transmitted infections. Sometimes people use the term STD which is short for sexually transmitted diseases. In Canada we use the term STI.
 - STI are infections spread through close sexual contact and sexual intercourse. Some are spread through contact with blood that may happen when people share needles for drug use or tattooing and piercing such as HIV and hepatitis B and C.
2. Why is it important to learn about STI?
 - It helps to understand how to take care of your body.
 - Untreated STI can lead to health problems, make someone very sick or lead to infertility meaning it is very hard to get pregnant or get someone pregnant.
 - It is important to learn about how to talk to a partner about STI.
 - It helps to discuss the myths about STI that could lead to someone getting an STI e.g., "I can tell if someone has an STI as they will look sick!" Most STI do not show signs or symptoms!



Sexual health education occurs most effectively in a classroom where there is a mutual feeling of trust, safety and comfort. Having Ground Rules in place can be a very successful way to facilitate a positive classroom environment. Click [here](#) for more information on how to set up ground rules.



During this lesson you will probably talk about common STI such as chlamydia and human papilloma virus (HPV). While it is good for students to know about specific STI it is more important that they know the general prevention rules and have knowledge and understanding about what they can do to get tested and treated. For specific information about STI please see the [STI Health Information Sheets](#) which give details about causes, symptoms, testing, treatment and prevention.

3. What are some of the common symptoms of STI?
 - Genital itching
 - Burning when you urinate/ pee
 - Discharge (normal for females to have some discharge but if there is more, it smells different or is a different colour; for males anything other than urine or semen)
 - Sores, bumps, lumps or rashes around genitals
 - Pain during sex
 - Unusual bleeding, especially after sex
 - Most common symptom is no symptom at all.

4. Where can you go to talk about STI or get testing and treatment?
 - Doctor or walk-in clinic
 - Sexual and Reproductive Health Clinic
 - STI Clinic
 - Some public health offices

5. What are the best ways to prevent STI?
 - Abstinence meaning no sexual behaviour involving skin to genital, genital to genital or exchange of bodily fluids.
 - Using condoms correctly and consistently
 - Talking with partner about sexual history i.e., asking if they have used condoms in the past or if they have been for annual check-ups
 - Limiting number of sexual partners
 - Regular STI testing (annually or as recommended by a doctor).

C. ACTIVITY-WHAT DO YOU THINK ABOUT STI?

This activity encourages students to think about what they know about STI and helps to challenge the myths and stereotypes they might have. Students can complete the handout in pairs or groups or you can read out the sentences and have students discuss their responses as a group.

Responses may include the following:

1. People who get an STI are.....
 - **Dirty** Having good personal hygiene does not mean that you will not get an STI. If you have sexual contact with someone who is infected with an STI you are at risk of getting that STI.
 - **Sexually active** Sexual activity is the most common way to get an STI. This means coming into contact with a person's skin, genitals, body fluids or mucous membranes e.g., mouth. STI can also be spread through blood when sharing needles.
 - **Involved in prostitution** There is a stereotype that people involved in the sex trade get STI and no one else. It is important to understand that STI do not discriminate. If you have sexual contact with someone who is infected with an STI you are at risk of getting that STI.
 - **Gay** Another stereotype that persists is that only gay men get STI especially HIV. People involved in heterosexual, long term relationships can get STI.

2. The best way to avoid getting an STI is.....
- **Don't have sex** Abstinence from sexual activity that involves skin to skin, skin to genital and contact with body fluids is the only way to completely avoid STI.
 - **Use condoms** Although not 100% effective, using condoms provides good protection.
3. When I hear the words sexually transmitted infections I think.....
- **Gross/disgusting** Many people may think this but may believe they are not likely to get an STI, that only other people get STI. The fact is that some STI can lead to sickness and symptoms that are very unpleasant.
 - **Diseases** Sometimes people refer to STI as diseases. No matter what term you use STI make you sick.
 - **Death** Even though some STI can be cured and others treated and managed there is still no known cure for HIV that can lead to AIDS. HPV can lead to cancers that if left untreated can lead to death.
4. The worst STI I could have would be.....
- **AIDS** There is no known cure for HIV and it needs ongoing treatment and care. After many years of living with HIV a person's immune system may be damaged and unable to fight off infection. If someone with HIV develops certain illnesses they may then have AIDS. Some of these illnesses may lead to death.
5. STI I have heard of are..... Students may or may not know the names, correct or slang terms, of the following
- Chlamydia
 - Genital herpes
 - HPV – genital warts
 - Herpes Simplex Virus (genital sores)
 - Gonorrhoea or “the clap”
 - Hepatitis B/C (a blood borne pathogen)
 - HIV & AIDS (a blood borne pathogen)
 - Syphilis
 - Pubic lice or “crabs”
 - Scabies
6. If I thought I had an STI, I would.....
- **See a doctor** It is important to get tested and treated as soon as possible to be healthy and to stop the spread of STI.
 - **Freak out/cry** Having an STI can be very upsetting and can affect relationships. Talking to a health care professional about treatment and prevention can help someone with an STI manage.
 - **Tell someone** It is important to tell any sexual partners if you think or know that you have an STI.
7. Talking to a girlfriend or boyfriend about STI is.....
- **Embarrassing** Having a safe and responsible sexual relationship involves talking to partners about testing, treatment and protection from both STI and pregnancy. If someone is not able have these discussions the relationship may not be healthy and the decision to not have sex could be the best choice.
 - **A good idea** Starting a relationship with honesty shows respect and is a sign of a healthy relationship.

8. Condoms are.....

- A good way to prevent STI** Along with dental dams condoms are the best way to prevent STI if someone is sexually active.

- Awkward** This may be the case at first but once using condoms becomes a health habit they can be a comfortable part of a sexual relationship. Is it more awkward to tell a partner about a positive test for an STI?

D. CONDOM AND DENTAL DAM DEMONSTRATIONS

Condoms are a common method used by teens. They are easy to access and do not need lots of planning ahead of use. The following video demonstrations are designed to assist teachers who would like to show condom and dental dam demonstrations to students. The accompanying notes give step by step instructions to help guide teachers to perform the demonstrations.

E. EXTENSION ACTIVIT — CONDOM LINE-UP ACTIVITY

Condoms are a barrier method of contraception and the only form of contraception, besides abstinence, that can provide protection from sexually transmitted infections (STI). People who are sexually active are encouraged to use a condom with each sex activity. Using a condom correctly and consistently may help reduce the risk of STI as well as pregnancy if that is a risk. At the end of this activity, participants will be able to describe the proper sequence of steps to ensure correct condom use.

F. EXTENSION ACTIVITY — TALKING ABOUT STI CASE STUDIES

Talking about STI and sexual decision making with a boyfriend or girlfriend is an important skill that takes practice. In small groups or as a class use each case study to discuss communication strategies.



QUESTION BOX

Have students fill out questions and address them next class.



The process of asking questions is an important learning activity that helps students clarify and validate information being presented. Question Box is a method of individualized instruction which has been proven to enhance learning. Click [here](#) for more information on how to use the question box.



SELF RELECTION

During the lesson, were:

- Ground rules being followed?
- Good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?



STUDENT ASSESSMENT

During the lesson, did students:

Knowledge:

- Define STI?

Skills:

- Identify symptoms, effects, treatments and preventions for common STI?
- Identify community based resources where information and testing for STI is available?

Attitudes:

- Accept the need to prevent STI/HIV?
-

¹Alberta Education. (2002). *Health and life skills guide to implementation: Kindergarten to grade 9*. Retrieved from <http://education.alberta.ca/media/352993/pos.pdf>

What do you think about STI?

This activity encourages you to think about what you know about STI and help challenge some of the myths and stereotypes you may have.

With a partner read through and complete the open ended sentences listed below. When you are done you will have an opportunity to share and discuss some of your answers with the class.

1. People who get an STI are.....
2. The best way to avoid getting and STI is.....
3. When I hear the words sexually transmitted infections I think.....
4. The worst STI I could have would be.....
5. STI I have heard of are.....
6. If I thought I had an STI, I would.....
7. Talking to a girlfriend or boyfriend about STI is.....
8. Condoms are.....

Talking About STI Case Studies

Talking about STI and sexual decision making with a boyfriend or girlfriend is an important skill that takes practice. In small groups or as a class use each case study to discuss communication strategies.

Kelly and Mark have been going out for several months. They are talking about the day they plan to have sex for the first time. Kelly explains that they will have to use a condom. Mark insists that there is no danger of any sexually transmitted infections (STI) and refuses to wear one. Mark is complaining that Kelly doesn't trust him; Kelly just wants to be safe.

What is Kelly concerned about?

What should Kelly do?

Silvia's friend Anna has been seeing her boyfriend for a while. Anna told Silvia that recently they've started having sex. Now Anna is noticing some symptoms that she never had before. She is really worried and is too embarrassed to go to the doctor.

What advice can Silvia give her friend?

Jamie and Jake are making plans to have sex for the first time and are planning to do it the night of a party at their friends. Jamie felt uncomfortable talking to Jake about using a condom, so she never brought it up. Jake did not discuss it either. The night of the party both Jake and Jamie are nervous about having sex for the first time and decide to have a few drinks first.

What might affect Jamie's ability to make healthy decisions at the party?

What should Jake and Jamie have done differently?

Kai and Riley have been together for a long time and are considering having sex for the first time.

What do both Kai and Riley need to do to prepare and make sure they are protected?