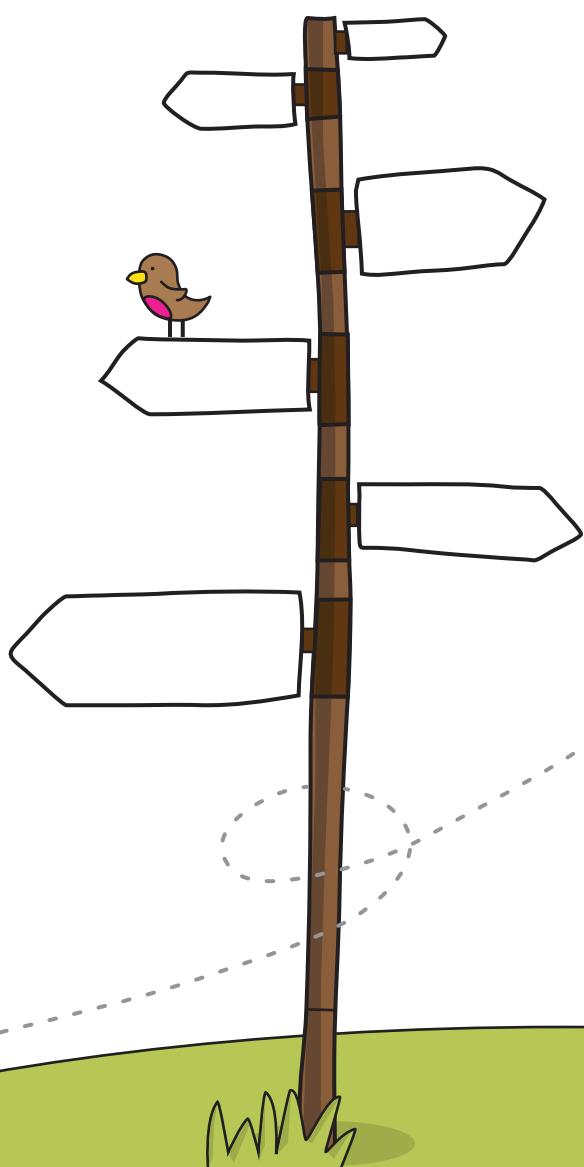


SHARE

Sexual Health and
Relationship Education



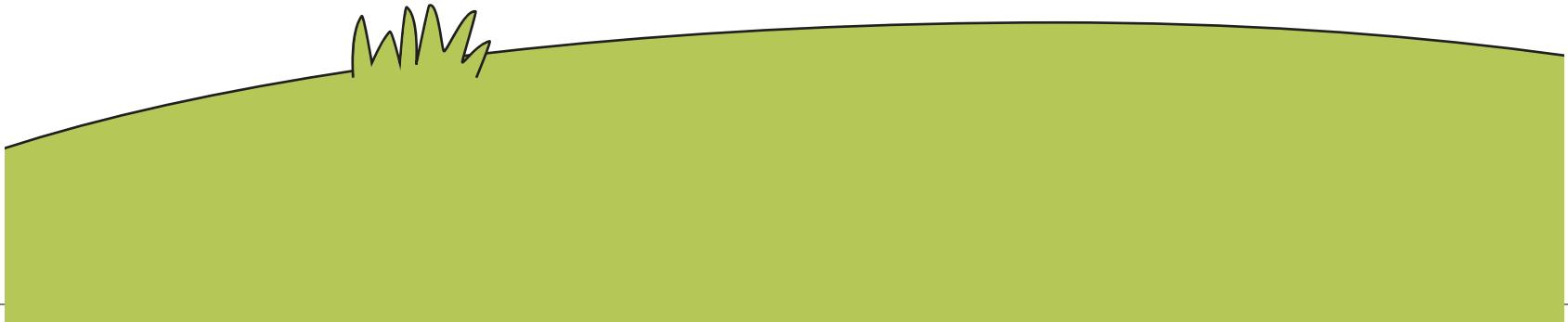
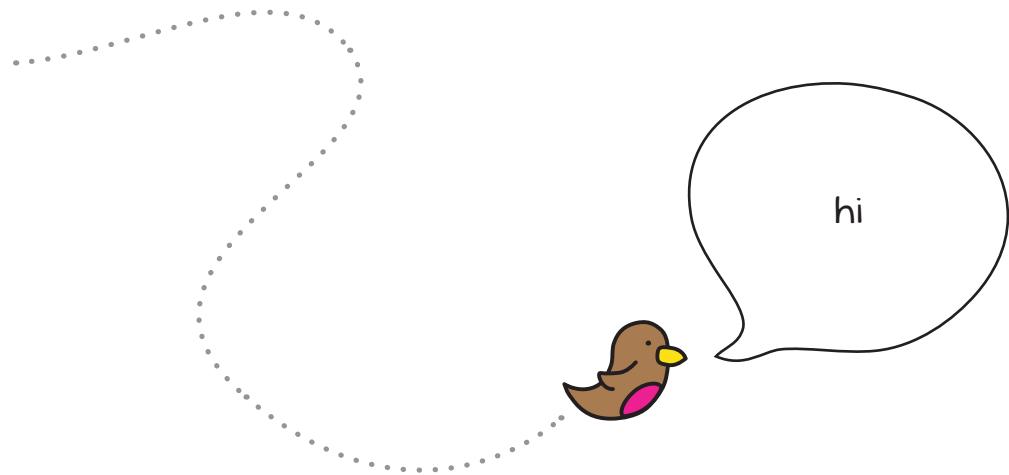
Grade

4



Activity
Book

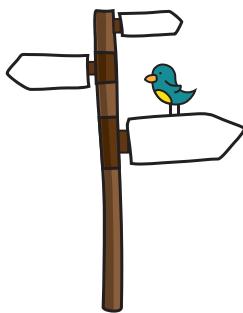




GRADE
4

Lesson 1 Getting Started with SHARE

What counts ?



1. Know the SHARE ground rules and correct language use
2. Know two ways to calm strong feelings
3. Identify a trusted person to talk to about my feelings

Activity 1: Ground Rules and Language Use

Ground rules help everyone to feel safe in class, ask questions and express their opinions without fear of being ridiculed or laughed at.

Write down the ground rules your class has co-created.

G: _____ R: _____

R: _____ U: _____

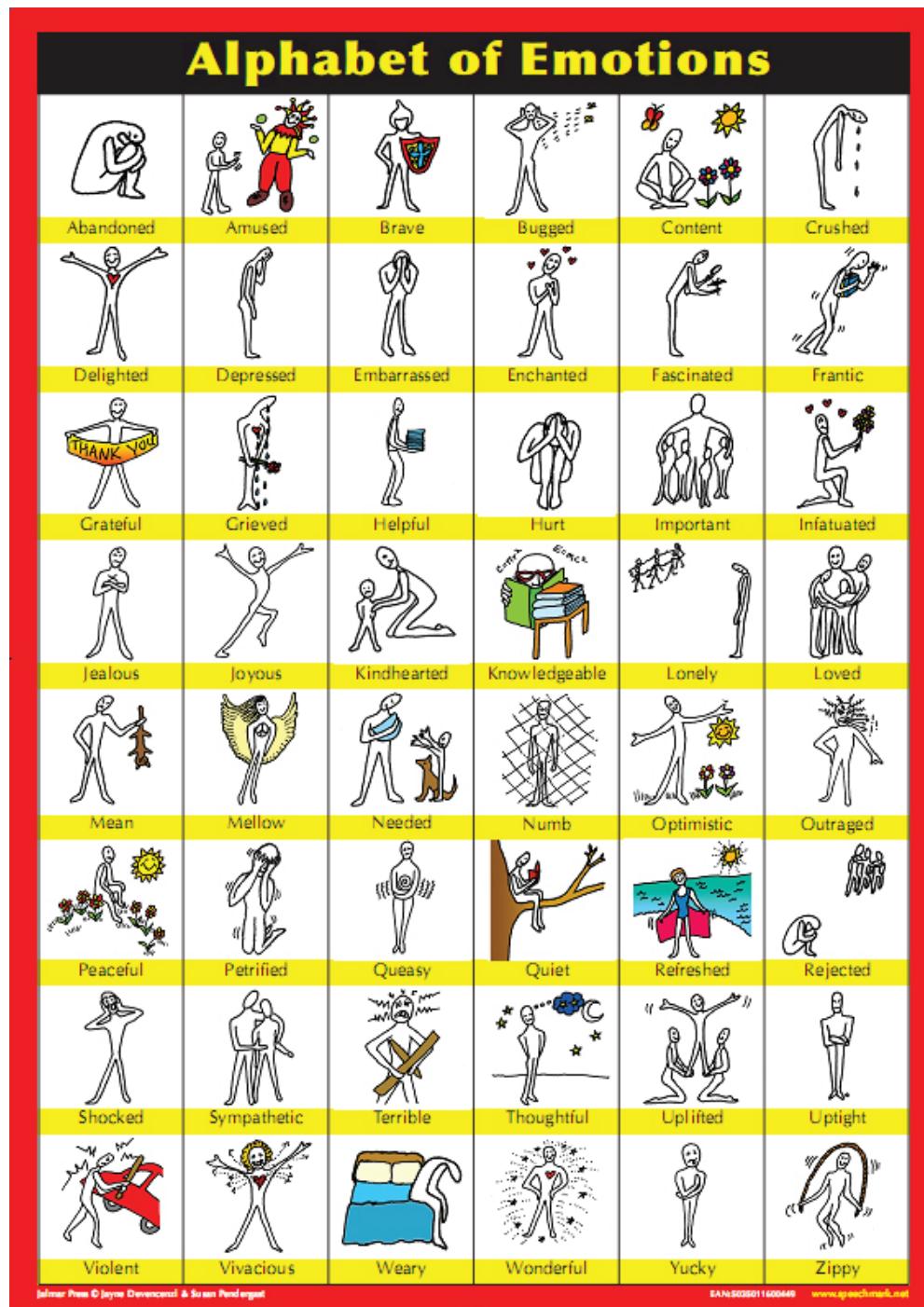
O: _____ L: _____

U: _____ E: _____

N: _____ S: _____

D: _____

Activity 2: Feelings Brainstorm and Discussion



Write or draw **two feelings** that someone may have during SHARE. You can draw a picture of these feelings instead of writing them if you have time.

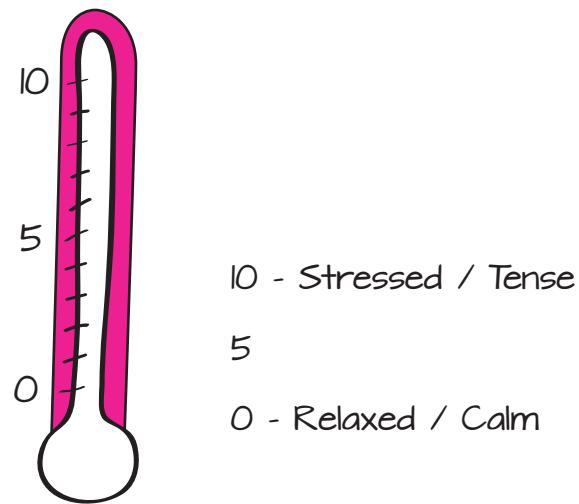
One feeling is ...

A second feeling is ...

Activity 3: Recognizing and Coping with Strong Feelings

Feelings Thermometer

Write the number that best describes how you are feeling right now.



Write what makes you go up on the Feelings Thermometer:

Choose two examples of stress reduction skills, from the class list, that help manage strong feelings, especially negative or embarrassing feelings.

1. _____ 2. _____

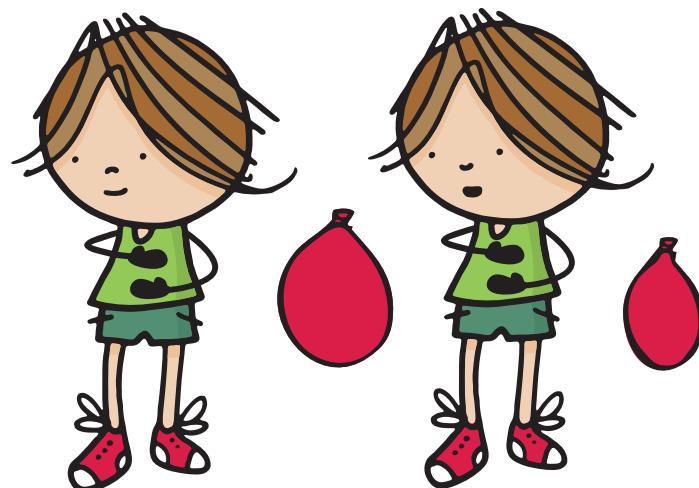
Coping with Strong Feelings

Write one reason why some people may want or need to take deep breaths.

Practice Belly Breathing

Inhale Fully

1. Place one hand on your chest and the other on your belly.
2. Close your mouth and breathe in slowly through your nose
3. Feel your belly expand first and your chest expand second, like a big balloon.



Exhale Fully

4. Open your mouth or keep it closed, and slowly breathe all of the air out of your lungs.
5. Feel your belly empty and your chest soften, like deflating a balloon.

Try belly breathing at least three times – breathing in and out.

What is your number on the Feelings Thermometer now? _____

Do you feel more relaxed now? Yes or No

Look back at the emotions/feelings chart to help describe how you feel:

Doing this breathing made me feel _____

You can use belly breathing
any time you feel anxious



Reflect: Who Are Your Trusted Adults?

Your teacher and other adults are there to help you cope with these feelings.

Three adults I can go to for help with coping with my feelings are:

1. Name: _____

Relationship: _____

2. Name: _____

Relationship: _____

3. Name: _____

Relationship: _____

If something happens to you, and/or
you want to hurt yourself or someone else, please reach out.

Children and Family Services: (867) 667-3002

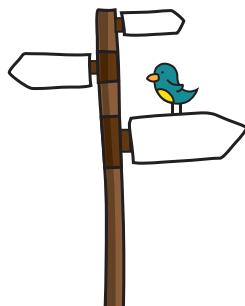
Kids help line: 1-800-668-6868 Website: kidshelpphone.ca

RCMP: (867) 667-5555 in Whitehorse. Outside of Whitehorse, dial your community prefix, plus “-5555”. For example, in Dawson, you would dial 993-5555.

811- Yukon Nurses Line

Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?



Circle the word that best describes what you have learned

1. I know...the 'Ground Rules' for SHARE...

YES NO KIND OF

2. I know...two ways to calm strong feelings...

YES NO KIND OF

3. I know...someone I trust to talk to about my feelings...

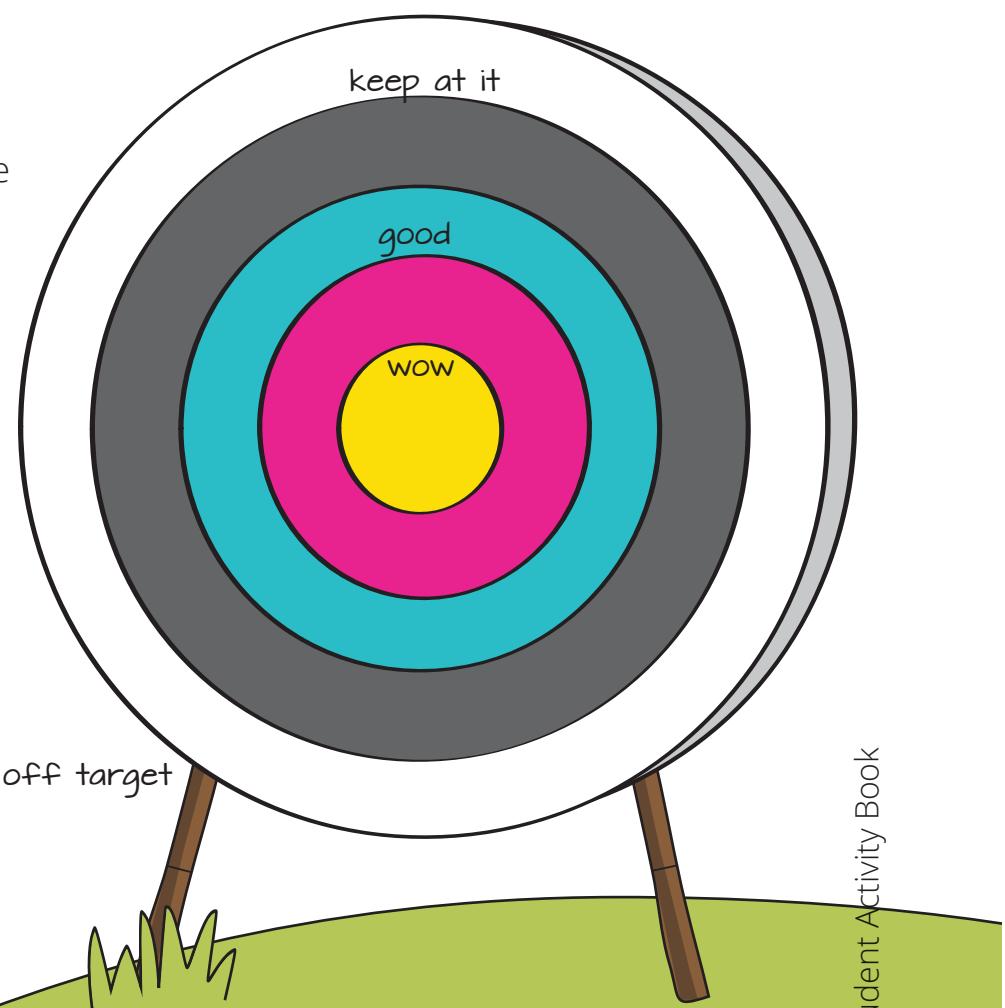
YES NO KIND OF

Step 2: Are you on target?

Put an arrow into the target ring that best describes where you are at in your overall understanding of this lesson.

Step 3: Write a question or new fact you learned in this lesson and put it in the Question Box.

Describe the purpose of the Question Box.

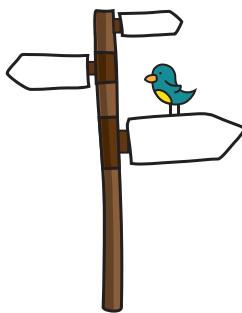




GRADE
4

Lesson 2 KNOWING YOURSELF

What counts:



1. Identify your likes and strengths
2. Understand and respect that other people have different likes and strengths
3. Participate and talk with other students during these activities

Activity 1: Find Someone Who

Walk around the classroom and collect signatures of the people who possess the characteristics described in each box.

Has a pet at home.	Was born in a country other than Canada.	Loves pizza.
Knows how to make cookies.	Plays soccer.	Plays an instrument.
Takes martial arts classes.	Has a younger sister.	Has talked with a friend or parent about puberty.

Activity 2: I am Someone Who...

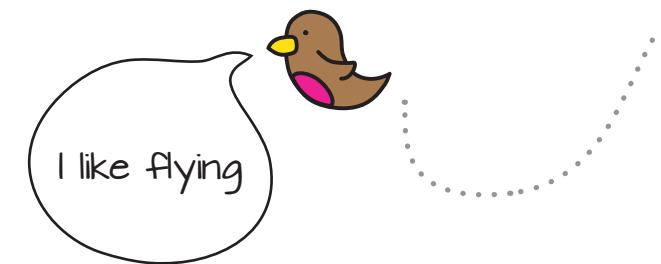
With a partner discuss the following topics:

- My favourite thing to do on a Saturday is...
- One of my favourite foods is...
- Something I worry about is...
- Something I've never done but I'd like to do is...
- Something I'm good at is...
- Something I'm not good at is...
- Something I have in common with other kids my age is...
- A way in which I am different from other kids my age is...
- One of my prized possessions is...
- I like being this age because...
- A mistake I've made is...
- Something I've done that I am really proud of is...
- Something that is hard for me to do is...
- Something I am good at in school is...
- Something I could improve on in school is...
- My favourite colour is...
- If I could be an animal, I'd be... because...
- I like being a (boy or girl) because...
- Something I think I'd like to be when I grow up is...
- If my house caught on fire, something I'd like to save is...
- One of my favourite ways to spend time is...
- Something I just don't think I can live without is...

Based on your discussions describe who you are.

My name is: _____

I like...



I am...

I prefer...

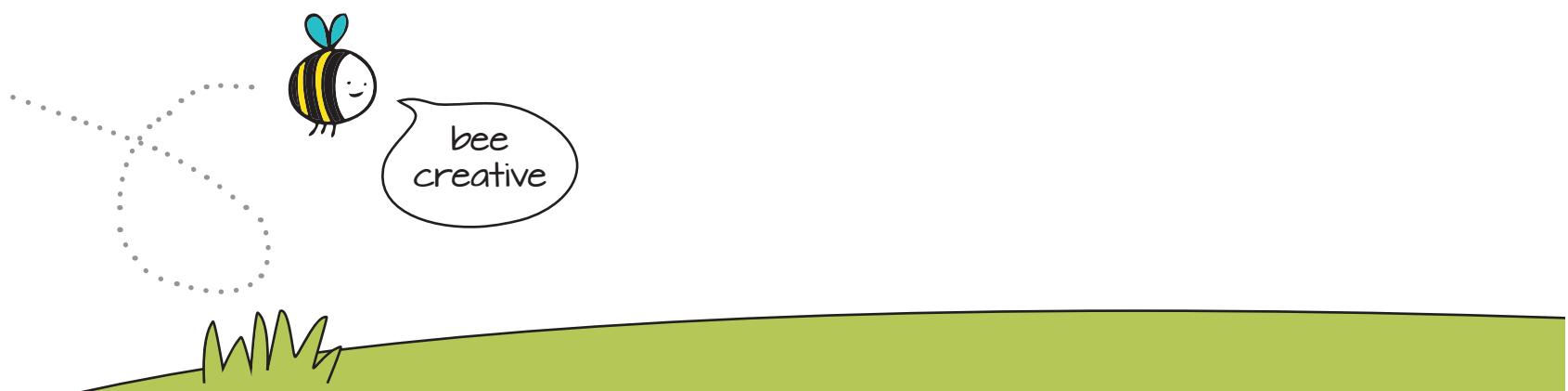
I am good at...

Your responses to these questions show you your own values. Your values tell you who you are.

Activity 3: My Reflections

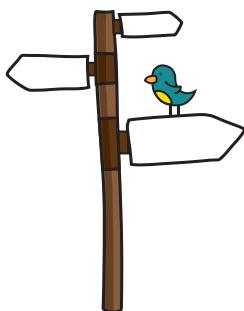
Write or draw an "I Am Someone Who..." essay, story, poem or drawing.

I am someone who...



Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?



Circle the word that best describes what you have learned

1. I know...what my likes and strengths are...

YES NO KIND OF

2. I know...that I can understand and respect that other people
have different likes and strengths than me...

YES NO KIND OF

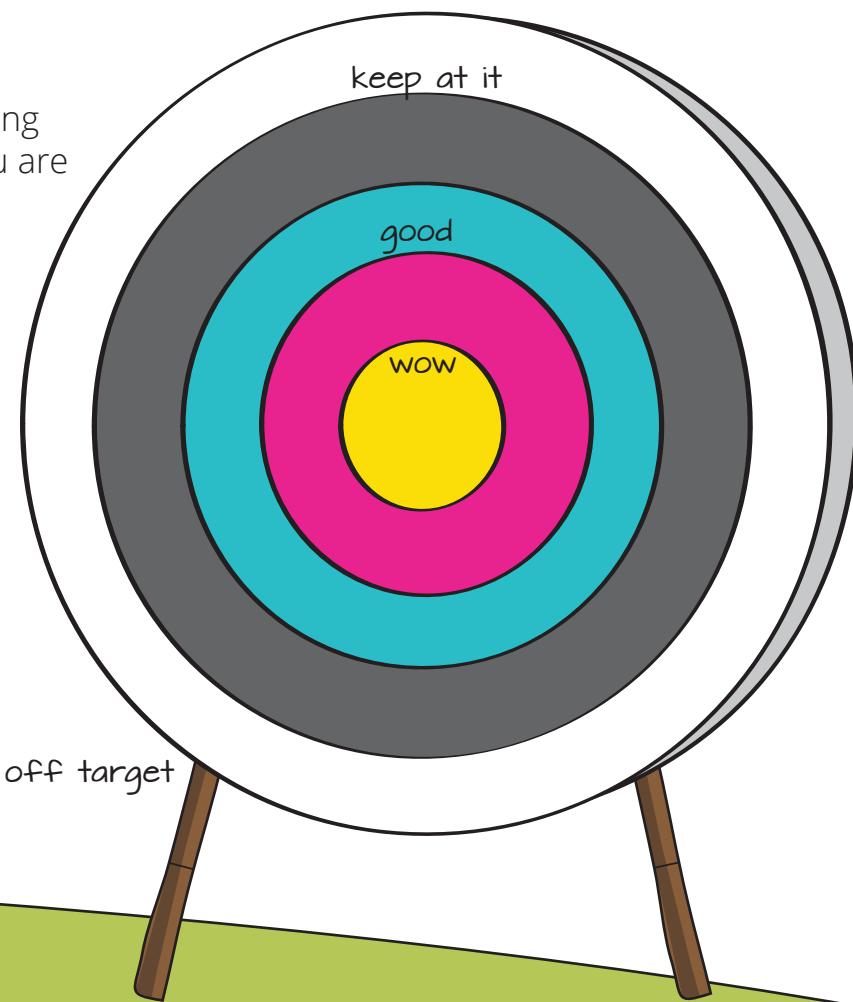
3. I know...that I participated and talked with other students during
these activities...

YES NO KIND OF

Step 2: Are you on target?

Put an arrow into the target ring
that best describes where you are
in your progress (overall
understanding of this lesson).

Step 3: Write a question or
new fact you learned in this
lesson and put it in the
Question Box.

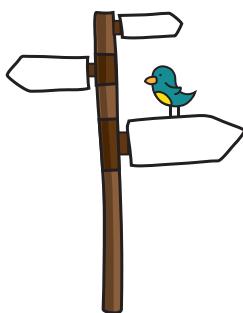




GRADE
4

Lesson 3 BIOLOGICAL SEX AND GENDER

What Counts:



1. Know the difference between a person's biological sex and their gender
2. Understand gender roles for males and females
3. Know that people do not have to change what they like or what they do because something seems "boyish" or "girly"

Activity 1: Biological Sex and Gender

A person's sex is his/her biological makeup (body parts).

Male and Female BIOLOGICAL SEX	Male and Female GENDER
How can you tell the biological sex of a new baby or an animal?	How can you tell what gender someone is?

For the most part we can't change our biological sex (without a lot of help and surgeries from special doctors).

Activity 2: Gender Roles

A gender role is the set of roles, activities, expectations and behaviours assigned to females and males by society.

What are some of the things that we learn from our culture about gender roles?



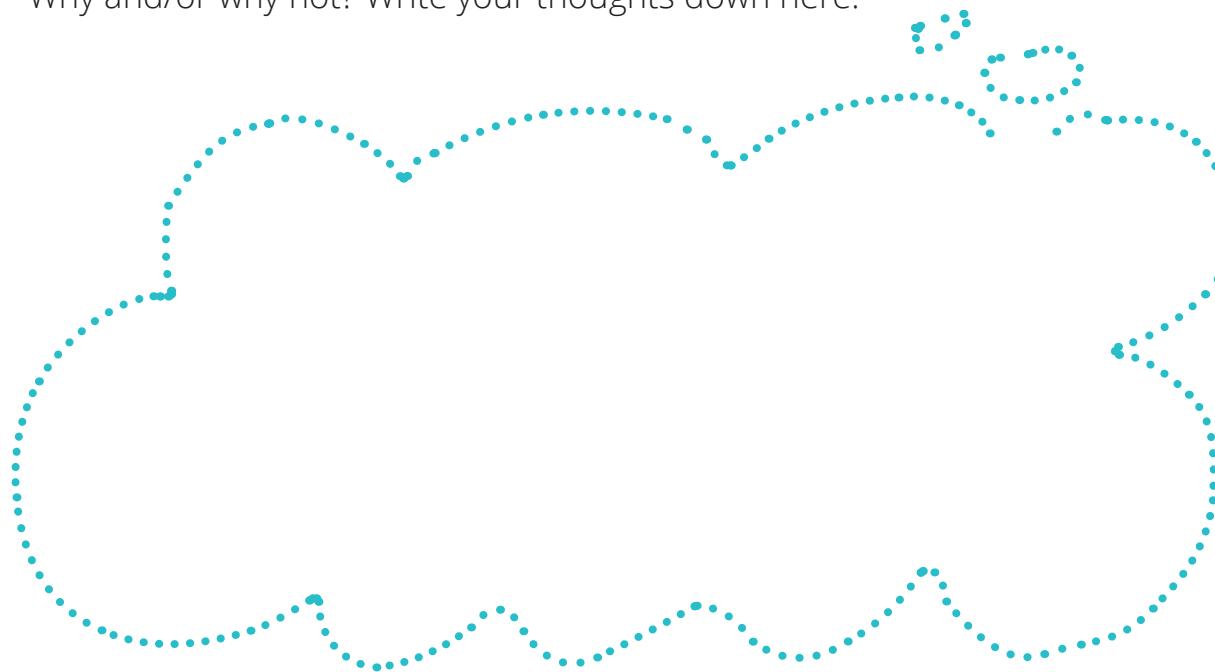
Girls should...



Boys should...

Boys should not...

Are these true for you? Do you feel pressure to be different than you are? Why and/or why not? Write your thoughts down here.



Unlike a person's biological sex, a person's gender role (the way she/he decides to live life) is largely up to the individual. How you feel about your gender and see yourself, is called your "gender identity."

Activity 3: Imagining Gender Change

1. What gender are you?

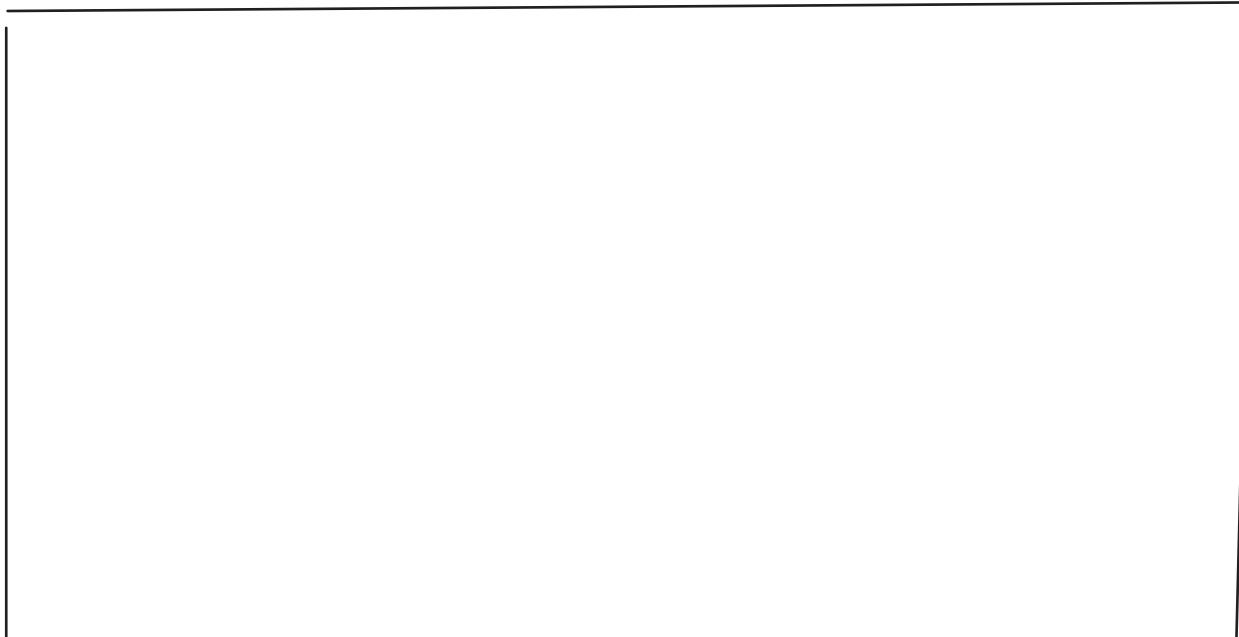
2. How do you know that? Do you think you can change from one gender to another?

3. What are your favourite games and activities? Can anyone play these games and activities?

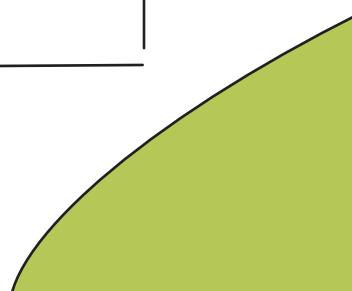
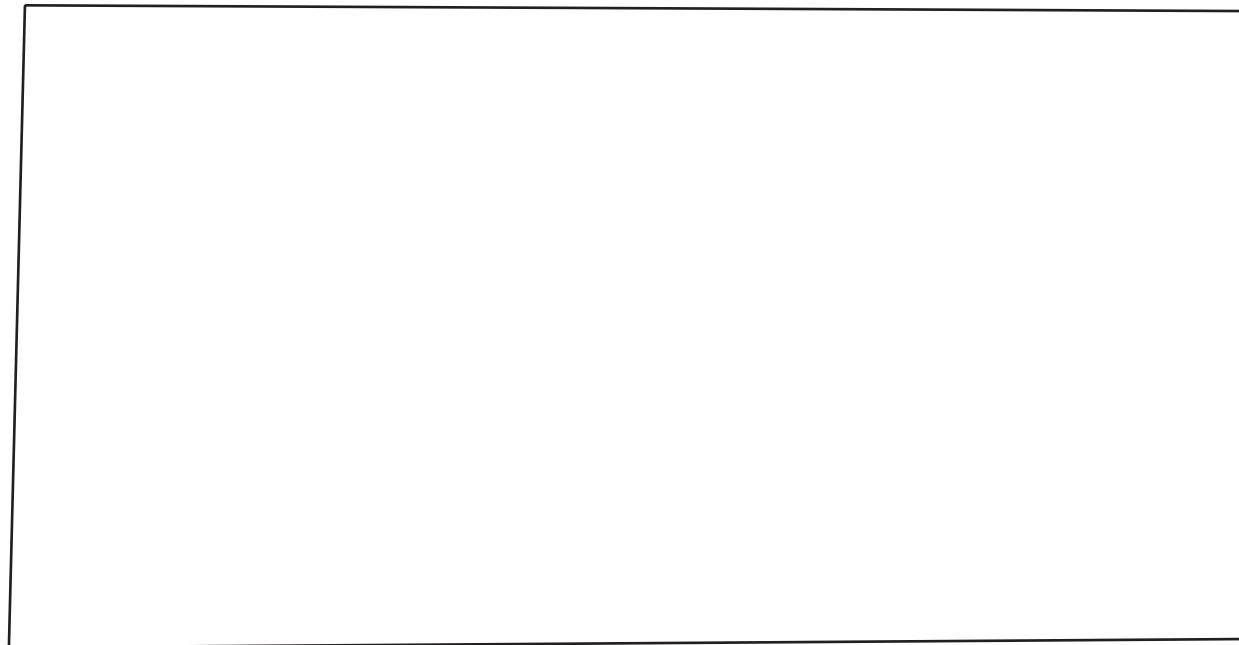
Society plays a very important role in how we behave and in our decisions about what behaviour is okay for every gender. Sometimes having to behave a certain way because of other peoples' expectations can be hard.

Activity 4: My Reflections

Write or draw a story, poem or cartoon about something you like about your own **gender**.

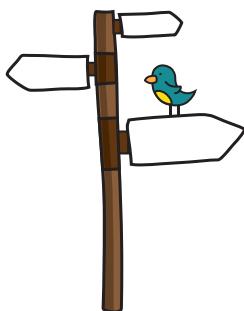


Create a story, poem or drawing about **gender identity**. These can be entirely made up or based on your own experience or someone you know.



Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?



Circle the word that best describes what you have learned

1. **I know...**the difference between a person's biological sex and their gender

YES NO KIND OF

2. **I know...**what gender roles for males and females are

YES NO KIND OF

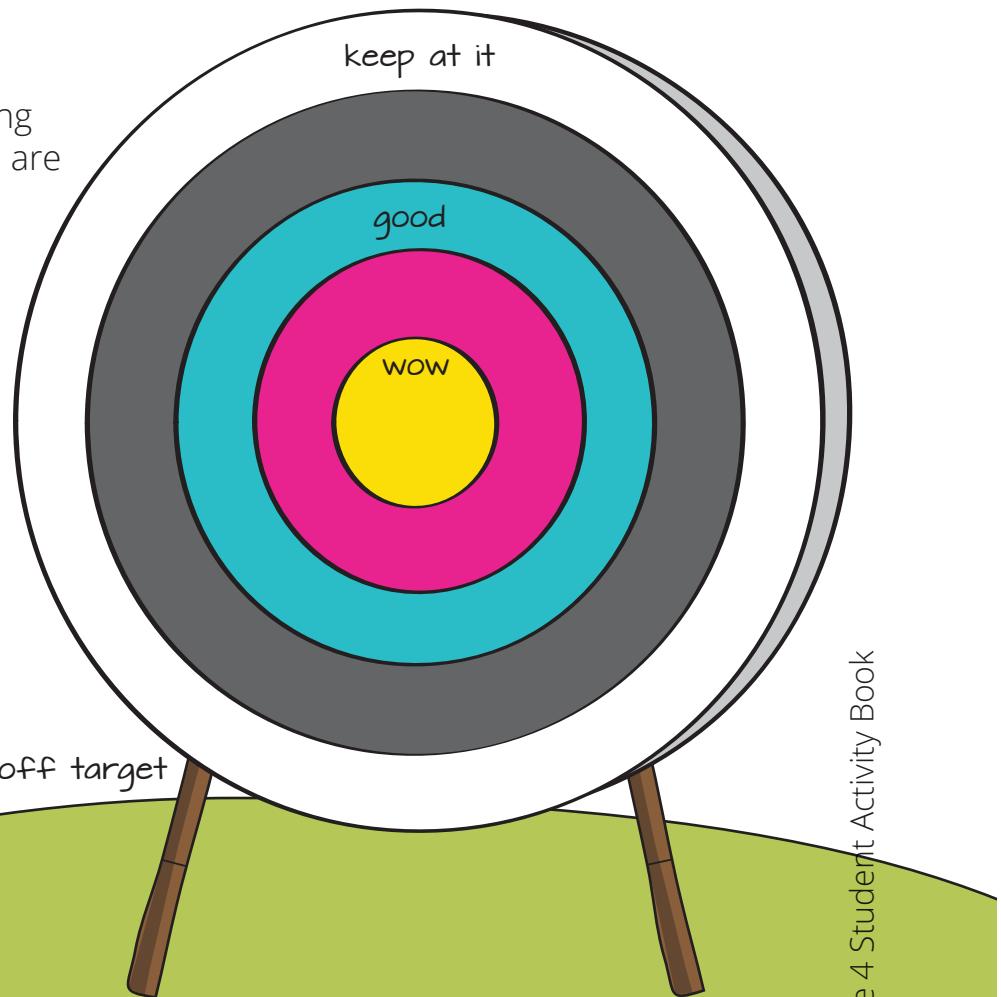
3. **I know...**people do not have to change what they like or what they do because something seems “boyish” or “girly”

YES NO KIND OF

Step 2: Are you on target?

Put an arrow into the target ring that best describes where you are in your progress (overall understanding of this lesson).

Step 3: Write a question or new fact you learned in this lesson and put it in the Question Box.



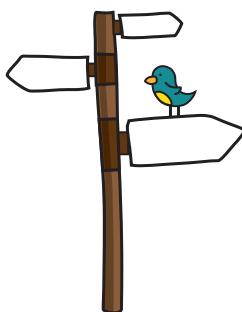


GRADE
4

Lesson 4

PERSONAL SPACE AND BODY AWARENESS

What Counts

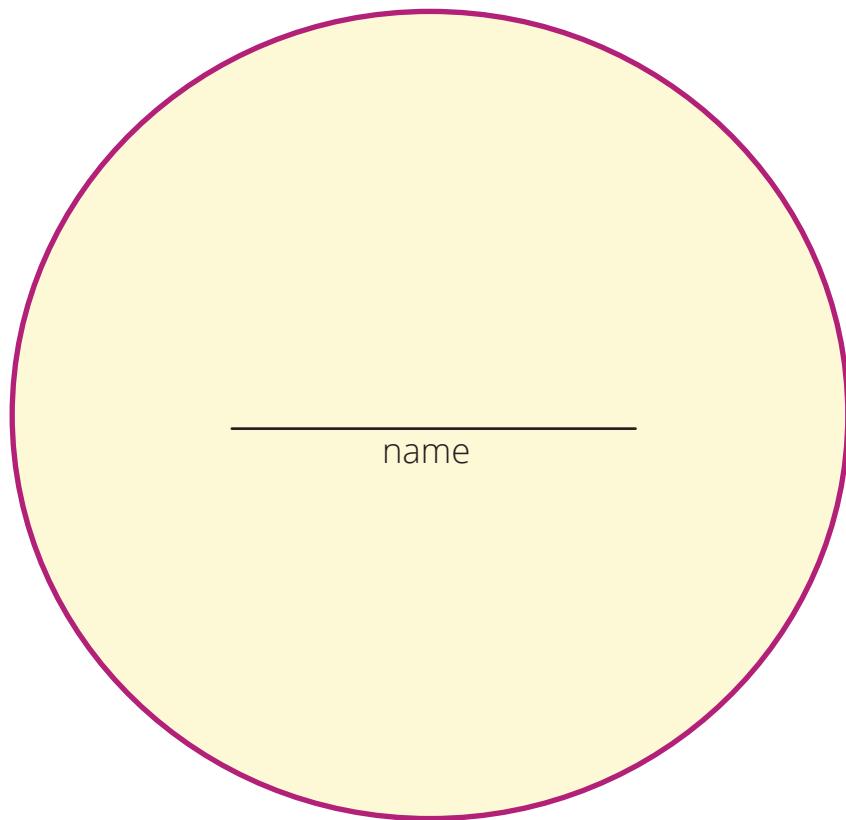


1. Understand your personal space zones
2. How to know if something feels or is unsafe
3. What to do if someone or something makes you feel unsafe

Activity 1: Personal Space Zones

Everyone has their own personal space around them, which nobody can come into without permission.

1. Label the drawing "My Personal Space"
2. Write your name inside the circle



Exploring your Personal Space

Make a mark on the line showing when you felt your partner approach your personal space.



me



partner

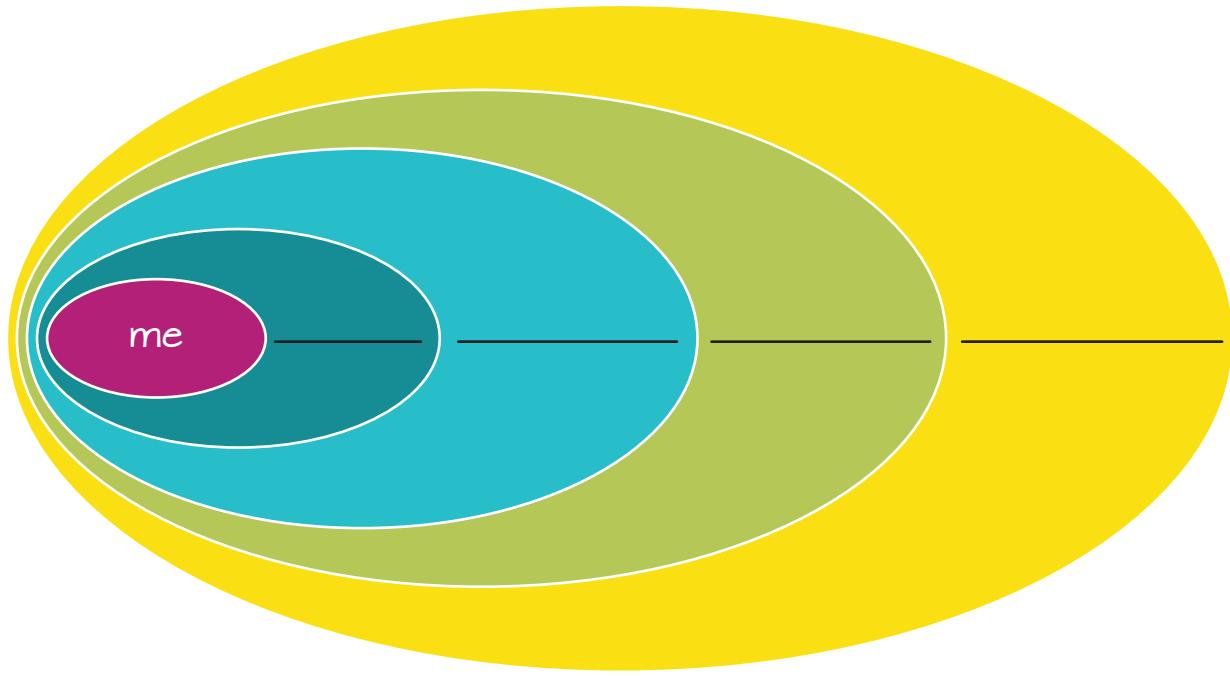


How much personal space did you want or need, compared to others in your class?

What sort of things make each of our own personal space zones different?
(Think culture, how well we know someone, etc.)

Personal Space Zones

Label each personal space zone:



Write the name(s) of someone you would let into each personal space zone.

Intimate Space (right beside me; for parent/guardian, pet, doctor, trusted adult):

Who? _____ Who else? _____

Personal Space (about arms' length from me to that person – the distance from one hand to the other if I stretch my arms out – for people less known, for friends and acquaintances).

Who? _____ Who else? _____

Social Space (about the distance from one hand to the other if I stretch my arms out to the side to about the length of four desks put together side by side; more formal relationships, like a store clerk or bank teller)

Who? _____ Who else? _____

Public Space (any distance from Social Space, beyond about half a classroom away (3.6 meters); this is where strangers can be, and we don't feel like they need to move away)

Who? _____ Who else? _____

Activity 2: Body Alerts

Our bodies send us strong signals when a situation is not safe.

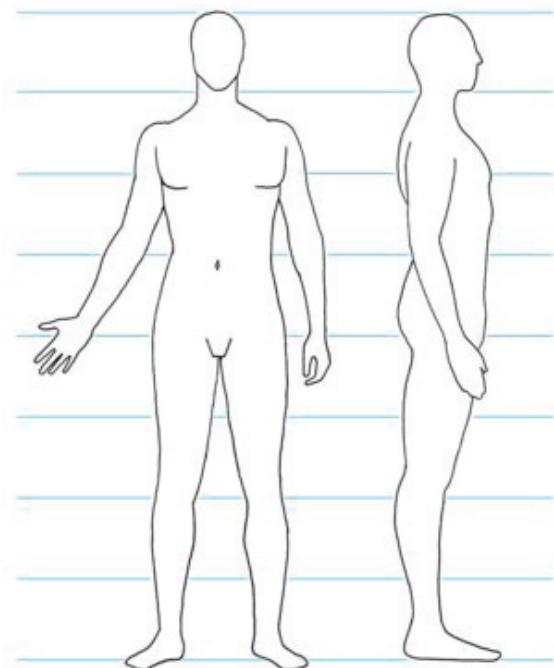
List three ways your own body shows you your feelings (e.g., butterflies in the stomach; tingles on your legs, arm or back of the neck; general muscle weakness; twitching eye; sweaty hands; faster heart beat; blushing).

1. _____

2. _____

3. _____

These are also called "body alerts." Draw on the body where you feel these sensations in your body.



Some body alerts may just mean you are nervous, like before a performance or when you meet someone you have a crush on.

Those strong feelings are okay. Try a breathing exercise to calm down.

If someone makes you feel uncomfortable, trust your gut!

If it doesn't feel right, it probably isn't right for you. Get away from the situation as fast as you can and ask a trusted adult for help if this happens to you.

Activity 3: Examples of UNSAFE Situations

1 An older or intimidating person tries to get you to do something that you don't want to do or that doesn't feel right. This could be anyone: a teenager, an adult, a relative, or even someone your own age.

2 Someone wants to look at or touch you on the private areas of your body or be in the "intimate zone" of your personal space for no good reason, and you don't want them to. Examples of good reasons include: seeing the doctor, a parent or guardian giving you a bath, a parent or guardian checking out an injury.

3 A situation feels strange or makes you feel uncomfortable. You may feel an uneasy or yucky feeling inside your body, or other body alerts.

4 A person tells you to keep a secret about something that has happened, or something they are going to do to you or with you – or even something that has been happening between you on an ongoing basis. They may even threaten to hurt you or someone you love if you tell.

This is NOT TRUE. Even if you are scared, you will be safer if you tell a trusted adult than if you continue to be abused by another person.

IF ANY OF THESE THINGS HAPPEN TO YOU,
TELL AN ADULT YOU TRUST SO THEY CAN HELP YOU.

IT DOES NOT MATTER IF SOMETHING HAPPENED TO YOU A LONG TIME AGO, IT IS STILL IMPORTANT TO TELL A TRUSTED ADULT.

It is never your fault if someone scares or abuses you.

If something has happened, a trusted adult I could tell is:

Activity 4: Assertive Communication:

Step 1: Draw yourself saying “no” to someone who wants to come into your personal space.



Step 2: Draw yourself telling a trusted adult that someone came into your personal space who wasn’t welcome, or someone put you in an unsafe situation.

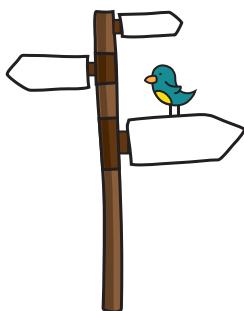


Repeat this self-healing sentence:

No matter what you say or do to me, I'm still a worthwhile person.

Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?



Circle the word that best describes what you have learned

1. I know...about my personal space zones

YES NO KIND OF

2. I know...how to sense if something feels unsafe

YES NO KIND OF

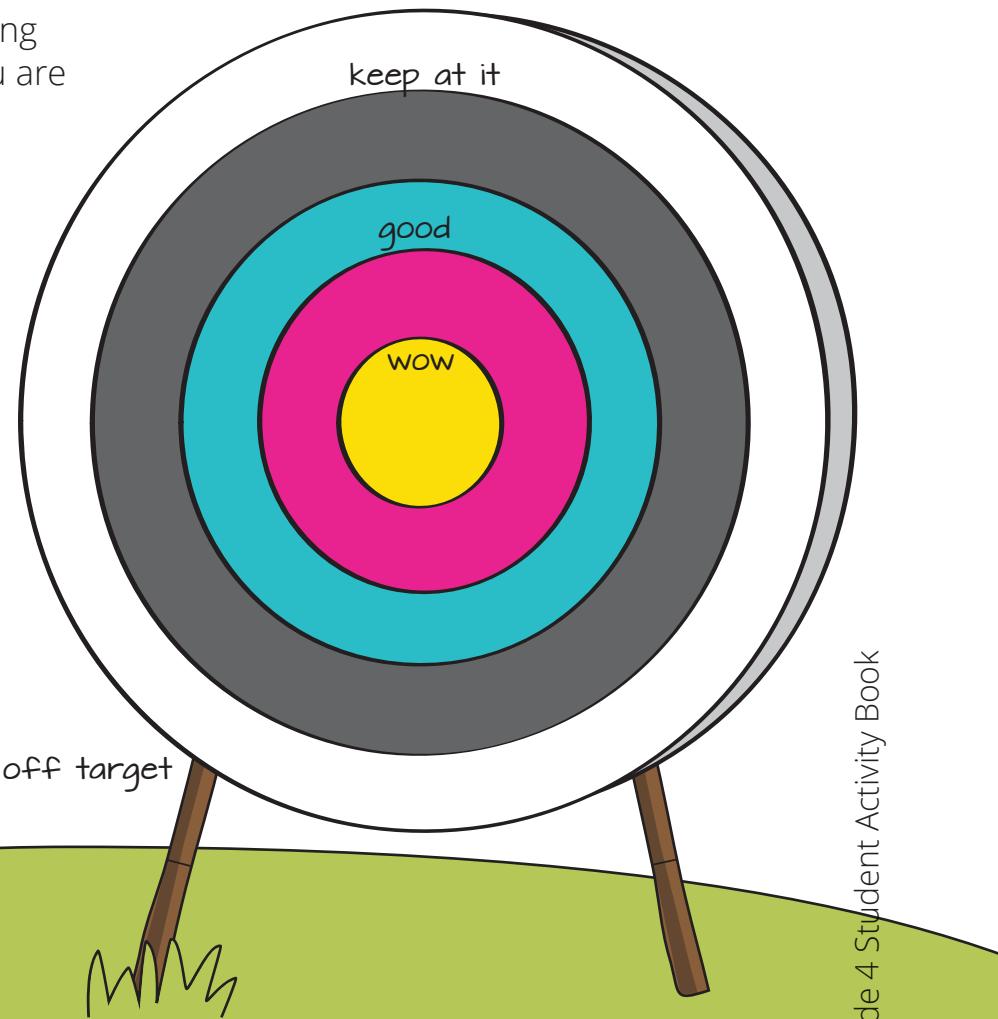
3. I know...what to do if someone makes me feel unsafe

YES NO KIND OF

Step 2: Are you on target?

Put an arrow into the target ring that best describes where you are in your progress (overall understanding of this lesson).

Step 3: Write a question or new fact you learned in this lesson and put it in the Question Box.

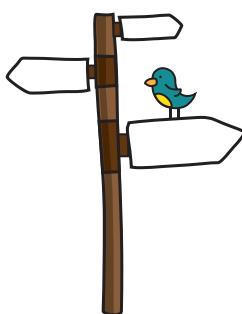




GRADE
4

Lesson 5 THINKING IT THROUGH AND TALKING

What Counts?



1. To understand what "tight," "loose" and "healthy" boundaries are
2. How to use an "I" statement and communicate assertively
3. How to solve a problem in a positive way

Activity 1: Three Types of Boundaries

Three Types of Boundaries

1 Loose Boundaries The Doormat	2 Tight Boundaries The Time-Bomb	3 Healthy Boundaries The Diplomat
		

Write an example (true or made up) that shows us each of these types of boundaries.

1. Loose Boundaries – The Doormats

e.g., Tom agreeing to go to the movies when he doesn't feel like it.



2. Tight Boundaries – The Time-Bombs

e.g., Sally snatches her pen back angrily from her friend.



3. Healthy Boundaries – The Diplomats

e.g., Sally telling her Mom to please wait while she changes.



Which type of boundary is best? Why?

Activity 2: "I" Statements and Assertive Communication

Role Play Scenarios

In pairs, use the following scenarios and "I" statements to practice your assertive communication:

1. You lend a friend one of your books. She returns it with pages missing.
2. Your friend always asks to borrow a few dollars when you go out, but he never repays you.
3. Someone in your class asks you to work with him on his homework after the teacher has specifically told the class that the assignment should be done without any help.

"I" Statements and Assertive Communication Phrases:

Part 1: Expressing your feelings.

- I feel _____ when you _____ .
- It's a problem for me when you _____ because _____ .
- It troubles (worries, bothers, distresses) me when you _____ because _____ .
- It's difficult for me when you _____ because _____ .

Part 2: Saying what you need or want.

- I need you to _____ .
- I would like to make the situation better for me. I need _____ .

Activity 3: Positive Problem Solving

A Six-Step Problem-Solving Process

1. Think of a good solution.

Does it hurt anyone? Does it make the problem bigger? Or smaller? Is it safe?

2. Calm yourself down.

Use the steps for Assertive Communication.

3. Say what your problem is.

Look at key details about the issue. What does it look like? Sound like?

4. Say how you are feeling and why you feel this way.

Use an "I" statement, e.g., I feel ____ because____.

5. Say how you want things to end up.

6. Ask yourself if there is anything else you can do.



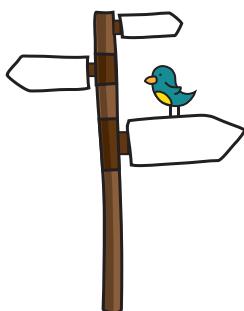
Role Play Scenarios

In pairs, use the following scenarios to practise the **6-Step Problem-Solving Process**

Situation 1 You are walking home alone from school through the forest trails. Two older high school students you don't know start calling you names and threatening you.	Situation 4 Your little sister went into your room and took one of your books. You find out and are furious. You run to your parents to tell them. You feel like you got stuck with the worst sister ever.
Situation 2 You and your two friends get a C on a science project you worked hard on. Even the teacher can't believe you got this grade. You are afraid that you will fail science.	Situation 5 You were supposed to feed your dog, but you forgot. Your brother was supposed to change the cat litter and he didn't do it. Your dad and your step-mom are very upset about how irresponsible the two of you are.
Situation 3 Your best friend sits by someone else at lunch and keeps looking over at you and the person you are sitting beside. You are afraid they are saying awful things about you.	Situation 6 You are in a skating club and the trainer just taught you how to do a jump. She tells you and two other kids to try it. They get it right and you don't. You feel like you will never learn this.

Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?



Circle the word that best describes what you have learned

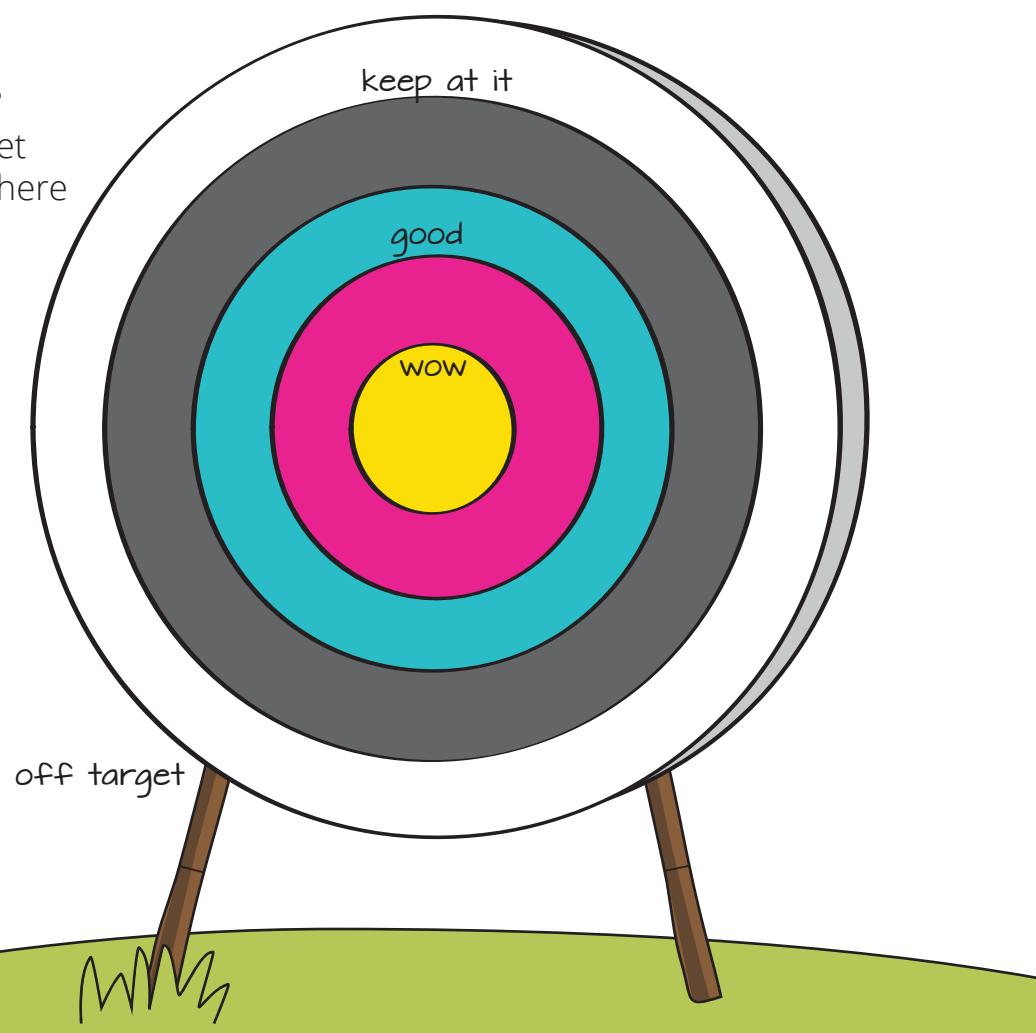
1. I know... what “tight,” “loose” and “healthy” boundaries are
YES NO KIND OF

2. I know... how to use an “I” statement and communicate assertively
YES NO KIND OF

3. I know... how to solve a problem in a positive way
YES NO KIND OF

Step 2: Are you on target?

Put an arrow into the target ring that best describes where you are in your progress (overall understanding of this lesson).

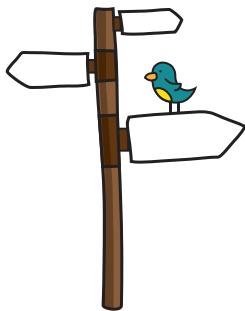


GRADE
4

Lesson 6

FRIENDSHIP: WHAT DOES IT MEAN TO YOU

What Counts?

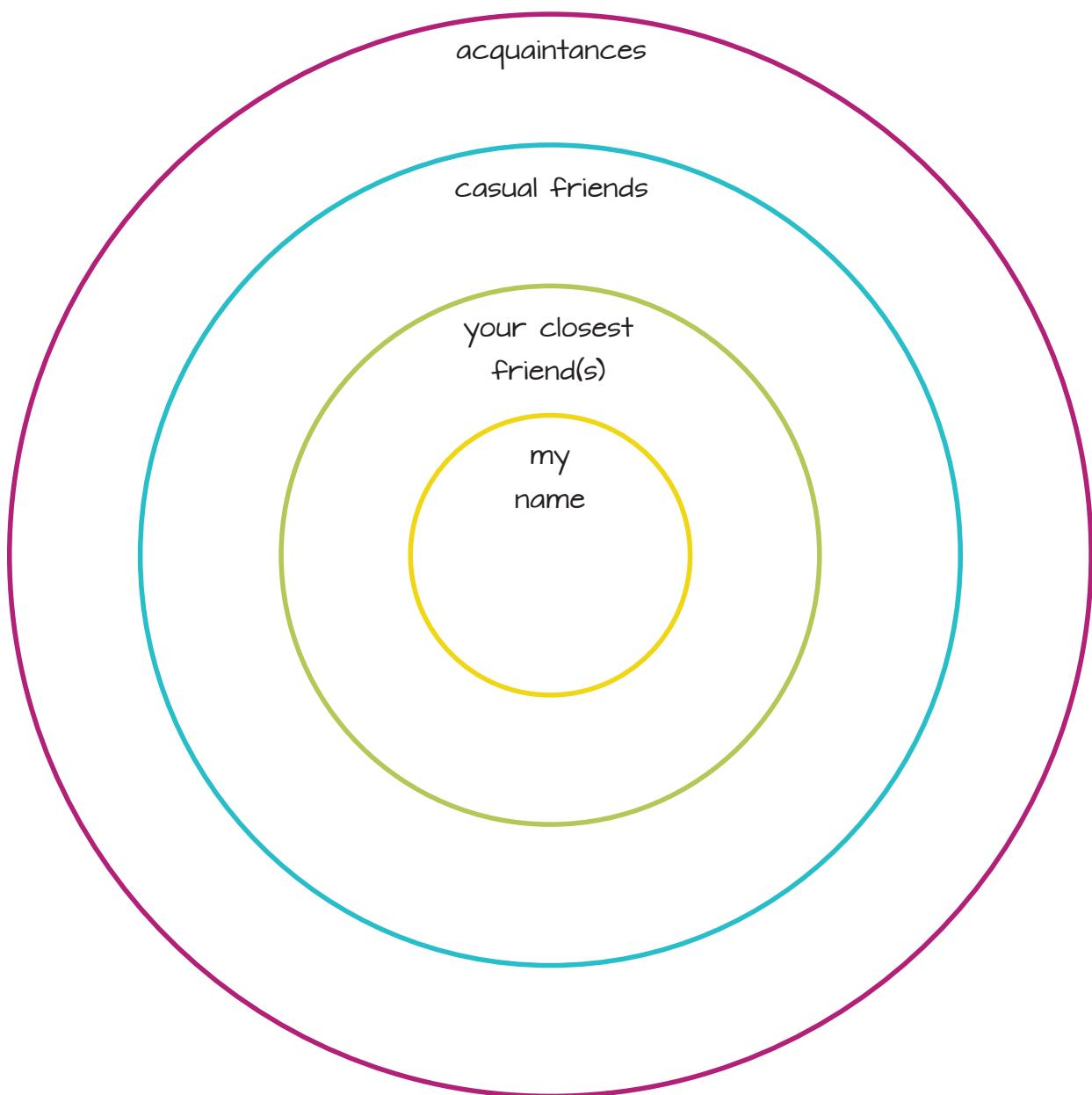


1. Know the meaning of friendship
2. Know the difference between close friends, casual friends, and acquaintances
3. Know which friendship qualities are important to me

Activity 1: Friendship Wheel

Using the Friendship Wheel on the next page:

1. Write your name in the centre circle.
2. Write the name(s) of your closest friend(s) in the next circle.
3. Write in the middle circle the names of casual friends, those you know well enough to talk to or have lunch with, but not as well as your closest friends.
4. Write in the outer circle the names of acquaintances, people you speak with sometimes, but do not think of as friends.



Discussion Questions:

1. How does this Friendship Wheel compare to the Personal Space Zones?
2. What things do you like about your closest friend(s)?
3. What qualities make me a good friend?

Activity 2: Friendship and Belonging

Brainstorm words and phrases about:

1. Being a good friend:

2. Attributes of a friendship:

3. What it means to belong:

4. How it feels to belong:

5. The importance of making everyone feel like they belong:

Using your brainstorm words and phrases, write a haiku about friends and belonging.

Haiku Poems

Haikus consist of 3 lines:

- The first line has 5 syllables
- The second line has 7 syllables
- The third line has 5 syllables

Haiku Example:

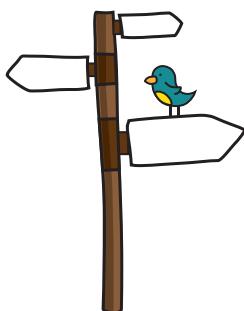
This is a Haiku

Haiku is called poetry

Haiku is calming

Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?



Circle the word that best describes what you have learned

1. I know...the meaning of friendship

YES NO KIND OF

2. I know...the difference between close friends, casual friends, and acquaintances

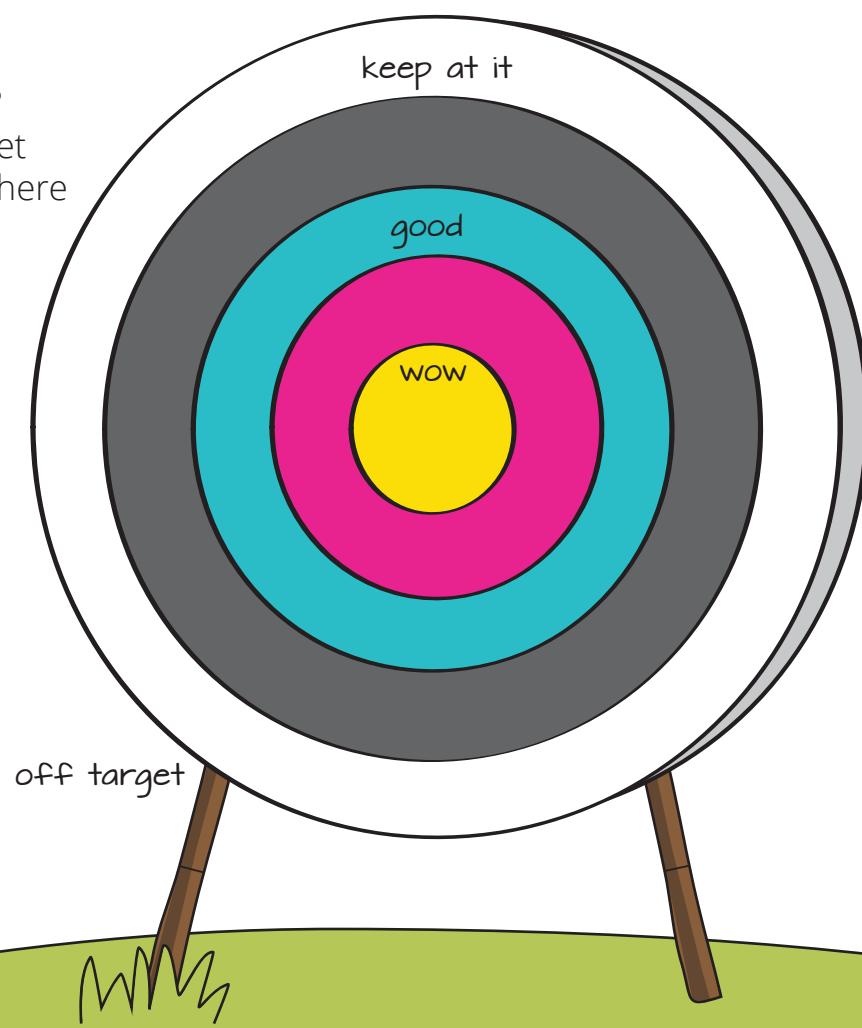
YES NO KIND OF

3. I know...friendship qualities that are important to me

YES NO KIND OF

Step 2: Are you on target?

Put an arrow into the target ring that best describes where you are in your progress (overall understanding of this lesson).



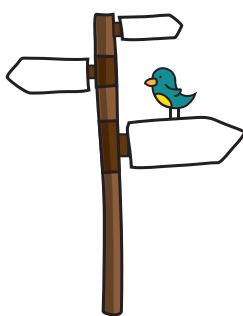
Step 3: Write a question or new fact you learned in this lesson and put it in the Question Box.



GRADE
4

Lesson 7 KNOWING YOUR BODY: SAFE VERSUS UNSAFE TOUCH

What Counts



1. Know at least three scientific names for different areas of male and female private parts
2. Know the difference between safe and unsafe touches
3. Know what to do if an unsafe touch occurs

Activity 1: Non-private and Private Body Parts

On the next page there are two outlines of bodies — one for a female and the other for a male.

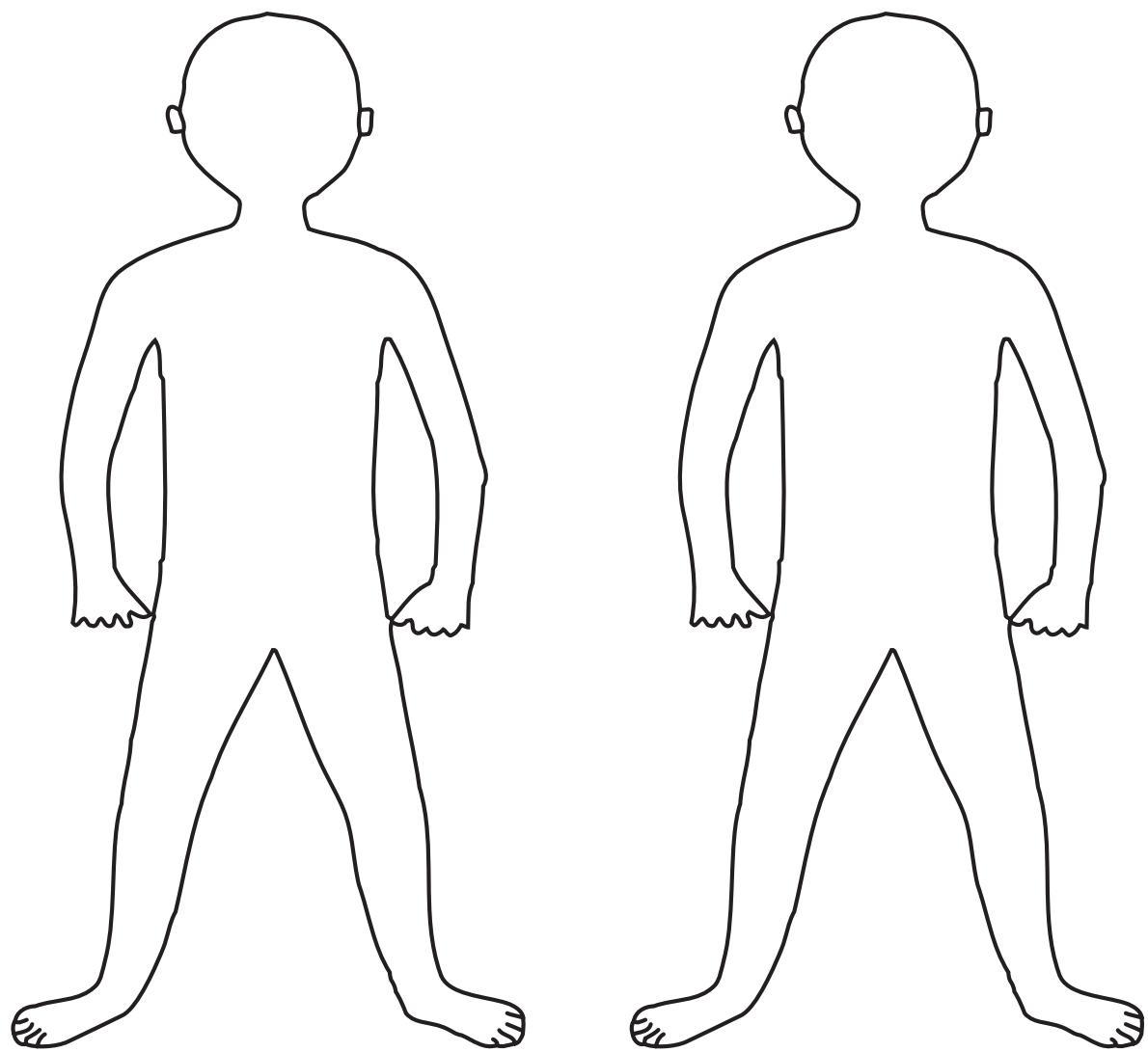
Step 1: Decide which one will be the boy and which one will be the girl.
Then give each a face and hair.

Step 2: Give the boy and girl nipples.

Step 3: Give each body a belly button or navel.

Step 4: Draw a penis and testicles on the boy and a vulva on the girl.

Step 5: With your teacher and class write the names of each body part.



Activity 2: Safe Versus Unsafe Touch

Fill in the following chart:

How do you know if touch is safe? <i>Example: you decide who touches you.</i>	What makes touch unsafe? <i>Example: If someone touches you after convincing you that it's okay.</i>
--	---

Write the name of your trusted adult, the person you can talk to about unsafe touch. List as many trusted adults as you want.

Remember, unsafe touch is against the law.

It is never your fault.

You're a kid, you are not expected to know everything. That's why we are teaching you how to keep yourself safe and what to do if something that doesn't feel good or safe happens to you.

Numbers to call for help about unsafe touch:

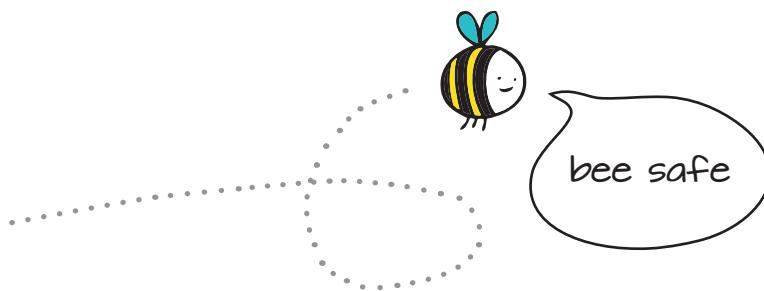
Children and Family Services: (867) 667-3002

Kids help line: 1-800-668-6868 Website: kidshelpphone.ca

RCMP: (867) 667-5555 in Whitehorse.

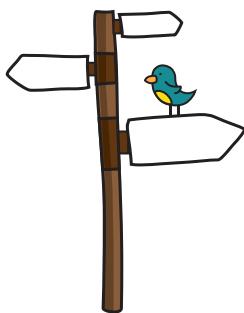
RCMP outside of Whitehorse, dial your community prefix, plus "-5555".
For example, in Dawson, you would dial 993-5555.

811- Yukon Nurses Line



Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?



Circle the word that best describes what you have learned

1. **I know...**at least three scientific names for different areas of male and female private parts

YES NO KIND OF

2. **I know...**the difference between safe and unsafe touches

YES NO KIND OF

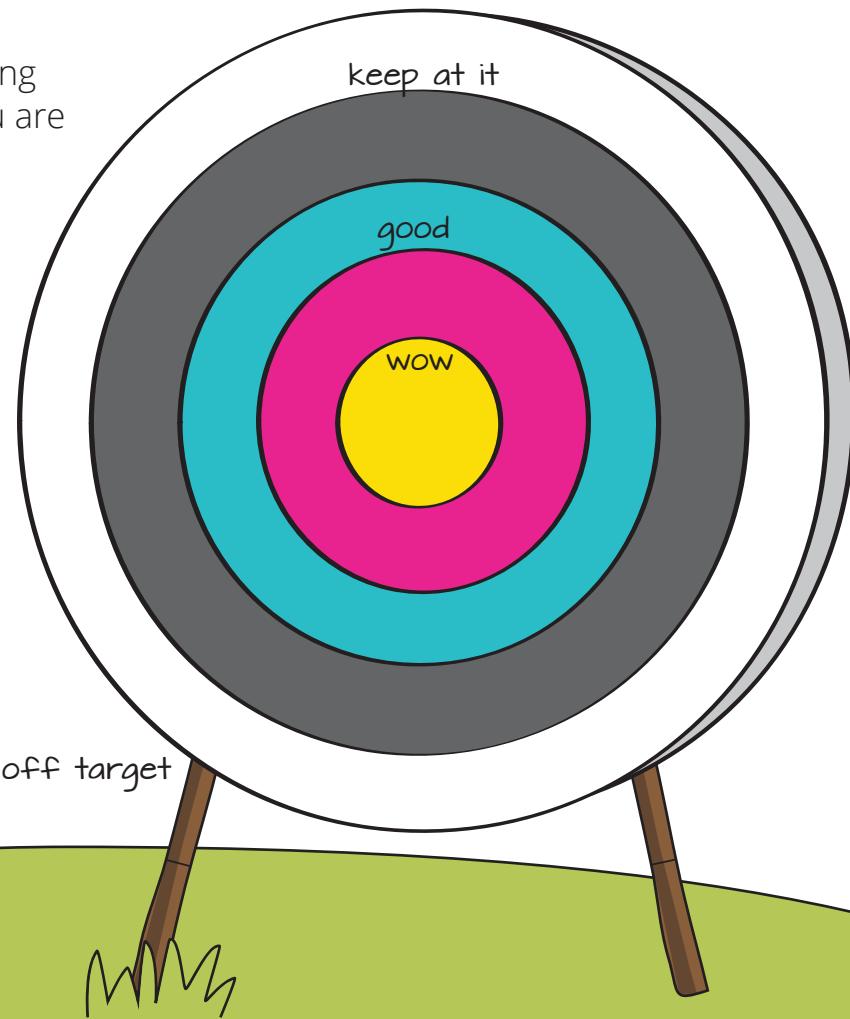
3. **I know...**what to do if an unsafe touch happens

YES NO KIND OF

Step 2: Are you on target?

Put an arrow into the target ring that best describes where you are in your progress (overall understanding of this lesson).

Step 3: Write a question or new fact you learned in this lesson and put it in the Question Box.

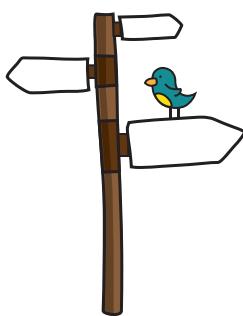




GRADE
4

Lesson 8 PUBERTY CHANGES

What Counts



1. Know the language of human sexuality and sexual health
2. Understand what puberty is
3. Understand some of the physical, social, and emotional changes that happen during puberty

Activity 1: The Language of Sexuality

Fill out the chart below with your teacher and class:

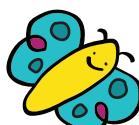
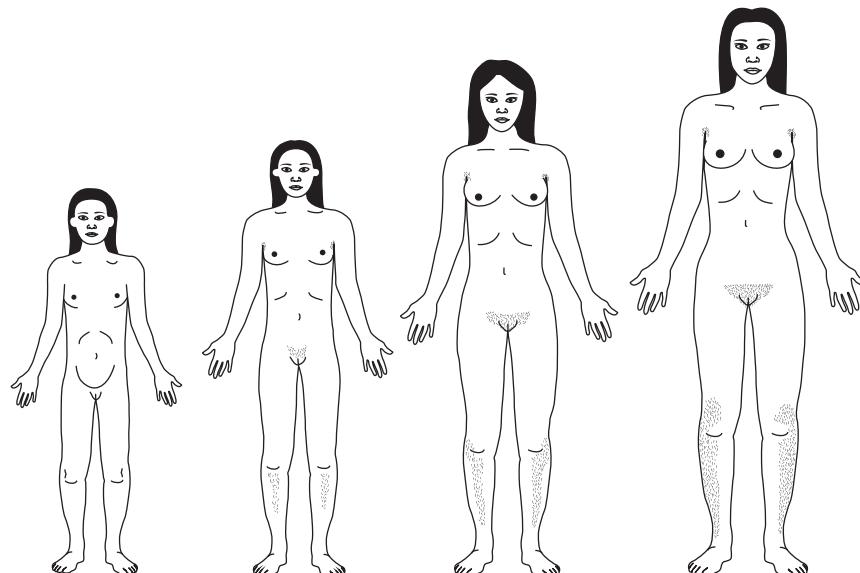
Non-sexual body parts	Sexual body parts

Give two reasons why using scientific terms for our sexual body parts is important:

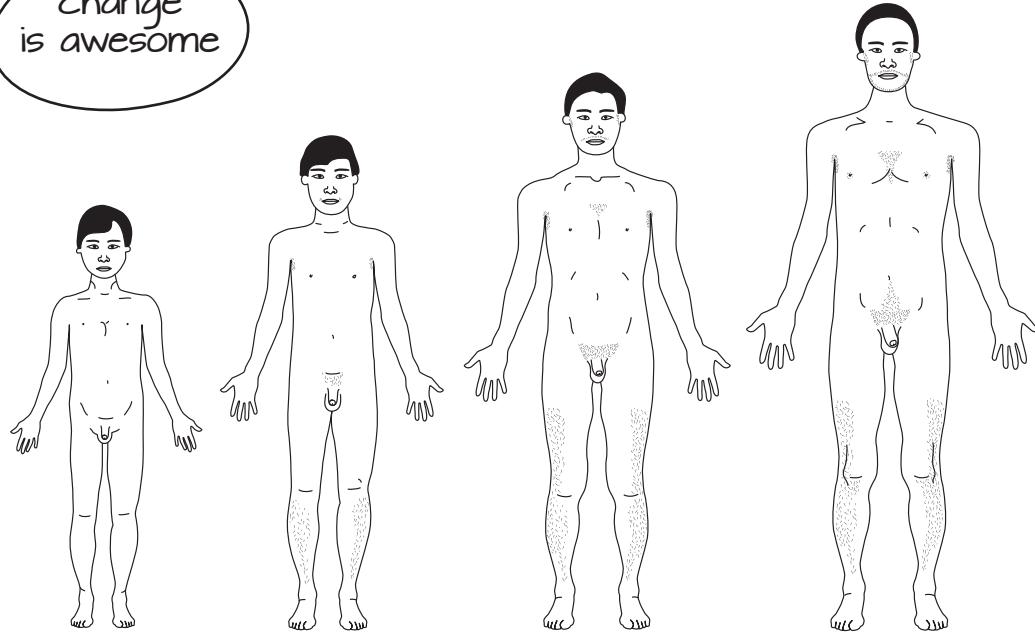
1. _____
2. _____

Activity 2: What is Puberty

- Puberty is when we change from a child to a teenager, or adolescent, and become capable of reproduction.
- Our bodies and our feelings change.
- Puberty takes around four to five years from start to finish.
- Puberty happens to everyone.



change
is awesome



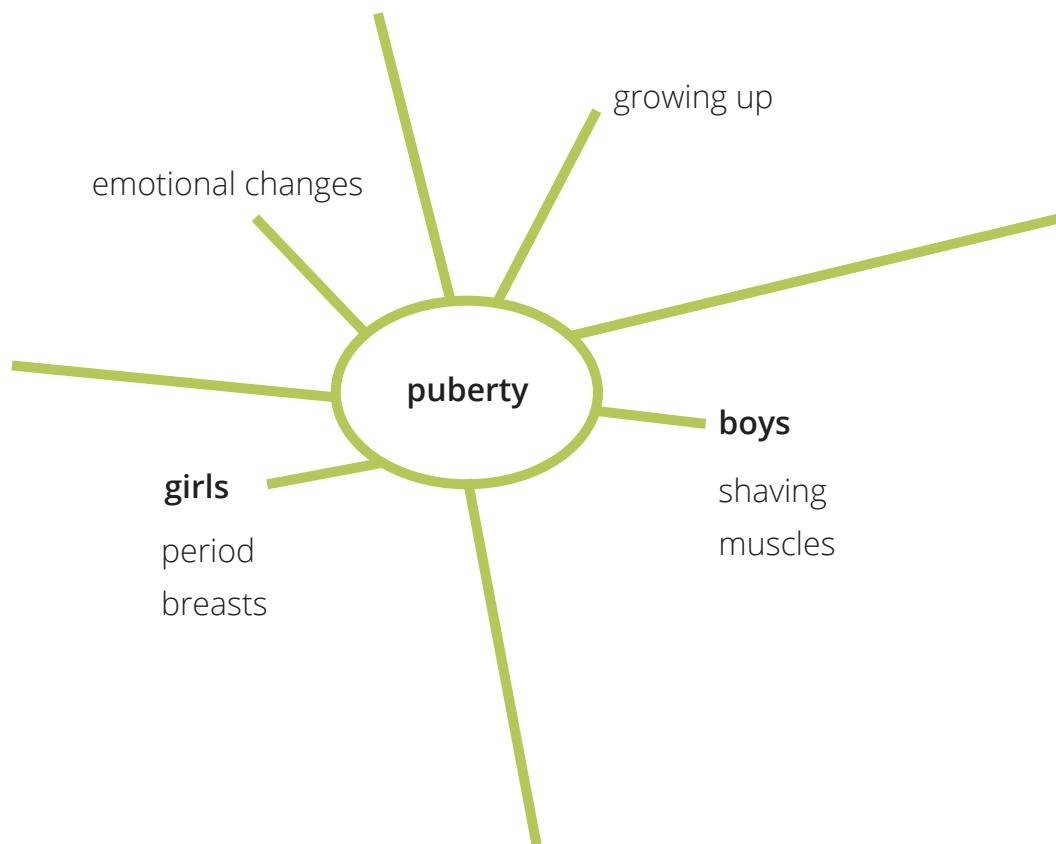
Answer the following two questions with your class:

1. How old are females when puberty begins? _____

2. How old are males when puberty begins? _____

Puberty Mind Map

Work with your class and brainstorm changes that happen during puberty. Add the words, from you brainstorm, to the mind map below.



Activity 3: Puberty Changes: Male, Female, Both

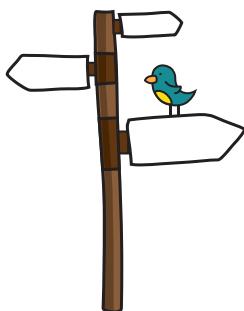
Fill out the Puberty Changes chart below and review your answers with the class.

Change	Male	Female	Both
Grow taller			
Skin gets oily			
Acne (pimples)			
Voice changes			
Hair grows on face			
Hair gets oily			
Hair grows in underarms			
Hair grows on genitals (pubic hair)			
Sweat glands develop			
Breasts develop*			
Hips get bigger			
Shoulders get wider			
Testicles start producing sperm			
Penis grows bigger			
Testicles get bigger			
Body produces sex hormones			
Wet dreams (nocturnal emissions)			
Erections happen out of the blue (penis gets hard)			
Sperm comes out of the penis (ejaculation)			
Ovaries start releasing ova (ovulation)			
Periods (menstruation)			
Vulva grows and inner labia grow and darken			
Mood swings			
Start having sexual thoughts			
Start having sexual feelings			
Start producing more vaginal fluids and may experience 'damp dreams'			
Can become interested in having a boyfriend or girlfriend			
Friendship becomes more important			
Sometimes feel lonely and confused			
Stronger feelings of wanting to be liked, to "fit in"			
Desire for more independence			
Thinking about the future			
Concerned about looks (appearance)			

* Nearly half of boys experience temporary enlargement of the breasts during puberty, which will eventually go away.

Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?



Circle the word that best describes what you have learned

1. I know...the language of human sexuality

YES NO KIND OF

2. I know...what puberty is

YES NO KIND OF

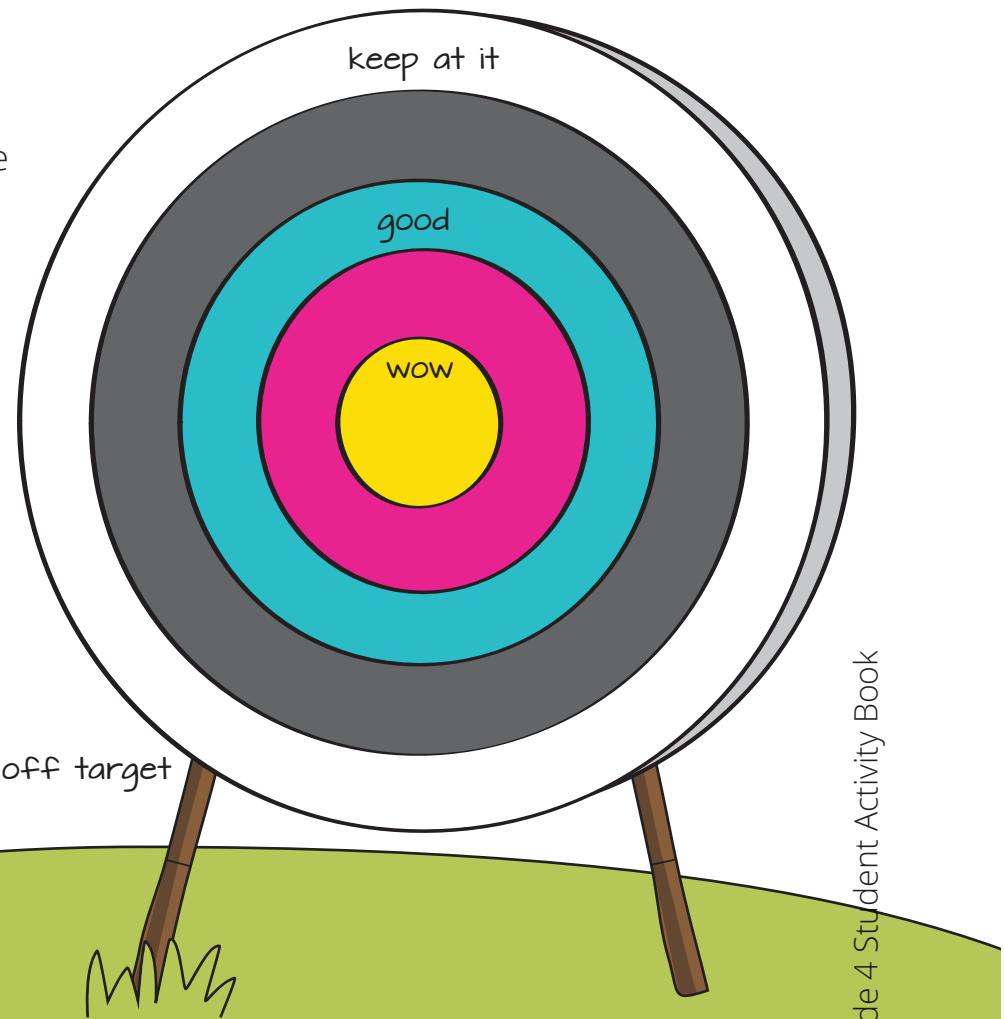
3. I know...some of the physical, social and emotional changes

that happen during puberty

YES NO KIND OF

Step 2: Are you on target?

Put an arrow into the target ring that best describes where you are in your progress (overall understanding of this lesson).

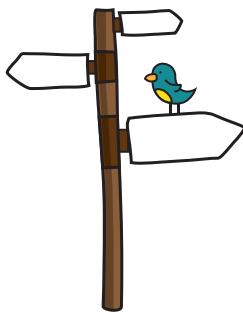




GRADE
4

Lesson 9 MALE REPRODUCTIVE ANATOMY

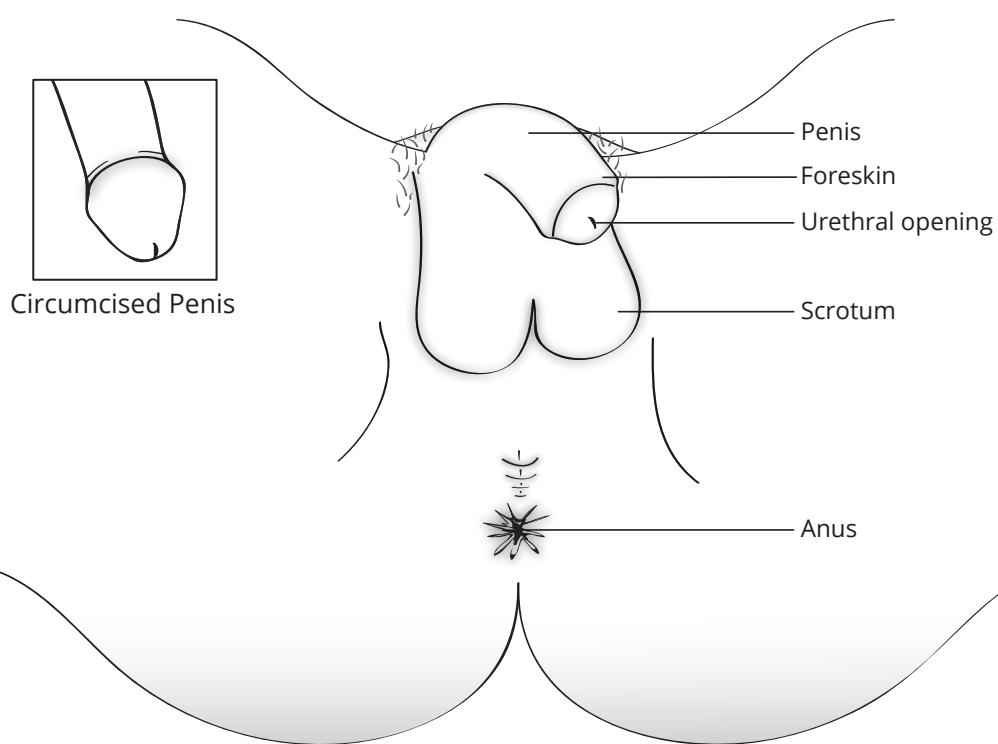
What Counts



1. Name three male reproductive parts on the OUTSIDE of the body
2. Name three male reproductive parts on the INSIDE of the body
3. Describe some steps for how reproduction happens

Activity 1: External Male Reproductive System

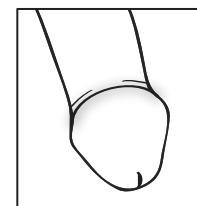
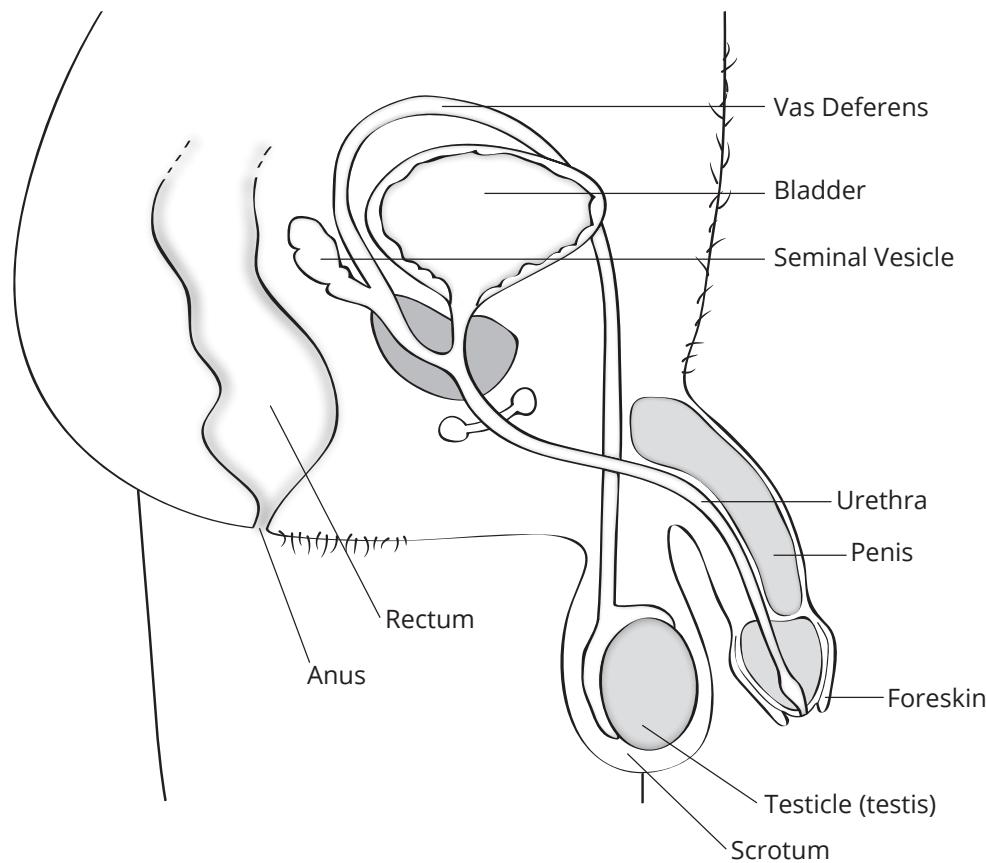
Colour each body part as your teacher goes through the diagram.



Activity 2: Internal Male Reproductive System

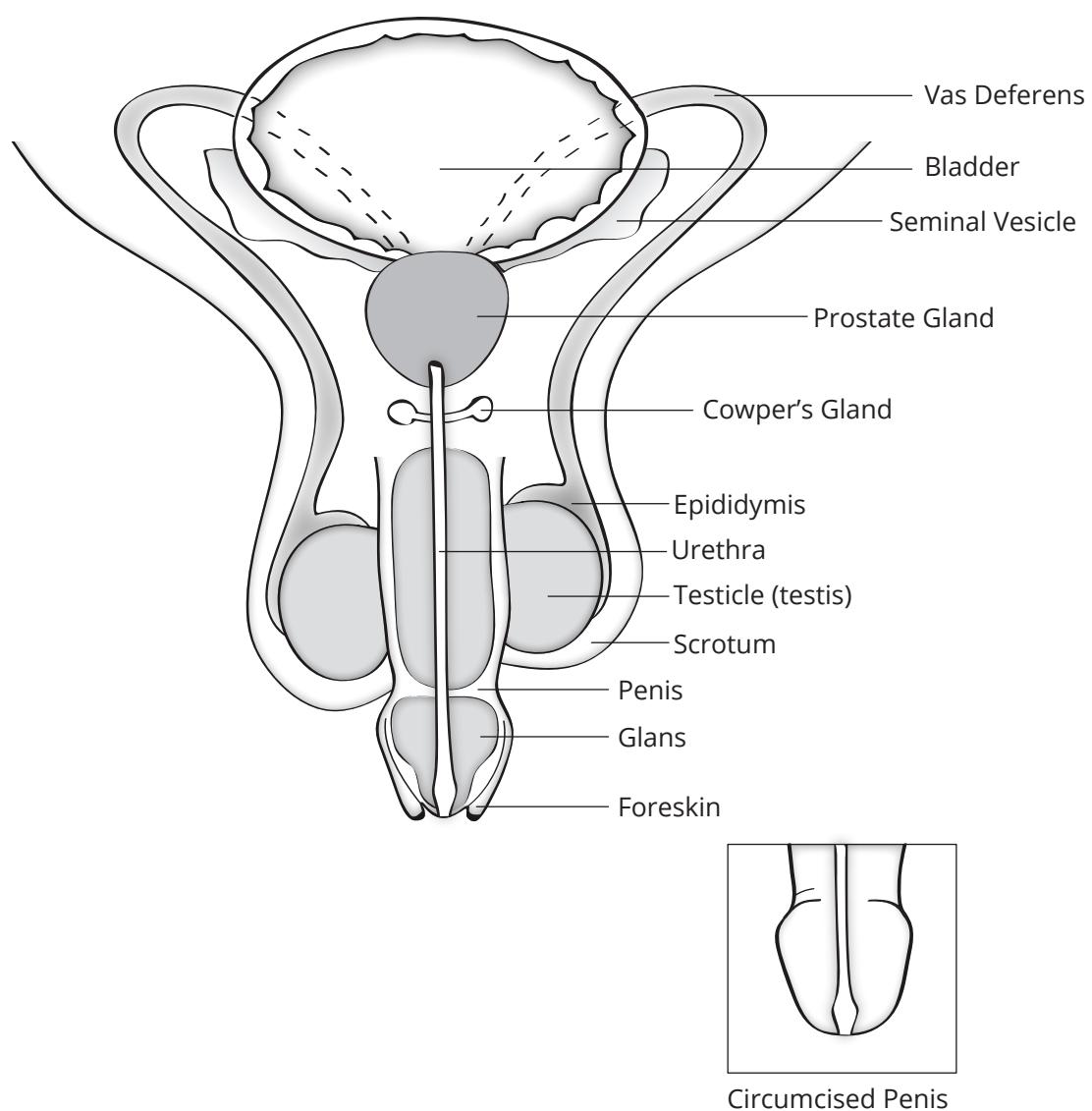
Colour each body part as your teacher goes through the diagram.

Side view image



Circumcised Penis

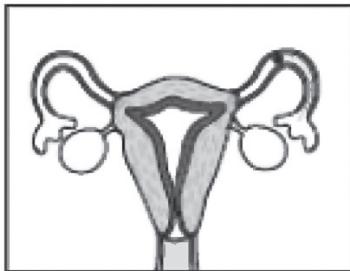
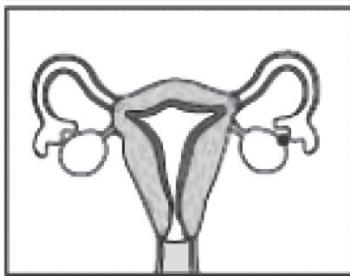
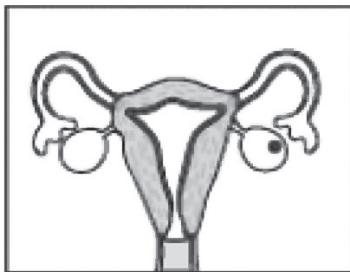
Internal Male Reproductive System – front view – no colouring required



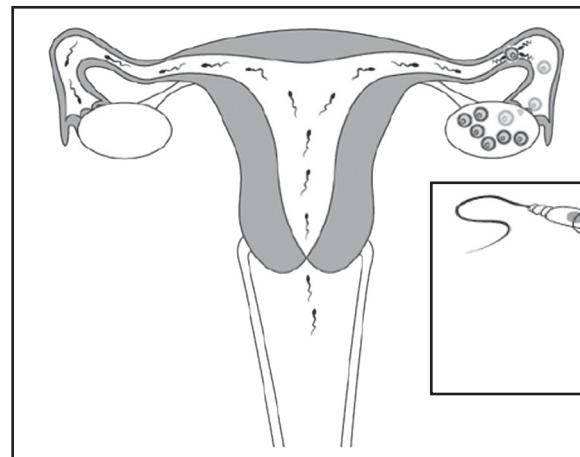
Activity 3: How Reproduction Happens

Colour the three Basic Steps of Human Reproduction as your teacher explains them.

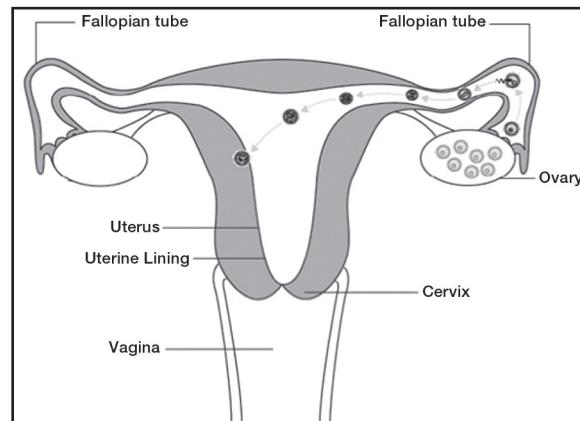
Step 1: Ovulation



Step 2: Fertilization

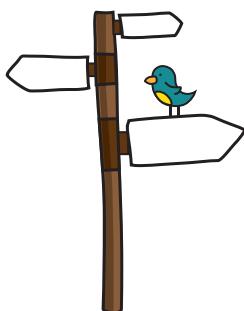


Step 3: Implantation



Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?



Circle the word that best describes what you have learned

- 1. I know...**three male reproductive parts on the OUTSIDE of the body

YES NO KIND OF

- 2. I know...**three male reproductive parts on the INSIDE of the body

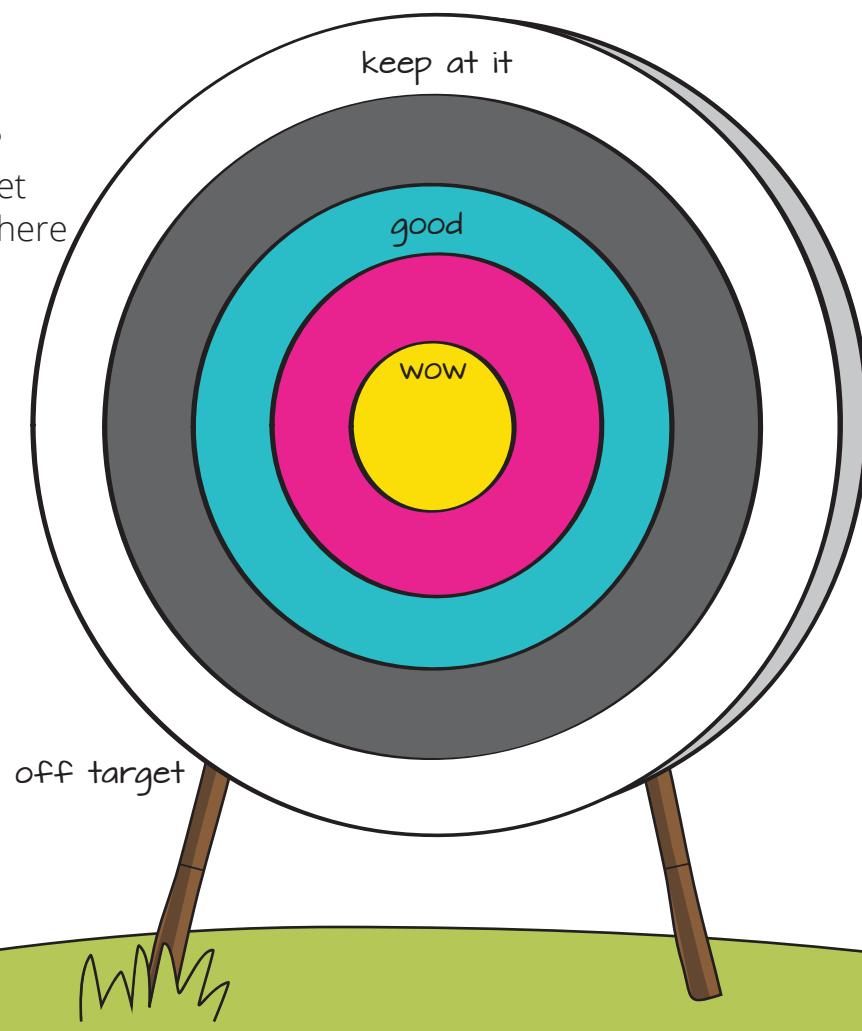
YES NO KIND OF

- 3. I know...**some steps for how reproduction happens

YES NO KIND OF

Step 2: Are you on target?

Put an arrow into the target ring that best describes where you are in your progress (overall understanding of this lesson).



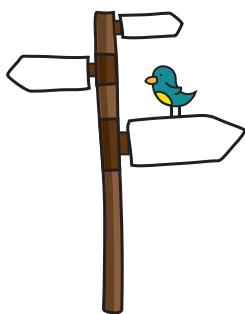
Step 3: Write a question or new fact you learned in this lesson and put it in the Question Box.



GRADE
4

Lesson 10 FEMALE REPRODUCTIVE ANATOMY

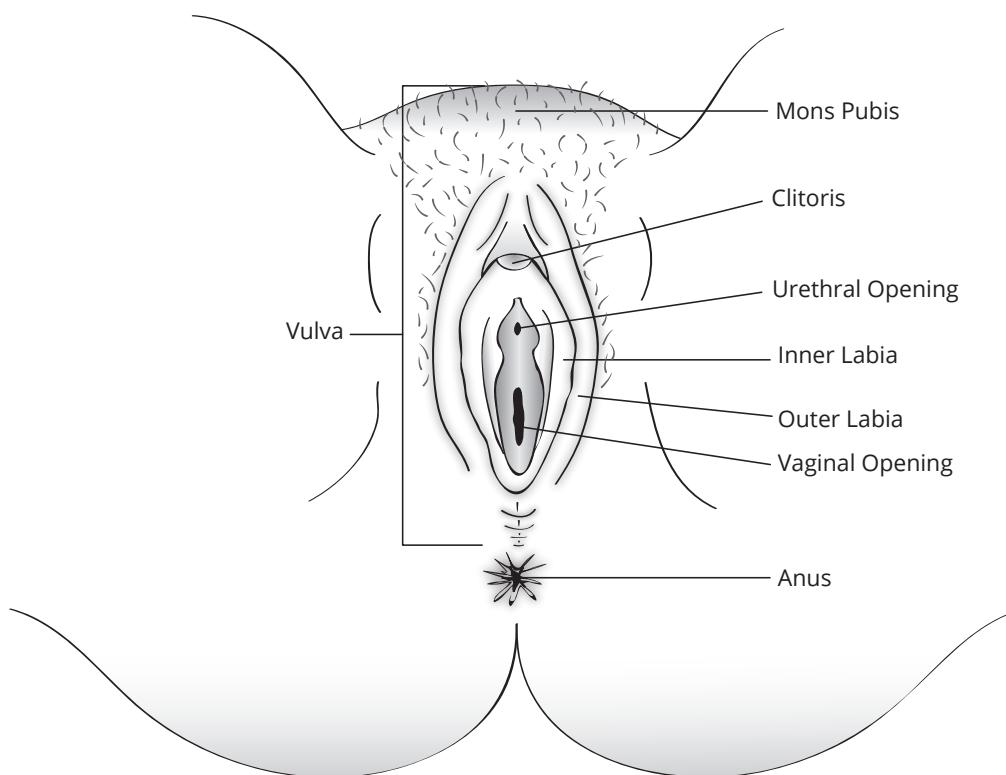
What Counts



1. Name three female reproductive parts on the OUTSIDE of the body.
2. Name three female reproductive parts on the INSIDE of the body.
3. Describe the basic steps of the menstrual cycle.

Activity 1: External Female Reproductive System

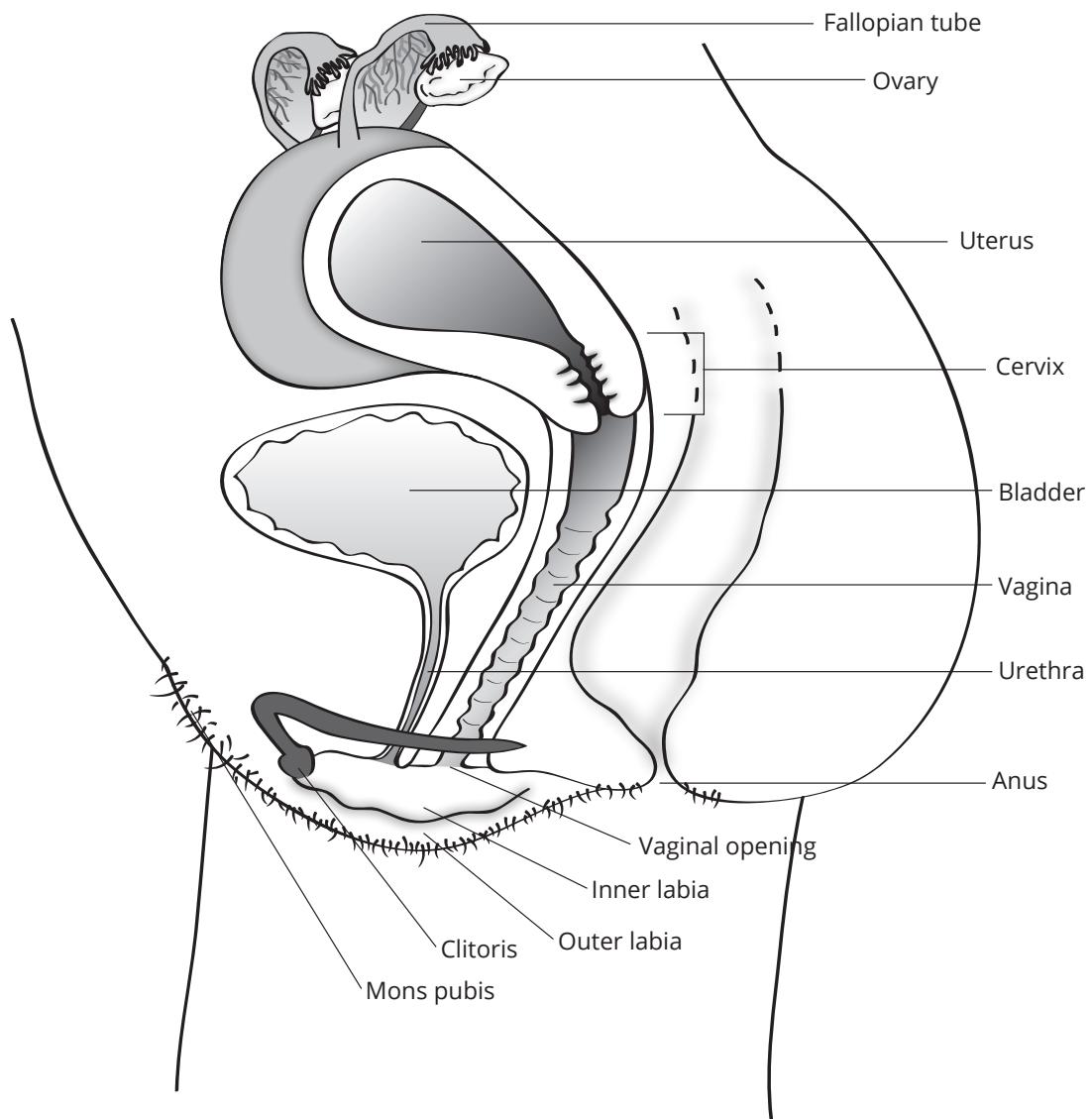
Colour each body part as your teacher goes through the diagram.



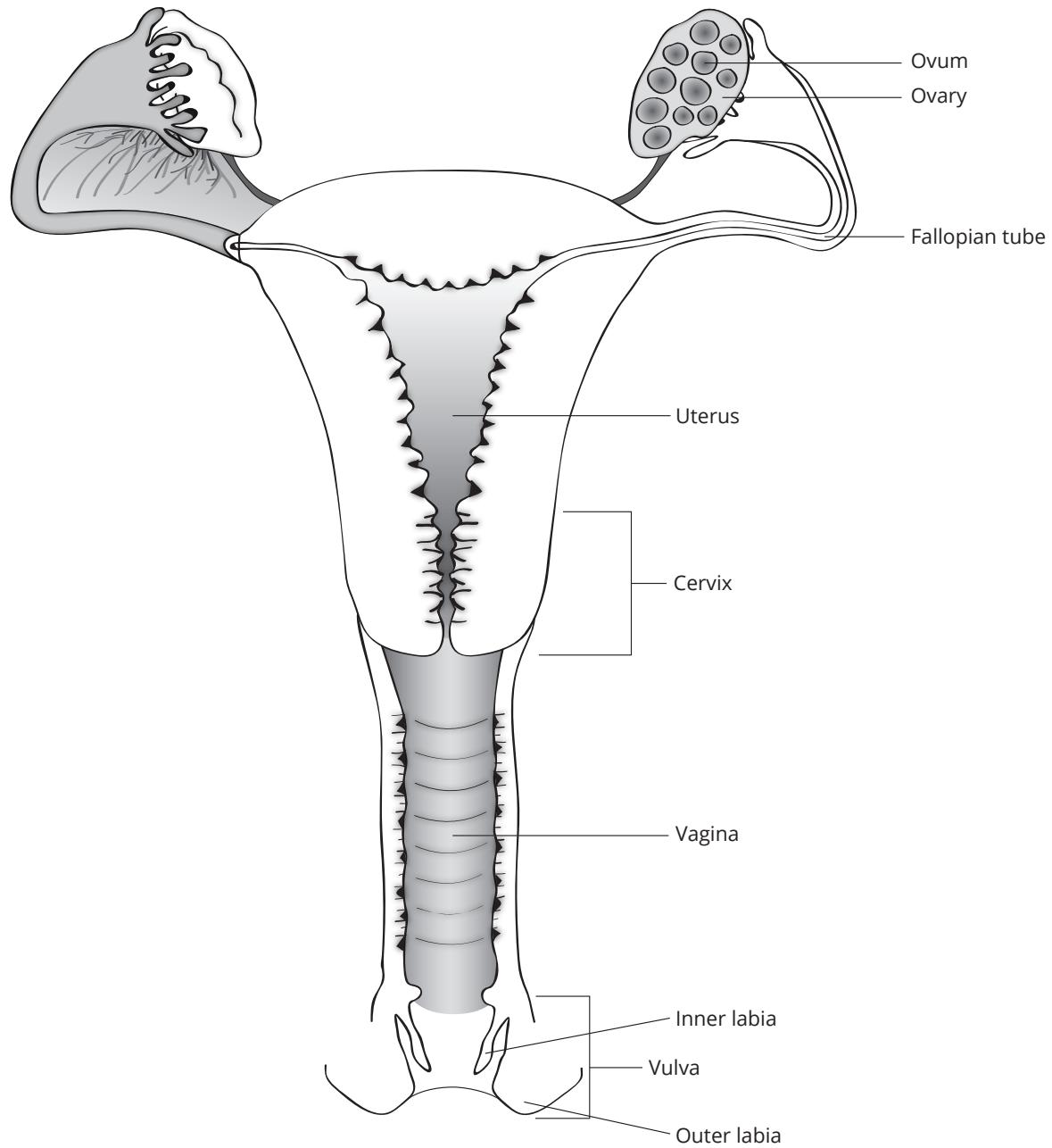
Activity 2: Internal Female Reproductive System

Colour each body part as your teacher goes through the diagram.

Side view image

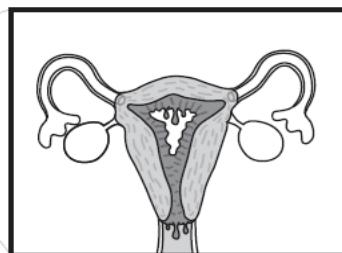
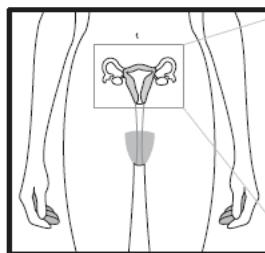


Internal Female Reproductive System - front view - no colouring required

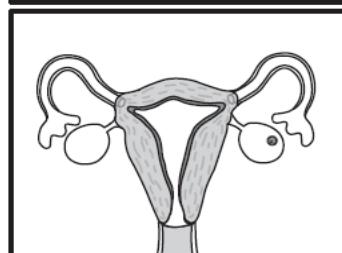


Activity 3: The Menstrual Cycle Basics

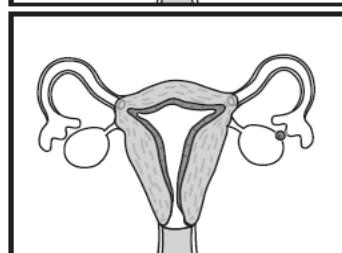
Colour the stages of menstrual cycle as your teacher explains them.



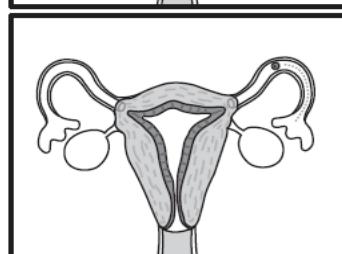
Beginning of cycle (menstruation)



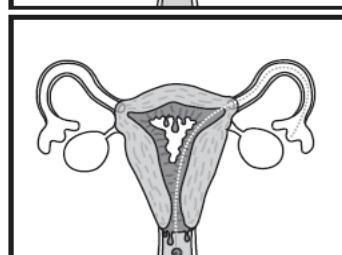
Ovum starts to mature
(lining begins to thicken to
prepare for possible pregnancy)



Release of mature ovum
(ovulation)



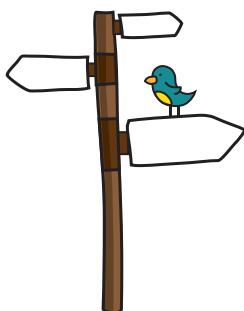
Ovum travels to uterus



Beginning of next cycle
(menstruation)

Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?



Circle the word that best describes what you have learned

- 1. I know...**three female reproductive parts on the OUTSIDE of the body

YES NO KIND OF

- 2. I know...**three female reproductive parts on the INSIDE of the body

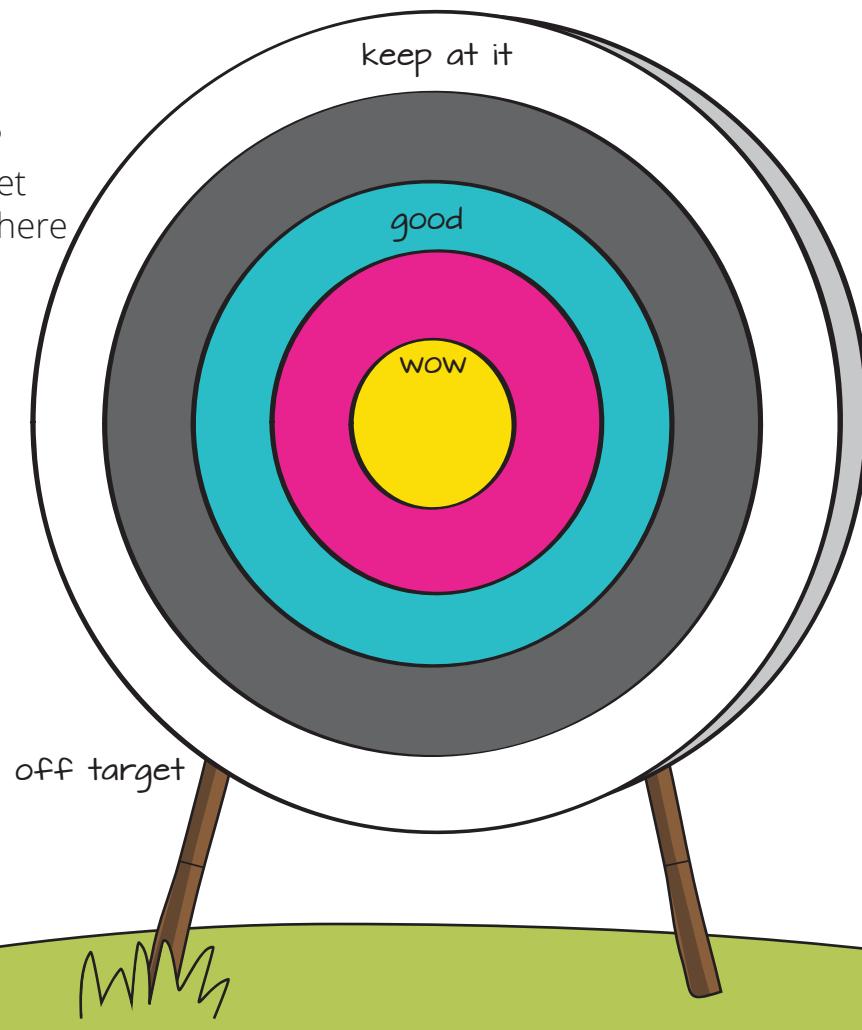
YES NO KIND OF

- 3. I know...**several details about the female menstrual cycle

YES NO KIND OF

Step 2: Are you on target?

Put an arrow into the target ring that best describes where you are in your progress (overall understanding of this lesson).



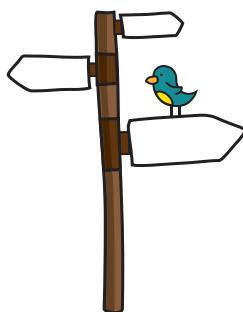
Step 3: Write a question or new fact you learned in this lesson and put it in the Question Box.



GRADE
4

Lesson 11 TAKING CARE OF MYSELF

What Counts

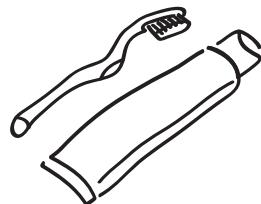
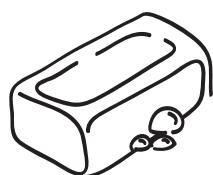


1. Know the items needed for a puberty kit
2. Know the difference between communicable and non-communicable infections/diseases
3. Know how communicable infections/diseases are spread

Activity 1: Puberty Kit

Circle three items that you might need in your own puberty kit.

Put an **X** next to two items that you should never share with another person, even a family member.



Activity 2: Communicable and Non-Communicable Infections and Diseases

List items from the class brainstorm.

Communicable Infections/Diseases (can catch from others)	Non-Communicable Infections/ Diseases (can't catch from others)

Below is a list of things that help prevent the spread of communicable diseases. Circle the one that does not belong.

sneeze into your sleeve

wash your hands often

enough sleep

good nutrition

immunization

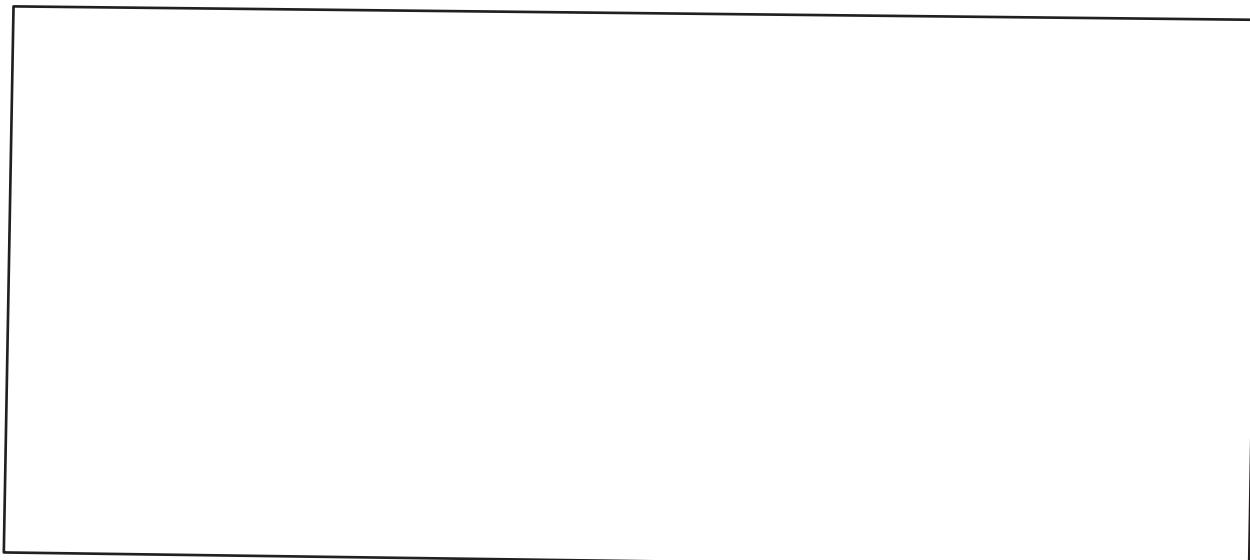
exercise

stay home if you are sick

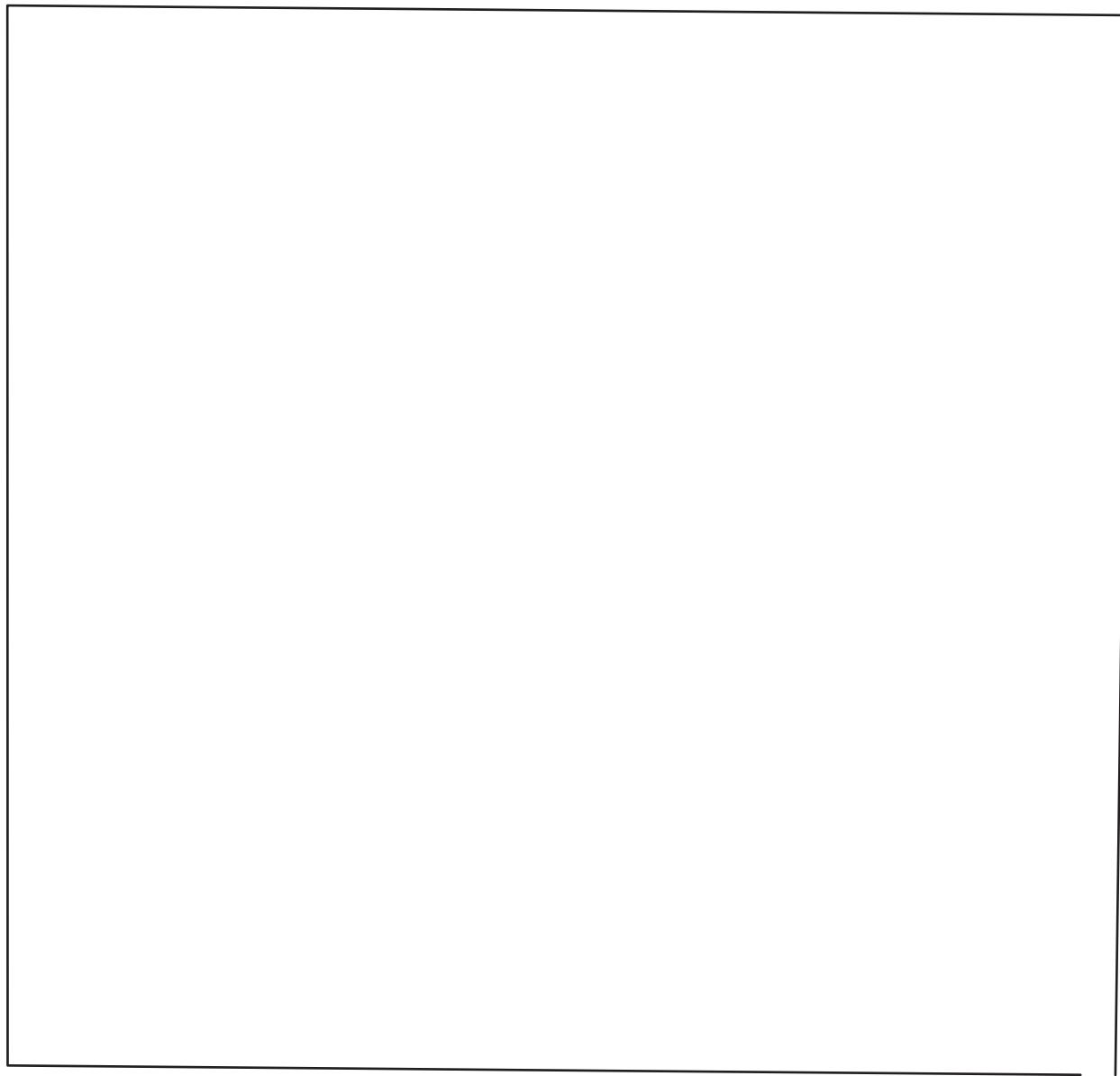
know your food allergies

wash your hair

1. Draw a picture of a communicable infection/disease being transmitted from one person to another person (or many people).

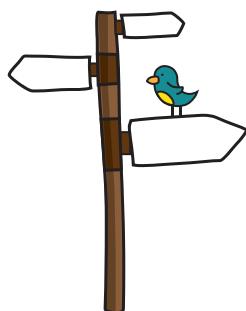


2. Draw a picture of someone with a non-communicable infection/disease.



Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?



Circle the word that best describes what you have learned

1. I know...the items needed in a puberty kit

YES NO KIND OF

2. I know...the difference between communicable and non-communicable infections and diseases

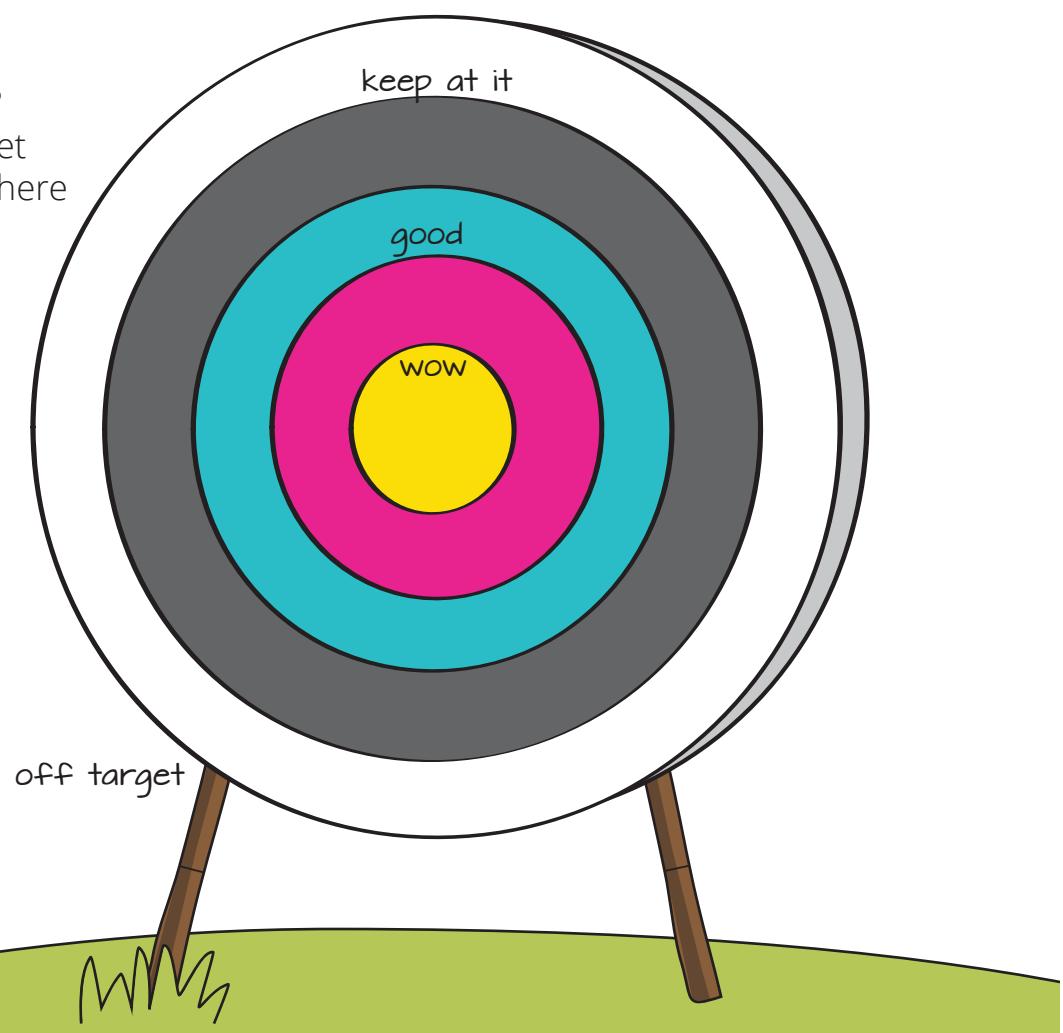
YES NO KIND OF

3. I know...how communicable diseases are spread

YES NO KIND OF

Step 2: Are you on target?

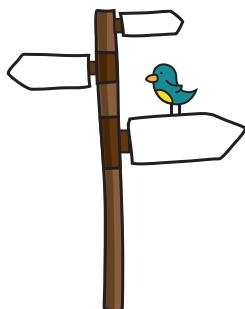
Put an arrow into the target ring that best describes where you are in your progress (overall understanding of this lesson).



GRADE
4

Lesson 12 MEDIA AND STEREOTYPING

What Counts



1. Know what stereotyping is and why it is not always good
2. Know how to recognize stereotyping in media
3. Be aware that the stereotyping we see and think is not always correct

Activity 1: Media and Stereotyping

1. In your own words, what is a stereotype?

2. Think about children's movies. Can you think of one character from these movies who does NOT fit into a stereotypical role?

Who is it? _____

Why did you pick them? _____

Activity 2: Stereotyping in Popular Stories

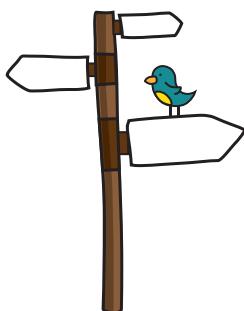
In the space below, draw or paint a picture of a stereotypical Prince, Princess or Villain standing beside a non-stereotypical version of the same character.

Stereotypical Character

Non-stereotypical Character

Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?



Circle the word that best describes what you have learned

1. I know...what stereotyping is and why it is not always good

YES NO KIND OF

2. I know...how to recognize stereotyping in media

YES NO KIND OF

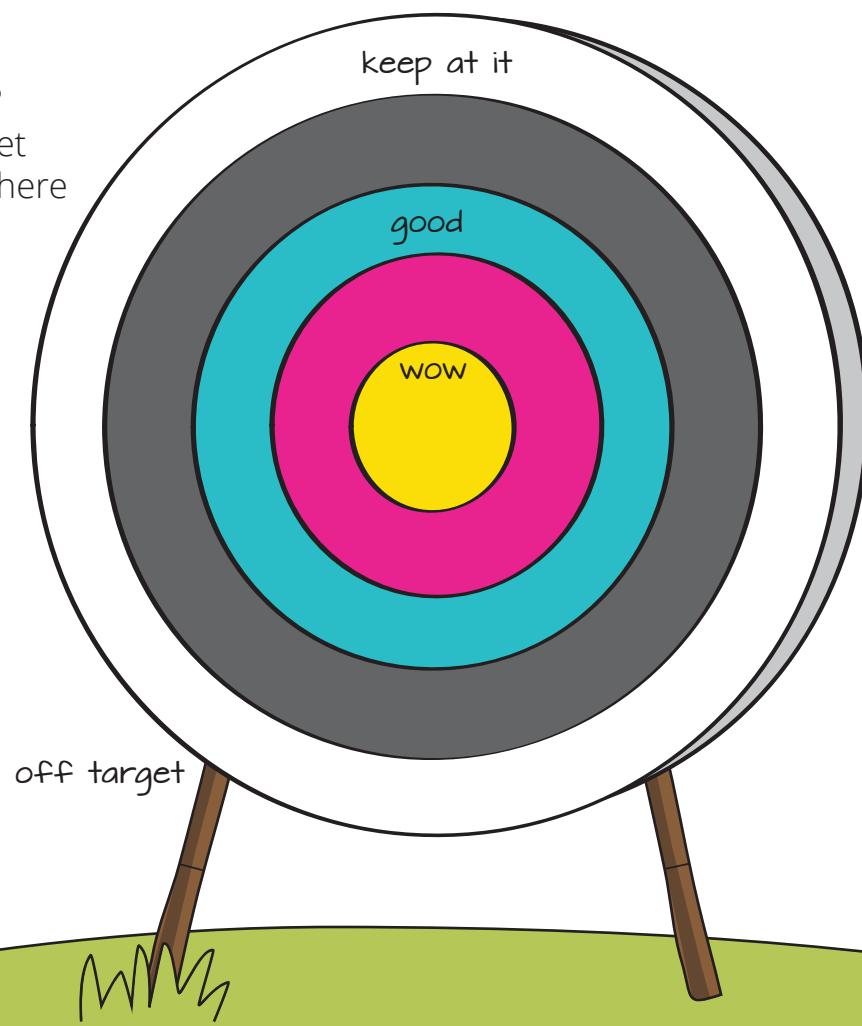
3. I know...that the stereotyping we see and think is not

always correct

YES NO KIND OF

Step 2: Are you on target?

Put an arrow into the target ring that best describes where you are in your progress (overall understanding of this lesson).



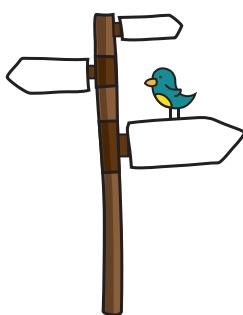
Step 3: Write a question or new fact you learned in this lesson and put it in the Question Box.



GRADE
4

Lesson 13 ONLINE SAFETY

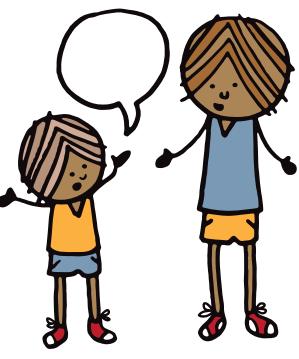
What Counts



1. How online communication is different from face-to-face communication
2. Know what cyberbullying is
3. Know how to respond to cyberbullying

Activity 1: How online communication is different from face-to-face communication

In the chart below write down the differences between talking to people **offline** versus **online**.

OFFLINE	ONLINE
	

Activity 2: What Cyberbullying Is

Read the following quote with your teacher and then discuss the questions as a class:

"I think online it's easier to say mean things, because you are not face-to-face and you are hiding behind a screen."

Discussion Questions:

1. Do you agree with this quote? Why or why not?

2. When someone says something to you online that hurts your feelings, how is it different from when it happens offline?

3. Have you ever been unsure whether something that someone said or did to you online was meant to be mean or not?

4. If so, what did you do about it?

5. Have you ever accidentally said something online that offended someone? Have you made a comment meaning to be funny, and it backfired?

Activity 3: Responding to Cyberbullying!

With your teacher and class, read the four-step process to actively deal with and stop cyberbullying.

Four-Steps to Stop Cyberbullying

1

STOP immediately. Leave the online environment or activity where bullying is going on.

2

BLOCK e-mails or instant messages received from bullies. NEVER RESPOND.

3

SAVE all harassing messages and send them to your Internet provider (Yahoo, Hotmail, Facebook, etc.). Most providers have policies about users harassing people on their server.

4

TALK to a trusted adult about the cyberbullying. Alert the police when bullying involves physical threats.

Write down who you can talk to about bullying:

Write or draw on the screens below a set of phrases and/or pictures that show you using the four steps to respond to cyberbullying.

Be specific:

- What exact words would you use?
- Who would you talk to? Recall.
- Where would you file saved emails or texts?





TALK

Rules for Good Online Communication

For myself:

1. Respect other people's **privacy**; no rumours, no sharing **other people's** stories or information; no sharing photos of someone without their permission.
2. Respect other people's **virtual space**: don't go into someone else's file or computer.
3. **Be inclusive** of other people. It is just as mean to exclude people online as it is face-to-face.
4. **Don't try to turn people against one another**; making someone else be a bully is no different from being a bully yourself.
5. Your **values** in the virtual world should be the same as in the physical world. Never write anything to anyone or about anyone that you wouldn't be willing to say face-to-face.

If you witness cyberbullying:

6. **Refuse** to pass on an insulting or embarrassing message, photo or video of another person – even if you don't know that person.
7. **Take action** to stop bullying when you see it. Speak up every time you witness online harassment. Use the "I" statement and assertive communication skills you learned in Lesson 5. Online bullying is dangerous and against the law. Do not be afraid to report it to the RCMP or to your parents.

Where else can I go for help about Cyberbullying :

If you are experiencing any kind of bullying or are a witness to it, please reach out. Tell your parents/guardian and your teacher.

Children and Family Services: (867) 667-3002

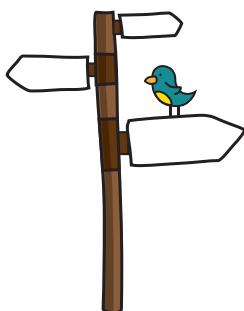
Kids help line: 1-800-668-6868 Website: kidshelpphone.ca

RCMP: (867) 667-5555 in Whitehorse.

RCMP outside of Whitehorse, dial your community prefix, plus "-5555".
For example, in Dawson, you would dial 993-5555.

Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?



Circle the word that best describes what you have learned

1. **I know...**how online communication is different from face-to-face communication

YES NO KIND OF

2. **I know...**what cyberbullying is

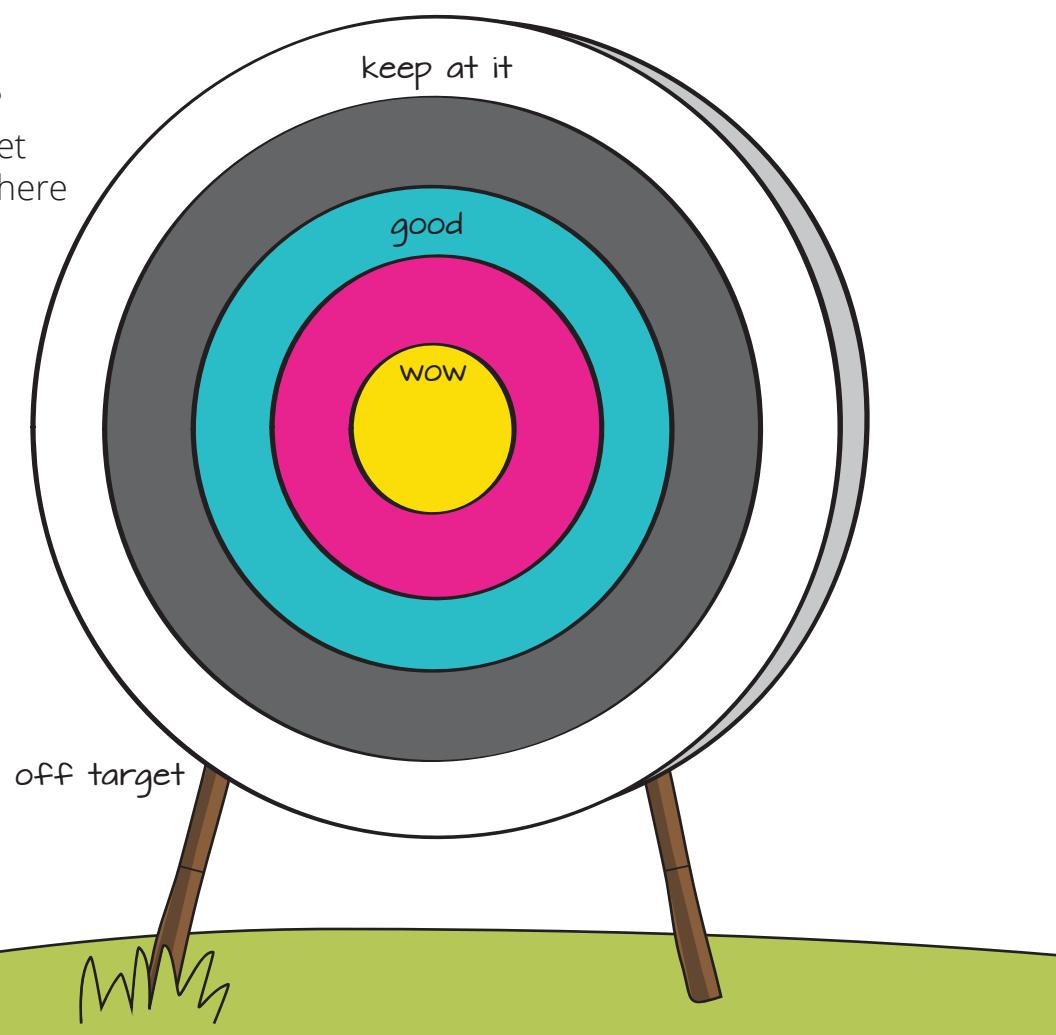
YES NO KIND OF

3. **I know...**how to respond to cyberbullying

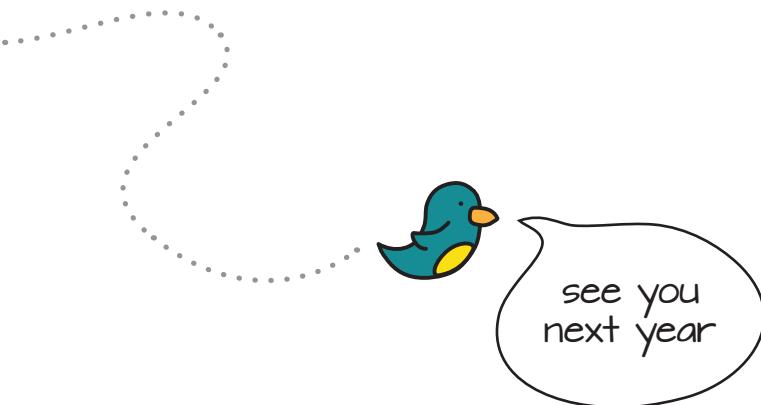
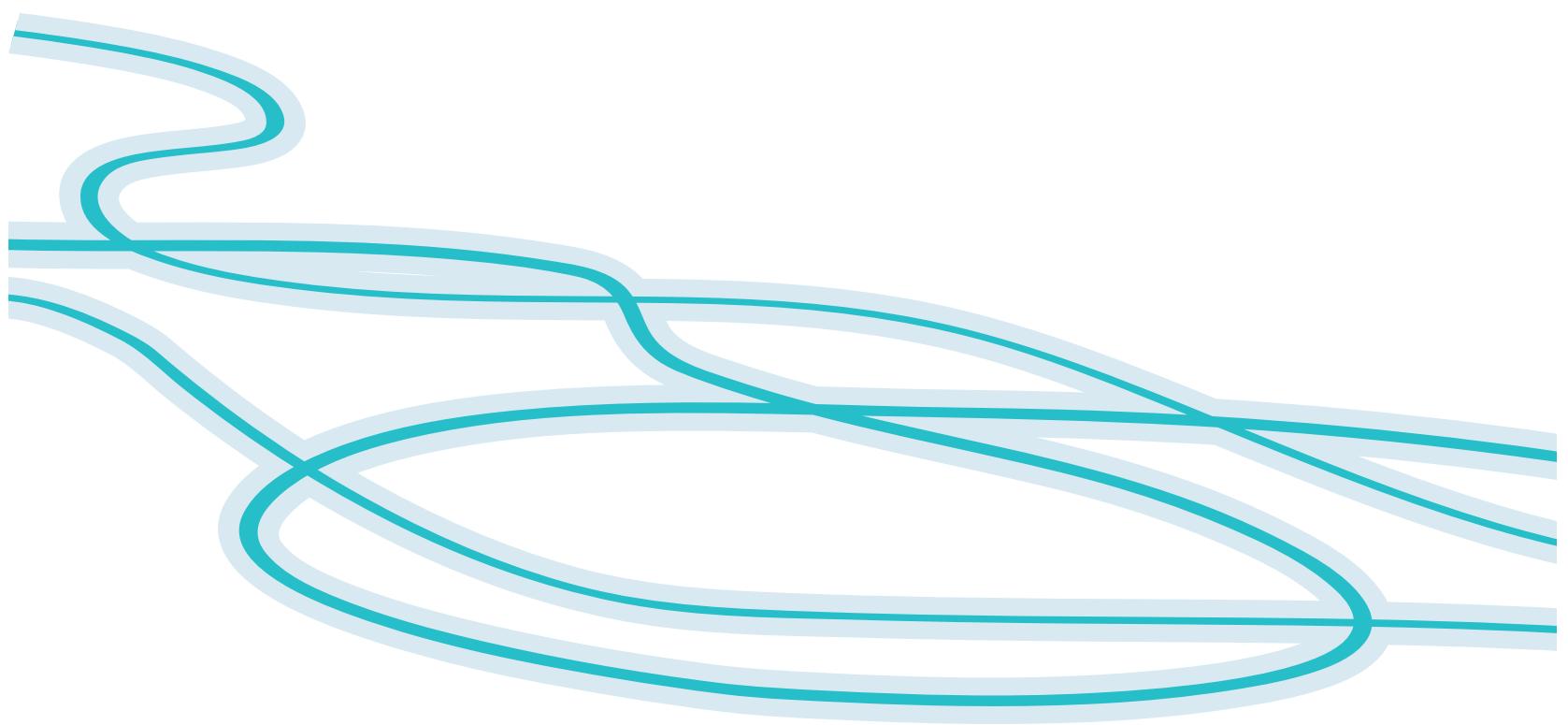
YES NO KIND OF

Step 2: Are you on target?

Put an arrow into the target ring that best describes where you are in your progress (overall understanding of this lesson).



Step 3: Write a question or new fact you learned in this lesson and put it in the Question Box.





Government of Yukon
Department of Health and Social Services Health Promotion Unit and
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