

# Elementary School Sexual Health Manual

A Guide for Grade 4-7 Teachers to support Health & Career Education

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**northern health**  
*the northern way of caring*

Brought to you by:  
The School and Youth Team  
Northern Interior Health Unit  
1444 Edmonton Street, Prince George, BC  
V2M 6W5  
Telephone: 250-565-7477

This resource was adapted from the Elementary Sexual Health Manual: A Guide for Teachers developed by staff at the Thunder Bay District Health unit.

Thank you to the Thunder Bay Health Unit Staff for sharing such a wonderful resource.

Many of the activities in this manual were adapted from the Alberta website  
[www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca)

Thank you Alberta for sharing the information on this site!

To the best of our ability, the Northern Interior Health Unit has referenced the material that has been used or adapted from other sources.

Thank you to the Northern Health School Health Planning Team for reviewing and providing input into this resource.



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# Introduction

The content of this manual is based on the comprehensive school health (CSH) approach and was developed in accordance to the BC Health and Career set out by the British Columbia Ministry of Education prescribed learning outcomes.

CSH education is based on the understanding that healthy students are better learners and better educated students are healthier. When addressed in concert, these elements will produce optimal health and learning outcomes for the student, the school, and the community. Putting the CSH approach into practice involves looking at the whole school environment and coordinating healthy school actions across four distinct but interrelated areas:

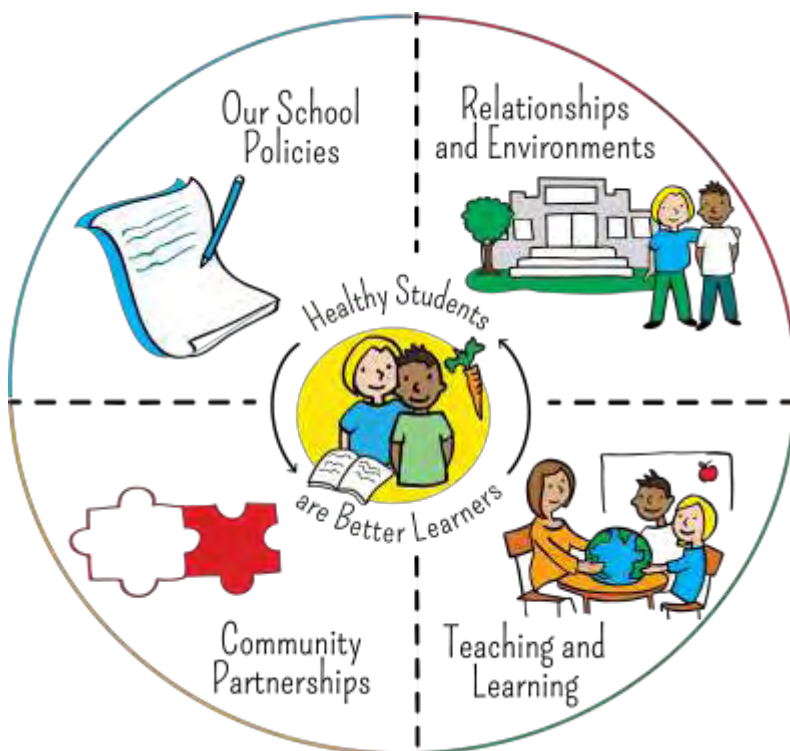
**Teaching and Learning:** Includes both formal and informal knowledge/skill development; relates to resources, activities and curriculum that supports learning and overall wellbeing. This manual will complement this pillar.

**Relationships and Environments:** Relates to emotional and social wellbeing, as well as the relationships between and among the physical and social spaces in the school setting.

**Community Partnerships:** Relates to connections between the school and students' families, and relationships between the school and outside community organizations.

**Our School Policies:** Relates to practices. Procedures, rules, policies etc. at all levels, from provincial to classroom-specific that support wellbeing.

Visit the Healthy Schools BC website at [www.healthyschoolsbc.ca](http://www.healthyschoolsbc.ca) for more information and resources around this holistic approach to health and learning.



The principle of comprehensiveness emphasizes that programs address all subject areas pertinent to sexual health in a way that is both culturally appropriate and reflects different social situations with the intent of reaching the widest possible audience. It encourages that learning is integrated in formal settings such as schools, community health care centres, and social service agencies while being complemented and reinforced by education acquired in informal settings through parents, families, friends, media and other sources.

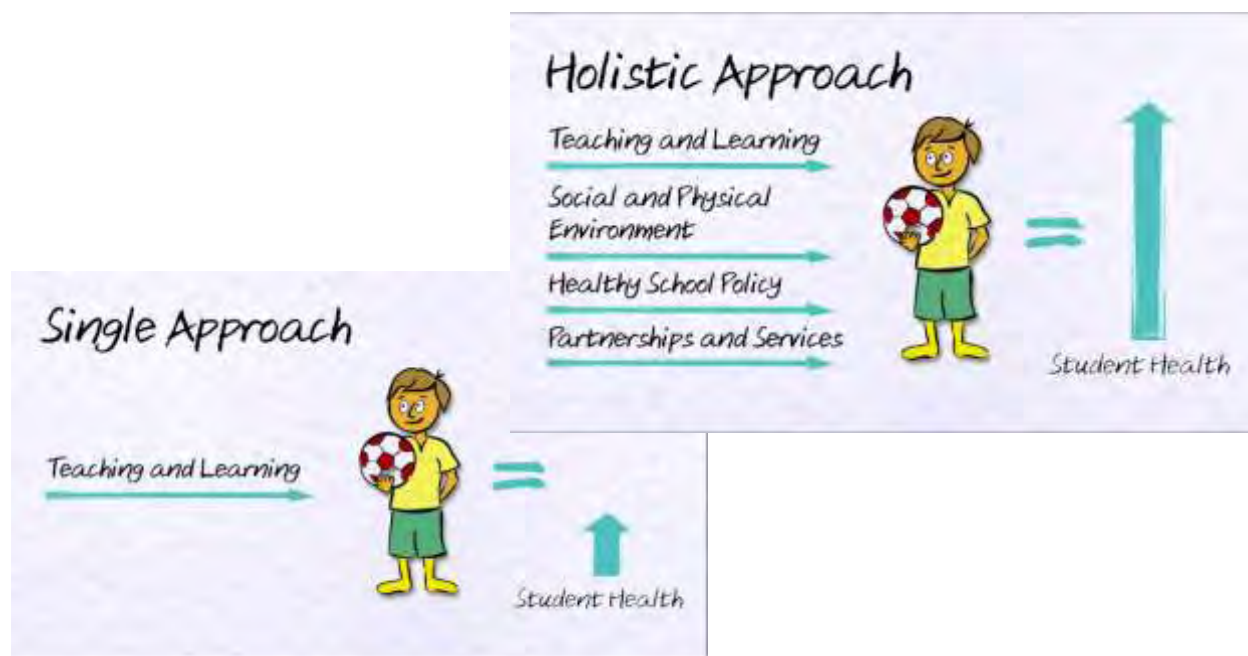
An important part of this process is working together to educate youth. Schools, health care professionals, parents and youth can partner to ensure the necessary information and education is provided in concert.

We strongly recommend becoming familiar with the Alberta Health Services website [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca). This site was designed with the goal to enhance excellence in education by providing teachers with evidence-based background and delivery methods, current lesson plans and activities, and comprehensive resources.

Upon request a school nurse may be available as a guest speaker to answer questions once teachers are finished teaching the lessons.

Please connect with your local health unit or school nurse to confirm availability of recommended resources.

If you have any questions or concerns please contact your local public health nurse.



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## Grade 4 Puberty

### Health and Career Education (Healthy Living) - Prescribed Learning Outcomes

<p>C3 describe the physical changes that occur during puberty (e.g., height, weight, muscle development, body shape, oily skin, body odour)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> accurately describe <i>puberty</i> as a stage in the human life cycle and a transition from childhood to adolescence</li> <li><input type="checkbox"/> with teacher support, describe the predictable physical changes that occur at puberty and early adolescence in girls and boys (e.g., height, weight, body shape, muscle development, breast development, body hair, body odour, changes to reproductive organs)</li> <li><input type="checkbox"/> demonstrate an awareness that the physical changes associated with puberty happen at different rates and times for different people.</li> </ul>
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From BC Ministry of Education - [Health and Career Education K to 7 \(2006\) Grade 4](#)

For the complete curriculum go to <http://www.bced.gov.bc.ca/irp/irp.htm>

#### ☐ Resources that may be available on loan from your local Health Unit:

- Puberty bag
- *Boys/Girls/Both - Puberty Change Magnets*
- *Always Changing* (DVD)

#### ☐ Puberty booklets and samples

- The *Always Changing* DVD, puberty booklets, and samples for boys and girls are available to order and are free for teachers. The *Always Changing* program order form is an electronic document found online at the address below.

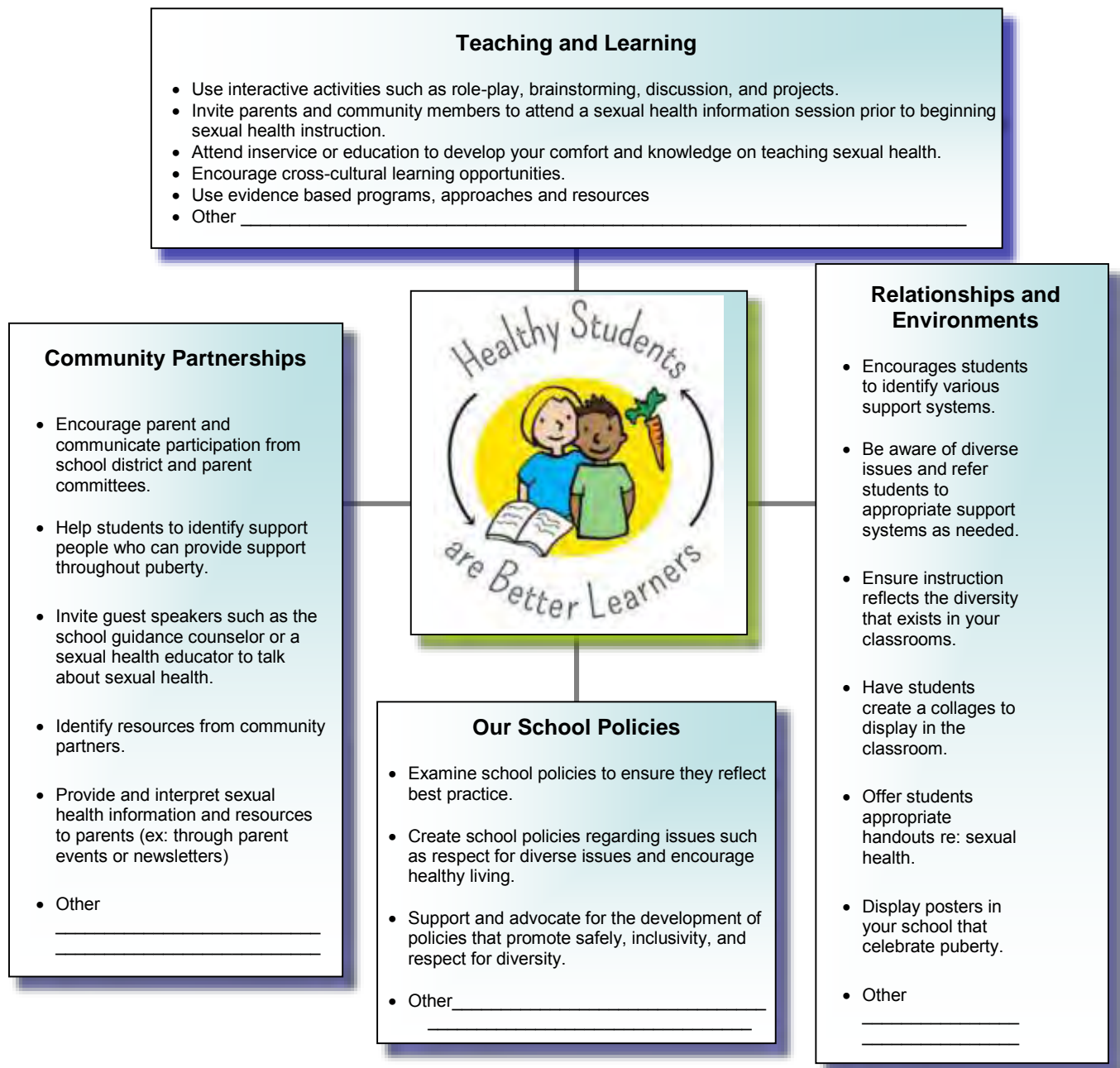
<http://www.phecanada.ca/programs/always-changing/vibrant-faces/pg-form>

#### ☐ Integrate Comprehensive School Health and use a [Population Health Approach](#) focusing on modifiable risk factors for chronic disease and injury such as nutrition, tobacco and substance use, physical activity and injury prevention.

Integrating the topic of puberty into other subjects can enhance sexual health education. Examples include:

- Exploring stories about becoming an adolescent in Language Arts.
- Studying hygiene, physical activity and nutrition during Science or Phys Ed.
- Researching ways that other cultures and religions celebrate puberty in Social Studies.

Remember: Think through the comprehensive school health lens!



## Lesson 1 - Intro to puberty

Students will learn to describe physical, emotional and social changes that occur during puberty.

As children enter puberty, they can experience feelings ranging from excitement to dread. We can help students deal with these feelings by helping them to identify the changes that will occur and the tools they have to cope with these changes.

Encourage students to seek an adult with whom they can talk to about sexuality. Honest, open communication between parents and children through childhood, the pre-teen years, adolescence, and young adulthood can help lay the foundation for people to mature into sexually healthy adults.

This lesson helps students establish a comfort level with the topic of puberty and begin to examine puberty changes

- ☐ Ground rules: 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.
- ☐ Complete handout *Three's Company in the body*. Give them a few minutes to work individually and then have them move into small groups to finish the sheet, sharing what they have learned.  
*Answers: Lip, ear, eye, gum, jaw, leg, arm, rib, toe, hip*
- ☐ Define Puberty
- ☐ Write three headings on the board: “*Body Changes*”, “*Thought Changes*”, and “*Relationship Changes*”. Have the students brainstorm a list of changes that happen during puberty under each heading.
- ☐ Discussion: Ask the class why we develop? Ask why are some changes difficult? Why are some great? What can we do to make these changes easier?
- ☐ *Ask an Adult* Activity: Give handout to be completed as homework. The students may complete the interview with any adult they trust.
- ☐ Introduce Question Box: Have students fill out questions every lesson and put into a question box they have designed.

Student Name: \_\_\_\_\_

***Activity: Three's Company in the Body***

Can you name ten parts of the body that are common to both male and female that are spelled with only three letters?

No slang (e.g., "Bum") or shortened words (e.g., "lid" is a short form of "eyelid") are allowed.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

**Clue:** Five parts are above the neck and 5 are below.

Adapted from [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca) ©2012

Student Name: \_\_\_\_\_

Parent/Adult Support: \_\_\_\_\_

### ***Activity: Ask an Adult***

Puberty can be a challenge. It helps to have a parent or an adult you trust to talk to about your questions or concerns. All adults have gone through the changes of “growing up.” Having your parent or a supportive adult share his or her experience of growing up will help you during your own experience of puberty.

**Step 1:** Take this handout home. Share it with a parent or a trusted adult, and ask that person if you can complete it together.

**Step 2:** Schedule a time with the adult for the interview. Give the adult this handout so that they can think about the answers before the interview.

**Step 3:** Interview the adult using the questions provided. Allow at least a half an hour.

**Step 4:** Both you and the adult sign the tear-off slip at the bottom of the page when the interview is complete. This tear-off slip can be handed in to show that you have completed the activity.

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## Interview form

1. What was the first sign you noticed that you had started puberty? How old were you?
  
  
  
  
  
  
  
  
  
  
2. What was the best thing about puberty?
  
  
  
  
  
  
  
  
  
  
3. What was difficult about puberty?
  
  
  
  
  
  
  
  
  
  
4. How did you handle the difficult parts of puberty?

-----  
Tear off and return this slip only

We completed the “Ask an Adult” interview on \_\_\_\_\_ (date)

Student Name \_\_\_\_\_ Adult Signature \_\_\_\_\_

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## Lesson 2 - Puberty Changes

Part of becoming a healthy adolescent includes understanding both the similarities and differences between men and women, and learning to accept and appreciate the changes that occur as we grow.

This lesson helps students examine puberty changes, and discover those that are unique to one gender and those that are common to both genders.

- ❑ **Ask an Adult Follow-up** - *reinforces the importance of support systems during puberty.* For those classes that completed the **Ask an Adult** activity, collect the tear-off slips. Take some time to debrief. Emphasize respect for the privacy of the adults who were interviewed. Suggestions for debriefing questions include:
  - What did you learn about how to handle difficult changes during puberty?
  - What do you look forward to during puberty?
  - Who are the people who can support you during puberty?
- ❑ **They Tell Me I'm Going Through Puberty** *Students discover that puberty changes are similar between boys and girls.* Have students listen to **They Tell Me I'm Going Through Puberty** as you read Chris's story aloud. When you are done, ask students this question:
  - Do you think Chris is a boy or a girl, or are you unsure?Have students share their answers and discuss their reasons for choosing boy, girl, or unsure. Do not disclose the correct answer until the end of the lesson.
- ❑ **Boys, Girls, Both - Puberty Identity Magnet Game.** Students examine puberty changes and determine changes that are unique to one gender and changes that are common to both genders.
  1. Place the following titles (magnets) on the board:
    - Boys
    - Girls
    - Both
  2. Distribute the **Boys/Girls/Both** change magnets to the students.
  3. Have students place each magnet under the title, which best fits the puberty change described.
  4. As a class, review the placements, and make the necessary changes according to the **Puberty Changes** answer key. Explain changes that the participants do not understand.

☐ Reread ***They Tell Me I'm Going Through Puberty***

Ask students again: How many of you think Chris is a boy? A girl? Unsure?

**Follow-up discussion** including the following:

- No change that happened to Chris if for a specific gender
- The changes Chris is experiencing are normal and could happen to anyone
- The changes can happen at different times for different people

☐ Distribute the handout ***Puberty Changes*** to be completed at home with an adult.

☐ *If* time permits answer questions from the question box.

### ***They Tell Me I'm Going Through Puberty***

Hi, I'm Chris and I'd like to tell you about what's happening to me. It seems that every day brings a new change. It's almost like I'm getting a new body! They tell me I'm going through puberty.

One thing that's happening is this new hair that's growing in places it's never been before. Like under my arms. I know this is normal and all, but it still takes getting used to.

I don't mind some of the changes I'm seeing. In fact, some things I even like. I'm taller than I was last year. I know I'm smarter just because I'm able to think and write about what I'm going through now.

But then, there are some changes that aren't so good. Like B.O., body odor. The first time I noticed it, I thought I had some kind of disease or something. Now I realize it's not too bad if I wash or use deodorant.

A really dirty trick though, is acne. I remember I was getting ready to go to a party, washing up and stuff, when I looked in the mirror and saw this big zit staring back at me. I held hot washcloths on it for a long time. It went down, but not the whole way. I went to the party anyway. I noticed that many other kids had the same or worse luck with their zits. I wonder how common this is.

There's one thing I get a little embarrassed about. It's even hard for me to say this. When I was at the party the other night, I was with someone I like (and I'm not mentioning any names). I got this new feeling. It was strange but kind of nice. They tell me it's normal. Is it?

They tell me I'm going through puberty. That means I have to go to school with my zits and my B.O. But, I'm taller and smarter. I think I'll survive.

**Do you think Chris is a boy or a girl, or are you unsure?**

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Student Name: \_\_\_\_\_

Parent/Adult Support: \_\_\_\_\_

**Puberty Changes**

Place a check mark in the correct column for each of the puberty changes below.

Puberty Change	Boys	Girls	Both
Grow taller			
Skin gets oily			
Acne (pimples)			
Voice Changes			
Hair grows on face			
Hair gets oily			
Hair grows underarms			
Hair grows on genitals (called pubic hair)			
Sweat glands develop			
Breasts develop			
Hips get bigger			
Shoulders get wider			
Start producing sperm			
Penis grows bigger			
Testicles grow bigger			
Body starts producing sex hormones			
Wet dreams			
Erections happen out of the blue (penis gets hard)			
Sperm can be released through penis (Ejaculation)			
Start releasing eggs (Ovulation)			
Periods (Menstruation)			
Mood Swings			
Start having sexual thoughts and feelings			
Start producing vaginal discharge			
Can become interested in having a boyfriend or girlfriend			
Friendships become more important			
Sometimes feel lonely and confused			
Stronger feelings of wanting to be liked and to “fit” in			
Want more independence			
Thinking about the future			
Concerned about looks and appearance			

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**Puberty Changes - Answer Key**

Puberty Change	Boys	Girls	Both
Grow taller			X
Skin gets oily			X
Acne (pimples)			X
Voice Changes			X
Hair grows on face	X		
Hair gets oily			X
Hair grows underarms			X
Hair grows on genitals (called pubic hair)			X
Sweat glands develop			X
Breasts develop			X
Hips get bigger		X	
Shoulders get wider	X		
Start producing sperm	X		
Penis grows bigger	X		
Testicles grow bigger	X		
Body starts producing sex hormones			X
Wet dreams	X		
Erections happen out of the blue (penis gets hard)	X		
Sperm can be released through penis (Ejaculation)	X		
Start releasing eggs (Ovulation)		X	
Periods (Menstruation)		X	
Mood Swings			X
Start having sexual thoughts and feelings			X
Start producing vaginal discharge		X	
Can become interested in having a boyfriend or girlfriend			X
Friendships become more important			X
Sometimes feel lonely and confused			X
Stronger feelings of wanting to be liked and to “fit” in			X
Want more independence			X
Thinking about the future			X
Concerned about looks and appearance			X

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## Lesson 3 -Puberty Changes

It is important to ensure that students are able to independently describe the changes that occur during puberty.

This lesson encourages students to review puberty changes and identify support people to assist them during these changes.

❑ Review homework sheet ***Puberty Changes***

❑ ***Body Mind and Feelings***

1. Assign students to 6 small groups.
2. Each group completes one section of the Body, Mind and Feelings handout.
3. When groups are done, form new groups made up of one member of each original group.
4. Students share their findings with the new group members in order to complete the whole handout.
5. Debrief this activity using the following questions:
  - What part of the chart has the most changes listed?
  - What does this tell us about puberty?
  - What is more common: changes that happen to both, or changes that are unique to either boys or girls?
  - What did you learn from this activity?

❑ ***Dear Chris***

1. Distribute the handout ***Dear Chris***.
2. Have students write a letter to Chris explaining what will happen to boys and girls during puberty.
3. Collect the letters for evaluation. Ensure that students address the following:
  - Physical Changes
  - Emotional Changes
  - Social Changes
  - Support People
4. Debrief the activity using the following questions:
  - What was the hardest part of the letter to write?
  - If you had a letter like this addressed to you, what would you want it to teach you?

Student Name: \_\_\_\_\_

**Body, Mind and Feelings**

**Group One:** You will be assigned one part of the chart to fill in. Try to think of as many changes as possible.

**Group Two:** You will take the information you have and share it with people from the other groups. They will share what they learned with you. By the end of the sharing, you should have filled in the whole chart.

	Body	Mind	Feelings
<b>Boys</b>	- penis gets bigger	- think about the future	- start to have a crush
<b>Girls</b>	- breasts start to develop	- think about the future	- start to have a crush

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Student Name: \_\_\_\_\_

Dear Chris,

Guess what? You are about to enter puberty! Congratulations. This means that

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To help you out, I am writing you a letter explaining some of the changes that will happen to people as they grow up. You should know about both boys and girls because

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There are lots of **physical** changes that will happen. Some changes happen to girls, some to boys, and some changes happen for everyone. Here is a list of some changes you can expect to see happening to you and your friends:

Boys	Girls	Both

When we grow up, our **thoughts and feelings** change, too! It is normal to experience:

The way we **relate to other people** can change as well during puberty. For example:

--

It seems like a lot for anyone to go through, doesn't it? Puberty means a lot of change. Sometimes it is great. Sometimes it is difficult. The best thing is that we don't need to go through puberty alone. We can get help from lots of people. Here is a list of places you can go to for help:

Helpers	How they can help

I hope this letter helps you out, Chris!

Sincerely,

---

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## Lesson 4 -Puberty and Hygiene

The following lesson examines puberty and personal hygiene. It focuses on ways to address physical changes and develop positive coping strategies essential to adolescent development.

- ❑ **Puberty Kit** - *encourages students to identify tools they can use to help with some of the challenging aspects of puberty* (The kit is available for loan at your local health unit or you can put one together)
  1. Introduce the **Puberty Kit**. Tell the students every item in the kit is a tool that can help them get through the challenging parts of puberty.
  2. Have students brainstorm the changes that occur during puberty that could be challenging and write these on the board.
  3. Handout the items in the kit to the students. Be sensitive to student needs (if a student is very shy give them something less “embarrassing”, or cluster products if need be (i.e., washing items such as shampoo, soap and washcloth could go together).
  4. Have students brainstorm answers to these questions:
    - What is the item?
    - How would the item be used?
    - How does this item relate to puberty changes?
  5. Remind students that each item in the kit relates to a puberty change, and that they will complete a handout after the activity that tests their knowledge about each item.
  6. Have students present each item to the class, with the teacher adding comments to the discussion. Students who are unsure about what the item is or how it would be used can simply state that they do not know.
- ❑ **Advice Corner**

*Students use the knowledge they learned during the puberty kit activity to answer some difficult questions about coping with puberty.*

  1. Distribute the handout **Advice Corner** to be completed at home with a parent or guardian.
  2. Take time to debrief this activity next class.

## ***Elementary Puberty Kit Contents & Discussion Points:***

### **Skiping Rope/Shoe**

- Physical and recreational activities improves energy, physical, and mental well-being.
- Exercise can also help with menstrual cramps.

### **Baking Soda/Shoe**

- An inexpensive, absorbent foot powder for foot odour.

### **Hat**

- Hats become dirty. Wash them or change them to keep dirt from the face or hair.
- Hats are good protection from the sun's heat and damaging rays.

### **Bra**

- Girls can wear a bra for comfort as their breasts develop.

### **Carrot and Strawberry**

- Eating healthy foods improves energy, physical and mental well-being. Work towards increasing fruits, veggies, and whole grains while minimizing high fat and high sugar foods/drinks.

### **Hot Water Bottle**

- To help with menstrual cramps.

### **Boy's Cotton underwear**

- Boys may choose to wear boxers or briefs.
- Cotton underwear allows the skin to "breathe" and keep moisture away from the body.
- Underwear should be comfortably loose. The scrotum moves close to or away from the body to adjust the temperature of the testicles, to promote the growth of healthy sperm.
- It is important to change underwear every day.

### **Menstruation Supplies:**

- Pads are available at pharmacies and grocery stores. They come in a variety of shapes and sizes.
- Choose pads that are unscented.
- Keep pads in a backpack, locker or bag.
- Change and dispose of used pads often.
- Panty liners can be used to catch vaginal discharge or when your period is very light.
- Tampons are best not to use until you are a teenager. Tampons need to be changed often (at least every 4 – 6 hours).
- Avoid super-absorbent tampons. Choose unscented tampons.
- Using tampons incorrectly could result in Toxic Shock Syndrome, a rare but serious infection.



### **Razor in Baggie**

- Some men shave their facial hair and some women shave the hair on their legs and underarms. Ask your parents what you should do.

### **Shampoo**

- Wash hair often to clean away the oil and dirt. Some people wash their hair every day, some less often.

### **Shaving Foam**

- Shaving with moisture feels better. Some people use shaving foam, or soap and water.

### **Soap**

- Used for showering or bathing daily and for washing the face twice daily.
- Scented deodorant soaps can cause dry skin.

### **Socks/Shoe**

- Wash feet and change socks every day. Occasionally, wash the insoles of shoes.

### **Toothbrush, Paste, and Floss**

- Brush and floss teeth at least twice a day. For fresh breath also brush the tongue.

### **T-Shirt Cotton**

- Natural fibers such as cotton allow the skin to “breathe”. Clothes made from these fabrics may be more comfortable to wear.

### **Underwear Girl’s Cotton**

- Cotton underwear is more comfortable and allows the skin to “breathe”.
- Synthetic underwear (e.g., nylon, polyester, rayon) may not allow the skin to “breathe”. Trapped moisture could cause vaginal infections.

### **Wash Cloth**

- A clean washcloth used twice daily to wash your face with warm water & mild soap.

### **Water Bottle**

- Drinking lots of water is important especially during physical activities and in hot weather. Don’t share water bottles, they spread germs.

### **Deodorant**

- Applied to underarms to decrease perspiration and prevent body odor.

Student Name: \_\_\_\_\_

Adult Support: \_\_\_\_\_

### ***Advice Corner***

Now that you know about puberty, you will find that your friends come to you for advice on all sorts of things. Below are some of their questions. What will you tell them?

**Step 1:** Pick 4 questions you know the answer to. Check the box that says “student expert”.

**Step 2:** Interview a parent or supportive adult to find out how they would answer the four remaining questions. Check the box that says “adult expert”.

Write your answers in the space provided.

1. I don't like my hair because it's too oily. What suggestions do you have?  
☐ Student expert  
☐ Adult expert
  
2. I don't want to shave yet, but other people keep telling me I should. What advice would you give?  
☐ Student expert  
☐ Adult expert
  
3. I feel so bad - my friends told me that I stink after gym class. What can I do?  
☐ Student expert  
☐ Adult expert

4. I am embarrassed about having to buy my first bra. What might I do?
- ☐ Student expert
  - ☐ Adult expert
5. My skin is always breaking out. I bought some medicine, but it's not working. Can a doctor give a pill for this?
- ☐ Student expert
  - ☐ Adult expert
6. I get such bad cramps when I get my period. Do you have any suggestions for me?
- ☐ Student expert
  - ☐ Adult expert
7. Some of my friends are starting to use tampons instead of pads when they menstruate. How do I decide which would be best for me to use?
- ☐ Student expert
  - ☐ Adult expert

Adapted from [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca) ©2012

## Lesson 5 -Puberty Changes

Accepting and embracing the change that comes with growing up involves knowing one's self and making a personal plan for the future.

This lesson encourages students to answer some difficult questions about dealing with puberty and begin to create a positive self-image for the future

### ☐ ***Then, Now and Beyond***

*Students examine themselves and create a picture of who they will become*

1. Distribute the handout ***Then, Now and Beyond***.
2. Students individually complete the handout.
3. When students are finished, have them share their answers with a friend.
4. Debrief this activity using the following questions:
  - What did you learn about yourself?
  - What do you like about the future you?
  - Who are the people that will be part of your support system in junior high?

### ☐ ***Show Always Changing DVD***

### ☐ ***Complete Hidden Changes, Puberty Review, and Growing Up Healthy***

### ☐ **Conclusion - hand out samples**

Final debrief questions can include:

1. Who are the people you can ask for help during puberty?
  - It is important to identify two types of supports: social supports (family and friends), support services available at the school (guidance counselors, principals, teachers), and community supports (religious institutions, health clinics, nurses, doctors).
2. What are you responsible for while you grow up?
  - Taking care of yourself
  - Supporting others
3. What can we do to make growing up easier?
  - Focus on strengths.

Student Name: \_\_\_\_\_

Adult Support: \_\_\_\_\_

### ***Then, Now and Beyond***

Fill in the chart with information about yourself.

	<b>Then (Grade 1)</b>	<b>Now (Grade 4)</b>	<b>Beyond (Grade 8)</b>
Favorite clothes			
My best friends			
My favorite TV show			
My most prized possession			
My feelings about school			
My feelings about someone I like			
My worst fear			
My Support system			

Adapted from [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca) ©2012

## Hidden Changes

A lot of changes that occur during puberty are hidden - they happen inside your body, or you can't see them because they have to do with how your body is developing or feeling. See if you can find the following words - they all have to do with hidden changes.

Active	Blues	Body	Cervix	Cramps	Craving
Cycle	Diet	Energy	Feelings	Period	Pimples
Pituitary	Sperm	Stress	Sweat	Testes	Uterus
Vagina	Happy	Glands	Hormone	Ovary	Menstruation

D	O	I	R	E	P	Y	T	R	S	W	N	X	I
J	P	F	U	I	P	E	A	U	T	A	E	W	S
B	I	H	S	P	M	A	R	C	R	S	H	Q	L
O	M	Q	A	T	O	E	O	K	S	P	E	R	M
D	P	H	H	S	T	F	E	E	L	I	N	G	S
Y	L	O	C	U	Q	R	R	B	P	S	V	A	G
C	E	R	V	I	X	T	C	L	E	L	C	Y	C
A	S	M	E	N	S	T	R	U	A	T	I	O	N
N	P	O	V	A	R	Y	A	E	E	Q	V	K	W
I	U	N	D	P	Q	J	V	S	T	E	I	D	K
G	P	E	P	I	T	U	I	T	A	R	Y	M	G
A	Y	G	R	E	N	E	N	A	C	T	I	V	E
V	M	S	D	N	A	L	G	S	E	T	S	E	T

Adapted from P&G Always Changing Puberty Education Program 2012

## Puberty Review

Circle the correct answer ☺

1. Growth spurts are one of the first signs of puberty.	True	False
2. As puberty begins hair starts growing under arms.	True	False
3. The testicles are located in the stomach.	True	False
4. The penis has the ability to become hard or erect.	True	False
5. Puberty usually begins earlier for girls than for boys.	True	False
6. Wet dreams occur when a boy's penis ejaculates sperm while he is asleep.	True	False
7. Conception occurs when a male sperm and a female ovum join.	True	False
8. When a boy's voice changes, it means his vocal cords are shrinking.	True	False
9. Sperm is the name of the oil that causes acne.	True	False
10. The female sex cell is called an ovum, or egg.	True	False
11. Glands underneath the skin produce excess oil during puberty.	True	False
12. Sperm is made in the prostate gland.	True	False
13. Ejaculation can occur when the penis is flaccid (soft).	True	False
14. Breast changes happen only to girls.	True	False
15. The menstrual cycle is repeated approximately once a month.	True	False

## Growing Up Healthy

Circle the correct answer ☺.

To stay health as you grow up you should....

1. Wash your face with unscented soap and water at least once per day.	True	False
2. Skip breakfast and eat extra at lunch time.	True	False
3. Keep your heart healthy and body strong by avoiding tobacco smoke.	True	False
4. Stay up late to watch your favorite TV show.	True	False
5. Wash your hair with mild shampoo regularly.	True	False
6. Squeeze pimples because they will go away faster.	True	False
7. Eat breakfast, healthy snacks, and balanced meals.	True	False
8. Sleep at least eight hours a night, maybe more.	True	False
9. Exercise at least 30 minutes 3-4 times per week.	True	False
10. Keep feelings inside. Don't tell anyone how you feel.	True	False
11. Yell at people and slam doors when you are in a bad mood.	True	False
12. Hang out around kids who smoke.	True	False
13. Snack on things like chips, chocolate bars and pop.	True	False
14. Use deodorant on your underarms after washing to help with body odor.	True	False



***Puberty Review - Answer Key***

1. Growth spurts are one of the first signs of puberty.	True	
2. As puberty begins hair starts growing under arms.	True	
3. The testicles are located in the stomach.		False
4. The penis has the ability to become hard or erect.	True	
5. Puberty usually begins earlier for girls than for boys.	True	
6. Wet dreams occur when a boy's penis ejaculates sperm while he is asleep.	True	
7. Conception occurs when a male sperm and a female ovum join.	True	
8. When a boy's voice changes, it means his vocal cords are shrinking.		False
9. Sperm is the name of the oil that causes acne.		False
10. The female sex cell is called an ovum, or egg.	True	
11. Glands underneath the skin produce excess oil during puberty.	True	
12. Sperm is made in the prostate gland.		False
13. Ejaculation can occur when the penis is flaccid (soft).		False
14. Breast changes happen only to girls.		False
15. The menstrual cycle is repeated approximately once a month.	True	

## ***Growing Up Healthy - Answer Key***

1. Wash your face with unscented soap and water at least once per day.	True	
2. Skip breakfast and eat extra at lunch time.		False
3. Keep your heart healthy and body strong by avoiding tobacco smoke.	True	
4. Stay up late to watch your favorite TV show.		False
5. Wash your hair with mild shampoo regularly.	True	
6. Squeeze pimples because they will go away faster.		False
7. Eat breakfast, healthy snacks, and balanced meals.	True	
8. Sleep at least eight hours a night, maybe more.	True	
9. Exercise at least 30 minutes 3-4 times per week.	True	
10. Keep feelings inside. Don't tell anyone how you feel.		False
11. Yell at people and slam doors when you are in a bad mood.		False
12. Hang out around kids who smoke.		False
13. Snack on things like chips, chocolate bars and pop.		False
14. Use deodorant on your underarms after washing to help with body odor.	True	

## Grade 4 Communicable Diseases

### Health and Career Education (Healthy Living)- Prescribed Learning Outcomes

<p>C4 differentiate between communicable diseases and non-communicable diseases (e.g., communicable diseases can be spread/contracted from person to person; non-communicable diseases cannot be “caught” from someone with the disease)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> explain the difference between communicable diseases and non-communicable diseases (e.g., communicable diseases can be spread/contracted from person to person or from infected items such as needles or blood products; non-communicable diseases cannot be “caught” from someone with the disease but are developed as a result of lifestyle, environmental, hereditary, and/or other factors)</li> <li><input type="checkbox"/> list examples of communicable diseases (e.g., cold, flu, strep throat, chicken pox, measles, cold sores, pink eye/conjunctivitis, meningitis, mononucleosis, HIV/AIDS)</li> <li><input type="checkbox"/> list examples of non-communicable diseases (e.g., asthma, diabetes, cancer, heart disease)</li> </ul>
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From BC Ministry of Education - [Health and Career Education K to 7 \(2006\) Grade 4](#)

For the complete curriculum go to <http://www.bced.gov.bc.ca/irp/irp.htm>

#### ☐ Resources that may be available on loan from your local Health Unit:

- Blood Borne Pathogens and Other Germs (DVD)
- Glo germ kit for proper hand washing

#### ☐ Do Bugs Need Drugs? Program

- This program has some great resources. Although focused on Grades 1-3 there are relevant resources you may like to use with your grade four class. The resources are free and are ordered online. They include pamphlets, stickers, posters, etc. The website itself has some great videos and resources for all ages. Although not included in this guide we **strongly recommend a lesson on hand washing with the glo germ kit.**

<http://cdn.dobugsneeddrugs.org/wp-content/uploads/bc-print-material-order-form.pdf>

<http://www.dobugsneeddrugs.org/>

## Lesson 1

Students must be able to identify the differences between communicable and non-communicable diseases, and the treatment methods for each, so that they may make healthy decisions for themselves in the future. A focus on the difference between viruses and bacteria, and the treatment of each is important so that students can recognize when the use of an antibiotic is appropriate.

### ☐ Introduction Discussion Questions

- Why do we get sick? (Germs make us sick. There are four types of germs: virus, bacteria, fungus, and parasite)
- What are some things we do that cause us to get sick?
- Why is it important to make sure that your immune system stays healthy? (Because if it is not healthy, your body cannot fight germs and you could become sicker)
- How can you make sure you do not get sick or make others sick around you? (By washing your hands, taking baths regularly, not sharing food or drinks)

### ☐ Define communicable and non-communicable disease.

- ☐ Have students name as many diseases as they can think of and write them on the board. If they are having difficulty add some for them. You could also choose to provide students with a list of diseases and have them sort them into the appropriate categories. Have them work in pairs to fill out the **Identifier** worksheet using the list on the board or the one provided.

- ☐ **Blood Borne Pathogens and Other Germs** - DVD may be available for loan from your local Health Unit.

- ☐ Have students complete **How to Protect Yourself** and **What a Mix Up!** worksheets

- ☐ Home work - word search

Student Name: \_\_\_\_\_

***Identifier!***

**Communicable vs. Non-Communicable Disease**

Communicable disease:

Non-Communicable disease:

*After reviewing the definitions, sort the diseases the class listed on the board into the following categories:*

Communicable	Non-Communicable	Unsure

Adapted from [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca) ©2012

Student Name: \_\_\_\_\_

### ***What a Mix Up!***

Unscramble the words to find out what the diseases are. Circle those diseases that are communicable.

lemsase      \_ \_ \_ \_ \_  
ulf            \_ \_ \_  
racenc        \_ \_ \_ \_ \_  
necihkc xpo    \_ \_ \_ \_ \_ \_ \_ \_  
rehta ssdeiae    \_ \_ \_ \_ \_ \_ \_ \_ \_  
dloc           \_ \_ \_ \_  
sbdieeat       \_ \_ \_ \_ \_ \_ \_  
beassic        \_ \_ \_ \_ \_ \_ \_

The diseases are:

Cancer	Hepatitis	Meningitis	HIV
Flu	Cold	Heart disease	Measles
Scabies	Diabetes	Chicken pox	Asthma

What is a communicable disease?

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What is a non-communicable disease?

---

Adapted from [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca) ©2012

Student Name: \_\_\_\_\_

***How to protect yourself!*****To protect myself from getting sick I should....**

1. Share water bottles.	True	False
2. Never share lip balm.	True	False
3. Use a friend's nail clippers.	True	False
4. Pierce your friend's ear and then pierce your ear with the same needle.	True	False
5. Become blood brothers or blood sisters.	True	False
6. Wash your hands after you eat.	True	False
7. Wash your hands frequently.	True	False
8. Cough and sneeze into your hands.	True	False
9. Try to come to school when you are sick.	True	False
10. Help a friend who cut their knee using latex gloves.	True	False
11. Never hug someone who has Hepatitis or HIV.	True	False
12. Never use public toilets.	True	False
13. Eat nutritious meals.	True	False
14. Get at least 8 hours of sleep every night.	True	False

Student Name: \_\_\_\_\_

***How to protect yourself! - Answer Key*****To protect myself from getting sick I should....**

1. Share water bottles.		False
2. Never share lip balm.	True	
3. Use a friend's nail clippers.		False
4. Pierce your friend's ear and then pierce your ear with the same needle.		False
5. Become blood brothers or blood sisters.		False
6. Wash your hands after you eat.		False
7. Wash your hands frequently.	True	
8. Cough and sneeze into your hands.		False
9. Try to come to school when you are sick.		False
10. Help a friend who cut their knee using latex gloves.	True	
11. Never hug someone who has Hepatitis or HIV.		False
12. Never use public toilets.		False
13. Eat nutritious meals.	True	
14. Get at least 8 hours of sleep every night.	True	



## *Prevent the Spread of Communicable Disease*

Hand washing

Fungus

Bacteria

Virus

Parasite

Germs

Sneezing

Coughing

Pathogen

Immunization

Immunity

Antibiotic

g	i	n	h	s	a	w	d	n	a	h	n	p	g
p	e	f	u	k	r	m	o	i	t	b	i	a	S
k	l	r	t	c	n	a	y	m	p	a	m	r	k
q	n	q	m	b	o	i	t	m	s	c	r	a	m
o	l	p	h	s	t	f	i	u	l	t	n	s	S
p	a	t	h	o	g	e	n	n	e	e	c	i	g
c	u	n	v	l	k	t	u	i	t	r	z	t	n
f	u	n	g	u	s	t	m	z	a	i	l	e	i
n	p	o	v	a	r	y	m	a	e	a	v	k	z
a	u	h	d	p	q	j	i	t	t	e	i	d	e
a	n	t	i	b	i	o	t	i	c	r	y	m	e
n	k	t	i	o	b	o	k	o	c	t	l	v	n
c	o	u	g	h	i	n	g	n	v	i	r	u	S

## Grade 5 Puberty

### Health and Career Education (Healthy Living)- Prescribed Learning Outcomes

<p>C3 describe the physical, emotional, and social changes associated with puberty</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> based on class activities and additional information, describe the physical changes that occur during puberty (e.g., height, body shape, breast development, menstruation, nocturnal emissions, testicular and penis growth, ability to reproduce, facial hair, body hair, body odour, oily skin, acne, weight gain, vocal changes)</li> <li><input type="checkbox"/> based on class activities and additional information, describe the emotional changes that may occur during puberty (e.g., mood swings, increased or decreased self-esteem, self-consciousness, changing interests, body image, romantic feelings)</li> <li><input type="checkbox"/> based on class activities and additional information, explain how changes in puberty may impact relationships (e.g., greater independence and responsibility in the family, wanting more privacy, new friendships based on new interests and differing maturation rates, changing social dynamics that may result in cliques)</li> </ul>
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From BC Ministry of Education - [Health and Career Education K to 7 \(2006\) Grade 5](http://www.bced.gov.bc.ca/irp/irp.htm)

For the complete curriculum go to <http://www.bced.gov.bc.ca/irp/irp.htm>

#### ☐ Resources that may be available from your local Health Unit:

- Puberty bag
- Boys/girls/both puberty identity magnet game
- Always Changing (DVD)
- Feminine Hygiene Kit

#### ☐ Puberty booklets and samples

- The ***Always Changing*** DVD, puberty booklets, and samples for boys and girls are available to order and are free for teachers. The Always Changing program order form is an electronic document found online at the address below.

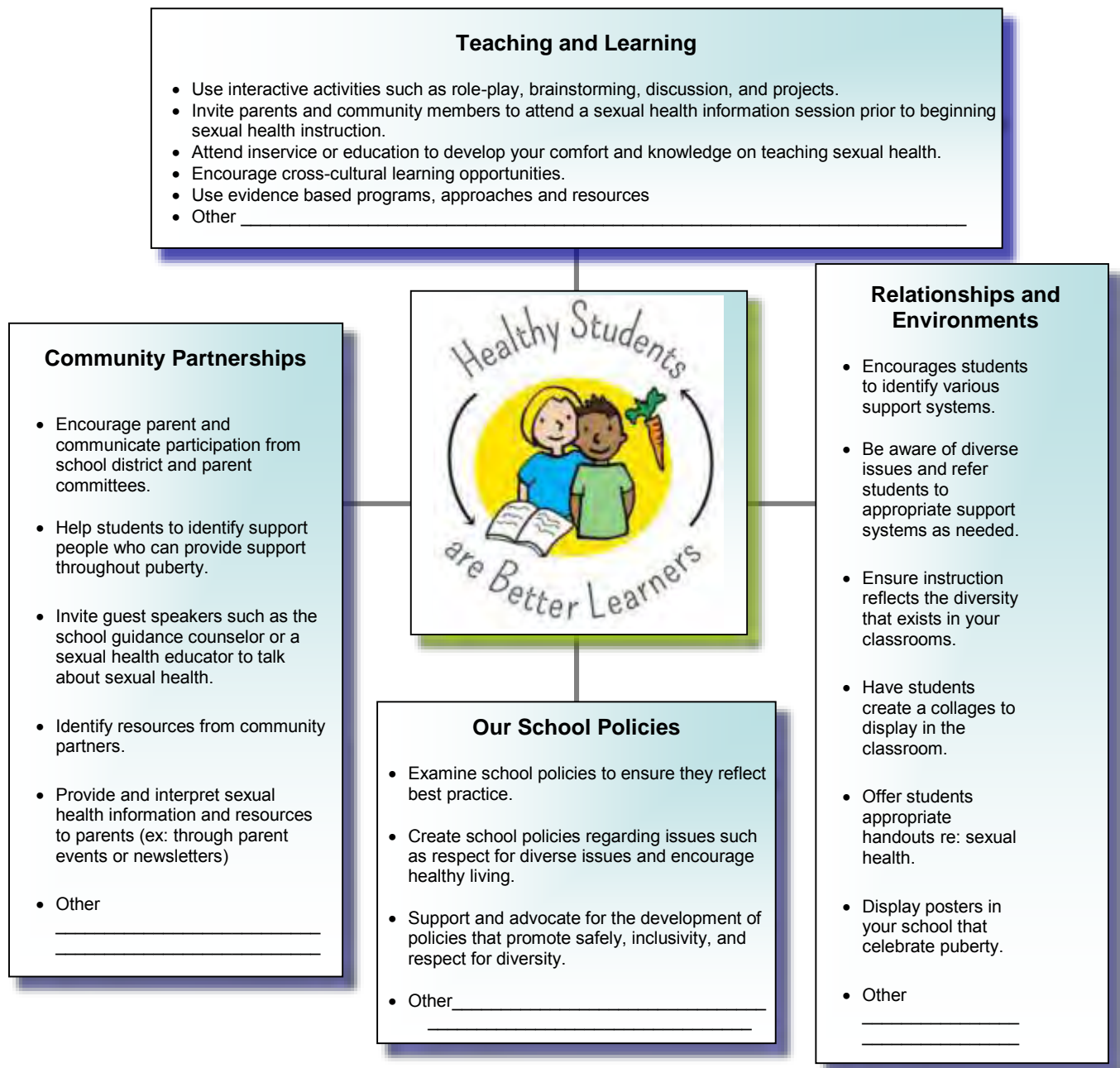
<http://www.phecanada.ca/programs/always-changing/vibrant-faces/pg-form>

- ❑ **Integrate Comprehensive School Health and use a [Population Health Approach](#)** focusing on modifiable risk factors for chronic disease and injury such as nutrition, tobacco and substance use, physical activity and injury prevention.

Integrating the topic of puberty into other subjects can enhance sexual health education. Examples include:

- Having students write and illustrate stories about growing up.
- Providing students with lessons on other body systems in science to compliment learning about the reproductive systems

Remember: Think through the comprehensive school health lens!



## Lesson 1 - Puberty Review

It is important to understand the male and female anatomy in order to understand the changes that occur during puberty.

This lesson provides students with a review of the puberty changes they examined in grade 4, and encourages them to begin to study the basic components of the male and female reproductive systems

- ❑ **Ground rules:** 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.
- ❑ **Proper Terminology**
  - Ask students to think of the real words for body parts that aren't related to sexuality (elbow, etc.). Ask them to raise their hands and share these words. Write each word on the board under the heading "Other Body Parts."
  - Ask students to think of the real words for body parts related to sexuality. Acknowledge that there are slang words, but for this activity we are trying to begin to learn the correct terms. Ask them to raise their hands and share these words. Write each word on the board under the heading "Sexual Body Parts."
- ❑ **Debrief with the following questions**
  - How did it feel to say/hear the words on the first list (other body parts)?
  - How did it feel to say/hear the words on the second list (sexual body parts)?
  - Why do we sometimes use slang for body parts related to sexuality? (to hide embarrassment)
  - What are the benefits of using "scientific" words?
- ❑ ***They Tell Me I'm Going Through Puberty.*** Students discover that puberty changes are similar between boys and girls. Have students listen to ***They Tell Me I'm Going Through Puberty*** as you read Chris's story aloud. When you are done, ask students this question:
  - Do you think Chris is a boy or a girl, or are you unsure?Have students share their answers and discuss their reasons for choosing boy, girl, or unsure. Do not disclose the correct answer until the end of the lesson.

- ☐ **Boys, Girls, Both - Puberty Identity Magnet Game.** *Students examine puberty changes and determine changes that are unique to one gender and changes that are common to both genders. Magnets available for loan.*

1. Place the following magnets on the board:

- Boys
- Girls
- Both

2. Distribute the **Boys/Girls/Both change magnets** to the students

3. Have each student read their magnet aloud and place it under the title, which best fits the puberty change described.

- As a class, review the placements, and make the necessary changes according to the **Puberty Changes** answer key. Explain why each change happens and the changes that participants do not understand.

- ☐ Reread ***They Tell Me I'm Going Through Puberty***

Ask students: How many of you think Chris is a boy? A girl? Unsure?

**Follow-up discussion** including the following:

- No change that happened to Chris if for a specific gender
- The changes Chris is experiencing is normal and could happen to anyone
- The changes can happen at different times for different people

- ☐ Distribute the handout ***Puberty Changes*** to be completed.

- ☐ Review worksheet and Introduce Question box.

## ***“They Tell Me I’m Going Through Puberty”***

Hi, I’m Chris and I’d like to tell you about what’s happening to me. It seems that every day brings a new change. It’s almost like I’m getting a new body! They tell me I’m going through puberty.

One thing that’s happening is this new hair that’s growing in places it’s never been before. Like under my arms. I know this is normal and all, but it still takes getting used to.

I don’t mind some of the changes I’m seeing. In fact, some things I even like. I’m taller than I was last year. I know I’m smarter just because I’m able to think and write about what I’m going through now.

But then, there are some changes that aren’t so good. Like B.O., body odor. The first time I noticed it, I thought I had some kind of disease or something. Now I realize it’s not too bad if I wash or use deodorant.

A really dirty trick though, is acne. I remember I was getting ready to go to a party, washing up and stuff, when I looked in the mirror and saw this big zit staring back at me. I held hot wash-cloths on it for a long time. It went down, but not the whole way. I went to the party anyway. I noticed that many other kids had the same or worse luck with their zits. I wonder how common this is.

There’s one thing I get a little embarrassed about. It’s even hard for me to say this. When I was at the party the other night, I was with someone I like (and I’m not mentioning any names). I got this new feeling. It was strange but kind of nice. They tell me it’s normal. Is it?

They tell me I’m going through puberty. That means I have to go to school with my zits and my B.O. But, I’m taller and smarter. I think I’ll survive.

**Do you think Chris is a boy or a girl, or are you unsure?**

Adapted from [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca) ©2012

Student Name: \_\_\_\_\_

Parent/Adult Support: \_\_\_\_\_

**Puberty Changes**

Place a check mark in the correct column for each of the puberty changes below.

Puberty Change	Boys	Girls	Both
Grow taller			
Skin gets oily			
Acne (pimples)			
Voice Changes			
Hair grows on face			
Hair gets oily			
Hair grows underarms			
Hair grows on genitals (called pubic hair)			
Sweat glands develop			
Breasts develop			
Hips get bigger			
Shoulders get wider			
Start producing sperm			
Penis grows bigger			
Testicles grow bigger			
Body starts producing sex hormones			
Wet dreams			
Erections happen out of the blue (penis gets hard)			
Sperm can be released through penis (Ejaculation)			
Start releasing eggs (Ovulation)			
Periods (Menstruation)			
Mood Swings			
Start having sexual thoughts and feelings			
Start producing vaginal discharge			
Can become interested in having a boyfriend or girlfriend			
Friendships become more important			
Sometimes feel lonely and confused			
Stronger feelings of wanting to be liked and to “fit” in			
Want more independence			
Thinking about the future			
Concerned about looks and appearance			

Adapted from [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca) ©2012



**Puberty Changes - Answer Key**

Puberty Change	Boys	Girls	Both
Grow taller			X
Skin gets oily			X
Acne (pimples)			X
Voice Changes			X
Hair grows on face	X		
Hair gets oily			X
Hair grows underarms			X
Hair grows on genitals (called pubic hair)			X
Sweat glands develop			X
Breasts develop			X
Hips get bigger		X	
Shoulders get wider	X		
Start producing sperm	X		
Penis grows bigger	X		
Testicles grow bigger	X		
Body starts producing sex hormones			X
Wet dreams	X		
Erections happen out of the blue (penis gets hard)	X		
Sperm can be released through penis (Ejaculation)	X		
Start releasing eggs (Ovulation)		X	
Periods (Menstruation)		X	
Mood Swings			X
Start having sexual thoughts and feelings			X
Start producing vaginal discharge		X	
Can become interested in having a boyfriend or girlfriend			X
Friendships become more important			X
Sometimes feel lonely and confused			X
Stronger feelings of wanting to be liked and to “fit” in			X
Want more independence			X
Thinking about the future			X
Concerned about looks and appearance			X

Adapted from [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca) ©2012

## Lesson 2 - Anatomy and Physiology Part 1

- ☐ Show *Always Changing DVD*
- ☐ Hand out *Always Changing* booklets
- ☐ ***Female Reproductive System/Male Reproductive System*** worksheets- students can use their booklets to help with the labeling diagrams.
- ☐ Distribute the handout ***Anatomy and Physiology Crossword Puzzle*** for students to complete as a homework assignment.
  - Explain that the goal is to finish as much of the puzzle as possible.
  - Explain that students can complete this interview with a parent or guardian.
  - Have the parent or guardian sign the top of the assignment to indicate that the student received help.
  - Dedicate time to debrief this activity during the next lesson

## Female Reproduction System

Use the words below to label the diagram, then write each word next to its definition.

Fallopian  
Tubes

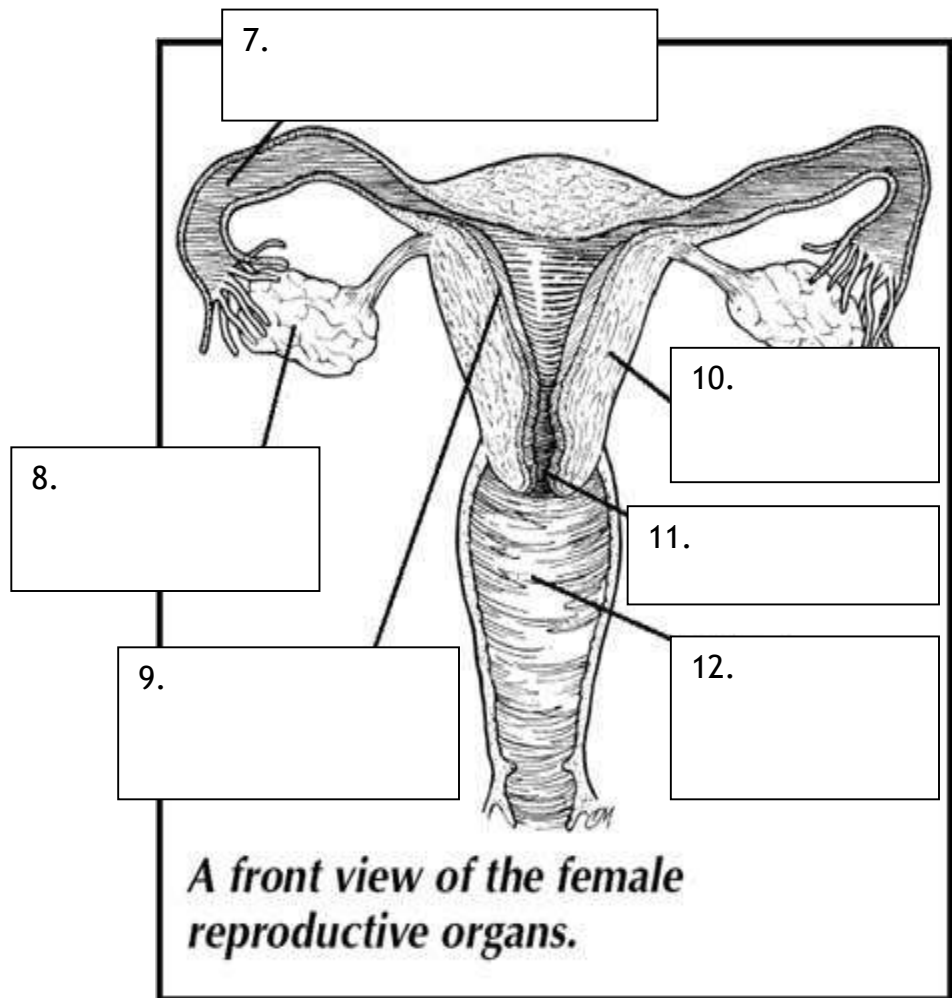
Ovary

Uterus

Cervix

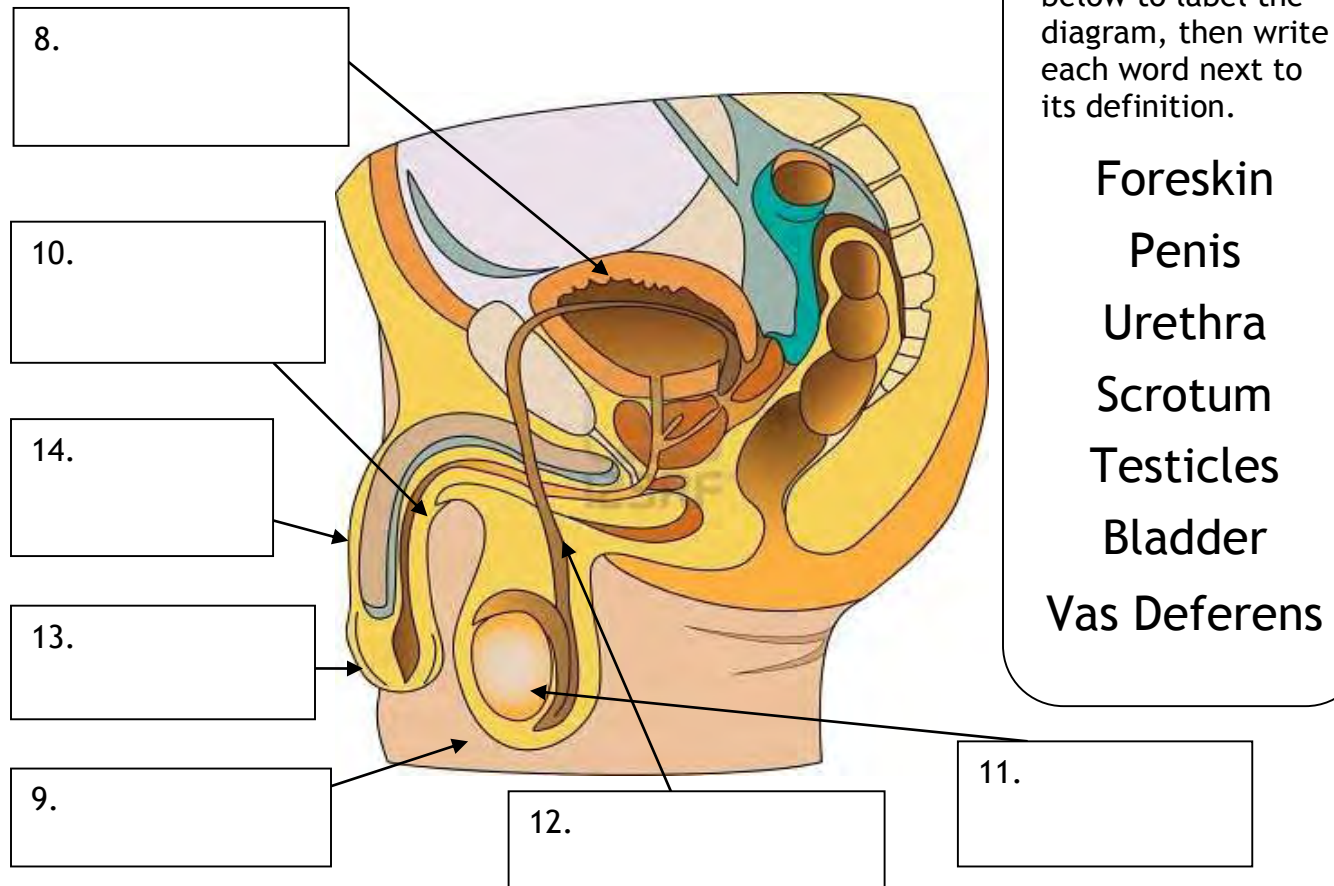
Vagina

Endometrium



1.	The lower part of the uterus that has a small opening into the vagina
2.	The two tubes which link the ovaries and uterus
3.	Two glands on either side of the uterus that release female sex hormones estrogen and progesterone, and ova (eggs)
4.	The hollow muscular organ that holds and nourishes the fetus
5.	The passageway of muscles that joins the uterus to the outside of the body
6.	The thick soft lining that grows on the inside of the uterus each month

## Male Reproduction System



1.	Sac of skin that holds the testicles. Just underneath the penis
2.	Two oval shaped organs contained in the scrotum, which produce the male hormone testosterone and sperm.
3.	The tube like sex organ of males, which hangs outside the body.
4.	The tube that at different times carries urine and semen out of the body.
5.	The thin long tubes through which sperm travel from the testicles, and where sperm are mixed with other fluids to makes semen.
6.	The sac inside the abdomen that holds urine.
7.	The skin around the head of an uncircumcised penis.

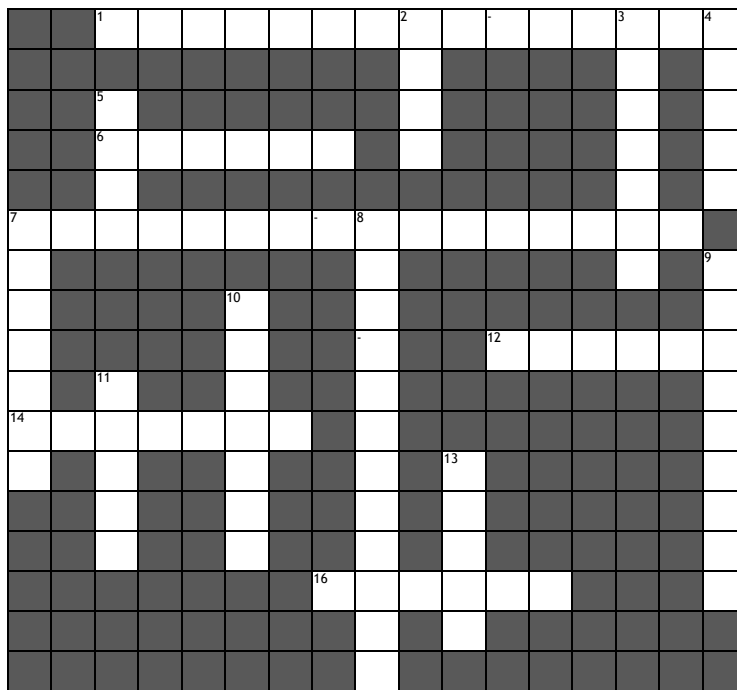
Image provided by [www.123rf.com](http://www.123rf.com)

Student Name: \_\_\_\_\_

Parent/Adult Support: \_\_\_\_\_

**Anatomy and Physiology Puzzle**

Read the clues and write your answer in the puzzle, starting in the square that has the same number as the clue. Remember the letters of one word are often part of another word with a different clue. Be certain your answer works both across and down. Using the words listed on the right, fill in as much of the crossword puzzle as you can.



Vagina  
Fallopian-Tubes  
Cervix  
Ovum  
Ovaries  
Penis  
Urethra  
Scrotum  
Testicles  
Anus  
Uterus  
Sperm  
Bladder  
Vulva  
Vas-Deferens  
Seminal-Vesicles

**Across**

1. Tubes that connect each ovary to the ovary to the uterus through which the ovum travels
6. The passageway leading from the uterus to the outside of the female body.
7. Where semen is stored
12. Where a developing baby grows
14. In a female urine passes, and in a male urine and semen passes through this tube to the outside of the body.
16. A passage between the uterus and the vagina

**Down**

2. The opening at the end of the digestive tract where feces leaves the body
3. A sac that holds the urine produced in the kidney
4. The male reproductive cell
5. The egg produced by the female
7. The external sac containing the testicles.
8. The tubes that carry sperm from the testicles
9. The organs that produce sperm
10. Two glands where eggs are stored
11. The external tube like organ from which semen and urine are discharged
13. The external genital organs of a female

## Anatomy and Physiology Puzzle Answer Key

		f	a	l	l	o	p	i	a	n	-	t	u	b	e	s
									n					l		p
		o							u					a		e
		v	a	g	i	n	a		s					d		r
		u												d		m
s	e	m	i	n	a	l	-	v	e	s	i	c	l	e	s	
c								a						r		t
r					o			s								e
o					v			-			u	t	e	r	u	s
t		p			a			d								t
u	r	e	t	h	r	a		e								i
m		n			i			f		v						c
		i			e			e		u						l
		s			s			r		l						e
							c	e	r	v	i	x				s
								n		a						
								s								

Adapted from [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca) ©2012

## Lesson 2 - Anatomy and Physiology Part 1

This lesson brings together the anatomy and physiology from previous lessons to explain in detail the process of fertilization and conception.

- ☐ Review *Crossword*
- ☐ Answer any questions
- ☐ Handout *Hidden Changes* for students to complete
- ☐ Hand out samples from *Always Changing* program
- ☐ Talk with girls using the *feminine hygiene kit*

## Hidden Changes

A lot of changes that occur during puberty are hidden - they happen inside your body, or you can't see them because they have to do with how your body is developing or feeling. See if you can find the following words - they all have to do with hidden changes.

Active      Blues      Body      Cervix      Cramps      Craving  
 Cycle      Diet      Energy      Feelings      Period      Pimples  
 Pituitary      Sperm      Stress      Sweat      Testes      Uterus  
 Vagina      Happy      Glands      Hormone      Ovary      Menstruation

D	O	I	R	E	P	Y	T	R	S	W	N	X	I
J	P	F	U	I	P	E	A	U	T	A	E	W	S
B	I	H	S	P	M	A	R	C	R	S	H	Q	L
O	M	Q	A	T	O	E	O	K	S	P	E	R	M
D	P	H	H	S	T	F	E	E	L	I	N	G	S
Y	L	O	C	U	Q	R	R	B	P	S	V	A	G
C	E	R	V	I	X	T	C	L	E	L	C	Y	C
A	S	M	E	N	S	T	R	U	A	T	I	O	N
N	P	O	V	A	R	Y	A	E	E	Q	V	K	W
I	U	N	D	P	Q	J	V	S	T	E	I	D	K
G	P	E	P	I	T	U	I	T	A	R	Y	M	G
A	Y	G	R	E	N	E	N	A	C	T	I	V	E
V	M	S	D	N	A	L	G	S	E	T	S	E	T

Adapted from P&G Always Changing Puberty Education Program 2012



## Grade 5 Communicable Diseases

### Prescribed Learning outcomes

<p><b>C4</b> describe practices that help to prevent</p> <ul style="list-style-type: none"> <li>– communicable diseases (e.g., washing hands frequently, covering mouth when coughing or sneezing, avoiding contact with the body fluids of others, getting adequate rest and nutrition)</li> <li>– non-communicable and chronic diseases (e.g., regular physical activity, healthy eating, stress management)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> accurately describe practices that help to prevent the spread of communicable diseases (e.g., washing hands frequently, covering mouth when coughing or sneezing, avoiding contact with the body fluids of others, getting adequate rest and nutrition)</li> <li><input type="checkbox"/> accurately describe lifestyle practices that help lower the risk of developing non-communicable illnesses diseases now or in the future (e.g., regular physical activity, healthy eating, stress management, avoiding tobacco products, minimizing exposure to second-hand smoke)</li> </ul>
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From BC Ministry of Education - [Health and Career Education K to 7 \(2006\) Grade 5](#)

For the complete curriculum go to <http://www.bced.gov.bc.ca/irp/irp.htm>

#### ☐ Resources that may be available from your local Health Unit:

- Blood Borne Pathogens and Other Germs (DVD)
- Glo germ kit for proper hand washing

#### ☐ Integrate Comprehensive School Health and use a [Population Health Approach](#) focusing on modifiable risk factors for chronic disease and injury such as nutrition, tobacco and substance use, physical activity and injury prevention.

#### ☐ Do Bugs Need Drugs? Program

- This program has some great resources. Although focused on Grades 1-3 there are relevant resources you may like to use with your grade five class. The resources pamphlets, stickers, posters, etc.) are free and ordered online. The website itself has some great videos and resources for all ages. Although not included in this guide we **strongly recommend a lesson on hand washing with the glo germ kit.**

<http://www.dobugsneeddrugs.org/educational-resources/print-material-catalog/>

<http://www.dobugsneeddrugs.org/>

## Lesson 1- Communicable Diseases

Students must be able to identify the differences between communicable and non-communicable diseases, and the treatment methods for each, so that they may make healthy decisions for themselves in the future. A focus on the difference between viruses and bacteria, and the treatment of each is important so that students can recognize when the use of an antibiotic is appropriate.

### ☐ Introduction Discussion Questions

- What are the four types of germs that can make us sick? (virus, bacteria, fungus, and parasite)
- How can we protect ourselves from these germs?
- What body system fights off disease?

### ☐ Define communicable and non-communicable disease.

- What can we do to protect ourselves from non-communicable diseases?

### ☐ Have students name as many diseases as they can think of and write them on the board. If they are having difficulty add some for them. Have them work in pairs to fill out the *Identifier* worksheet using the list on the board.

### ☐ Show *Blood Borne Pathogens and Other Germs* - DVD available for loan at local health unit

### ☐ Have students complete *How to Protect Yourself*, *What a Mix Up!*, and *Growing up Healthy* worksheets

### ☐ Home work - *word search*

Student Name: \_\_\_\_\_

***Identifier!***

**Communicable vs. Non-Communicable Disease**

Communicable disease:

Non-Communicable disease:

*After reviewing the definitions, sort the diseases the class listed on the board into the following categories:*

Communicable	Non-Communicable	Unsure

Adapted from [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca) ©2012

Student Name: \_\_\_\_\_

### ***What a Mix Up!***

Unscramble the words to find out what the diseases are. Circle those diseases that are communicable.

lemsase      \_ \_ \_ \_ \_  
ulf            \_ \_ \_  
racenc        \_ \_ \_ \_ \_  
necihkc xpo    \_ \_ \_ \_ \_ \_ \_ \_  
rehta ssdeiae    \_ \_ \_ \_ \_ \_ \_ \_ \_  
dloc            \_ \_ \_ \_  
sbdieeat        \_ \_ \_ \_ \_ \_ \_  
beassic        \_ \_ \_ \_ \_ \_ \_

The diseases are:

Cancer	Hepatitis	Meningitis	HIV
Flu	Cold	Heart disease	Measles
Scabies	Diabetes	Chicken pox	Asthma

What is a communicable disease?

---

What is a non-communicable disease?

---

Adapted from [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca) ©2012

Student Name: \_\_\_\_\_

***How to protect yourself!*****To protect myself from getting sick I should....**

15. Share water bottles.	True	False
16. Never share lip balm.	True	False
17. Use a friend's nail clippers.	True	False
18. Pierce your friend's ear and then pierce your ear with the same needle.	True	False
19. Become blood brothers or blood sisters.	True	False
20. Wash your hands after you eat.	True	False
21. Wash your hands frequently.	True	False
22. Cough and sneeze into your hands.	True	False
23. Try to come to school when you are sick.	True	False
24. Help a friend who cut their knee using latex gloves.	True	False
25. Never hug someone who has Hepatitis or HIV.	True	False
26. Never use public toilets.	True	False
27. Eat nutritious meals.	True	False
28. Get at least 8 hours of sleep every night.	True	False

***How to protect yourself! - Answer Key*****To protect myself from getting sick I should....**

15. Share water bottles.		False
16. Never share lip balm.	True	
17. Use a friend's nail clippers.		False
18. Pierce your friend's ear and then pierce your ear with the same needle.		False
19. Become blood brothers or blood sisters.		False
20. Wash your hands after you eat.		False
21. Wash your hands frequently.	True	
22. Cough and sneeze into your hands.		False
23. Try to come to school when you are sick.		False
24. Help a friend who cut their knee using latex gloves.	True	
25. Never hug someone who has Hepatitis or HIV.		False
26. Never use public toilets.		False
27. Eat nutritious meals.	True	
28. Get at least 8 hours of sleep every night.	True	

## *Prevent the Spread of Communicable Disease*

Hand washing

Fungus

Bacteria

Virus

Parasite

Germs

Sneezing

Coughing

Pathogen

Immunization

Immunity

Antibiotic

g	i	n	h	s	a	w	d	n	a	h	n	p	g
p	e	f	u	k	r	m	o	i	t	b	i	a	S
k	l	r	t	c	n	a	y	m	p	a	m	r	k
q	n	q	m	b	o	i	t	m	s	c	r	a	m
o	l	p	h	s	t	f	i	u	l	t	n	s	S
p	a	t	h	o	g	e	n	n	e	e	c	i	g
c	u	n	v	l	k	t	u	i	t	r	z	t	n
f	u	n	g	u	s	t	m	z	a	i	l	e	i
n	p	o	v	a	r	y	m	a	e	a	v	k	z
a	u	h	d	p	q	j	i	t	t	e	i	d	e
a	n	t	i	b	i	o	t	i	c	r	y	m	e
n	k	t	i	o	b	o	k	o	c	t	l	v	n
c	o	u	g	h	i	n	g	n	v	i	r	u	S

## Grade 6 Puberty

### Health and Career Education (Healthy Living) - Prescribed Learning Outcomes

<p><b>C2</b> describe the benefits of attaining and maintaining a balanced, healthy lifestyle, including the benefits of being physically active healthy eating practices an emotionally healthy lifestyle</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> list and describe the benefits of attaining and maintaining a physically active lifestyle (e.g., stronger bones, more energy, long-term health benefits, improved ability to focus)</li> <li><input type="checkbox"/> list and describe the benefits of healthy eating practices(e.g., greater energy, healthier body, long-term health benefits, greater ability to concentrate)</li> <li><input type="checkbox"/> list and describe the benefits of attaining and maintainingan emotionally healthy lifestyle (e.g., able to cope with unexpected problems, stress, and anxiety; feeling positive about self; can keep problems in perspective; improved concentration; less likely to abuse substances)</li> </ul>
<p><b>C3</b> demonstrate an understanding of the importance of respecting own and others' development rates during puberty and adolescence</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate an understanding that it is normal for adolescents to grow and develop at different rates</li> <li><input type="checkbox"/> list reasons for differing development rates (e.g., gender, genetics, individual differences)</li> <li><input type="checkbox"/> identify emotional challenges that adolescents may encounter during puberty (e.g., stress, anxiety, grief, depression, confusion) and explain the importance of seeking support and finding healthy strategies to deal with these emotions challenges</li> <li><input type="checkbox"/> describe ways to demonstrate respect for own and others' physical and emotional changes during puberty and adolescence (e.g., use positive self-talk, access support and information as required, avoid teasing and negative self-talk, use respectful language)</li> </ul>

From BC Ministry of Education - [Health and Career Education K to 7 \(2006\) Grade 6](http://www.bced.gov.bc.ca/irp/irp.htm)

For the complete curriculum go to <http://www.bced.gov.bc.ca/irp/irp.htm>

#### ☐ Resources that may be available from your local Health Unit:

- Puberty bag
- Boys/girls/both puberty identity magnet game
- Nine Month Journey (DVD on fetal development. Conception to birth)
- The New Me: Boys and The New Me: Girls DVDs (puberty)
- Puberty Bingo game
- Puberty PowerPoint Jeopardy game
- Feminine Hygiene Kit



❑ **Puberty booklets and samples**

- The ***Always Changing*** DVD, puberty booklets, and samples for boys and girls are available to order and are free for teachers. The Always Changing program order form is an electronic document found online at the address below.

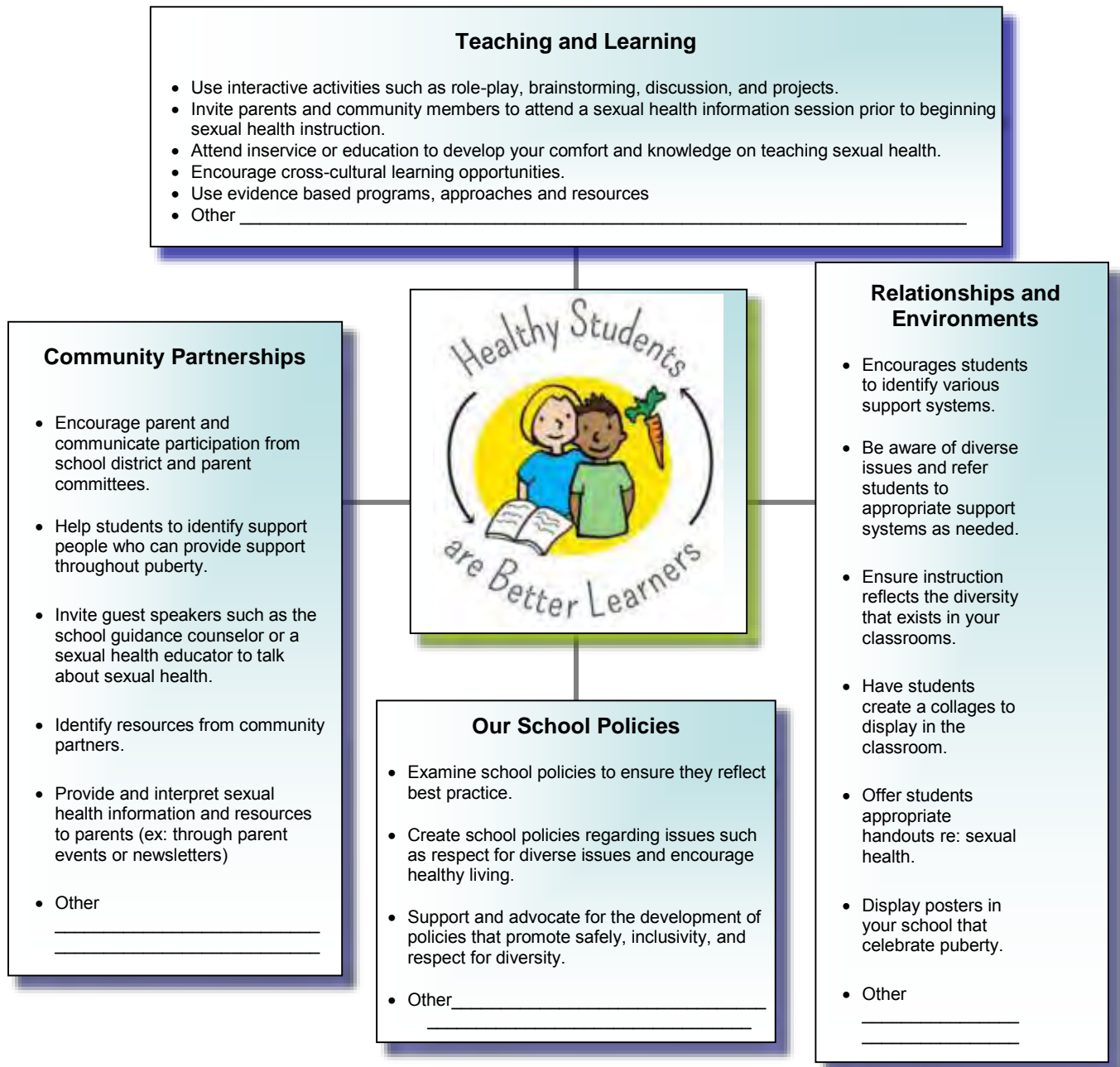
<http://www.phecanada.ca/programs/always-changing/vibrant-faces/pg-form>

❑ **Integrate Comprehensive School Health and use a Population Health Approach** focusing on modifiable risk factors for chronic disease and injury such as nutrition, tobacco and substance use, physical activity and injury prevention.

Integrating the topic of puberty into other subjects can enhance sexual health education. Examples include:

- Modeling healthy practices such as healthy eating, not using tobacco, being physically active, following universal precautions if a student has a nose bleed.
- Students can learn about the physical limitations of having a blood-borne disease by running around wearing ankle weights to mimic fatigue.
- Writing poetry about the miracle of life or the impact of a serious illness in Language Arts.
- Studying ways different cultures or religions celebrate pregnancy or the birth of a baby in Social Studies.
- Learning about fractions in Math can enhance the understanding of trimesters during pregnancy. Students could also study and solve problems or make graphs/charts using statistics about blood-borne diseases.

Remember: Think through the comprehensive school health lens!



## Lesson 1 - Puberty Review

It is important to understand the male and female anatomy in order to understand the changes that occur during puberty.

This lesson provides teachers with a quick and easy approach to puberty for grade 6 students. It may be used as an introduction to puberty or as a review of physical changes and practical coping strategies. Teachers may want to supplement this lesson with some of the more comprehensive plans in grades 4 and 5.

Puberty is a time of change and growth that can be both exciting and frightening. This lesson will give students the opportunity to learn about the basic physical changes that occur during puberty.

When discussing such topics as puberty, body types, and the reproductive system, keep in mind that young people are often sensitive about whether they are “normal”. Focus on a wide range of what is natural and avoid using such words as “abnormal” and “unnatural”.

Students will learn that boys and girls have similar and different experiences during puberty. They will have the opportunity to discuss the changes that are similar and unique to each gender. Students will also learn to identify positive coping strategies.

❑ **Ground rules:** 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.

❑ **Discussion Questions:**

### 1. What do we mean when we use the term puberty?

- Changing from a child to an adult capable of reproduction is called “PUBERTY”.
- Puberty happens to everyone.
- You will begin to notice body changes, thought changes and relationship changes as you go through puberty.

### 2. Do boys and girls go through puberty at the same age?

- The changes that you experience in puberty can happen to different people at different times, and can begin as early as 8 and continue until 18.
- Girls usually experience puberty earlier than boys.
- Each person has a body clock that is right for him/her. You can’t decide when you want to go through puberty and you can’t stop it happening. Everyone is different.

- ❑ ***They Tell Me I'm Going Through Puberty*** *Students discover that puberty changes are similar between boys and girls. Have students listen to **They Tell Me I'm Going Through Puberty** as you read Chris's story aloud.*

- When you are done, ask students this question: *Do you think Chris is a boy or a girl, or are you unsure?*

Have students share their answers and discuss their reasons for choosing boy, girl, or unsure...

- ❑ ***Boys, Girls, Both - Puberty Identity Magnet Game*** (May be available to borrow from your local health unit) *Students examine puberty changes and determine changes that are unique to one gender and changes that are common to both genders.*

1. Place the following magnets on the board:

- Boys
- Girls
- Both

2. Distribute the ***Boys/Girls/Both Change magnets*** to the students

3. Have students place each magnet under the title which best fits the puberty change described.

4. As a class, review the placements, and make the necessary changes according to the ***Puberty Changes*** answer key. Explain why each change happens and the changes that participants do not understand.

- ❑ Go back to ***They Tell Me I'm Going Through Puberty***, reread if you have time.

Ask students: How many of you (raise your hands) think Chris is a boy? A girl? Can't tell?

**Follow-up discussion** including the following:

- No change that happened to Chris if for a specific gender
- The changes Chris is experiencing is normal and could happen to anyone
- The changes can happen at different times for different people

- ❑ Puberty Review Worksheet

- ❑ Introduce Question box

- ❑ Hand out **bingo terms** to be learned for homework if playing bingo in chapter 8 lesson 1 on human reproduction (you could also use them for a spelling test!)

- ❑ Hand out samples and talk to girls using the ***feminine hygiene kit***

## ***“They Tell Me I’m Going Through Puberty”***

Hi, I’m Chris and I’d like to tell you about what’s happening to me. It seems that every day brings a new change. It’s almost like I’m getting a new body! They tell me I’m going through puberty.

One thing that’s happening is this new hair that’s growing in places it’s never been before. Like under my arms. I know this is normal and all, but it still takes getting used to.

I don’t mind some of the changes I’m seeing. In fact, some things I even like. I’m taller than I was last year. I know I’m smarter just because I’m able to think and write about what I’m going through now.

But then, there are some changes that aren’t so good. Like B.O., body odor. The first time I noticed it, I thought I had some kind of disease or something. Now I realize it’s not too bad if I wash or use deodorant.

A really dirty trick though, is acne. I remember I was getting ready to go to a party, washing up and stuff, when I looked in the mirror and saw this big zit staring back at me. I held hot wash-cloths on it for a long time. It went down, but not the whole way. I went to the party anyway. I noticed that many other kids had the same or worse luck with their zits. I wonder how common this is.

There’s one thing I get a little embarrassed about. It’s even hard for me to say this. When I was at the party the other night, I was with someone I like (and I’m not mentioning any names). I got this new feeling. It was strange but kind of nice. They tell me it’s normal. Is it?

They tell me I’m going through puberty. That means I have to go to school with my zits and my B.O. But, I’m taller and smarter. I think I’ll survive.

**Do you think Chris is a boy or a girl, or are you unsure?**

Adapted from [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca) ©2012

## Puberty Review

Circle the correct answer ☺

1. Growth spurts are one of the first signs of puberty.	True	False
2. As puberty begins hair starts growing under arms.	True	False
3. The testicles are located in the stomach.	True	False
4. The penis has the ability to become hard or erect.	True	False
5. Puberty usually begins earlier for girls than for boys.	True	False
6. Wet dreams occur when a boy's penis ejaculates sperm while he is asleep.	True	False
7. Conception occurs when a male sperm and a female ovum join.	True	False
8. When a boy's voice changes, it means his vocal cords are shrinking.	True	False
9. Sperm is the name of the oil that causes acne.	True	False
10. The female sex cell is called an ovum, or egg.	True	False
11. Glands underneath the skin produce excess oil during puberty.	True	False
12. Sperm is made in the prostate gland.	True	False
13. Ejaculation can occur when the penis is flaccid (soft).	True	False
14. Breast changes happen only to girls.	True	False
15. The menstrual cycle is repeated approximately once a month.	True	False

**Puberty Review - Answer Key**

16. Growth spurts are one of the first signs of puberty.	True	
17. As puberty begins hair starts growing under arms.	True	
18. The testicles are located in the stomach.		False
19. The penis has the ability to become hard or erect.	True	
20. Puberty usually begins earlier for girls than for boys.	True	
21. Wet dreams occur when a boy's penis ejaculates sperm while he is asleep.	True	
22. Conception occurs when a male sperm and a female ovum join.	True	
23. When a boy's voice changes, it means his vocal cords are shrinking.		False
24. Sperm is the name of the oil that causes acne.		False
25. The female sex cell is called an ovum, or egg.	True	
26. Glands underneath the skin produce excess oil during puberty.	True	
27. Sperm is made in the prostate gland.		False
28. Ejaculation can occur when the penis is flaccid (soft).		False
29. Breast changes happen only to girls.		False
30. The menstrual cycle is repeated approximately once a month.	True	

## ***Anatomy Bingo Terms***

Learn these terms to help you win BINGO! The definitions will be read aloud and you have to find the matching term on your bingo card.



**Testicles:** two oval shaped organs contained in the scrotum which produce the male hormone, testosterone, and sperm.

**Acne:** hormones, not chocolate, cause this. It affects more than 96% of teens.

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

**Cervix:** a passage between the uterus and the vagina.

**Uterus:** the hollow muscular organ that holds and nourishes the fetus or unborn baby.

**Urethra:** in females urine, and in males urine and semen, pass through this tube to the outside of the body.

**Fallopian Tubes:** narrow tubes between the ovaries and uterus.

**Puberty:** the process of physical changes by which a child's body becomes an adult body capable of reproduction.

**Vas Deferens:** narrow tubes that carry sperm from the testicles to the penis.

**Nocturnal Emission:** an ejaculation that occurs involuntarily while asleep, also called a wet dream.

**Vagina:** the passageway of muscles that joins the uterus to the outside of the body.

**Bladder:** a sac inside the body that holds urine.

**Endometrium:** spongy, blood-filled tissue that lines the uterus.

**Penis:** the external tube like organ of males from which semen and urine is discharged.

**Hormones:** chemicals released that sends out messages that tell parts of the body what to do.



**Scrotum:** the external sac that contains the testicles. It covers and protects these organs.

**Ovaries:** the two glands that make the female sex hormones and eggs (ova).

**Sperm:** the male reproductive cell required to fertilize an egg in order to make a baby.

**Ovum:** also called an egg. The female reproductive cell.

**Testosterone:** the male hormone, produced in the testicles.

**Conception:** when an egg or ovum of a female is fertilized by the sperm of a male to create a baby.

**Ovulation:** the release of a mature egg from the ovary.

**Period:** Also known as menstruation. The monthly shedding of the lining of the uterus if a woman is not pregnant.

**Estrogen:** the female hormone, produced in the ovaries.

**Erection:** occurs when the penis fills with blood and becomes hard.



## Lesson 2 - Coping with Body Changes

*This activity encourages students to identify tools they can use to help with some of the more challenging aspects of puberty. **The Puberty Kit** is an optional tool that may be used to assist in teaching about puberty and personal hygiene.*

### ☐ Puberty Kit

1. Introduce the Puberty Kit. Tell the students every item in the kit is a tool that can help them get through the challenging parts of puberty.
2. Have students brainstorm the changes that occur during puberty that could be challenging.
3. Handout the items in the kit to the students. Give students items, which would allow you to be sensitive to student needs, or to cluster products (i.e., washing items such as shampoo, soap and washcloth could go together).
4. Have students brainstorm answers to these questions:
  - What is the item?
  - How would the item be used?
  - How does this item relate to puberty changes?
5. Inform students that each item in the kit relates to a puberty change, and that they will complete a handout after this activity that tests their knowledge about each item.
6. Students present each item to the class, with the teacher adding comments to the discussion. (Use **discussion points** to enhance the discussion about items in the kit.) Students who are unsure about what the item is or how it would be used can simply state that they do not know.
7. Debrief this activity using the following questions:
  - What items from the kit are most helpful for shaving? Menstruation? Preventing acne? Smelling good? Looking good? Feeling good?
  - Where can you find or buy most of the items in the puberty kit?
  - Who can you talk to about getting items in this kit?

### ☐ Show DVDs - *The New Me: Boys* and *The New Me: Girls*

- Explain to students that the videos have some repetition to reinforce that boys and girls go through a lot of the same changes during puberty.

## ***Elementary Puberty Kit Contents & Discussion Points:***

### **Skiping Rope/Shoe**

- Physical and recreational activities improve energy, & physical and mental well being.
- Exercise can also help with menstrual cramps.

### **Baking Soda/Shoe**

- An inexpensive, absorbent foot powder for foot odor.

### **Hat**

- Hats become dirty. Wash them or change them to keep dirt from the face or hair.
- Hats are good protection from the sun's heat and damaging rays.

### **Bra**

- Girls can wear a bra for comfort as their breasts develop.

### **Carrot and Strawberry**

- Eating healthy foods improves energy, physical and mental well being. Work towards increasing fruits, veggies, & whole grains while minimizing high fat and high sugar foods/drinks.

### **Hot Water Bottle**

- To help with menstrual cramps.

### **Boy's Cotton underwear**

- Boys may choose to wear boxers or briefs.
- Cotton underwear allows the skin to "breathe" and keep moisture away from the body.
- Underwear should be comfortably loose. The scrotum moves close to or away from the body to adjust the temperature of the testicles, to promote the growth of healthy sperm.
- It is important to change underwear every day.

### **Menstruation Supplies:**

- Pads are available at pharmacies & grocery stores & come in a variety of shapes and sizes.
- Choose pads that are unscented.
- Keep pads in a backpack, locker or bag.
- Change and dispose of used pads often
- Panty liners can be used to catch vaginal discharge or when your period is very light.
- It is best to wait until you are a teenager to wear tampons.
- Tampons need to be changed often (at least every 4 – 6 hours)
- Avoid super-absorbent tampons. Choose unscented tampons.
- Using tampons incorrectly could result in Toxic Shock Syndrome, a rare but serious infection.

### **Razor in Baggie**

- Some men shave their facial hair and some women shave the hair on their legs and underarms. Ask your parents what you should do.

### **Shampoo**

- Wash hair often to clean away the oil and dirt. Some people wash their hair every day, some less often.

### **Shaving Foam**

- Shaving with moisture feels better. Some people use shaving foam, or soap and water.

### **Soap**

- Used for showering or bathing daily and for washing the face twice daily.
- Scented deodorant soaps can cause dry skin.

### **Socks/Shoe**

- Wash feet and change socks every day. Occasionally, wash the insoles of shoes.

### **Toothbrush, Paste, and Floss**

- Brush and floss teeth at least twice a day. For fresh breath also brush the tongue.

### **T-Shirt Cotton**

- Natural fibers such as cotton allow the skin to “breathe”. Clothes made from these fabrics may be more comfortable to wear.

### **Underwear Girl’s Cotton**

- Cotton underwear is more comfortable and allows the skin to “breathe”.
- Synthetic underwear (e.g., nylon, polyester, rayon) may not allow the skin to “breathe”. Trapped moisture could cause vaginal infections.

### **Wash Cloth**

- A clean washcloth used twice daily to wash your face with warm water & mild soap.

### **Water Bottle**

- Drinking lots of water is important especially during physical activities and in hot weather. -Don’t share water bottles, they spread germs.

### **Deodorant**

- Applied to underarms to decrease perspiration and prevent body odor.

# Grade 6 Human Reproduction

Health and Career Education (Healthy Living) - Prescribed Learning Outcomes

C2 describe the human reproductive system	<input type="checkbox"/> accurately describe the role and function of the various structures of the male and female human reproductive systems (e.g., testicles, penis, ovaries, uterus) <input type="checkbox"/> accurately describe how conception takes place
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From BC Ministry of Education - [Health and Career Education K to 7 \(2006\) Grade 6](http://www.bced.gov.bc.ca/irp/irp.htm)

For the complete curriculum go to <http://www.bced.gov.bc.ca/irp/irp.htm>

## Lesson 1 - Anatomy and physiology

It is important to understand the male and female anatomy in order to study the miracle of conception and birth. This lesson provides students with a review of the anatomy they learned in grade 5, and encourages them to begin to think about the process of fertilization and conception.

### ☐ Ground Rules

*Students begin to establishing a comfort level with discussing sexuality.* Ensure ground rules are established before beginning this lesson.

### ☐ Hand out the **Labeling Diagrams**

Have students work in pairs to label the **male and female reproductive systems**. Hand out the always changing puberty guides for students to use to help them label the diagrams

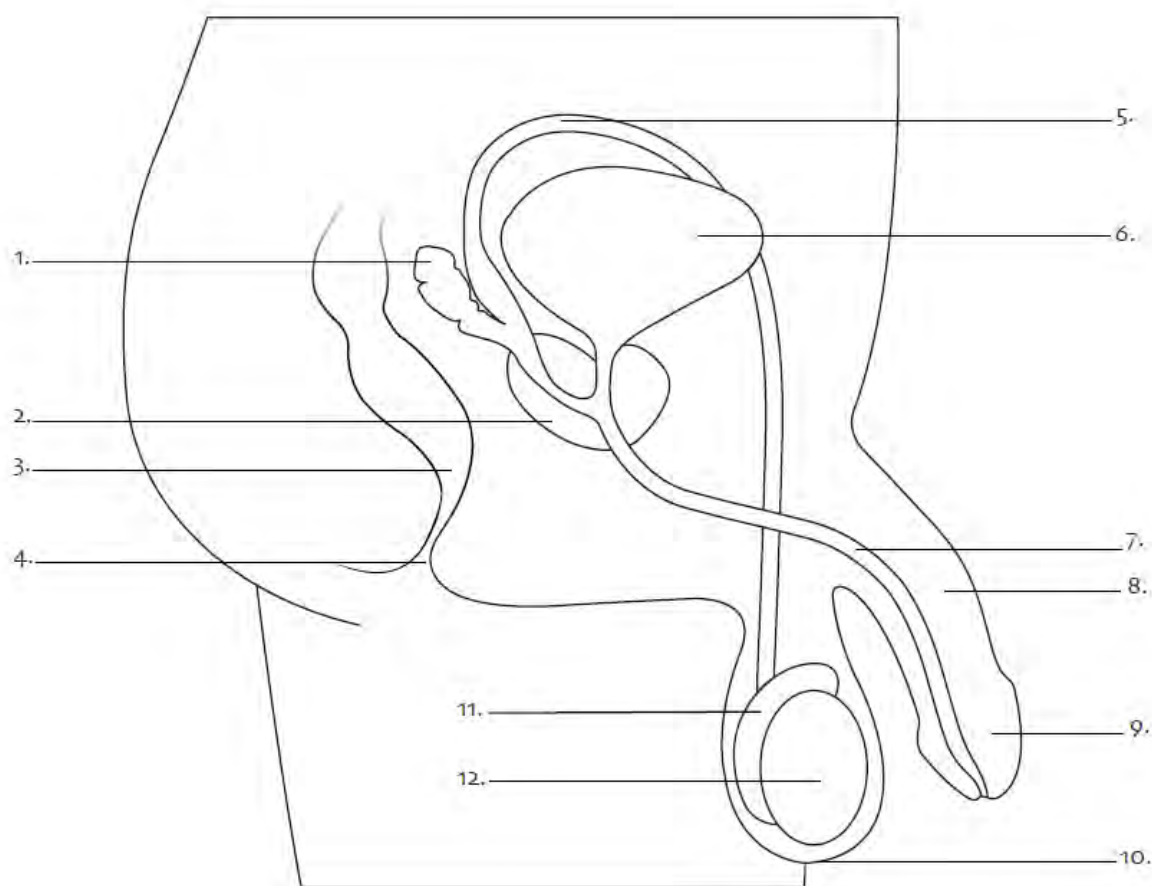
### ☐ **Bingo - Reproductive System Review**

- Hand out reusable bingo cards and white erase markers (May be available for loan at your local Health Unit).
- Read definitions for each word randomly, and ask students to find the corresponding word on their **Bingo handout**. Each time you read a definition for a word they have written down, have them cross out the word on their bingo handouts. Check it off for your own reference or put it aside if you are pulling from a bag.
  - Round one: straight line.
  - Round two: four corners.
  - Round three: outer window.
- **Note:** students must erase their cards between rounds.

### ☐ Review Answers to work sheets

### ☐ Students to bring home and complete handout **My Birth Story**

## Male Reproductive System

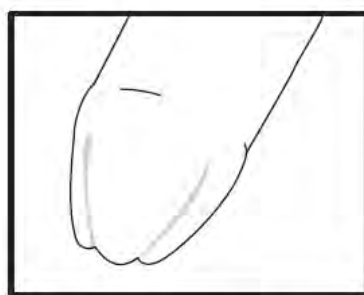
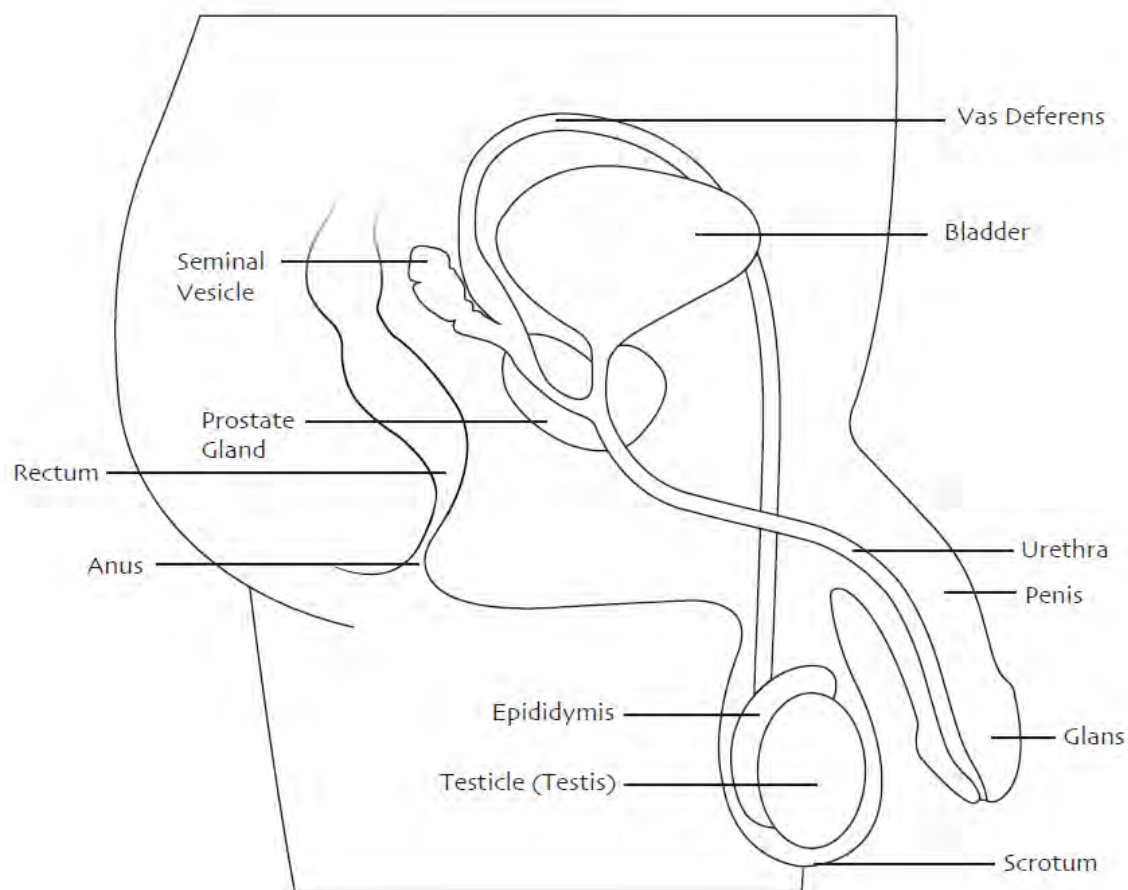


Uncircumcised Penis

Adapted from *Sexuality: An Education Resource Book*, Canada: Globe/Modern Curriculum Press, page 241

Adapted from [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca) ©2012

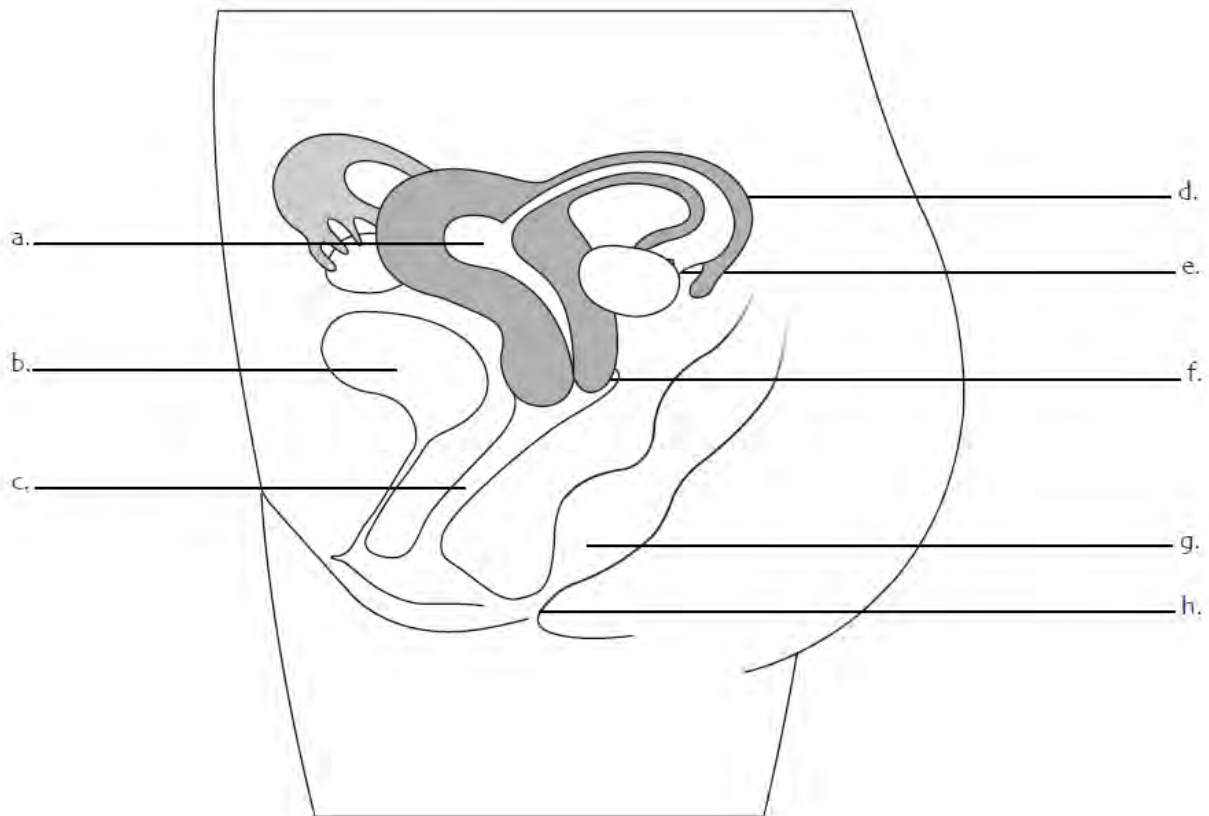
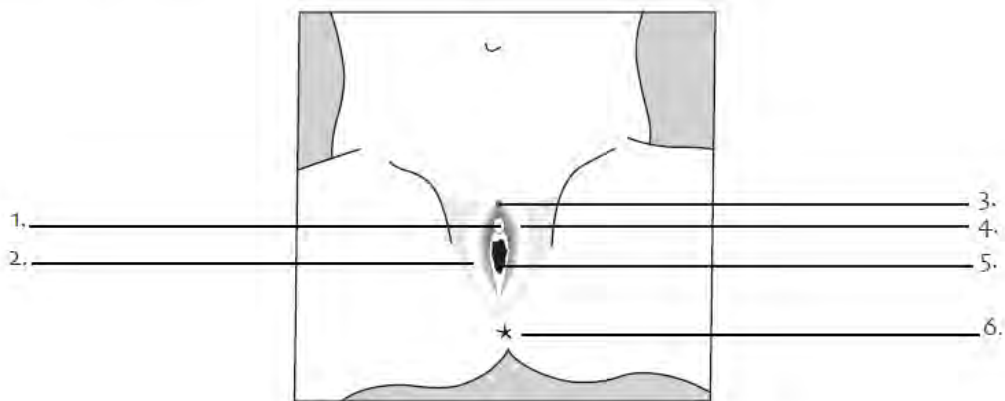
## Male Reproductive System



Uncircumcised Penis

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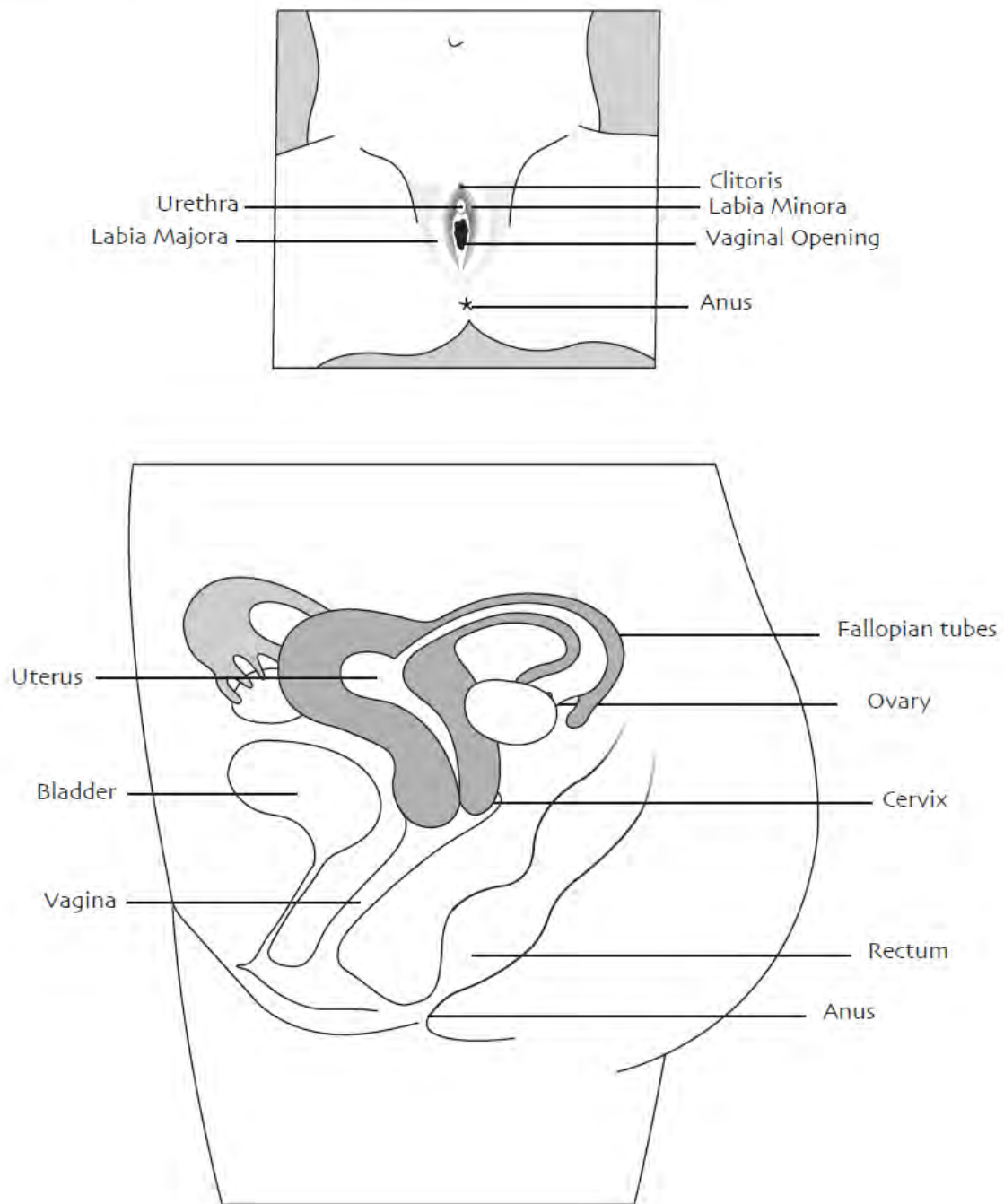
## Female Reproductive System



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## Female Reproductive System



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Student Name: \_\_\_\_\_

Parent/Adult Support: \_\_\_\_\_

## ***My Birth Story***

Our earliest memories usually begin when we are over a year old. Imagine being able to remember being a tiny baby, or even the time before being born? What would that be like?

The good thing is that even though you might not remember back to when you first entered the world of your family, there is probably someone who does.

The purpose of this interview is to discover some of the things that occurred when you were very young. For those of you who live with one or both of your birth parents, this could mean learning about your life before you were born. Those of you who are adopted or who live with other families could discover some stories about the time you were first introduced to one another.

**Step 1:** Take this handout home. Share it with a parent or a trusted adult, and ask that person if you can complete it together.

**Step 2:** Schedule a time with the adult for the interview. Give the adult this handout so that they can think about the answers before the interview.

**Step 3:** Interview the adult using the questions provided. Allow at least a half an hour.

**Step 4:** Both you and the adult sign the top of the form in the blank provided for your name when the interview is complete.

1. What can you tell me about my life before I was born?
  
2. What was I like when you first met me?
  
3. How did knowing that you were going to have a new family member change your life?
  
4. What are some of the best memories you have of me either before I was born or when I first became a part of this family?

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## Lesson 2 - Fetal Development

### ☐ Exploring Conception:

#### Discussion questions

- Why do we go through puberty? To become capable of reproduction what are the two cells needed to make a baby? Sperm and egg
- How long is a human female pregnant? (explain trimesters and provide handouts)

#### Worksheets

- Read *A Very Important Journey*
- Have students complete *Journey of a sperm* and *Journey of an ovum*

### ☐ *My Birth Story* follow up





- Students share their discoveries about their birth stories
- Teachers can verify that students had the handout signed by a parent or guardian. You may consider collecting the handouts and awarding a prize to one student by picking one out of the pile of signed forms.
- Use the following questions to debrief:
  - What did you learn about your birth story that you thought was exciting or that made you happy?
  - What did you learn about your birth story that surprised you?

### ☐ Healthy Fetal development: Project (Class time and homework)

- Distribute project instructions *Promoting Healthy Fetal Development*
- The projects will be presented to the class at a later date

## First Trimester

The first trimester (the first three months of pregnancy) is a critical time in the baby's life. It is the period of rapid growth and development. By the end of the first trimester, all of the baby's organs will be formed and functioning.




<b>1 day</b>		The sperm and the ovum unite.
<b>7-10 days</b>		The fertilized ovum attaches to the lining of the uterus. The placenta begins to form.
<b>2 weeks</b>		The baby, called an embryo, is now a layered disc on the uterus wall. A woman will miss her menstrual period
<b>4 weeks</b>		The beginning of the embryo's eyes, ears, nose, spine, digestive tract and nervous system are present. The tube for the future heart starts beating.
<b>8 weeks</b>		The baby, called a fetus, now has all the organs that a full term baby will have. The heart is functioning. Bones begin to form.
<b>12 weeks</b>		Tooth buds are present. Fingernails and toe nails are forming. Immature kidneys secrete urine into the bladder. External genitalia are forming. The fetus can now move in the amniotic fluid, but these movements cannot be felt. The baby's heart beat may be heard with an electronic listening device.

Adapted from: BC Ministry of Health. (2011). The best chance: Stages of pregnancy. Retrieved from: <http://www.bestchance.gov.bc.ca/pregnancy/1st-trimester/stages-of-pregnancy/1st-trimester-mother.html>

Illustrations from: Public Health Agency of Canada. (2011). *The sensible guide to a healthy pregnancy*. Retrieved from [http://www.healthycanadians.gc.ca/health-sante/pregnancy-grossesse/health-guide-sante-eng.php?hycnd\\_src=healthyPregnancy\\_13&medium=banner\\_link&campaign=hpfeaturebox](http://www.healthycanadians.gc.ca/health-sante/pregnancy-grossesse/health-guide-sante-eng.php?hycnd_src=healthyPregnancy_13&medium=banner_link&campaign=hpfeaturebox)

## Second Trimester





During the second trimester (the next three months of pregnancy) the brain develops a lot. Most of the brain's development begins now and continues for two or more years after the baby's birth. During the second trimester until about 24 weeks, the fetus cannot live outside of the body because its lungs, heart and blood systems have not developed enough.

<b>16 weeks</b> <b>16 cm (6 ½ inches)</b> <b>110g (4oz.)</b>	  	<p>The face looks more human, the baby has hair, the ears stand out, and the baby can hear the mother's voice. Between 16 and 20 weeks, the baby's movements may be felt. If this is a woman's first pregnancy it is possible that the baby's movements may not be felt until 18 to 20 weeks.</p>
<b>17 weeks</b>		<p>The baby begins to store some antibodies and this slowly increases until birth.</p>
<b>20 weeks</b> <b>25 cm (10inches)</b> <b>300g (10oz)</b>		<p>Eyebrows and eyelashes appear. A fine downy hair (lanugo) appears all over the baby's body and may be there at birth. The baby's skin is thin, shiny, and covered with a creamy protective coating called vernix. Oil glands appear. The baby's legs lengthen, and move well. Teeth develop-enamel and dentine are being formed. By the end of the fifth month the baby is about half the length of a newborn. During the second trimester, meconium (the baby's first stool) begins to appear in the intestines.</p>
<b>24 weeks</b>		<p>Sweat glands form. Your baby has a lean body with red and wrinkled skin. Early breathing movements begin. A substance called surfactant is formed in the lungs. This substance helps the lungs to expand normally after the baby is born.</p>
<b>26 weeks</b> <b>30cm (12inches)</b> <b>600g (1 1/3 lb)</b>		<p>The baby's outline may be felt through the abdomen. The eyes may be open now.</p>

Adapted from: <https://www.healthyfamiliesbc.ca/home/articles/topic/planning-pregnancy>

## Third Trimester

During the third trimester (the last 3 months of pregnancy) the baby could survive if born before it is full term, but would need special care. The closer to full term, the more ready the baby is to cope with the birth process and life outside the uterus.

<b>28 weeks</b> 35-37 cm (14 inches) 1100 g (2lb. 5oz)		The baby's body is still lean but the skin is less wrinkled and red. The baby can now store iron, calcium, and other nutrients. The baby can hear and respond to sounds.
<b>32 Weeks</b> 40-42 cm (16 inches) 1800-2100g (4lb-4lb. 7oz)		The baby's skin is pink and smoothes out as the fat forms under it. The baby develops a sense of taste and becomes aware of sounds outside the mother's body. The male baby's testicles begin to drop into the scrotum. The pupils in the baby's eyes can react to light.
<b>36 weeks</b> 45-47 cm (18 inches) 2000-2900g (4lb. 11oz-6lb. 5oz)		The baby's body is rounded and usually plump. The downy hair on the baby's body begins to disappear. The baby's skin is smooth, pink, and covered with a grayish-white cheese-like substance called vernix. The baby continues to increase the store of antibodies and is able to resist some diseases.
<b>40 weeks</b> 45-55 cm (18-22inches) 3200g + (7lb. +)		Head hair is usually present. The testicles of male babies are now in the scrotum and the labia majora of female babies are developed. The baby is now full term.

Adapted from: <https://www.healthyfamiliesbc.ca/home/articles/topic/planning-pregnancy>

## ***A Very Important Journey***

Once upon a time there were two important cells. One cell was made and stored in a testicle, and it was called a sperm cell. The other was stored in an ovary and was it was called an ovum. These two cells had a very important journey to make! For if they were to meet one another an awesome event would happen.

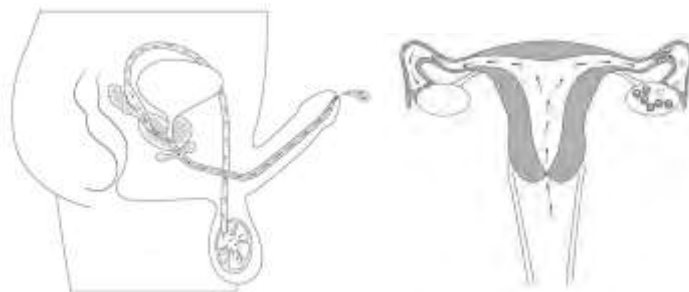
The sperm cell had the longer journey to make. The sperm cell needed to travel from the testicle through the vas deferens all the way to the urethra and out of the end of the penis into the vagina, then through the cervix, through the uterus, and into the fallopian tube.

There it would meet the ovum. As the sperm cell traveled through the vas deferens it mixed with other fluid and was now called semen. The process where semen leaves the penis is called ejaculation.

In order for the two to meet, the ovum would mature and leave the ovary. It would travel out of the ovary and into the fallopian tube. The process where the ovum leaves the ovary is called ovulation.

This full journey is able to happen through sexual intercourse, this is when a man's penis enters the women's vagina, sperm cells in semen squirt (ejaculate) out of the end of the penis and inside the woman's vagina. Hundreds of millions of sperm cells ejaculate out of the penis, however only around 1,000 make it as far as the fallopian tubes. The Semen containing sperm travel from the vagina, through the cervix into the uterus in search of the ovum

Once the sperm found the ovum they started to try to break through the outer lining of the ovum. One Sperm cell broke through the lining and attached to the ovum. This breaking through and attaching process is called fertilization. Once one sperm cell enters the egg none of the other sperm cells that made the epic journey can enter. The two cells now became one. This new cell began to divide into two identical cells, and those two into four, and those four into eight and so on, until many cells formed a larger ball of cells. This new ball of cells continued to travel through the fallopian tube into the uterus. Once this cell entered the uterus, it found a comfortable place to rest, and it attached itself to the wall of the uterus. This is called implantation. Once implantation has happened, the process of conception is complete, and the ball of cells begins to grow into a baby. The awesome event has happened, and a new journey has begun: the journey of the developing baby.



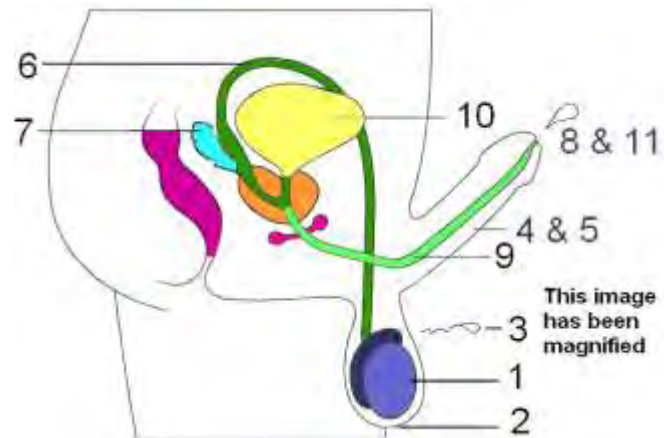
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Student Name: \_\_\_\_\_

***The Journey of a Sperm***

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

penis	scrotum
semen	sperm
ejaculation	seminal vesicle
urine	testicles
erection	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. When the sperm leave the penis, it is called ejaculation.

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 (5. \_\_\_\_\_). Erections are a normal process of growing up, and can happen for physical reasons or because of sexual arousal.) Then the sperm traveled up the (6. \_\_\_\_\_). Along the way, it mixed with prostatic fluid from the prostate gland and seminal fluid, which was made in the (7. \_\_\_\_\_). Once these fluids mixed, they decided to call themselves (8. \_\_\_\_\_). Together they traveled from the vas deferens into a tube called the (9. \_\_\_\_\_). 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 (10. \_\_\_\_\_) cannot escape. Only one of the two fluids can pass through the urethra at a time.) By this time, the semen was almost at the end of the journey. After traveling through the vas deferens and the urethra, the semen was released from the penis in a process called (11. \_\_\_\_\_). The erection went away, and the penis became smaller and softer.

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Student Name: \_\_\_\_\_

## ***The Journey of an Ovum***

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

ovary

ovum

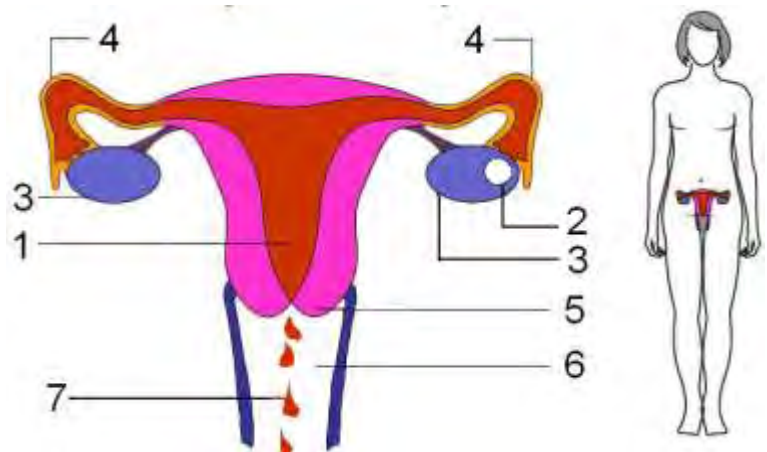
uterus

cervix

vagina

fallopian tubes

menstruation



Once upon a time, there was a female reproductive system. Each month, 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.

You see, the ovaries contained special reproductive cells, each 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 ovum. The left one would have to wait until the next month. The (4. \_\_\_\_\_), which wait for the ovaries to release an ovum, waved their numerous arms. The waving arms grabbed the ovum that was just released and gently guided it into one of the tubes. After about a day of travel, the ovum began to dissolve. When it had disappeared, the brain sent a message to the lining of the uterus telling it that a fertilized ovum 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 female's 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. The process is called (7. \_\_\_\_\_).

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## ***Promoting Healthy Fetal Development***

THE TASK: *produce material promoting healthy fetal development.*

Follow these steps:

1. Choose one of the following to create:
  - ☐ Poster
  - ☐ Pamphlet
2. Choose one of the following audiences:
  - ☐ A pregnant mother
  - ☐ A father to an unborn baby
  - ☐ A family member of someone pregnant
  - ☐ A grade six student
3. Choose one or more of the following topics:
  - ☐ Things to avoid when pregnant
  - ☐ What a pregnant mother can do to have a healthy pregnancy
  - ☐ What a father of an unborn baby can do to help
  - ☐ What a family member of someone pregnant can do to help
  - ☐ What a student can do to help
4. Brainstorm your ideas and plan the layout/design of your poster or pamphlet:
5. Develop a finished product to present to your class and display in your classroom.

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### Lesson 3- Project Presentations

- ☐ Have students present their finished posters and pamphlets to their class explaining what they learned. After presentations are complete display the projects around the classroom. (With students permission this may be shared with the school nurses to create a poster or pamphlet that can be used as an education tool for peers).
- ☐ You may choose to show DVD *Nine Month Journey* at this time.

## Grade 6 Communicable Diseases

### Health and Career Education (Healthy Living) - Prescribed Learning Outcomes

<p>C4 identify practices that reduce the risk of contracting life-threatening communicable diseases, including HIV, hepatitis B and C, and meningococcal C</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify HIV, hepatitis B and C, and meningococcal C as life-threatening communicable diseases</li> <li><input type="checkbox"/> accurately define HIV as the virus that causes AIDS</li> <li><input type="checkbox"/> accurately identify ways that HIV can be transmitted (e.g., sexual contact with an infected person, using needles or other injection equipment that an infected person has used, from an infected mother to her child before and during birth or during breast feeding, direct exposure to infected blood, body piercing or tattooing using non-sterile equipment)</li> <li><input type="checkbox"/> accurately identify ways that hepatitis B can be transmitted (e.g., sexual contact with an infected person, using needles or other injection equipment that an infected person has used, body piercing and tattooing using non-sterile equipment, direct exposure to infected blood)</li> <li><input type="checkbox"/> accurately identify ways that hepatitis C can be transmitted (e.g., using needles or other injection equipment that an infected person has used, direct exposure to infected blood, body piercing and tattooing using non-sterile equipment)</li> <li><input type="checkbox"/> accurately identify ways that meningococcal C can be transmitted (e.g., saliva, droplets from the nose or throat of the infected person)</li> <li><input type="checkbox"/> accurately identify practices that protect a person from contracting HIV, hepatitis B and C, or meningococcal C (e.g., avoiding used needles, syringes, or condoms; avoiding others' body fluids; avoiding unsafe body piercing and tattooing; avoiding unprotected sexual practices; vaccinations for hepatitis B and meningococcal C)</li> </ul>
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From BC Ministry of Education - [Health and Career Education K to 7 \(2006\) Grade 6](http://www.bced.gov.bc.ca/irp/irp.htm)

For the complete curriculum go to <http://www.bced.gov.bc.ca/irp/irp.htm>

☐ **Resources that may be available for loan from your local Health Unit:**

- Risk/No Risk magnets re: blood borne pathogens
- The Invisible Threat (blood borne pathogen video)
- Immunization Education Video (covers Men C, Hep B, and HPV)
- Fluid exchange game
- Glo germ kit for proper hand washing

☐ **Integrate Comprehensive School Health and use a [Population Health Approach](#) focusing on modifiable risk factors for chronic disease and injury such as nutrition, tobacco and substance use, physical activity and injury prevention.**

☐ **Do Bugs Need Drugs? Program**

- This program has some great resources. Although focused on Grades 1-3 there is relevant resources you may like to use with your grade six class. The resources are free and can be ordered using the form located online. They include pamphlets, stickers, posters, etc. The website itself has some great videos and resources for all ages. Although not included in this guide we **strongly recommend a lesson on hand washing with the glo germ kit.**

<http://www.dobugsneeddrugs.org/educational-resources/print-material-catalog/>

<http://www.dobugsneeddrugs.org/>

## Lesson 1 -Communicable diseases

Students must be able to identify the differences between communicable and non-communicable diseases, and the treatment methods for each, so that they may make healthy decisions for themselves in the future.

### ☐ Introduction Discussion Questions:

- What are the four types of germs that can make us sick? (virus, bacteria, fungus, and parasite)
- What body system fights off disease?

### ☐ Define communicable and non-communicable disease.

☐ Have students name as many diseases as they can think of and write them on the board. If they are having difficulty add some for them (make sure HIV, Meningitis, hepatitis B and C are included).

☐ Have students identify non-communicable diseases and erase from board.

☐ Ask students how diseases are spread. (saliva, skin-skin contact, air, blood). Point out that meningitis is spread through saliva. Ask students what behaviors could put them at risk for contracting meningitis (sharing water bottles, lip balm, drinks, food, etc.).

☐ Define Blood Borne Pathogen and circle the diseases spread through blood (hepatitis B, C, and HIV)

### ☐ Risk/No Risk magnet game

- Place headings “risk” and “no risk” on the board
- Hand out risk magnets
- Have each student read their magnet aloud. Have them decide if this is a risk or not a risk for getting a blood borne disease (HIV, Hep B or Hep C)

☐ Show *The Invisible Threat* DVD

☐ Have students complete *Blood Borne Pathogens Fact or Fiction*

☐ Review worksheet

☐ Home work - *Learning About HIV & AIDS and Hepatitis A/B/C*

☐ *Find a word* available for fun

***Blood-Borne Pathogens Fact or Fiction***

Blood-borne diseases are spread from one person to another through the exchange of blood.	T	F
HIV & AIDS and Hepatitis A/B/C are blood-borne pathogens.	T	F
At this time, there is no cure for blood-borne pathogens.	T	F
Only women can get infected by blood-borne pathogens.	T	F
You can't get infected with a blood-borne pathogen if you are healthy and strong.	T	F
You can tell a person is infected with a blood borne pathogen by looking at them.	T	F
<b>A person might get a blood-borne disease by:</b>		
Donating blood.	Y	N
Using a public toilet.	Y	N
Kissing.	Y	N
Being bitten by a mosquito.	Y	N
Being born to a mother who infected with a blood-borne pathogen.	Y	N
Sharing needles with another person.	Y	N
Using the same water fountain as a person who is infected with a blood-borne pathogen.	Y	N
Swimming in a public pool.	Y	N
Shaking Hands.	Y	N
Having sexual intercourse with a person infected with a blood-borne pathogen.	Y	N
Helping someone who is bleeding.	Y	N
Getting a tattoo or a body piercing.	Y	N
Touching someone who is infected with a blood-borne pathogen.	Y	N

**Blood-Borne Pathogens Fact or Fiction Answers**

Blood-borne diseases are spread from one person to another through the exchange of blood.	T	F
HIV & AIDS and Hepatitis A/B/C are blood-borne pathogens.	T	F
At this time, there is no cure for blood-borne pathogens.	T	F
Only women can get infected by blood-borne pathogens.	T	F
You can't get infected with a blood-borne pathogen if you are healthy and strong.	T	F
You can tell a person is infected with a blood borne pathogen by looking at them.	T	F
<b>A person might get a blood-borne disease by:</b>		
Donating blood.	Y	N
Using a public toilet.	Y	N
Kissing.	Y	N
Being bitten by a mosquito.	Y	N
Being born to a mother who infected with a blood-borne pathogen.	Y	N
Sharing needles with another person.	Y	N
Using the same water fountain as a person who is infected with a blood-borne pathogen.	Y	N
Swimming in a public pool.	Y	N
Shaking Hands.	Y	N
Having sexual intercourse with a person infected with a blood-borne pathogen.	Y	N
Helping someone who is bleeding.	Y	N
Getting a tattoo or a body piercing.	Y	N
Touching someone who is infected with a blood-borne pathogen.	Y	N



Student Name: \_\_\_\_\_

Parent/Adult Support: \_\_\_\_\_

### ***Learning About HIV & AIDS and Hepatitis A/B/C***

Blood-borne pathogens such as HIV & AIDS and Hepatitis B/C can be difficult to talk about, but it is important to share what we know with those around us. Increasing understanding about these viruses will help prevent them from spreading.

Take this handout home. Share it with a parent or guardian, and ask that person if you can complete it together.

**Step 1:** Schedule a time with the adult for the interview.

**Step 2:** Give the adult this handout so that they can think about the answers before the interview.

**Step 3:** Interview the adult using the questions provided. Allow at least a half an hour.

**Step 4:** Both you and the adult sign the tear-off slip at the bottom of the page when the interview is complete.

1. When did you first hear about HIV & AIDS? Hepatitis A/B/C?
2. When you were my age:
  - a) Were there diseases like HIV & AIDS or Hepatitis A/B/C? What were they?
  - b) Did your parents talk with you about disease prevention? What did they say?
3. How have HIV & AIDS and Hepatitis A/B/C affected you?
4. What would you like to tell me about HIV & AIDS and Hepatitis A/B/C?

-----  
(Tear off and hand in this slip only)

**We completed the “Learning About HIV & AIDS and Hepatitis A/B/C” interview.**

\_\_\_\_\_  
Student

\_\_\_\_\_  
Adult

Canadian Federation for Sexual Health. (2005). *Beyond the Basics: A sourcebook on sexuality and reproductive health education*. Available online at: [www.cfsh.ca](http://www.cfsh.ca).

## Lesson 2 - Looking closer at HIV, Hepatitis A, B, & C

HIV & AIDS and Hepatitis A/B/C are preventable blood-borne pathogens. Prevention depends on knowledge of risk factors and protective measures. This lesson provides students with an opportunity to increase their understanding of blood-borne pathogens, therefore providing students with tools and knowledge to reduce risks of contracting HIV & AIDS or Hepatitis A/B/C.

☐ Review Learning about *HIV and AIDS and Hepatitis A/B/C* worksheet

☐ Discussion questions

### 1. What is the difference between HIV (Human Immunodeficiency Virus) and AIDS (Acquired Immunodeficiency Syndrome)?

- HIV is a virus that can make you sick and is the virus that causes AIDS.
- A person can be infected with HIV and not have AIDS.
- HIV weakens the immune system, your body's built-in defense against disease and illness.
- A person can have HIV without knowing it and may not look or feel sick but can still pass the virus on to other people.
- It can take many years for the virus to multiply and cause serious damage to the immune system.
- Without treatment, HIV can make the immune system too weak to fight off serious diseases and a person may become very sick with life-threatening infections. This is the most serious stage of HIV, called AIDS

### 2. What is the difference between Hepatitis A, B and C?

- Hepatitis in general refers to any inflammation of the liver. It can have a variety of causes, including viruses, medicines, alcohol, chemicals and other toxins. Hepatitis A, B, and C are all viruses but are very different from each other.
- Hepatitis A is generally spread through oral contact with the feces of a person with hepatitis A. It can be in food or water. Sometimes, people don't wash their hands after going to the bathroom and that is how the hepatitis A virus gets into food or water. You can get a vaccination to prevent getting Hepatitis A.
- Hepatitis B is spread by contact with infected blood and body fluids. There are medicines to help control the virus, and you can get a vaccination to prevent getting Hepatitis B.
- Hepatitis C is passed by blood-to-blood contact. Hepatitis B and C can be passed through sharing needles, body piercing and tattooing equipment, helping someone who is bleeding without using gloves, and unprotected sexual intercourse. There is no vaccine to protect against Hepatitis C.

### ☐ Avoiding Risk exercise

*Students use problem-solving skills to determine how to avoid risk factors associated with exposure to blood borne pathogens.*

- Distribute the **Decision Making** handout.
- Distribute **Decision Making Model** and review each step with students.
- Divide students into small groups.
- Provide each group with a **Blood-Borne Pathogens Scenarios** card.
- Allow groups to read the scenario.
- Give groups time to discuss the scenario and fill in the **Decision Making** handout.
- Debrief by having each group present their scenario and response to the class. After each presentation, ask the class to determine if the response was appropriate, or if they have other suggestions

### ☐ Debriefing Questions

1. What are the consequences of being infected with a blood-borne pathogen for both the person who is sick and for that person's friends and family?
2. What can we do to prevent the transmission of blood-borne pathogens?
3. What can we do to care for and support those who have been infected with a blood-borne pathogen?

Student Name: \_\_\_\_\_

### ***Decision Making Activity***

Read the scenario card with your group.

As a group follow the steps and come up with some solutions for the problem described on the scenario card. Share your scenario and solution with the class.

<b>1. What is the problem presented in the scenario card?</b>	
<b>2. List some possible solutions:</b>	<b>3. What are some of the consequences of each solution:</b>
<b>4. Choose the best possible solution and describe what happens:</b>	

## ***Blood-Borne Pathogen Scenario Cards***

-----

### **Scenario One**

Kate has moved into a new neighborhood and is looking to make some new friends. Three kids invite Kate to the park, where they show her a small hut hidden behind some tall bushes. The kids say for Kate to become part of the group, everyone has to poke their thumb and drop four drops of blood in the middle of the floor, and then everyone has to mix up the blood with the same thumb. What do you think Kate should do?

-----

### **Scenario Two**

Nadeen is walking to the store with his little brother Kyle and they are kicking a ball down the street. Nadeen kicks the ball into a pile of garbage. His brother kicks around the garbage trying to get to the ball and discovers a syringe (needle). What do you think Kyle and Nadeen should do?

-----

### **Scenario Three**

Michelle is playing soccer with her friends after school. A player from the other team kicks the ball right into the goalies face and her nose starts to bleed. What do you think Michelle should do?

-----

### **Scenario Four**

Mark's friend is worried because his older brother and sister drink alcohol a lot. Then they drink they act different and don't look after themselves. He is afraid they will get HIV or Hepatitis B or C. What do you think Mark should do?

-----

### **Scenario Five**

Paul has just found out some older kids are selling drugs and sharing needles at the mall near his school. He is very worried. What do you think Paul should do?

-----

## ***A Model For Decision Making***

- 1. Define the problem**
- 2. Generate at least three options**
- 3. Analyze the consequences**
- 4. Make the choice**
- 5. Reflect on your decision**



### Lesson 3 - More on Communicable Diseases

- ☐ Show DVD *Immunization Education* (covers Men C, Hep B, and HPV)
- ☐ Have students complete the worksheets developed to be used with the DVD: *Learning More About Meningitis* and *Learning More about Hepatitis B*
- ☐ *Fluid exchange exercise* - See fluid exchange instructions
- ☐ Answer Questions and *find-a-word*

## ***Fluid Exchange Instructions***

**IMPORTANT:** Before starting demonstration review the Material Safety Data Sheet (MSDS). ***Caution the participants that the chemicals being used are poisonous.*** If chemical is splashed in the eye, flush with water for 15 minutes and seek medical attention. If swallowed, do not induce vomiting, seek medical attention immediately!

1. For every 10 students, fill 9 glasses with  $\frac{1}{2}$  inch water & fill 1 glass with  $\frac{1}{2}$  inch of NaOH solutions.
2. Have each student exchange with others in their class. To exchange a person pours the entire contents of their cup into someone else's cup, and then they pour half back once solutions have mixed. Do 2 to 4 exchanges depending on the size of class or what concept of communicable disease (STI, HIV, Mono etc.) you are demonstrating.
3. When exchange is complete, add one drop of base indicator, Phenolphthalein to each glass. Those turning pink are infected.

Base chemical is SODIUM HYDROXIDE (NaOH) -100ml/600ml H<sub>2</sub>O; base indicator is PHENOPHTHALEIN. Read MSDS for both.



### ***Learning More About Meningitis***

1. The class Chloe and Taylor have just finished \_ \_ \_ \_ \_
2. The “shot” given to babies and school-age children to prevent some types of meningitis  
\_ \_ \_ \_ \_
3. Body Part. Name of the episode. “A Pain in the \_ \_ \_ \_ \_”
4. You should sneeze into this area if you don’t have a tissue \_ \_ \_
5. The most dangerous type of meningitis \_ \_ \_ \_ \_
6. A dangerous bacteria that can cause blood infection and meningitis, but can be prevented by immunization \_ \_ \_ \_ \_
7. A part of the body meningitis affects \_ \_ \_ \_ \_
8. Age of those most susceptible to meningitis \_ \_ \_ \_ \_
9. A symptom you get with meningitis, but not the flu \_ \_ \_ \_ \_
10. The sport the boy played that caused his sore neck \_ \_ \_ \_ \_
11. A Container that can spread disease when people share it  
\_ \_ \_ \_ \_

### **Not all words are used**

water bottle	meningococcal c	meningococcal b	
neck	arm	soccer	baseball
head	football	vaccine	needle
brain	young	tupperware	sore neck
bacterial	viral	biology	physics

### ***Learning More About Hepatitis B***

1. Something paramedics put on to protect themselves \_ \_ \_ \_ \_
2. The color of Taylor's glove \_ \_ \_ \_ \_
3. The body part that is missing from the skeleton in the lab \_ \_ \_
4. The largest internal organ of the body \_ \_ \_ \_ \_
5. Bile helps you to \_ \_ \_ \_ \_ your food
6. The sport being played at the start of the episode \_ \_ \_ \_ \_
7. Most vaccines only work \_ \_ \_ \_ \_ you've contacted the virus
8. The best way to prevent Hepatitis B \_ \_ \_ \_ \_
9. The name of the episode. "The gloves \_ \_ \_ \_ \_"
10. A disease of the liver that hepatitis B can cause \_ \_ \_ \_ \_
11. The color of the skin of people who get Hepatitis B \_ \_ \_ \_ \_
12. Hepatitis is one of the Blood Borne \_ \_ \_ \_ \_
13. Sometimes people who are infected with Hepatitis B become \_ \_ \_ \_ \_  
carriers

### **Not all words are used**

<b>gloves</b>	<b>lifetime</b>	<b>yellow</b>	<b>cancer</b>
<b>neck</b>	<b>vaccine</b>	<b>soccer</b>	<b>basketball</b>
<b>liver</b>	<b>digest</b>	<b>black</b>	<b>are on</b>
<b>pathogen</b>	<b>before</b>	<b>leg</b>	<b>sore neck</b>

### ***Learning More About Meningitis - Answers***

1. The class Chloe and Taylor have just finished **p h y s i c s**
2. The “shot” given to babies and school-age children to prevent some types of meningitis **v a c c i n e**
3. Body Part. Name of the episode. “A Pain in the **n e c k**”
4. You should sneeze into this area if you don’t have a tissue **a r m**
5. The most dangerous type of meningitis **b a c t e r i a l**
6. A dangerous bacteria that can cause blood infection and meningitis, but can be prevented by immunization **m e n i n g o c o c c a l c**
7. A part of the body meningitis affects **b r a i n**
8. Age of those most susceptible to meningitis **y o u n g**
9. A symptom you get with meningitis, but not the flu sore **n e c k**
10. The sport the boy played that caused his sore neck **s o c c e r**
11. A Container that can spread disease when people share it **w a t e r b o t t l e**

### ***Learning More About Hepatitis B - Answers***

1. Something paramedics put on to protect themselves **g l o v e s**
2. The color of Taylor's glove **b l a c k**
3. The body part that is missing from the skeleton in the lab **l e g**
4. The largest internal organ of the body **l i v e r**
5. Bile helps you to **d i g e s t** your food
6. The sport being played at the start of the episode **b a s k e t b a l l**
7. Most vaccines only work **b e f o r e** you've contacted the virus
8. The best way to prevent Hepatitis B **v a c c i n e**
9. The name of the episode. "The gloves **a r e o n**"
10. A disease of the liver that hepatitis B can cause **c a n c e r**
11. The color of the skin of people who get Hepatitis B **y e l l o w**
12. Hepatitis is one of the Blood Borne **p a t h o g e n s**
13. Sometimes people who are infected with Hepatitis B become **l i f e t i m e c a r r i e r s**

## *Prevent the Spread of Communicable Disease*

Hand washing

Fungus

Bacteria

Virus

Parasite

Germ

Sneezing

Coughing

Pathogen

Immunization

Immunity

Antibiotic

g	i	n	h	s	a	w	d	n	a	h	n	p	g
p	e	f	u	k	r	m	o	i	t	b	i	a	S
k	l	r	t	c	n	a	y	m	p	a	m	r	k
q	n	q	m	b	o	i	t	m	s	c	r	a	m
o	l	p	h	s	t	f	i	u	l	t	n	s	S
p	a	t	h	o	g	e	n	n	e	e	c	i	g
C	u	n	v	l	k	t	u	i	t	r	z	t	n
f	u	n	g	u	s	t	m	z	a	i	l	e	i
n	p	o	v	a	r	y	m	a	e	a	v	k	z
a	u	h	d	p	q	j	i	t	t	e	i	d	e
a	n	t	i	b	i	o	t	i	c	r	y	m	e
n	k	t	i	o	b	o	k	o	c	t	l	v	n
c	o	u	g	h	i	n	g	n	v	i	r	u	S

## Grade 7 Puberty Review

### Health and Career Education (Healthy Living) - Prescribed Learning Outcomes

<p><b>C2</b> describe strategies for attaining and maintaining physical, emotional, and social health during puberty and adolescence</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> list and describe a range of strategies for attaining and maintaining physical health during puberty and adolescence (e.g., regular physical activity, healthy eating, staying substance free, getting enough sleep, recognizing and avoiding risky situations, hygiene)</li> <li><input type="checkbox"/> list and describe a range of strategies for attaining and maintaining emotional health during puberty and adolescence (e.g., getting enough sleep, taking personal time, communicating with family and friends, recognizing that adolescence is a time of rapid change, stress management, problem solving strategies, positive self-talk, developing a support network)</li> <li><input type="checkbox"/> list and describe a range of strategies for attaining and maintaining social health during puberty and adolescence (e.g., cultivating healthy relationships, responding appropriately to peer pressure, respecting diversity, avoiding gossip, recognizing and resisting sexual pressure, communicating boundaries)</li> <li><input type="checkbox"/> identify various sources of information about adolescent development (e.g., credible web sites, library, community health services)</li> </ul>
--	--

From BC Ministry of Education - [Health and Career Education K to 7 \(2006\) Grade 7](http://www.bced.gov.bc.ca/irp/irp.htm)

For the complete curriculum go to <http://www.bced.gov.bc.ca/irp/irp.htm>

#### ☐ Resources that may be available for loan from your local Health Unit:

- *We're Just Talking! For Boys and Girls* video
- *Puberty Change Magnets*

#### ☐ Puberty, samples and [supplemental activities and quizzes](#)

- *Always Changing-7 and Up* booklets, and samples for boys and girls are available to order and are free for teachers. The program order form is an electronic document found online at the address below.

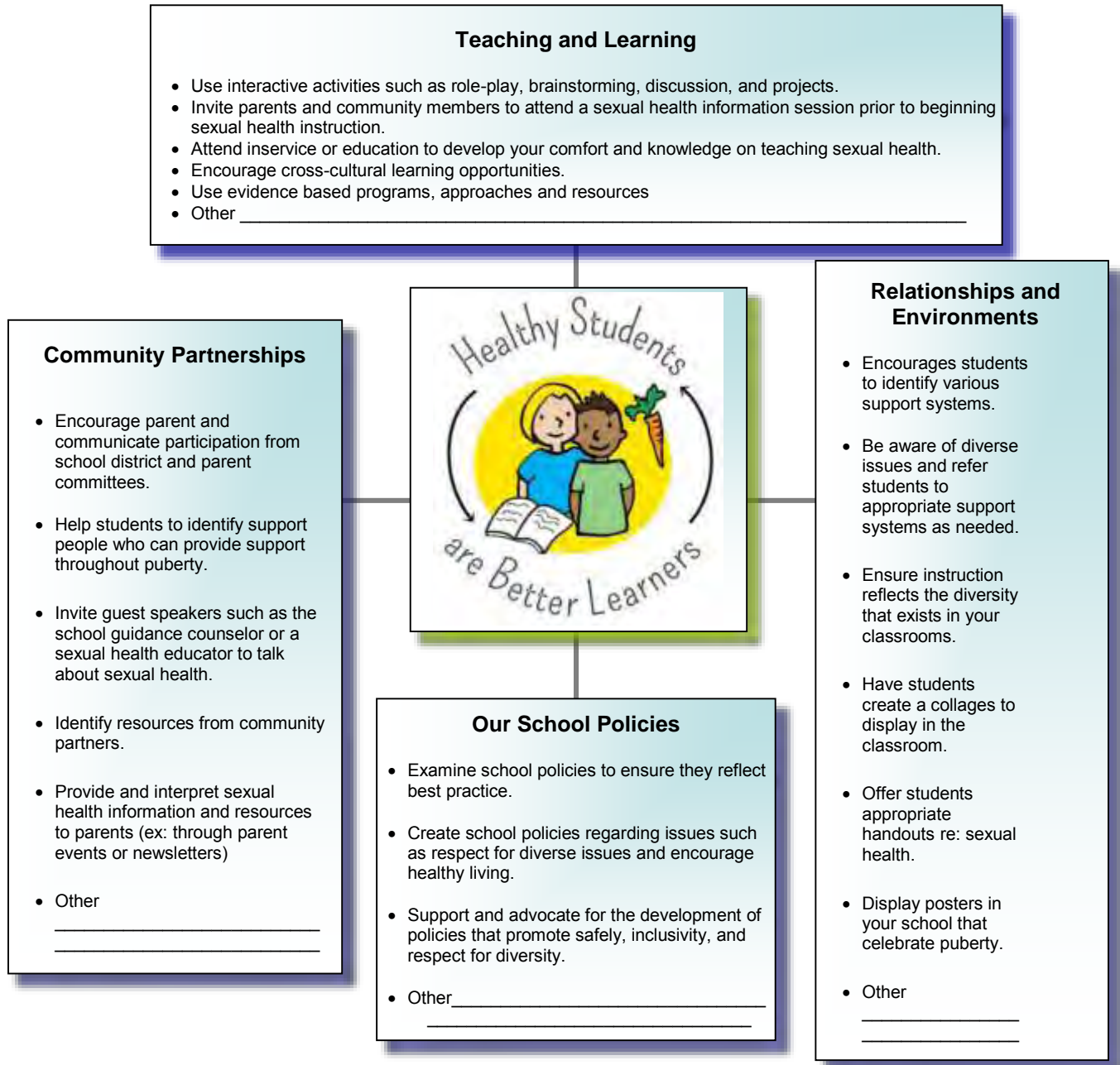
<http://www.phecanada.ca/programs/always-changing/vibrant-faces/pg-form>

- ❑ **Integrate Comprehensive School Health and use a [Population Health Approach](#)** focusing on modifiable risk factors for chronic disease and injury such as nutrition, tobacco and substance use, physical activity and injury prevention.

Integrating the topic of puberty into other subjects can enhance sexual health education. Examples include:

- Providing training in physical education about healthy practices around helping someone who is bleeding. Students could also learn about the physical limitations of having a blood-borne disease by running around wearing ankle weights to mimic fatigue.
- Start a school garden to teach of the importance of nutrition and keeping healthy,
- Have students create posters in art class showing positive coping skills.
- Writing poetry about the miracle of life or the impact of a serious illness in Language Arts.
- Studying ways different cultures or religions celebrate pregnancy or the birth of a baby in Social Studies. To enhance blood-borne disease instruction, explore the AIDS Memorial Quilt (<http://www.aidsquilt.org/>) or talk about the differences in treatment available to people living with HIV and AIDS throughout different parts of the world.
- Learning in math problems to enhance the understanding of trimesters during pregnancy, rates of communicable disease, and nutritional value in food.

Remember: Think through the comprehensive school health lens!





## Lesson 1 - Sexual Development

Puberty is a time of much change. This change can cause anxiety if it occurs without explanation or support. This lesson provides students with an opportunity to review the changes that occur during puberty, to identify misunderstandings associated with sexual development, and to identify sources of good information and support.

### ☐ Review Puberty Changes

- Write the following headings on the board:
  - Physical Changes
  - Social and Emotional Changes
- Hand out the ***Puberty changes magnets*** until all are distributed.
- Have students read their changes aloud and then place them in the appropriate category of puberty change. Discuss whether these changes happen to boys or girls or both as you go. Review placements with the class and make corrections if needed.
- Ask students to brainstorm any changes that are not included on these lists and add them to the bottom
- Ask the class to brainstorm some misunderstandings people may have about puberty changes. Write these under the title myths!

### ☐ Debrief this activity using the following questions:

1. **Where or from whom do we learn about puberty change?**
  - Friends
  - Family
  - School
  - Media (TV, radio and internet)
2. **Where do misunderstandings about puberty change come from?**
  - Misinformed peers, etc.
  - Misinformed media
3. **Who can we ask for correct information if we have questions or concerns about puberty change?**
  - Ensure that students list reliable sources such as parents, teachers, doctors and nurses.

### ☐ Show Video ***We're Just Talking! For Boys and Girls*** (May be available for loan from your local Health Unit)

### ☐ Distribute the handouts ***Male Reproductive System: How Does it Work***, ***Male Reproductive System***, ***Female Reproductive System: How Does it Work***, and ***Female Reproductive System***

- Ask students to label and color the diagram according to the instructions.

- ❑ Distribute the handout, ***When I Was Your Age...*** for students to complete as a homework assignment. *Students begin to build a support network to help them cope with puberty*
  - Explain that students can complete this interview with a parent or guardian.
  - Allow students to work in partners or small groups to brainstorm a list of questions they would like to ask a trusted adult regarding the adolescent experience, and choose the three best questions to use as interview questions. If time permits, groups could share their chosen questions with the rest of the class.

## ***The Male Reproductive System - How Does It Work?***

**On your diagram of the male anatomy, label and color the internal and external organs according to the instructions below. Vocabulary words that need to be written on the diagram have been *italicized*.**

Start at the lower right hand side of your diagram. This special sac that houses the two *testicles*, is called the *scrotum*. **Color** the scrotum in blue pencil crayon. The *scrotum* is a sac of loose skin divided into two parts. Each part contains a *testicle*, *epididymis* (the small kidney shaped gland at the top of the scrotum), and the end of the *vas deferens*. Label the three words *epididymis*, *testicle*, and *scrotum* at the lower right hand side of your diagram. Color the *epididymis* purple. Each testicle contains tiny tubes that are continuously creating sperm throughout a man's life. When puberty occurs, sperm move to the *epididymis* to mature.

The *vas deferens* allows the sperm to move up to the *seminal vesicle*. Follow the *vas deferens* tube up to the top of the diagram. Color the entire *vas deferens* dark green, but be sure to **stop** coloring as the *vas deferens* tube enters the penis.

The large egg-shaped organ in the center of your diagram is the *bladder*. This organ stores urine until it can be expelled from the body. It is not considered part of the reproductive system. Label the *bladder*, but leave it uncolored.

As the *vas deferens* curves around the top of the bladder and back down again, it passes the *seminal vesicle*. This gland is oblong-shaped, and is located behind the bladder on your diagram. The *seminal vesicle* produces fluids that activate sperm. Color it light blue.

The *prostate gland* is located just below the bladder. It supplies most of the liquid that combines with the sperm prior to ejaculation. When a man is sexually aroused to the point of orgasm, the fluid from the *prostate gland* combines with the sperm to make semen. Strong muscle contractions in and around the *prostate gland* contract rapidly to force the semen out of the *urethra*. Color the *prostate gland* orange.

Just under the prostate gland rests a very small round gland called the *Cowper's gland*. This gland secretes a fluid that removes any acidity from the urethra just before ejaculation. This ensures that the sperm have the best chance of living! Color the *Cowper's gland* pink.

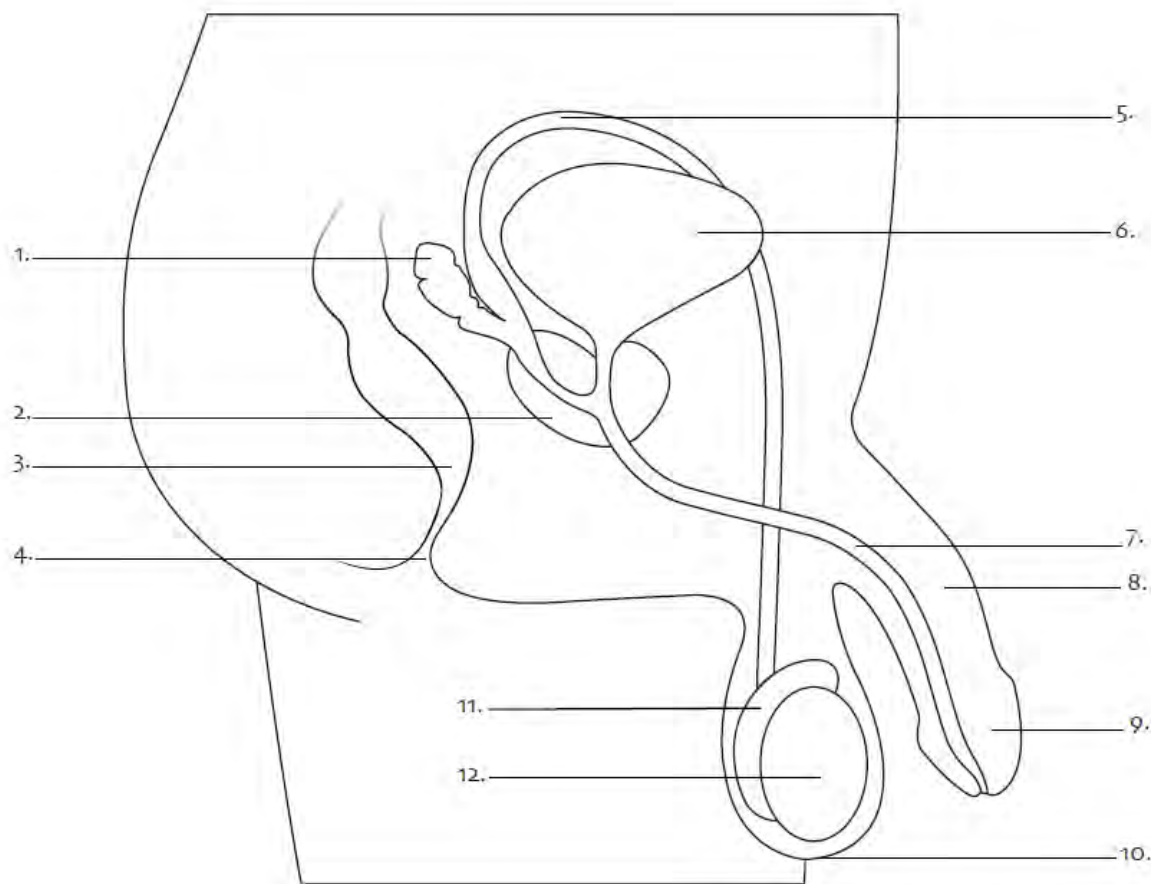
The tube leading from the various glands down the length of the *penis* is called the *urethra*. The *urethra* is the special passageway that allows urine to be voided from the bladder, and allows semen to travel out of the body during sexual intercourse. Both urine and semen cannot be in the urethra at the same time. During an erection, a small valve at the entrance from the bladder seals it off. Color the *urethra* light green.

The organ in which the *urethra* is housed is called the *penis*. The *penis* has spongy tissues containing small blood vessels and nerves. During sexual arousal, the spongy tissue fills with blood, and the penis hardens. This is called an erection. An erection is a necessary part of human reproduction. It allows the man to insert his penis into the woman's vagina, which enables semen to reach the egg inside the woman's reproductive system.

At the very tip of the penis is the *glans*, which is the head of the penis. This part of the male reproductive system may or may not be covered by *foreskin*. If the male is circumcised, the foreskin will not cover the *glans*. Some parents may choose not to circumcise their son, while other parents do. Color the area of the *glans* yellow.

Adapted from [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca) ©2011

## Male Reproductive System

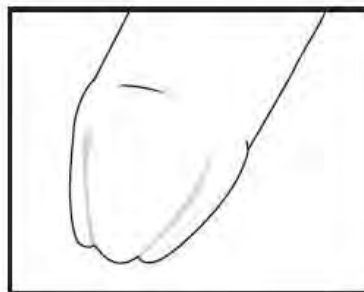
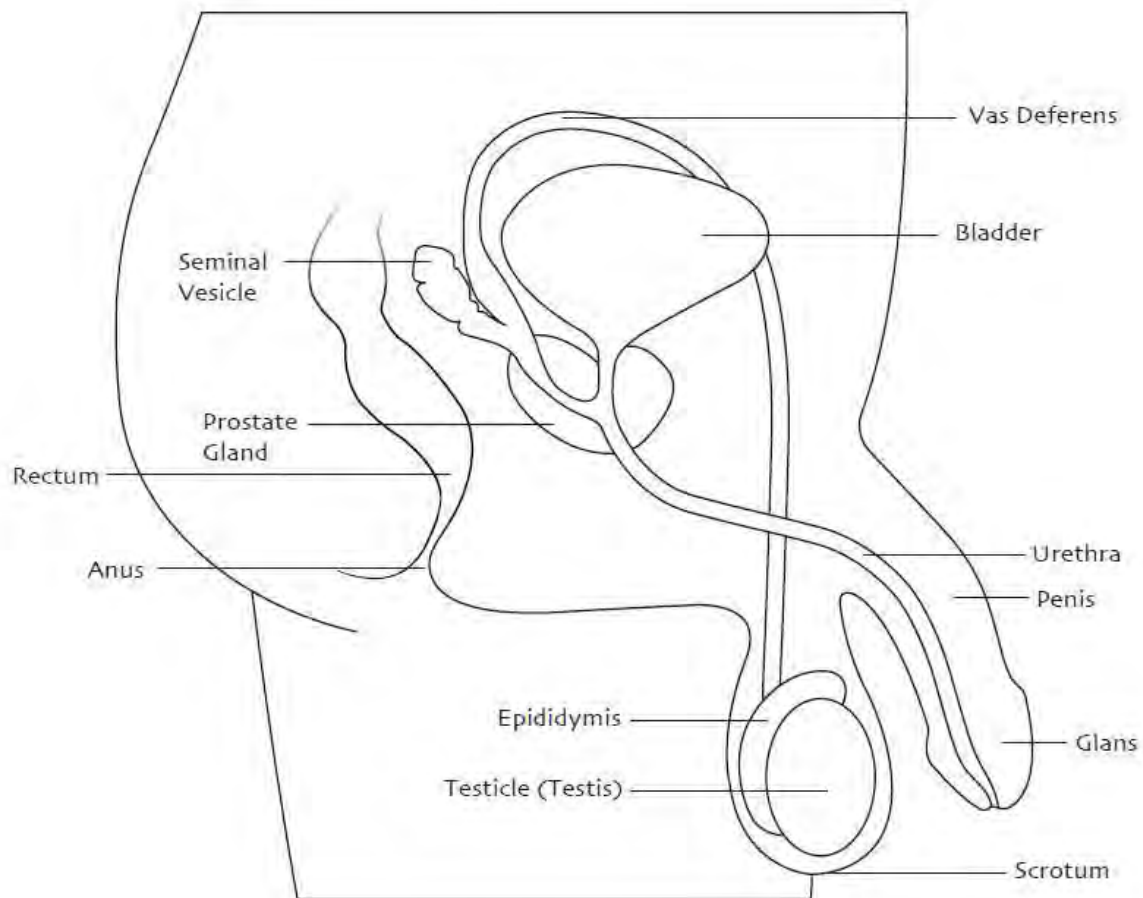


Uncircumcised Penis

Adapted from [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca) ©2011

## ***The Male Reproductive System - How Does It Work? - Answer Key***

### Male Reproductive System



Uncircumcised Penis

Adapted from [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca) ©2011

## ***The Female Reproductive System - How Does It Work?***

**On your diagram of the female anatomy, label and color the internal and external organs according to the instructions below. Vocabulary words that need to be written on the diagram have been *italicized*.**

Start at the very bottom of your diagram. The opening leading up into the internal reproductive system is called the *vagina*. The *vagina* is a soft, muscular elastic tube. Its inner lining is soft and moist. During sexual arousal, the walls of the *vagina* secrete a lubricant to assist in intercourse. The vagina also functions as the birth canal for a baby, and allows menstrual flow to exit the body from the uterus. Color the *vagina* dark blue.

The *uterus* is a pear shaped organ about the size of a woman's fist that stretches to house the baby, placenta and amniotic fluid during pregnancy. It is very strong, muscular and stretchable! Color the *uterus* pink.

At the top of the *vagina* is the *cervix* which is the bottom of the *uterus*. This is slightly open in women who are not pregnant, but is plugged during pregnancy to avoid infection. When a baby is ready to be born, the *cervix* opens to a diameter of 10 cm. Color the *cervix* purple.

The thick tissue inside the entire uterus is the *uterine lining*. If fertilization does not occur, this lining is shed every month. This is called menstruation, the process by which the uterus rids itself of its old lining, and prepares for the possibility of conception the following month. About 14 days after ovulation, the body begins to shed the uterine lining, which is made up of blood and fluid. This is commonly called a "period". Color the *uterine lining* red.

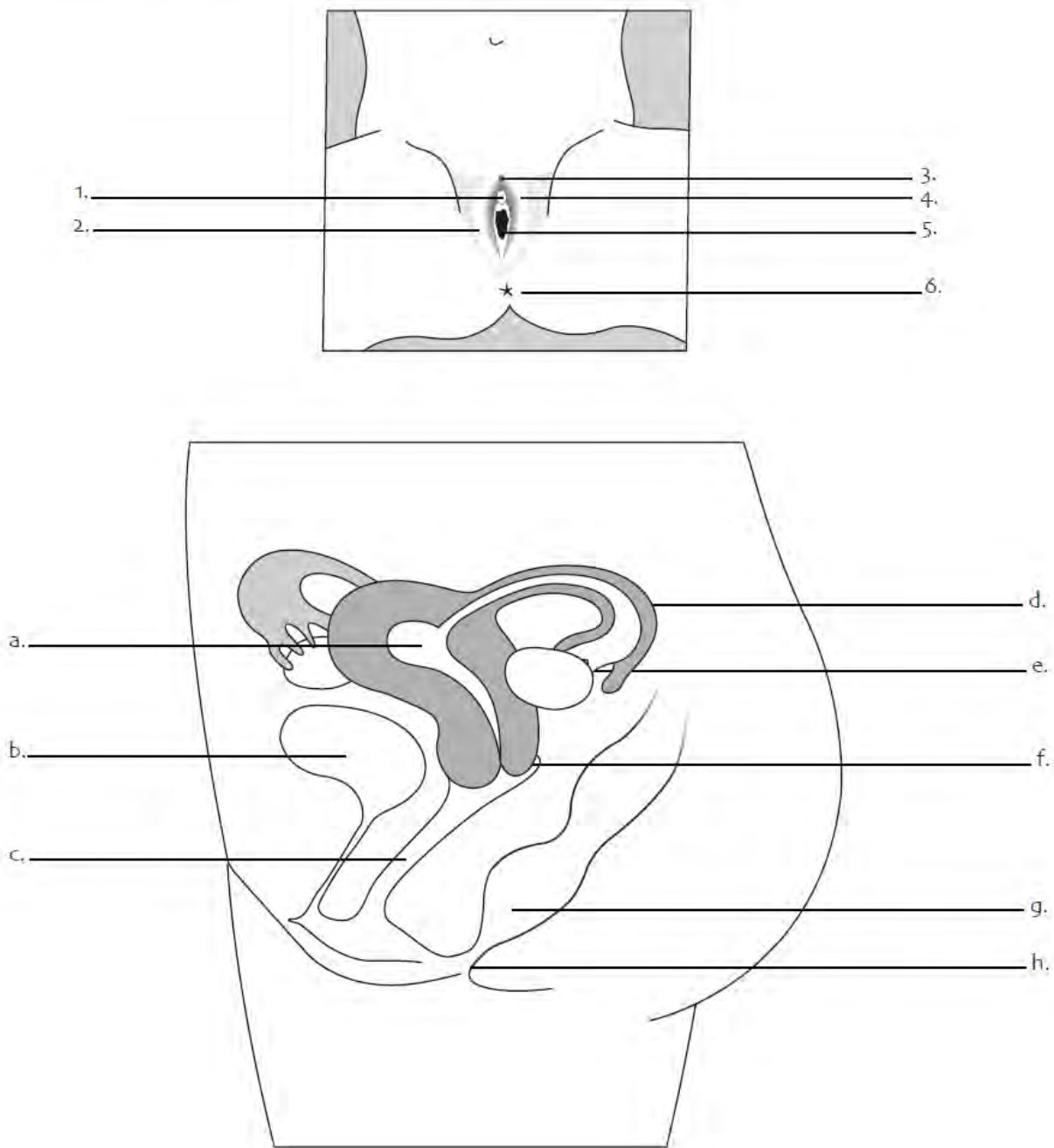
Follow the tube out of the uterus to the right on your diagram. This is called the *fallopian tube*. The *fallopian tube* carries the egg from the *ovary* down to the *uterus*. This journey usually takes about three days. Usually, conception (joining of the sperm and egg) occurs in the *fallopian tube*. Color both *fallopian tubes* on the diagram orange.

The finger-like structures at the end of the fallopian tube are called *fimbria*. The internal, very tiny hair like structures inside the *fallopian tube* are called *cilia*. The cilia help the egg move down the *fallopian tube* from the *ovary*. Outline the *fimbria* and the *cilia* in dark orange.

Two egg-shaped organs on either side of the uterus are the *ovaries*. These are the female counterparts to the male testicles. An *ovary* is about the size of an almond. When a woman is born, the ovaries already contain all the ova (eggs) she will ever produce. There are up to 400,000 ova. Unlike the testicles, *ovaries* only house eggs. They don't produce them. The ovary releases one ovum (a single egg) each month. This process is called ovulation. When the *ovary* releases the egg it travels down the fallopian tube, with help from cilia. If a sperm does not fertilize the egg, it will not adhere to the uterus wall. As a result, menstruation will occur. Color each *ovary* light brown, and label your diagram on the left side.

Adapted from [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca) ©2011

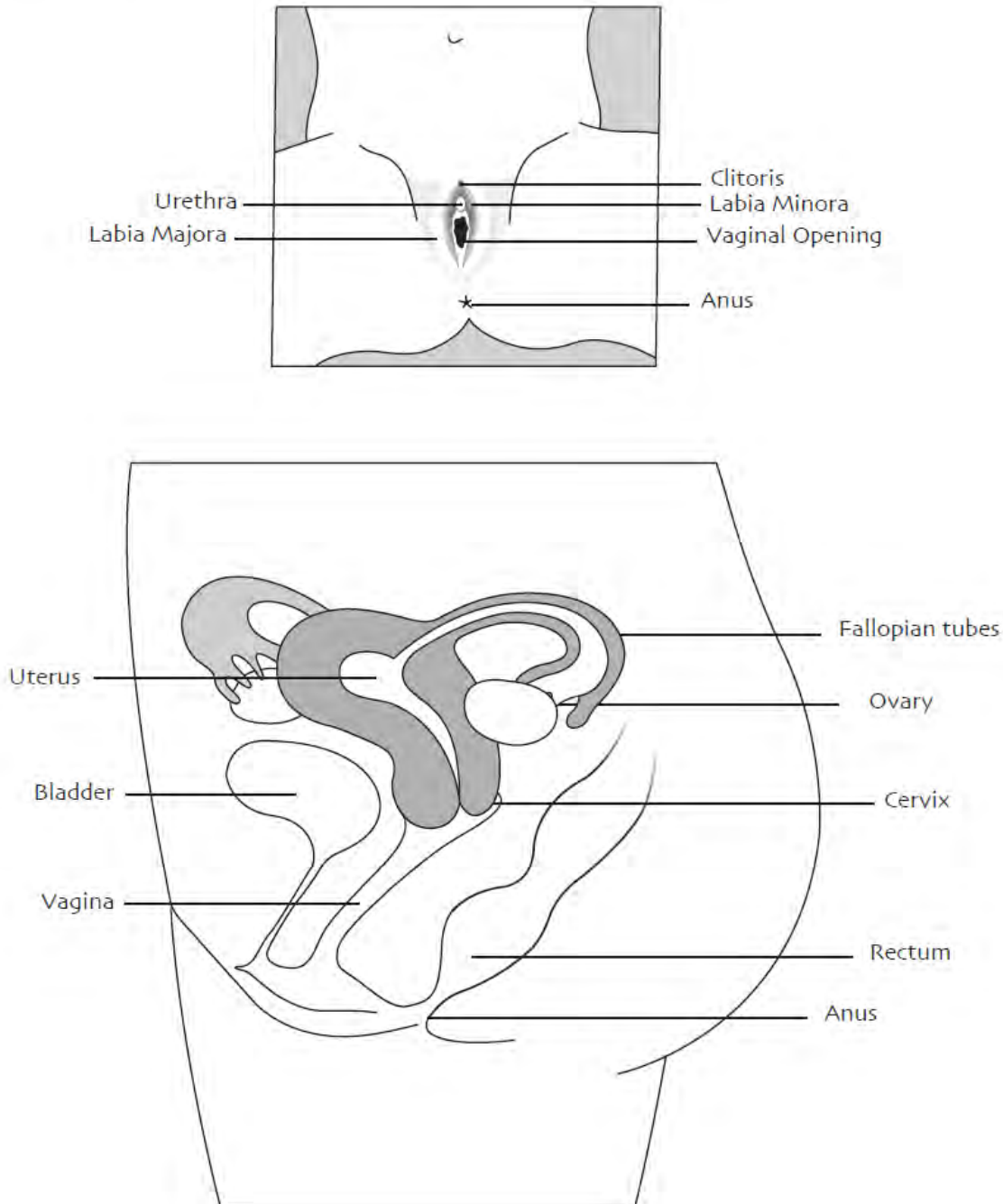
## Female Reproductive System



Adapted from [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca) ©2011

## ***The Female Reproductive System - How Does It Work? - Answer Key***

### Female Reproductive System



Adapted from [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca) ©2011



Student Name: \_\_\_\_\_

Parent/Adult Support: \_\_\_\_\_

### ***“When I Was Your Age...”***

At times, you may feel as if you’re the only one who feels the way you do. It may help to remember that everyone has gone or will go through puberty. Although every generation of teenagers has its own special set of concerns, some feelings and experiences are the same for teenagers of every generation. Do you ever wonder what puberty was like for your parents - or grandparents - or other trusted adults in your life?

#### **Step 1: In Class**

- Work with a partner or small group to brainstorm a list of questions to ask a parent, grandparent or a trusted adult about what life was like as a teenager.
- From your list, choose the three best questions - the ones you are most interested in and the ones most likely to encourage your subject to open up.
- Write these three questions in the blanks provided. Have your teacher review the questions before you go home.

#### **Step 2: At Home**

- Share this handout with a parent or a trusted adult, and ask that person if you can complete it together. Schedule a time with the adult for the interview. Give the adult this handout so that they can think about the answers before the interview.
- Interview the adult using the questions provided. Allow about a half an hour.
- Both you and the adult sign the tear-off slip at the bottom of the page when the interview is complete. This tear-off slip can be handed in to show that you have completed the activity.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

-----  
(Tear off and hand in this slip only)

**We completed the “When I Was Your Age...” interview.**

Student \_\_\_\_\_ Adult \_\_\_\_\_

## Lesson 2 - Sexual Development

Making decisions about sexual behavior is a values based exercise. In order to be able to make their own decisions, students need to examine various aspects of sexuality. The exercises in this lesson encourage students to explore their own ideas and values about becoming sexually active.

- ☐ Follow up with homework activity from previous lesson ***When I Was Your Age...***
  - Take some time to debrief. Emphasize respect for the privacy of the adults who were interviewed. Suggestions for debriefing questions include:
    - What did you learn about what life was like when the adults you interviewed went through puberty?
    - What do you look forward to during puberty?
- ☐ Review Anatomy and Physiology worksheets - finish answers as a class
- ☐ Have students write on a piece of scrap paper or the **worksheet provided** what they think is the two hardest and two easiest changes that occur during puberty. Collect the pieces of paper and write the answers on the board. Pick some of the most commonly listed hardest things about puberty and brainstorm ideas with the class on how to cope with these changes. Make sure to highlight the good things as well!
- ☐ Handout ***Puberty Quiz***
- ☐ Review Quiz and answer Questions

***Hardest/Easiest Things About Growing Up.***

**Easiest/Best:** list two of the best and/or easiest things about growing up and going through puberty changes.

**Hardest/Most Difficult:** List two of the hardest and most difficult things about growing up and going through puberty changes.

Adapted from [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca) ©2011

## ***Puberty Review Quiz***

1. What is puberty? \_\_\_\_\_
2. The gland in the brain that triggers puberty is the \_\_\_\_\_
3. List 3 physical changes that occur in boys and girls during puberty.

### **Male**

### **Female**

- |          |       |
|----------|-------|
| a) _____ | _____ |
| b) _____ | _____ |
| c) _____ | _____ |

4. Fill in the blanks using the correct words below:

acne	ejaculation	wet dream	prostate	testicles
erection	deodorants	pituitary gland	scrotum	fallopian tube
uterus	menstruation	can	cannot	ovary

- a) Eating good food, exercising and washing your body daily with soap and water may help \_\_\_\_\_
- b) Bathing daily, changing clothes and using \_\_\_\_\_ will help control body odors.
- c) Ovulation occurs in the female when an egg is released from the \_\_\_\_\_
- d) Sperm is produced in the \_\_\_\_\_
- e) \_\_\_\_\_ is a natural process, which repeatedly prepares a woman's body for having a baby.
- f) Discharge of semen from the penis is called \_\_\_\_\_ .
- g) During menstruation, there is a shedding of the lining of the \_\_\_\_\_ through the vagina.
- h) When a boy ejaculates semen during his sleep, it is called a \_\_\_\_\_
- i) A girl \_\_\_\_\_ remain active when she is having her period.
- j) A boy has an \_\_\_\_\_ because blood fills up the spongy tissue of the penis.

Adapted in 2012 from Quiz developed by Thunder Bay Health Unit from information in Ophea Health and Physical Education Manual

## ***Puberty Review Quiz - Answer Key***

1. What is puberty?  
**The period of growing and changing from a child into an adult.**
2. The gland in the brain that triggers puberty is the **PITUITARY GLAND.**
3. List 3 physical changes that occur in boys and girls during puberty.

### **Male**

acne  
perspiration  
pubic hair  
grow taller  
shoulders and chest broaden  
muscles  
voice deepens

### **Female**

acne  
perspiration  
pubic hair  
grow taller  
breast develop  
hips widen  
voice deepens

4. Fill in the blanks using the correct words below.
  - a) Eating good food, exercising and washing your body daily with soap and water may help **ACNE**.
  - b) Bathing daily, changing clothes, and using **DEODORANT** will help control body odors.
  - c) Ovulation occurs in the female when an egg is released from the **OVARY**.
  - d) Sperm is produced in the **TESTICLES**.
  - e) **MENSTRUATION** is a natural process that repeatedly prepares a woman's body for having a baby.
  - f) Discharge of semen from the penis is called **EJACUALTION**.
  - g) During menstruation, there is a shedding of the lining of the **UTERUS**, through the vagina.
  - h) When a boy ejaculates semen during his sleep, it is called a **WET DREAM**.
  - i) A girl **CAN** remain active when she is having her period.
  - j) A boy has an **ERECTION** because blood fills up the spongy tissue of the penis.

Adapted in 2012 from Quiz developed by Thunder Bay Health Unit from information in Opeha Health and Physical Education Manual

## Grade 7 Human Reproduction

☐ Resources that may be available for loan from your local Health Unit:

- *Nine Month Journey* DVD
- PowerPoint on *Fetal Development*

### Quick Lesson

- ☐ Show *PowerPoint presentation on fetal development*
- ☐ Show *Nine Month Journey*
- ☐ Have students complete worksheets *Cycle of Life, Twins, Triplets, and More, and Human Reproduction*. Provide info sheets for students to use to help answer questions.
- ☐ Review Work sheets
- ☐ Answer Questions

## Cycle of Life

\_\_\_\_\_ is the term used to describe the changes that your body begins to experience between the ages of 8 and 16. People will experience these changes at an earlier or a later age. These changes include physical growth, the development of pubic hair and in females, getting a period.

Puberty is controlled by hormones, \_\_\_\_\_, and \_\_\_\_\_ in females and testosterone in males. Hormones are chemical messengers inside the body that cause changes externally and internally.

The \_\_\_\_\_ are produced in the \_\_\_\_\_. \_\_\_\_\_ is the word used to describe when a mature egg (ovum) is released and enters one of the two \_\_\_\_\_. For a few days, the egg cell travels toward the pear-shaped \_\_\_\_\_. The lining of the uterus (endometrium) thickens in preparation for a fertilized egg.

If a \_\_\_\_\_ cell has not fertilized the egg, it will leave the body together with the lining of the uterus and a small amount of blood. This process is called \_\_\_\_\_. The length of time from the beginning of one menstrual cycle to the beginning of the next cycle is on average, twenty-eight days. Often, when a female gets her period, she experiences feelings of discomfort, such as cramping. These feelings will vary from person to person and may be alleviated by mild exercise.

During intercourse, when the penis is inserted into the vagina, sperm are ejaculated into the vagina. Sperm travel through the cervix into the uterus and up to the fallopian tubes. Many sperm cells may meet the egg, however, only one sperm cell will penetrate the egg's surface. This process is called \_\_\_\_\_. The \_\_\_\_\_ (sperm and egg cell joined together) makes its way through the fallopian tube towards the uterus. The embryo then embeds itself deep into the \_\_\_\_\_ (lining of the uterus) in a process called \_\_\_\_\_.

If the embryo successfully implants, then the menstruation does not occur and the female \_\_\_\_\_ her period. This is the first sign that she is \_\_\_\_\_. Pregnancy is measured from the \_\_\_\_\_ day of the last menstrual period. When a baby is at term (fully-grown) forty weeks have passed since that day.

## Word choices

Pregnant	eggs	ovulation	puberty	estrogen
testosterone	progesterone	sperm	implantation	first
misses	fallopian tubes	embryo	ovaries	uterus
menstruation	endometrium	fertilization		

Adapted from Ophea Health and Physical Education, grade 7, unit 4, appendix M, Healthy Living - Growth and Development, pg. 205

## ***Cycle of Life - Answer Key***

**PUBERTY** is the term used to describe the changes that your body begins to experience between the ages of 8 and 16. People will experience these changes at an earlier or a later age. These changes include physical growth, the development of pubic hair and in females, getting a period.

Puberty is controlled by hormones, **ESTROGEN**, and **PROGESTERONE** in females and **TESTOSTERONE** in males. Hormones are chemical messengers inside the body that cause changes externally and internally.

The **EGGS** are produced in the **OVARIES**. A female is born with two ovaries that contain approximately 1-2 million egg cells. By puberty, the two ovaries contain about 400,000 immature egg cells. **OVULATION** is the word used to describe when a mature egg (ovum) is released and enters one of the two **FALLOPIAN TUBES**. For a few days, the egg cell travels toward the pear-shaped **UTERUS**. The lining of the uterus (endometrium) thickens in preparation for a fertilized egg.

If a **SPERM** cell has not fertilized the egg, it will leave the body together with the lining of the uterus and a small amount of blood. This process is called **MENSTRUATION**. The length of time from the beginning of one menstrual cycle to the beginning of the next cycle is on average, twenty-eight days. Often, when a female gets her period, she experiences feelings of discomfort, such as cramping. These feelings will vary from person to person and may be alleviated by mild exercise, a hot water bottle, a warm bath, a heating pad...talk to your doctor about medication if cramps really bother you.





During intercourse, when the penis is inserted into the vagina, sperm are ejaculated into the vagina. Sperm travel through the cervix into the uterus and up to the fallopian tubes. Many sperm cells may meet the egg, however, only one sperm cell will penetrate the egg's surface. This process is called **FERTILIZATION**. The **EMBRYO** (sperm and egg cell joined together) makes its way through the fallopian tube towards the uterus. The embryo then embeds itself deep into the **ENDOMETRIUM** (lining of the uterus) in a process called **IMPLANTATION**.

If the embryo successfully implants, then the menstruation does not occur and the female **MISSES** her period. This is the first sign that she is **PREGNANT**. Pregnancy is measured from the **FIRST** day of the last menstrual period. When a baby is at term (fully-grown) forty weeks have passed since that day (10 months, not nine!).



## First Trimester

The first trimester (the first three months of pregnancy) is a critical time in the baby's life. It is the period of rapid growth and development. By the end of the first trimester, all of the baby's organs will be formed and functioning.




<b>1 day</b>		The sperm and the ovum unite.
<b>7-10 days</b>		The fertilized ovum attaches to the lining of the uterus. The placenta begins to form.
<b>2 weeks</b>		The baby, called an embryo, is now a layered disc on the uterus wall. A woman will miss her menstrual period
<b>4 weeks</b>		The beginning of the embryo's eyes, ears, nose, spine, digestive tract and nervous system are present. The tube for the future heart starts beating.
<b>8 weeks</b>		The baby, called a fetus, now has all the organs that a full term baby will have. The heart is functioning. Bones begin to form.
<b>12 weeks</b>		Tooth buds are present. Fingernails and toe nails are forming. Immature kidneys secrete urine into the bladder. External genitalia are forming. The fetus can now move in the amniotic fluid, but these movements cannot be felt. The baby's heart beat may be heard with an electronic listening device.

Adapted from: BC Ministry of Health. (2011). The best chance: Stages of pregnancy. Retrieved from: <http://www.bestchance.gov.bc.ca/pregnancy/1st-trimester/stages-of-pregnancy/1st-trimester-mother.html>

Illustrations from: Public Health Agency of Canada. (2011). *The sensible guide to a healthy pregnancy*. Retrieved from [http://www.healthycanadians.gc.ca/health-sante/pregnancy-grossesse/health-guide-sante-eng.php?hycnd\\_src=healthyPregnancy\\_13&medium=banner\\_link&campaign=hpfeaturebox](http://www.healthycanadians.gc.ca/health-sante/pregnancy-grossesse/health-guide-sante-eng.php?hycnd_src=healthyPregnancy_13&medium=banner_link&campaign=hpfeaturebox)

## Second Trimester





During the second trimester (the next three months of pregnancy) the brain develops a lot. Most of the brain's development begins now and continues for two or more years after the baby's birth. During the second trimester until about 24 weeks, the fetus cannot live outside of the body because its lungs, heart and blood systems have not developed enough.

<b>16 weeks</b> <b>16 cm (6 ½ inches)</b> <b>110g (4oz.)</b>	  	<p>The face looks more human, the baby has hair, the ears stand out, and the baby can hear the mother's voice. Between 16 and 20 weeks, the baby's movements may be felt. If this is a woman's first pregnancy it is possible that the baby's movements may not be felt until 18 to 20 weeks.</p>
<b>17 weeks</b>		<p>The baby begins to store some antibodies and this slowly increases until birth.</p>
<b>20 weeks</b> <b>25 cm (10inches)</b> <b>300g (10oz)</b>		<p>Eyebrows and eyelashes appear. A fine downy hair (lanugo) appears all over the baby's body and may be there at birth. The baby's skin is thin, shiny, and covered with a creamy protective coating called vernix. Oil glands appear. The baby's legs lengthen, and move well. Teeth develop-enamel and dentine are being formed. By the end of the fifth month the baby is about half the length of a newborn. During the second trimester, meconium (the baby's first stool) begins to appear in the intestines.</p>
<b>24 weeks</b>		<p>Sweat glands form. Your baby has a lean body with red and wrinkled skin. Early breathing movements begin. A substance called surfactant is formed in the lungs. This substance helps the lungs to expand normally after the baby is born.</p>
<b>26 weeks</b> <b>30cm (12inches)</b> <b>600g (1 1/3 lb)</b>		<p>The baby's outline may be felt through the abdomen. The eyes may be open now.</p>

Adapted from: <https://www.healthyfamiliesbc.ca/home/articles/topic/planning-pregnancy>

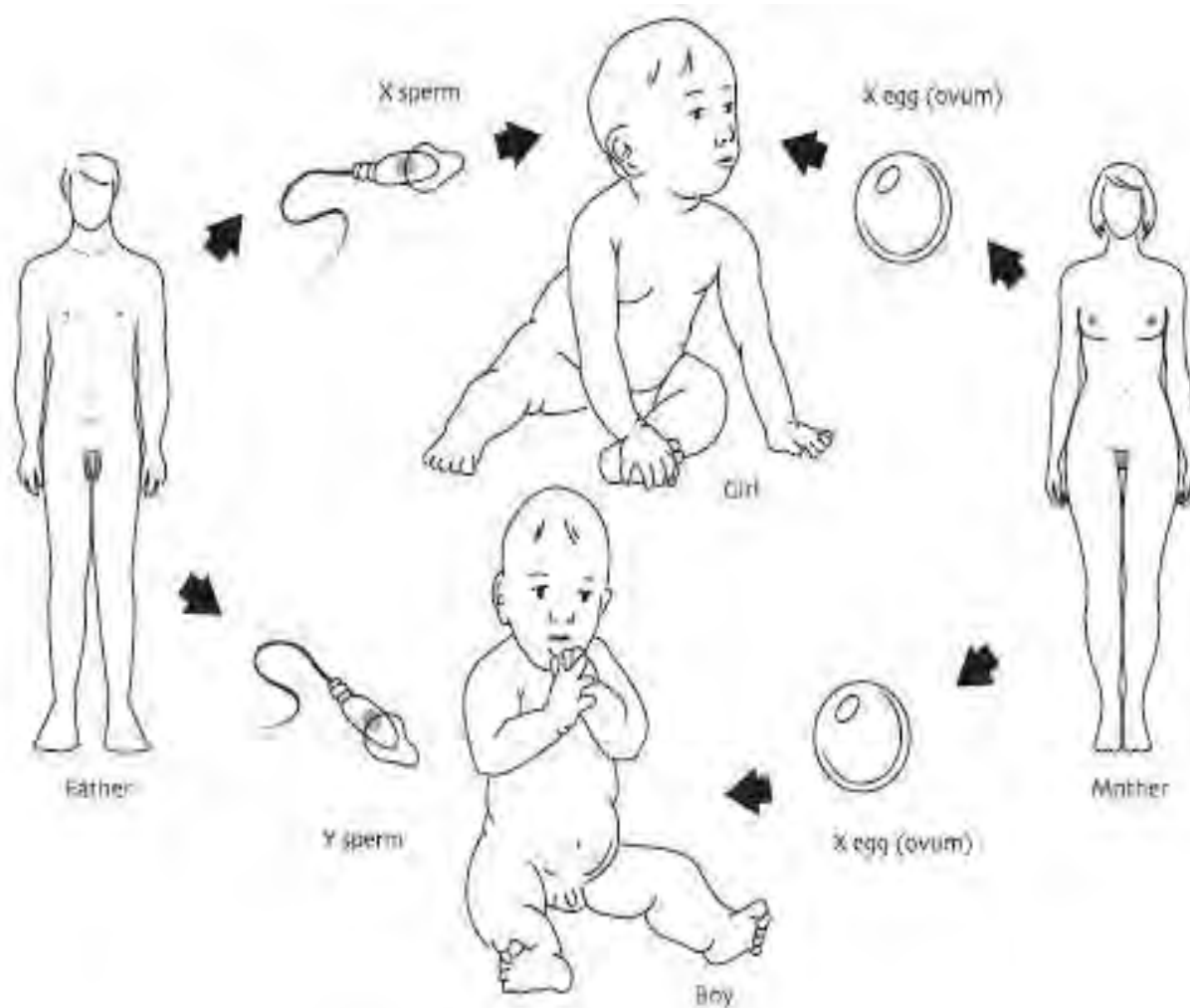
## Third Trimester

During the third trimester (the last 3 months of pregnancy) the baby could survive if born before it is full term, but would need special care. The closer to full term, the more ready the baby is to cope with the birth process and life outside the uterus.

<b>28 weeks</b> 35-37 cm (14 inches) 1100 g (2lb. 5oz)		The baby's body is still lean but the skin is less wrinkled and red. The baby can now store iron, calcium, and other nutrients. The baby can hear and respond to sounds.
<b>32 Weeks</b> 40-42 cm (16 inches) 1800-2100g (4lb-4lb. 7oz)		The baby's skin is pink and smoothes out as the fat forms under it. The baby develops a sense of taste and becomes aware of sounds outside the mother's body. The male baby's testicles begin to drop into the scrotum. The pupils in the baby's eyes can react to light.
<b>36 weeks</b> 45-47 cm (18 inches) 2000-2900g (4lb. 11oz-6lb. 5oz)		The baby's body is rounded and usually plump. The downy hair on the baby's body begins to disappear. The baby's skin is smooth, pink, and covered with a grayish-white cheese-like substance called vernix. The baby continues to increase the store of antibodies and is able to resist some diseases.
<b>40 weeks</b> 45-55 cm (18-22inches) 3200g + (7lb. +)		Head hair is usually present. The testicles of male babies are now in the scrotum and the labia majora of female babies are developed. The baby is now full term.

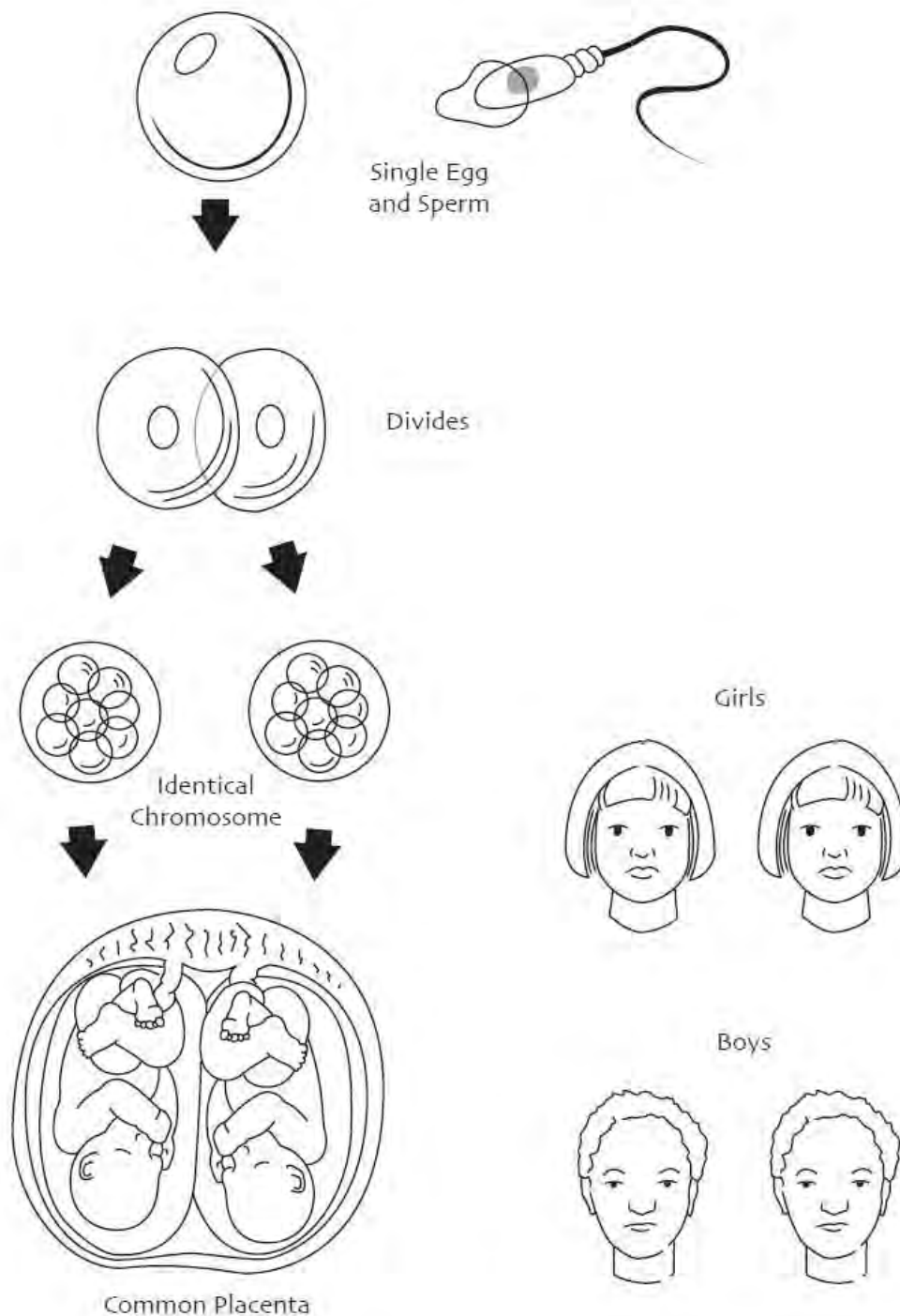
Adapted from: <https://www.healthyfamiliesbc.ca/home/articles/topic/planning-pregnancy>

## Genetics

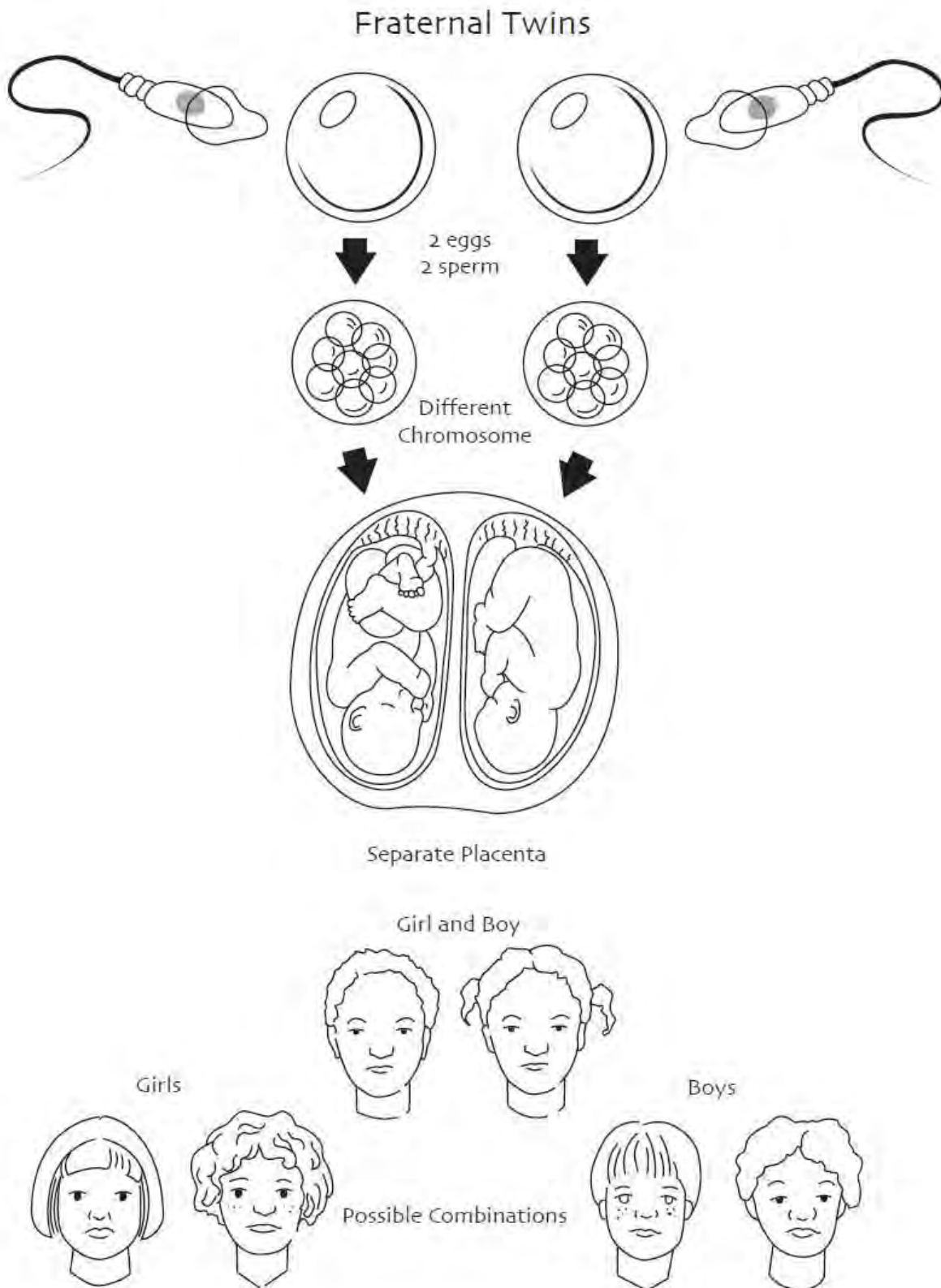


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## Identical Twins



Adapted from *Sexuality: An Education Resource Book*, Canada: Globe/Modern Curriculum Press, page 301



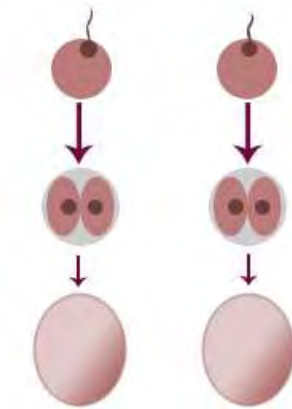
Student Name: \_\_\_\_\_

### ***Fetal Development***

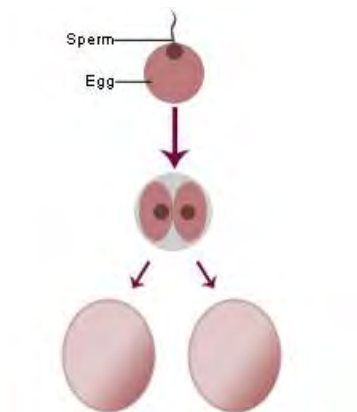
1. At this age the fetus has all the organs a full term baby would have \_\_\_\_\_ .
2. At this age the baby's sex can be distinguished \_\_\_\_\_ .
3. The grayish-white cheese like substance that covers an unborn baby to prevent it from being water-logged \_\_\_\_\_ .
4. Three ways a father can be supportive during pregnancy?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. The cord that supplies nutrients to the baby and transports wastes away from the baby is called the \_\_\_\_\_ .
6. The fluid filled sac that holds the baby inside the uterus \_\_\_\_\_ .
7. This must dilate to 10 cms for the baby to pass through the birth canal \_\_\_\_\_ .
8. Three things a pregnant women should avoid  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. This connects the developing fetus to the uterine wall to allow nutrient uptake, waste elimination, and gas exchange via the mother's blood supply \_\_\_\_\_ .
10. Three signs and symptoms of pregnancy  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ***Twins, Triplets, and More!***

The Diagram below shows how \_\_\_\_\_ twins are made.



The Diagram below shows how \_\_\_\_\_ twins are made.





## ***Fetal Development Answers***

1. At this age the fetus has all the organs a full term baby would have **8 weeks**
2. At this age the baby's sex can be distinguished **12 weeks**
3. The grayish-white cheese like substance that covers an unborn baby to prevent it from being water-logged **vernix**
4. Three ways a father can be supportive during pregnancy?
  - quitting smoking
  - compliments
  - understanding mood swings
  - massage
  - doing house chores
  - cooking
  - cleaning
  - going to doctor's appointments
5. The cord that supplies nutrients to the baby and transports wastes away from the baby is called the **umbilical cord**
6. The fluid filled sac that holds the baby inside the uterus **amniotic sac**
7. This must dilate to 10 cm for the baby to pass through the birth canal **cervix**
8. Three things a pregnant women should avoid
  - alcohol
  - drugs
  - tobacco
  - second hand smoke
9. This connects the developing fetus to the uterine wall to allow nutrient uptake, waste elimination, and gas exchange via the mother's blood supply **placenta**
10. Three signs and symptoms of pregnancy:
  - late or missed period
  - abnormal period lighter or shorter than normal
  - breast tenderness
  - nausea and vomiting
  - changes in appetite
  - frequent urination
  - fatigue or tiredness

## Grade 7 Communicable Diseases

### Health and Career Education (Healthy Living) - Prescribed Learning Outcomes

<p>C4 demonstrate an understanding of the life-threatening nature of HIV/AIDS (e.g., HIV/AIDS damages the immune system, there is currently no known cure for HIV/AIDS)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> accurately define and differentiate between HIV and AIDS</li> <li><input type="checkbox"/> accurately describe the characteristics of HIV/AIDS that make it a serious and life-threatening disease, such as                         <ul style="list-style-type: none"> <li>– HIV/AIDS damages the immune system, leaving the body unable to respond to other infections and diseases</li> <li>– while there are treatments that lengthen the lives of people with HIV/AIDS, there is currently no known cure for HIV/AIDS</li> <li>– people can be infected with HIV and not know it for a several years</li> </ul> </li> <li><input type="checkbox"/> accurately identify the ways that HIV/AIDS may be transmitted (e.g., through infected blood, contaminated needles, unprotected sexual activity, from an infected mother to her child before and during birth or during breast feeding)</li> <li><input type="checkbox"/> accurately list key lifestyle practices that can help prevent the spread of HIV/AIDS (e.g., avoiding the body fluids of others, avoiding contact with contaminated needles, avoiding unprotected sexual activity)</li> <li><input type="checkbox"/> identify accurate sources of information related to HIV/AIDS transmission and prevention practices (e.g., school nurse, community health professionals, credible web sites)</li> </ul>
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From BC Ministry of Education - [Health and Career Education K to 7 \(2006\) Grade 7](http://www.bced.gov.bc.ca/irp/irp.htm)

For the complete curriculum go to <http://www.bced.gov.bc.ca/irp/irp.htm>

- ☐ Resources that may be available for loan from your local Health Unit:
  - **Risk/No Risk** magnets re: blood borne pathogens
  - **The Invisible Threat** (blood borne pathogen video)
  - **Immunization Education** Video (covers Men C, Hep B, and HPV)
  - **Grade 7 Jeopardy** PowerPoint
  - Fluid exchange game with risk cards
  - **Condom** demonstrators and condoms
  - **Sexual Responsibility** or **Straight Talk About Sexual Choices and Consequences**

- ❑ **Integrate Comprehensive School Health and use a [Population Health Approach](#)** focusing on modifiable risk factors for chronic disease and injury such as nutrition, tobacco and substance use, physical activity and injury prevention.
- ❑ **Do Bugs *Need* Drugs? Program**
  - This program has some great resources. Although focused on Grades 1-3 there is relevant resources you may like to use with your grade 7 class. The resources are free and can be ordered using the form located online. They include pamphlets, stickers, posters, etc. The website itself has some great videos and resources for all ages. Although not included in this guide we **strongly recommend a lesson on hand washing with the glo germ kit.**

<http://www.dobugsneeddrugs.org/educational-resources/print-material-catalog/>

<http://www.dobugsneeddrugs.org/>

## Lesson 1- Communicable Disease Review

Students must be able to identify the differences between communicable and non-communicable diseases, and the treatment methods for each, so that they may make healthy decisions for themselves in the future.

### ☐ Introduction Discussion Questions

- What are the four types of germs that can make us sick? (virus, bacteria, fungus, and parasite)
- What system fights off disease? (Immune system)

### ☐ Define communicable and non-communicable disease.

### ☐ Have students name as many diseases as they can think of and write them on the board. If they are having difficulty add some for them (make sure to include HIV, Meningitis, hepatitis B and C).

### ☐ Have students identify non-communicable diseases and erase from board.

### ☐ Ask students how these diseases are spread (salvia, skin-skin contact, air, blood, bodily fluids).

### ☐ Show PowerPoint on Communicable Diseases (May be available for loan from your local Health Unit).

### ☐ Introduce *Communicable Disease Project*.

### ***Communicable Disease Project Directions***

**Step 1:** Work in a group of two or three and choose a communicable disease you would like to research and learn more about.

**Step 2:** Research the disease making sure to find the answers to the following questions:

1. What type of germ causes this disease?
  
  
  
  
  
  
  
  
  
  
2. How is it spread?
  
  
  
  
  
  
  
  
  
  
3. What are the signs and symptoms?
  
  
  
  
  
  
  
  
  
  
4. Is there a vaccine to help prevent this disease?
  
  
  
  
  
  
  
  
  
  
5. What is one interesting fact about the disease?
  
  
  
  
  
  
  
  
  
  
6. How is it treated?

7. Is it curable?

8. How do you protect yourself from getting this disease?

**Step 3:** Put your research together to make a presentation for your class (Poster, PowerPoint, pamphlet, story, song, poem, or another creative idea)

**Step 4:** Present your creation to your class. (And have fun!)

## Lesson 2 - HIV/AIDS and Blood Borne Pathogens

### Tips for Teaching about HIV/AIDS

The following suggestions make it easier to present HIV/AIDS information to students:

- Ask a health professional, preferably a health educator, health representative from an AIDS service organization, or public health nurse to discuss transmission of and protection against HIV.
  - When teaching to groups of the same sex consider using an instructor who is the same sex as the members of the class.
  - When teaching both sexes together, use the opportunity to promote dialogue between the sexes. It's important to realize that groups of the same sex - especially males -- may not offer a better opportunity to broaden the discussion to include gay, lesbian and bisexual issues.
  - Use an instructor who is sensitive to ethnic, cultural and sexual orientation issues.
  - Provide literature to the students.
  - Use visual materials
  - You may need to correct student's myths about common STIs and stereotypes about people living with HIV.
  - Expect students to be a little bit silly when the group discusses STIs and condom use. This is usually to mask embarrassment. A little humor will help everyone relax and be more receptive to learning.
- ☐ Define Blood Borne Pathogen and ask students if they can list three.
- Write the following on the board (hepatitis B, C, and HIV)
- ☐ **Risk/No Risk magnet game** (May be available for loan from your local Health Unit)
- Place headings risk and no risk on the board
  - Hand out risk magnets
  - Have each student read their magnet aloud. Have them decide if this is a risk or not a risk for getting a blood borne disease (HIV, Hep B or Hep C).
- ☐ Show ***The Invisible Threat*** DVD (May be available for loan from your local Health Unit)
- ☐ Have students complete ***Blood Borne Pathogens Fact or Fiction***
- ☐ ***Fluid Exchange Exercise*** - see instruction sheet (May be available for loan from your local Health Unit)
- ☐ Review worksheet ***Blood Borne Pathogens Fact or Fiction***
- ☐ Distribute copies of the ***Teenage Survival Guide*** and have students read the section on STIs for homework.

**Blood-Borne Pathogens Fact or Fiction**

Blood-borne diseases are spread from one person to another through the exchange of blood.	T	F
HIV & AIDS and Hepatitis A/B/C are blood-borne pathogens.	T	F
At this time, there is no cure for blood-borne pathogens.	T	F
Only women can get infected by blood-borne pathogens.	T	F
You can't get infected with a blood-borne pathogen if you are healthy and strong.	T	F
You can tell a person is infected with a blood borne pathogen by looking at them.	T	F
<b>A person might get a blood-borne disease by:</b>		
Donating blood.	Y	N
Using a public toilet.	Y	N
Kissing.	Y	N
Being bitten by a mosquito.	Y	N
Being born to a mother who infected with a blood-borne pathogen.	Y	N
Sharing needles with another person.	Y	N
Using the same water fountain as a person who is infected with a blood-borne pathogen.	Y	N
Swimming in a public pool.	Y	N
Shaking Hands.	Y	N
Having sexual intercourse with a person infected with a blood-borne pathogen.	Y	N
Helping someone who is bleeding.	Y	N
Getting a tattoo or a body piercing.	Y	N
Touching someone who is infected with a blood-borne pathogen.	Y	N



**Blood-Borne Pathogens Fact or Fiction Answers**

Blood-borne diseases are spread from one person to another through the exchange of blood.	T	F
HIV & AIDS and Hepatitis A/B/C are blood-borne pathogens.	T	F
At this time, there is no cure for blood-borne pathogens.	T	F
Only women can get infected by blood-borne pathogens.	T	F
You can't get infected with a blood-borne pathogen if you are healthy and strong.	T	F
You can tell a person is infected with a blood borne pathogen by looking at them.	T	F
<b>A person might get a blood-borne disease by:</b>		
Donating blood.	Y	N
Using a public toilet.	Y	N
Kissing.	Y	N
Being bitten by a mosquito.	Y	N
Being born to a mother who infected with a blood-borne pathogen.	Y	N
Sharing needles with another person.	Y	N
Using the same water fountain as a person who is infected with a blood-borne pathogen.	Y	N
Swimming in a public pool.	Y	N
Shaking Hands.	Y	N
Having sexual intercourse with a person infected with a blood-borne pathogen.	Y	N
Helping someone who is bleeding.	Y	N
Getting a tattoo or a body piercing.	Y	N
Touching someone who is infected with a blood-borne pathogen.	Y	N

## ***Fluid Exchange Instructions***

**IMPORTANT:** Before starting demonstration review the Material Safety Data Sheet (MSDS). ***Caution the participants that the chemicals being used are poisonous.*** If chemical is splashed in the eye, flush with water for 15 minutes and seek medical attention. If swallowed, do not induce vomiting, seek medical attention immediately!

1. For every 10 students, fill 9 glasses with  $\frac{1}{2}$  inch water & fill 1 glass with  $\frac{1}{2}$  inch of NaOH solutions.
2. Distribute cups to students along with a **risk game card**. Have each student read their card aloud and decide as a class if the activity is high risk, low risk, or no risk. Have students exchange twice for a high risk, once for low risk, and not at all for no risk. If there are more cards then students give more than one to students.
3. To exchange, a person pours the entire contents of their cup into someone else's cup, and then they pour half back once solutions have mixed.
4. When exchange is complete, add one drop of base indicator, Phenolphthalein to each glass. Those turning pink are infected.

Base chemical is SODIUM HYDROXIDE (NaOH) -100ml/600ml H<sub>2</sub>O; base indicator is PHENOPHTALEIN. Read material data safety sheets for both.

## Lesson 3- Sexually Transmitted Infections

- ☐ Define STI
- ☐ Have students list as many as they can think of....make sure to include herpes, HPV, HIV/AIDS, Hepatitis A/B/C, Chlamydia, Gonorrhea, Syphilis, and public lice (crabs).
- ☐ Ask students how they can protect themselves from these diseases. Make sure to include that abstinence is the only 100% way to protect themselves from STIs or unplanned pregnancies. **Show Condom Demonstration.**
- ☐ Show DVD *Sexual Responsibility* or *Straight Talk About Sexual Choices and Consequences* DVD
- ☐ Have students complete *STI Worksheet*, *Symptoms of STIs/HIV Scramble*, and *What Am I* using fact sheets
- ☐ Homework - Complete *Be a Health Service Detective*

## STI Fact Sheet (Grade 7)

### What Are STIs?

Sexually Transmitted Infections (STIs) or Sexually Transmitted Diseases (STDs) are infections that are spread through sexual activity with another person who is infected. Sexual activity can mean oral, vaginal or anal intercourse, as well as skin to skin genital contact.

### How does one know if they have an STI?

Most people who have a STI have no signs or symptoms. They may look and feel healthy. Some people however may show some or all of the following signs:

- Burning or pain with urination ( hurts to pee)
- Unusual discharge (drip or wetness) from the penis or vaginal opening
- Pain with intercourse
- Bumps, sores, rashes, blisters in the genital region
- Itchiness around the penis, vagina, or rectum (bum hole)

The only way to know if you have a STI is to visit a clinic to be tested.

### What are the names of some STIs?

**Bacterial STIs** - are curable with antibiotics but can reoccur if a person is exposed to the germ again.

Chlamydia	The most common bacterial STI. Often there are no symptoms/signs of infection. In women an untreated infection can lead to pelvic inflammatory disease (PID), scarring of the fallopian tubes resulting in infertility or a pregnancy occurring in the fallopian tubes. It can be passed from mother to baby during delivery.
Gonorrhea	Also known as the “clap” or the “drip”. Women often have no symptoms or very mild symptoms. Men may have a yellow/green discharge from the urethra and burning with urination. Untreated, it may cause the same complications as Chlamydia.
Syphilis	It starts as a painless sore on the genitals and untreated, it can spread throughout the body and effect the heart, brain, and nerves. There has been a recent increase of syphilis in Canada and it still remains a major disease in some parts of the world.

**Viral STIs** - are caused by different viruses and cannot be cured, but can be treated (pills, creams) to help relieve symptoms.

HIV/ AIDS	The Human Immunodeficiency Virus (HIV) is a virus that attacks the immune system resulting in Acquired Immune Deficiency Syndrome (AIDS). The virus is found in blood, semen, and vaginal fluid.
Genital Herpes	Is caused by a virus related to the common cold sore. It causes re-occurring painful blisters/sores in the genital region. Spread by direct skin to skin genital contact or genital to mouth contact. May be spread even when symptoms are not present.
Genital Warts	Are caused by the Human Papillomavirus (HPV). May cause wart-like growths in genital region. Many people carry the virus but don't have visible bumps. Certain strains of this virus can cause precancerous changes on the cervix.
Hepatitis B	It attacks the liver. This virus is found in blood, semen, vaginal fluid and saliva. Most often spread by unprotected intercourse but also through blood (sharing needles for drugs, tattooing, and body piercing). This STI that can be prevented by a vaccine.

**Nuisance STIs** - are caused by parasites. They are not dangerous and can be treated and cured with lotions and creams.

Scabies	The "itch mite" causes intense itching, especially at night. It may be spread by sexual contact, but also by personal contact with an infected area, clothing or bedding.
Pubic Lice "Crabs"	They are bugs that live on the pubic hair and are spread by sexual contact or personal contact with infested clothes or bedding.

### What are the consequences of getting a STI?

Some STIs result in death (HIV/AIDS, HEP B, untreated syphilis). Other STIs like HPV can lead to certain types of cancers. Pregnant women can pass STIs to the baby during pregnancy or during the birth process. If left untreated, some STIs like Chlamydia and Gonorrhea can lead to infertility, chronic pelvic inflammatory disease and a tubal pregnancy (pregnancy in the fallopian tube).

Having an STI, may cause a person to unknowingly pass it on to someone else.

### How do you get a STI?

A person can get a STI from having sex with a partner who has an STI through:

- Vaginal or anal intercourse
- Genital to genital contact (no intercourse)
- Oral sex

Some STIs like Hepatitis and HIV are also spread through sharing equipment for drug use, tattooing or body piercing.

**YOU CANNOT GET AN STI FROM SITTING ON A TOILET SEAT, SHAKING HANDS, OR HUGGING SOMEONE.**

### **How can STIs be prevented?**

Using the ABCs of prevention:

- **A** is for **ABSTINENCE** - Not having sex with anyone. This is the only guaranteed way to prevent STIs.
- **B** is for **BE MONOGAMOUS** - Having sex with one person only who is not infected
- **C** is for **CONDOMS** - Condoms help prevent the spread of STIs.
- **D** is for **DON'T DO DRUGS/ALCOHOL** - They affect our ability to make healthy choices.

### **Where can someone go for more information?**

- Parents, teachers, family doctor.
- Northern Interior Health Unit - Opt Youth Clinic - offer education, birth control, pregnancy testing, STI testing and treatment 1-250-565-7478.
- <http://www.sexualityandu.ca>
- <http://www.wontgetweird.net/>
- Canadian Aboriginal AIDS Network - 1- 888-285-2226
- <https://www.optionsforsexualhealth.org/>

Adapted in 2012 from Fact Sheet developed by the Thunder Bay District Health Unit (TBDHU), Sexual Health Program, 2009.

## Grade 7 STI/HIV Worksheet

### 1. Match the disease to the correct fact:

Gonorrhea	A. Passed through infected blood, semen, or vaginal fluid; no cure
Chlamydia	B. Not found in the ocean, but may appear in pubic hair
HIV	C. This STI can be prevented with a vaccine
Genital Warts	D. May first show up as a painful sore
Herpes	E. Not caused by frogs; may look like cauliflower bumps
Crabs	F. Males have thick yellow/green discharge; hurts to urinate (pee)
Hepatitis B	G. Often no signs/symptoms in females

### 2. Circle the ways STIs can be transmitted from the list below:

Sex (Oral, Vaginal, Anal)

Hugging

Kissing

Sharing needles

Genital skin to skin contact

Shaking hands

Sitting on toilets

Sharing lip balm

Contact with animals

Using contaminated needles for tattooing and body piercing

Drinking from a water fountain

### 3. Name 3 facts about bacterial STIs:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 4. Name 2 facts about viral STIs:

- \_\_\_\_\_
- \_\_\_\_\_

## 5. Multiple Choice - circle the correct answer

Which of the following is true about STIs?

- a) You can have more than one STI at a time.
- b) You can get the same disease more than once.
- c) A person with an STI can give the disease to another person unknowingly.
- d) All of the above

Which is a sign of a STI?

- a) Burning when passing urine
- b) Rashes, bumps, sores in the genital area
- c) Unusual discharge from penis or vaginal opening
- d) All of the above

If a person thought they had a STI, which of the following would be the wisest thing to do?

- a) Get a routine physical examination
- b) Wait and see if you recover without treatment
- c) Go to a doctor or sexual health clinic and tell them what you suspect
- d) Go to a pharmacist and ask them for the right kind of treatment

Which 2 STIs are there no known cures for?

- a) Syphilis and genital herpes
- b) Genital herpes and HIV
- c) Gonorrhea and HIV
- d) HIV and Chlamydia

Which STIs can be treated with antibiotics?

- a) Chlamydia, gonorrhea, syphilis
- b) Chlamydia, herpes, warts
- c) HIV/AIDS, gonorrhea, warts
- d) Hepatitis B, syphilis, herpes

What is the most effective way of preventing an STI?

- a) Careful selection of partners
- b) Abstinence
- c) Using a condom from start to finish during sex
- d) Looking for STI signs on a partner



**6. What consequences could occur if Chlamydia or gonorrhea are left untreated?**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Adapted in 2012 from worksheet developed by the Thunder Bay District Health Unit (TBDHU), Sexual Health Program, 2009

## Grade 7 STI/HIV Worksheet - Answer Key

### 1. Match the disease to the correct fact:

<b>HIV</b>	A. Passed through infected blood, semen, or vaginal fluid; no cure
<b>Crabs</b>	B. Not found in the ocean, but may appear in pubic hair
<b>Hepatitis B</b>	C. This STI that can be prevented with a vaccine
<b>Herpes</b>	D. May first show up as a painful sore
<b>Genital Warts</b>	E. Not caused by frogs; may look like cauliflower bumps
<b>Gonorrhea</b>	F. Males have thick yellow/green discharge; hurts to urinate (pee)
<b>Chlamydia</b>	G. Often no signs/symptoms in females

### 2. Circle the ways STIs can be transmitted from the list below:

Sex (Oral, Vaginal, Anal)

Hugging

Kissing

Sharing needles

Genital skin to skin contact

Shaking hands

Sitting on toilets

Sharing lip balm

Contact with animals

Using contaminated needles for tattooing and body piercing

Drinking from a water fountain

### 3. Name 3 facts about bacterial STIs:

- Curable with antibiotics
- Can cause reproductive complications if left untreated
- Can reoccur if a person re-exposes themselves to the germ

### 4. Name 2 facts about viral STIs:

- Cannot be cured
- Treatment is available to relieve symptoms

## 5. Multiple Choice - circle the correct answer

Which of the following is true about STIs?

- a) You can have more than one STI at a time.
- b) You can get the same disease more than once.
- c) A person with an STI can give the disease to another person unknowingly.
- d) All of the above**

Which is a sign of a STI?

- a) Burning when passing urine
- b) Rashes, bumps, sores in the genital area
- c) Unusual discharge from penis or vaginal opening
- d) All of the above**

If a person thought they had a STI, which of the following would be the wisest thing to do?

- a) Get a routine physical examination
- b) Wait and see if you recover without treatment
- c) Go to a doctor or sexual health clinic and tell them what you suspect**
- d) Go to a pharmacist and ask them for the right kind of treatment

Which 2 STIs are there no known cures for?

- a) Syphilis and genital herpes
- b) Genital herpes and AIDS**
- c) Gonorrhea and AIDS
- d) AIDS and Chlamydia

Which STIs can be treated with antibiotics?

- a) Chlamydia, gonorrhea, syphilis**
- b) Chlamydia, herpes, warts
- c) HIV/AIDS, gonorrhea, warts
- d) Hepatitis B, syphilis, herpes

What is the most effective way of preventing an STI?

- a) Careful selection of partners
- b) Abstinence**
- c) Using a condom from start to finish during sex
- d) Looking for STI signs on a partner

**6. What consequences could occur if Chlamydia or gonorrhea are left untreated?**

- Infertility
- Inflammatory Pelvic Disease
- Tubal pregnancy
- Unknowingly pass the infection to others
- Pregnant women can pass infection to baby during child birth (may cause blindness)

Adapted in 2012 from worksheet developed by the Thunder Bay District Health Unit (TBDHU), Sexual Health Program, 2009

## Symptoms of STIs/HIV Scramble

Unscramble each of the clue words and take the letters that are circled in the boxes and unscramble them for the final message.

GBNNIRU

--	--	--	--	--	--	--	--

MALBNROA

--	--	--	--	--	--	--	--

EDSRIHCAG

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

RSSEO

--	--	--	--	--	--

ASRHES

--	--	--	--	--	--

GICHINT

--	--	--	--	--	--	--

NPIA

--	--	--	--

BSMPU

--	--	--	--	--

### Final Message:

Most people have \_\_\_ \_\_\_ \_\_\_ y \_\_\_ \_\_\_ \_\_\_ and can spread STIs and HIV around without knowing that they have the infection!

Adapted in 2012 from worksheet developed by the Thunder Bay District Health Unit (TBDHU), Sexual Health Program, 2009

## Symptoms of STIs/HIV Scramble - Answers

Unscramble each of the clue words and take the letters that are circled in the boxes and unscramble them for the final message.

GBNNIRU

B	U	R	N	I	N	G
---	---	---	---	---	---	---

MALBNROA

A	B	N	O	R	M	A	L
---	---	---	---	---	---	---	---

EDSRIHCAG

D	I	S	C	H	A	R	G	E
---	---	---	---	---	---	---	---	---

RSSEO

S	O	R	E	S
---	---	---	---	---

ASRHES

R	A	S	H	E	S
---	---	---	---	---	---

GICHINT

I	T	C	H	I	N	G
---	---	---	---	---	---	---

NPIA

P	A	I	N
---	---	---	---

BSMPU

B	U	M	P	S
---	---	---	---	---

### Final Message:

Most people have N O S y M P T O M S and can spread STIs and HIV around without knowing that they have the infection!

Adapted in 2012 from worksheet developed by the Thunder Bay District Health Unit (TBDHU), Sexual Health Program, 2009



## What Am I? - Answer Key

\*Find the phrases found below to solve the riddle.

A decision about me is easier to stick to if you avoid alcohol and other drugs. Be sure to try acting assertively to really stick with me. If you stay away from pressure situations it will be easier to stay with what you have decided. Others will be more likely to believe you about your decisions about me if you don't whine and keep eye contact when telling others your limits for sexual activity. When you are with your partner it will be easier to stick to me if you let him or her know your decision about me before anything happens. You have the right to make your own choices about me. If someone tries to make you do something you don't want to walk away !!! I am the only 100% effective way to prevent pregnancy and STIs

Answers to fill in the blanks (cross them off as you use them)

avoid alcohol and other drugs	pregnancy	acting assertively
don't whine	eye contact	walk away
only 100%	right	STI's
stay away from pressure situations	before anything happens	

Copy the squared letters here: AIENNBEICS

Now unscramble to solve the riddle: I choose ABSTINENCE!

Adapted in 2012 from worksheet developed by the Thunder Bay District Health Unit (TBDHU) from information in the video, "Real People: Teens Who Choose Abstinence", produced by Sunburst Communications, 1994.



Student Name: \_\_\_\_\_

### ***Be a Health Services Detective***

Suppose your best friend believed he/she had an STI. Your friend decided to get treatment and counseling. 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 the Clinic:
  
2. Address and phone number of the clinic:
  
3. Clinic hours:
  
4. The following services are available at this clinic:

<input type="checkbox"/> STI testing	<input type="checkbox"/> Birth Control
<input type="checkbox"/> STI treatment	<input type="checkbox"/> Condom distribution
<input type="checkbox"/> HIV testing	<input type="checkbox"/> Pregnancy tests
<input type="checkbox"/> HIV counseling	<input type="checkbox"/> Prenatal care
<input type="checkbox"/> Other agency referrals	
  
5. What is the clinic's policy on confidentiality?
  
  
  
  
  
  
  
6. Would you visit this clinic for an examination or consultation about protection?
  
  
  
  
  
  
  
7. Write 2-4 sentences telling why or why not?

Adapted from [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca) ©2012

## Lesson 4 - Project Presentations and Jeopardy

- ☐ Communicable Disease Project Directions
- ☐ Review Worksheets
- ☐ Distribute worksheets *Thinking About Abstinence Post Test (Grade 7)* and handout *Refusal Techniques! Learning to stand your ground*
- ☐ **Condom Relay** (Prizes may be available from health unit upon request). Divide class into teams of 5-6. Each group will sit together and will receive one condom demonstrator and two unlubricated condoms per team member. On the start of “Go” the starting team member will open the condom and put it on the demonstrator properly (if the condom is started upside down for example they will have to start with a new condom. When the first person has put on and removed the condom properly they will hand the demonstrator to the next person on the team and etc. until all team members are complete. When they are done they are all to stand up. The team who stands up first is the winning team. Wait until teams are finished.

### ***Thinking About Abstinence Post Test (Grade 7)***

Decide whether the following statements are true or false and circle your answer.

1. Being abstinent means that you are a prude.  
**TRUE or FALSE**
2. Most teens in high school are having sex.  
**TRUE or FALSE**
3. Abstinence is the only 100 percent sure way to avoid sexually transmitted infections (STIs) and unwanted pregnancy.  
**TRUE or FALSE**
4. Many teens who give in to the pressure to participate in early sexual activity later regret their decision.  
**TRUE or FALSE**
5. Throwing drugs and alcohol into the mix won't affect your ability to make sound decisions about when to participate in sexual activity.  
**TRUE or FALSE**
6. Establishing boundaries is a good way to ensure that you don't go farther than you want in any given situation.  
**TRUE or FALSE**
7. Sex is the main way to express intimacy with someone you care about.  
**TRUE or FALSE**
8. The media often glamorizes sex, without showing any of the consequences.  
**TRUE or FALSE**
9. Most teens want to experience having many different partners.  
**TRUE or FALSE**
10. The consequences that accompany sexual activity can be lifelong and life-ending.  
**TRUE or FALSE**

Adapted from the worksheet developed by the Thunder Bay District Health Unit from "Thinking about Abstinence" video and teacher's guide, Human Relations Media 2008. 2012

## ***Refusal Techniques! Learning to stand your ground 😊***

- 1. State your position**
  - Say no and mean it!
  - Use a firm voice
  - Use assertive body language that says no
- 2. Repeat your position**
  - This is sometimes called the “broken record” technique
- 3. Change the subject**
  - Suggest other activities
  - This gives you time to get out of the situation/think of other ways to say no
- 4. Say how it makes you feel and turn the tables. (Reverse the pressure)**
- 5. Walk away.**
- 6. Refuse to discuss it.**
- 7. Agree and repeat your position.**

# Protect yourself!

Adapted from Worksheet developed by the Thunder Bay District Health Unit (TBDHU) from information in the video, “Refusal Skills”, produced by Learning Seed, 1996. 2012

## Recommended Websites

<http://www.phecanada.ca/programs/always-changing/vibrant-faces>

<http://www.dobugsneeddrugs.org>

<http://www.teachingsexualhealth.ca/>

<https://www.optionsforsexualhealth.org/>

<http://teentalk.ca/>

<http://www.sexualityandu.ca/>

<http://www.wontgetweird.net/>

<http://www.sexualityandu.ca/uploads/files/TeachingSexEdManual.pdf>

<http://www.sexetc.org/>

<http://hiv101.ca/>

<http://www.healthyschoolsbc.ca/healthy-schools-bc-resources.aspx>