Grade 5

Lessons
<table>
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<tr>
<th>Targeted Learning Outcomes</th>
<th>Related Learning Outcomes</th>
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<tr>
<td><strong>K.5.5.E.1a</strong> Describe the structure and function of the reproductive and endocrine systems of human beings (e.g., pituitary gland, estrogen, testosterone, progesterone, menstruation and spermatogenesis, fertilization, sexual intercourse…). (Lesson 1)</td>
<td><strong>K.3.5.B.4</strong> Identify available community supports that promote safety and community health (e.g., helplines, dentists, doctors, nurses, police officers, social workers, security guards, lifeguards, natural modalities, physiotherapists, Block Parents…). (Lesson 4)</td>
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<td><strong>K.5.5.E.1b</strong> Identify the physical changes associated with puberty and the importance of personal hygiene practices (e.g., growth of body hair, changes in body shape, hormones, acne, body odour, menstruation, erection, ejaculation, emissions, use of sanitary products…). (Lesson 2)</td>
<td><strong>K.4.5.A.1</strong> Identify how one’s self-concept and feelings are affected by others (e.g., praise/success/encouragement build confidence, ridicule/insults hurt feelings…). (Lesson 3)</td>
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<td><strong>K.5.5.E.1c</strong> Describe how heredity (e.g., chromosomes, DNA…) influences growth and characteristics that contribute to personal identity (e.g., height, eye colour, bone structure, hair colour, body build, individual growth patterns, features, fraternal and identical twins…). (Lesson 2)</td>
<td><strong>K.4.5.A.2b</strong> Describe the importance of self-regulation and taking responsibility for one’s own actions (e.g., gain the respect of others, personal achievement, quality of life, active participation, being a good team player…) for personal success. (Lesson 2)</td>
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<td><strong>K.5.5.E.2</strong> Identify the social-emotional changes associated with puberty (e.g., sexual attraction, fluctuation of moods, insecurities…). (Lesson 1)</td>
<td><strong>K.4.5.A.3</strong> Identify the influence of self (e.g., personal goals, emotions…) and others (e.g., expectations of family, teachers, friends; values and beliefs of home, religion, culture, community, society in general…) on setting priorities and making responsible decisions (e.g., academic achievement, leisure activities…). (Lesson 3)</td>
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<td><strong>K.5.5.E.3a</strong> Identify influences (e.g., family, friends, role models, religion, culture, media, advertising and videos, social trends, fashion…) on sexuality and gender roles. (Lesson 3)</td>
<td><strong>S.5.5.A.4</strong> Apply strategies (i.e., using the decision-making model, practising saying “no,” walking away, getting help from a safe adult) for preventing or avoiding substance use and abuse (e.g., tobacco, alcohol, street drugs, performance-enhancing drugs, sniffing…) in different case scenarios. (Lesson 5)</td>
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<tr>
<td><strong>K.5.5.E.3b</strong> Identify how social and cultural influences affect sexuality and gender roles (i.e., similarities and differences, such as cultural rituals and traditions). (Lesson 3)</td>
<td><strong>K.4.5.A.3</strong> Identify the influence of self (e.g., personal goals, emotions…) and others (e.g., expectations of family, teachers, friends; values and beliefs of home, religion, culture, community, society in general…) on setting priorities and making responsible decisions (e.g., academic achievement, leisure activities…). (Lesson 3)</td>
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<td><strong>K.5.5.E.3c</strong> Identify the responsibilities (e.g., change clothing for physical activities, bathe frequently, use deodorant, use sanitary products, respect private spaces, keep personal matters private, show consideration for others, respect differences, do not ridicule…) associated with physical, social, and emotional changes during puberty (e.g., body odour, menstruation, erections, emissions, peer pressure, social etiquette, insecurity…). (Lesson 2)</td>
<td>S.5.5.A.4 Apply strategies (i.e., using the decision-making model, practising saying “no,” walking away, getting help from a safe adult) for preventing or avoiding substance use and abuse (e.g., tobacco, alcohol, street drugs, performance-enhancing drugs, sniffing…) in different case scenarios. (Lesson 5)</td>
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<td><strong>K.5.5.E.4a</strong> Identify characteristics (e.g., transmitted through sexual activity and contact with body fluids; may be fatal…) and effects of HIV and AIDS on the immune system (e.g., destroys specific white cells…). (Lesson 4)</td>
<td><strong>S.5.5.A.5</strong> Apply a decision-making process in case scenarios related to issues associated with puberty (e.g., timing of physical changes, teasing related to different developmental rates, being discreet, respecting privacy of others, being sexually active, showing affection…). (Lesson 5)</td>
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* The student learning outcomes are identified in Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles (Manitoba Education and Training).
Lesson 1: Reproductive Systems

Cluster of Learning Outcomes

Students will…

✓ **K.5.5.E.1a** Describe the structure and function of the reproductive and endocrine systems of human beings (e.g., pituitary gland, estrogen, testosterone, progesterone, menstruation and spermatogenesis, fertilization, sexual intercourse…).

✓ **K.5.5.E.1c** Describe how heredity (e.g., chromosomes, DNA…) influences growth and characteristics that contribute to personal identity (e.g., height, eye colour, bone structure, hair colour, body build, individual growth patterns, features, fraternal and identical twins…).

✓ Indicates targeted learning outcomes.

Lesson Focus

As a result of the learning activities within this lesson students will be able to
• label diagrams of the reproductive systems correctly
• define terms associated with the reproductive systems
• complete a questionnaire on the reproductive systems

Resources

Blackline Masters
• BLM 5-1.1: The Menstrual Cycle
• BLM 5-1.2: Reproductive Systems: Questionnaire and Answer Key

General Blackline Masters (See Appendix B)
• BLMs G-1 to G-7: Reproductive System Diagrams and Definitions

Resource Masters (See Appendix C)
• RM 3: Human Sexuality Terms and Definitions
• RM 4: The Menstrual Cycle
• RM 5: Reproduction and Sexual Intercourse
• RM 6: Reproduction: How New Life Is Formed

Audiovisual
• video about reproductive systems and fertilization—for video choices, search the Manitoba Education, Citizenship and Youth, Instructional Resources Unit (IRU) Library online catalogue: <http://libcat.merlin.mb.ca>

Print/Publications


(continued)
Notes to Teacher

Be sensitive to different cultural perspectives on reproductive health.

Read RM 3 to 6 (see Appendix C) before beginning this lesson. Boys and girls could be separated for all or part of the lesson, which may take two class periods.

If desired, have students include BLM 5-1.2: Reproductive Systems: Questionnaire as part of their Grade 5 Journal/Learning Log.

Resources (continued)

Print/Publications (continued)


Organizations/Websites

• Pamphlets and other materials (including a video) on puberty are available from The Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD): <http://www.cahperd.ca>.
• Manitoba Education, Citizenship and Youth, Instructional Resources Unit (IRU) Library: <http://libcat.merlin.mb.ca>.
• Manitoba Healthy Living: <http://www.gov.mb.ca/healthyliving>.
• Planned Parenthood Federation of Canada: <http://www.ppfc.ca>.
• The Society of Obstetricians and Gynaecologists of Canada: <http://www.sexualityandu.ca>.

Professionals

• local public health nurse or health authority (for models of the reproductive systems)
• Elder/religious leader
Suggestions for Instruction

1. Introduce the lesson by describing the targeted learning outcomes and stating that sensitive material will be discussed. Discuss ground rules for the class and explain the use of the Question Box.
2. Show a video about the reproductive systems, including fertilization. As students view the video, have them write down questions. Afterwards they may ask their questions or deposit them in the Question Box.
3. Use diagrams of the reproductive systems as transparencies and handouts. Point out the correct terminology on the overheads and have students label their handouts. Reduce the number of terms, if needed.

   Refer to BLMs G-1 to G-7: Reproductive System Diagrams and Definitions (see Appendix B).
4. Review the menstrual cycle.

   Refer to BLM 5-1.1: The Menstrual Cycle.
5. Explain fertilization, fetal development, and heredity.

   Refer to RM 5: Reproduction and Sexual Intercourse.
6. Have students complete a questionnaire to assess their knowledge of the reproductive systems. Discuss the responses as a class.

   Refer to BLM 5-1.2: Reproductive Systems: Questionnaire and Answer Key.

Curricular Connections

ELA:
- GLO 1—Explore thoughts, ideas, feelings, and experiences
- GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts
- GLO 3—Manage ideas and information
- GLO 5—Celebrate and build community

MA:
- Statistics and Probability

SC:
- Cluster 1—Maintaining a Healthy Body

Family Involvement

- Encourage students to take home their labelled diagrams and puberty pamphlets to share with parents/caregivers.
- Recommend a book for parents.

Examples of Books:


Suggestions for Assessment

**Paper and Pencil Task**
Teacher Assessment: Inventory

Have students label diagrams of the male and female reproductive systems.

Refer to BLMs G-1 to G-7: Reproductive System Diagrams and Definitions (see Appendix B).

BLM 5-1.2: Reproductive Systems: Questionnaire and Answer Key may be used as an assessment tool.

*Suggested Criterion:*
Look for number of correct responses.

**Journal/Learning Log**
Teacher Assessment: Inventory

To check for understanding, have students respond (in their *Grade 5 Journal/Learning Log*) to questions related to the targeted learning outcomes.