

Grade 5

better
to know

Comprehensive Sexual Health Education

Teacher Resource





Department of Health and Social Services
and Department of Education

2022

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Resource Goals

The goals of this resource are as follows.

1. To provide educators with evidence-based research to help contextualize the importance of teaching Comprehensive Sexual Health Education (CSHE) in the classroom.
2. To provide educators with guidelines and a methodology to implement CSHE in the classroom.
3. To provide educators with age-appropriate, scientific and evidence-based lesson plans and resources that coincide with British Columbia's curriculum.

*This resource is just one of a larger set of Health Promotion's Better to Know teaching resources. Contact **health.promotion@yukon.ca** for additional resources.*

Comprehensive Sexual Health Education Rationale

Sexual health is a “state of physical, emotional, mental and social well-being in relation to sexuality and not merely the absence of disease and dysfunction....”¹ It is a major factor in determining the health and well-being of individuals, partners, families and communities.²

Comprehensive Sexual Health Education (CSHE) “is a process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality. It aims to equip children and young people with knowledge, skills, attitudes and values that will empower them to: realize their health, well-being and dignity; develop respectful social and sexual relationships; consider how their choices affect their own well-being and that of others; and, understand and ensure the protection of their rights throughout their lives.”³

CSHE can be delivered in formal and non-formal settings, and should be:⁴

- ▶ Scientifically accurate
 - The content is based on facts and evidence, opposed to personal experiences and opinions.
- ▶ Incremental
 - CSHE is a continuing educational process that starts at an early age, and new information builds upon previous learning.
- ▶ Developmentally appropriate
 - Content is responsive to the changing needs and capabilities of the child and the young person as they grow.

¹“Sexual Health Definition.” World Health Organization (2006), who.int/health-topics/sexual-health#tab=tab_2.

²“Canadian Guidelines for Sexual Health Education.” Sex Information & Education Council of Canada (SIECCAN) (Toronto, ON, 2019).

³“International technical guidance on sexuality education: an evidence-informed approach.” United Nations Educational, Scientific and Cultural Organization (2018), en.unesco.org/news/why-comprehensive-sexuality-education-important.

⁴“International technical guidance on sexuality education: an evidence-informed approach.” United Nations Educational, Scientific and Cultural Organization (2018), en.unesco.org/news/why-comprehensive-sexuality-education-important.

- ▶ Curriculum-based
 - CSHE is included within a written curriculum that guides educators' efforts to support student learning.
- ▶ Comprehensive
 - Comprehensive refers to the breadth and depth of topics and to content that is consistently delivered to learners over time and throughout their education, rather than a one-off lesson or intervention.
 - It addresses sexual and reproductive health issues, including, but not limited to, sexual and reproductive anatomy and physiology; puberty and menstruation; reproduction, modern contraception, pregnancy and childbirth; and STIs, including HIV and AIDS.
 - It teaches analytical communication and other life skills for health and well-being in relation to: sexuality; human rights; a healthy and respectful family life and interpersonal relationships; personal and shared values; cultural and social norms; gender equality; non-discrimination; sexual behaviour; violence and gender-based violence; consent and bodily integrity; and sexual abuse.
- ▶ Based on a human rights approach
 - CSHE promotes an understanding of universal human rights – including the rights of children and young people – and the rights of all persons to health, education, information equality and non-discrimination.
 - It provides young people with equal access to CSHE.
 - It respects young people's rights to the highest attainable standard of health, including safe, responsible and respectful sexual choices free of coercion and violence, as well as their right to access the information that they need for effective self-care.

Teaching Tip

The knowledge gained from these lessons is considered a protective factor for preventing sexual abuse, and contributes to student physical, mental and emotional well-being.

Golden Rules for Teaching Sexual Health Education

1. Review the BC Physical and Health Education Curricular Competencies.

- Educators should be familiar with the Sexual Health Education Curricular Competencies, which fall under the physical and health education curriculum. This will ensure that teachers are meeting the sexual health curriculum for each year. The curricular competencies are referenced on page 16 and can be viewed, in more detail, here: curriculum.gov.bc.ca/curriculum/physical-health-education.

2. Partner with parents and caregivers.⁵

- CSHE is most impactful when school-based programs involve parents/caregivers and other community programming.
- At the beginning of each school year, communicate with parents/caregivers the Sexual Health Education Curricular Competencies that will be taught. This can be done via information session, information letter, phone call, email, etc.
- Provide families with follow-up activities, for example, handouts and information sheets.

3. Start at the beginning of each school year and use repetition.⁶

- Introduce the sexual health curriculum early in the school year, teach topics slowly, and be repetitive. This helps increase student comfort and avoids doing a one-off lesson or intervention that typically makes students uncomfortable and non-receptive.
- As with other subjects, repetition is key. It helps transition knowledge from the conscious to the subconscious. Teach sexual health over several lessons using different activities.

⁵ "International technical guidance on sexuality education: an evidence-informed approach." United Nations Educational, Scientific and Cultural Organization (2018), en.unesco.org/news/why-comprehensive-sexuality-education-important.

⁶ "International technical guidance on sexuality education: an evidence-informed approach." United Nations Educational, Scientific and Cultural Organization (2018), en.unesco.org/news/why-comprehensive-sexuality-education-important.

4. Create a safe learning environment.⁷

- Sexual health education works best in classrooms where there is a mutual feeling of trust, safety and comfort. Classroom rules help create these feelings from the start. Examples of classroom rules include the following.
 - Raise your hand to talk.
 - Regulate awkward feelings by taking a deep breath and thinking “Hmm...interesting. I didn’t know that about the body.”
 - Use scientific names for body parts.
 - No put-downs.
 - No personal questions.
 - It’s okay to pass on talking.
 - Classroom discussions are confidential.
 - Speak for yourself.
 - Be sensitive to diversity.
 - It’s okay to have fun.

5. Create an inclusive learning environment.⁸

- All students should see themselves reflected in the curriculum so they can feel engaged and empowered by their learning experiences.
- Use language that includes a variety of family structures. For example, instead of saying “Go home and ask your mom and dad,” try “Go home and ask the people that you live with.”
- Use gender-neutral language that focuses on anatomy. For example, instead of saying “Boys have wet dreams,” try “Bodies with testicles have wet dreams.”
- Avoid using terminology like “guys” or “boys and girls”; instead use “students,” “folks,” “class” or “friends.”

⁷ “Sexual Health Education Ground Rules.” Alberta Health Services (2020), teachingsexualhealth.ca/teachers/sexual-health-education/understanding-your-role/get-prepared/ground-rules/.

⁸ “Canadian Guidelines for Sexual Health Education.” Sex Information & Education Council of Canada (SIECCAN) (Toronto, ON, 2019).

6. Use a trauma-informed teaching approach.⁹

- Understand Yukon's sexual assault rate is high compared to the rest of Canada.
- Establish the classroom as a safe place.
- Let students know what is going to happen during the lesson. For example, you will be showing anatomy pictures of the private parts.
- **Provide the Kids Help Phone number (1-800-668-6868; 68-68-68; kidshelpphone.ca) and other counselling resources.**
- Prepare for disclosures. Under the *Child and Family Services Act* all Yukon Education staff have a duty to report any suspected abuse or neglect of a child to Health and Social Services. For more information refer to Section 9.11 (Staff Responsibilities) of the School Procedures Handbook on Mandatory Reporting of Suspected Child Abuse or Neglect.

7. Teach all students at the same time.¹⁰

- All students need to understand how each body works, not just the one they were born in. This method reduces sexual health stigma and confusion, while building comfort, compassion and knowledge about all bodies.
- It removes the notion that there are secret things about bodies that you only get to learn if you live in that body.
- It teaches students essential sexual health communication skills. For example, starting in Grade 8, we teach sexual decision-making communication skills. We cannot expect students to understand how to talk to each other, if they have been segregated their whole school careers to learn about sexual health.

8. Use general and factual language instead of personal experiences.¹¹

- Sexual health education should be fact and evidence-based, instead of opinion-based.
- Sexual health education should not involve personal stories from educators or students. For example, when talking about menstrual products, teach about the different products, but not which one you believe is better, for example, tampons or pads.
- If students want to share stories or learn about sexual health values, they can talk to their family, First Nation, religious organization, etc.

⁹ "Future of Sex Education Initiative." *National Sex Education Standards: Core Content and Skills, K-12* (Second Edition) (2020).

¹⁰ "Sexual Health Educator Certification." Options for Sexual Health (2017), optionsforsexualhealth.org/.

¹¹ "International technical guidance on sexuality education: an evidence-informed approach." United Nations Educational, Scientific and Cultural Organization (2018), en.unesco.org/news/why-comprehensive-sexuality-education-important.

9. Reflect on personal biases.¹²

- Even the most open-minded educators can have biases and discomfort around teaching sexual health. As an educator, it's important to take the time to reflect on these biases to ensure you're delivering information in a balanced, inclusive way.
- Think about what makes you uncomfortable when you think about sexual health education and manage those feelings before teaching, for example, through counselling or professional development. If you don't feel comfortable with the content, you won't necessarily be able to pass it on to students in a fact-based way.

10. Use a sex-positive teaching approach.¹³

- To reduce stigma around sexual health, it's important to be a sex-positive, approachable educator.
 - Use a neutral expression when teaching (even when topics/student questions make you feel uncomfortable). This tells students you are an approachable adult that is non-judgmental and unbiased.
 - Use non-judgmental language, such as "Tell me more about that," "I understand why you feel that," and "It makes sense that you are laughing right now. This topic doesn't get taught enough."
 - Gently correct students if they use slang or ask inappropriate questions. (They might not have the correct language to talk about sexual health in appropriate ways.)
 - Avoid fear tactics, for example, "Cramps are awful when your period starts"; "Wet dreams are so embarrassing"; "STIs are life-threatening."

11. Create an anonymous question box.

- The question box gets introduced in Grade 4 and is used in every grade. It provides students with a safe space to get answers to questions that they do not feel comfortable to ask in person.
- Anonymous questions tend to be harder questions to answer. See page 12 for detailed instructions on using this tool.

12. Ask for help.

- Educators do not have to reinvent the wheel to teach sexual health. See the list of resources on page 136 for extra support.

¹² "Canadian Guidelines for Sexual Health Education." Sex Information & Education Council of Canada (SIECCAN) (Toronto, ON, 2019).

¹³ "Sexual Health Educator Certification." Options for Sexual Health (2017), optionsforsexualhealth.org/.



Teaching Tip

At the beginning of every class:

1. Provide external resources, such as:
 - Kids Help Phone – 1-800-668-6868; text 68-68-68; kidshelpphone.ca
 - School counsellors
 - Info websites, for example, amaze.org
2. Review your classroom rules.
3. Review the anonymous question box process.
4. Introduce the lesson plan objectives.

Anonymous Question Box¹⁴

The anonymous question box gets introduced in Grade 4. It provides students with a safe space to get answers to questions that they do not feel comfortable to ask in person.

Note: Encourage students to ask questions only (why/how/what statements), instead of sharing a story, connection or personal experience.

To ensure anonymity, try the following.

1. Design a question box with a privacy slot at the top.
2. Provide uniform pieces of paper to each student.
3. Have every student submit either a question, something new they learned, a joke or a picture.
4. Read through the questions in private, prepare your answers, and read them to students in the following sexual health class.

TYPES OF QUESTIONS

Students typically ask three types of questions, either anonymously or in person. Students are usually:

1. Curious about a topic, for example, “What is a wet dream?”
2. Trying to be funny, for example, “What is a boner?”
 - **Note:** It can be hard to tell if students are asking questions to be “funny,” or if they really do not know the answer. It’s still important to answer these types of questions to reduce sexual health stigma and fill information gaps.
3. Crying out for help, for example, “I am scared to tell my mom that I got my period, and I can’t afford pads. What can I do?”
 - **Note:** If it’s an illegal disclosure (for example, I was sexually abused; what should I do?), do not read it aloud. Explain that if you did not answer a question, it means you want the student to come talk to you privately.
Also provide the Kids Help Phone number: 1-800-668-6868; text 68-68-68; website: kidshelpphone.ca; and any local counselling resources.

¹⁴ “Sexual Health Educator Certification.” Options for Sexual Health (2017), optionsforsexualhealth.org/.

QUESTION AND ANSWER FORMULA

It's the educator's responsibility to answer all questions. If educators don't, students will seek other sources of information (for example, friends, internet, phone apps, porn sites), which can leave them with a distorted perspective on sexual health.

Educators may worry they are going to share too much information or give inappropriate answers. Rest assured: if students are asking the question, they are ready for the answer.

Use the following formula to guide your answers.

1. Normalize and validate. Affirm the question with phrases like this.
 - "Great question."
 - "Lots of people ask this."
 - "Thanks for asking."
2. Be factual and brief.
 - "What is a boner? Great question. The scientific word for boner is erection. It happens when blood fills the penis and it becomes hard."
3. Check in.
 - "Are there any follow-up questions?"

QUESTION AND ANSWER BEST PRACTICES

1. Keep a neutral expression when reading and answering questions. It's important to be non-judgmental and unbiased.
2. Group together common questions. Tell the class "There were many questions about ____, so I am addressing them all in this answer."
3. Use proper terminology whenever possible. It is important to acknowledge the slang term so that students who may not know the proper term will be able to match it with the proper term. For example, you might say "There's a question here about jerking off. Lots of people have questions about masturbation."
4. Respectfully acknowledge any questions that you could not understand or that seem off-topic. For example, say "There were a few questions that I couldn't read. Please see me individually if you don't hear your questions answered today, or resubmit them with some more information."
5. Defer lengthy discussions relating to future course content. Try to answer questions briefly and indicate that the topic will be discussed further during an upcoming lesson.
6. When you don't have an answer, it is important to say "I don't know the answer to that, but I will try to find out and get back to you next class."

QUESTION AND ANSWER EXAMPLES

The following are sample **Grades 4 to 7** student questions and are based on real student questions.

- ▶ Why can't you wear a panty liner and go swimming?
 - Great question. Panty liners are very absorbent, kind of like a sponge. If you wear one while swimming, it will fill with water and won't absorb menstrual fluid.
- ▶ How do you have twins?
 - A lot of people wonder this. There are two different types of twins: identical and fraternal. Identical is when the egg splits and grows into two babies. Fraternal is when two eggs are released and fertilized.
- ▶ I don't feel comfortable talking to my parents. Please help.
 - You might be surprised at how open your parents will be to this discussion. You can prep them by saying, "I want to talk to you about something that is kind of awkward." If you REALLY feel you can't talk to them, you can talk to a teacher, counsellor or other trusted adult.
- ▶ What are pubes?
 - Thanks so much for asking. It's the slang term for genital hair, also called pubic hair.
- ▶ Can girls have wet dreams?
 - A lot of people wonder this. People without a penis cannot have wet dreams. Wet dreams happen when the testicles release sperm that exits the body via the penis.
- ▶ What does sexist mean?
 - This is another great question. Sexism is discrimination against someone because of their sex or gender.
- ▶ What causes your period?
 - Great question. Once a month, an ovary releases an egg and the uterus grows a lining of blood. If the egg is not fertilized by a sperm, the egg dissolves into the blood and the uterus lining of blood is shed.
- ▶ Why do people have sex?
 - A lot of people wonder this. People have sex for pleasure and/or to make a baby.
- ▶ Why do people have sex with children?
 - This is a really important and serious thing to talk about. This is illegal and people who do this suffer from a mental illness. If this happens to you, or someone you know, tell a trusted adult or call the Kids Help Phone (1-800-668-6868; text 68-68-68; website kidshelpphone.ca).

- ▶ What is rape?
 - This is another really important thing to talk about. Rape is when someone does not consent to having sex and it is forced upon them. It's illegal. If this happens, tell a trusted adult and ask for help.
- ▶ What is a condom?
 - Great question. A condom is a piece of latex that covers the penis during sexual activity. It helps prevent unwanted pregnancy and sexually transmitted infections.
- ▶ What is jacking off?
 - Thanks so much for asking. This is a slang term for masturbation. Masturbation is rubbing your genitals for pleasure.
- ▶ Why do people have crushes?
 - Great question. A crush is when you develop special feelings for a person. Crushes develop for different reasons. You may like the same things, or find that person attractive, but the reason can be different for everyone.
- ▶ How are babies made?
 - A lot of people wonder this. Babies are made when a sperm fertilizes an egg and implants into the uterus wall to grow for nine months.
- ▶ Does puberty affect your whole life?
 - Great question. You will eventually finish puberty and be in your adult body. Puberty will not last your whole life, but your body will be different after you finish puberty.
- ▶ Can you have a penis and vagina?
 - A lot of kids are curious about this. Yes, this is called "differences in sexual development."
- ▶ Why do only girls have babies and not boys?
 - Great question. Babies can only grow in a uterus. The only way to carry a baby is to have a uterus.
- ▶ Does everyone get pimples during puberty?
 - A lot of students ask this. Yes, but some get more than others.
- ▶ What is the white stuff around the vulva?
 - Another great question. During puberty, the vagina starts to produce a clear white fluid called vaginal fluid. It helps keep the vagina clean and lubricated.

Grade 5 British Columbia Curriculum: Physical and Health Education Curricular Competencies

The Yukon Department of Education follows the British Columbia school curriculum. The Sexual Health Education Curricular Competencies fall under physical and health education. Although sexual health curricular competencies are a part of every grade, they tend to be passed over, minimally taught, and rarely repeated. This often leaves students with significant information gaps and presents a risk of sexual health education becoming a taboo topic.

This resource strongly recommends repeating lessons and reviewing the curricular competencies from the previous years. This will be a review for some students and new information for others.

Sexual health education is repetitive. The more students learn and review a topic, the more knowledgeable and comfortable they become. As students age and have new experiences, the information becomes more relevant.

In some cases, physical health and education teachers report not having enough time to teach sexual health. In these situations, connect with homeroom teachers, school counsellors, or other support staff to discuss alternative teaching options.

Big Ideas:

- ▶ Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle.
- ▶ Personal choices and social and environmental factors influence our health and well-being.
- ▶ Developing healthy relationships helps us feel connected, supported and valued.

CURRICULAR COMPETENCIES

Students are expected to be able to do the following.

Healthy and active living

- ▶ Describe the impacts of personal choices on health and well-being.
- ▶ Describe strategies for communicating medical concerns and getting help with health issues.
- ▶ Identify, apply and reflect on strategies used to pursue personal healthy-living goals.

Social and community health

- ▶ Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive or exploitive situations.
- ▶ Describe and assess strategies for responding to discrimination, stereotyping and bullying.
- ▶ Describe and apply strategies for developing and maintaining positive relationships.
- ▶ Describe and apply strategies that promote a safe and caring environment.

Mental well-being

- ▶ Describe and assess strategies for promoting mental well-being, for self and others.
- ▶ Describe and assess strategies for managing problems related to mental well-being and substance use.
- ▶ Explore and describe strategies for managing physical, emotional and social changes during puberty.
- ▶ Explore and describe how personal identities adapt and change in different settings and situations.

CONTENT

Students are expected to know the following.

- ▶ Sources of health information and support services.
- ▶ Strategies to protect themselves and others from potential abuse, exploitation and harm in a variety of settings.
- ▶ Physical, emotional and social changes that occur during puberty, including those involving sexuality and sexual identity, and changes to relationships.
- ▶ Factors that influence self-identity, including body image and social media.

Lesson Plans for Grade 5

Lesson 1

Getting Started with Comprehensive Sexual Health Education

 60 minutes

CURRICULAR COMPETENCIES

Social and community health

- ▶ Describe and apply strategies that promote a safe and caring environment.

Mental well-being

- ▶ Describe and assess strategies for promoting mental well-being.
- ▶ Describe factors that positively influence mental well-being and self-identity.

OBJECTIVES

1. Students will learn what Comprehensive Sexual Health Education (CSHE) is.
2. Students will learn the ground rules for talking about sexual health.
3. Students will learn how to regulate strong emotions when talking about sexual health.
4. Students will learn about trusted adults.
5. Students will learn how to ask anonymous questions.

MATERIALS

- ▶ Lesson plan handouts (see end of lesson plan):
 - “Healthy Mind, Body and Spirit Drawing”
 - “Breathing Exercises”
 - “Trusted Adult Name Tree”
- ▶ Anonymous question box slips.

Teaching Tip

At the beginning of every class:

1. Provide external resources, such as:
 - Kids Help Phone – 1-800-668-6868; text 68-68-68; kidshelpphone.ca
 - School counsellors
 - Info websites, for example, amaze.org
2. Review your classroom rules.
3. Review the anonymous question box process.
4. Introduce the lesson plan objectives.

Objective One: Comprehensive Sexual Health Education

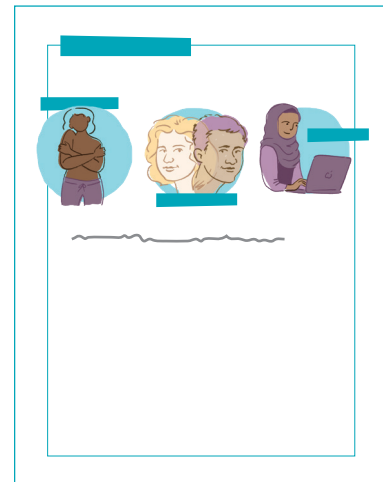
Explain:

- ▶ Comprehensive Sexual Health Education (CSHE) teaches us skills to help keep our mind, body and spirit safe and healthy. CSHE includes a lot of different topics. The lessons we will focus on cover the following.
 - Body science, for example, the scientific names for body parts, puberty and reproduction.
 - Relationships, for example, with yourself, family and friends.
 - Media literacy, for example, online safety.

Activity

Explain:

- ▶ On the “Healthy Mind, Body and Spirit” handout, ask students to draw a picture of what a healthy mind, body and spirit look like to them.



HANDOUT, p. 29

Objective Two: Ground Rules

Explain:

- ▶ Sexual health is a sensitive topic and people learn best in classrooms where there are mutual feelings of trust, safety and comfort.
- ▶ Classroom ground rules help create these feelings from the start.

Activity

Discuss:

- ▶ Ask students for examples of respectful, classroom ground rules and write them on the board. Rules could include the following.
 - Raise your hand to talk.
 - Regulate awkward feelings by taking a deep breath and thinking “Hmm...interesting. I didn’t know that about the body.”
 - Use scientific names for body parts.
 - No put-downs.
 - No personal questions.
 - It’s okay to pass on talking.
 - Classroom discussions are confidential.
 - Speak for yourself.
 - Be sensitive to diversity.
 - It’s okay to have fun.
- ▶ Once students have shared their ideas, as a group, choose which ones will be your classroom rules.
- ▶ Write down the chosen ground rules in a permanent location, and review before every sexual health lesson.

Objective Three: Regulating Strong Emotions

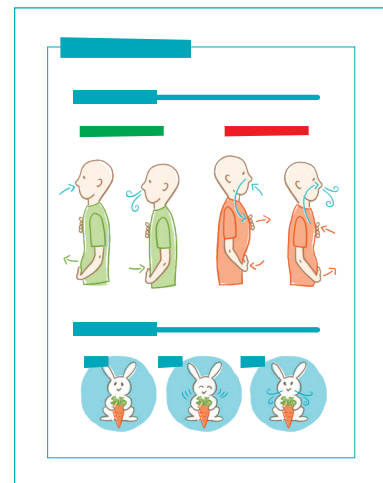
Explain:

- ▶ During sexual health classes, students often experience a range of strong emotions, which get in the way of learning, for example, feeling nervous, shy, embarrassed, excited, silly or curious.
- ▶ These feelings can be controlled by learning to control our breathing.
- ▶ Breathing exercises teach us how to control our breathing and thus our feelings.

Activity

Explain:

- ▶ Explain that you are going to teach two different breathing exercises called “belly breathing” and “bunny breathing.”
- ▶ **Belly breathing** is used anytime someone feels stressed, anxious, nervous, etc.
 - Belly breathing fills the lungs fully, raises the belly, slows the breathing rate and helps people relax.
- ▶ **Bunny breathing** is used anytime someone is very upset and can’t find their breath.
 - Bunny breathing is done by taking three quick breaths in, and one long breath out.



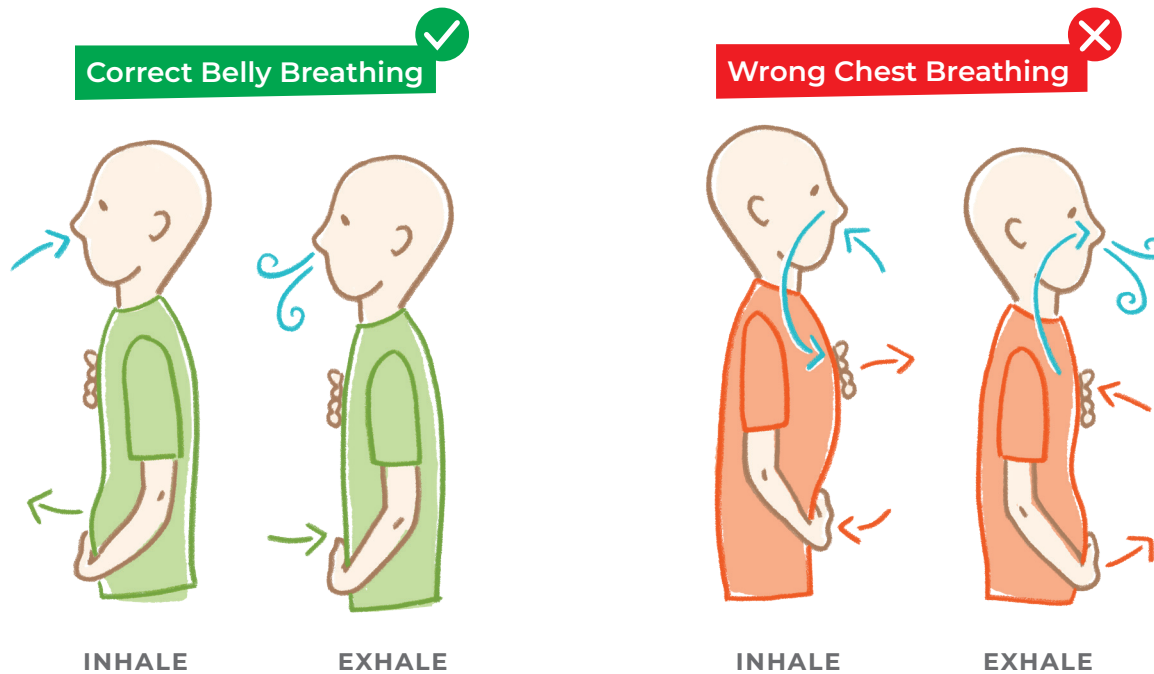
HANDOUT, p. 30

Practice:

1. Belly breathing

- Place one hand on your chest and the other on your belly.
- Close your mouth and breathe in slowly through your nose.
- Feel your belly expand first and your chest expand second, like a big balloon.
- Open your mouth or keep it closed, and slowly breathe all the air out of your lungs.
- Feel your belly empty and your chest soften, like deflating a balloon.
- Repeat several times.

Note: When people first try belly breathing, they typically only breathe into their chest, and it rises. The key is getting your tummy to rise too!



2. Bunny breathing

- Close your mouth and take three quick sniffs in through the nose, like you are sniffing a carrot.
- Keeping your mouth closed, breathe air slowly out your nose.



Objective Four: Trusted Adults

Explain:

- ▶ It is important to identify a trusted adult that you can talk to about sexual health. You can even have more than one!
- ▶ A **trusted adult** is someone you feel safe and comfortable with.
- ▶ A trusted adult is someone you can talk to about sexual health.
- ▶ A trusted adult can be a teacher, parent, cousin, foster parent or friend of the family.

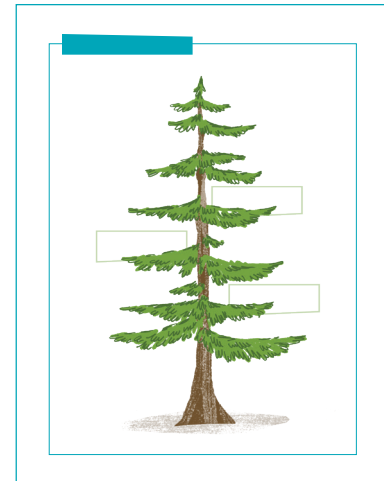
Activity

Ask:

- ▶ Close your eyes and think of your trusted adult(s).
- ▶ When you have that person in mind, raise your hand, but don't open your eyes.
- ▶ If you are having trouble thinking of someone, we can brainstorm people together after class.
 - **Note:** Some students may not raise their hand because they can't think of anyone. Make sure you check in with them. Maybe you are their trusted adult.
- ▶ All right. Everyone open your eyes.

Write:

- ▶ Have students fill out the names of their trusted adult(s) on the leaves of the tree.



HANDOUT, p. 31

Objective Five: Question Box

Explain:

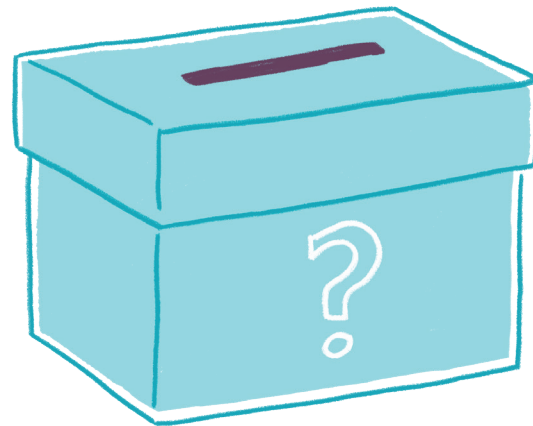
- ▶ Questions are always welcome during class, but a lot of students won't want to ask their question in front of everyone.
- ▶ To solve this problem, at the end of class, everyone will submit an anonymous question in the question box.
- ▶ Everyone must submit a question to make sure it remains anonymous. If only one person submits, it would be easy to tell who the question came from.
- ▶ If you can't think of a question, you can submit a joke or share something new you learned.
- ▶ The questions will be answered during the next class.

Note: See pages 12 to 15 for more information on how to answer student questions.

Activity

Explain:

- ▶ Give each student a uniform slip of paper.
- ▶ Ask students to write down a question, something new they learned, a story or joke.
- ▶ Remind students to start questions with phrases like:
 - "Is it true that...?"
 - "How do you know if...?"
 - "What do they mean by...?"
 - "Is it normal to...?"
 - "What causes...?"
 - "What should you do if...?"
- ▶ Once students are finished, they can put their paper in the anonymous question box.
- ▶ Explain that you will review the questions in private and prepare your answers for next class.



CLOSING

Review:

- ▶ Review the objectives covered in the lesson.

Anonymous questions:

- ▶ Collect anonymous question slips and answer them in the next class.
- ▶ **Note:** If you need assistance answering questions, contact health.promotion@yukon.ca.

Handouts

29 “Healthy Mind, Body and Spirit Drawing”

30 “Breathing Exercises”

31 “Trusted Adult Name Tree”

Healthy Mind, Body and Spirit Drawing

Comprehensive Sexual Health Education (CSHE) gives us the skills to help keep our mind, body and spirit safe and healthy.

Body science



Relationships



Media literacy

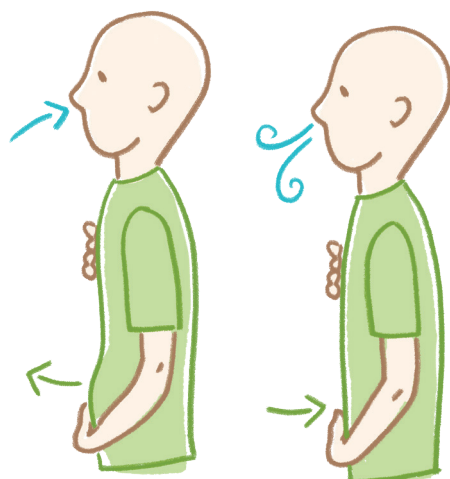


Draw a picture of what a healthy mind, body and spirit look like to you.

Breathing Exercises

Belly Breathing

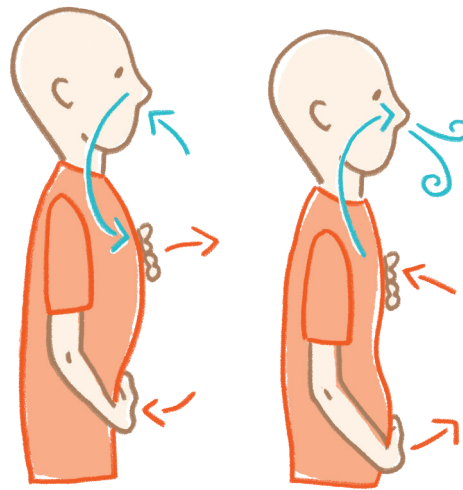
Correct Belly Breathing ✓



INHALE

EXHALE

Wrong Chest Breathing ✗



INHALE

EXHALE

Bunny Breathing

Step 1



Pretend to be a bunny holding a carrot.

Step 2



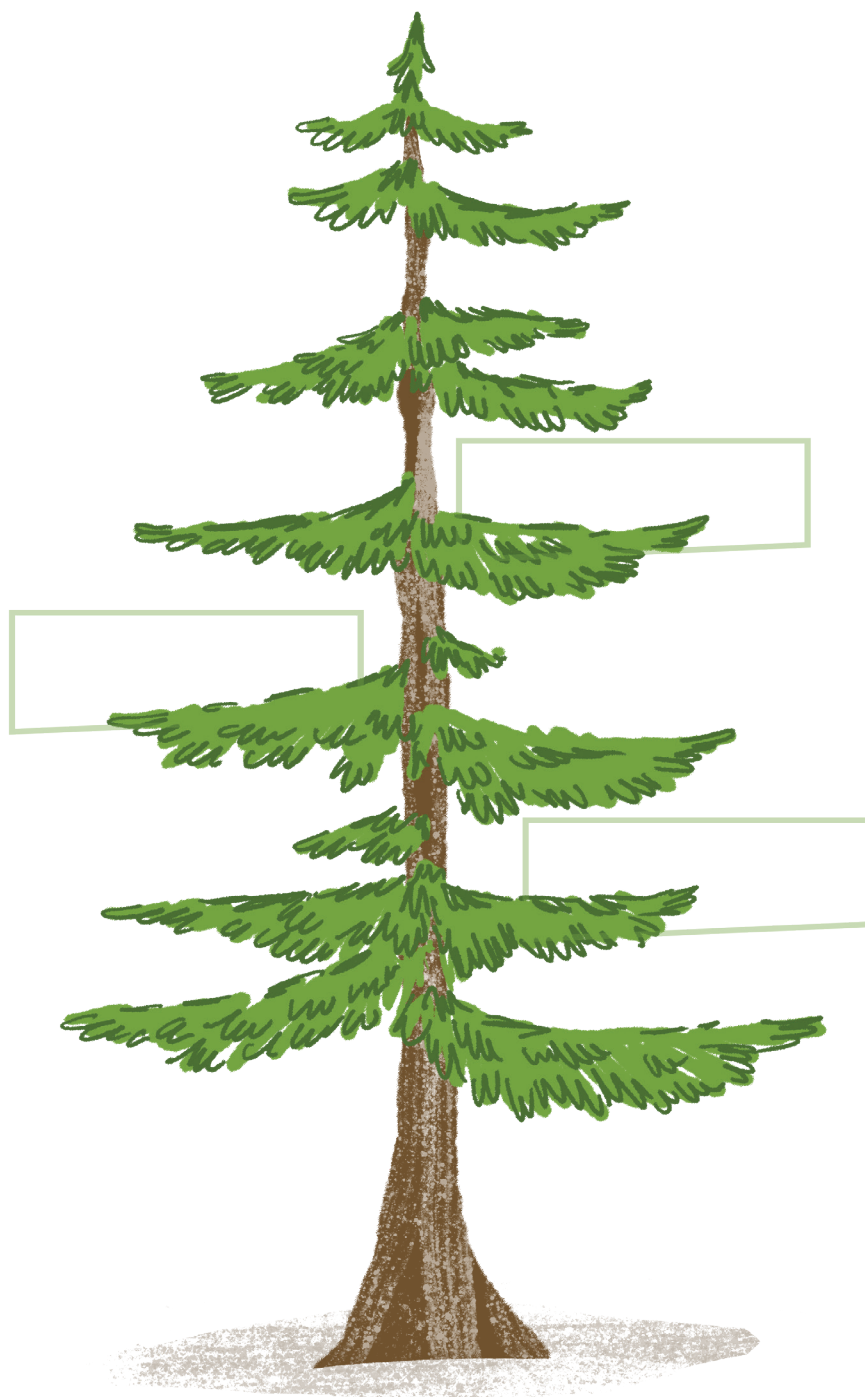
Close your mouth and take three quick sniffs in through the nose. Like you are sniffing a carrot.

Step 3



Keeping your mouth closed, breathe air slowly out your nose.

Trusted Adult Name Tree



Lesson 2

Private Parts and Safe Touch

 30 minutes

CURRICULAR COMPETENCIES

Social and community health

- ▶ Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations.

CONTENT

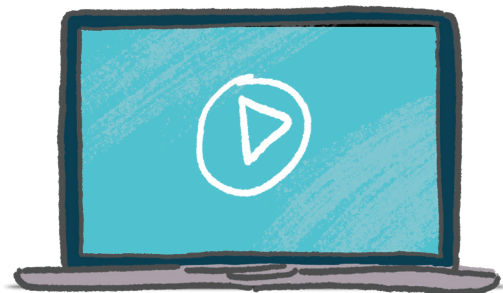
- ▶ Strategies and skills to use in potentially hazardous, unsafe or abusive situations, including identifying common lures or tricks used by potential abusers.

OBJECTIVES

1. Students will learn about the private parts on all bodies.
2. Students will be able to identify and respond to safe and unsafe touch.

MATERIALS

- ▶ Chris and Chris dolls (resourceservices.gov.yk.ca).
- ▶ Lesson plan handouts (see end of lesson):
 - “Chris #1”
 - “Chris #2”
 - “Safe or Unsafe Touch?”
- ▶ Optional: Comprehensive Sexual Health Education: Body Parts and Safe Touch – a video resource for Grades K to 3: [youtube.com/watch?v=wlsh0qRHhOU](https://www.youtube.com/watch?v=wlsh0qRHhOU).



Teaching Tip

At the beginning of every class:

1. Provide external resources, such as:
 - Kids Help Phone – 1-800-668-6868; text 68-68-68; kidshelpphone.ca
 - School counsellors
 - Info websites, for example, amaze.org
2. Review your classroom rules.
3. Review the anonymous question box process.
4. Introduce the lesson plan objectives.

Note: This lesson is typically done in Grades K to 3. It is included in this resource as a review to start the body science section.

Objective One: Private Parts

Ask:

- ▶ Where is your favourite place to go swimming?
- ▶ What do you wear when you go swimming, for example, bathing suit or shorts and t-shirt?
- ▶ Why do you wear a bathing suit when you go swimming?
 - It's a public place so we cover parts of our body that are private.
- ▶ Do you wear a bathing suit when you have a bath or shower?
 - No, because that's a private place, and we need to be naked to clean our entire body.

Explain:

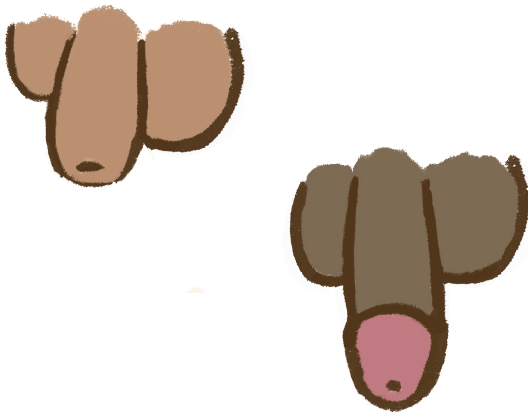
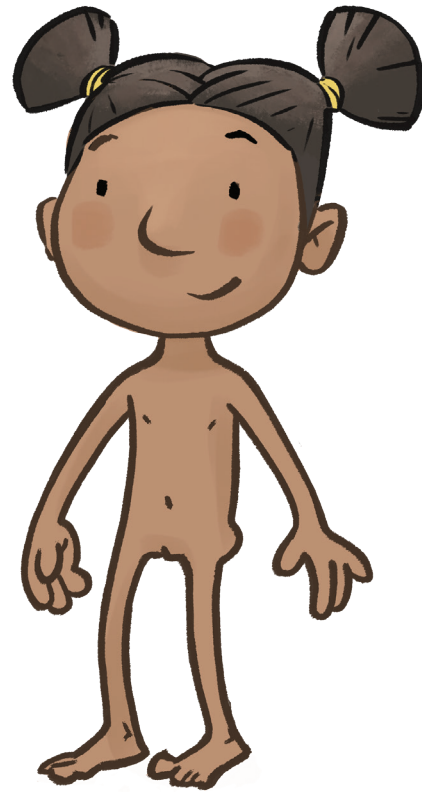
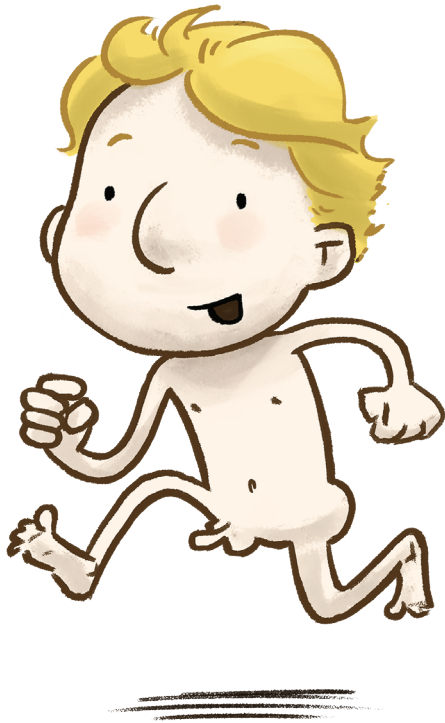
- ▶ Today we are going to learn the scientific names for the **private parts**.
- ▶ Some of these parts get covered by a bathing suit, and some don't.
- ▶ To help us, we use Chris and Chris, the body science dolls.
- ▶ Chris and Chris are dolls that are designed to help teach body parts.
- ▶ We use the dolls or images because it's not appropriate to look at other people's private parts.
- ▶ We have permission to look at the dolls' private parts, but we don't have permission to look at other people's private parts.
 - **Note:** Students often mention bathing with siblings, friends, cousins, parents, etc. and being able to see each other's private parts. Explain that as long as everyone feels safe, and they are not touching or staring at each other, it should be okay.
 - Students also talk about visiting the doctor. Explain that sometimes we have to show the doctor our private parts for health reasons. But even then, we need to feel safe and should have a trusted adult with us.
 - Mention they can talk to you more in private if they like.

Note: If teachers do not have the Chris and Chris dolls, they can use the anatomy images provided at the end of the lesson on pages 42 and 43.

Chris #1:

Chris #2:

LESSON 2



Chris #1:

Explain:

- ▶ For this part of the lesson you will teach the word, students will repeat after you, and then you will show the body part.
- ▶ **Mouth** – Say “mouth” and show on doll.
 - The mouth is a private part because we don’t touch other people’s mouths or put our mouth on other people without asking first.
- ▶ **Nipples** – Say “nipples” and show on doll and then cover with hand.
- ▶ **Navel** – Say “navel” and show on doll and then cover with hand.
 - Sometimes this part is called the belly button, but the scientific word is the navel.
 - **Note:** Students often mention they see people walking around with no shirt on and can see their nipples and navel. Explain that sometimes we can see other people’s private parts, but we don’t stare or touch.
- ▶ **Bottom** – Say “bottom” and show on doll and then cover with hand.
- ▶ **Anus** – Say “anus” and show on doll and then cover with hand.
 - The anus is an opening on the bottom. When people eat food, the leftover parts they don’t need leave out the anus and it’s called stool or poop. Have students repeat the word “stool.”

Explain:

- ▶ **Genitals** – Say “genitals.”
 - In between the legs, on every body, is called the genitals, but they look different on different bodies.
- ▶ **Penis** – Say “penis” and show on doll and then cover with hand.
- ▶ **Urethra** – Say “urethra” and show on doll and then cover with hand.
 - At the end of the penis there is an opening called the urethra. This opening is where urine leaves the body.
- ▶ **Scrotum** – Say “scrotum” and show on doll and then cover with hand.
 - Underneath the penis is a sack of skin called the scrotum.
- ▶ **Testicles** – Say “testicles” and show on doll and then cover with hand.
 - Inside the scrotum are two testicles, but you can’t actually see them.

Teaching Tip

Students typically mention that Chris #1 is a boy and Chris #2 is a girl. We can respond to this by saying “I’m not sure because I haven’t asked them yet. Not everyone with a penis likes to be called a boy and not everyone with a vulva likes to be called a girl. I just call them Chris and Chris because those are their names.”

Explain:

- ▶ For the second doll, you want students to take notice of what parts are the same on this body and what parts are different.
- ▶ **Mouth** – Say “mouth” and show on doll.
 - The mouth is a private part because we don’t touch other people’s mouths or put our mouth on other people without asking first.
- ▶ **Nipples** – Say “nipples” and show on doll and then cover with hand.
- ▶ **Navel** – Say “navel” and show on doll and then cover with hand.
 - Sometimes this part is called the belly button, but the science word is the navel.
 - **Note:** Students often mention they see people walking around with no shirt on and can see their nipples and navel. Explain that sometimes we can see other people’s private parts, but we don’t stare or touch.

Explain:

- ▶ **Bottom** – Say “bottom” and show on doll and then cover with hand.
- ▶ **Anus** – Say “anus” and show on doll and then cover with hand.
 - The anus is an opening on the bottom. When people eat food, the leftover parts they don’t need leave out the anus and it’s called stool or poop. Have students repeat the word “stool.”
- ▶ **Genitals** – Say “genitals.”
 - In between the legs, on every body, is called the genitals, but they look different on different bodies.
- ▶ **Vulva** – Say “vulva” and show on doll and then cover with hand.
 - Explain the vulva is made up of a couple different parts.
 - Two folds of skin on the outside are called the labia.
 - **Urethra** – Say “urethra.” Inside the vulva, there is an opening called the urethra. This opening is where urine leaves the body.
 - **Vagina** – Say “vagina.” Another opening inside the vulva is called the vagina. It’s where babies can leave the body from.

Objective Two: Safe and Unsafe touch

Explain:

- ▶ Some touch makes us feel comfortable, happy or safe and some touch makes us feel uncomfortable, unhappy or unsafe.
- ▶ We all like and dislike **different kinds of touch** – meaning, a touch that you enjoy might not be so nice for someone else.
- ▶ Show me the face you make when you are being touched in a way you like, for example, smiling. We give this type of touch a thumbs up.
- ▶ Show me the face you might make when you don't like a type of touch, for example, an angry expression, scared looks. We give this type of touch a thumbs down.

Activity

Explain:

- ▶ You are going to show pictures of people being touched.
- ▶ If the touch looks safe, students will give it a thumbs up.
- ▶ If the touch looks unsafe, students will give it a thumbs down.

Note: See the end of the lesson for more images on safe and unsafe touch (pages 44 to 53).

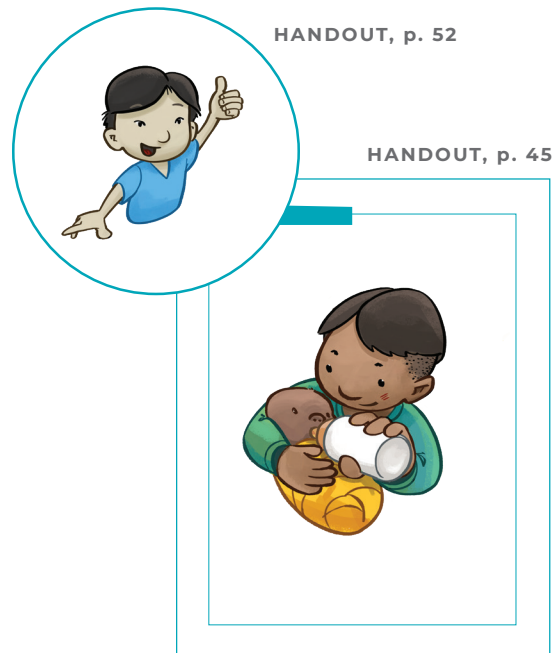
Show picture 1:



Explain:

This picture gets a thumbs up because both people are smiling.

Show picture 2:



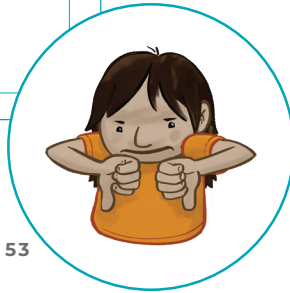
Explain:

This picture also gets a thumbs up because both people are smiling.

Show picture 3:



HANDOUT, p. 46



HANDOUT, p. 53

Explain:

- ▶ This image gets a thumbs down because one person looks scared, while the other looks happy.
- ▶ When these situations happen, the touch needs to stop.
- ▶ The first thing to do is to ask them nicely to stop.
 - Try saying:
 - “I don’t feel comfortable; stop holding my hand.”
 - “Please stop that.”
 - “I don’t want to hold hands right now.”
- ▶ If they don’t listen, the second thing to do is to use a strong voice and tell them to stop.
 - Try saying:
 - “STOP THAT NOW!”
 - “QUIT TOUCHING ME!”
 - “STOP!”
- ▶ If the person still doesn’t stop, the third thing to do is to get away.
- ▶ Lastly, you tell a trusted adult. If that person doesn’t believe you or won’t help, tell another trusted adult.
- ▶ It is never okay to be touched if you don’t want to be. It’s your body, so you get to choose who touches you, when and how.

Show:

Optional K to 3 Video

- ▶ youtube.com/watch?v=wlsh0qRHh0U



CLOSING

Review:

- ▶ Review the objectives covered in the lesson.

Anonymous questions:

- ▶ Collect anonymous question slips and answer them in the next class.
- ▶ **Note:** If you need assistance answering questions, contact health.promotion@yukon.ca.

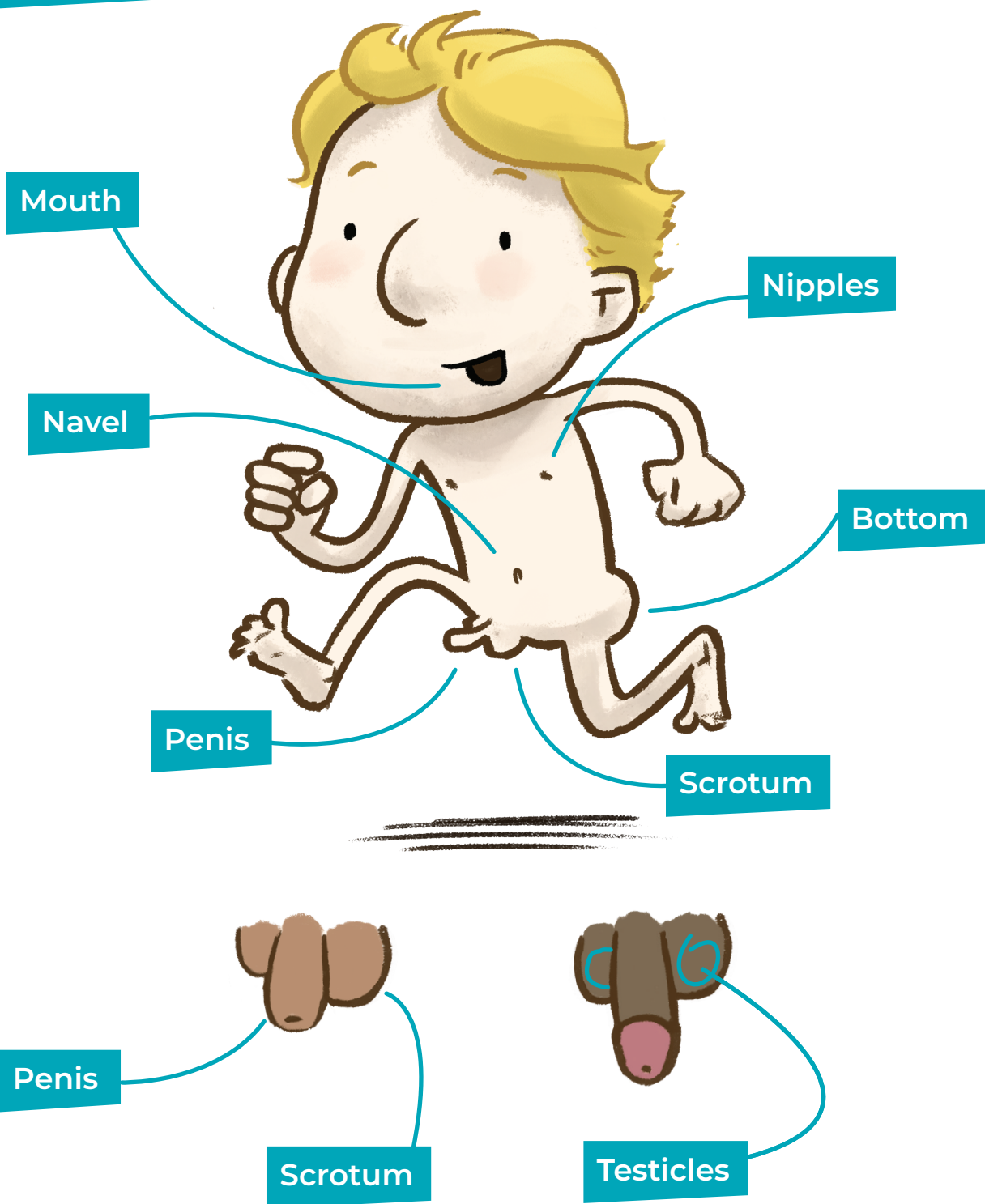
Handouts

42 “Chris #1”

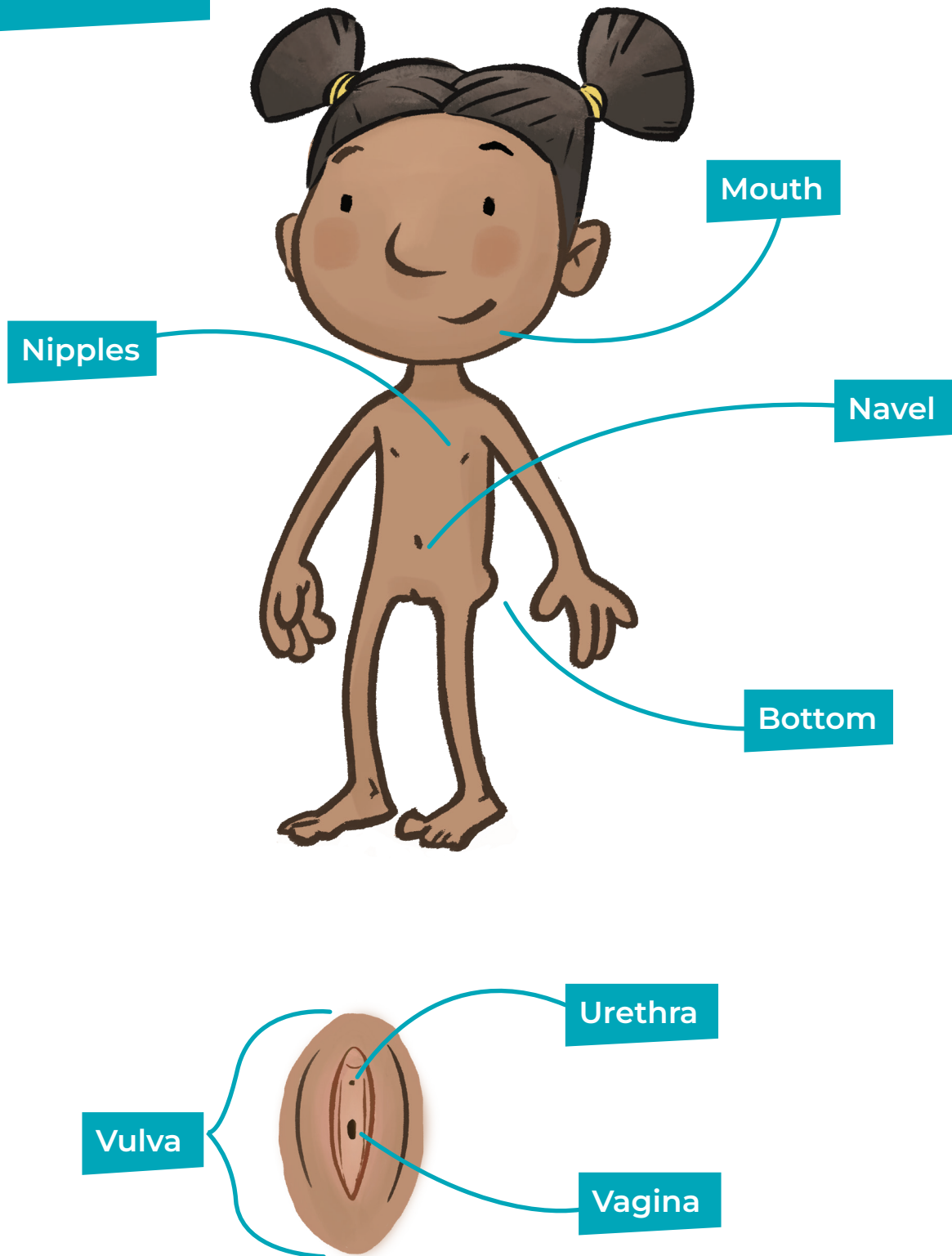
43 “Chris #2”

44 to 53 “Safe or Unsafe Touch?”

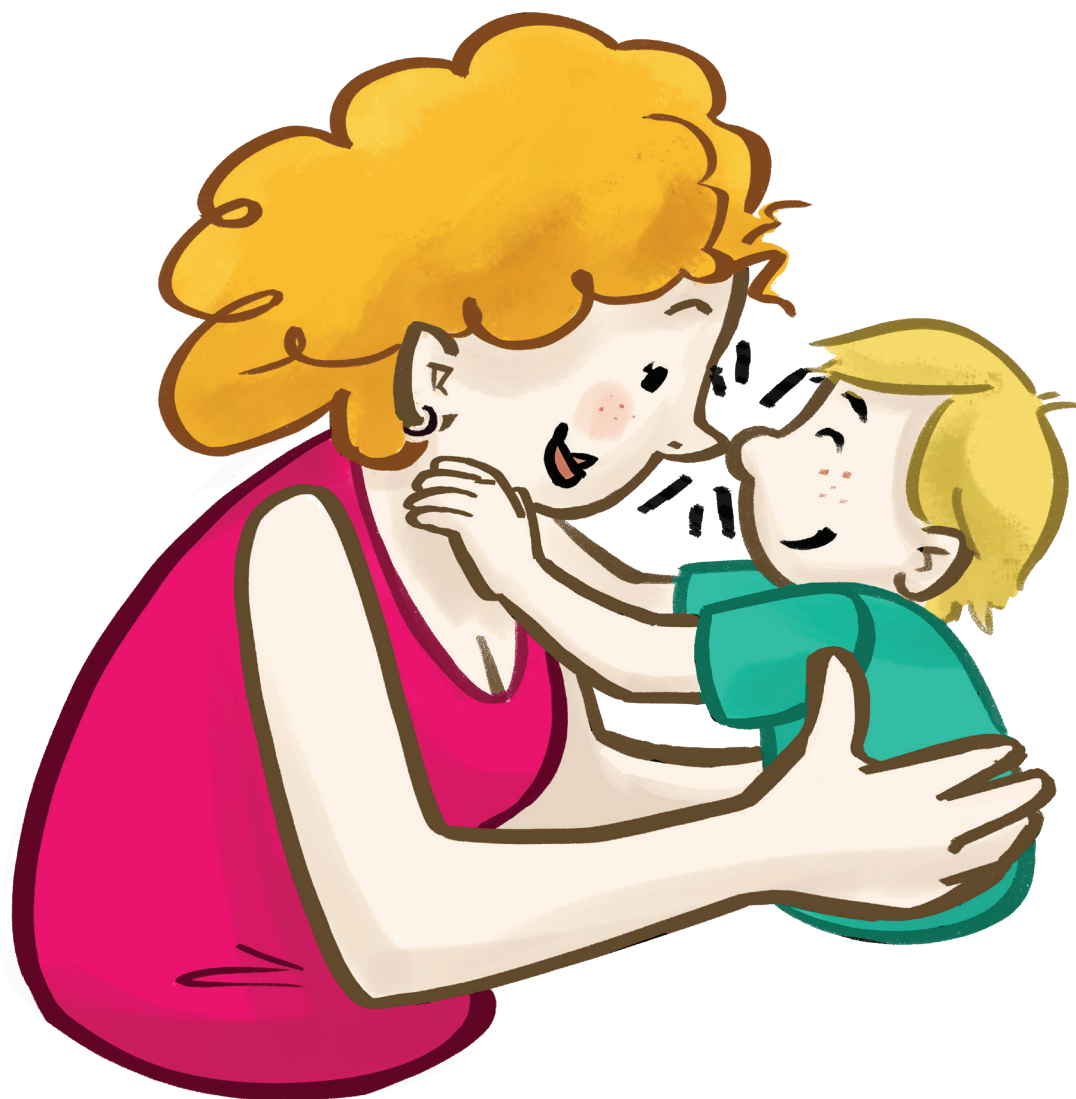
Chris #1



Chris #2



Safe or Unsafe Touch?



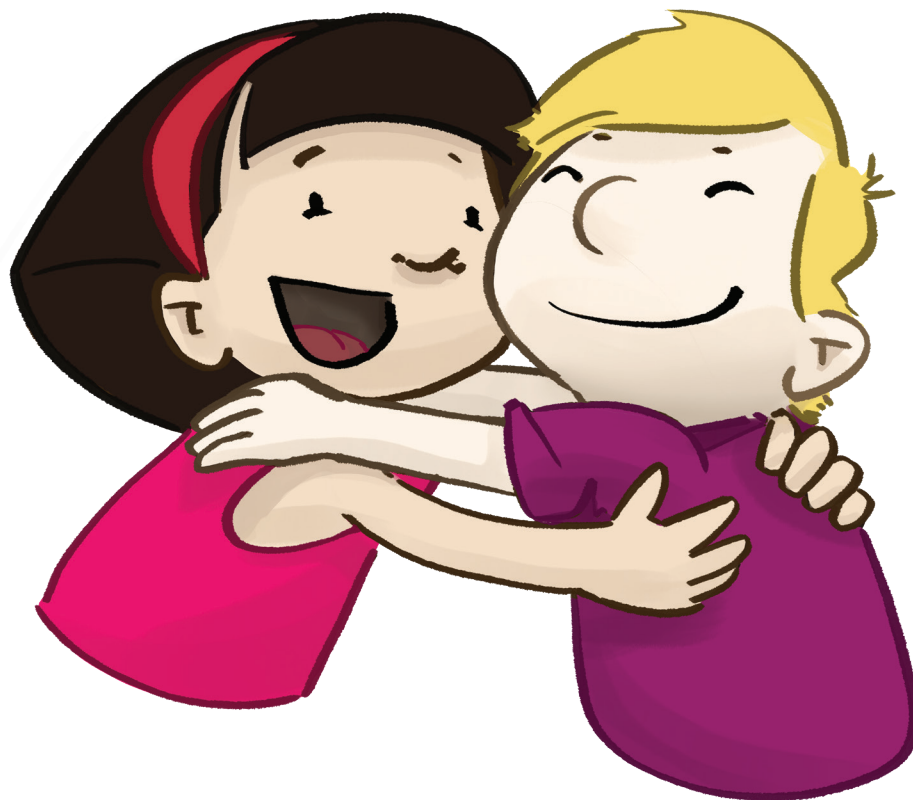
Safe or Unsafe Touch?



Safe or Unsafe Touch?



Safe or Unsafe Touch?



Safe or Unsafe Touch?



Safe or Unsafe Touch?



Safe or Unsafe Touch?



Safe or Unsafe Touch?



Thumbs Up



Thumbs Down



Lesson 3

Puberty Changes That Everyone Experiences

 60 minutes

CURRICULAR COMPETENCIES

Mental well-being

- ▶ Describe and assess strategies for promoting mental well-being.
- ▶ Explore and describe strategies for managing physical, emotional and social changes during puberty.
- ▶ Describe factors that positively influence mental well-being and self-identity.

CONTENT

- ▶ Physical, emotional and social changes that occur during puberty, including those involving sexuality, and sexual identity.

OBJECTIVES

1. Students will learn about the puberty changes that everyone experiences, and tools to manage the changes.

MATERIALS

- ▶ Puberty kit containing pain medication, shampoo/conditioner, deodorant, razors, soap, face wash and pimple cream
 - **Note:** If you do not have access to sample products, use the handout at the end of the lesson.
- ▶ Lesson plan handout (see end of lesson):
 - “Puberty Changes That Everyone Experiences”
- ▶ Anonymous question box slips.

Teaching Tip

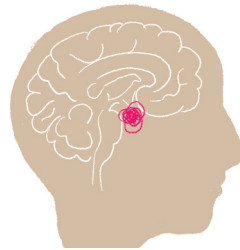
At the beginning of every class:

1. Provide external resources, such as:
 - Kids Help Phone – 1-800-668-6868; text 68-68-68; kidshelpphone.ca
 - School counsellors
 - Info websites, for example, amaze.org
2. Review your classroom rules.
3. Review the anonymous question box process.
4. Introduce the lesson plan objectives.

Objective One: Puberty Changes That Everyone Experiences and Tools to Manage Changes

Explain:

- ▶ Our bodies are always changing.
- ▶ **Puberty** is the time in our lives when we grow into our adult bodies.
- ▶ After puberty, our bodies have the physical ability to make a baby.
- ▶ Most kids find this idea “gross” because they are not mentally or emotionally ready for a baby, but it is still important to understand how the body works.
- ▶ To start the lesson, we will read a story about a person named Chris who is going through puberty. Throughout the story I will stop and explain in detail what Chris is talking about.
- ▶ **Note:** Find the “Puberty Changes That Everyone Experiences” handout on page 62.



Read:

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

Explain:

- ▶ In the middle of the brain is the pituitary gland. It's the size of a pea. During puberty, it releases hormones that cause the body to change. **Hormones** are chemical messengers that control how bodies work, but you can think of them as “growing juices.”
- ▶ Puberty begins between ages 8 and 13 and takes about four years to finish.
- ▶ It starts and finishes at different ages for everyone.
- ▶ Understanding puberty changes and how to take care of yourself during this time makes it a lot easier.
- ▶ It's important to never comment or tease other people as they go through puberty. Puberty can be uncomfortable. Being kind to ourselves and each other makes it way easier.

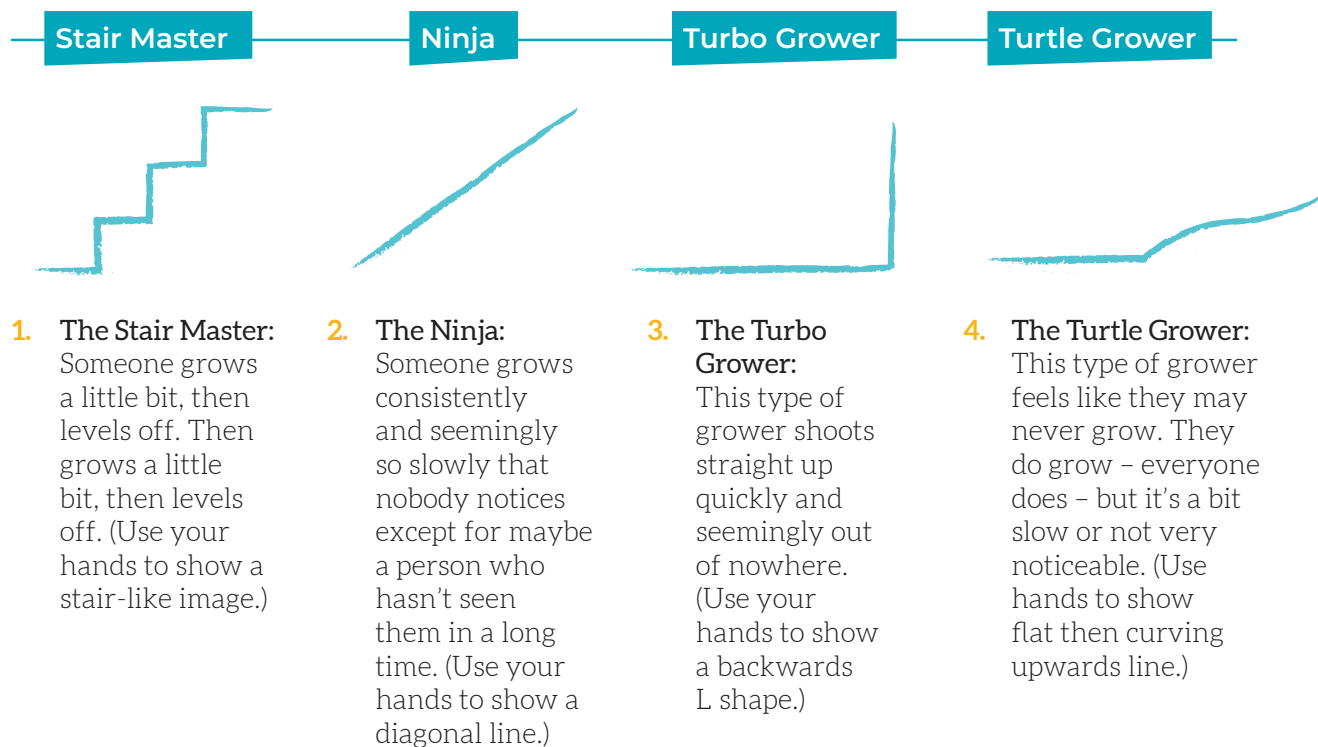


Read:

I don't mind some of the changes I'm seeing. In fact, some things I even like. My feet are getting bigger and I am growing taller.

Explain:

- ▶ The **feet** grow first to support the growing body. Students might notice their shoes never seem to fit because their feet are growing so fast.
- ▶ The second thing to grow is body height. When people grow more than three centimetres in one year, it's called a **growth spurt**. There are four types of growth spurts.



- ▶ Everyone grows at their own pace and with different types and combinations of growth spurts.
- ▶ When you go through a growth spurt you may also experience **growing pains** because as the bones grow the muscles and tendons stretch. Medication can help reduce pain. (Show a bottle of pain medication.)
- ▶ Always get a trusted adult to help you take any medication.



**Read:**

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

Explain:

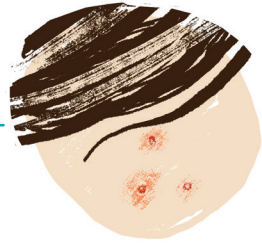
- ▶ Everyone grows body hair in a lot of places. Some people choose to remove their body hair and some choose to leave it. It's your body, so you get to decide.
- ▶ Shaving is a very common way people remove body hair. If you choose to shave it, make sure you ask a trusted adult for help because razors are very sharp. (Show samples of razors.)

**Read:**

There are some changes that aren't so good. Like body odour. The first time I smelled it, I thought something was wrong with me. Now I realize it's not too bad if I wash and use deodorant.

Explain:

- ▶ There are sweat glands all over our body. When we get too hot, they release moisture to cool us down. We call this **sweating**.
- ▶ Before puberty, when we sweat there is no bad smell.
- ▶ However, during puberty, we grow a second set of sweat glands all over our body – in our armpits, around the genitals, on our feet, etc.
- ▶ When we sweat from the new sweat glands it mixes with bacteria on our body and creates a smell. We call this smell **body odour**.
- ▶ To reduce the smell of body odour, wash and use deodorant every day. Make sure the soap gets all over your body, including in the arm pits and around the genitals. (Show sample of soap and deodorant.)
 - **Note:** Remind the students that deodorant is only for the armpits and to check with the people they live with for advice on which one to use.



Read:

One time when I was getting ready for school, I looked in the mirror and found a pimple on my face and noticed that I had really greasy hair.

Explain:

- ▶ Underneath the skin we have **oil glands** that release oil that keeps our skin soft.
- ▶ The oil leaves our skin through pores, which are small openings on the surface of our skin.
- ▶ During puberty, hormones cause the oil glands to produce extra oil.
- ▶ Sometimes the oil traps bacteria and dirt in the pores and creates a **pimple**.
- ▶ Some people get only a few pimples, but some people get a lot all over their face and body.
- ▶ To manage pimples, wash your face in the morning and evening with warm water and face wash. After washing, apply a pimple cream to the area. If these steps do not help, see a doctor for a prescription pimple medication.
- ▶ Lots of people like to pop their pimples. The safest way to do this is to follow these steps.
 1. Wait until you see a white dot on the top of the pimple. This means it's ready to pop.
 2. Wash your hands.
 3. Put pressure on either side of the pimple to release oil.
 4. Stop touching the pimple once oil has been released.
 - **Note:** If you keep digging at your pimple after it's been popped, you may create an infection and get a scar.
- ▶ The scalp also produces extra oil and hair becomes greasier.
- ▶ To manage **greasy hair**, wash your hair every day with shampoo and conditioner. It will also help with any pimples on your forehead. (Show sample of face wash, pimple cream, shampoo and conditioner.)

**Read:**

There's one thing I get a little embarrassed about. I'm starting to get special feelings for someone in my class. I am not mentioning any names because it feels strange, but also kind of nice. They tell me it's normal. Is it?

Explain:

- ▶ Hormones control our feelings. New hormones create new and stronger feelings.
- ▶ A **crush** is a word we use to describe special feelings we have for another person.
- ▶ Along with crushes comes changes in our **moods**.
- ▶ During puberty, our hormones are not balanced, which means our feelings are not balanced.
- ▶ This means we can go from being happy to sad to mad in very short periods of time.
- ▶ Getting enough sleep, eating healthy, taking time for ourselves, and talking with friends and trusted adults can help with these changes in mood. If these things don't help, it could be warning signs of a mental health concern.
- ▶ **Mental health concerns** are real, painful and sometimes severe. You might need help if you:
 - feel hopeless or worthless;
 - often feel very angry or very worried;
 - feel grief for a long time after a loss or death;
 - think your mind is controlled or out of control;
 - hurt other people or destroy property; or
 - do reckless things that could harm you or others.
- ▶ Mental health problems can be treated. To find help, talk to your parents, school counsellor or health care provider.
- ▶ You can also call the Kids Help Phone Line 1-800-668-6868 or visit their website at kidshelpphone.ca.

Ask:

- ▶ After that story, do you think Chris is a boy or a girl? Or are you unsure?

Explain:

- ▶ It may be unclear because this story is explaining changes that everybody goes through, no matter what body they were born in.

Activity

Make puberty kits with students or provide pre-made kits with soap, deodorant, and menstrual products...this might also improve any smells that are brewing in your class.

CLOSING

Review:

- ▶ Review the objectives covered in the lesson.

Anonymous questions:

- ▶ Collect anonymous question slips and answer them in the next class.
- ▶ **Note:** If you need assistance answering questions, contact health.promotion@yukon.ca.

Handouts

62 “Puberty Changes That Everyone Experiences”

Puberty Changes

That Everyone Experiences

Body odour

During puberty, a second set of sweat glands develops. When they release sweat, it mixes with bacteria on the body and creates an odour. Washing daily and using deodorant will manage the smell.



Growth spurts

Growth spurts occur when the body grows more than 3 cm in one year. During a growth spurt, people may feel growing pains caused by tendons lengthening. Medication and rest can help alleviate the pain.

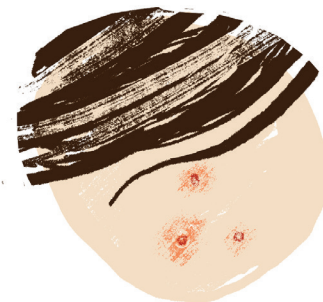


The feet grow bigger

Feet are the first body part to start growing during puberty.

Pimples and oily hair

Oil glands, located underneath the skin, help keep the skin and hair soft. During puberty, the glands produce extra oil that can clog pores causing pimples and greasy hair. Daily washing will help manage the extra oil. If the pimples are too difficult to manage, they can be treated with medication.



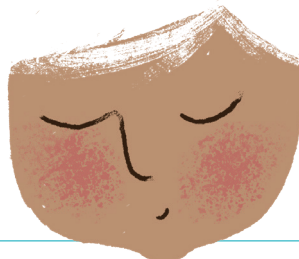
Body hair

Hair will grow all over the body, including the armpits and genitals. It might be a different colour or texture than the hair on the head. Some people remove body hair, but some don't.



The sads, mads and glads

During puberty, emotions can change dramatically. Exercise, healthy food, and rest can help to manage emotions.



Lesson 4

Puberty Changes for Different Bodies

 60 minutes

CURRICULAR COMPETENCIES

Mental well-being

- ▶ Describe and assess strategies for promoting mental well-being.
- ▶ Explore and describe strategies for managing physical, emotional, and social changes during puberty.
- ▶ Describe factors that positively influence mental well-being and self-identity.

CONTENT

- ▶ Physical, emotional, and social changes that occur during puberty, including those involving sexuality, and sexual identity.

OBJECTIVES

1. Students will learn about puberty hormones and sex assigned at birth.
2. Students will learn about testosterone-driven puberty changes and methods for managing those changes.
3. Students will learn about estrogen-driven puberty changes and methods for managing those changes.

MATERIALS

- ▶ Lesson plan handouts (see end of lesson):
 - “Testosterone-Driven Puberty Changes”
 - “Testosterone-Driven Bodies: External and Internal Anatomy”
 - “Estrogen-Driven Puberty Changes”
 - “Estrogen-Driven Bodies: External Anatomy”
 - “Estrogen-Driven Bodies: Internal Anatomy”
 - “Menstrual Cycle”
 - “Menstrual Products”
- ▶ Anonymous question box slips.

Teaching Tip

At the beginning of every class:

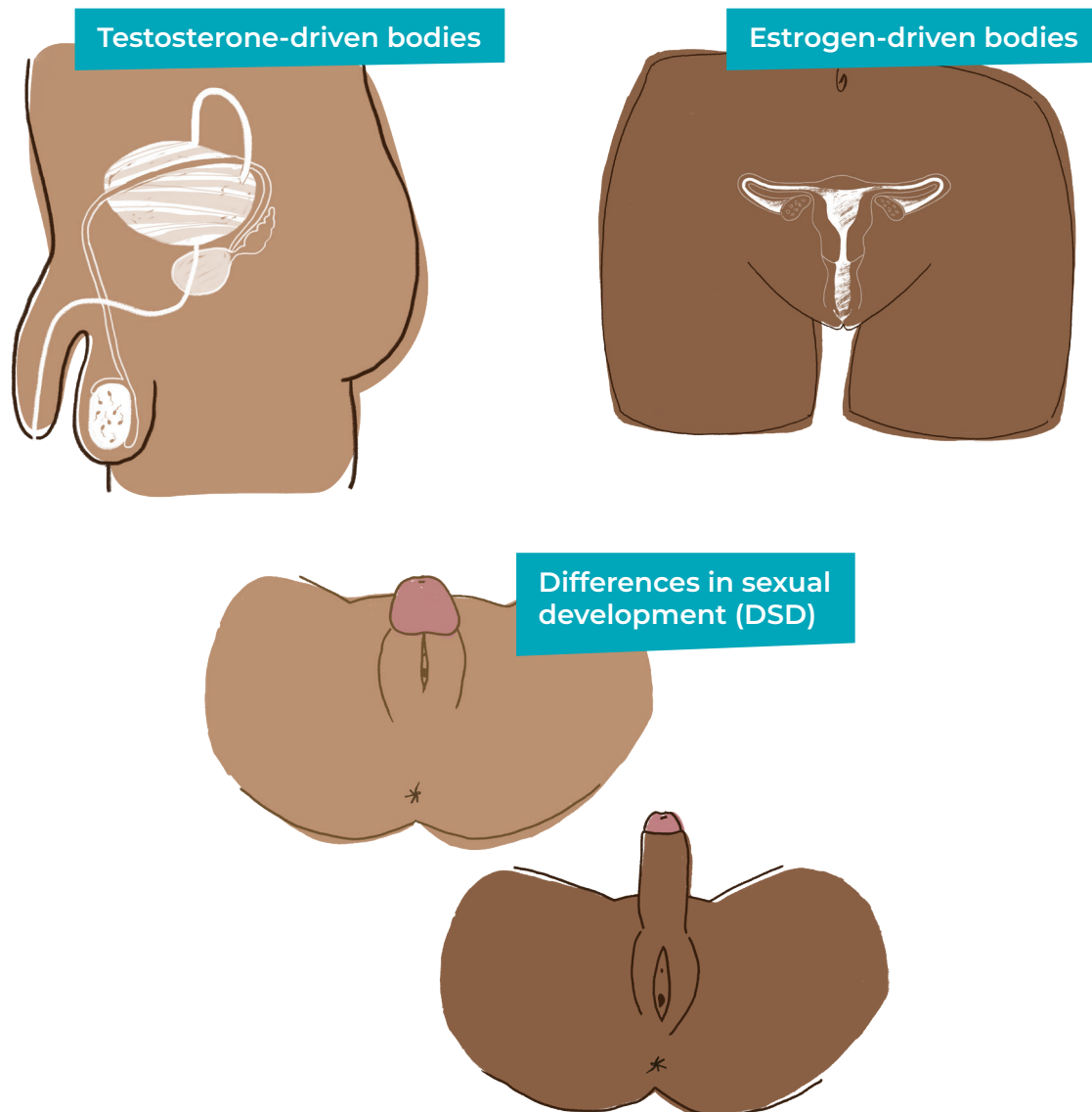
1. Provide external resources, such as:
 - Kids Help Phone – 1-800-668-6868; text 68-68-68; kidshelpphone.ca
 - School counsellors
 - Info websites, for example, amaze.org
2. Review your classroom rules.
3. Review the anonymous question box process.
4. Introduce the lesson plan objectives.

Objective One: Puberty Hormones and Sex Assigned at Birth

Explain:

- ▶ **Hormones** signal our bodies to start puberty.
- ▶ **Testosterone** and **estrogen** are the two main puberty hormones we talk about.
- ▶ All bodies produce both estrogen and testosterone during puberty, which is why a lot of changes are the same (like we read in the Chris story).
- ▶ But some bodies produce more estrogen and some bodies produce more testosterone so some changes are different.
- ▶ People with more testosterone typically have a penis and testicles and are often referred to as **males**.
- ▶ People with more estrogen typically have a vulva, vagina, ovaries and a uterus and are often considered **females**.
- ▶ Some people are born with a combination of genitals. This is called **differences in sexual development (DSD)**, previously known as intersex.
- ▶ This is what we call **sex assigned at birth**.

- ▶ It is important to acknowledge that anatomy and hormones don't decide gender. Some people with a penis don't want to be called male and some people with a vulva don't want to be called female.
- ▶ For this reason, when we talk about the different puberty changes, we use these terms.
 - **Testosterone-driven bodies** or people with a penis.
 - **Estrogen-driven bodies** or people with a vulva.
- ▶ In this section, we will learn about the reproductive systems on very typical-looking bodies. It does not mean that all bodies will look and function like these. Every body is unique.



Objective Two: Testosterone-Driven Puberty Changes

Explain:

- ▶ Testosterone causes specific changes in the body.
 - The shoulders and chest broaden, due to an increase in muscle mass.
 - The voice gets deeper, due to the larynx and vocal cords growing.

Fun Fact

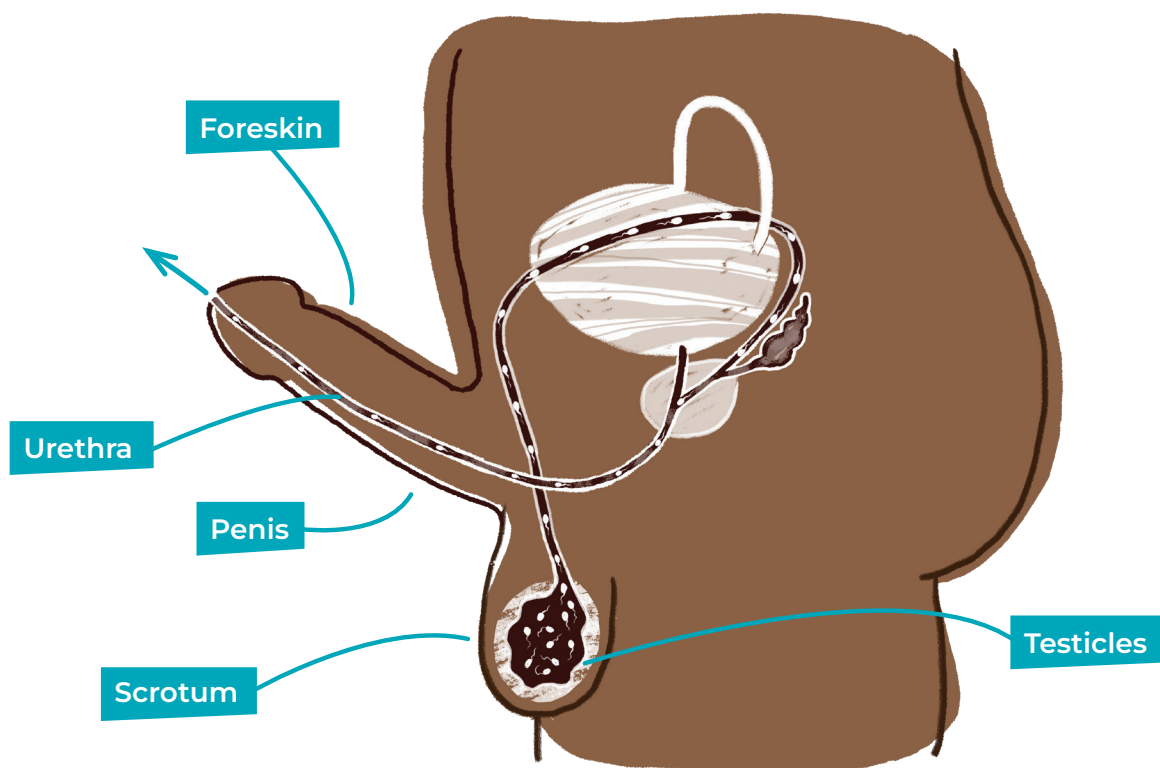
People born with a vulva and more estrogen still have testosterone in their bodies, and will experience growing muscles and a deepening voice – just not as much.

- ▶ The rest of the puberty changes we are going to talk about happen to the genitals and reproductive system. In order to understand these changes, we have to explain the reproductive system first.

ANATOMY OF TESTOSTERONE-DRIVEN BODIES

Explain:

- ▶ Testosterone-driven bodies include the following parts.
 - **Penis** – external reproductive organ.
 - **Foreskin** – a fold of skin covering the head of the penis. Sometimes the foreskin is removed in a procedure called circumcision.
 - **Scrotum** – a sack of skin containing the testicles.
 - **Testicles** – two oval reproductive glands inside the scrotum.
 - **Urethra** – the tube that carries both urine and semen out of the body.



Teaching Tip

Either draw this diagram on the board or provide students with the handout, found on page 80.

Fun Fact

When the penis becomes hard, the bladder muscle closes so urine and semen can never leave the penis at the same time.

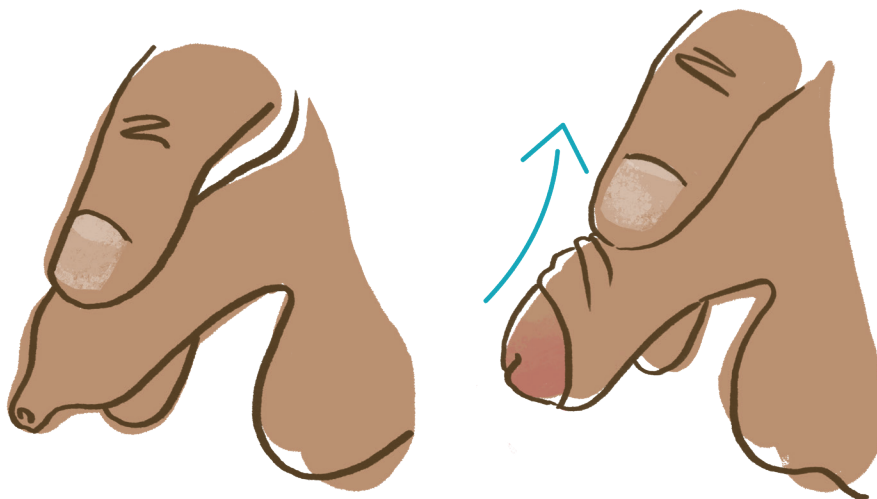
Foreskin Health Tip

Smegma is a naturally occurring lubricant that allows the foreskin to pull back. People with a foreskin need to wash underneath it – every day – to remove the buildup of smegma.

Here is how to wash the foreskin.

1. Gently slip the foreskin back in the shower.
2. Use a mild soap and warm water to wash the head of the penis and the inside fold of the foreskin.
3. Rinse the area well.
4. After the shower, pull the foreskin back to dry the head of the penis.

Note: Find the handout on page 79.



Explain:

- ▶ The following things happen during puberty. (Find the “Testosterone-Driven Puberty Changes” handout on page 78.)
 - The penis and testicles grow bigger.
 - More **erections** happen.
 - Erections occur when blood rushes to the penis and it becomes hard.
 - Erections happen for a lot of reasons, including rubbing the genitals, pleasurable thoughts, seeing an image or person they like, or for no reason at all.
 - If someone gets an erection in public they can sit down or cover up until it goes away.
 - The penis develops the ability to **ejaculate**.
 - Ejaculations become possible when the testicles begin to produce and release **sperm**.
 - Sperm leaves the testicles, mixes with fluid from the reproductive system to create **semen**, and exits out the tip of the penis.

Objective Three: Estrogen-Driven Puberty Changes

Explain:

- ▶ Estrogen causes specific changes in the body. (Find the “Estrogen-Driven Puberty Changes” handout on page 81.)
 - Hips widen to create room in the body to carry a baby if a person chooses to.
 - Breasts grow. If a person chooses to have a baby, the breasts fill with milk to feed the baby. The breasts may feel tender when growing. Wearing a bra or tight-fitting shirt can ease discomfort.

Health Tip

During puberty, people with a penis also develop a small amount of breast tissue. The breast tissue will not grow into full-sized breasts. Exercise and a healthy diet will help turn the tissue into muscle. Wearing a tight-fitting undershirt can ease discomfort.

- ▶ The rest of the puberty changes we are going to talk about happen to the genitals and reproductive system. In order to understand these changes, we have to explain the reproductive system first.

ANATOMY OF ESTROGEN-DRIVEN BODIES

Explain:

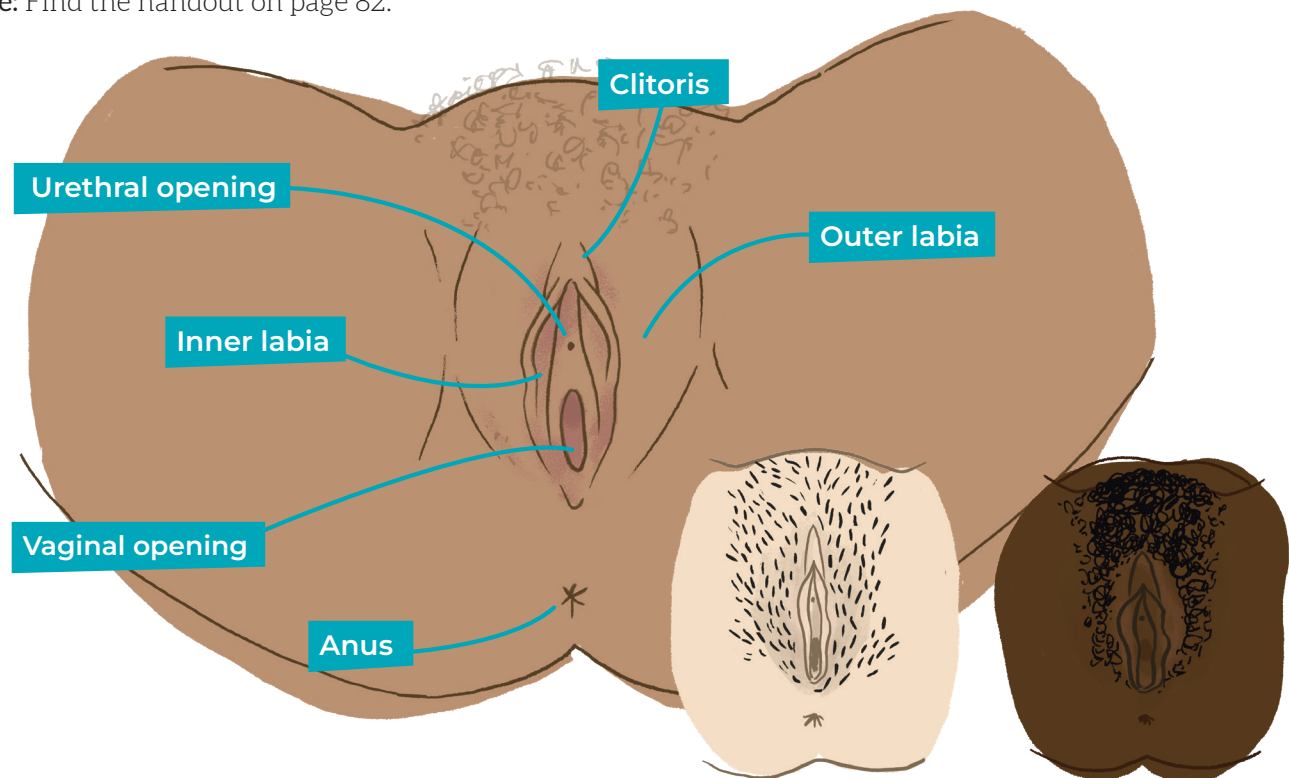
- ▶ The anatomy on this body has to be taught in two different parts. First, I will describe the **external genitals**, which is called the vulva. Second, I will describe the **internal reproductive system**.

EXTERNAL GENITALS

Explain:

- ▶ The genitals on this body are called the **vulva**.
- ▶ The vulva is tucked beneath the legs and underneath the body, so we will illustrate it facing up.
- ▶ The vulva is composed of the following parts.
 - **Outer labia** – two folds of skin along the sides of the vulva.
 - **Inner labia** – two folds of skin between the outer labia that grow during puberty.
 - **Clitoris** – a bundle of nerves at the top of the vulva that grows bigger during puberty.
 - **Urethral opening** – a small opening where urine leaves the body.
 - **Vaginal opening** – the opening to the vagina where menstrual fluid leaves the body.

Note: Find the handout on page 82.



Explain:

- ▶ During puberty:
 - The vulva develops – the outer and inner labia and clitoris grow larger.
 - **Vaginal fluid** is produced.
 - The vagina and cervix start to produce a clear white substance that helps clean and moisten the vagina.
 - Vaginal fluid will be noticeable on the underwear.
 - **Note:** If the vaginal fluid has an odour or is itchy, it could signal an infection and need medical treatment. See your doctor.

Health Tip

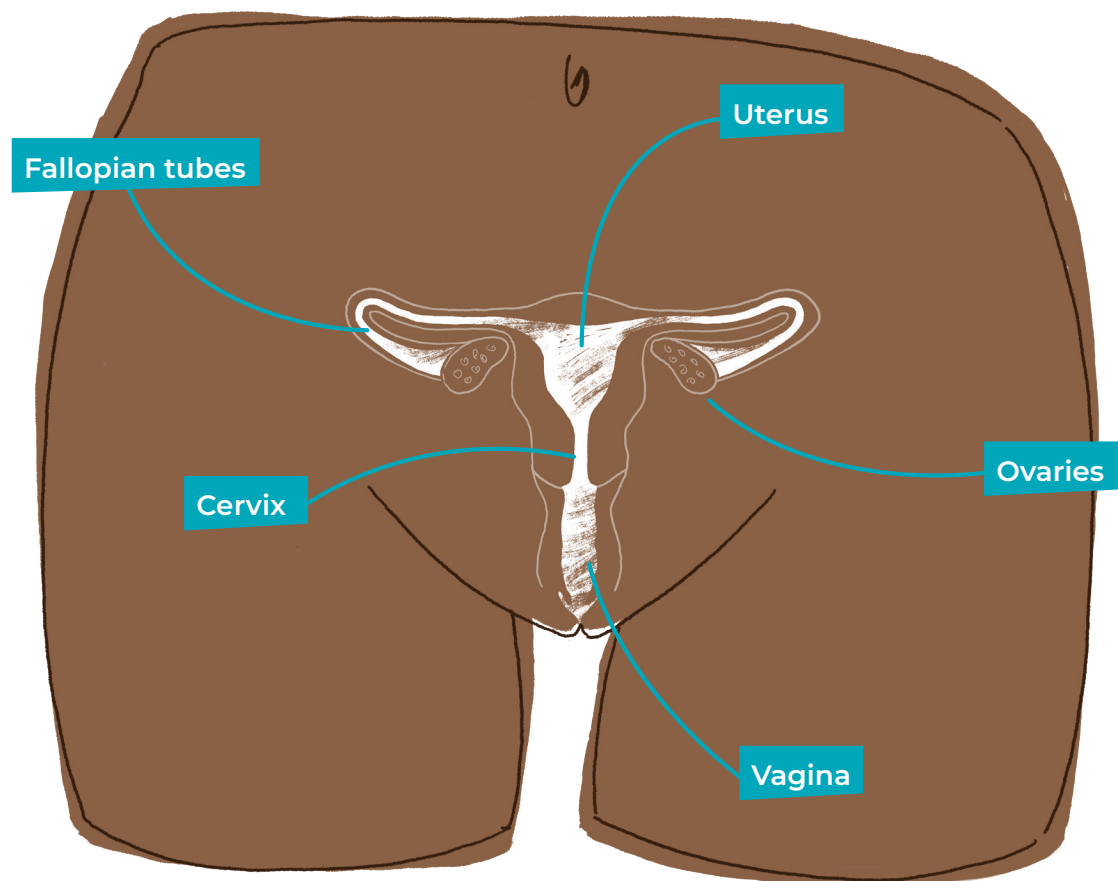
When using the bathroom, always wipe from the top of the vulva to the anus. This prevents bacteria from the anus entering the vagina and urethra.

INTERNAL REPRODUCTIVE SYSTEM

Explain:

- ▶ The vaginal opening leads to the **internal reproductive system**, which consists of the following parts.
 - **Vagina** – a muscular canal that extends up from the vaginal opening.
 - **Cervix** – the lower part of the uterus that extends into the vagina.
 - **Uterus** – a hollow pear-shaped organ where babies develop.
 - **Fallopian tubes** – tubes that extend from the uterus to the ovaries.
 - **Ovaries** – almond-shaped organs on each side of the uterus that hold eggs (ova).

Note: Find the handout on page 83.

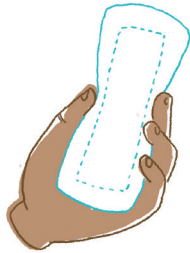


Explain:

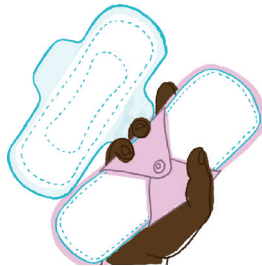
- ▶ During puberty, the **menstrual cycle** begins. (Find the “Menstrual Cycle” handout on page 84.)
 - Once a month, an ovary releases an egg (ovum) and the uterus grows a lining of blood and tissue.
 - If the egg becomes fertilized by a sperm, it can implant into the uterus lining and develop into a baby.
 - If the egg is not fertilized, it will dissolve. The uterus lining of blood is then shed and leaves the body through the vaginal opening. This is called menstruation or a period.
 - Menstruation takes about five days. The first day the fluid is a “light flow” and a dark brown colour. The second, third, and fourth days the fluid is a “heavier flow” and is dark red. The fifth day the fluid returns to the dark brown colour.
 - Once the fluid is finished leaving the body the cycle starts again. The uterus lining regrows and an egg is released. This cycle takes around 28 days.
 - When the menstrual cycle starts, it may happen once and not again for several months. Once the puberty hormones balance out, the menstrual cycles become more regular.
 - Some people experience cramps when they get their period. Pain medication typically helps alleviate symptoms. If the pain is significant, visit a doctor.

Explain:

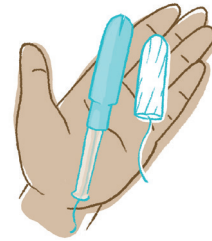
- **Menstrual products** are designed to collect menstrual fluid. There are several products to choose from. Start by introducing the basics. (Find the “Menstrual Products” handout on page 85.)

Panty liners

Panty liners are thin absorbent pads that are worn inside the underwear that collect menstrual fluid. Panty liners are used when the flow is light and should be changed every couple of hours, but they can be worn overnight. (Show sample and indicate that the sticky side is placed down.)

Pads

Pads are similar to panty liners, but are larger and hold more fluid. Pads are used when the flow is heavier and should be changed every couple of hours, but they can be worn overnight. (Show sample and indicate that the sticky side is placed down.)

Tampons

Tampons absorb menstrual fluid by being inserted into the vagina. Tampons should be changed every couple of hours. To remove a tampon, pull on the string and wrap in tissue before disposing in the garbage. Explain that it's very important not to leave a tampon in too long or else you can get a rare but serious infection. (Show sample of a tampon.)

Note: Students often ask if tampons hurt or if they can get stuck in the body. Explain that when you first use a tampon it might be uncomfortable, but it shouldn't be painful because the vagina is actually stretchy. If it is painful don't use them. Explain that a tampon cannot get stuck in the body. The vagina is the size of the middle finger and at the top of the vagina is the cervix. The tampon cannot pass the cervix so it's impossible for a tampon to get stuck. If the string does break off (which is very rare), they can “bear down” like they need to poop, place their fingers at the vaginal opening, and pull out the tampon.

Teaching Tip

Some students might say “I won't get a period. Why am I learning about this?”

Explain that it's important to understand how all bodies work to build comfort, compassion and knowledge around all bodies.

CLOSING

Review:

- ▶ Review the objectives covered in the lesson.

Anonymous questions:

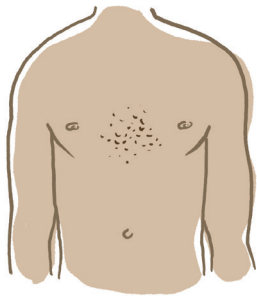
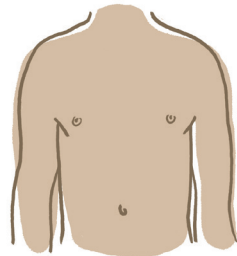
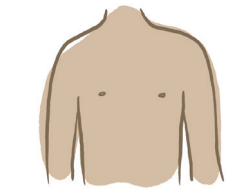
- ▶ Collect anonymous question slips and answer them in the next class.
- ▶ **Note:** If you need assistance answering questions, contact health.promotion@yukon.ca.

Handouts

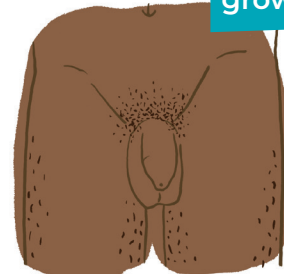
- 78 “Testosterone-Driven Puberty Changes”
- 79 “Foreskin Health Tip”
- 80 “Testosterone-Driven Bodies: External and Internal Reproductive Anatomy”
- 81 “Estrogen-Driven Puberty Changes”
- 82 “Estrogen-Driven Bodies: External Reproductive Anatomy”
- 83 “Estrogen-Driven Bodies: Internal Reproductive Anatomy”
- 84 “Menstrual Cycle”
- 85 “Menstrual Products”

Testosterone-Driven Puberty Changes

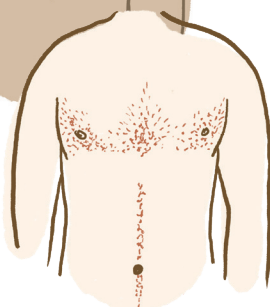
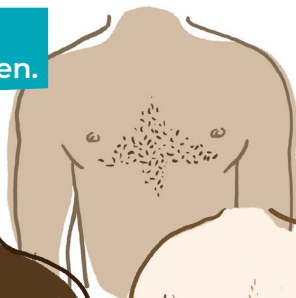
Age 3



The penis and testicles grow bigger.



The chest and shoulders broaden.



Age 18

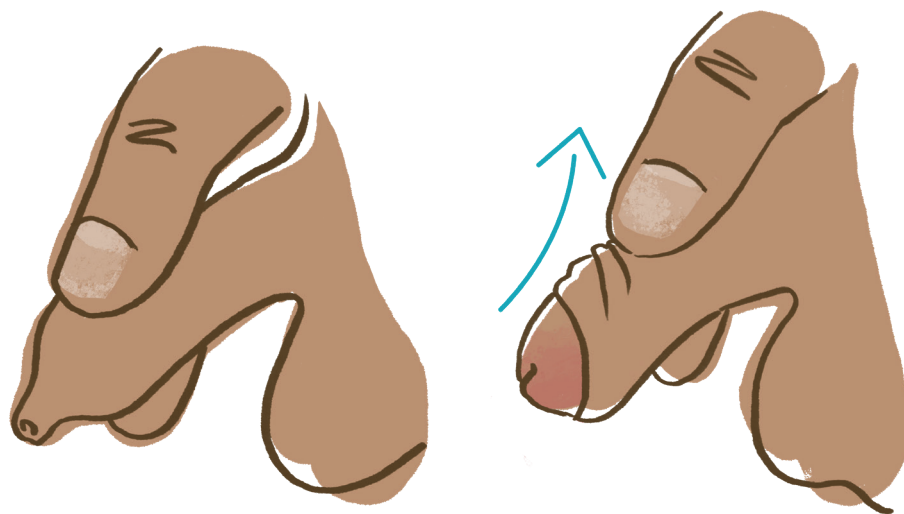
Increase in the number of erections.

Erections happen when blood rushes to the penis and it becomes hard. Erections happen for a lot of reasons including touching, pleasurable thoughts, seeing an image or person they like, or for no reason at all. If someone gets an erection in public they can sit down until it goes away.

Fun Fact

During puberty, males may develop a small amount of breast tissue. The breast tissue will not grow into full-sized breasts. Exercise and a healthy diet will help turn the tissue into muscle. Wearing a tight-fitting undershirt will ease discomfort.

Foreskin Health Tip



Smegma

Smegma is a naturally occurring lubricant that allows the foreskin to pull back.

Washing foreskin

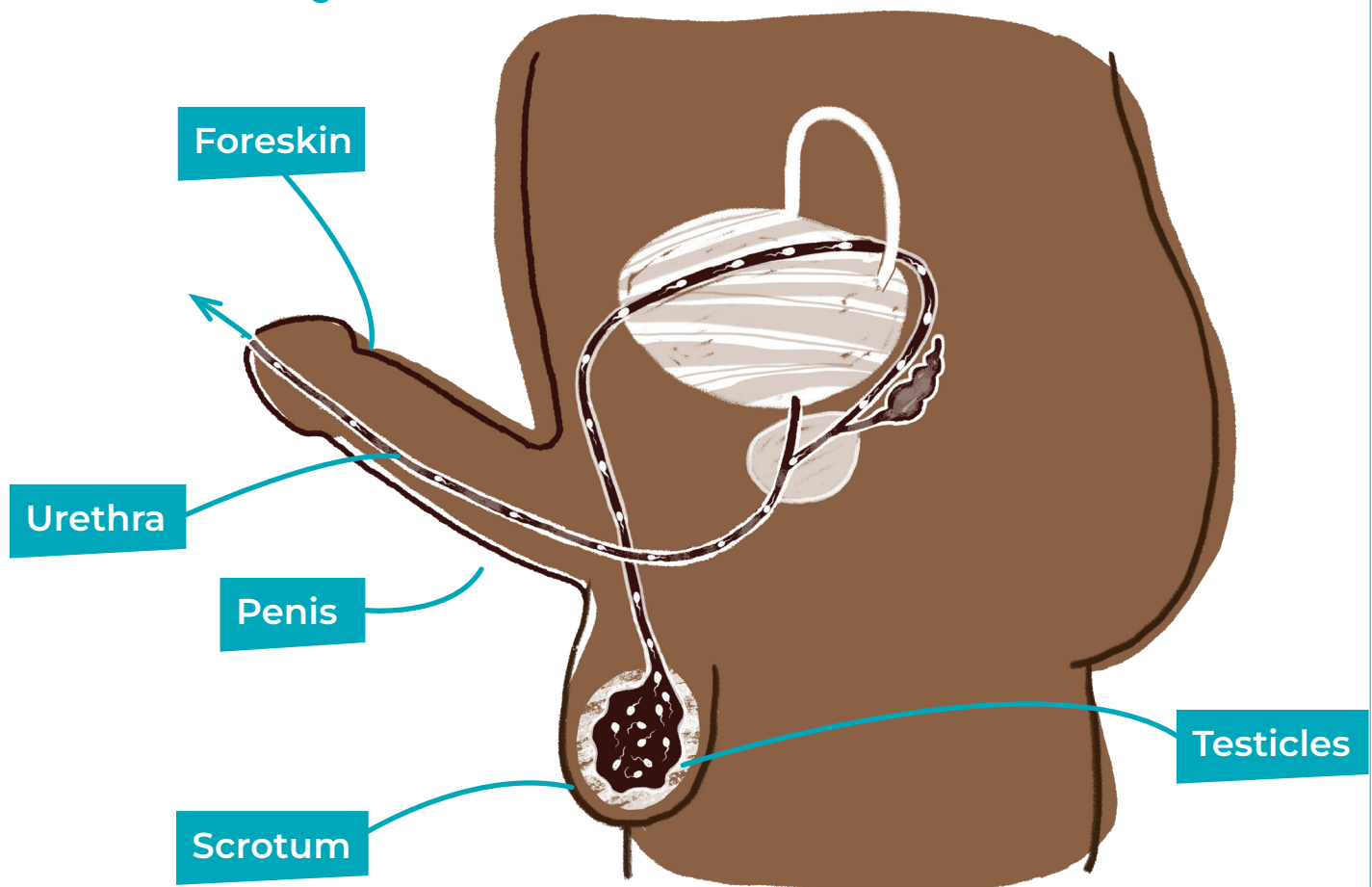
People with a foreskin need to wash underneath it, every day, to remove the buildup of smegma.

Here is how:

1. Gently slip the foreskin back in the shower.
2. Use a mild soap and warm water to wash the head of the penis and inside fold of the foreskin.
3. Rinse the area well.
4. After the shower, pull foreskin back to dry the head of the penis.

Testosterone-Driven Bodies:

External and Internal Reproductive Anatomy



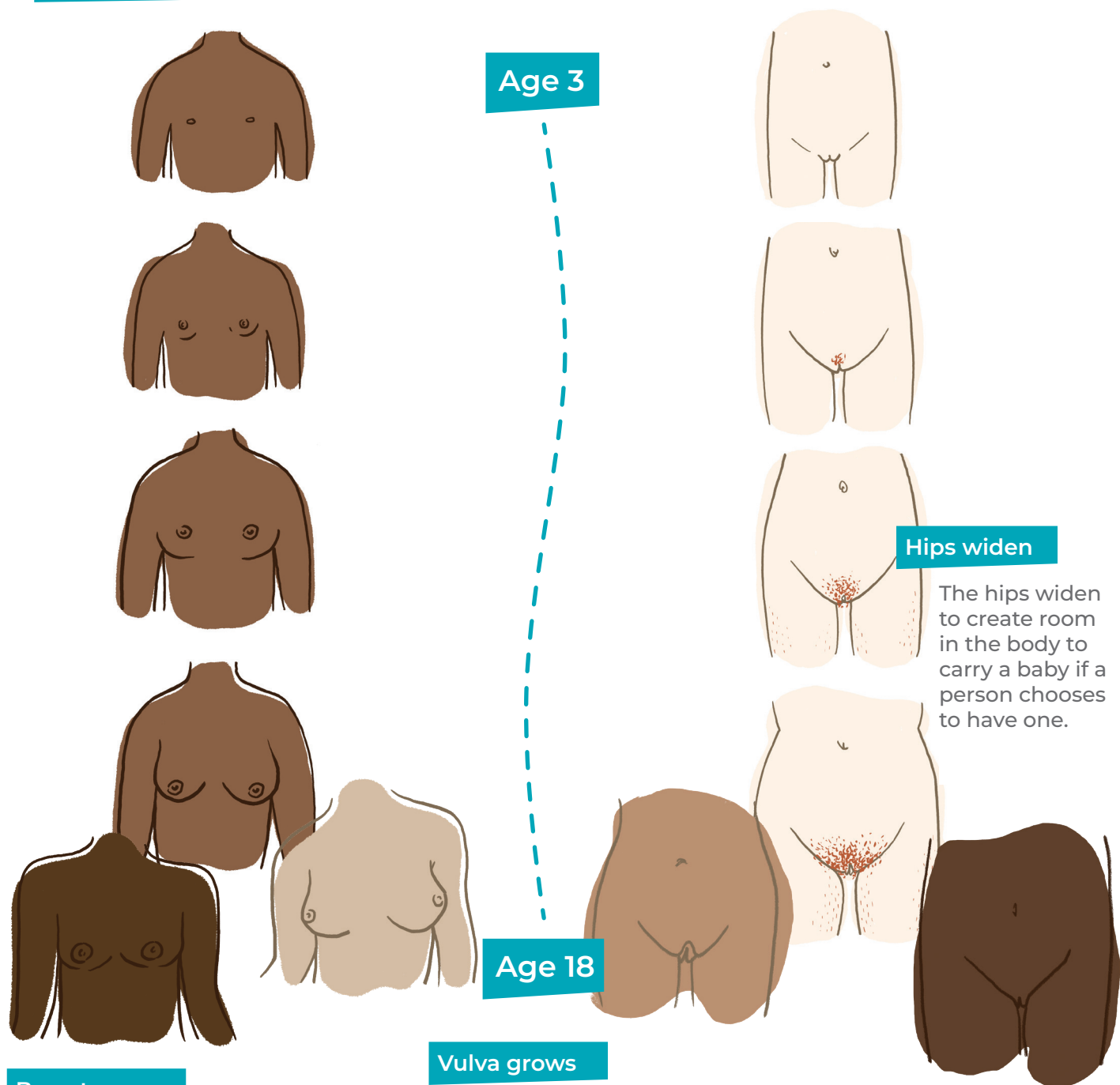
Fun Fact

When the penis becomes hard, the bladder muscle closes so urine and semen can never leave the penis at the same time.

Ability to ejaculate

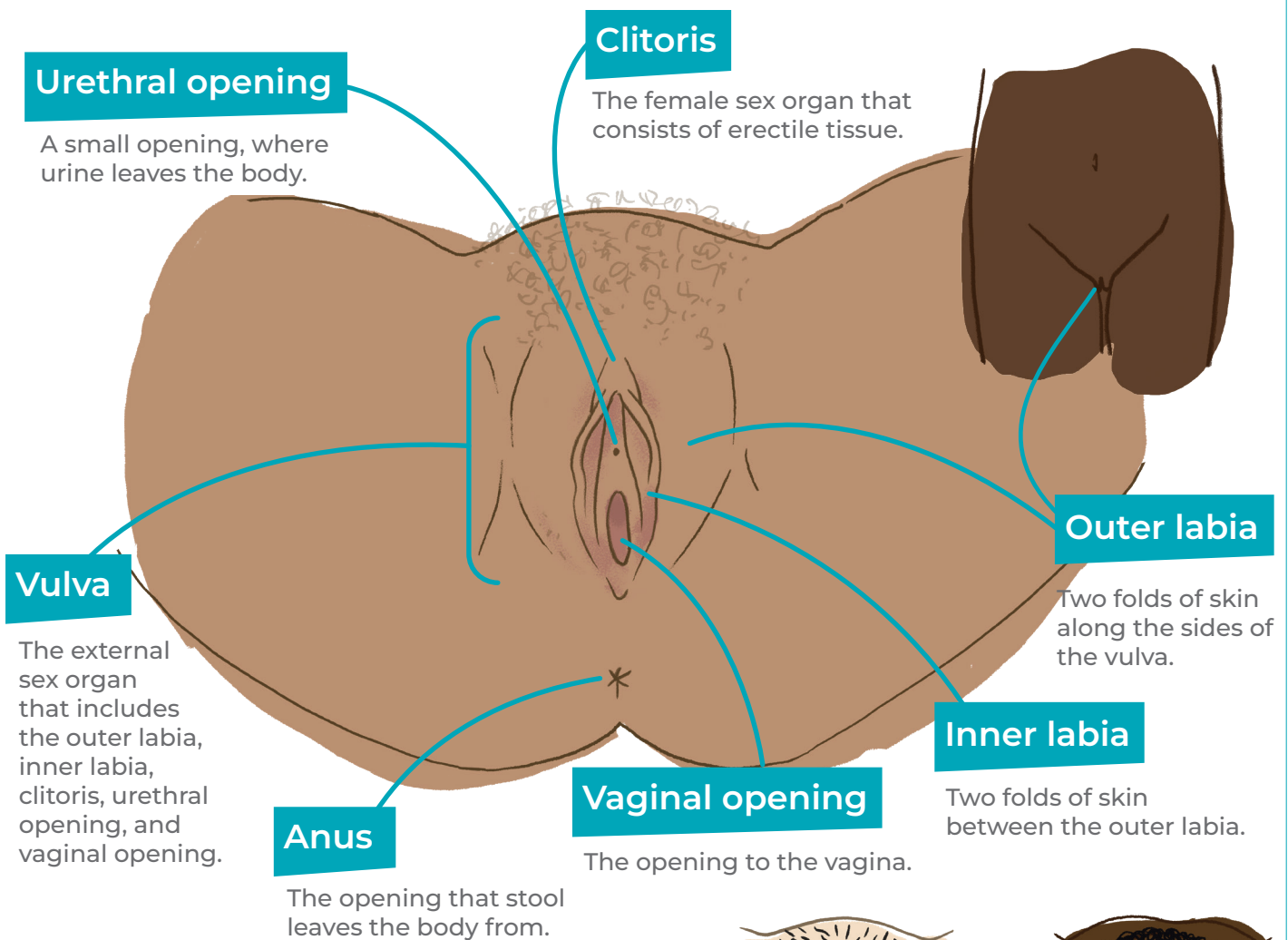
Ejaculations become possible when the testicles begin to produce and release sperm. Sperm leave the testicles, mix with fluid from the reproductive system to create semen, and exit out the tip of the penis.

Estrogen-Driven Puberty Changes



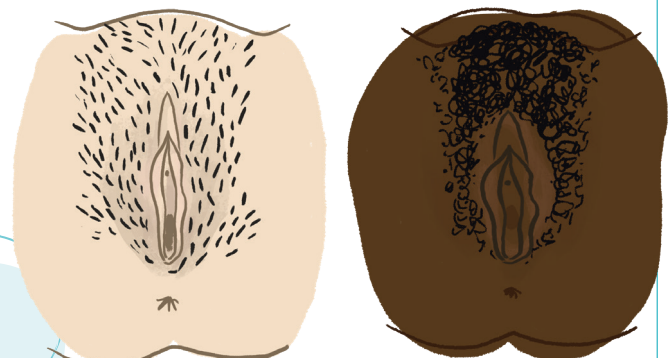
Estrogen-Driven Bodies:

External Reproductive Anatomy



Health Tip

When using the bathroom, always wipe from the top of the vulva to the anus. This prevents bacteria from the anus entering the vagina and urethra.



Note: Every vulva looks a little different.

Estrogen-Driven Bodies:

Internal Reproductive Anatomy

Fallopian tubes

Tubes that extend from the uterus toward the ovaries.

Uterus

A hollow, pear-shaped organ where babies develop.

Eggs/ovum

Female sex cells.

Vulva

Cervix

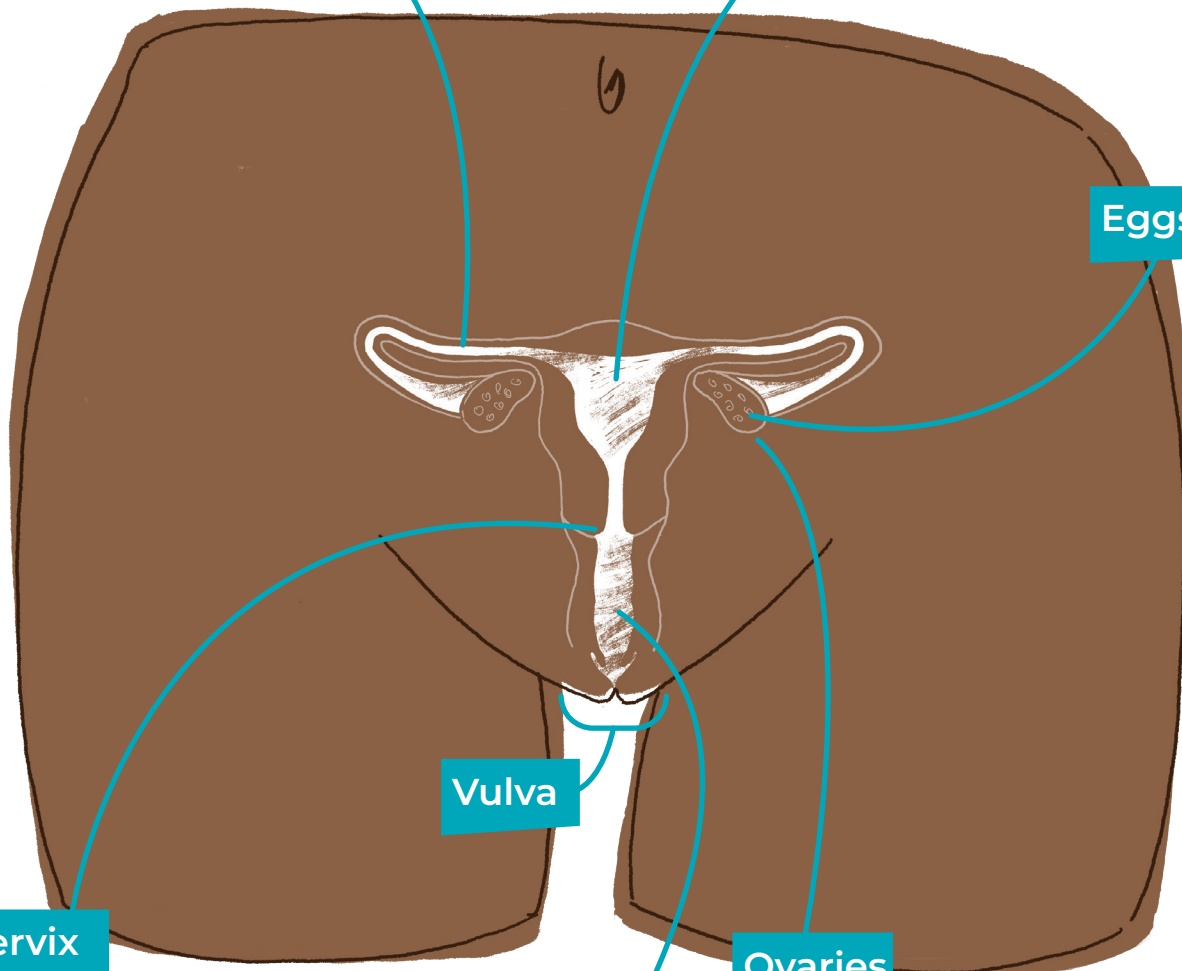
The lower part of the uterus that extends into the vagina.

Ovaries

Almond-shaped organs on each side of the uterus that produce eggs (ova).

Vagina

A muscular canal that extends up from the vaginal opening.



Menstrual Cycle

Once a month, one ovary releases an egg (ovum), and the uterus grows a lining of blood and tissue. If the egg becomes fertilized by a sperm, it can implant into the uterus lining and develop into a baby.

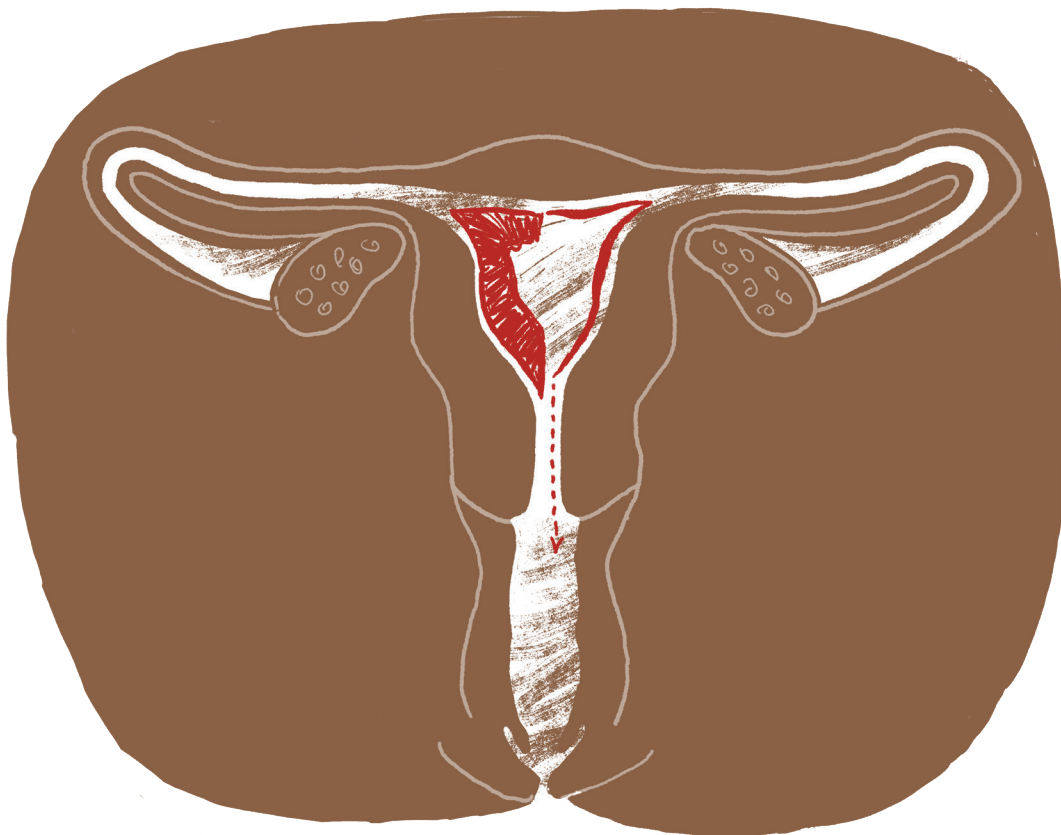
If the egg is not fertilized, it will dissolve and the uterus lining is shed through the vaginal opening. This is called **menstruation** or a **period**.

Before a period

The uterus develops a thick lining of blood and tissue.

During a period

Most of the lining is shed in the menstrual flow.

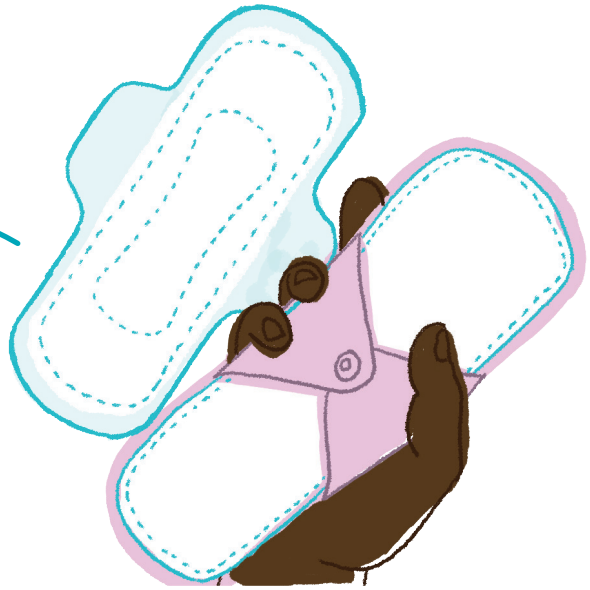


Menstrual Products

There are so many ways a person can manage their period. Here are some options.

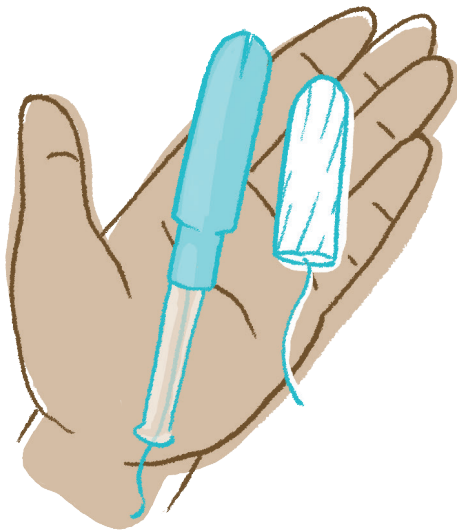
Pads

Place on top of underwear. It collects blood as it leaves the vagina. You can also find reusable pads that you can machine wash.



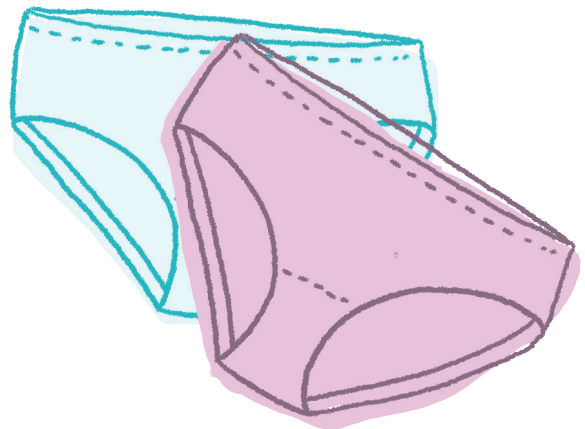
Tampons

Insert into the vagina. It absorbs blood before it leaves the body. Read the box to see how long you can safely leave them in.



Period underwear

Wear the same as regular underwear. Blood absorbs directly into the fabric. Rinse and machine wash to use during your next period.



Lesson 5

Puberty Changes and Reproduction

 60 minutes

CURRICULAR COMPETENCIES

Mental well-being

- ▶ Describe and assess strategies for promoting mental well-being.
- ▶ Explore and describe strategies for managing physical, emotional and social changes during puberty.
- ▶ Describe factors that positively influence mental well-being and self-identity.

CONTENT

- ▶ Physical, emotional and social changes that occur during puberty, including those involving sexuality, and sexual identity.

OBJECTIVES

1. Students will learn the connection between puberty and reproduction.

MATERIALS

- ▶ Lesson plan handout (see end of lesson):
 - “Pregnancy”
- ▶ Anonymous question box slips.

Teaching Tip

At the beginning of every class:

1. Provide external resources, such as:
 - Kids Help Phone – 1-800-668-6868; text 68-68-68; kidshelpphone.ca
 - School counsellors
 - Info websites, for example, amaze.org
2. Review your classroom rules.
3. Review the anonymous question box process.
4. Introduce the lesson plan objectives.

Objective One: Puberty Changes and Reproduction

Explain:

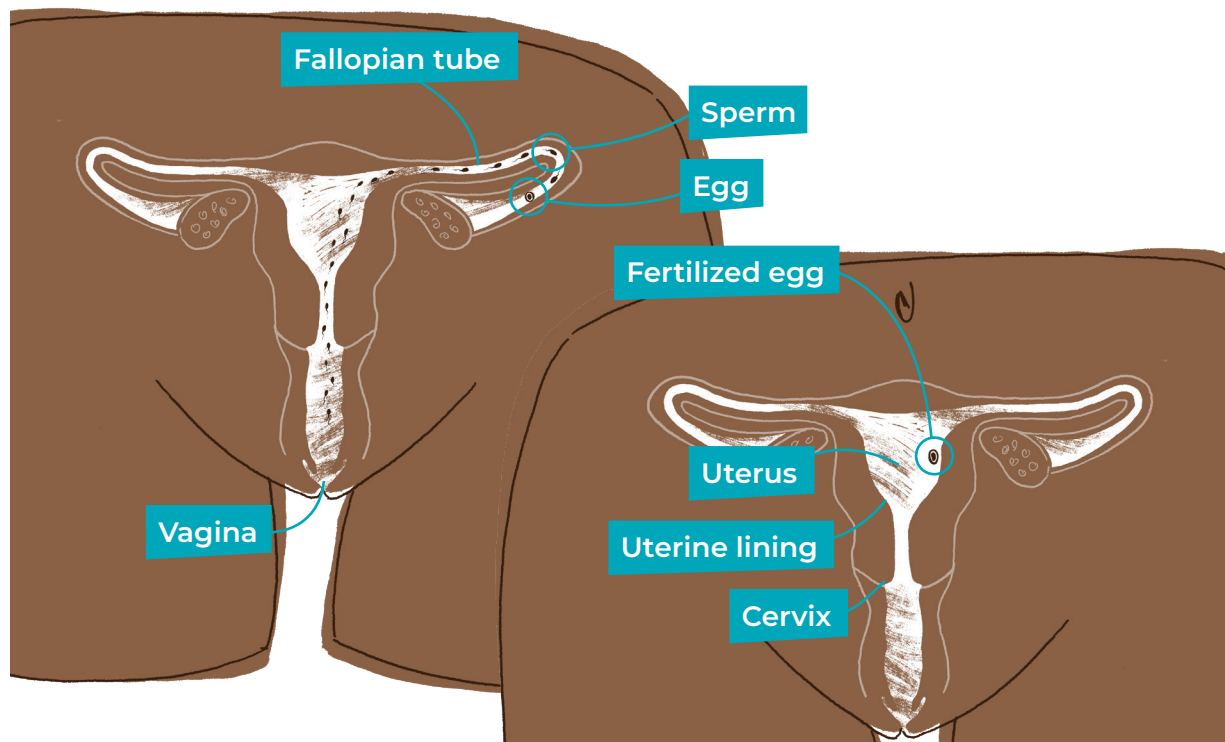
- ▶ Before puberty, the body cannot make a baby.
- ▶ Once bodies start producing sperm and releasing eggs, they have the ability to create a baby.
- ▶ Most kids find this concept “gross” because they are not mentally or emotionally ready to have a baby.
- ▶ Making a baby is a big decision for consenting adults.
- ▶ Even though you are not ready to have a baby, it’s still important to understand how the body works.

CONCEPTION/PREGNANCY

Explain:

- ▶ **Conception/pregnancy** happens when a sperm fertilizes an egg, the fertilized egg implants into the uterus lining and grows into a baby.
- ▶ This can happen during vaginal intercourse (penis into the vagina) or through different types of fertility treatments, for example, medication, sperm donation, egg donation.
- ▶ There are a few general steps that need to happen for the sperm and egg to meet.
 1. **Ovulation** – Once a month, an ovary releases an egg into the fallopian tube.
 2. **Intercourse** – A penis enters the vagina and semen, containing sperm, is ejaculated into the vagina. This step can also happen through fertility treatments, for example, medication, sperm donation or egg donation.
 3. **Fertilization** – A sperm connects with the egg in the fallopian tube.
 4. **Implantation** – The fertilized egg implants into the uterus and spends about nine months growing into a baby.
- ▶ After nine months, the baby is ready to leave the body.
- ▶ The cervix (the organ between the vagina and uterus) opens 10 cm and the baby leaves the uterus and out the vagina.
- ▶ Sometimes (for various reasons) a baby cannot leave through the vagina. In these cases, the baby is born by caesarean section (C-section) where a doctor will make an incision into the uterus and guide the baby out.

Note: Find the handout on page 91.



Fun Fact

Twins, triplets, quadruplets, quintuplets, etc.

A lot of students ask about twins and multiple babies because the recipe for a baby is one egg and one sperm. In the case of identical twins, a fertilized egg splits and develops into two babies with exactly the same genetic information. In the case of non-identical twins, two eggs are released and are fertilized by two different sperm and produce two different-looking babies.

In the case of triplets and multiple babies, it is more complicated, and each case would be unique. It may even be the result of using fertility treatments, for example, medication, sperm donation or egg donation.

CLOSING

Review:

- ▶ Review the objectives covered in the lesson.

Anonymous questions:

- ▶ Collect anonymous question slips.
- ▶ **Note:** If you need assistance answering questions, contact health.promotion@yukon.ca.

Handouts

91 "Pregnancy"

Pregnancy

Pregnancy happens when a sperm fertilizes an egg that then implants into the uterus wall and grows into a baby. This can happen during vaginal intercourse or through different types of fertility treatments, for example, medication, sperm donation or egg donation.

Step 1: Ovulation

Once a month an ovary releases one egg into the fallopian tube.

Step 2: Intercourse or fertility treatment

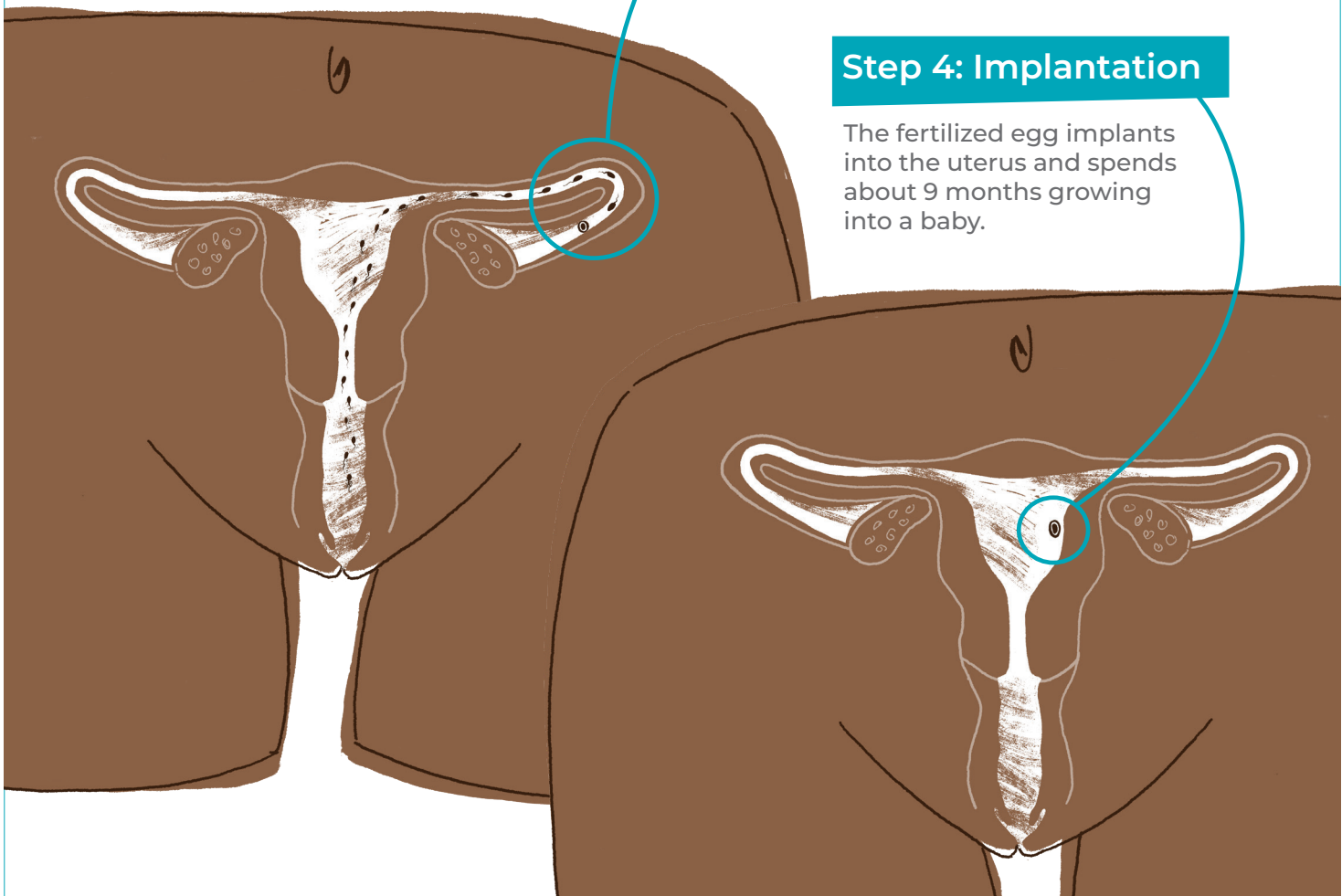
Semen containing sperm enter into the vagina. During intercourse this happens when the penis ejaculates into the vagina.

Step 3: Fertilization

A sperm connects with the egg in the fallopian tube.

Step 4: Implantation

The fertilized egg implants into the uterus and spends about 9 months growing into a baby.



Lesson 6

Self-Esteem

 60 minutes

CURRICULAR COMPETENCIES

Healthy and active living

- ▶ Describe the impacts of personal choices on health and well-being.
- ▶ Identify, apply and reflect on strategies used to pursue personal healthy-living goals.

Social and community health

- ▶ Describe and apply strategies for developing and maintaining positive relationships.
- ▶ Describe and apply strategies that promote a safe and caring environment.

Mental well-being

- ▶ Describe and assess strategies for promoting mental well-being, for self and others.

OBJECTIVES

1. Students will learn about self-esteem and ways to build it up in themselves and others.

MATERIALS

- ▶ Lesson plan handouts (see end of lesson):
 - “Self-Esteem Keys”
 - “Be Your Own Best Friend”
- ▶ Four Post-it® Notes or pieces of paper per student.
- ▶ Anonymous question box slips.

Teaching Tip

At the beginning of every class:

1. Provide external resources, such as:
 - Kids Help Phone – 1-800-668-6868; text 68-68-68; kidshelpphone.ca
 - School counsellors
 - Info websites, for example, amaze.org
2. Review your classroom rules.
3. Review the anonymous question box process.
4. Introduce the lesson plan objectives.

Objective One: Self-Esteem

Explain:

- ▶ **Self-esteem** is how you feel about yourself.
- ▶ **Positive self-esteem** is when like yourself, respect yourself and know you have worth or value.
- ▶ People with positive self-esteem tend to make healthier choices, make and keep friends more easily, and live happier lives.
- ▶ Our self-esteem increases when we feel like we belong, feel appreciated, when we can do things, when people give us compliments, etc.
- ▶ Increasing our self-esteem is like filling a treasure chest with gold. Let's call this metaphor "filling the self-esteem treasure chest."
- ▶ When our self-esteem is high, our treasure chest is bursting open with gold.
- ▶ The other side of positive self-esteem is negative self-esteem.
- ▶ **Negative self-esteem** is when you don't really like yourself, respect yourself, or know your worth and value.
- ▶ People with negative self-esteem tend to make unhealthier choices, have a harder time making friends, and are less happy.
- ▶ Our self-esteem decreases when we are left out, not appreciated, feel like we can't do anything, etc.
- ▶ When our self-esteem is low, our treasure chest is locked and empty.
- ▶ When our treasure chest gets locked, we can use three imaginary keys to unlock it. These imaginary keys are metaphors for taking active steps to increase our self-esteem.
- ▶ In this class, we are going to do three activities to increase self-esteem in ourselves and others.

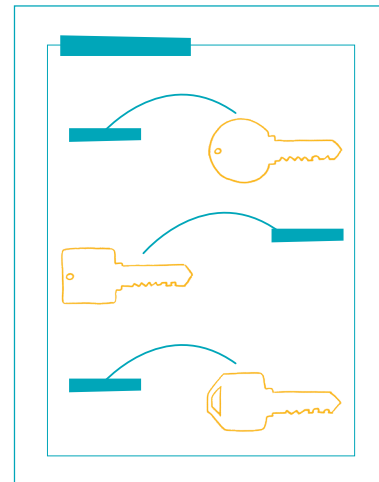
Activity One

Explain:

- ▶ Pass out the “Self-Esteem Keys” handout.
- ▶ On the handout there are three keys, with scrambled words written on them. Explain that it is their mission to unscramble them. The scrambled words represent important elements of self-esteem.

Share:

- ▶ As a group, review the answers.
 - Key 1= I belong.
 - Key 2 = I can do things.
 - Key 3 = People appreciate me.
- ▶ Discuss situations that build self-esteem.
 - Think of examples when you have felt, “I DO belong.”
 - Think of examples when you have felt, “I CAN do things.”
 - Think of examples when you have felt, “People DO appreciate me.”
 - Think of examples when you have helped someone build their self-esteem.
- ▶ Remembering these occasions can unlock your treasure chest when you feel lonely, sad or socially challenged.



HANDOUT, p. 98

Activity Two

Explain:

- ▶ Explain that we can increase self-esteem in ourselves and others by acknowledging the good in other people.
- ▶ For this activity, you will give each student four pieces of paper and four names of people in the class.
- ▶ Ask students to write self-esteem-building comments for each name they have, for example, you are kind, I like being your friend, you are a good artist, you are helpful.
- ▶ Ask students to hand the notes to you when they are done.
- ▶ Review the comments to ensure they are appropriate. Then pass them out to the intended students.
 - **Note:** If inappropriate comments are made, be sure to re-write a positive note instead, and talk to the students about the importance of taking this exercise seriously.

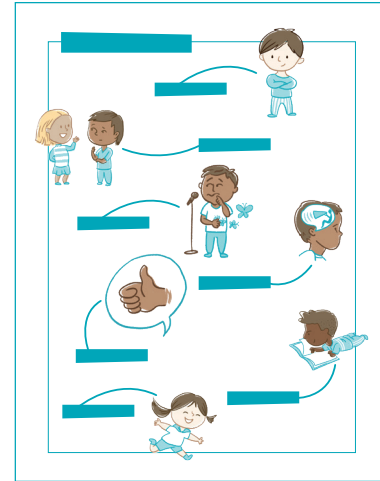
Share:

- ▶ Once you have passed out the comments, discuss with students how it feels to get a self-esteem-building note.

Activity Three

Explain:

- ▶ Explain that while it's important to build self-esteem up in others, it's also important to build up our own self-esteem.
- ▶ Distribute the “Be Your Own Best Friend” handout and read it as a class.
- ▶ Explain that this handout is a guide they can use to find ways to build their self-esteem.



HANDOUT, p. 99

CLOSING

Review:

- ▶ Review the objectives covered in the lesson.

Anonymous questions:

- ▶ Collect anonymous question slips and answer them in the next class.
- ▶ **Note:** If you need assistance answering questions, contact health.promotion@yukon.ca.

Handouts

98 “Self-Esteem Keys”

99 “Be Your Own Best Friend”

Self-Esteem Keys

Key 1 Clues:

- ▶ You feel this way when someone chooses you to be on their team.
- ▶ You feel this way when your whole family gets together for Thanksgiving.
- ▶ You feel this way when somebody invites you to be in their club.

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Key 2 Clues:

o I nac od sthgin

- ▶ Kathie is 7. She feels this way when she rides her two-wheeler for the first time.
- ▶ Mick is 11. He gets this feeling by building model airplanes.
- ▶ Denise is 16. She feels this way when she drives the car with her new driver's license.
- ▶ Damien is in a wheelchair. He feels this way with his new electric wheelchair that allows him to go places without being pushed.

Key 3 Clues:

- ▶ You feel this way when someone tells you "good job."
- ▶ You feel this way when someone pays you for doing a job.
- ▶ You feel this way when someone gives you a thank you card for helping them.

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Be Your Own Best Friend

Know yourself

Accept your strengths and weaknesses.
Everyone has both!



Accept help

Some problems are too big to solve alone.
Confide in someone you trust and lighten the load.

Go gently

Don't be hard on yourself.
Be careful not to expect too much,
or to overreact to your mistakes.



Be true to you

Be yourself. Be proud of who you are.
Pay attention to your own thoughts and
feelings. Do what seems right for you.

Increase positive self-talk

Positive self-talk is a way to encourage
yourself. Practice these phrases daily: I am
strong. Today is a great day. I am a good
friend. I am loved. I am kind. I rock.



Stay active

Try doing your favourite
physical activity for at least
30 minutes a day. You will
feel fit, strong and ready for
challenges.



Take time out

Spend some time alone and enjoy
your favourite music, read a book or
magazine, play a musical instrument,
or write in your journal.

Lesson 7

Making Decisions

 60 minutes

CURRICULAR COMPETENCIES

Healthy and active living

- ▶ Describe the impacts of personal choices on health and well-being.
- ▶ Identify, apply and reflect on strategies used to pursue personal healthy-living goals.

Social and community health

- ▶ Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive or exploitive situations.

CONTENT

- ▶ Strategies to protect themselves and others from potential abuse, exploitation and harm in a variety of settings.

OBJECTIVES

1. Students will learn about different types of decision-making.
2. Students will practice the steps of responsible decision-making.

MATERIALS

- ▶ Lesson plan handout (see end of lesson):
 - “Decision-Making Scenarios”
- ▶ Anonymous question box slips.



Teaching Tip

At the beginning of every class:

1. Provide external resources, such as:
 - Kids Help Phone – 1-800-668-6868; text 68-68-68; kidshelpphone.ca
 - School counsellors
 - Info websites, for example, amaze.org
2. Review your classroom rules.
3. Review the anonymous question box process.
4. Introduce the lesson plan objectives.

Objective One: Different Types of Decision-Making¹⁵

Explain:

- ▶ **Decision-making** is the process of choosing between different options. We are presented with hundreds of choices every day, for example, what to wear, what to eat, what to play.
- ▶ There are several different ways to make a decision. Here are three of them.
 1. **No decision.**
 - People fall into this category when they let their peers or someone that isn't a trusted adult make decisions for them.
 - Many times, this happens because people are afraid they will make the wrong decision.
 - They doubt themselves and look to others to decide for them.
 - People in this category need to be reminded that it's okay to make a decision, even if it might be the wrong choice. Making mistakes provides an opportunity for learning and growth.
 2. **Snap Decisions.**
 - Snap decisions happen when people make decisions without properly analyzing the situation. They don't consider the consequences of their actions and they react to what's going on.
 - People that fall into this category need to learn how to pause and think before acting.
 3. **Responsible Decisions.**
 - Responsible decision makers think about the results of their actions and how it will affect them and the people in their lives.
 - Making responsible choices involves four steps: listing choices, thinking about the outcomes, considering everyone's feelings, and thinking about your beliefs.

¹⁵ kiddiematters.com/problem-solving-activity-free-printable/.

Objective Two: The Responsible Decision-Making Process

Explain:

- ▶ Responsible decisions can be made in four steps, even if we might not be aware of them because we are making the decision quickly.
- ▶ The Responsible Decision-Making Process includes these four steps.
 1. List choices.
 2. Consider the outcomes, both positives (pros) and negatives (cons), of each choice.
 3. Consider feelings – your own and, if someone else is involved, theirs.
 4. Consider your beliefs and values. If you are unsure of your beliefs and values on a topic, talk with your family, friends, First Nations, church group, etc.

Activity One

Explain:

- ▶ As a class, let's use the Responsible Decision-Making Process to decide what to eat for breakfast.
- 1. **What are the choices?** List a few options on the board under the heading "choices," for example, skip breakfast; hot chocolate and donut; eggs, pancakes, bacon, juice, toast and milk; leftover tortilla with cheese.
- 2. **What are possible outcomes of these choices?** Make two columns to the right of "choices" titled "positive outcomes" and "negative outcomes." Help the class fill in the chart. You might end up with something like this.

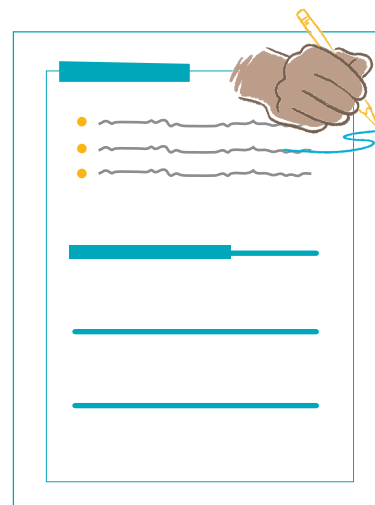
Choices	Positive Outcomes	Negative Outcomes
1. Skip breakfast	<ul style="list-style-type: none"> ▶ On time to school ▶ Get to sleep a little longer 	<ul style="list-style-type: none"> ▶ Feel cranky/hungry ▶ Do poorly on test
2. Hot chocolate and donut	<ul style="list-style-type: none"> ▶ Quick energy ▶ Good taste 	<ul style="list-style-type: none"> ▶ Even more tired when sugar wears off
3. Eggs, pancakes, bacon, juice, toast, milk	<ul style="list-style-type: none"> ▶ Do well on test ▶ Not hungry all morning 	<ul style="list-style-type: none"> ▶ Late for school
4. Leftovers: tortilla, cheese	<ul style="list-style-type: none"> ▶ Uses up leftovers ▶ Quick but good nutrition 	<ul style="list-style-type: none"> ▶ Lacks fruits and vegetables

- 3. **Consider feelings** – How do you feel this morning? Sleepy? If so, you might prefer to sleep in rather than to eat. Scared about today's test? If so, you may want to eat to get your brain in gear with a big breakfast.
- 4. **Consider your beliefs** – What do you believe about these issues, for example, breakfast is the most important meal; being on time for school is more important than breakfast; it's unhealthy to eat a lot of sugar; you should always eat before a test.

Activity Two

Explain:

- ▶ Distribute the “Decision-Making Scenarios” handout.
- ▶ Ask students to make a choice for each scenario, using the Responsible Decision-Making Process.
- ▶ Ask students to share some of the choices they made.



HANDOUT, p. 106

CLOSING

Review:

- ▶ Review the objectives covered in the lesson.

Anonymous questions:

- ▶ Collect anonymous question slips and answer them in the next class.
- ▶ **Note:** If you need assistance answering questions, contact health.promotion@yukon.ca.

Handouts

106 “Decision-Making Scenarios”

Decision-Making Scenarios



For each scenario, use the Responsible Decision-Making Process to make a choice.

The Responsible Decision-Making Process includes these four steps.

1. List choices.
2. Consider the outcomes, both positives (pros) and negatives (cons), of each choice.
3. Consider feelings – your own and, if someone else is involved, theirs.
4. Consider your beliefs and values. If you are unsure of your beliefs and values on a topic, talk with your family, friends, First Nation, church group, etc.

Decision-making scenarios:

1. You see someone shoplift. What do you do?

2. Your best friend invites you to a movie and you say “yes.” Then another friend invites you to go ice skating with their family at the same time. What do you do?

3. Your older sibling has friends over and they are passing around a vape pen. Someone passes it to you. What do you do?

Lesson 8

Friendship: Interests and Values

 60 minutes

CURRICULAR COMPETENCIES

Social and community health

- ▶ Describe and apply strategies for developing and maintaining positive relationships.
- ▶ Describe and apply strategies that promote a safe and caring environment.

Mental well-being

- ▶ Describe and assess strategies for promoting mental well-being, for self and others.

OBJECTIVES

1. Students will learn the connection between friendships, interests and values.

MATERIALS

- ▶ Lesson plan handout (see end of lesson):
 - “My Interests and Values”
- ▶ Anonymous question box slips.

Teaching Tip

At the beginning of every class:

1. Provide external resources, such as:
 - Kids Help Phone – 1-800-668-6868; text 68-68-68; kidshelpphone.ca
 - School counsellors
 - Info websites, for example, amaze.org
2. Review your classroom rules.
3. Review the anonymous question box process.
4. Introduce the lesson plan objectives.

Objective One: Friendships, Interests and Values

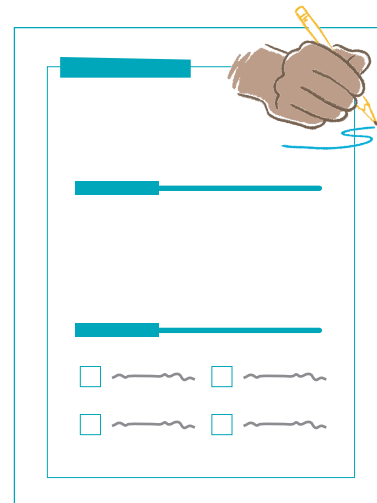
Explain:

- ▶ **Friendships** are bonds between two or more people who want to engage with one another.
- ▶ It involves having mutual interest in each other's thoughts, feelings and experiences.
- ▶ Friendships work on shared trust, respect and emotional support.
- ▶ The level of friendship deepens with the level of shared respect and affection for each other.
- ▶ Over time, an increase in mutual respect and reciprocity strengthens friendship.
- ▶ Healthy friendships play an important role in happiness. People are healthier, happier and less stressed when they have good friends to lean on.
- ▶ Most friendships arise from shared interests or hobbies, values, and/or being at the same stage of life, for example, in the same grade.
- ▶ Knowing your own **interests and values** is a great first step in making and maintaining friendships, because we can communicate them.
- ▶ This is typically done by asking each other questions, for example, Do you play sports? Do you like to do crafts? Do you have any pets? Do you like to read?
- ▶ Some people you meet will have the same **interests and values**. You will have lots to talk about and you will grow into friends.
- ▶ Sometimes you will meet people and notice that you don't really have much in common and the friendship won't really grow.
- ▶ Even though you may not have a lot in common with someone and don't really become friends, it is important to accept people for their differences and treat them with kindness...even if they don't like the same things as you.

Activity

Explain:

- ▶ Distribute the “My Interests and Values” handout.
- ▶ Ask students to list or draw three of their interests, for example, sports, reading, art.
- ▶ After they have identified three interests, ask them to answer the “My values” questions.
- ▶ After they have completed the worksheet, ask them to find a partner and share their interests and values with them.



HANDOUT, p. 111

CLOSING

Review:

- ▶ Review the objectives covered in the lesson.

Anonymous questions:

- ▶ Collect anonymous question slips and answer them in the next class.
- ▶ **Note:** If you need assistance answering questions, contact health.promotion@yukon.ca.

Handouts

111 “My Interests and Values”

My Interests and Values

Friendships are often based on common interests and values. In this exercise, you will identify your interests and values. Once you have completed the handout, find a partner and share your interests and values with them.



My interests

List or draw three pictures of your interests – things you are curious about or like to do.

My values

Put a check beside the values that apply to you.

- | | | |
|--|--|---|
| <input type="checkbox"/> Having time alone. | <input type="checkbox"/> Doing well in school. | <input type="checkbox"/> A clean environment. |
| <input type="checkbox"/> Having time to use my imagination. | <input type="checkbox"/> Being faithful to my religion. | <input type="checkbox"/> Being around other people. |
| <input type="checkbox"/> Eating sensibly and exercising (sports, walks, etc.). | <input type="checkbox"/> Having a good appearance (dressing and looking good). | <input type="checkbox"/> Making people laugh. |
| <input type="checkbox"/> Earning money. | <input type="checkbox"/> Doing things with my hands. | <input type="checkbox"/> Being outdoors. |
| <input type="checkbox"/> Having free time. | <input type="checkbox"/> Being on time. | <input type="checkbox"/> Being indoors. |

Lesson 9

Conflict Resolution

 60 minutes

CURRICULAR COMPETENCIES

Social and community health

- ▶ Describe and assess strategies for responding to discrimination, stereotyping and bullying.
- ▶ Describe and apply strategies for developing and maintaining positive relationships.
- ▶ Describe and apply strategies that promote a safe and caring environment.

Mental well-being

- ▶ Describe and assess strategies for promoting mental well-being, for self and others.

OBJECTIVES

1. Students will learn about conflict and the six steps to resolve it.

MATERIALS

- ▶ Lesson plan handouts (see end of lesson):
 - “Wheel of Choice”
 - “Conflict Scenarios and the Six Steps to Resolution”
- ▶ Anonymous question box slips.



Teaching Tip

At the beginning of every class:

1. Provide external resources, such as:
 - Kids Help Phone – 1-800-668-6868; text 68-68-68; kidshelpphone.ca
 - School counsellors
 - Info websites, for example, amaze.org
2. Review your classroom rules.
3. Review the anonymous question box process.
4. Introduce the lesson plan objectives.

Objective One: Conflict and the Six Steps to Resolve It

Explain¹⁶:

- ▶ **Conflict** is a disagreement or problem that happens between two or more people. It can happen to anyone, from best friends to enemies. Most conflicts start small, but they continue to grow, snowballing into major problems.
- ▶ **Conflict resolution** is peacefully solving a problem.
- ▶ Conflict resolution is an important skill to have, both in the classroom and in life.
- ▶ The conflict resolution skills we learn in elementary school will help us solve problems as we grow up.
- ▶ There are **six steps in conflict resolution**.
 1. Understand feelings.
 - In any type of conflict, we need to understand our feelings.
 - Sometimes we feel angry on the surface, but there might be an underlying feeling like fear, embarrassment or loneliness.
 2. Calm down.
 - After we understand our emotions, we do a calming strategy to help us think clearly, such as breathing exercises.
 3. Scale the event.
 - Once we are calm, we decide if it's a small, medium or big problem by asking ourselves questions like:
 - » Is this a little deal? Is this going to affect the rest of my day? Will I be okay if I just let it go? If yes, then it's a small problem.
 - » Is this an issue I feel like I need to address with the person? Will this continue to bother me if we don't address it? If yes, then it's a medium problem.
 - » Is this a huge deal? Do I need to get an adult involved? Is someone in danger? If yes, then it's a big problem.

¹⁶ proudtobepprimary.com/conflict-resolution-activities/.

4. Express feelings and needs.

- After the first three steps, we are ready to explain our feelings and needs with “I” statements, such as:
 - » I am angry that I haven’t had a chance to play. Please let me have a turn.
 - » I feel embarrassed when I am teased about _____. Please stop.

5. Actively listen and reflect.

- To resolve a conflict, both parties need to be heard. After we explain our feelings and needs, we need to understand the feelings of the other people involved.
- Once the other people have explained their feelings, we paraphrase back to them what we heard, for example, What I am hearing you say is that you feel excluded from the activity.

6. Brainstorm solutions.

- There are many possible solutions to a conflict. Some examples include:
 - » Ask for help from an adult.
 - » Go to another activity.
 - » Compromise.
 - » Talk it out.
 - » Walk away.
 - » Stay “stop.”
 - » Apologize.



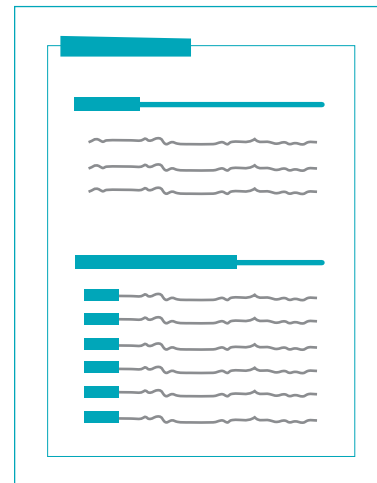
HANDOUT, p. 117

Note: The above choices are illustrated in the “Wheel of Choice” handout.

Activity

Explain:

- ▶ Distribute the “Conflict Scenarios and the Six Steps to Resolution” handout.
- ▶ Working in groups, students will choose three scenarios and apply the six steps of conflict resolution to come up with a solution.
- ▶ Once students are done ask for volunteers to either share their solution or role play their scenarios for the class.



HANDOUT, p. 118

CLOSING

Review:

- ▶ Review the objectives covered in the lesson.

Anonymous questions:

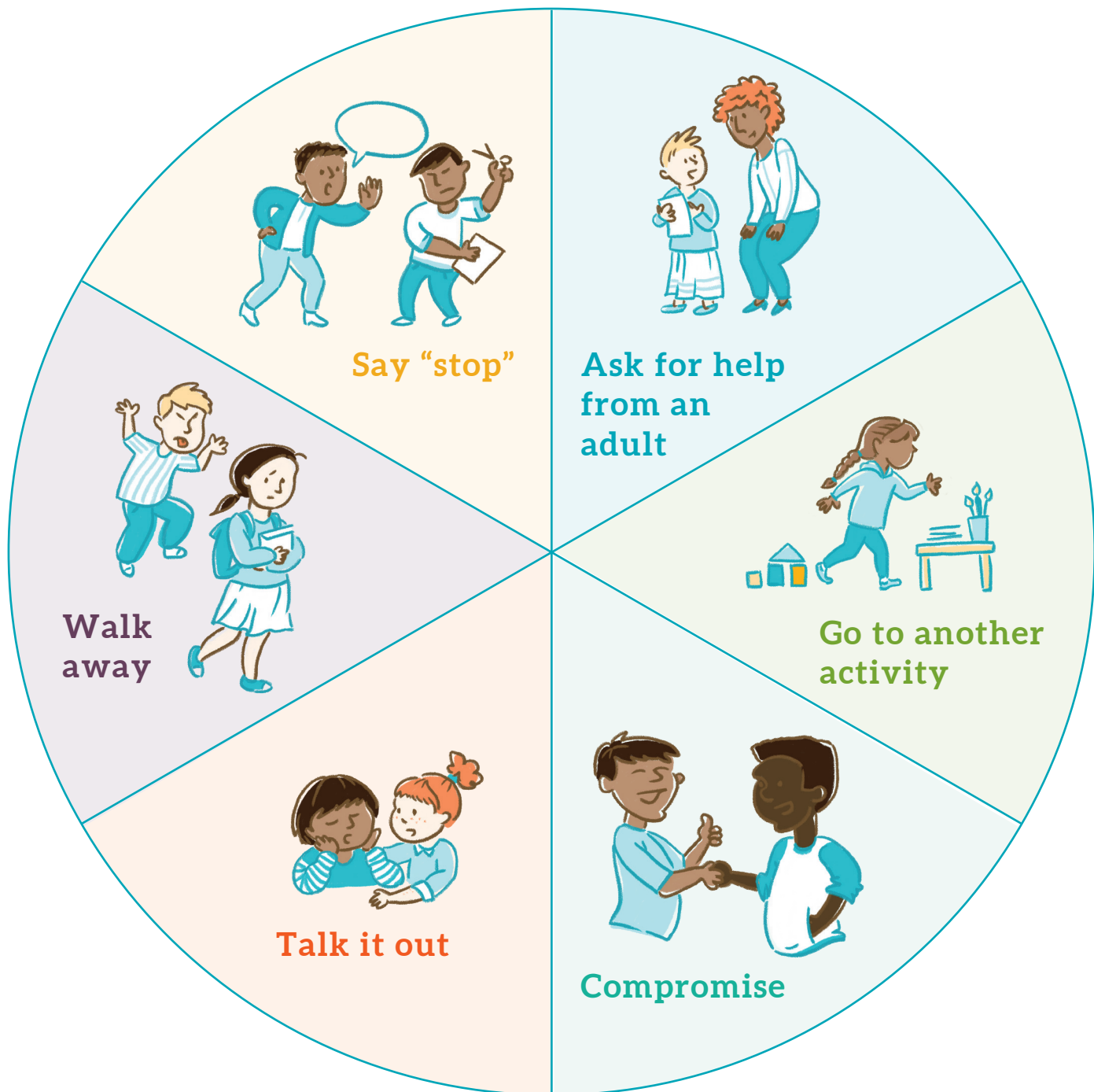
- ▶ Collect anonymous question slips and answer them in the next class.
- ▶ **Note:** If you need assistance answering questions, contact health.promotion@yukon.ca.

Handouts

117 “Wheel of Choice”

118 “Conflict Scenarios and the Six Steps to Resolution”

Wheel of Choice



Conflict Scenarios and the Six Steps to Resolution

Choose three scenarios and use the six steps of conflict resolution to come up with a solution.

Scenarios:

1. A good friend ignores you at lunch or recess.
2. One of your math partners calls you stupid.
3. Your friend says they don't want to play with you after school.
4. A classmate teases you about your family.
5. Your friend is having a birthday party and doesn't invite you.
6. Two of your friends are whispering and looking at you.
7. Kids you are playing kickball with call you a cheater.
8. The kid who sits behind you keeps kicking your chair.
9. You and your friend start arguing about rules to a game.
10. You and your friend can't agree on where to ride your bikes.

Six steps to conflict resolution:

- Step 1** Understand feelings, for example, embarrassed, left out, sad, angry.
- Step 2** Use a calming strategy, for example, deep breathing, going for a walk.
- Step 3** Scale the event (small, medium or big problem).
- Step 4** Express feelings and needs, for example, I feel embarrassed when I am teased about _____. Please stop.
- Step 5** Actively listen and reflect, for example, What I am hearing you say is that you feel excluded from the activity.
- Step 6** Brainstorm solutions.

Lesson 10

Critically Analyzing Media

 60 minutes

CURRICULAR COMPETENCIES

Social and community health

- ▶ Describe and apply strategies that promote a safe and caring environment.

Mental well-being

- ▶ Describe and assess strategies for promoting mental well-being, for self and others.

OBJECTIVES

1. Students will learn strategies to critically analyze media.

MATERIALS

- ▶ Lesson plan handouts (see end of lesson):
 - “Optical Illusions”
- ▶ Anonymous question box slips.

Teaching Tip

At the beginning of every class:

1. Provide external resources, such as:
 - Kids Help Phone – 1-800-668-6868; text 68-68-68; kidshelpphone.ca
 - School counsellors
 - Info websites, for example, amaze.org
2. Review your classroom rules.
3. Review the anonymous question box process.
4. Introduce the lesson plan objectives.

Objective One: Critically Analyzing Media

Explain¹⁷:

- ▶ **Media** are communication tools that reach large numbers of people. Media includes newspapers, magazines, television, radio, movies, internet, blogs, social networks, podcasts, photo-sharing platforms, etc.
- ▶ Often, media is a representation of reality that portrays unrealistic lives, bodies, stories, friendships, and so on, in order to entertain and advertise to people.
- ▶ Unfortunately, people typically view media as reality and compare themselves to it. This can have a negative impact on self-concept (the way we see ourselves).
- ▶ To avoid comparing our lives to what we see and hear in media, we need to **critically analyze media**, and ask questions such as the following¹⁸.
 1. Who created this message?
 - This question will help us “pull back the curtain” and see that all media have an author and agenda.
 2. Who is the target audience?
 - This question will help us understand who the media is trying to entertain or advertise to, for example, kids, teens, adults, different ethnic groups.
 3. What techniques are being used to attract my attention?
 - Whether it’s a billboard, book, TV show, movie, mobile app, an online ad, etc., different forms of media have unique ways of getting our attention and keeping us engaged, for example, photoshopped images of beautiful people, stories that trigger an emotional response.

¹⁷ Beyond the Basics: A Resource for Educators on Sexuality and Sexual Health (Third Edition) Action Canada for Sexual Health & Rights.

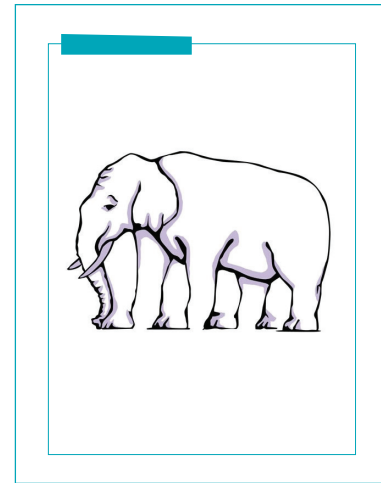
¹⁸ commonsense.org/education/articles/5-questions-students-should-ask-about-media.

4. How might different people interpret this message?
 - For any piece of media, there are often as many interpretations as there are viewers. The way people view messages will depend on their cultural background, interests, relationships, etc.
 - Consider how someone from a different background might interpret the message.
5. Which lifestyles, values and points of view are represented or missing?
 - Are certain perspectives or voices missing from a particular message?
 - If voices or perspectives are missing, how does that affect the message being sent?
 - What is the impact of certain voices being left out?
6. Why is this message being sent?
 - What is the purpose of this message? Is it to inform, entertain, persuade, gain power, make money, influence opinion, etc.?

Activity One¹⁹

Explain:

- ▶ **Optical illusions** use colour, light and patterns to trick our brains into seeing things that may or may not be real.
- ▶ Optical illusions exist in the media in the form of airbrushing and photoshopping images. The illusion is passed off as reality, when it is in fact just one way of seeing and representing reality.
- ▶ Optical illusions highlight how our perception shapes what we see as reality. Once we see an optical illusion for what it is, we can see the **differences between our perception and reality**.
- ▶ We are going to look at a series of optical illusions to illustrate how our brains can trick us into seeing things that are not there.

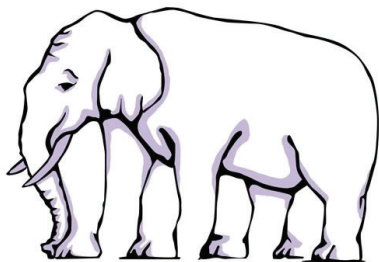


HANDOUT, p. 126 to 128

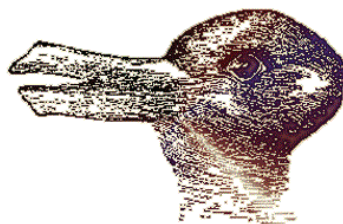
Discuss:

- ▶ Show the “Optical Illusions” handout (optics4kids.org/optical-illusions) or distribute the images found at the end of the lesson and ask students to share what they see.
- ▶ After viewing the images, explain that when consuming media it is important to think of it as an optical illusion. It needs to be looked at from multiple perspectives and not taken as reality.

Optical Illusion Answer Key



Elephant Legs = 4



The Animal = 2 (rabbit and duck)



The Women = 2 (young and elderly)

¹⁹ optics4kids.org/optical-illusions.

Activity Two²⁰

Brainstorm:

- ▶ Discuss the following questions with students.
 - What are the effects of viewing media as reality?
 - Possible answers:
 - » It can lead to unrealistic and unhealthy comparisons, questioning why your life does not look like it does on television or feeling isolated or abnormal.
 - » It can create aspirations that are not grounded in reality and lead to disappointment.
 - How does it affect our sense of self when media presents unattainable standards of beauty?
 - Possible answers:
 - » It can leave you feeling less than desirable or less than beautiful or feeling isolated or abnormal.
 - How can we consume media wisely?
 - Possible answers:
 - » We can consume media more wisely by developing media literacy skills such as:
 - critical awareness;
 - limiting consumption;
 - understanding the purpose of different kinds of media;
 - understanding that media does not document reality (even in reality shows);
 - finding ways to not only become a consumer of media but also an influencer; and
 - speaking out if something is offensive, unhealthy or problematic.

²⁰ *Beyond the Basics: A Resource for Educators on Sexuality and Sexual Health* (Third Edition) Action Canada for Sexual Health & Rights.

- What are some of your favourite television shows or movie characters? Does their appearance, body, relationships, race, class, ability, etc. accurately reflect reality?
- If you could create a television show or movie character that reflected your reality, what would it look like? What would their friendships look like? What would their dreams be? What would they struggle with?

CLOSING

Review:

- ▶ Review the objectives covered in the lesson.

Anonymous questions:

- ▶ Collect anonymous question slips and answer them in the next class.
- ▶ **Note:** If you need assistance answering questions, contact health.promotion@yukon.ca.

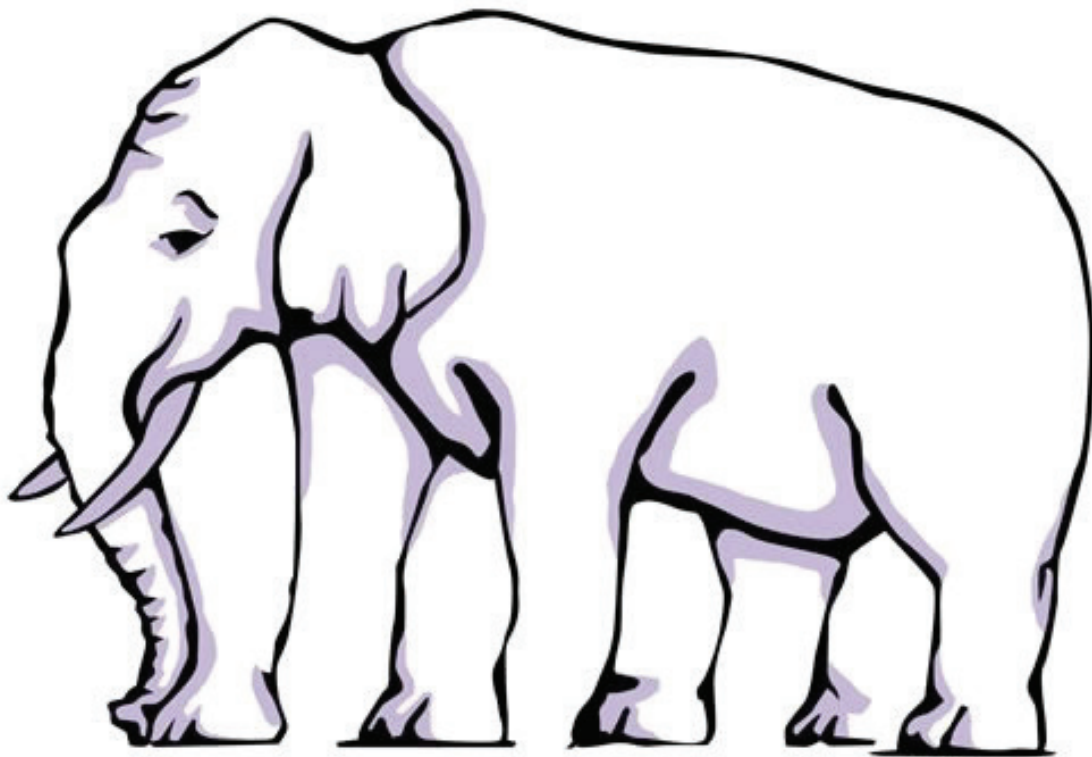
Handouts

126 to 128 “Optical Illusions”

LESSON 10

Optical Illusions²¹

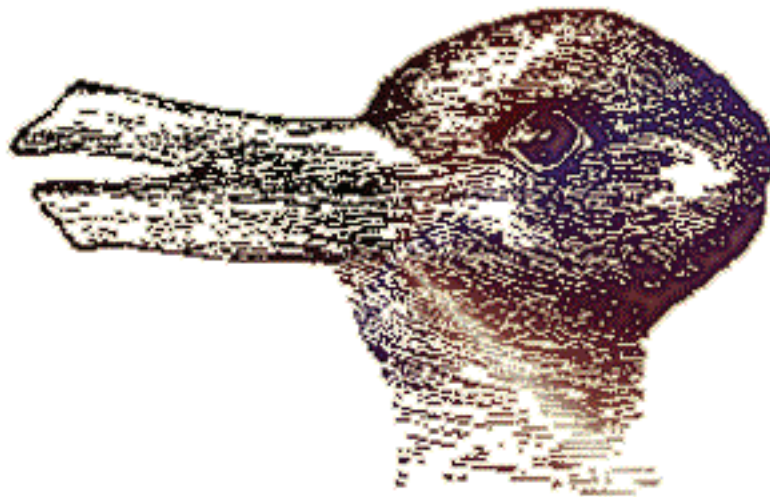
Elephant Legs – How many legs does the elephant have?



²¹ optics4kids.org/optical-illusions.

Optical Illusions²²

The Animal – How many animals do you see?



²² optics4kids.org/optical-illusions.

Optical Illusions²³

The Women – How many figures do see?



²³ optics4kids.org/optical-illusions.

Lesson 11

The Curiosity Gap and Clickbait on the Internet

 60 minutes

CURRICULAR COMPETENCIES

Social and community health

- ▶ Describe and apply strategies that promote a safe and caring environment.

Mental well-being

- ▶ Describe and assess strategies for promoting mental well-being, for self and others.

CONTENT

- ▶ Strategies to protect themselves and others from potential abuse, exploitation and harm in a variety of settings.

OBJECTIVES

1. Students will learn about two internet advertising techniques called the curiosity gap and clickbait.

MATERIALS

- ▶ Lesson plan handouts (see end of lesson):
 - “The Curiosity Gap”
 - “Clickbait: Why or Why Not?”
- ▶ Anonymous question box slips.

Teaching Tip

At the beginning of every class:

1. Provide external resources, such as:
 - Kids Help Phone – 1-800-668-6868; text 68-68-68; kidshelpphone.ca
 - School counsellors
 - Info websites, for example, amaze.org
2. Review your classroom rules.
3. Review the anonymous question box process.
4. Introduce the lesson plan objectives.

Objective One: The Curiosity Gap and Clickbait²⁴

Explain:

- ▶ The internet uses catchy headlines and outrageous images to get our attention. However, people don't often realize that these are **advertising techniques and tricks** that don't reflect reality.
- ▶ It is important to be aware of advertising tricks and techniques that are used to get our attention.
- ▶ Today we are going to look at two called the curiosity gap and clickbait.
- ▶ The **curiosity gap** is the desire that every person has to figure out missing information.
- ▶ For example, think about your favourite actor or singer. Have you ever wondered where they were born? Or what they like to do in their spare time? Why do you think you're interested in that? It's because your mind doesn't like to have missing pieces, or "gaps," in things we know about. Each of these headlines are making your brain think that there's a gap in something you already know about.
- ▶ The curiosity gap is a media advertising trick to get people's attention. It is important to be aware of media tricks and use your critical analysis skills to determine the reality of the situation.

²⁴ commonsense.org/education/digital-citizenship/lesson/you-wont-believe-this.

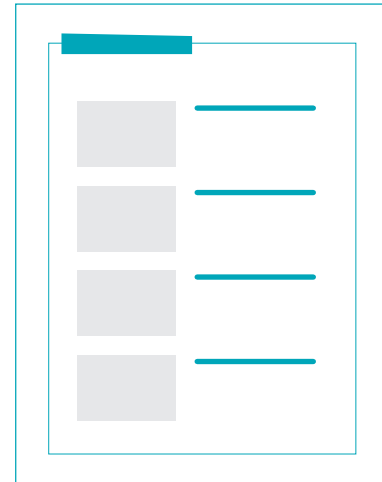
Activity One

Explain:

- ▶ Distribute the “The Curiosity Gap” handout.
- ▶ Explain that they will be looking at examples of headlines that use the curiosity gap to get their attention.
- ▶ Go through each example as a class and talk about how the headlines are using the curiosity gap to get their attention.

Explain:

- ▶ Lots of different kinds of headlines and images use the curiosity gap to try to get you to click on them, including many news sites. But not all are the same. Some are “clickbait.”
- ▶ **Clickbait** is an image or headline that tries to get you to click on it, usually for advertising purposes.
- ▶ By getting you to click the link, clickbait headlines help advertisers make more money. When lots of people click on a link, an advertiser gets more traffic and can charge companies more money for their ads. It doesn't matter if the people who click find what they're looking for. In fact, when you click on clickbait, it can:
 - lead to sites you didn't want to go to;
 - infect your device with computer viruses; and/or
 - lead to someone stealing your information.
- ▶ There are three clues that can help you figure out if a headline is clickbait.
- ▶ Three clickbait clues:
 1. It seems impossible or unbelievable, for example, “Think Your Cat Loves You? It's Actually Plotting to Make You Sick.”
 2. It tries to shock you, for example, “You Won't Believe This!”
 3. It refers to a celebrity or popular topic, for example, “Kylie Jenner Talks Selfies and Bubble Tea: You Won't Believe What She Says!”
- ▶ So, if you come across a headline that you think might be clickbait, avoid clicking it. Instead, do a search on the headline to see if there are other sources that provide the information you're looking for.

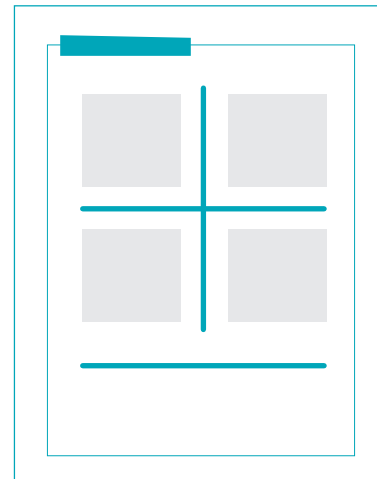


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Activity Two

Explain:

- ▶ Distribute the “Clickbait: Why or Why Not?” handout.
- ▶ Explain that they will look at examples of headlines and talk about if they are clickbait or not. It can be hard to tell if a headline is just clickbait or if it is something worth clicking. But with practice, it gets easier.



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CLOSING

Review:

- ▶ Review the objectives covered in the lesson.

Anonymous questions:

- ▶ Collect anonymous question slips and answer them in the next class.
- ▶ **Note:** If you need assistance answering questions, contact health.promotion@yukon.ca.

Handouts

134 “The Curiosity Gap”

135 “Clickbait: Why or Why Not?”

The Curiosity Gap

Image and headline

How does this headline refer to something you already know about?

What knowledge gap does this headline say it will fill?



Go Ahead and Play that Video Game: It Might Actually Be Good For You

It mentions video games, which are something lots of people are interested in.

How video games can be good for you, which would be surprising to many people.



You Should Never Brush Your Teeth Without This Trick

It mentions brushing your teeth, which just about everyone is familiar with.

A “trick” you should always do when you’re brushing your teeth.



80% of Kids Love Cupcakes: New Study Shows Why

It mentions cupcakes, which is something a lot of kids like.

It would explain why kids like it so much.



You Won't Believe This! The Children's Story That's Actually True!

It mentions children's stories and has a picture of monkeys. Most people are familiar with these topics.

How a children's story is actually true, and what that has to do with monkeys.

Clickbait: Why or Why Not?

Is it clickbait? Why or why not?



Man Kisses A King Cobra Snake! You Won't Believe What Happens Next!

Yes. It seems impossible that someone would kiss a king cobra and not get bitten.

Is it clickbait? Why or why not?



Five Pictures That Prove This Place Has The Most Beautiful Sunsets.

No. It doesn't seem impossible or shocking and it offers specific information.

Is it clickbait? Why or why not?



Want To See A New Movie? Here Are Some Of The Top New Releases.

No. It isn't impossible or shocking and it seems like it will provide specific information.

Is it clickbait? Why or why not?



Remember The Baby From Harry Potter?! You Would Never Have Expected This!

Yes. It is about a celebrity and tries to shock you.

In the space below, write a clickbait headline of your own.

Additional Resources

There are many sexual health education resources on the internet. It can be hard to know what sources are up-to-date and accurate. Here are a few credible options.

Government of Yukon

- ▶ Health and Social Services' Health Promotion Unit:
health.promotion@yukon.ca; 867-667-3003
 - This resource was developed in partnership between the Yukon's Health Promotion Unit and Department of Education. It is a condensed version of their *Better to Know: Comprehensive Sexual Health Education* resources and services, which include:
 - professional development sessions with certified sexual health educators;
 - sexual health classroom presentations with certified sexual health educators;
 - *Better to Know: Comprehensive Sexual Health Education Body Parts and Safe Touch* video resource, Grades K to 3;
 - *Better to Know: Comprehensive Sexual Health Education Teacher Resource Books for Grades 4 to 7*; and
 - *Better to Know: Comprehensive Sexual Health Education Student Resource Books for Grades 8 to 12*.
 - To access the above resources, visit bettertoknow.yk.ca.
- ▶ Department of Education provides sexual health curriculum support that includes the following.
 - Curriculum support and assessment: Nikki.Krocker@gov.yk.ca; 867-667-5609
curriculum.gov.bc.ca/curriculum/physical-health-education
 - Yukon's Sexual Orientation and Gender Identity Policy:
education.gov.yk.ca/school-policies.html
 - lss.yukonschools.ca/curriculum--assessment2.html

Websites

bettertoknow.yk.ca

- ▶ The Government of Yukon's sexual health and information website includes a service for Yukoners to email anonymous sexual health and relationship questions and get answers from sexual health educators.

amaze.org

- ▶ AMAZE takes the awkward out of sex ed. Real info in fun, animated videos that give you all the answers you actually want to know about sex, your body and relationships.

optionsforsexualhealth.org

- ▶ This non-profit organization based out of British Columbia offers sexual and reproductive health care and education.

sexandu.ca

- ▶ The Society of Obstetricians and Gynecologists of Canada youth site provides accurate, credible and up-to-date information on topics related to sex, sexuality and reproductive health.

kidshelpphone.ca

- ▶ Canada's 24/7 support services offer counselling and information for youth in English and French.

actioncanadashr.org

- ▶ Action Canada is a voice for sexual health and rights in Canada and globally.

sieccan.org

- ▶ Sex Information and Education Council of Canada (SIECCAN) works with educators, health professionals, community organizations, governments and other partners to promote the sexual and reproductive health of Canadians.

Phone Numbers

1-800-SEX-SENSE (1-800-739-7367)

- ▶ Call this number to speak to a sexual health educator or nurse and receive Yukon-specific sexual health information. This service is available Monday to Friday, from 9 am to 9 pm, Yukon Standard Time.

1-800-668-6868 or text 68-68-68

- ▶ The Kids Help Phone line is available 24 hours a day, seven days a week for counselling, information and support in English and French. Use 68-68-68 as the number for texting.

811 Health Line

- ▶ Call this number to get general health information from Yukon registered nurses. This service is available 24 hours a day, seven days a week.

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