
Grade 5

Lessons

Grade 5 Cluster of Learning Outcomes*

Targeted Learning Outcomes	Related Learning Outcomes
<p>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...). (Lesson 1)</p> <p>K.5.5.E.1b 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)</p> <p>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...). (Lesson 1)</p> <p>K.5.5.E.2 Identify the social-emotional changes associated with puberty (e.g., sexual attraction, fluctuation of moods, insecurities...). (Lesson 2)</p> <p>K.5.5.E.3a Identify influences (e.g., family, friends, role models, religion, culture, media, advertising and videos, social trends, fashion...) on sexuality and gender roles. (Lesson 3)</p> <p>K.5.5.E.3b Identify how social and cultural influences affect sexuality and gender roles (i.e., similarities and differences, such as cultural rituals and traditions). (Lesson 3)</p> <p>K.5.5.E.3c 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)</p> <p>K.5.5.E.4a 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)</p> <p>S.5.5.A.5 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)</p>	<p>K.3.5.B.4 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)</p> <p>K.4.5.A.1 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)</p> <p>K.4.5.A.2b 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)</p> <p>K.4.5.A.3 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)</p> <p>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)</p>

* 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

- Aboriginal Nurses Association of Canada and Planned Parenthood Federation of Canada. *Finding Our Way: A Sexual and Reproductive Health Sourcebook for Aboriginal Communities*. Ottawa, ON: Aboriginal Nurses Association of Canada and Planned Parenthood Federation of Canada, 2002.
- Manitoba Education, Training and Youth. *Human Sexuality and Sexual Orientation: A Bibliography, September 2002*. Winnipeg, MB: Manitoba Education, Training and Youth, 2002. Available online at:
<<http://www.edu.gov.mb.ca/ks4/iru/publications/bibliographies/index.html>>.

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Resources *(continued)*



Print/Publications *(continued)*

- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001. (Abstinence plus.) Available online at: <<http://www.ppfc.ca>>.
- Teen-Aid Inc. *Me, My World, My Future: Teacher's Manual*. Spokane, WA: Teen-Aid Inc. 1998. (Abstinence only.)
- 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>>

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/>>.

Professionals

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

Notes to Teacher

Be sensitive to different cultural perspectives on reproductive health.

Read RMs 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*.



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:

Hickling, Meg. *More Speaking of Sex: What Your Children Need to Know and When They Need to Know It*. Kelowna, BC: Northstone, 1999.

---. *Speaking of Sex: Are You Ready to Answer the Questions Your Kids Will Ask?* Kelowna, BC: Northstone, 1996.

Stark, Patty. *Sex Is More Than a Plumbing Lesson: A Parents' Guide to Sexuality Education for Infants through the Teen Years*. Dallas, TX: Preston Hollow Enterprises, 1990.

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.

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.