



Teaching Puberty: You Can Do It!

Growth & Development Curriculum
Support Document: Grades 5 & 6

2013

Teaching Puberty: You Can Do It!
Growth and Development Curriculum Support for Grades 5 and 6
Toronto Public Health

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Ontario Ministry of Education
GROWTH AND DEVELOPMENT CURRICULUM (1998)
<http://www.edu.gov.on.ca/eng/curriculum/elementary/>

OVERALL EXPECTATION

By the end of Grade 5, students will:

- describe physical, emotional, and interpersonal changes associated with puberty

SPECIFIC EXPECTATIONS

By the end of Grade 5, students will:

- identify strategies to deal positively with stress and pressures that result from relationships with family and friends
- identify factors (e.g. trust, honesty, caring) that enhance healthy relationships with friends, family, and peers
- describe the secondary physical changes at puberty (e.g. growth of body hair, changes in body shape)
- describe the processes of menstruation and spermatogenesis
- describe the increasing importance of personal hygiene following puberty

Ontario Ministry of Education
GROWTH AND DEVELOPMENT CURRICULUM (1998)
<http://www.edu.gov.on.ca/eng/curriculum/elementary/>

OVERALL EXPECTATION

By the end of Grade 6, students will:

- identify the major parts of the reproductive system and their functions and relate them to puberty

SPECIFIC EXPECTATIONS

By the end of Grade 6, students will:

- relate the changes at puberty to the reproductive organs and their functions
- apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships

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Getting Started

Welcome to the “Teaching Puberty: You Can Do It!” curriculum support document (2013), formerly “Changes in You and Me”.

You will find new activities, more inclusive language, a greater responsiveness to gender equity and diversity, an easy format and acknowledgement of the importance of mental health in the success of our students.

Teaching puberty classes can be an exciting part of the curriculum. We designed this resource to support teachers when they are introducing topics such as menstruation, puberty, and sexuality. By approaching these topics from a health perspective, this curriculum support document becomes part of health literacy.

During puberty, a major part of our self-image is formed, as well as our attitudes towards others. The information and activities provided in this curriculum support document can help your students move through this important time of change with greater confidence.

Included in this curriculum support document, you will find:

- suggested lesson timeframes and materials
- key facts for teachers
- exit cards to assess students' learning
- anatomical diagrams (labelled/unlabelled)

Diverse Students, Diverse Needs

When using this resource, please keep in mind the following:

1. Not all students come from families with heterosexual parents.
2. Not all students are biologically related to their families.
3. Not all students have the same cultural beliefs and values.
4. Not all students have the same amount of personal freedom.
5. Not all students are heterosexual.
6. Not all students are clear about their gender.
7. Not all students have “typical” genitals.*
8. Not all students have the same knowledge base.
9. Not all students are familiar with dictionary terms for anatomical parts and sexual behaviours.
10. Some students may have experienced sexual exposure or abuse.

*differences may be due to female genital mutilation (FGM), intersex (ambiguous genitals at birth)

“Teaching Puberty: You Can Do It!” Program Values

All educational programs are based on values that guide the teaching process. Puberty and sexuality are sensitive topics and it is, therefore, important for educational programs that address these issues to have clearly articulated values.

This curriculum support document reflects the beliefs that:

Parents, guardians and teachers are partners in the education of children.

Children benefit when they have access to developmentally appropriate puberty and sexual health education. This helps them to acquire the necessary information and skills to enhance their health and self-esteem. Children who are informed and comfortable communicating about this topic are believed to be at lower risk for sexual abuse.

Equity and access must be key elements of each lesson, emphasizing the self-worth and dignity of each student. See the Toronto Public Health's Sexual Health Philosophy and Guiding Principles (www.toronto.ca/sexualhealth).

Respect for self, as well as for the rights of others, must be stressed. Sexual health education encourages each student to be responsible for their own actions and to be aware of the consequences of their behaviour for themselves and for others.



This document serves as a guide for you as you teach puberty and healthy sexuality classes to grades 5 and 6. Each lesson has "Key Facts" for the teacher, discussion topics, student activities and challenging questions. There are also diagrams, handouts, and resources located in the appendix of this package. The lessons are designed to be used with both grade 5 and grade 6 students. This can act as much needed review for the grade sixes.

It is recommended that the majority of the classes be conducted in a co-educational environment whenever possible. Teaching puberty in a co-ed environment allows students to:

- learn to talk comfortably and respectfully with each other
- understand that they need to learn about others
- understand that many changes are the same for everyone
- learn that they are more alike than different

Teacher and Parents/Guardians: Partners in Puberty and Sexual Health Education

While parents and other primary caregivers are the first and among the most important providers of puberty and sexual health education, "studies conducted in different parts of Canada have consistently found that over 85% of parents agreed with the statement 'sexual health education should be provided in the schools' "(SIECCAN Sexual Health Education in the schools: Q & A 3rd Edition 2010).

It is important that schools inform parents and guardians about the delivery of this curriculum. This can be done through a number of ways: include it in a class newsletter, send home an information letter to parents (see the sample letter provided on the next page), or hold an information session for parents/guardians where the curriculum can be explained and the importance of this learning on the sexual literacy and empowerment of their children discussed. TPH Sexual Health Promotion staff can help to provide a presentation and answer questions.

Teachers can also receive support for program delivery from the TPH Sexual Health Promotion staff attached to their school. Please contact your school's Public Health liaison nurse or Toronto Health Connection (416-338-7600, publichealth@toronto.ca) for further information.

Dear Parents/Guardians,

On _____ our class will be starting puberty education classes. The learning goals of the lessons will be that students:

- ➔ Know what physical and emotional changes to expect in puberty
- ➔ Develop a positive attitude towards sexual health and body changes
- ➔ Acquire greater skill in talking about sexuality with comfort and dignity
- ➔ Know their body is their own and they have a right to be safe

We see families, the school and community as key partners in helping students move through this important stage of their life. If you have any questions, please feel free to contact me at _____.

Teacher's signature

Teaching Puberty: You Can Do It!
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Lesson 1: Introduction to Puberty

Target Group: Grades 5 and 6

Suggested Time: 60 minutes

Learning Goals:

Students will:

- discuss their feelings about puberty education classes
- list ground rules to be used in puberty education classes
- state why puberty education is important
- learn to use “dictionary” words for all body parts
- describe physical and emotional changes that happen at puberty
- understand the importance of asking questions as a key part of their learning
- be aware of other resources that can assist them to learn about puberty
- be encouraged to share their learning with an adult they trust

Suggested Materials:

- question box (usually made in class with a small opening in the lid and the lid taped shut)
- paper for the question box (uniform colour/size)
- flip chart paper
- SMART board or white/black board
- puberty pamphlets, anatomical posters and/or felt models (check with your local school board or public health department)
- classroom dictionary

Reminder: It is important that schools inform parents and guardians about the delivery of this curriculum. This can be done through a number of ways: include it in a class newsletter, send home an information letter to parents (see the sample letter provided on the next page), or hold an information session for parents/guardians where the curriculum can be explained and the importance of this learning on the sexual literacy and empowerment of their children discussed. TPH sexual health promotion staff can help to provide a presentation and answer questions.

Overview

Puberty classes help students learn about the physical and emotional changes that will happen to them over the next few years. For some students, this will be their first exposure to the topic. Therefore, there may be some children who don't know basic information and may be anxious about having to learn it.

Students may have different expectations about what will be discussed in puberty class.

It is important for them to understand what the word "puberty" means and why it is important to discuss this topic.

For students who feel that puberty education is really about "sex," they need to understand that this word can mean different things: gender, sexual intercourse and other sexual activity.

Teaching about puberty includes teaching about human sexuality. This does not mean just teaching about how bodies change and function. Sexuality encompasses much more than sex. Human sexuality includes the following aspects: biological (sexual and reproductive anatomy), psychological (mental health and self-esteem), social (relationships and individual identity), spiritual (values and beliefs), and behavioural (how we express our sexuality).

Activity #1: Ground Rules

Work with students to construct a list of ground rules that will increase their feelings of safety and comfort during **puberty** classes.

It is essential that the following ground rules be included:

- No personal questions or sharing of private information.*
- You have the right to pass.
- No question is silly or stupid. (Questions can be asked in class or can be added anonymously to the question box.)
- Use dictionary words whenever possible.

Post the list in the classroom and refer to it as needed.

** There is a balance between encouraging students to talk about real life and over-disclosure of private information. Encourage students to use the phrase "Someone I know..." instead of the person's name if sharing information of a personal nature.*

Key Facts for Activity # 1

- It may be helpful to frame the ground rules in a creative way, such as:
 - G**...Gigging is okay.
 - R**...Respect for myself and others is important
 - O**...Option to pass on answering questions is available to all
 - U**...Use dictionary words when describing the body
 - N**...No question is a silly question!
 - D**...Do use "Someone I know..." instead of the person's name



Activity #2: Student Voting Exercise

Choose some behaviours from the following list to read out to the class (or create your own list). Ask students to put their hands up to indicate when the behaviour applies to them.

Teacher Prompt: "How many of you..."

- like to sleep late on weekends?
- have read a good book this month?
- have ever had a pet?
- have a secret you have never shared?
- would rather be older?
- talk to someone in your household about the changes your body is going through?
- have a private place to go when you want to be alone?
- like to be teased?
- tease other people?
- wish you could stay up late at night?
- wish your parents/guardians would give you more freedom?
- dream about being famous one day?
- have lied to the adults at home and wished you hadn't?
- have rules in your home about what you watch on TV or your use of the computer?"

Teacher prompts:

- "How did it feel when you had your hand up and you looked around and everyone else had their hand up too?"
- "How did it feel when you were one of the few people who had their hand up?"
- "Sometimes you might feel like that when you're going through puberty. You may want to be like your peers, but in reality everyone is different. Everyone starts to go through the changes of puberty at different times. We need to be understanding of other people's feelings and value our differences."

Key Facts for Activity #2

- This is an opportunity to engage, relax and promote empathy in students as well as to increase your understanding of them.

Activity #3: Language Exercise

Draw a table on the board with 4 columns.

Label the columns as in the example below.

Using the word “buttocks,” as an example, ask students to suggest no more than 2 words for buttocks that fall under the other categories: childhood, polite and slang/street words.

Remind the students they will be encouraged to use “dictionary” words in class.

Variation:

Begin the exercise by looking up the definition for the word "elbow."

See if students can come up with words in each category.

Repeat with the word “buttocks.”

Was there a difference? Discuss.

Example:

Dictionary	Childhood	Polite	Slang/street
buttocks	bum seat tush	backside derriere bottom	ass bum butt

Another Example:

Dictionary	Childhood	Polite	Slang/street
urinate	pee wee	going to the bathroom being excused	piss pee take a leak

Key Facts for Activity #3

- Being familiar with language that they can use in public is important to enhance students' sense of self. Because language is such a powerful tool, it also helps them to develop greater confidence and empowerment.
- This activity will help the class learn about different categories of words. It is an activity that can be fun and help students feel more comfortable.

- There are a variety of words used for body parts and sexual activities. Some of these words are “nice,” some are “funny,” and some are considered rude or disrespectful. Some students will not know the socially appropriate words or may have learned only slang. Students need to know what words they can use in class and also understand why some language is unacceptable.
- Using dictionary words in class will familiarize students with the accurate names for body parts.
- For this exercise be sure to use the more neutral words suggested. Avoid using words like penis or vagina as the slang/street words may be offensive and sharing of childhood words may lead to embarrassment or ridicule.

Activity # 4: Feelings about Puberty Classes

Lead a discussion regarding feelings about puberty classes and elicit student responses.

Teacher prompts:

- "I've noticed a lot of giggling and have heard a few comments since the letter about puberty classes went home. I don't hear the same things when you find out that we are going to start geography or a new math lesson. "
- "Why do you think that is?"

Key facts for Activity #4

- Students will be talking about parts of the body that are not seen in public and are often not discussed.
- Feelings ranging from curious to comfortable or embarrassed to disgusted are common.
- Some students grow up in families or cultures where body changes and/or sexuality are not discussed.

Activity #5: Puberty Definition

Lead a discussion on the word puberty. Start by having the class provide a definition for the word puberty.

Have a student look up the word puberty on the classroom computer/dictionary, and have them report back their findings.

Ask students why they think they need to learn about puberty in school.

Key Facts for Activity #5

- Everyone needs to know about puberty to understand what is going on in their bodies and to begin an understanding of the reproductive system.
- Students have the right to learn the correct information.

Activity # 6: Co-ed Classes (Optional)

Lead a discussion on why co-ed puberty classes are taught in school.

Teacher Prompts:

- "What would be the advantage of having boys and girls learn about puberty together?"
- "What are the possible advantages of having just girls together and just boys together for some puberty classes?"

Key facts for Activity #6

Teaching puberty in a co-ed environment allows students to:

- learn to talk comfortably and respectfully with each other
- understand that they need to learn about others
- understand that many changes are the same for everyone
- learn that they are more alike than different

Note: It is important that students have some opportunity to be in same gender groups for part of the curriculum. This allows for greater comfort and more in-depth discussion of certain topics. See Lesson 5.

Activity # 7: Puberty Porcupine

Write the word "PUBERTY" in the centre of the board and draw a circle around it.

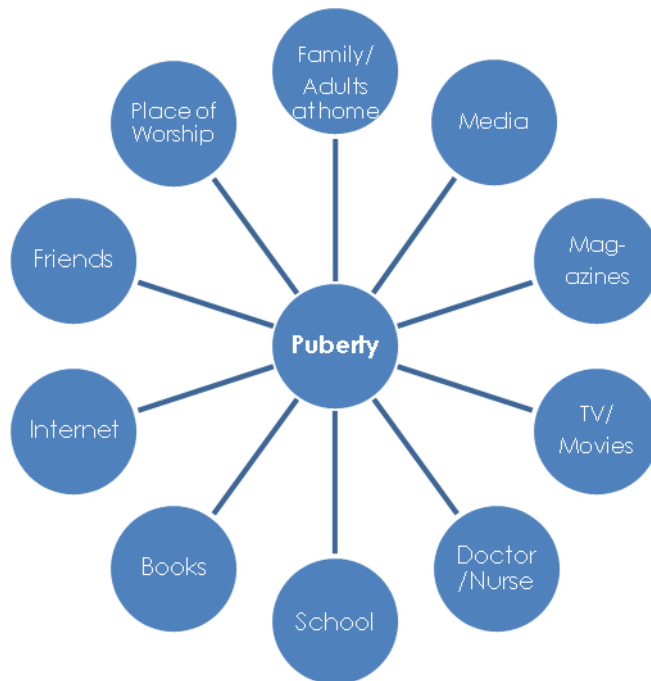
Teacher Prompts:

- "Where are some of the places young people learn about puberty?"
- "Which ones might be good sources of correct information? Why?"

Fill suggestions into circles surrounding "Puberty" (as seen below). Be sure to include "school."

Encourage students to talk to someone they trust whenever they encounter information that is confusing to them or which they do not understand.

Discuss some reasons why the grown-ups in their homes may not talk to them about puberty.



Key facts for Activity #7

- Students have access to information about puberty and sexuality from a wide range of sources.
- The adults in their homes may not be comfortable talking about puberty for a number of reasons. Reasons may include discomfort, feeling that their children are not ready, or forgetting what it was like to go through puberty themselves.
- Many students have unsupervised access to television, adult magazines, sexually explicit videos/DVDs, internet sites and social media.
- Misunderstandings can lead to anxiety and uncertainty.
- Media literacy and **internet safety** should be stressed (refer to The Ontario Curriculum Grades 1-8, 2010 Health and Physical Education, Grade 4 Healthy Living Personal Safety and Injury Prevention C1.2).

Activity # 8: How Does Puberty Start?

Teacher prompts:

- "The changes of puberty happen due to **hormones**. Hormones are chemical messengers in our body that tell something in the body to change."
- "There are three hormones that tell our bodies to begin the change from a child to an adult (puberty): **testosterone**, **estrogen**, and progesterone. Every human has all three of these hormones. Generally, girls have more estrogen and progesterone, while boys have more testosterone, but we all have some of each."
- "A gland called the **pituitary gland** is responsible for making the hormones that start the changes of puberty. The pituitary gland is located at the base of the skull at the back of your head."

Help students find the location of the pituitary gland by asking them to touch the base of their skull at the back of their head.

Teacher prompts:

- "There is no 'right' time for these changes to start."
- "How and when a person begins to change depends on the genes that they inherit from their birth parents. Genes are like instructions that help the body to decide all sorts of things, like our eye colour, our height, the colour of our skin, and the shape of our ears!"

Key facts for Activity #8

- The pituitary gland at the base of the brain sends out chemical messengers in the blood stream, called hormones.
- These hormones travel to the **gonads**, (the **testicles** and **ovaries**), and tell them to start working to make the hormones testosterone, estrogen, and progesterone.
- It is these hormones that cause the changes at puberty.
- All of us have all of these hormones. Estrogen is necessary for **ovulation**, while testosterone targets the testicles to start **sperm** production (**spermatogenesis**).
- Changes in girls commonly happen between ages 8 and 16.
- Changes in boys commonly happen between ages 10 and 18.
- Recent research shows the age of puberty is decreasing, especially for girls.
- A child's weight and environment can influence the onset of puberty.

Activity #9: Periods of Rapid Growth

Tell the students that there are 3 periods of rapid growth in human beings.

Ask the students to turn to their elbow partner and see if they can determine when these growth spurts occur. The following could be given to students as hints:

Teacher prompts:

- "Does anyone know someone who was, or is, pregnant?"
- "Does anyone know someone who has a baby?"
- "Does anyone know someone who has had a big growth spurt this year?"

Using the teacher prompts below, have a class discussion on the 3 periods of rapid growth in human beings.

Teacher prompts:

- "**Conception** to Birth – when someone first becomes pregnant, the baby is called an **embryo** and is only the size of a grain of sand. This cell grows and multiplies in size many times over the nine months until the baby is ready to be born."

- "Infancy – from the time of birth, the baby will grow quickly and often triples its birth weight in the first year of life."
- "Puberty – height, weight, and body shape change rapidly as children go through puberty."

Key Facts for Activity #9

- An increase in sleep is required during all these periods of rapid growth.

Activity # 10: The Question Box

Pass out slips of paper to the class, each the same colour and size. *(In order to make students comfortable and remain anonymous, every student should receive a uniform size/colour of paper, and every student should write something.)*

Teacher prompt:

- "In order for everyone to feel comfortable doing the Question Box activity, it is important that we go over our ground rules again. There can also be some added agreements about this activity:
 1. The Question Box will only be opened by the teacher.
 2. If you don't know how to spell a word, then sound it out or guess.
 3. Do not put your names on your slips of paper.
 4. Feel free to change your handwriting if you are concerned that the teacher will recognize it.
 5. Do not use people's names in questions."
- "Everyone is to write down a question or opinion that they have about puberty and/or body changes. If you do not have a question right now, I would still like you to write something down, for example '*Puberty is fun.*'"
- "This ensures that everyone writes down something and everyone puts their slip of paper into the question box – that way we don't know who wrote what and it keeps it all anonymous."

Ask everyone to fold their paper in half and put it in the box.

Remind students **not** to put their names on their papers.

Explain where the question box will be located and when the questions will be answered.

Try to preview questions and sort them into categories. It is preferable that questions relevant to the particular topic are addressed at the time. Some teachers prefer to have a designated question box time.

As with all subjects, sometimes questions fall outside of the curriculum expectations and it is up to the teacher's professional discretion to decide how to answer them.

There may be some questions that need to be reworded. If inappropriate slang is used, instead of reading out, "Why do people suck dick?", restate the question: "This question is asking about oral sex." Then answer the question.

If the anonymity of the student could be jeopardized, instead of reading out, "Why do boys tease me because my breasts are too big?" restate the question: "This question asks why people tease about body parts such as breasts." Then answer the question. For more information and possible answers see 'Questions! Questions!' (Appendix A).

Key Facts for Activity #10

- Using a question box is one way to make it easier for students to ask questions that they may feel too embarrassed or too shy to ask out loud.
- It is important to ensure confidentiality.

Wrap Up for Lesson 1

- Summarize what was discussed in class and ask for any questions.
- Encourage students to share what they have learned with a trusted adult.
- Write the Kids Help Phone contact information on the board (1-800-668-6868, www.kidshelpphone.ca) and remind students that contacting Kids Help Phone is free, confidential, anonymous, and that it can be a safe place to discuss concerns.
- Discuss what we will be talking about in Lesson 2: self-esteem, feelings, and relationships.
- Give students paper and ask for contributions to the question box.
- Distribute "Exit Cards" and give students a few minutes to complete them and hand them in.



Lesson 1 Exit Card

What is puberty? _____

Where is a good place to get information about puberty? _____

Lesson 1 Exit Card

What is puberty? _____

Where is a good place to get information about puberty? _____

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Lesson 2: Self-esteem, Feelings and Relationships

Target Group: Grades 5 and 6

Suggested Time: 60 minutes

Learning Goals:

Students will:

- review ground rules as a class
- review key information from Lesson 1
- increase understanding of self-esteem and recognition of value in themselves and others
- increase awareness of thoughts, name feelings and needs
- practice assertive communication
- begin to explore attractions and crushes
- continue to demonstrate confidence in asking questions

Suggested Materials:

- Facial Expressions handouts (Appendix C)
- Feelings List (Appendix D)
- Assertive Communication handout (Appendix E)
- flip chart paper
- coloured markers
- question box (usually made in class with a small opening in the lid and the lid taped shut)
- paper for the question box (uniform colour/size)

Activity #1: Introduction

Review information from Lesson 1, including ground rules, what “puberty” means, use of dictionary words, and the various ways that questions can be asked.

Clarify any confusion indicated through Lesson 1 Exit Cards – discuss actual questions from Exit Cards and take up answers as a group.

Activity #2: Self-esteem

Teacher prompt:

- "What does **self-esteem** mean?"

Write the term self-esteem and definition on the board.

Self- Esteem:

- A person's overall sense of self-worth or personal value.
- Self-esteem can involve a variety of beliefs about the self, such as the appraisal of one's own appearance, beliefs, emotions and behaviours.
- Respect for, or favourable impression of, oneself.

Teacher prompts:

- "What strengthens self-esteem?" (refer to Key Facts below)
- "What weakens self-esteem?" (refer to Key Facts below)

Have the students discuss with their elbow partner one characteristic/quality/activity that they are proud of or have been told that they are good at doing (e.g. strong listener, good at sports, making people laugh, artistic, etc.).

Teacher prompts:

- "How did this activity make you feel about yourself?"
- "Why is it important to recognize our own strengths and the strengths of others?" (e.g. we can build upon our own strengths and help others build upon their own strengths)

Key facts for Activity #2:

- As we grow up, our self-esteem is influenced by interactions with our family, friends, peers, and the community in which we live.
- Starting at puberty, our self-esteem may be affected to a greater degree by interactions with peers.
- Showing kindness, respect, and empathy for others can improve self-esteem for others and for ourselves.
- Some factors that influence or strengthen self-esteem: supportive, loving family/caregivers; peer support and respect; recognizing our strengths.
- Some factors that influence or weaken self-esteem: criticism; rejection; bullying; struggling with achievement.

(OPTIONAL) Activity #3: Valuing Others – Advertisement for a Friend

Note: Consider expanding this activity to include a media literacy or visual arts project.

Working in small groups, ask students to create an advertisement for a friend. Give each group a piece of flip chart paper and markers as needed.

Teacher prompt:

- "Let's say you are advertising for a friend. Create a poster using words or images of things you want in the friend."

Give 10 minutes for the groups to create the poster.

Have students post and present their ads to the larger group.

Ask students to choose from the advertisements the top three qualities they consider essential to a friendship. Emphasize that the qualities of a friend are more important than what someone looks like (e.g. humour, trust, respect, kindness).

Review and discuss the following statements with the class:

Teacher prompts:

- "Do friends have to do everything together?" (No, but need to have *some* things in common.)

- "Do friends have to like the same things?" (No, but also need to have some common things they like to do.)
- "Can friends come from different cultures, communities, and **genders**, as well as have different religious backgrounds?" (Yes, they can.)
- "Do friends have to be the same age?" (No, you can have older or younger friends, but sometimes a big age difference could bring out concerns about exploitation.)

Key facts for Activity #3

- Friendships change throughout a lifetime, particularly at adolescence, when people have more freedom to choose.
- Having friends from differing communities, diverse cultures, and experiences can increase awareness and acceptance of others.
- Having good friendships contributes to mental health and well-being.

Activity #4: Naming Feelings and Needs

Teacher prompts:

- "We are going to talk about feelings. The words that describe feelings are *more* than just sad, happy and mad."
- "Feelings can also be confusing—especially when you feel more than one at the same time. For example, when you start to notice the first signs of puberty, you might feel anxious, annoyed, excited, or all of the above."
- "Why do you think it is important to identify and communicate our feelings to others?" (e.g. self-esteem and safety)
- "There are many words that we can use to describe our feelings and understand our experiences. Sometimes writing down or journaling how we feel about something can help us deal with an experience."

Have students get into small groups. Give each group one of the Facial Expressions handouts (Appendix C).

Have the groups create a porcupine chart with words that they could use to describe the 'facial expression' they were given (see example below).



After the students have completed their list, give each group a copy of the Feelings List (Appendix D). Give groups a few more minutes to add to their list using the Feelings list.

Teacher Prompt: (back in the large group)

- "Were there any new words that you learned?"

Have them hold up the 'facial expression' that they were given and share their learning.

** The feeling of "depression" will likely be named. Clarify for students that feeling upset or down for a short period of time it is common, however if it lasts more than two weeks, it is important to talk to someone (Public Health Agency of Canada, 2009).*

Key facts for Activity #4

- Writing about feelings and thoughts often makes the feelings less intense.
- The ability to talk about feelings (emotional literacy) can help children/youth build resiliency (<http://www.rootsofempathy.org>, 2012).

Activity #5: Identifying Thoughts, Feelings, and Needs

Read the following story to the class:

Jess and Jadin are in Grade 6 and they hang out together. Lately, Jess has been getting into trouble from the teacher and has had to stay late after class for passing jokes and laughing at inappropriate times during class. Jadin is usually nearby and gets in trouble as well. Some of the other students decided they aren't going to hang out with Jess and Jadin and they say: "You two are so immature!"

Teacher prompts:

- "How do you think Jadin is feeling?"
- "How do you think Jess is feeling?"
- "What are the ways that Jadin might deal with this situation?"

Discuss with the class that there are **three** main styles of communication which can be used when dealing with conflict or disagreements: **Aggressive, Passive, and Assertive** (see key facts below for definitions of these terms).

Teacher prompts:

- "PASSIVE: Jadin says nothing but feels upset for getting in trouble."
- "AGGRESSIVE: Jadin may push Jess as they go out for recess or say: 'You're so stupid!'"
- "ASSERTIVE communication is a more effective way to communicate. Let's look at the assertive communication formula (below) and see how we can apply it to discuss what Jadin might be feeling."

Write the Assertive Communication Formula on the board:

Assertive Communication Formula

***I feel _____ (say how you are feeling)
when you _____ (describe the action).
What I want you to do is _____ (say what action you want
from the other).***

(T. Gordon. 2000)

Teacher prompt:

- "Using this formula, what could Jadin say to Jess?"

**See Appendix E for more examples that students can use to practice using the assertive communication formula.*

Key facts for Activity #5

- Naming feelings can help people understand, recognize, and address what they are experiencing.
- **Passive communication** is a style of communication in which someone avoids expressing their feelings or opinions and standing up for themselves.
- **Aggressive communication** is a style in which someone expresses their needs or desires in a way that disrespects, puts down or violates the rights of others.
- **Assertive communication** is a style of communication in which someone is clear, direct and respectful to the other person while standing up firmly for themselves.

Activity #6: Attractions or "Crushes"

Teacher prompt:

- "A **crush**, slang for 'attraction,' is when you have a deep desire or liking for a person. It may be someone your age or a different age; it may be a famous person; it could be someone the same gender as you or different; and you may or may not ever tell anyone how you feel."
- "Let's say someone has a crush on someone in their school. They say to a good friend: 'Don't tell anyone, but I like...' The next day at recess, several other students come up to the person saying: 'I know who you like!' How do you think the person with the crush would feel?"

Use the assertiveness formula (as a whole group, individually, or in small groups), to outline what the person who had the crush may do in this situation.

Key facts for Activity #6

- Crushes or attractions may begin around puberty, or not for many years.
- Attractions may be transient or go on for a long time.
- Attractions can be experienced on a continuum. Some people may only feel attractions to someone of the same sex, and some people may feel attractions to the opposite sex. Some people just feel many attractions.
- Negative attitudes towards LGBTQ youth put them at risk for violence including behaviour such as bullying, teasing, harassment, physical assault, and suicide-related behaviours.

[Recommended for grade 6]

Activity #7: Changing Relationships

Read the following story:

Micolah and Sharon are both in grade 7 and have been close friends for a long time. They spend lots of time learning about each other and having fun together. Neesha is new to the school and is in grade 6. Micolah has been asked to be a peer leader to Neesha and they have decided to spend time together after school as well. Micolah and Neesha notice their relationship has been growing stronger while the relationship between Micolah and Sharon has grown apart. Sharon is noticing the change too and does not like this new feeling. Sharon is used to having more of Micolah's attention and is now being forced to learn to share the time they usually spend together.

During the week, Sharon invites Micolah over after school and says, "I miss hanging out with you and I don't want to invite Neesha to my home, just you". Neesha is in the hallway by the locker and over hears the conversation.

Teacher prompts:

- "What is happening in this story?" (see note below)
- "Who do you think is hurt and why?"
- "What do you think could happen to make things a little better?"
- "Think about if you have ever excluded someone or felt left out yourself?"
- "Who could someone talk to if they were feeling sad or left out?"

- "Remember, if a person is sad or depressed for more than two weeks it's really important to tell someone. You could talk to an adult that you trust or contact the Kids Help Phone."

Key facts for Activity #7

- Rejection hurts everyone; speaking to a friend or trusted adult about how it feels can help.
- Sometimes journaling feelings, exercising, or simply being kind to yourself can improve feelings.
- Relationships change throughout your life. Sometimes people grow together and sometimes they grow apart.

Wrap Up for Lesson 2

- Summarize what was discussed in class and ask for any questions.
- Encourage students to share what they have learned with a trusted adult.
- Write the Kids Help Phone contact information on the board (1-800-668-6868, www.kidshelpphone.ca)
- Discuss what will be talked about in Lesson 3: diversity, hormones, changes at puberty.
- Give students paper and ask for contributions to the question box.
- Distribute "Exit Cards" and give students a few minutes to complete them and hand them in.

Lesson 2 Exit Card

What is an effective way to communicate your feelings?

Name a new feeling that you learned from this lesson.

Lesson 2 Exit Card

What is an effective way to communicate your feelings?

Name a new feeling that you learned from this lesson.

Teaching Puberty: You Can Do It!
Growth and Development Curriculum Support for Grades 5 and 6
Toronto Public Health

Lesson 3: Changes at Puberty

Target group: Grades 5 and 6

Suggested Time: 60 minutes

Learning goals:

Students will:

- review ground rules as a class
- review key information from previous lessons
- understand what the word “diversity” means and begin to increase acceptance and value of the diversity in our bodies, our families, and our peers
- begin to learn about sexuality, increasing understanding and acceptance of ourselves, our gender, and sexual orientation
- describe the physical, emotional, and social changes that happen during puberty
- understand the role of hormones and the production of sex cells
- build confidence in asking questions

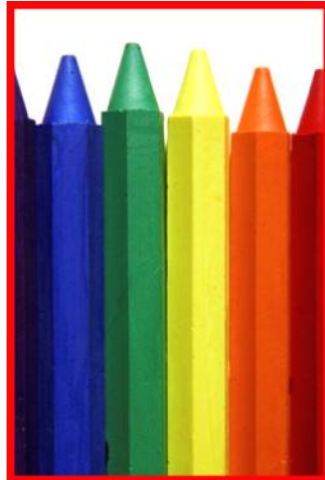
Suggested materials:

- puberty pamphlets, anatomical posters and/or felt models (check with your local school board or public health department)
- outline of a student body drawn on roller paper or the board can be used if felt models are not available
- SMART board or white/black board
- 2 sets of markers or pencil crayons: one with all same colour, the other with a mix of colours (optional)
- question box (usually made in class with a small opening in the lid and the lid taped shut)
- paper for the question box (uniform colour/size)

Activity #1: Introduction

Review information from Lesson 2.

Clarify any confusion indicated through Lesson 2 Exit Cards – discuss actual questions from Exit Cards and take up answers as a group.



Activity #2: Diversity

Referring to the Key Facts below, discuss the concept of diversity.

Write the word “**DIVERSITY**” on the board.

Teacher prompt:

- "In our classroom, we will value and accept our many diversities."

Ask the class to try to define diversity (see Appendix B: Glossary).

Show two sets of markers or pencil crayons – one with all the same colour and one with several different colours.

Teacher prompt:

- "Which set is more diverse?"

Point out that it is the set with a **variety** of colours that is the diverse set.

Teacher prompts:

- "Even if this (same colour) set had many more in it, it is this set with the different colours that is more diverse because of the variety in it."
- "With your elbow partner, discuss the many ways that people are diverse."

Have students report back to the large group. On the board, compile a list of ways in which we are diverse. Be sure the list includes the following:

- gender
- height
- weight
- skin colour
- type of household we live in (one adult, two adults, multi-generational home, opposite-sex parents, same-sex parents, step families, foster families)
- culture
- religion
- birth place
- our abilities
- **sexual orientation** (who we are attracted to)
- age when we begin puberty

Key Facts for Activity #2

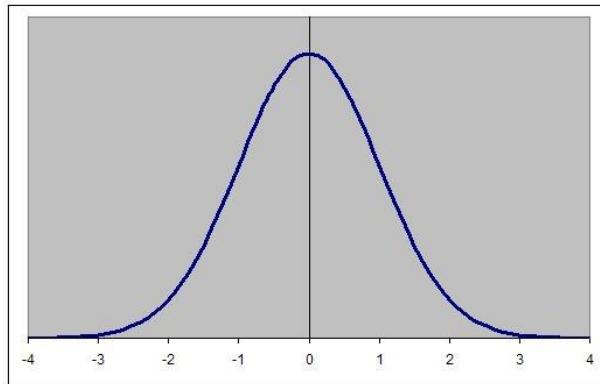
- Diversity is the difference or variety that exists within a group.
- Diversity of human characteristics is sometimes genetically determined. They can also be influenced by a person's environment (exposure to certain foods or chemicals) and/or personal choices such as exercise.

Activity #3: Common vs. Normal

Ask students what they think “normal” means. Using the Key Facts below and a drawing of a simple bell curve (see below) discuss how we are all both similar and unique at the same time.

Teacher Prompt:

- "You will be hearing me use the word “common” more than the word “normal.” Let's all practice using the word “common” more often, even when we are not in puberty classes."



Teacher Prompts:

- "Every character trait found in humans could be plotted onto a bell curve graph. Common characteristics that we see in many people are found in the middle of a bell curve. Less common (more unique) traits are further out from the centre of the curve."
- "In a bell curve that describes height, for example, there would be a small number of people on the “very short” end of the graph, and also a small number of people on the “very tall” end. The centre of the graph would represent many people who are “average” height."
- "All locations on the graph are perfectly okay, although some are less common."

Key Facts for Activity #3

- “Normal” often means something that fits into what is expected, “standard” or common.
- In our society, stating that something is “abnormal” is used as a judgment when someone is seen as being “different.”

Activity #4: Gender

Teacher Prompts:

- "We are going to talk about the word 'gender'."
- "Let's think back to the day when a baby is born. What's the first thing people ask about the baby?"
- "It is often: Is it a girl or a boy?"

Show the students the picture of the two babies (provided in Appendix F) with the bottom folded up.



Teacher Prompt:

- "Can you tell whether each of these babies is a girl or a boy?"

Let the students guess and share why they thought the baby was a particular sex.

Teacher Prompt:

- "Sometimes we assume someone is a boy or girl because of the length of their hair, their clothes, their name, or something else. But can you really tell that way? No."

Show the students the picture of the two babies with the genitals uncovered.

Teacher Prompts:

- "When a baby is born, the doctor or midwife looks at the baby's genitals (the sex organs between the legs) and decides the sex of the baby. If the baby has a vulva (some people say vagina – we will talk more about that later), they will say that the baby is female. If the baby has a penis, they will say it is male. This is the sex of the baby and the gender is assigned. Usually the family will raise the baby as a boy or a girl. But gender is more of an *internal* sense of being a boy or a girl and it may or may not match the genitals as the person grows up."

- "For most people, their sex (based on the genitals) and their gender (based on their brain) match. The baby with a penis feels that he is a boy and then a man, and the baby with the vulva feels that she is a girl and then a woman."
- "Sometimes as a child grows up, they may feel that their sex (based on their genitals) and their gender (based on their brain) do not match. For example, they may know that they have a male body but they **feel** that they are a girl and then a woman. Or they know that they have a female body but they **feel** that they are a boy and then a man."
- "What is important to know about gender is that it is more about how people **feel** than what their body looks like."
- "Just like with all other ways that we are diverse (like the variations in our height or the timing of when we start puberty), people worry about being different. Why do you think that is?" (students may suggest things like teasing or being left out)
- "In order to really support each other and make sure school is a safe and comfortable place for all of us, let's celebrate all of the ways we are alike *and* all of the ways we are different or diverse."
- "In a school where we celebrate our differences, how would we treat each other?" (be sure discussion includes: standing up for each other, making sure that everyone is included)"

Key Facts for Activity #4

- Many children go through different stages of gender development. Some children may be considered 'gender-independent' because how their gender is assigned does not match up to how they feel or express themselves. This is natural and healthy for children, some of whom may grow up to become transgender and some of whom may not. This is independent from their sexual orientation.
- The term **cis** is used when a person doesn't change or want to change their gender or sex. The male feels like a boy or man, and the female feels like a girl or woman.
- The term **trans** is used when a person does change or wants to change their gender or sex. This may include transsexuals who want to change their physical body through hormones or surgeries, transgender people whose gender changes but not necessarily their body, and genderqueer people who see themselves as a combination of both masculine and feminine or neither.

- In Native cultures, gay, lesbian, bisexual, intersex, and transgender people are referred to as **Two-Spirit**. This is a word to recognize the many indigenous understandings that cannot be captured in other terms and the spiritual role of Two-Spirit people (2-Spirit Peoples of the 1st Nations, 2008).
- The term intersex is used when people are born with sex characteristics (including hormones, chromosomes, genitals, reproductive organs, and secondary sex characteristics) that are not clearly male or female. In the past, the term used was 'hermaphrodite', which is an incorrect and prejudiced term.
- For some people, understanding their sexual identity can be a confusing time and support from appropriate services can be beneficial. Some school boards and teachers' unions have support groups or educational resources.

Activity #5: Emotional and Social Changes

Referring to Key Facts below, discuss changes that occur at puberty (other than physical changes).

Teacher prompts:

- "Keeping people's names private, think of someone who is a few years older than you."
- "Along with the body changes you can see, they probably have had some changes in their feelings/emotions and behaviour while they are growing older."
- "What changes have you noticed in the person's life?"
- "Are there mood changes?"
- "Do they spend more or less time with family?"
- "Do they have more responsibilities, such as chores and/or babysitting, than they did a couple of years ago?"

Key Facts for Activity #5

- Mood swings, wanting to spend less time with family and more time with friends, and spending more time on appearance are all common aspects of this life stage.
- Emotions are influenced by physical factors such as hormones, sleep, food, exercise, and computer/TV time. Other important influences are interactions with others, communication, and life experiences.

- Development of good communication, social skills, and coping skills contribute to building robust mental health and resiliency.
- Being able to name and discuss feelings, hopes, and worries that come with this stage of life can help children with stress and poor self-esteem.
- Students need to know that conflict at home, changes in friendships and in attitude, are part of growing up and becoming independent.
- Positive self-esteem includes having a healthy view of yourself, a sense of self-worth, a positive outlook, and feeling satisfied with yourself most of the time.

Activity #6: Body Changes

Teacher prompts:

- "Remember that we talked about hormones affecting our bodies and how we all have all three reproductive hormones – therefore, many of the changes during puberty happen to all people, boys and girls."
- "These changes may take place over many years."
- "What body changes at puberty do you know about?"

Display the felt models (see *Suggested Materials* list).

While discussing body changes that occur at puberty, add pieces to the felt models as you speak about each physical change.

Teacher prompts:

- "When puberty begins, oil glands in your skin become more active. Sometimes this oil builds up under the skin and forms a small red spot called a pimple or zit. Pimples can appear anywhere, but often show up on the face, back, neck, and shoulders."
- "Deepening voice is another sign of puberty – for both boys and girls, although often more noticeable in boys. When your larynx (voice box) grows, the voice gets deeper. It is sometimes seen as a bump in the throat, occasionally called an Adam's Apple."
- "**Breasts** grow during puberty – in girls and in many boys. It starts with the area under the nipple, one at a time. People often notice swelling and tenderness. For boys, the changes are temporary, often lasting a year or two."

- "The genitals grow just as your whole body does in puberty. Genetics are the main factor in how your body will end up looking, although surgical procedures can affect appearance as well." (*The felt model kit contains both circumcised and uncircumcised penises.*) "On a male, when the **foreskin** of the **penis** is removed during a surgical procedure, we call this **circumcision**. This is usually done shortly after birth for religious, family, or cultural reasons. Whether circumcised or not, a penis works in the same way."
- "Not all female genitals look the same either."
- "Shoulders broaden for everyone during puberty, often more noticeable in boys."
- "Hips broaden during puberty, especially in girls."
- "Another common sign of puberty is hair beginning to grow in new places, like underarms and around the genitals (**pubic hair**). Depending on genetics, hair may also begin to grow thicker or darker on the arms, legs, upper lip, chin, and chest."

Also discuss changes that cannot be seen on the felt models.

Teacher Prompts:

- "The body has a growth spurt during puberty. Generally, this starts earlier for girls."
- "Body odour increases during puberty as the sweat glands begin to produce more sweat and it mixes with the bacteria found on the skin."
- "Puberty also triggers emotional changes – we have discussed those earlier and we will continue to be discussing them throughout the Growth & Development unit."

(Alternative to felt models: As a class, write out a list of the physical changes on the board. Emphasize the changes that more common to both males and females.)

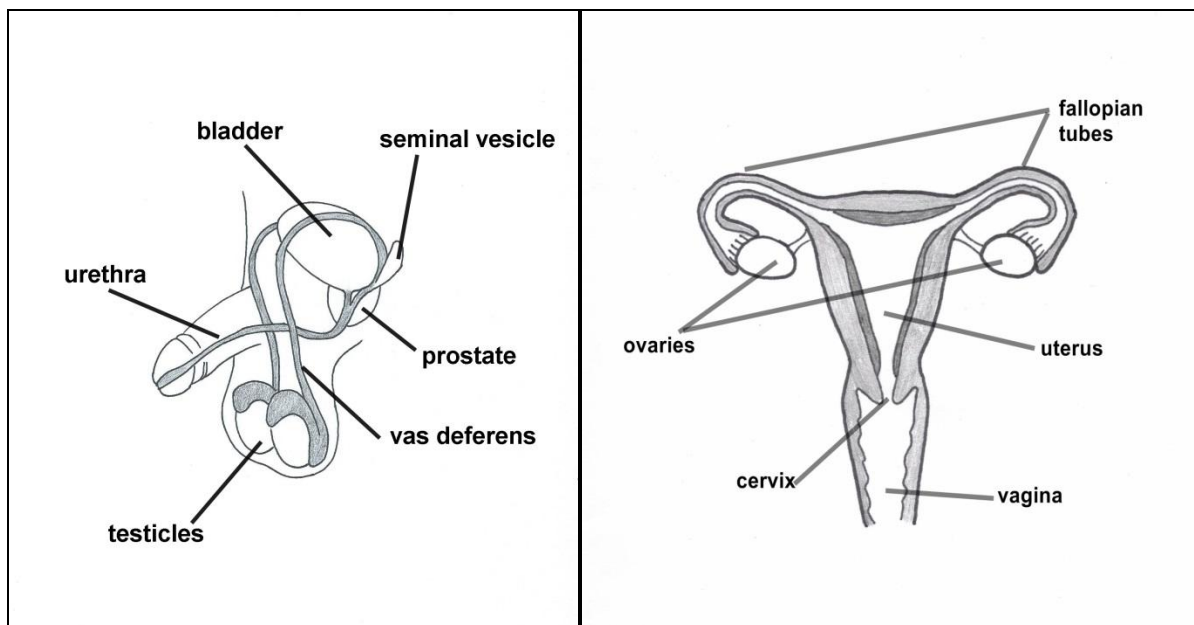
Key Facts for Activity #6

- Most changes at puberty happen regardless of biological sex, including lower voice, breast/chest changes, and the growth of the genitals.
- Not everyone's genitals look the same – diversity can be due to genetics, intersexuality, **FGM** (see glossary), surgical procedures (e.g., circumcision), etc. (*Please note: discussing FGM at this grade level is not recommended. An acknowledgement that not all female genitals look the same would suffice.*)
- When breasts begin to grow, a bra or undershirt can provide comfort and support.

- Pimples are caused by the increased amount of oil (sebum) that the skin produces starting in puberty; although washing with soap and water, eating well, and getting enough sleep help your skin, sometimes it is not enough and special creams and medications are needed. A health care provider can help students determine if prescription medication would be helpful.
- Penises that are uncircumcised need to have the foreskin pulled back to clean the head of the penis.
- More details of changes will be addressed in Lesson 5.

Activity #7: What's Happening Inside?

Discuss/label the internal anatomy of males and females (see diagrams provided in Appendix G).



Teacher Prompts:

- "Internal reproductive organs include the ovaries and the testicles (label each of these as '**gonad**' and then the respective name). These important organs are the same for everybody during the first six weeks of development as babies grow inside the **uterus**, regardless of whether you became a girl or a boy."
- "Sperm production (spermatogenesis) starts when a boy is part way through puberty, after the growth spurt and growth of the genitals and pubic and underarm hair. It takes 70 days for each sperm to be created in the testicles, and once started, millions of new sperm are produced daily."

- "Sperm (made in the testicles) mix with a whitish fluid (made in the **prostate** gland and **seminal vesicle**), that helps the fragile cells live and move. This fluid is called **semen**. The semen leaves the male's body through the **urethra**, but only when the penis has an **erection**; which means it is erect or firm."
- "Erections happen when extra blood fills the spongy tissue of the penis and makes it harder, larger, and it stands out from the body. This happens throughout a male's lifetime."
- "Semen (containing sperm) is **ejaculated** (ejected) from the penis generally at the same time a male has an **orgasm**. An orgasm is an intense pleasurable feeling that results from a build-up of cardiovascular and muscular tension. People of all ages and genders may have orgasms."
- "The first time a boy may notice he is producing semen is during a **nocturnal emission** ('night time coming out') or **wet dream**."
- "Though girls do not make semen, they may have '**damp dreams**' in their sleep when an orgasm occurs. During a damp dream, lubricant fluid is produced in the **vagina**."
- "Other times semen leaves the body include when a person rubs their penis (called **self-pleasuring, self-exploration, or masturbation**), and during **sexual intercourse**."
- "While self-pleasuring is possible at all ages and by all genders, **ejaculation** of semen will only happen after a boy has entered puberty and is producing sperm."
- "Females are born with their lifetime supply of sex cells or immature **ova (eggs)** in their ovaries. Once the hormone estrogen is produced at puberty, there is a message sent to the ovaries to ripen and release one ovum at a time. This is called ovulation and will happen about once a month."
- "Ovulation, menstruation, and reproduction will be discussed in the next lesson."

Key Facts for Activity #7

- Humans do not have a bone in the penis, despite the common slang misnomer 'boner.'
- Although the urethra in males carries both urine and semen out of the body, a special valve ensures that only one fluid travels through the tube at a time.

Wrap Up for Lesson 3

- Summarize what was discussed in this lesson and ask for any questions.
- Encourage students to share what they have learned with a trusted adult.
- Discuss what will be discussed in Lesson 4: reproduction, ovulation, and menstruation.
- Give students paper and ask for contributions to the question box.
- Distribute "Exit Cards" and give students a few minutes to complete them and hand them in.

Lesson 3 Exit Card

What does "diversity" mean? _____

List two changes that happen to everybody at puberty.

What are the names of the two sex cells?

Lesson 3 Exit Card

What does "diversity" mean? _____

List two changes that happen to everybody at puberty.

What are the names of the two sex cells?

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Lesson 4: Reproduction, Ovulation, & Menstruation

Target Group: Grades 5 and 6

Suggested Time: 60 minutes

Learning Goals:

Students will:

- review the key information from previous lessons by using Grade 5 Activity #2 or Grade 6 Activity #2
- understand how reproduction happens in animals, including humans
- understand ovulation and menstruation
- build confidence in asking questions

Suggested Materials:

- "Letter from Chris" handout (refer to Appendix H)
- anatomical diagrams (Appendix G)
- SMART board or white/black board
- question box
- paper for the question box (uniform colour/size)

Activity #1: Introduction

Review ground rules as a class.

Clarify any confusion indicated through Lesson 3 Exit Cards – discuss actual questions from Exit Cards and take up answers as a group.

GRADE 5 – Activity #2 Review Changes: More than just your body!

Discuss various types of changes during puberty.

Teacher Prompt:

- "What changes at puberty?"

List the students' responses on the board. Be sure the following are included:

- *body* – name some changes (growth spurt, pubic/underarm hair, etc.)
- *mind* - increased ability to understand abstract thinking, better problem-solving skills
- *friends* –friend preferences may change as one meets new people and develops new interests
- *responsibility* –may take on or be given more responsibility
- *feelings* – may begin to have attractions, crushes, and/or mood changes

Teacher Prompt:

- "What stays the same?"

List the students' responses on the board. Be sure the following are included:

- 'who you are' (including spirit, soul, inner-self)
- genetic make-up

Key facts for GRADE 5 Activity #2

- Self-esteem can be affected at puberty as young people begin to look outside themselves and their families for approval.
- While mood swings are common, if a child feels sad or in a despairing mood that persists beyond two weeks, it can be a symptom of depression. It should not be ignored and the child may need medical follow-up (Public Health Agency of Canada, 2009).
- An attraction to someone can include bodily responses such as an increase in heart rate, sweating and/or anxiety.

- While hormones (estrogen, progesterone, and testosterone) may affect feelings, how one deals with those feelings is up to each individual.

GRADE 6 – Activity #2 Review: Letter from Chris

Read the following story to your students (or hand out copy from Appendix H) and use the teacher prompts below as a framework for follow-up discussion.

LETTER FROM CHRIS

My name is Chris and I want to tell you what's happening to me. It seems like 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 of the things 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 supposed to happen 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 great. Like B.O. (body odour). The first time I noticed it, I thought it was coming from someone else! Now I realize it's not too bad if I wash often, use deodorant, and change my shirts and socks so that they don't get too stinky!

A really dirty trick, though, is acne. I remember I was getting ready to go to a party when I looked in the mirror and saw this big zit staring back at me! I went to the party anyway. I noticed that many other kids had the same or a worse time with their zits.

There's one thing I get kind of embarrassed about. When I was at the party the other night, I was with someone I "like" (I'm not mentioning any names). I got this funny feeling 'down there'. It was strange, but felt good at the same time. I wonder if that's normal?

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

Teacher Prompts:

- "Do you think that Chris is a boy or a girl?"
- "Does it matter? Why or why not?"
- "What part of the body did Chris mean by 'down there'?"

**note: If students say they thought Chris was a boy because of the statement "I got this funny feeling down there", advise the class that both males and females can have physical responses to sexual attractions.*

Key facts for GRADE 6 Activity #2

- This activity incorporates and reinforces student learning from Grade 5, and includes emotional changes as well as the physical changes.
- Students can learn that they are more alike than different, and that many of the changes at puberty happen to everyone.

Activity #3: Looking Forward to...

Have the students discuss the positive aspects of growing up.

Teacher Prompt:

- "What are you looking forward to about growing up?"

List student's responses.

Examples may include:

- freedom/doing what you want
- driving
- staying up late
- taking the bus by yourself
- making money, having a job
- going out
- having a family

Teacher Prompt:

- "These are all great responses and along with these new activities you will need to learn new skills – such as driver's education, babysitting courses, or learning how to apply for a job."

Key Facts for Activity #3

- It is important to help students identify the many positive things that come with growing up.

Activity #4: Becoming a Parent

This activity looks at all the different ways people can become parents.

Teacher Prompt:

- "It was mentioned in the last exercise that some of you were looking forward to having a family when you grow up. What are some of the ways a person becomes a parent?"

List the students' responses. Be sure to include the following:

- pregnancy
- adoption
- parenting a partner's children
- **assisted reproductive technologies** (methods that increase the chances that sperm and egg will meet)
- surrogacy (an arrangement in which a woman carries and delivers a child for another couple or person)

Key facts for Activity #4

- In a group of students there may be children conceived through any of the above methods. It is important for all students to feel included and represented.
- Visit www.ahrc-pac.gc.ca (Assisted Human Reproduction Canada) for more information.

Activity #5: Sexual Intercourse: The Meeting of the Gametes

The Ontario curriculum specifies that in grade 3 students should be taught how animals, including humans, reproduce. By teaching about plants, fish, birds and mammals, students can put this into the context of the cycle of life. See the Toronto Public Health website version of the DVD "Teaching Puberty: You Can Do It!" for a scripted explanation of this segment.

Note: This education may not have been done in grade 3 and this may be the first time students are receiving this important information.

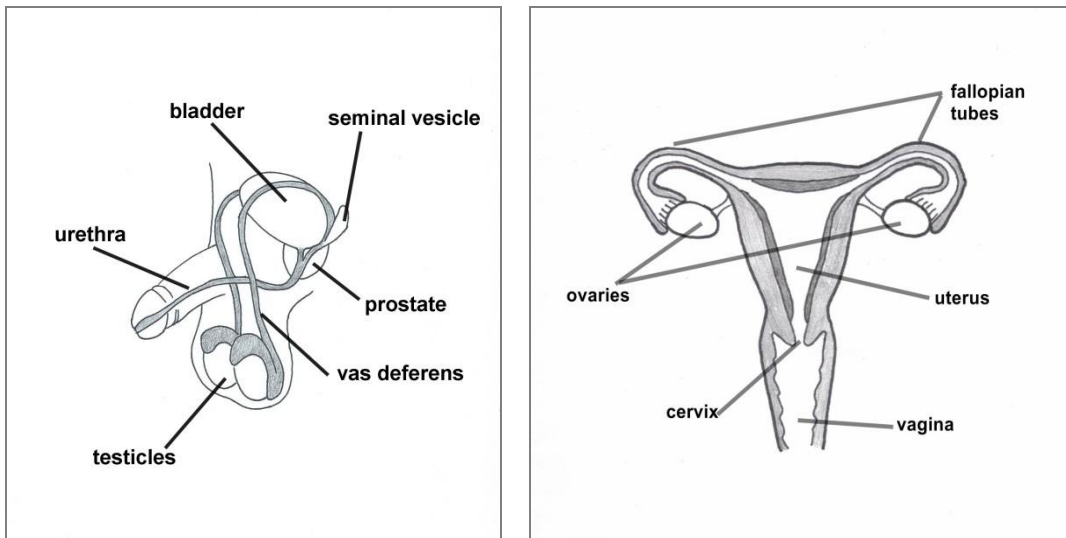
Activity 4a

Teacher Prompts:

- "Let's look at reproduction in plants, fish, birds, animals and humans."
- "Plants have sex organs and sex cells (ova and pollen) and they meet when the pollen is carried to the ova by the bees, birds, wind, etc."
- "Female fish deposit eggs onto the lake/river bottom and male fish swim by and deposit sperm cells on top to fertilize them."
- "Birds mate when the male goes behind the female and the sperm goes from his body into the opening under her tail-feathers. The eggs are born very early in development and the parents sit on them until they are fully developed and they hatch."
- "Mammals (all kinds, from cats to elephants to humans) mate when the male's penis becomes firm and enters the female's vagina. The sperm are released and swim their way through the uterus to the tubes, seeking out an ovum/egg."
- "In humans this is called sexual intercourse, 'having sex,' or 'making love.'"
- "Sexual intercourse is not the only way the gametes can meet and that humans can reproduce, although it is the most common way."

Activity 5b

Using diagrams or drawings of the male and female reproductive systems (Appendix G), identify the passage of the sperm from the testicles through the **vas deferens** and out through the urethra, and the passage of the ovum/egg from the ovary through the **fallopian tube** toward the uterus.



Key Facts for Activity #5

- During human reproduction, the DNA of two opposite sex individuals mixes to make a genetically different offspring.
- The ovum is only released from the ovary into the fallopian tube (ovulation) once a month and can live for up to about a day.
- During sexual intercourse, the vagina produces lubricating fluid and the erect penis enters the vagina and ejaculates semen.
- The semen contains millions of sperm cells.
- Sperm cells are microscopic cells with tails that help them move up from the vagina into the uterus and into the fallopian tubes.
- The sperm must meet with an ovum (egg cell) for reproduction.
- If there is an ovum in the fallopian tube at the time, one of the sperm cells may enter into the ovum to fertilize it.

Activity #6: Ovulation, Fertilization, Pregnancy, and Birth

Lead a discussion on ovulation, fertilization, pregnancy, and birth.

Teacher Prompts:

Using the felt models (or anatomical diagrams from Appendix G) as well as the glossary (Appendix B), discuss the following points:

- “Females are born with hundreds of thousands of ova (egg cells) that are stored inside the ovaries. “
- “At puberty, hormones cause the ova to start to mature and the ovaries begin to take turns releasing a mature ovum (egg) into the fallopian tube. This is called ovulation and happens about once a month or approximately 14 days before the next menstrual period.”
- “No one can see (or usually feel) this release of an ovum.”
- “The ovum travels along the fallopian tube towards the uterus (this trip takes about 24 hours).”
- “At the same time, hormones cause the uterus to build up a thick lining of blood and other tissue to be ready in case the ovum is fertilized.”
- “The most common way that **fertilization** can occur is if sperm are ejaculated into the vagina during **sexual intercourse**; the sperm move up into the uterus and then into the fallopian tube and there the sperm and ovum connect (this is called conception).”
- “This fertilized ovum may move through the fallopian tube and into the uterus.”
- “The fertilized ovum may begin to develop in this lining in the uterus (this is called **pregnancy**).”

Key Facts for Activity #6

- A pregnancy in humans is expected to last about nine months. During the nine months, the cells grow and develop until the baby is ready to be born. Sometimes babies arrive earlier or later than expected.
- A birth can be vaginal or through a surgery called a caesarian section (also known as a C-section).
- During a vaginal birth, the **cervix** must dilate and the vagina (birth canal) stretches over the baby's head (like a tight turtleneck).

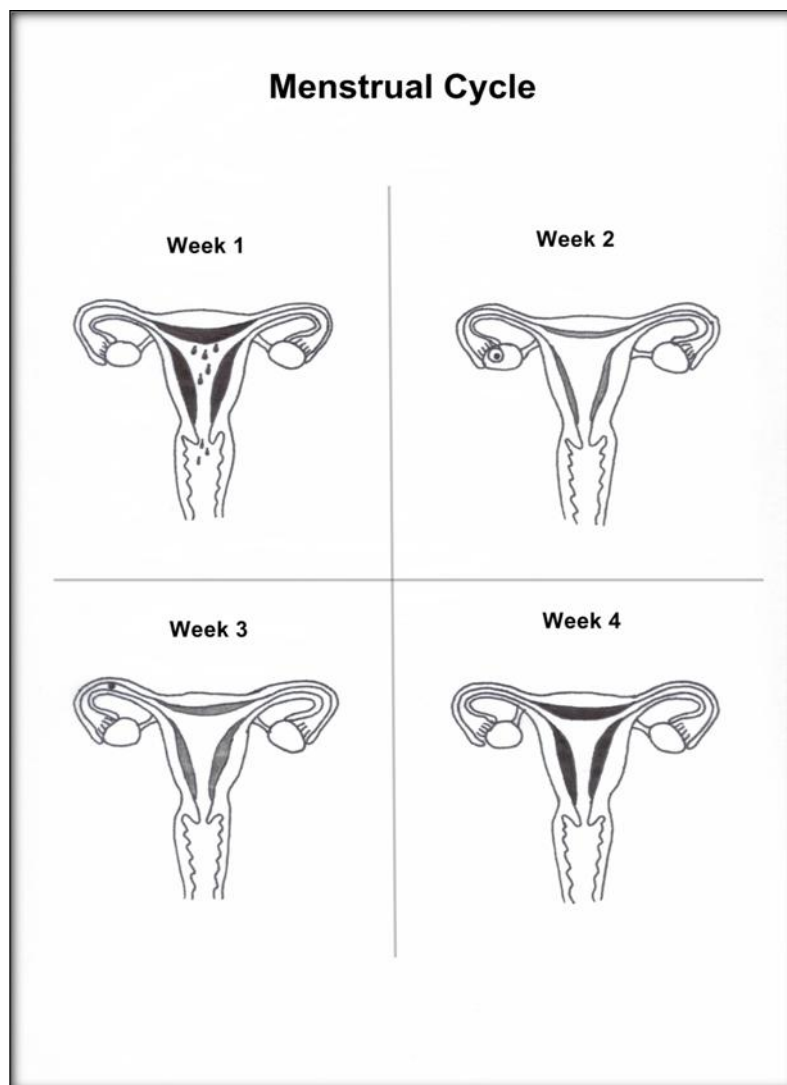
- Babies can also be conceived by having the sperm and ovum connect using **assisted reproductive technologies**.
- Multiple births (e.g. twins or triplets) happen more often when some **assisted reproductive technologies** are used.
- Twins can be either **identical** or **fraternal**. **Identical** twins involve one egg and one sperm; the fertilized egg splits and develops into separate **zygotes** (early stage of pregnancy) - they will be the same sex and look identical. **Fraternal** twins happen when the ovary releases two eggs and the eggs are fertilized by two separate sperm - developing into two separate zygotes. These twins will be like any other siblings and may or may not look like each other. They may be the same or opposite sex.
- **Conjoined** twins are a rare event and happen when the fertilized egg fails to separate completely.

Activity #7: Menstruation

Referring to the key facts below, anatomical diagrams (Appendix G), and the glossary (Appendix B), review the process of ovulation and introduce **menstruation**.

Teacher Prompt:

- "Most of the time the ovum (egg) does not meet with a sperm cell in the fallopian tube, and it then dissolves. About two weeks later, the lining that had been building up in the uterus is not needed, and it will slowly flow out past the cervix, through the vagina to the outside of the body. This is called menstruation, or getting your period."



Key Facts for Activity #7

- Ovulation (the release of the ovum from the ovary into the fallopian tube) happens about once a month.
- About two weeks after ovulation, the nutrient-rich lining that had been building up inside the uterus (to be used if fertilization happens), is not needed and is shed from the body.
- This lining (along with some fluid) passes through the cervix, then through the vagina, and out the vaginal opening to the outside of the body.
- This is called menstruation or 'getting your period'.
- A first period usually happens between the ages of 9 and 14 years old.
- Secretion of a clear or whitish fluid from the vagina (which may be noticed as a whitish stain on the underpants) usually starts 1-2 years before the first period.
- Someone would know that their first period had started when they saw some bloody discharge (menstrual fluid) on their underwear or on toilet paper when wiping.
- It may be brownish, pink, or bright red in colour.
- This menstrual fluid (about 2 tablespoons to ½ a cup in total) will come out during the day and at night usually for between 3 and 7 days.
- Pads or tampons are used to absorb the menstrual fluid.
- The next period will occur in the same way in about a month's time (average is 3-6 weeks). It is not uncommon for menstrual cycles to be irregular for the first 1-2 years.
- The first day of each menstrual period should be marked on a calendar to help predict the beginning of the next of menstrual cycle.

Activity # 8: The Female Body and Use of Menstrual Products

Referring to the Key Facts below, lead a discussion on menstrual products.

Show students samples of different menstrual products.

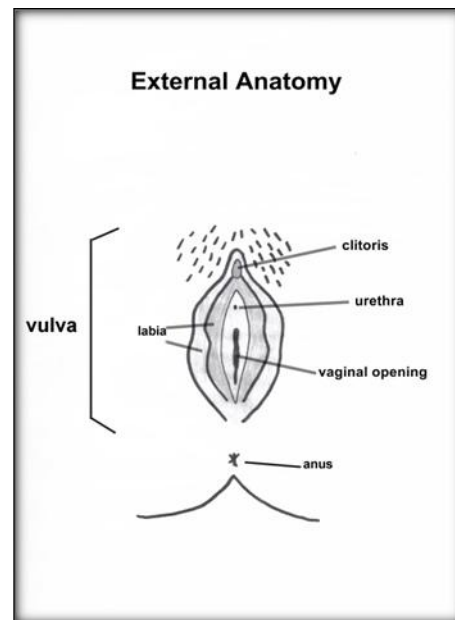
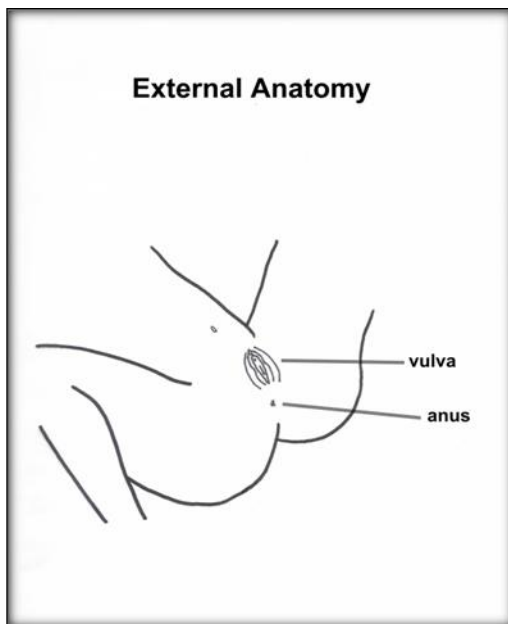
Show students how to remove the adhesive backing and attach pads to the inside of the underwear.

Draw a line outline of the **vulva** (see below) on the black board or SMART board (or use anatomical diagrams from Appendix G) and label the **clitoris**, urethra, vagina, and **anus**.

Diagram of the female genitals (vulva)

Teacher Prompt:

- "Here is a diagram of the female genitals, also called the vulva (Appendix B)."



Together with the class, label the diagram.

Teacher Prompts:

- "At the top of the vulva is the clitoris, which is an important organ for female pleasure."

- "The vulva has two openings."
- "The urethra is where urine comes out of the body. Both females and males have urethras for this purpose."
- "The vagina is where menstrual fluid comes out of the body and where the tampon is placed when a woman has her period. It is also where the penis enters during vaginal intercourse and where the baby comes out during a vaginal birth."
- "The anus, below the vulva, is where bowel movements come out of the body."

Key Facts for Activity #8

- Pads are placed in the underwear to absorb menstrual flow.
- Used pads should be wrapped in toilet paper or the plastic wrapper from the fresh pad and put in the garbage; never down the toilet.
- Pads and tampons come in different sizes and thicknesses, and can be chosen to suit the person's menstrual flow.
- Tampons are absorbent, densely-packed material (usually cotton) that are tube-shaped.
- Tampons are inserted into the vagina to catch menstrual fluid before it leaves the body; insertion and removal instructions are on the box.
- Insertion gets easier with practice.
- Some girls and women never use tampons; some use them for swimming or certain activities only; and some girls use them throughout their period.
- Pads should be changed every 3-4 hours or more often if needed.
- Tampons should be changed every 4-8 hours or more often if needed; a tampon that is too absorbent for a girl's flow will be more difficult to remove as it dries out the vagina (Health Canada, 2011).
- Tampons should not be worn for longer than 8 hours at a time and should not be worn overnight due to the risk of a rare infection called **Toxic Shock Syndrome** (Health Canada, 2011).
- Tampons cannot get lost in the body since the cervix stops them from going into the uterus.

- Once removed, tampons should be wrapped in toilet paper and put in the garbage or flushed down the toilet (check instructions on box).
- Eco-friendly pads, tampons and alternative products are available.

Wrap Up for Lesson 4

- Summarize what was discussed in class and ask for any questions.
- Encourage students to share what they have learned with a trusted adult.
- Discuss what we will be talking about in Lesson 5: further information on physical changes of puberty to be discussed in same-gender groups.
- Give students paper and ask for contributions to the question box.
- Distribute "Exit Cards" and give students a few minutes to complete them and hand them in.

Lesson 4 Exit Card

Ovulation is the release of the _____ from the ovary.

What is it called when the ovum (egg) and the sperm meet? _____.

Lesson 4 Exit Card

Ovulation is the release of the _____ from the ovary.

What is it called when the ovum (egg) and the sperm meet? _____.

Teaching Puberty: You Can Do It!
Growth and Development Curriculum for Grades 5 and 6
Toronto Public Health

Lesson 5: Body Awareness for Boys
(to run concurrently with Body Awareness for Girls)

Target Group: Grades 5 and 6

Suggested Time: 60 minutes

Learning Goals:

Students will:

- have an opportunity to discuss puberty in more detail

Suggested Materials:

- anatomical diagrams (Appendix G)
- "Puberty Product Kit" (Appendix J)
- puberty pamphlets (check with your local school board or public health department)

Co-ed vs. Separate classes

We recommend co-ed classes for Lessons 1-4 of the puberty classes. Teaching puberty in a co-ed environment encourages students to:

- learn to talk comfortably and respectfully with each other
- learn that as people, some are more or less curious, shy, or confident about this topic
- understand that most of the changes are the same for everyone, decreasing the 'us' and 'them' pattern of thinking

There are also some reasons for teaching some classes separately to boys and girls. In these classes, in addition to increasing comfort of teachers, some students may:

- feel more comfortable in asking questions on sensitive subjects
- feel camaraderie when discussing these topics
- feel that they can seek more in-depth information, as needed

Activity #1: Introduction

Discuss as a group where students would like to sit for this informal class (options could be moving chairs to a circle, sitting on floor, remaining at desks).

Review ground rules, what “puberty” means, use of dictionary words, and the various ways questions can be asked.

Discuss reasons for this 'boys' session – see above.

Activity #2: Review Changes in Boys

Ask students what changes boys will experience as they go through puberty.

Use the Key Facts below to expand discussion.

Key Facts for Activity #2

- Feet often start to grow first, but the rest of the body will soon follow.

- Changes in testicle size and **scrotum** are one of the first signs of puberty, along with the growth of underarm and pubic hair.
- It is common for one testicle to hang lower than the other.
- Penis size does not affect how well a penis works.
- Not all penises look alike. Penises come in different shapes and sizes.
- Penis size is determined by genetics, just like all of the other parts of the body.
- Some penises are circumcised, meaning that the foreskin has been removed, and some are not. Whether a penis is circumcised or not does not affect how well a penis works.
- At this stage young people's feelings and moods can be very up and down, which can be difficult for them and those around them.
- It is common to spend more time with friends and also alone.
- Learning to talk about feelings and new situations continues to be very important.

Activity #3: Athletic Protection

Show athletic support device/jock strap (or a photo of one) and discuss importance.

Teacher Prompt:

- "Besides it really hurting, why is it important to protect the genitals from being hit?"
- "The genitals are part of the body not protected by the skeleton, and a serious injury to the genitals can reduce fertility."

Key Facts for Activity #3

- It is important to protect the penis and testicles, and to wear athletic support (jock strap or "cup") in sports.

Activity #4: Erections and Wet Dreams

Review erections and wet dreams (See Lesson 3).

Teacher prompt:

- "What do you think someone could do if he had an erection that made him feel uncomfortable?"

Possible Student Responses:

- change position
- hold something over waist
- think about something else

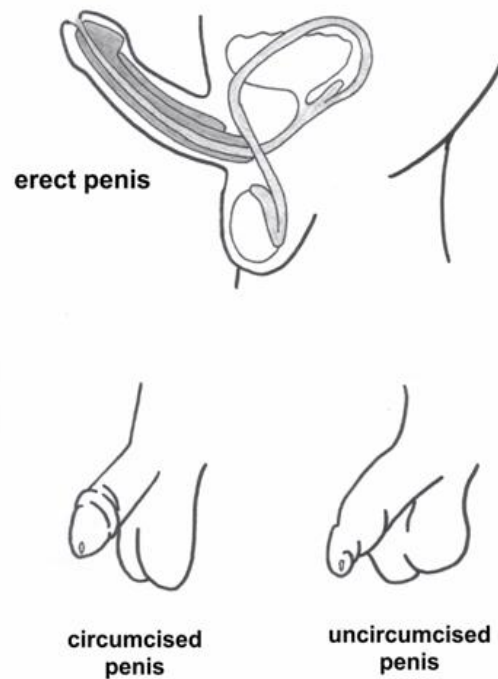
Teacher Prompt:

- "Why do you think it's good that people your age know about wet dreams?"

Possible Student Responses:

- to be aware that it may happen and that it does not happen to everyone
- to understand why it happens
- to know what to do if it does happen

Penis



Key Facts for Activity #4

- An erection is the stiffening of the penis when blood fills the spongy tissue that lies inside of it.
- Erections increase in frequency during puberty. There are many causes for erections: sexual thoughts, seeing something “sexy,” tension, rubbing of clothing, and sometimes for no reason at all.
- Erections will go away on their own (without ejaculation) - the blood flows back out of the penis and it becomes soft again.
- Wet dreams are the ejaculation of semen that happens while sleeping.
- The medical term for wet dreams is nocturnal emissions.

- Wet dreams are common during puberty, and may or may not be accompanied by erotic or exciting dreams.
- The person will usually notice a sticky, white spot of semen on their pyjamas or sheets. If this happens, the sheets or pyjamas should be washed.

Activity #5: Discussing Masturbation and Feelings of Sexual Pleasure

Using the Key Facts below, review information about masturbation and feelings of sexual pleasure.

Teacher Prompts:

- "Masturbation, also sometimes referred to as self-exploration or self-pleasuring, means touching or rubbing the genitals to get a pleasurable feeling."
- "This is something that people of all ages and genders may choose to do."
- "Self-pleasuring is a personal choice and it is done in private. It is not harmful; it is common and it is one way of learning about the body."
- "Orgasm is an intense feeling followed by relaxation."
- "Orgasm, and ejaculation of semen, may occur with self-pleasuring once the testicles have started to produce sperm."

Key Facts for Activity #5

- Exploring the whole body by touching or self-pleasuring is something that many people (all ages and genders) do and find pleasurable.
- Masturbation is a personal choice and it is done in private. It is not harmful; it is common and it is one way of learning about one's body.
- Sexual touching is more than simply touching genitals.



Activity #6: Personal Hygiene

This activity uses a kit made up of several products that pertain to puberty. Choose from the following list of products and have them together in a container for the students to explore. (Some teachers may choose to use all products for all groups, and some may select only certain products to discuss, based on the group.):

- cotton T-shirt
- socks
- deodorant/antiperspirant
- shoe insoles or box of baking powder
- athletic support device (or picture)
- bra/camisole (or picture)
- wash cloth
- soap
- toothpaste/toothbrush
- floss
- water bottle
- underwear
- razor/shaving cream
- shampoo
- baseball hat
- hot water bottle
- menstrual products (disposable menstrual pads of various sizes, reusable pads, tampons, menstrual cup (e.g. Diva or Keeper)
- hairbrush
- healthy snacks

Using the various products, have students pick out an item, describe what it is and how it relates to puberty.

See Appendix J for expansion of discussion with this activity.

Use Key Facts below to facilitate discussion.

Key Facts for Activity #6

- Once puberty has begun, an increased production of sweat can lead to body odour if the sweat stays on the skin/clothes and bacteria develops; this means that people need to wash daily with soap and warm water – especially underarms, groin, and feet.
- Deodorant or antiperspirant can be worn on clean underarms to decrease odour.
- Clean underwear, shirts, socks should be worn every day. Clothes need to be cleaned regularly.
- Baseball hats and other hats require regular cleaning as the head produces more sweat.
- Penises that are uncircumcised need to have the foreskin pulled back to clean the head of the penis.
- Pimples are caused by the increased amount of oil (sebum) that the skin produces starting in puberty; although washing with soap and water, eating well and getting enough sleep help your skin, sometimes it is not enough and extra creams and medications are needed – your health care provider can help determine if you need prescription medication.
- Hot water bottles or heating pads can be used to help girls experiencing menstrual cramps.

Wrap Up for Lesson 5

- Encourage students to share the lesson highlights with a trusted adult.
- Discuss what will be talked about in Lesson 6: inappropriate sexual attention and contact, naming and describing emotions, and more time for questions.

Teaching Puberty: You Can Do It!
Growth and Development Curriculum for Grades 5 and 6
Toronto Public Health

Lesson 5: Body Awareness for Girls
(to run concurrently with Body Awareness for Boys session)

Target Group: Grades 5 and 6

Suggested Time: 60 minutes

Learning goals:

Students will:

- have an opportunity to discuss puberty in more detail with the same gender group

Suggested Materials:

- anatomical diagrams (Appendix G)
- "Puberty Product Kit" (Appendix J)
- pads and tampons (with applicator), various sizes; alternative menstrual products
- puberty pamphlets (check with your local school board or public health department)

Co-ed vs. Separate classes

We recommend co-ed classes for Lessons 1-4 of the puberty classes. Teaching puberty in a co-ed environment encourages students to:

- learn to talk comfortably and respectfully with each other
- learn that as people, some are more or less curious, shy, or confident about this topic
- understand that most of the changes are the same for everyone, decreasing the 'us' and 'them' pattern of thinking

There are also some reasons for teaching some classes separately to boys and girls. In these classes, in addition to increasing comfort of teachers, some students may:

- feel more comfortable in asking questions on sensitive subjects
- feel camaraderie when discussing these topics
- feel that they can seek more in-depth information, as needed

Activity #1: Introduction

Discuss as a group where students would like to sit for this informal class (options could be moving chairs to a circle, sitting on floor, remaining at desks).

Review ground rules, what “puberty” means, use of dictionary words, and the various ways questions can be asked.

Discuss reasons for this 'girls' session – see above.

Activity #2: Review of Girls' Bodies at Puberty

Review changes of bodies at puberty that have been discussed in previous lessons.

Teacher Prompt:

- "We have already spent a bit of time on changes of the female body at puberty. Today we will discuss a few things in further detail, such as breast development, hygiene, menstruation, and menstrual products."

Ask students to recall some of the changes that girls go through during puberty.

Use Key Facts below to expand on discussion.

Key Facts for Activity #2

- At puberty, feet often start to grow first, but the rest of the body will soon follow.
- Hips broaden to prepare for the possible birth of a baby one day.
- Body hair grows in the armpits and pubic area, and can become darker and thicker on the arms and legs.
- Some people choose to remove hair by shaving or waxing (or various other hair removal methods).
- Skin increases oil production, which may lead to pimples or acne.
- Height and weight increase, primarily determined by genes and also influenced by nutrition.
- An increase in body weight is normal and healthy.
- A certain amount of body fat (adipose tissue) is required for the menstrual cycle to begin.
- It is common to spend more time with friends and also alone.
- At this stage young people's feelings and moods can be very up and down, which can be difficult for them and those around them.
- Learning to talk about feelings and new situations continues to be very important.

Activity #3: Breast Development

Discuss common and expected changes in breast and body shape (refer to Lesson 3).

Teacher Prompts:

- "When breasts begin to develop, there is often a hard lump that may be felt under the nipple."
- "One breast often develops before the other, and breasts may feel sore at times."
- "It can take 3-5 years before breasts are fully grown."
- "After a baby is born, breasts will produce milk."

- "Breasts can also be a source of sexual pleasure for the woman and for her partner."

Discuss use of tank tops, athletic and yoga tops, camisoles (also known as "camis") and bras.

Explain how bras are labelled (e.g. 32A: "32" refers to number of inches around bust line, "A" refers to cup size).

Key Facts to Activity #3

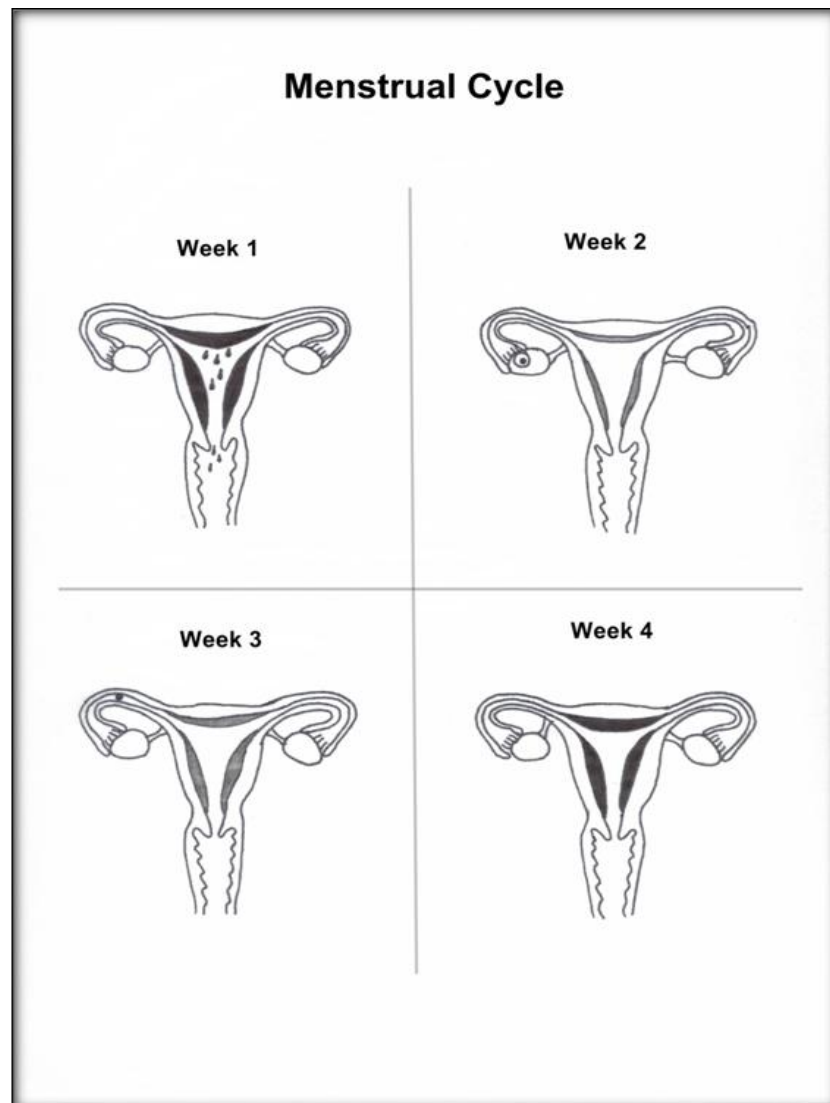
- Size is primarily determined by genes but can be affected by surgery, pregnancy, nutrition, and adipose tissue.
- Not all societies are so interested in breasts and breast size; for example, in some countries a woman's thighs are considered a sexual body part.
- Breast cancer is extremely rare in puberty-age girls; lumps should not require a trip to the doctor.

Activity # 4: Review the menstrual cycle

Using a poster or diagram (Appendix G) and the Key Facts below, review a basic overview of the menstrual cycle.

Teacher Prompts:

- "As we discussed in Lesson 4, beginning in puberty, the ovaries release an ovum (egg) about once a month. Most of the time the ovum does not meet with a sperm cell in the fallopian tube, and it then dissolves. Two weeks later, the lining that had been building up in the uterus is not needed, and it will slowly flow out of the cervix, through the vagina to the outside of the body. This is called menstruation or 'getting your period.'"



- "How might someone know they are going to start their period soon?"
- "Up to two years before a girl gets her first period, she might have some discharge (fluid) coming from the vagina—this may dry on her underwear to leave a little white or yellowish mark."
- "Menstruation usually begins after a girl has started to develop breasts and after she has some pubic and underarm hair."
- "Is menstrual blood always red?"
- "A girl will know that she is starting to have periods when she finds some fluid on her underwear or on the toilet paper when she wipes—this fluid may be dark brown, red, or pinkish in colour."
- "How often does a period come?"
- "Menstruation may be irregular at first and may come every 21 to 42 days; if a period often comes sooner or later than this, or if a girl has not had her period by age 16, she should tell her health care provider."
- "Menstruation continues approximately every month, stopping during a pregnancy or when a woman reaches menopause."
- "It's a good idea to mark the beginning of your period on a calendar each month. This can help predict when the next period may come."

Key Facts for Activity #4

- Usually a period is heaviest for the first day or two, then the flow decreases over the next few days.
- The menstrual blood comes out through the vagina both during the day and at night and usually lasts between 3 and 7 days.
- A girl loses between 2 tablespoons to ½ a cup of menstrual fluid during one period.
- Girls can use pads (which stick to the inside of the underpants) or tampons (which are put inside the vagina) to absorb the menstrual fluid.

Activity # 5: Menstrual Discomforts

Lead a discussion on cramps and possible tips to relieve them.

Teacher Prompts:

- "Has anyone heard of menstrual or period cramps?"
- "Some girls get abdominal pain, cramping, headaches, diarrhea, or changes in mood with their periods; others do not."
- "Nausea can accompany the cramping for some girls."
- "Cramps usually start on the first day of a period but may start a day or two earlier."
- "Cramps can be felt in the lower belly, lower back, or even in the thighs."
- "What could someone do to alleviate the symptoms?"
- "Symptoms may be eased by applying heat with a heating pad or hot water bottle."
- "Eating a diet with lots of fruit and vegetables, and getting regular exercise, may help prevent cramps for some people."
- "Students should talk with a trusted adult before trying certain herbal teas and remedies."

Key Facts for Activity #5

- Those who experience such painful cramps that they miss school and other activities need to talk to a health care provider about possible use of medications.

Activity #6: Menstrual Products

Using the Key Facts below, lead a discussion on the variety of menstrual products available (e.g. pads, panty liners, tampons, reusable products, etc.).

Teacher Prompts:

- "There are many products available that absorb the menstrual fluid as it leaves the body, so that it does not stain clothing."

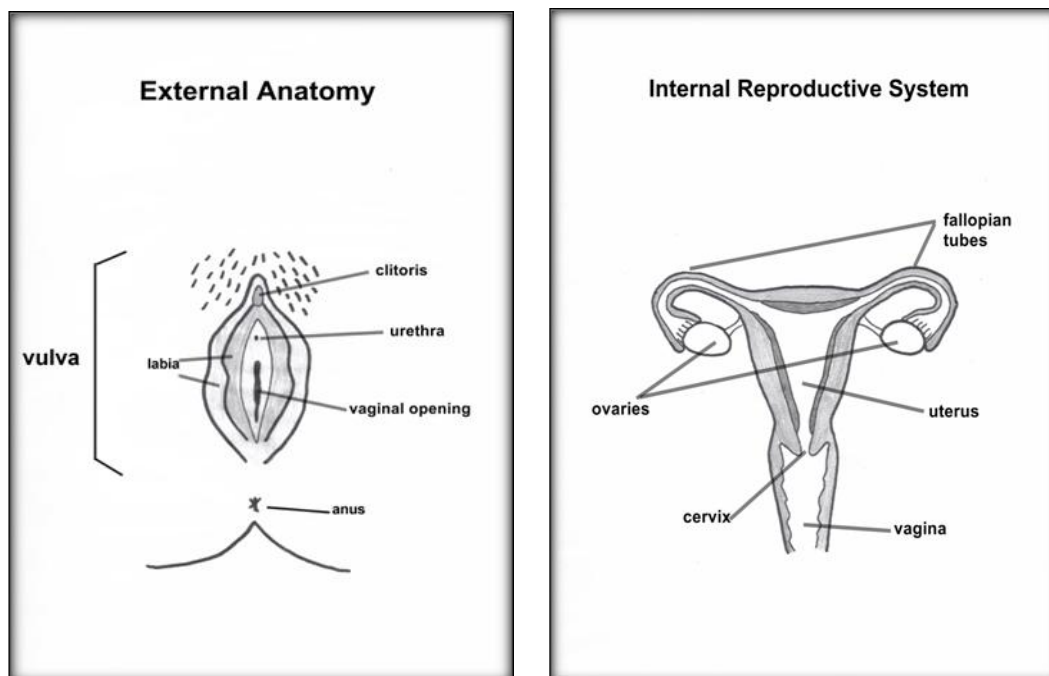
- "Pads have sticky adhesive on the back so that they can stick onto the crotch of underwear and catch the fluid as it is leaving the vagina."
- "Tampons or menstrual cups are inserted inside the vagina to absorb the fluid before it leaves the body."

Show students samples of different pads and tampons. Pass them around so each student can have a closer look at them during the discussion.

Teacher Prompts:

- "What could someone use if they started their period away from home and were not prepared with a pad or tampon?"
- "Where could someone carry their menstrual products when they are away from home?"

Use a diagram or poster to show how the tampon fits inside the body.



Put a slender-sized tampon in a glass of water to show how it absorbs and holds fluid.

Note: Remind students that inside their body there will not be as much fluid to absorb as in the glass of water.

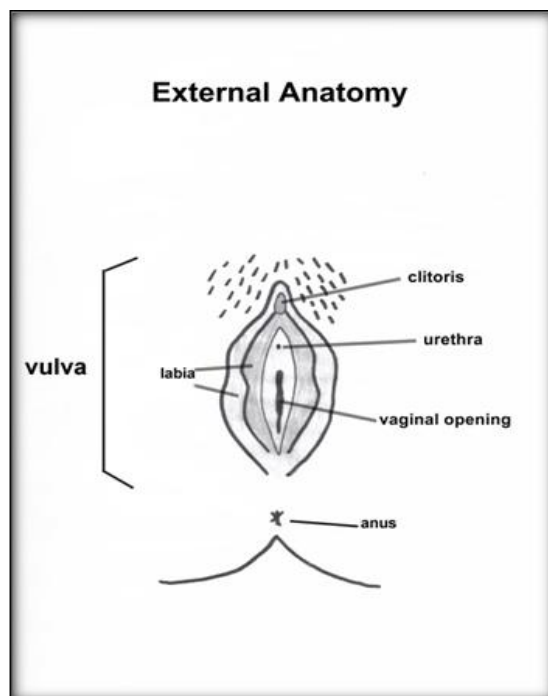
Key Facts for Activity #6

- Pads are placed in the underwear to absorb menstrual flow.
- Pads come in different sizes (slender, long, etc.), thicknesses (maxi, super, mini, night time, etc.), and styles (with or without tabs or “wings,” with or without deodorant, etc.).
- Deodorant products are not needed and can cause irritation.
- Pads need to be changed every 3-4 hours or more often if the period is heavy.
- If a girl is somewhere with no pad she can make one with toilet paper or paper towel.
- Used pads should be wrapped in toilet paper or the plastic wrapper from the fresh pad and put in the garbage; never put pads down the toilet.
- Pads should be worn overnight (not tampons).
- If a girl has a very heavy period, she may want to get a thicker or more absorbent pad.
- Tampons are absorbent, densely-packed material (usually cotton) that are tube-shaped and are inserted into the vagina to catch menstrual fluid before it leaves the body.
- Tampons come in a variety of sizes and absorbencies (slender, regular, super absorbent, etc.) and many come with applicators (to help with insertion) made of plastic or cardboard.
- Some girls and women never use tampons, some use them for swimming or certain activities, and some girls use them throughout their period.
- Tampons should be changed every 4-8 hours or more often if needed; a tampon that is too absorbent for a girl's flow will be more difficult to remove as it dries out the vagina (Health Canada, 2011).
- Tampons should not be worn for longer than 8 hours at a time and should not be worn overnight due to the risk of a rare infection called Toxic Shock Syndrome (Health Canada, 2011).
- Many girls use a light pad with a tampon to protect against leaks.
- Tampons cannot get lost in the body since the cervix stops them from going into the uterus.

- Used tampons can be wrapped in toilet paper and put in the garbage or flushed, depending on the kind of toilet/septic system.
- If menstrual fluid leaks onto clothes or sheets, items should be rinsed and washed in cold water as soon as possible to avoid stains.
- Some people choose to use more environmentally-friendly products that do not contain bleach and/or can be reused.

Activity #7: Vaginal Health

Remind students about the difference between a vagina and a vulva – the vulva is the name of the external genitals of the female, while the vagina is an internal structure that has an opening within the vulva.



Using the Key Facts below, lead a discussion related to vaginal and vulvar health.

Teacher Prompts:

- "As a girl enters puberty, it is normal and natural to have fluids (secretions and discharge) coming out of the vagina."

- "The vulva (external) can be cleaned by bathing or showering daily with mild soap and water."
- "The vagina (internal) cleans itself so there is no need to wash inside (douche)."
- "The vagina has a natural odour and if a girl thinks this has changed, she may want to discuss it with a trusted adult."

Key Facts for Activity #7

- Vaginal infections can be caused by some soap products (including bubble baths), by wearing non-cotton underwear, by prolonged use of panty-liners, or from wiping from back to front after a bowel movement.

Activity #8: Discussing Masturbation and Feelings of Sexual Pleasure

Using the Key Facts below, review information about masturbation and feelings of sexual pleasure.

Teacher Prompts:

- "Masturbation, also sometimes referred to as self-exploration or self-pleasuring, means touching or rubbing the genitals to get a pleasurable feeling. It may include orgasm, which is an intense feeling followed by relaxation."
- "This is something that people of all ages and genders may choose to do."
- "Self-pleasuring is a personal choice and it is done in private. It is not harmful; it is common and it is one way of learning about the body."
- "You may notice that most of the time people talk about this as something only males do, which is not accurate."

Key Facts for Activity #8

- Exploring their body by touching or masturbating is something that many people (all ages and genders) do and find pleasurable.
- Sometimes a girl will notice wetness in the vaginal area when she is thinking about someone she is attracted to or when she wakes up after a dream (some people call this a damp dream).
- Sexual touching may involve more than just touching genitals.



Activity #9: Personal Hygiene

This activity uses a kit made up of several products that pertain to puberty. Consider gathering the following products and having them together in a container for the students to explore:

- cotton T-shirt
- socks
- deodorant/antiperspirant
- shoe insoles or box of baking powder
- athletic support device
- bra/camisole
- wash cloth
- soap
- toothpaste/toothbrush
- floss
- water bottle
- underwear
- razor/shaving cream
- shampoo
- baseball hat
- hot water bottle
- menstrual products (disposable menstrual pads of various sizes, reusable pads, tampons, menstrual cup (e.g. Diva or Keeper)
- hairbrush
- healthy snacks

Using the various products, have students pick out items, describe what it is, and how it relates to puberty.

See Appendix J for expansion of discussion with this activity.

Use Key Facts below to facilitate discussion.

Key Facts for Activity #9

- Once puberty has begun, an increased production of sweat can lead to body odour if the sweat stays on the skin/clothes and bacteria develops; this means that people need to wash daily with soap and warm water – especially underarms, groin and feet.
- Deodorant or antiperspirant can be worn on clean underarms to decrease odour.
- Clean underwear, shirts, socks should be worn every day. Clothes need to be cleaned regularly.
- Baseball hats and other hats require regular cleaning as the head produces more sweat.
- Pimples are caused by the increased amount of oil (sebum) that the skin produces starting in puberty; although washing with soap and water, eating well and getting enough sleep all help your skin, sometimes it is not enough and special creams and medications are needed – your health care provider can help determine if you need prescription medication.
- Hot water bottles or heating pads can be used to help girls experiencing menstrual cramps.

Wrap Up for Lesson 5

- Encourage students to share the lesson highlights with a trusted adult.
- Discuss what will be talked about in Lesson 6: inappropriate sexual attention and contact, naming and describing emotions, and more time for questions.

Teaching Puberty: You Can Do It!

Growth and Development Curriculum Support for Grades 5 and 6
Toronto Public Health

Lesson 6: Sexual Interference/Abuse Prevention

Target Group: Grades 5 and 6

Suggested Time: 60 minutes

Learning Goals:

Students will:

- review ground rules as a class
- review key information from the previous lessons
- practice identifying and naming emotions
- practice identifying how actions can impact how we feel and how our actions can effect others
- clarify appropriate and inappropriate touch/sexual attention
- build confidence in asking questions
- review where students can go for support

Suggested Resources:

- BOOST: Child Abuse Prevention & Intervention – resources available through www.boostforkids.org
- Kids Help Phone – resources available through www.kidshelpphone.ca
- Ontario Child and Family Services Act – www.children.gov.on.ca
- METRAC: The Metropolitan Action Committee on Violence Against Women and Children – resources available through www.metrac.org

Background for Teachers

Sexual interference/abuse is defined as touching (directly or indirectly, with the body, or with an object) any part of the body of a person under the age of 16 for sexual purposes.

While sexual interference is not always part of puberty programs, it fits well into this curriculum in a number of ways; it is a crucial topic to discuss for reasons of personal safety, helping to identify feelings and understanding boundaries.

Students need to be aware of the importance of respect for their own and other people's boundaries.

There are different types of boundaries that can be crossed:

1. emotional boundaries (e.g. using shame, guilt, sarcasm)
2. physical boundaries (e.g. continuing to touch or tickle someone who has asked you to stop)
3. sexual boundaries (e.g. telling sexual jokes, showing children explicit sexual material)

While this lesson focuses on sexual boundaries and interference, it is important to integrate these concepts continuously with a view to supporting students' mental and emotional health.

It is suggested that teachers review the Ontario Child and Family Services Act as well as their school board's disclosure policies before this lesson.

Activity #1: Introduction

Review your responsibilities under the Child and Family Services Act (www.children.gov.on.ca).

Review ground rules with class.

Activity #2: Confusing Emotions

Review Lesson 2, Activity #4, with a focus on confusing emotions.

Key Facts for Activity #2

- Simply talking about "Good Touches" and "Bad Touches" is not enough, as many touches or feelings are confusing and not as easily categorized.
- Identifying emotions and feelings can help students to sort out boundaries and safety in various situations.
- Non-verbal communication is important because not everyone's face matches their true emotions.

Activity #3: Jenny's Story

Read "Jenny's Story" to the class as a way to raise awareness of sexual interference/abuse.

★ Please note: This story contains sensitive material. It may trigger varying emotions in the students. Change the names (Jenny, Frank) as necessary.

Teacher Prompts:

- "I want to share with you a story about a girl who had an experience that included those good, bad, and confusing feelings."
- "Try to pay attention to Jenny's mixed feelings throughout the story."

Jenny's Story

There was a girl named Jenny who didn't live far from here. She lived with her mom. Jenny and her mom got along well most of the time.

When Jenny was about 10 years old, her mom met Frank and Jenny thought he was great. He was funny too. The best thing was he liked kids.

Frank didn't work regular hours and so he was able to look after Jenny which was a big help to Jenny's mom, because she worked shifts at the hospital.

Sometimes, Frank would pick up Jenny after school and they would go for walks even though she was supposed to be doing her homework. "I'll help you with it later", he would say. "I won't tell your mom." Sometimes he would let her taste his coffee. He even let her puff on his cigarettes. They both laughed when she practically choked. "Don't tell Mom, Frank. She'll kill me."

They liked going to the local pool. After the first couple of times, Frank suggested that they change at home and then go. He said the change rooms weren't very clean.

Frank was a real talker. He would talk to Jenny while they were changing and come wandering into her room. She was embarrassed at first, but he said he was like family, so it was OK.

But one day he came in and just stared at her. "Jenny, my girl, you are turning into one beautiful woman." Jenny was blushing. She was really embarrassed. He said he thought she was going to be prettier than her mom.

Once, while her mom was out, Frank called her over to look at his computer. There were pictures of teenagers wearing only their panties. Frank asked which one she thought was most "sexy"? Jenny didn't say anything. Again, she was embarrassed, but at the same time sort of curious.

Another time, he came in while she was changing, tilted up her chin and gave her a little kiss on the lips. Again, she felt flattered, but a little confused. After all, this was her mom's boyfriend.

Then, one day, he came in and kissed her and touched her breast. He said, "I think I'm falling in love with you, Jenny. Better not tell your mom. She'd be so jealous."

Jenny felt a bit sick in her stomach. She said, "Uh...come on, Frank, we'll be late for the pool."

When she got to the pool, she was still really upset. She found a private spot and called her mom from her cell phone.

"Mom, you've got to come home."

"What's the matter Jenny, are you sick?"

"No, Mom, I just need you to come home."

"Jenny, you know I can't just leave work like that."

"Mom, if it weren't serious, I wouldn't be asking."

"OK, I'll get someone to cover me."

When Jenny's mother came home, Frank went out for cigarettes. Jenny told her mom everything; the homework, the cigarette, the coffee, the computer pictures, the touch, the first kiss and then, that last one.

Jenny's mom looked shocked and then really sad. She took Jenny in her arms and said, "Honey, I'm glad you told me. You haven't done anything wrong. Frank should have never done that. I need to call the police."

"No, Mom. I don't want to get Frank in trouble."

"Honey, he got himself in trouble."

So she called the police. They listened to Jenny's story. In fact, they taped it. They arrested Frank and checked for him in their police computers. It turns out that he tried this with other kids in two provinces. He managed to slip away every time. Not this time.

Jenny wanted to talk more about what happened, so she went to a group with kids who had the same types of things happen to them. And Jenny's mom went to a parents' group talk about her feelings and to talk about parents keeping their kids safe. They both started to feel better.

Referring to the Key Facts below, discuss the story and following concepts with the class:

Teacher Prompts:

- "What happened in this story?"
- "This is called child sexual abuse. Adults, men or women, are not allowed to touch or look at kids in sexual ways or in ways that make children feel weird or uncomfortable."
- "Do you think this could happen to anyone?"
- "Does age matter? Or gender? Or culture?"
- "Why do you think Jenny didn't mention this to her mom earlier?"
- "Some people feel like they can't say anything until much later—what might stop them from speaking up?"

Possible Student Responses (*ensure the following are discussed):

- confused feelings
- fear of not being believed
- fear of being blamed
- not having a trusted adult to tell
- fear that telling will make the situation worse
- fear of revealing a secret
- fear of upsetting others in the family
- fear of getting someone close to you in trouble

Teacher Prompts:

- "Who might you talk to if you were in a similar situation?"
- "Remember:
 - If something like this happens, it's not your fault.
 - Tell someone you trust who will be able to help you.
 - It's never right for people to ask kids to keep secrets that may be harmful to them.
 - Your voice is your best tool in letting others know your boundaries and when you are feeling uneasy.
 - Speaking up can be difficult but it is also very important.
 - Trust your feelings. If it doesn't feel right, it probably isn't. This can include things as simple as how close someone sits to you or how they look at you.
 - We need to remember to trust our feelings and pay attention."

Write down the Kids Help Phone number and website on the board. (1-800-668-6868, www.kidshelpphone.ca)

Teacher Prompt:

- "Everybody stand up. Put your right hand on your left shoulder. Put your left hand on your right shoulder. Now squeeze to give yourself a hug! You've just tackled a very difficult subject!"

Key Facts for Activity #3

- Sexual interference/abuse can happen to anyone—regardless of gender, age, orientation, or culture.

- Students need to be aware that this can happen in any kind of family (e.g. two-parent families, single parent families, extended family, foster homes, etc.).
- The vast majority of reported sexual interference cases involve a known person, close friend, or family member, rather than strangers.
- If a child discloses interference/abuse, it needs to be investigated and taken seriously. Refer to the Ontario Child and Family Services Act (www.children.gov.on.ca), as well as your school board's disclosure policies.
- Review materials from BOOST on appropriate/inappropriate touch (www.boostforkids.org)



Activity #4: Question Box

- Answer any remaining questions from the question box.
- Remind students of resources for further information (e.g. pamphlets, Kids Help Phone, etc.).

Wrap Up for Growth & Development Unit

- Review Key Learning Goals from Growth & Development unit.
- Highlight how similar we all are regardless of gender, culture, genetic differences, orientation, background and ability.
- Remind students that we are also all unique.
- Remind students that Growth & Development will be discussed again next year.

Lesson 6 Exit Card

What are some ways of letting others know your boundaries?

If you are confused about any feelings, who could you talk to?

Lesson 6 Exit Card

What are some ways of letting others know your boundaries?

If you are confused about any feelings, who could you talk to?

APPENDICES

A – Questions! Questions!

B – Glossary

C – Facial Expressions handouts

D – Feelings List

E – Assertive Communication

F – Gender Exercise

G – Anatomical Diagrams

H – Letter from Chris

I – How to Handle Harassment in the Hallways in 3 Minutes

J – Puberty Product Kit

K – Further Resources

Appendix A

Questions! Questions!

The discussion of body changes at puberty and human reproduction will raise many questions for students – questions that they may be reluctant to ask openly in the classroom.

The anonymous question box is an important tool that will increase students' ability to ask for the information they need.

The questions students ask will also assist the teacher to evaluate their learning.

Strategies to help the teacher and students use the question box:

1. All ground rules discussed in class apply to the question box including:
 - *do not use anyone's name in a question
 - *no question is a stupid question
 - *the teacher is the only person who will look at the questions in the box
 - *there will be no questions of a personal nature
 - *use whatever word you know if you don't know the dictionary word
2. Let students know when questions will be answered (i.e. at the beginning or end of each class).
3. Discuss and decide with students an appropriate, secure place in the classroom to put the question box.
4. Reword any question that would disclose to other students the identity of the questioner. e.g. "I've got the biggest breasts in class and kids tease me. What can I do?" Change to "Why do kids tease other kids when they start to grow breasts and what can you do about it?"

Four Broad Categories of Student Questions:

1. Requests for information
e.g. When does puberty start? What is a blowjob?
2. Students looking for facts
e.g. Am I normal? Is it okay to have a wet dream every night? I got my first period this summer and haven't had one since then. Is something wrong?
3. Permission-seeking questions
e.g. What age can you start having sex? Is it okay to masturbate?

**students are requesting information that will help them make decisions about their behaviour (e.g. permission to make decisions and not engage in certain activities).*

4. Shock questions

**although some questions may seem shocking or inappropriate to some teachers, it is important to consider the social location of the student and what life experiences may have prompted this student to ask this question in this way. We recommend the teacher attempts to consider the underlying core of the question and try to speak to that.*

e.g. for a question such as "how many guys have you slept with?", consider that this student may be seeking information regarding the number of sexual partners that is permissive. An appropriate answer may be "individual adults make their own decisions about the number of sexual partners that they personally are comfortable with."

Other Information for Teachers

Students may ask questions that are an attempt to embarrass the teacher. Addressing the question in a straight-forward way diffuses the situation. The teacher can read the question and say "I won't answer that question. It is personal. We have ground rules in this class that say we will not ask personal questions. I can tell you that some people my age have never had sex; some have had sex with only one partner; some have had sex with many partners."

Each question can have an element of more than one group – it may seem shocking that a student in grade 5 would ask about blow jobs, but it may just be a simple request for information about something they have heard about but do not understand.

Some shock questions will be inappropriate for the classroom. Review the ground rules with students. If the language is shocking or inappropriate, reword the question. If the content of the question is inappropriate, indicate to the students that all questions in the box were not answered. Then suggest the student speak to the teacher personally if they asked a question that was not answered.

If within the question there is a disclosure of sexual abuse (e.g. "Someone has been touching me down there."), reword the question to prevent students from trying to guess who asked the question. Change the question to "What happens if an adult touches a child's genitals?" or "What if an adult touches a young person in a sexual way?" In the answer, indicate that it is illegal for an adult or older teen to have sex with a child or make the child touch them in a sexual way. The adult or older teen who is touching someone inappropriately needs help. **It is never the child's fault.** Often the adult or older teen will tell the child they must keep it a secret. The child who is being touched or forced to do something must tell another adult that they trust, like a parent or teacher. They can also contact Kids Help Phone Line (1-800-668-6868, www.kidshelpphone.ca) for advice on how to get help.

Teachers should review the school board's policy about sexual abuse disclosure before beginning puberty or sexual health education classes.

Suggestions for Answering Questions:

Review the questions in the box ahead of time to prepare the answers. Consult other teachers, a public health Sexual Health Promoter, or the AIDS & Sexual Health InfoLine (416-392-2437 or 1-800-686-7544) if a question is difficult to answer.

Some teachers choose to use the following **Four Point Plan** in answering each question:

Self-Esteem

- encourage students to value themselves and to respect others
- remember, the way that a teacher answers a question will show that the question is valued and the person who asked it is respected (e.g. "This is a great question, I'm glad someone asked it.")

Facts

- state the facts about the question
- dispel myths
- if you don't know the answer, do research with the students to find the answer

Values

- on many sexual health issues, values and opinions vary greatly (e.g. abortion, non-marital sex, homosexuality)
- answer questions in a way that enhances respect for self and others, and teaches students that it is okay to have different views

Responsibility

- students' actions have consequences for both themselves and others
- students are responsible for their own actions
- students are learning to take responsibility for their own health and wellness

Sample Question

Is it okay to touch your privates?

Self-Esteem:

A lot of people your age wonder about this.

Fact:

Many young people and adults do this. It cannot hurt you. Touching the privates or genitals is called masturbation, self-pleasuring, or self-exploration.

Values: Some cultures and religions teach that masturbation is wrong – some believe it is okay. You can decide for yourself whether it is okay for you to do this.

Responsibility: Touching the genitals is a private activity that may make a person feel good. It should be done only in a private place like a bedroom with the door and curtains closed.

Glossary

aggressive communication

a communication style in which someone expresses their needs or desires in a way that disrespects, puts down, or violates the rights of others

anus

the opening through which stool (feces/poop) leaves the body (note: the anus is part of the digestive system, not part of the reproductive system)

assertive communication

a communication style that is respectful of the other person while standing up firmly for yourself

assisted reproductive technologies

a general term referring to methods used to achieve pregnancy by artificial or partially-artificial means: includes AI (artificial insemination), IVF (in vitro fertilization), ICSI (intracytoplasmic sperm injection), IUI (intrauterine insemination)

bisexual

when a person who is attracted to, or sexually interested in, people of both genders (male and female)

bladder

the hollow, muscular organ in the pelvis that collects urine before it exits the body through the urethra (note: the bladder is not part of the reproductive system, but is part of the urinary system)

breasts

glandular organs located on the chest; in females, the breasts contain milk glands and ducts to feed offspring

clitoris

a sex organ that is located between the labia at the upper end of the vulva; the only function of the clitoris is pleasure

circumcision

surgical procedure that removes the foreskin of the penis

cervix

the lower part of the uterus, with an opening into the vagina; the cervix must dilate open to accommodate the birth of a baby

cis

(short for cisgender) a term used when a person does not change or want to change their gender or sex. The male feels like a boy or man, and the female feels like a girl or woman

conception the moment that a sperm successfully fertilizes an ovum

- crush** slang term meaning 'a temporary affection'; often unidirectional
- damp dreams**
a release of vaginal fluid while sleeping
- diversity** the many unique characteristics that people possess to distinguish them as individuals
- ejaculation** the act of fluid coming out of the genitals during orgasm; this can happen during sex, masturbation/self-pleasuring, or while asleep (nocturnal emission)
- embryo** the name of the multicellular group of cells that develop after the joining of the ovum and sperm, before it grows into a fetus (baby)
- erection** when blood flows into the spongy tissue of the penis, making it harder and larger
- estrogen** a sex hormone made mainly by the ovaries; it causes body changes during puberty
- FGM (Female Genital Mutilation)**
comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons (WHO, 2013)
- fallopian tube**
the tube that the ova pass through as they move from the ovaries to the uterus
- fetus** an unborn offspring of a mammal – in particular an unborn human baby more than eight weeks after conception
- fertilization** the joining of a sperm cell and an ovum; if the fertilized ovum gets to the uterus and implants inside, then pregnancy begins
- foreskin** the loose skin that covers the tip of the penis
- gay** when a male is attracted to, or is sexually interested in, other males. Gay can also be used to describe women attracted to someone of the same sex, although lesbian is the more common term for women
- gender** the social difference between men and women that is learned, and though deeply rooted in every culture, is changeable over time and has a wide variation within and between cultures (Roots of Empathy, 2007)

gender identity

a person's internal sense or feeling of being male or female which may or may not be the same as one's biological sex

genitals

the sex organs located on the outside of the body, including the vulva, clitoris, penis, and scrotum

gonads

the testicles and ovaries

heterosexual

when a person is attracted to, or sexually interested in, someone of the opposite sex

homosexual

when a person is attracted to, or sexually interested in, someone of the same sex

hormones

chemical messengers made in the body – estrogen, progesterone, and testosterone are the sex hormones that start the changes of puberty

internet safety

the security of people and their information when using the world wide web (also known as cyber safety)

intersex

a general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that does not seem to fit the typical definitions of female or male (Intersex Society of North America, 2008)

labia

the inner and outer folds (lips) of skin that surround the vagina; the outer pair is larger and hair grows on them, while the inner pair is smaller and made of a mucous membrane. These folds of skin help cover and protect the vagina and the urethra

lesbian

when a female is attracted to, or sexually interested in, other females

masturbation

touching or rubbing the sex organs for pleasure (also known as self-exploration or self-pleasuring)

menstruation

the periodic discharge of bloody fluid from the uterus (also known as a period)

nocturnal emission

an ejaculation of semen when sleeping (also known as a wet dream)

- orgasm** an intense, pleasurable whole body feeling that happens at the height of sexual excitement
- ovaries** gonads that store eggs – most female bodies have two ovaries (one on each side of the uterus) at the ends of the fallopian tubes
- ovulation** when an egg is released from the ovary – usually 14 days before the next period of menstruation
- ovum** the female reproductive cell – stored in the ovaries and released on a monthly cycle (also known as “egg cell”)
- passive communication**
a style of communication in which someone avoids expressing their feelings or opinions and standing up for themselves
- penis** the sex organ on the outside of the body between the legs – made of soft, spongy tissue and blood vessels; the penis is very sensitive and gives a feeling of pleasure when it is touched
- pituitary gland**
small, pea-shaped organ at the base of the brain; responsible for growth and for producing hormones that communicate with other glands – during puberty, it causes the testicles and ovaries to produce hormones responsible for the developmental changes
- pregnancy** the period of time from conception to birth
- progesterone**
a sex hormone made mainly by the ovaries; it causes body changes during puberty
- prostate** a gland below the bladder in male mammals which releases a fluid component of semen
- puberty** the period of change and development when children's bodies start to mature and become adult-like
- pubic hair** the hair that grows around the genitals starting at puberty
- rectum** the final section of the large intestine, ending at the anus (note: the rectum is not part of the reproductive system, but is part of the digestive system)
- scrotum** the soft sac of wrinkled skin that covers and protects the testicles
- self-esteem** a person's overall sense of worth, or personal value

self-exploration

touching or rubbing the sex organs for pleasure (also known as masturbation)

self-pleasuring

touching or rubbing the sex organs for pleasure (also known as masturbation)

semen

the whitish, sticky fluid that contains sperm and comes out of the penis during ejaculation

seminal vesicles

a pair of small tubular glands in the male reproductive system; the primary function involves the production of fluid that makes up a significant percentage of semen

sexual intercourse

often refers to penetrative sex involving the penis and vagina, but can mean any type of sexual activity that involves the penetration of an orifice including the mouth (oral sex) or anus (anal sex)

sexual interference

when a person under the age of 16 is touched for sexual purposes

sexual orientation

describes whether a person is attracted to someone of the same sex, opposite sex, or both; sexual orientation may or may not change over time (homosexual, heterosexual, or bisexual are terms often used to describe someone's sexual orientation)

sperm

the male reproductive cell – made and stored in the testicles

spermatogenesis

sperm production – this process begins when a boy is part way through puberty (after the growth spurt and growth of the genitals and pubic/underarm hair)

testicles

the two small egg-shaped organs where sperm is produced and stored; protected inside of the scrotum and located behind the penis

testosterone

a sex hormone that is made mostly by the testicles; it causes body changes at puberty

toxic shock syndrome

a rare, life-threatening illness caused by toxins made by bacteria – tampons left inside of the body too long are associated with these bacteria

trans

a term used when a person does change or wants to change their gender or sex. This may include transsexuals who want to change their physical body through hormones or surgeries, transgender people whose gender changes but not necessarily their body, and genderqueer people who see themselves as a combination of both masculine and feminine or neither

Two-Spirit this is a word to recognize the many indigenous understandings that cannot be captured in other terms and the spiritual role of Two-Spirit people (2-Spirit Peoples of the 1st Nations, 2008)

urethra the small tube that carries urine (pee) from the bladder to the outside of the body; the urethral opening is located either at the tip of the penis or just above the opening to the vagina (below the clitoris) (note: in males, the urethra is part of the reproductive system and part of the urinary system)

uterus the hollow, muscular organ that is found inside the lower pelvic area; it is connected to the fallopian tubes and opens into the vagina. This is the place where a fetus grows during a pregnancy

wet dream a release of semen and seminal fluid from the penis while sleeping (also known as nocturnal emission)

vagina the muscular, tunnel-like organ that leads from the opening in the vulva to the cervix

vas deferens

the tubes that allow sperm to travel from the testicle to the urethra

vulva external genitals that include the labia and the clitoris

zygote the cell formed by the union of the egg and sperm, that may divide and grow into an embryo, and eventually a fetus

Appendix C: Facial Expressions (1)



Appendix C: Facial Expressions (2)



Appendix C: Facial Expressions (3)



Appendix C: Facial Expressions (4)



Appendix C: Facial Expressions (5)



Appendix C: Facial Expressions (6)



Appendix D: Feelings List

Feelings List

disturbed	uninterested	restless	frustrated
shocked	surprised	troubled	aggravated
uncomfortable	uneasy	unsettled	annoyed
impatient	irritated	angry	worried
heartbroken	hurt	lonely	terrified
miserable	sad	depressed	unhappy
moody	panicked	gloomy	joyless
frightened	crushed	disappointed	afraid
embarrassed	ashamed	distracted	guilty
bored	resentful	disgusted	tired
horrified	upset	lost	tense
anxious	nervous	hesitant	stressed out
helpless	confused	pain	jealous

affectionate	compassionate	friendly	loving
sympathetic	tender	warm	alert
curious	thrilled	fascinated	interested
intrigued	confident	merry	good-humoured
content	joyful	glad	cheerful
delighted	empowered	open	proud
safe	secure	excited	amazed
eager	energetic	lively	enthusiastic
passionate	peaceful	calm	comfortable
fulfilled	mellow	quiet	relaxed
relieved	satisfied	trusting	renewed
rested	revived	involved	stimulated
hopeful	encouraged	optimistic	surprised

ASSERTIVE COMMUNICATION

Assertive Communication Formula:

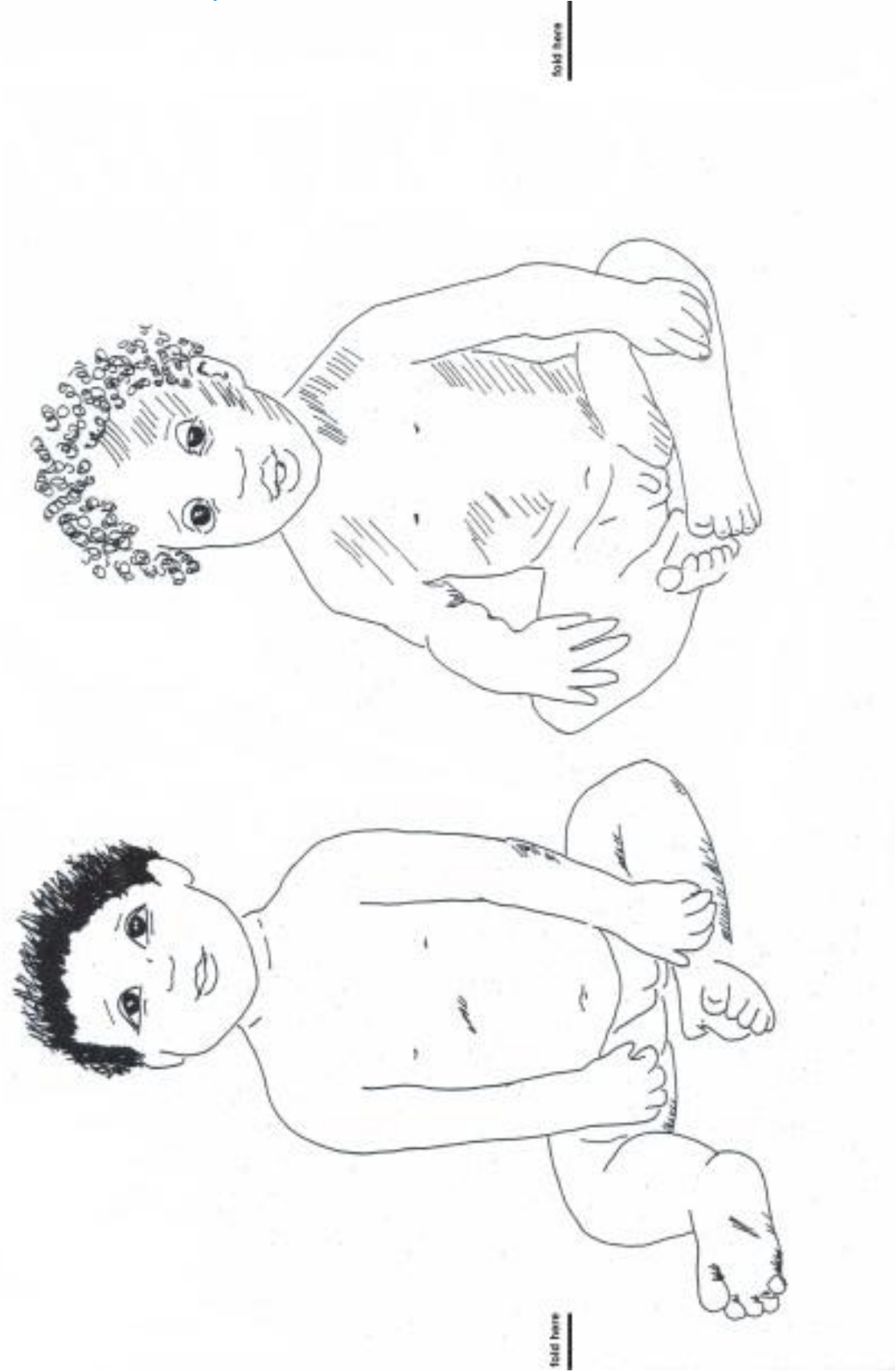
I feel _____ when _____ and I want _____.

Example: I feel upset when I'm made fun of and I want you to stop.

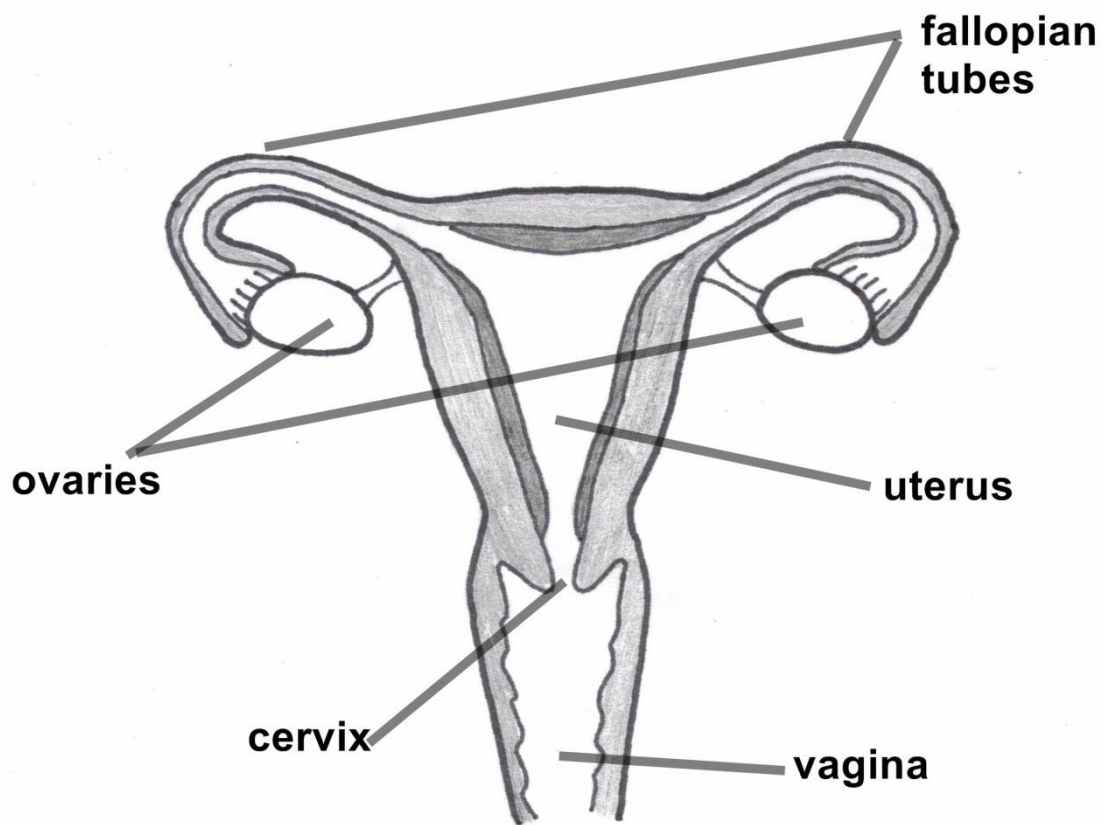
Directions: Using the assertive communication formula, write an assertive statement for each situation.

1. Your sister is playing her music too loud.
2. Your cousin is always blaming you for leaving the door open but, you know you didn't do it.
3. A friend calls you stupid when you make a mistake.
4. A friend keeps borrowing your new marker without asking.

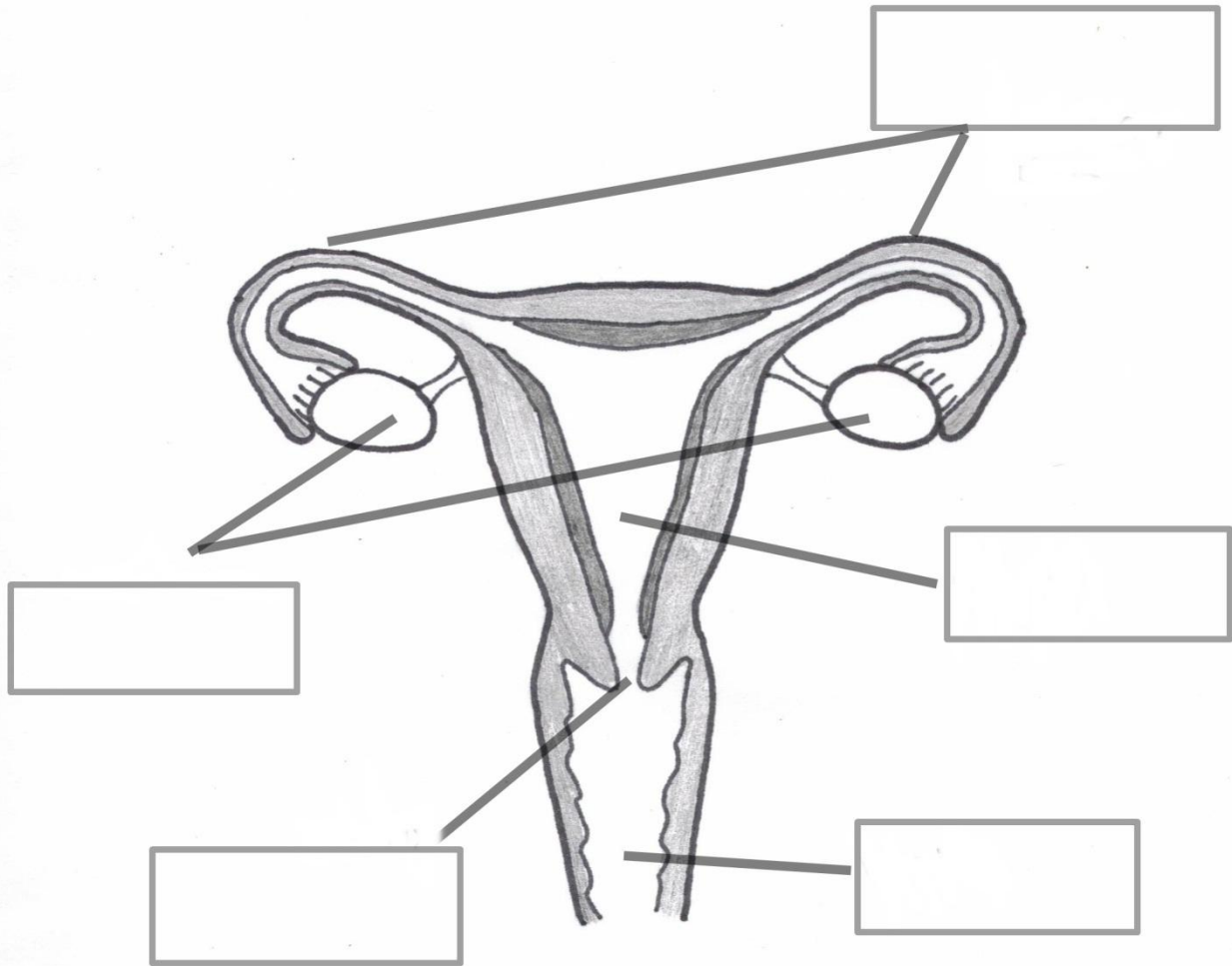
Appendix F: Gender Activity



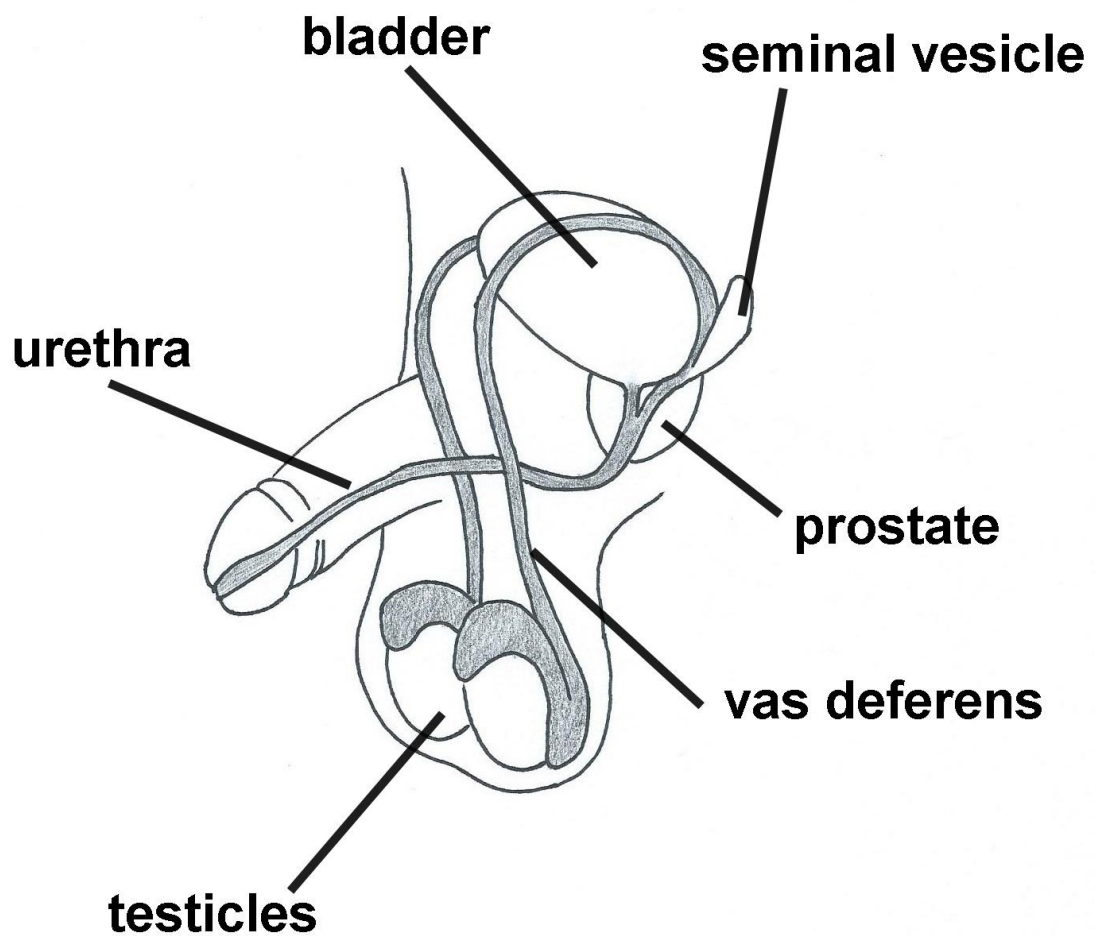
Internal Female Reproductive Organs



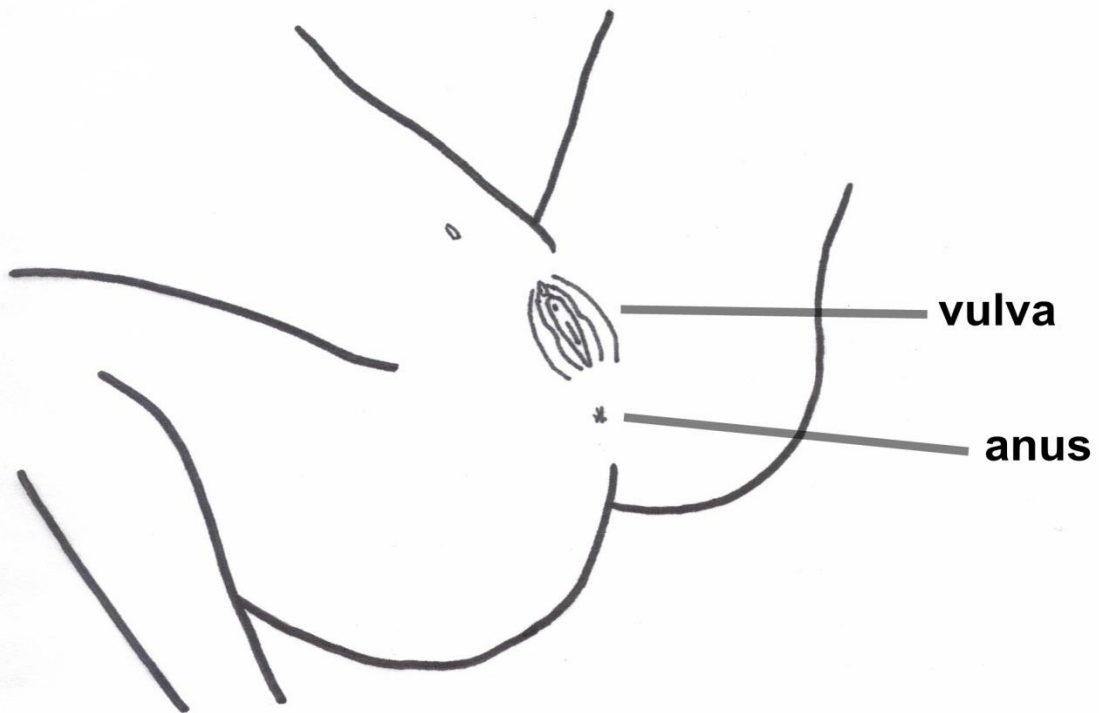
Internal Female Reproductive Organs



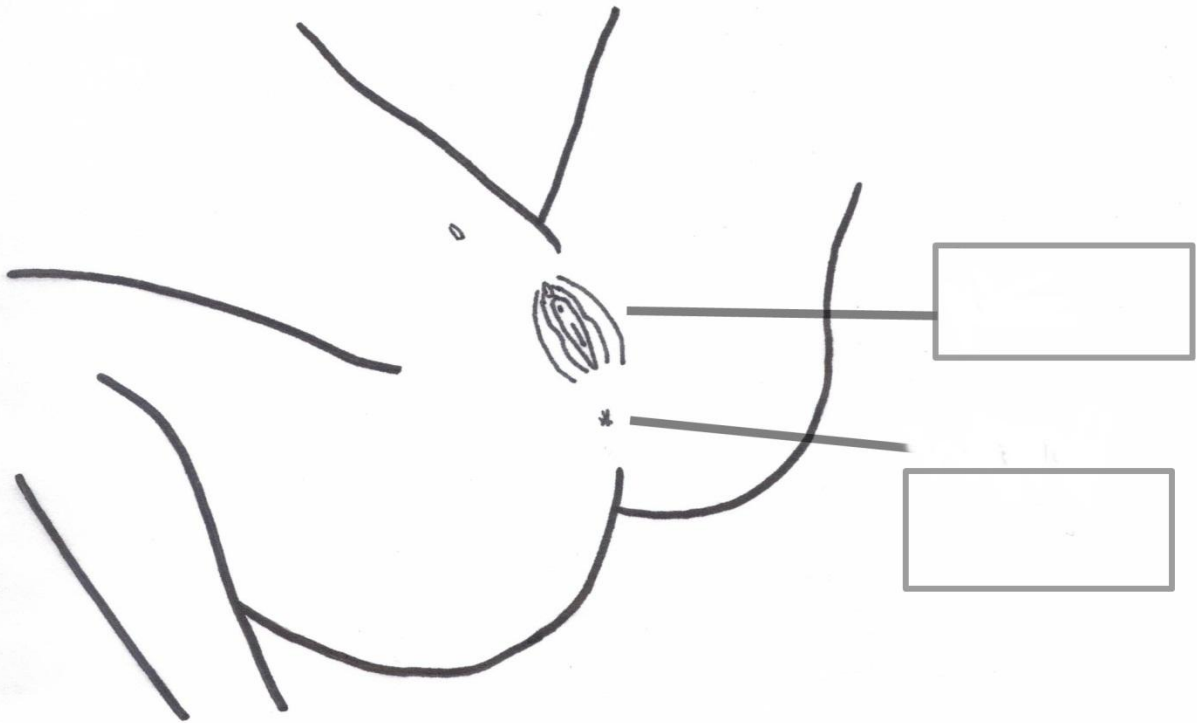
Internal Male Reproductive Organs



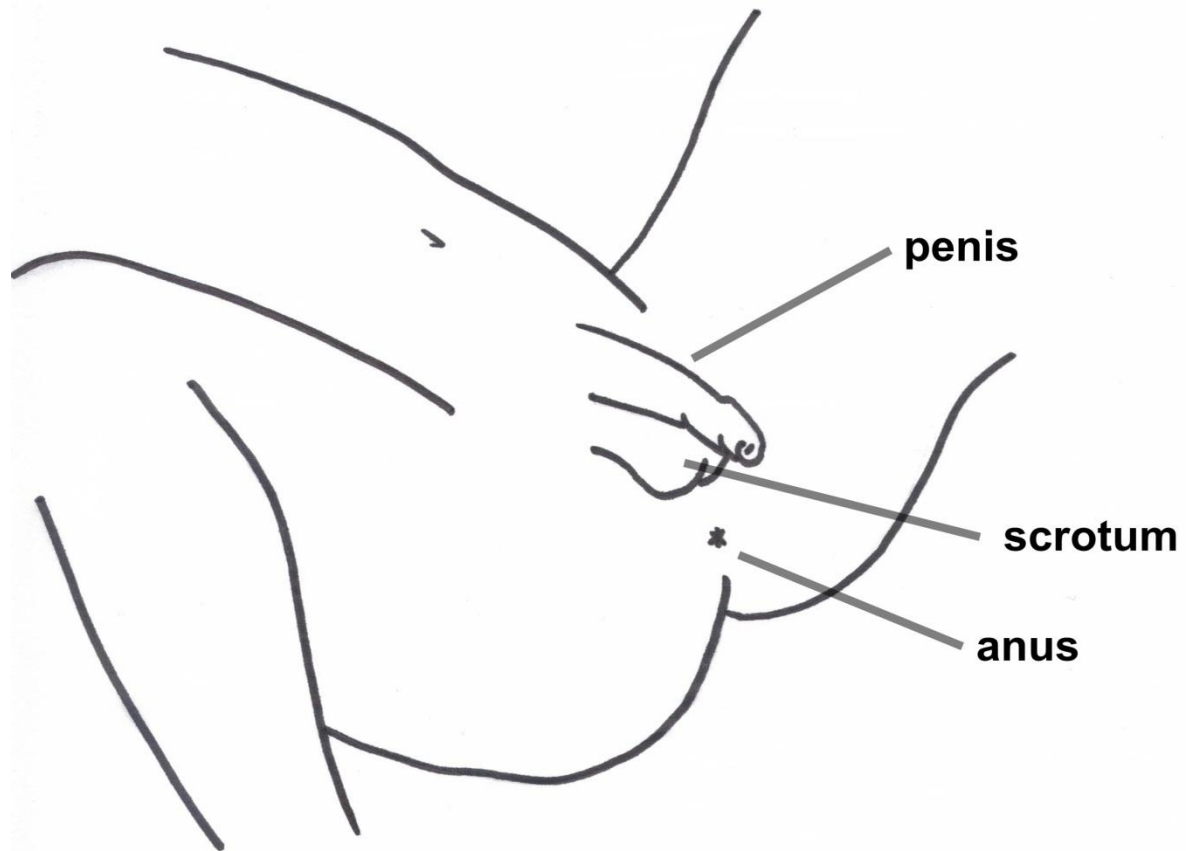
External Female Reproductive Organs



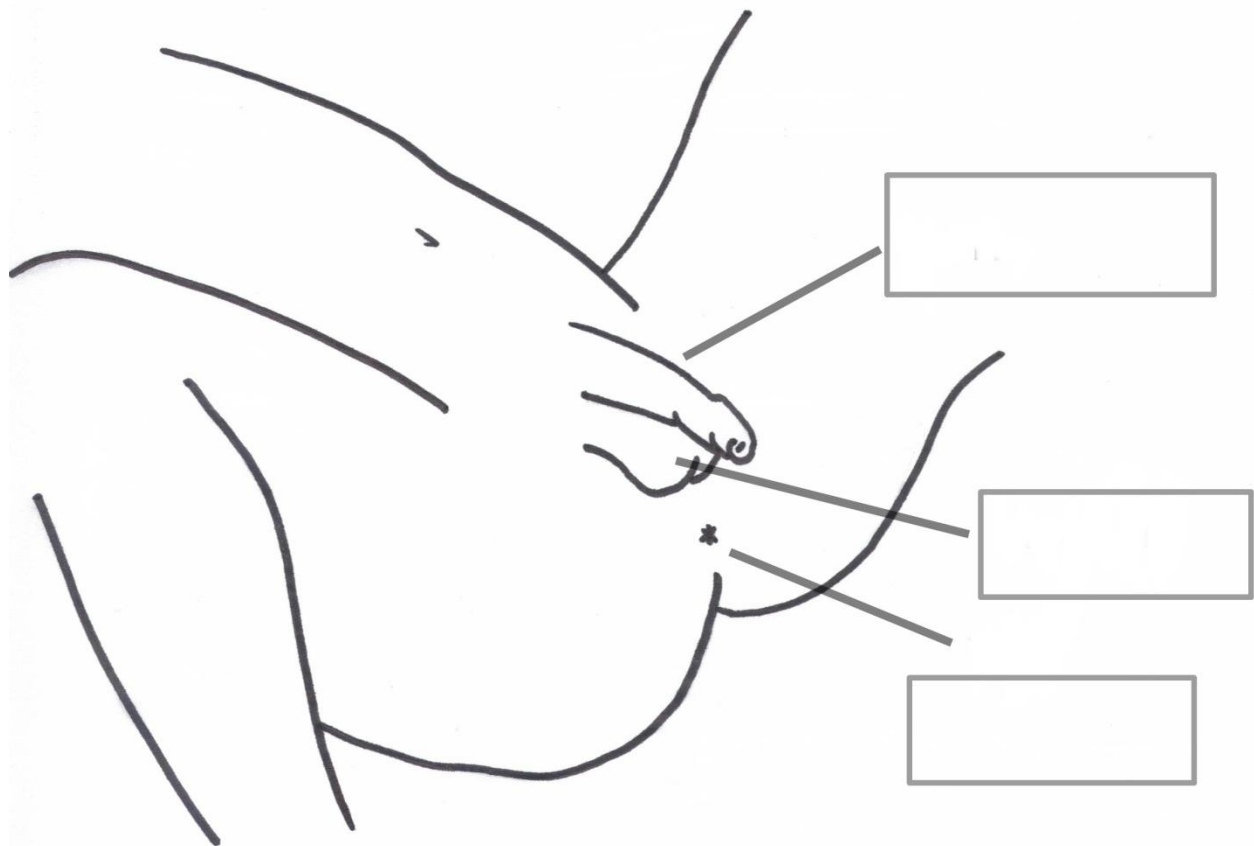
External Female Reproductive Organs



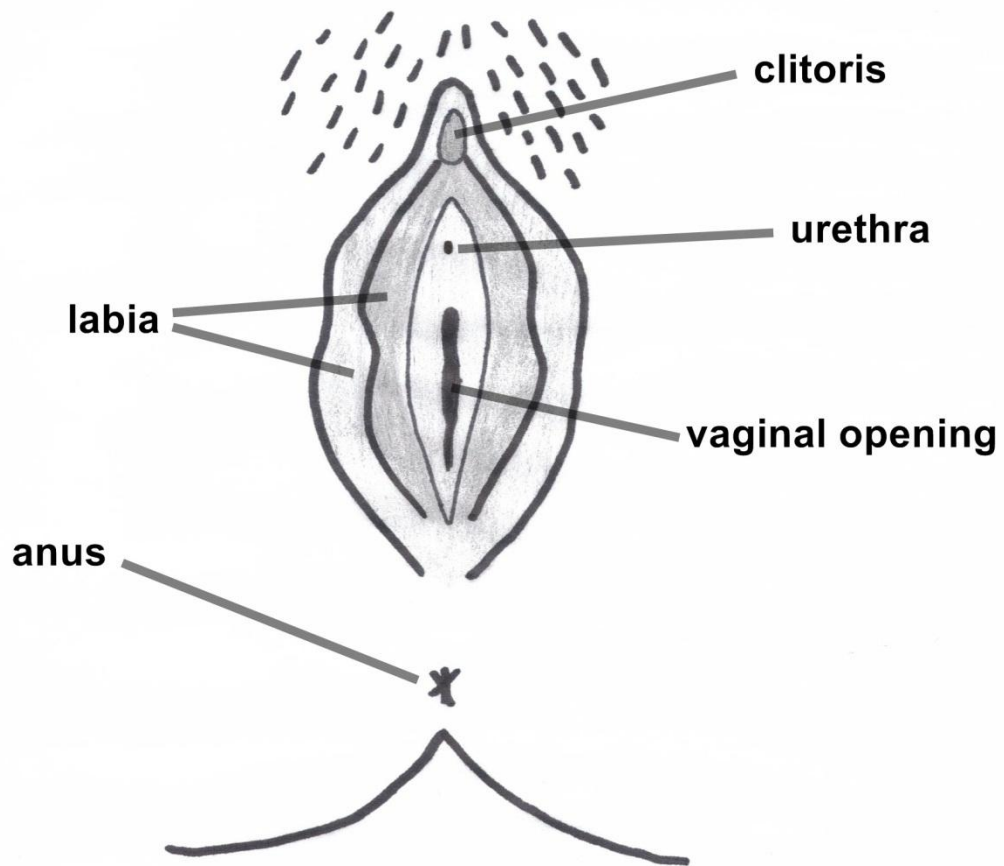
External Male Reproductive Organs



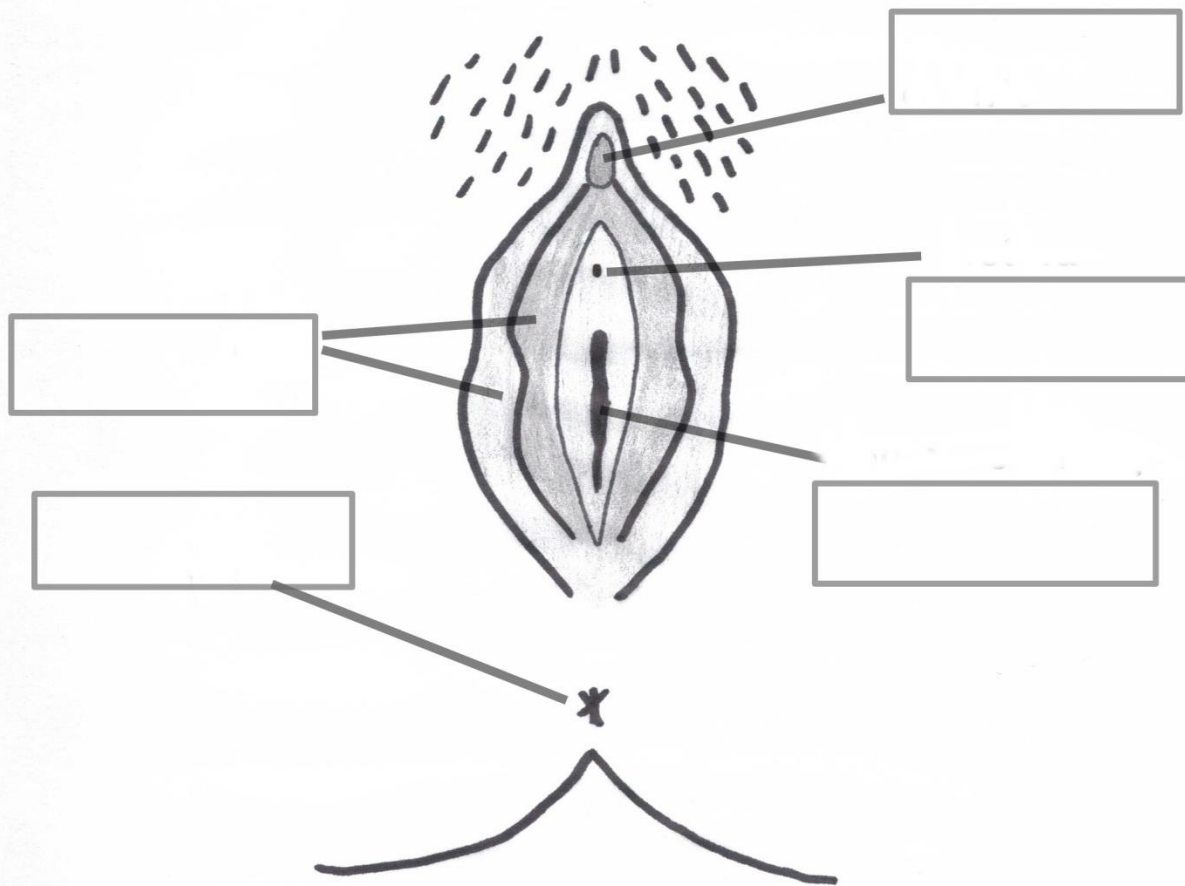
External Male Reproductive Organs



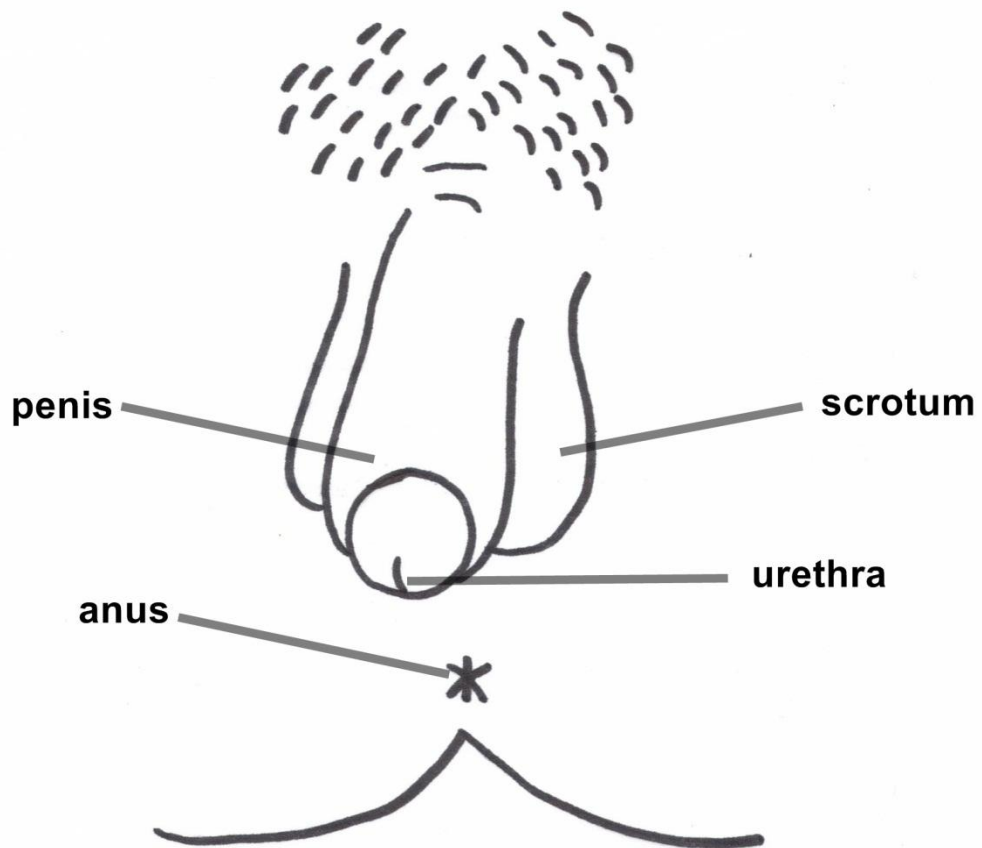
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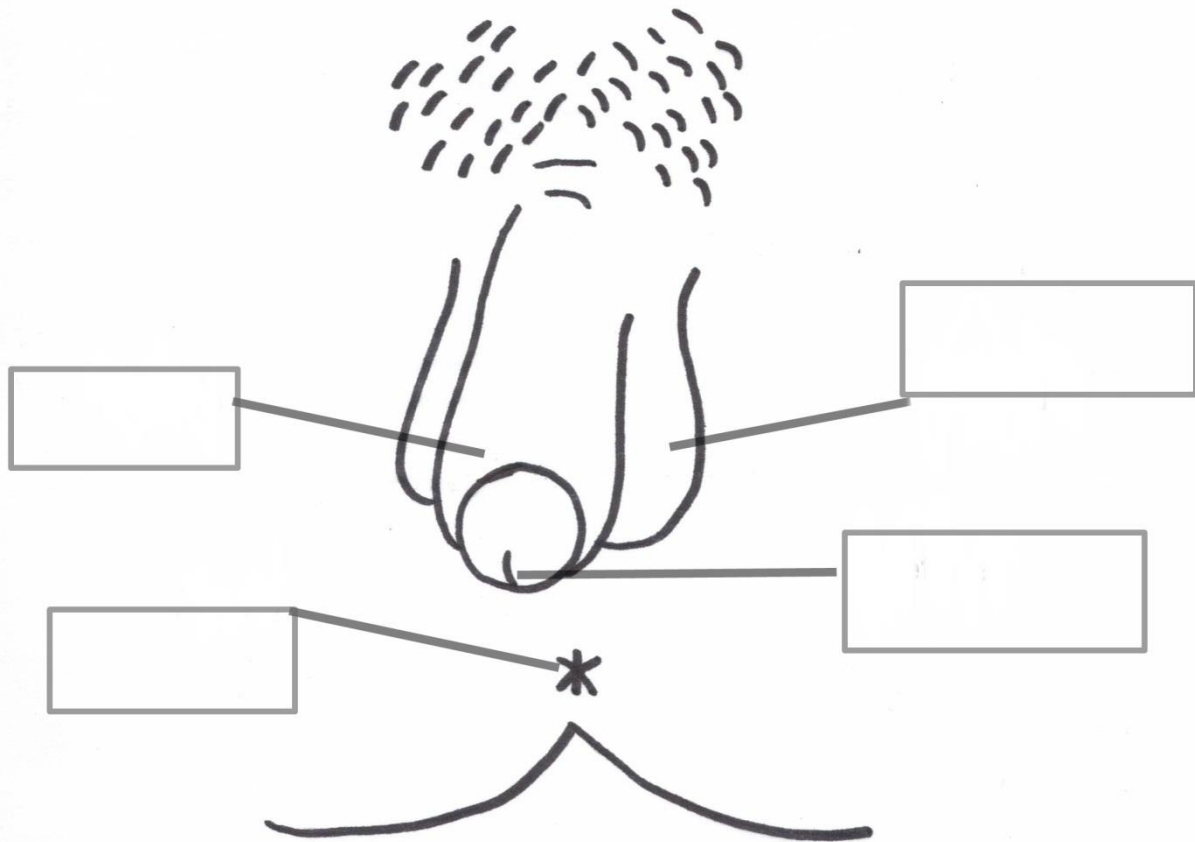
External Female Reproductive Organs (Vulva)



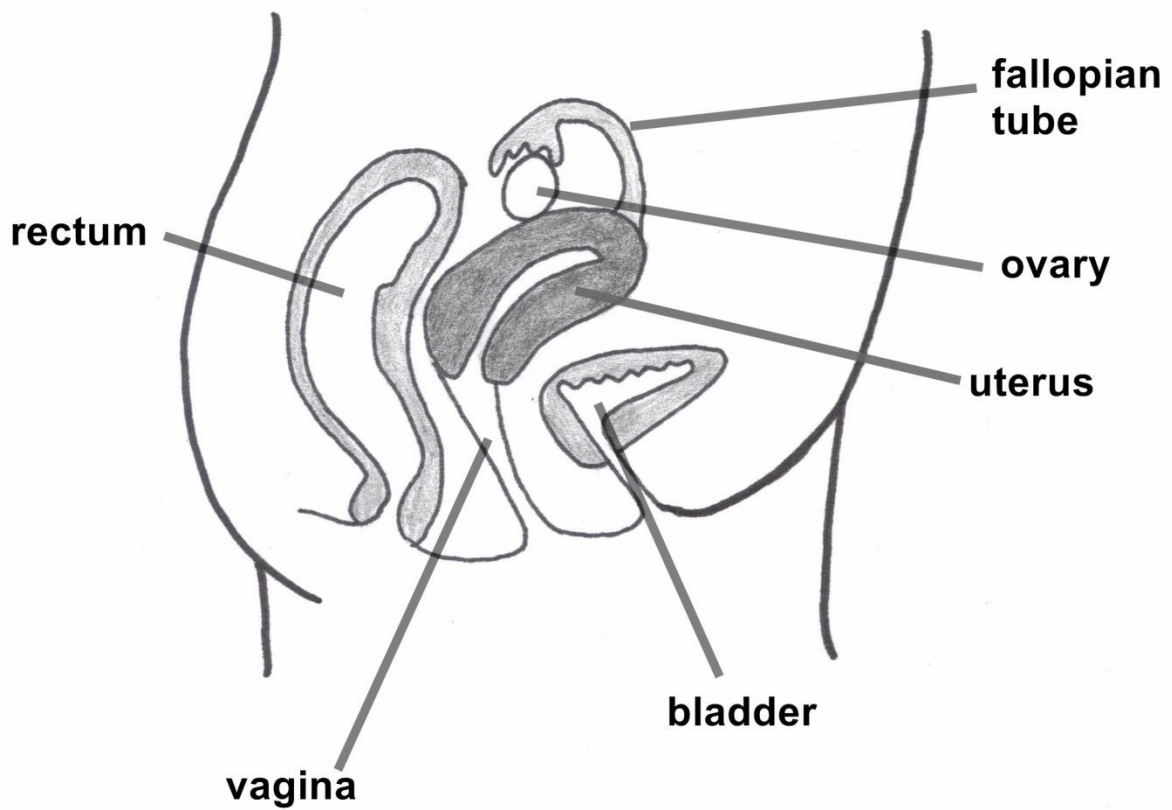
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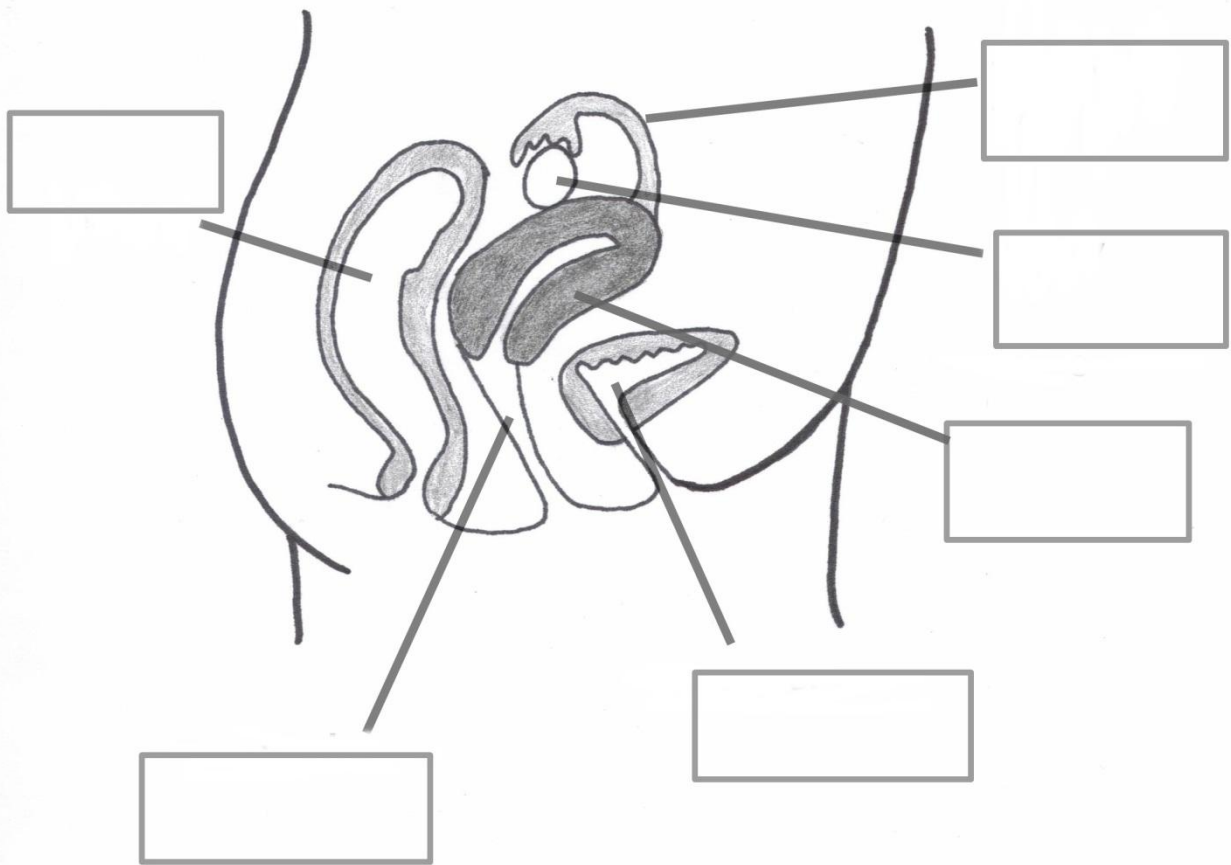
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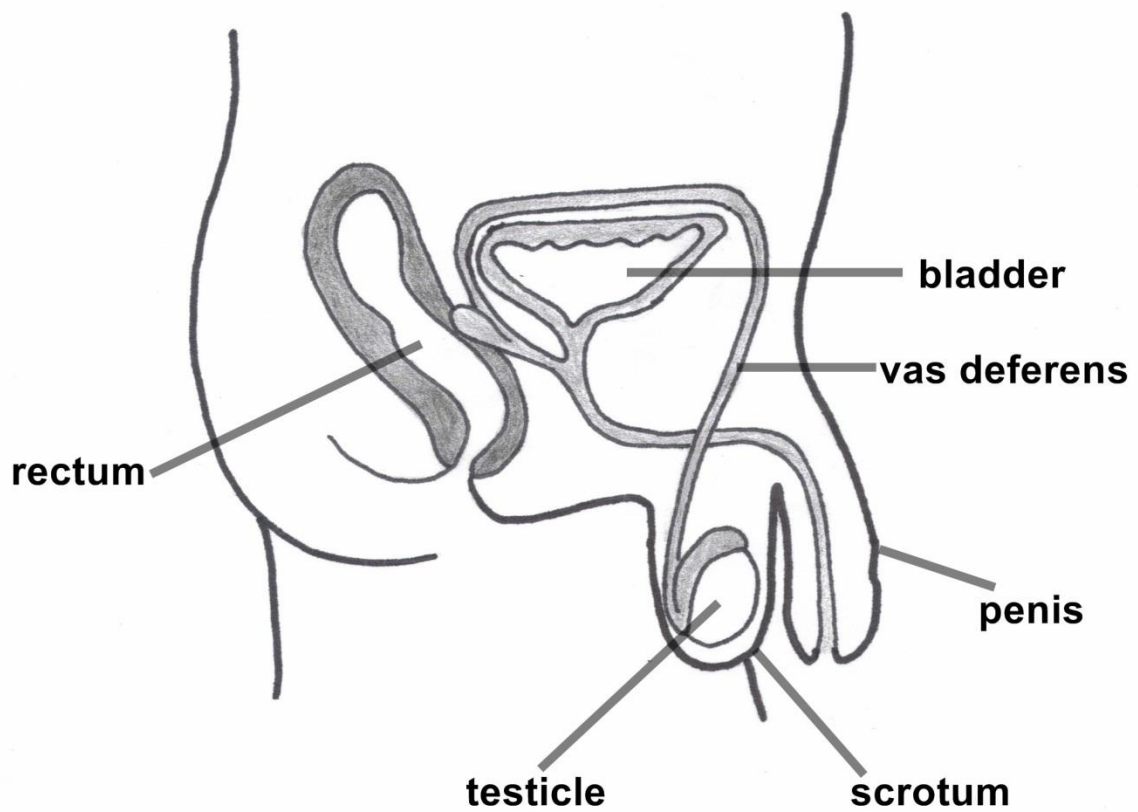
Internal Female Reproductive Organs



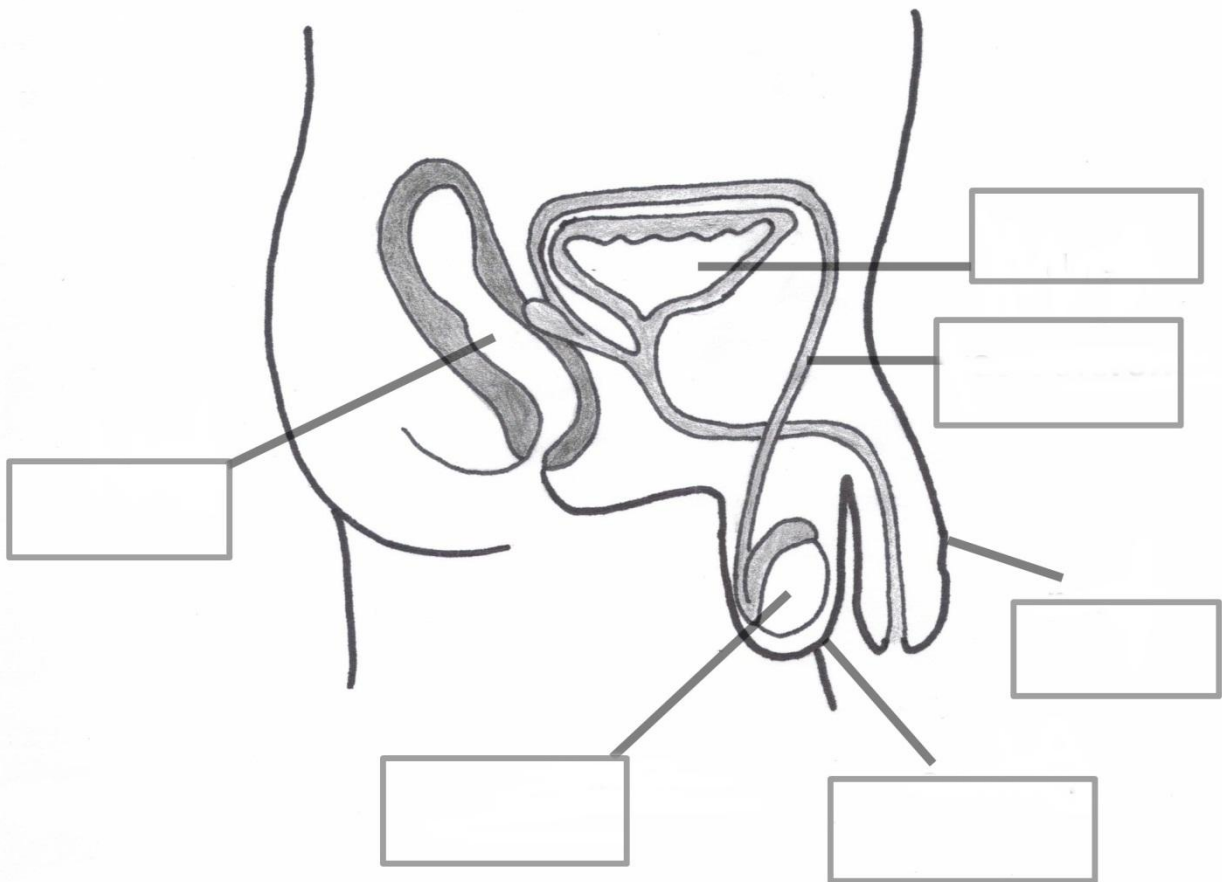
Internal Female Reproductive Organs



Internal Male Reproductive Organs

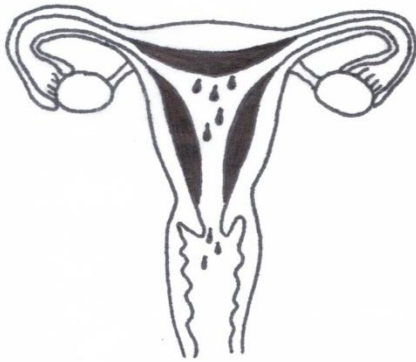


Internal Male Reproductive Organs

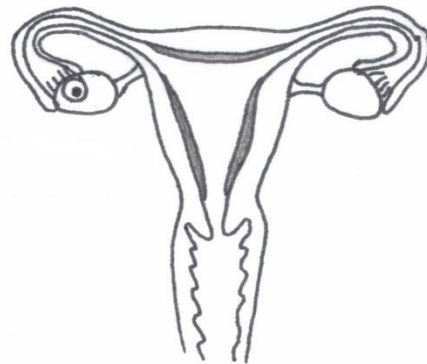


The Menstrual Cycle

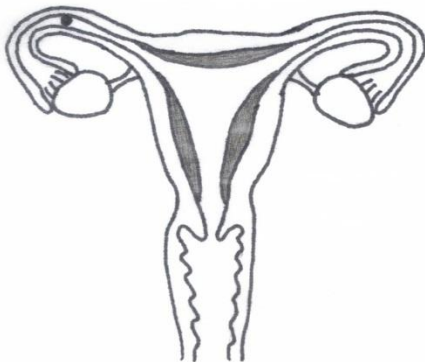
Week 1



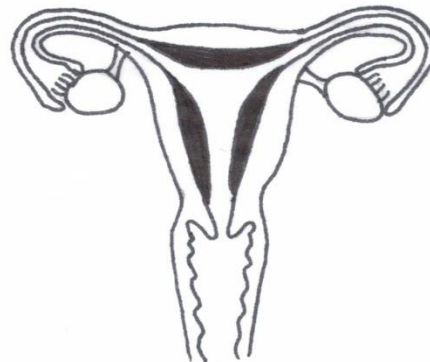
Week 2



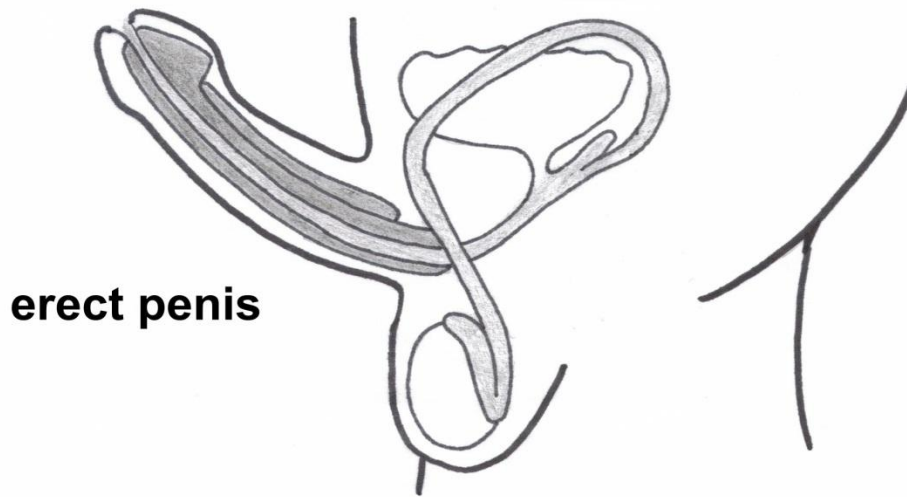
Week 3



Week 4



Penis



erect penis



**circumcised
penis**



**uncircumcised
penis**

LETTER FROM CHRIS

My name is Chris and I want to tell you what's happening to me. It seems like 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 of the things 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 supposed to happen 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 great. Like B.O. (body odour). The first time I noticed it, I thought it was coming from someone else! Now I realize it's not too bad if I wash often, use deodorant, and change my shirts and socks before they get stinky!

A really dirty trick, though, is acne. I remember I was getting ready to go to a party when I looked in the mirror and saw this big zit staring back at me! I went to the party anyway. I noticed that many other kids had the same or a worse time with their zits.

There's one thing I get kind of embarrassed about. When I was at the party the other night, I was with someone I "like" (I'm not mentioning any names). I got this funny feeling "down there." It was strange, but felt good at the same time. I wonder if that's normal?

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

Appendix I

How to Handle Harassment in the Hallways in 3 Minutes

(Adapted from the work of the Toronto District School Board)

A very effective way to move toward inclusiveness in school culture is for all teachers and staff to take action when homophobic or sexist comments are heard. Creating a safe learning environment in schools is the legal and moral responsibility of every adult in the school. Often teachers wish to address inappropriate behaviour but don't feel that they know exactly how to do so. This process gives clear guidelines for dealing with those 'teachable moments' in school. There are four steps to this process. It is important that ALL FOUR STEPS be taken WHENEVER exclusive language is heard in the school environment.

STEPS:

1. STOP the harassment
2. IDENTIFY the harassment
3. BROADEN the response
4. ASK for change in future behaviour

A specific example that is relative to issues of exclusion based on perceived sexual orientation...

A teacher overhears a student in the halls saying, "Don't be such a fag!"

Here is some specific language that a teacher MIGHT use in such a situation. It is important that teachers respond using language that is authentic to them, and not from a prescribed script.

STOP - "Whoa, just a minute there. Stop using that word."

IDENTIFY - "The word 'fag' is not appropriate language. OR "That word you used is not acceptable. Using that kind of language is wrong."

BROADEN - "That kind of language can be very hurtful to people in our school who may be gay or have family members or friends who are gay. That language hurts other people and makes them feel excluded. Nobody in this school has the right to hurt or exclude others. This is a safe place for everyone."

ASK FOR CHANGE - "Please stop using that word from now on. Can you promise me that you will do that?"

Not only is the impact of this encounter important for changing the behaviour of individual students, but the positive benefits extend to all other students in the area who overhear the staff member actively building a safe space for everyone.

(Egale, www.mygsa.ca, 2012)

Appendix J

Lesson 5: Activity #6 (Boys)

Lesson 5: Activity #9 (Girls)

Puberty Product Kit Contents

The Puberty Product Kit activity has students describe how various items relate to puberty:

- cotton T-shirt – it is important to remember to wash clothes regularly as they absorb body sweat throughout the day and may become odorous
- socks – it is important to remember to wash clothes regularly as they absorb body sweat throughout the day and may become odorous
- deodorant/antiperspirant – using underarm products may help reduce body odour once the body begins to produce more sweat
- shoe insoles or box of baking powder – these products can absorb and/or mask odours from sweat on the feet
- athletic support device – this product is used to protect the genitals during contact sports (see Lesson 5 (Boys): Activity # 3)
- bra/camisole – these garments can offer support and comfort to growing breasts (see Lesson 5 (Girls): Activity #3)
- wash cloth – washing daily to reduce sweat and/or pimples
- soap – washing daily to reduce sweat and/or pimples
- toothpaste/toothbrush – oral hygiene
- floss – oral hygiene
- water bottle – proper hydration assists in elevated mood, proper body growth and metabolism, and can help to reduce skin problems
- underwear – it is important to remember to wash clothes regularly as they absorb body sweat throughout the day and may become odorous
- razor/shaving cream – as facial/body hair grows, some people choose to groom it

- shampoo – wash regularly to reduce sweat and oil
- baseball hat – it is important to remember to wash hats regularly as they absorb body sweat throughout the day and may become odorous
- hot water bottle – application of heat can help to reduce menstrual cramps/discomfort
- menstrual products (disposable menstrual pads of various sizes, reusable pads, tampons, menstrual cup (e.g. Diva or Keeper) – used to absorb menstrual fluid
- hairbrush – regular grooming can elevate self-esteem
- healthy snacks – healthy nutrition aids proper body growth and can elevate mood

Appendix K

For further resources, please visit:

Toronto Public Health, Sexual Health Promotion: www.toronto.ca/health

Ontario Ministry of Education: <http://www.edu.gov.on.ca/eng/>

OPHEA (Ontario Physical and Health Education Association): <http://www.ophea.net/>

