



Teaching Puberty: You Can Do It!

Human Development & Sexual Health
Curriculum Support for Grades 5 & 6
2016

Teaching Puberty: You Can Do It!

Human Development & Sexual Health Curriculum Support for Grades 5 and 6

Table of Contents

Ontario Ministry of Education Curriculum Expectations

Getting Started

Lesson 1: Introduction to Puberty

Lesson 2: Self-esteem, Feelings, and Relationships

Lesson 3: Changes at Puberty

Lesson 4: Reproduction, Ovulation, and Menstruation

Lesson 5: Body Awareness for Boys

Lesson 5: Body Awareness for Girls

Lesson 6: Sexual Interference/Abuse Prevention

Appendix A: Questions! Questions!

Appendix B: Glossary

Appendix C: Facial Expressions Activity

Appendix D: Feelings List

Appendix E: Assertive Communication

Appendix F: Gender Activity

Appendix G: Anatomical Diagrams

Appendix H: Letter from Chris Activity

Appendix I: How to Handle Harassment in the Hallway

Appendix J: Duty to Report

Appendix K: Further Resources

The Ontario Curriculum, Grade 1-8: Health and Physical Education, 2015 (revised)

Grade 5

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

- C1. demonstrate an understanding of factors that contribute to healthy development;
- C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

SPECIFIC EXPECTATIONS

- C1.3 identify the parts of the reproductive system, and describe how the body changes during puberty [PS]
- C1.4 describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development
- C2.4 describe emotional and interpersonal stresses related to puberty (*e.g., questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices*), and identify strategies that they can apply to manage stress, build resilience, and enhance their mental health and emotional well-being (*e.g., being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from elders*) [PS]

The Ontario Curriculum, Grade 1-8: Health and Physical Education, 2015 (revised)

Grade 6

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

- C1. demonstrate an understanding of factors that contribute to healthy development;
- C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

SPECIFIC EXPECTATIONS

- C1.3 identify factors that affect the development of a person's self-concept (*e.g., environment, evaluations by others who are important to them, stereotypes, awareness of strengths and needs, social competencies, cultural and gender identity, support, body image, mental health and emotional well-being, physical abilities*) [PS]
- C2.5 describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social, and emotional changes that occur during adolescence (*e.g., physical: voice changes, skin changes, body growth; social: changing social relationships, increasing influence of peers; emotional: increased intensity of feelings, new interest in relationships with boys or girls, confusion and questions about changes*) [PS]
- C2.6 make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills (*e.g., personal and interpersonal skills; critical and creative thinking skills; skills based on First Nation, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the four colour or seven grandfather teachings, or other cultural teachings*) [IS, CT]
- C3.3 assess the effects of stereotypes, including homophobia and assumptions regarding gender roles and expectations, sexual orientation, gender expression, race, ethnicity or culture, mental health, and abilities, on an individual's self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing assumptions and stereotypes [PS, CT]