

GRADE 4

FAMILY LIFE

THE FAMILY LIFE UNIT

INVOLVEMENT OF PARENTS

Parents are the primary educators of their children on family life education. Schools should play a supporting role to supplement parental education.

Generally, most parents support family life education in school. However, they may have a number of questions about the program before they will give that support. For that reason, it is vital for schools to involve parents in discussing the unit, *before using the materials*.

Parents must be given an opportunity to find out what will be taught in the lessons, to meet the teachers (and other resource people) who will be delivering the program, and to ask questions. This can be done most effectively by holding a parent information session.

This should include:

- the principal of the school
- teachers who will be teaching the lesson
- any resource people, such as the community health nurse, who might be involved with the lessons.

Most parents attending the meeting want to find out about the content, objectives and methods used in the unit. Basic information during the session should include:

- a brief outline of the program
- a sample of some of the activities in which students will participate
- sample handouts
- copies of any activities in which parents will participate during the evening
- translation of goals, etc., as necessary
- viewing of any films which may be used

It is important to emphasize that the purpose of the Family Life unit is to support, and not to replace, the parent or family role and responsibility. The parent information session is one important way for teachers to show that they want and welcome parental support, involvement and concern.

Parent meetings are often a good opportunity to initiate ongoing parenting groups. Parents may decide to meet regularly during the year to discuss topics related to Family Life or other health programs in the school. The G.N.W.T. Family Life Education Consultants in the Department of Health may be able to assist in the development of parent groups.

Following the meeting, parents will be able to decide whether they want their children to be involved in the lessons.

PARENTS, WHO DO NOT WISH THEIR CHILDREN) TO PARTICIPATE IN THE LESSONS, MAY INDICATE TO THE SCHOOL THAT THEY WILL BE WITHDRAWING THEIR CHILDREN) FROM THIS PARTICULAR UNIT PARENTS MUST MAKE THE FINAL DECISION.

Schools must make alternative arrangements for students who are withdrawn from these classes.

In order to withdraw their children) from the classes, parents must sign a withdrawal form (see sample).

FAMILY LIFE CLASSES

NAME _____

GRADE _____

I do not wish _____ to participate in the Family Life classes which will be offered by the school in the near future.

Parent/Guardian signature

Date

Because of the need to foster a positive classroom atmosphere, teachers need to take time to get to know their students. Teachers should teach the Mental and Emotional Well-Being and the Growth and Development units before introducing the Family Life lessons. Many of the skills which students will be developing in the Mental and Emotional Well-Being unit, such as decision-making skills, communication skills, relationship-building and coping skills, will assist in the development of an atmosphere conducive to effective Family Life education.

FAMILY LIFE**GRADE: 4****LESSON: 1****THEME: FAMILIES**

CONCEPT: FAMILIES PROVIDE FOR THE PHYSICAL, EMOTIONAL, SOCIAL, INTELLECTUAL AND SPIRITUAL NEEDS OF THEIR MEMBERS

PREPARATION: 1. A picture of a family a number of years ago
2. Drawings of various needs (Activity Sheet FL27)
3. Materials for mobiles

VOCABULARY: needs, physical, emotional, social, spiritual, intellectual

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) explain that families provide for the needs of their members	Students: 1. Identify and discuss the various needs which are provided for by families.	Background Information, Page – This lesson relates to Social Studies, Grade 4, Topic A. It also relates to Family Life, Grade 2. Lesson 1. Brainstorm the needs which are provided for by the family. Have students respond using the sentence pattern Families provide _____ for their members Needs should include: - food - clothing - shelter - education - values - love - affection - companionship - protection - leadership - fun - caring

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

2. Describe how families in the past provided for basic needs.

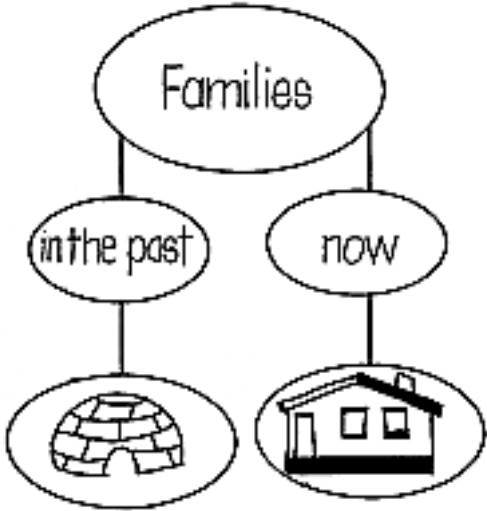
Using a picture of a family a number of years ago, have the students discuss what families provided and how they provided it.

Have students respond using the following sentence pattern. Record their responses on an experience chart as illustrated.

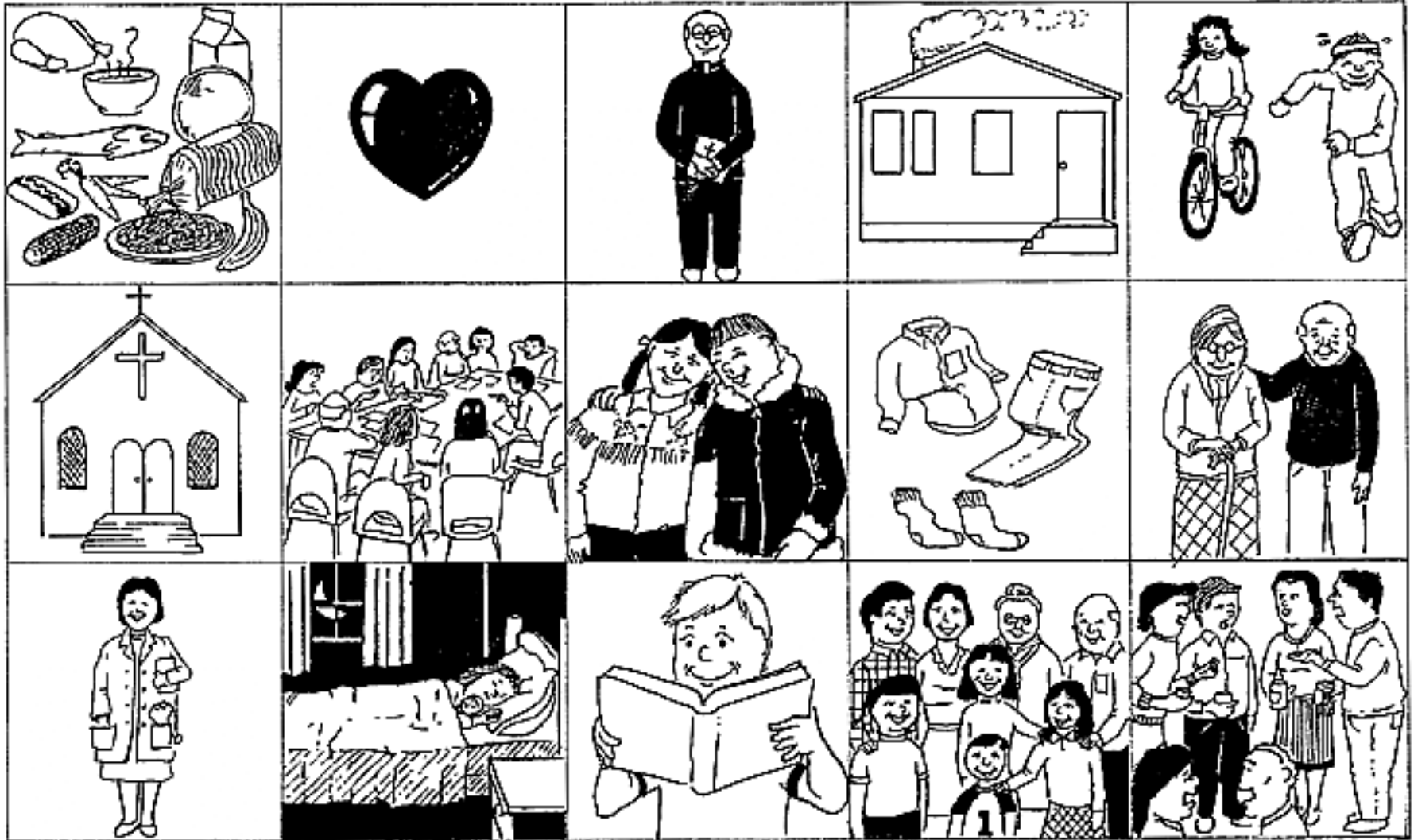
In the past, families provided _____ by _____

Need	In the past
- food	- hunting - trapping - fishing - gathering
- clothing	- gathering and preparing skins - sewing
- shelter	- building - sewing

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES												
	<p>3. Describe how families provide for basic needs nowadays.</p> <p>4. Compare the needs of family members in the past to current family needs.</p> <p>5. Define the terms physical emotional, social, intellectual and spiritual.</p>	<p>Add students' ideas about nowadays to the experience chart. Have students respond using the sentence pattern:</p> <p>Now families provide _____ by _____</p> <table border="1" data-bbox="955 483 2018 865"> <thead> <tr> <th data-bbox="955 483 1213 524">Need</th> <th data-bbox="1218 483 1514 524">In the past</th> <th data-bbox="1518 483 2018 524">Now</th> </tr> </thead> <tbody> <tr> <td data-bbox="955 527 1213 673">- food</td> <td data-bbox="1218 527 1514 673"> - hunting - trapping - fishing - gathering </td> <td data-bbox="1518 527 2018 673"> - hunting, etc - buying at the store - growing </td> </tr> <tr> <td data-bbox="955 677 1213 750">- clothing</td> <td data-bbox="1218 677 1514 750"> - gathering skins - sewing </td> <td data-bbox="1518 677 2018 750"> - sewing - buying </td> </tr> <tr> <td data-bbox="955 753 1213 865">- shelter</td> <td data-bbox="1218 753 1514 865"></td> <td data-bbox="1518 753 2018 865"> - renting - buying - building </td> </tr> </tbody> </table> <p>Have students discuss whether the needs have changed. Generally the needs have remained the same but the method of providing for them may have changed or be changing.</p> <p>Have students think of words or phrases related to these words.</p> <p>e.g., physical education, a “physical” examination emotions social services, society spirit, the Great Spirit intellectual, intellect, intelligence</p> <p>Ask the students what they think each of the five words means.</p>	Need	In the past	Now	- food	- hunting - trapping - fishing - gathering	- hunting, etc - buying at the store - growing	- clothing	- gathering skins - sewing	- sewing - buying	- shelter		- renting - buying - building
Need	In the past	Now												
- food	- hunting - trapping - fishing - gathering	- hunting, etc - buying at the store - growing												
- clothing	- gathering skins - sewing	- sewing - buying												
- shelter		- renting - buying - building												

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) identify the importance of families	<p>6. Categorize the needs into physical, emotional, social, intellectual and spiritual.</p> <p>7. Identify why families are important.</p> <p>8. Make a mobile demonstrating the importance of families in the past and in the present.</p>	<p>Refer to Activity Sheet FL27.</p> <p>Have students take turns sorting the drawings of various needs into categories.</p> <p>Ask students why families are important and who would provide for their needs if there were no families.</p> <p>Have students respond using the sentence pattern.</p> <p>Families are important because they provide for <u>(physical)</u> needs.</p> <p>Have students cut out or draw pictures of various things which families provided) in the past and in the present.</p> 

NEEDS

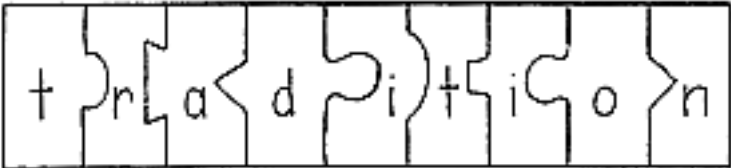


FAMILY LIFE**GRADE: 4****LESSON: 2****THEME: FAMILIES**

CONCEPT: FAMILY TRADITIONS ARE A PRODUCT OF FULFILLING THE PHYSICAL, EMOTIONAL, SOCIAL, INTELLECTUAL AND SPIRITUAL NEEDS OF THE FAMILY

- PREPARATION:**
1. Make the word tradition into a puzzle
 2. A symbol of a tradition, e.g., Christmas tree
 3. Invite an elder (or elders) to the class
 4. Materials for class book
-

VOCABULARY: tradition

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify family traditions	Students: 1. Make the word tradition from the puzzle.	Background Information Page - Write the word tradition in large letters on a piece of paper. Cut it into separate letters which will fit back together again to make the word tradition, e.g.,  Have the students complete the puzzle.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) identify the importance of traditions	2. Define the term tradition.	Use a dictionary and discussion to define the term.
		A tradition is a story, custom, belief or practice that has been in the family for a long time.
	3. Describe a specific tradition.	Use a symbol of one specific tradition, e.g., a Christmas stocking, a drum, etc. Describe this tradition to the students. Ask how many of them have the same tradition.
	4. Identify family traditions.	<p>List traditions which different families observe. Some may involve sharing a tradition with other families, e.g., a drum dance.</p> <p>Have students respond using the sentence pattern:</p> <p>In our family, we _____.</p> <ul style="list-style-type: none"> - go out to camp in spring time - have a special dinner at Christmas - have birthday cakes - get new parkas at Christmas - listen to our grandfather's stories at fish camp
	5. Compare family traditions	From the list, have students identify which traditions their family observes Compare them to those of other families. Are they the same?
	6. Identify some traditions which have remained the same and some which have changed.	Invite an elder (or elders) to the class to talk about traditions. Classify them into two lists: Those Which Are Still Carried Out Today and Those Which Have Changed.
	7. Tell why families have traditions.	<p>Have students identify why families have particular traditions. Traditions are usually related to the needs of the family, e.g.,</p> <ul style="list-style-type: none"> - a feast was to celebrate killing an animal and having lots of food to share with others - telling stories is related to education

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
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8. Categorize traditions according to whether they fulfill physical, emotional, social or spiritual needs.

Some traditions may fit more than one category. Discuss how the tradition fulfils needs.
Record student responses using an experience chart as illustrated.

physical	emotional	social	spiritual
- feast		- feast	- feast
	- stories	- stories	- stories
- go to camp		- go to camp	

9. Make a class book of Our Family Traditions.

Have students select one family tradition. (If two students select the same tradition, they could work together.) Write and draw about the tradition Make them into a class book.

FAMILY LIFE**GRADE: 4****LESSON: 3****THEME: HUMAN DEVELOPMENT
AND REPRODUCTION**

CONCEPT: PUBERTY IS ONE STAGE OF DEVELOPMENT IN EVERYONE'S LIFE

PREPARATION: 1. A picture of a boy and a man
2. Overhead transparency of Activity Sheet FL28
3. Prepare a class set of sentence diamonds (Activity Sheet FL29)

VOCABULARY: change, heavier, adults

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) describe characteristic changes that begin in boys at puberty	Students: 1. Identify physical differences between a boy and a man. 2. Describe the physical changes which take place in boys as they become adults.	Background Information Page FL60 to FL61 Show students a picture of a boy (8-9 years old) and a man. Ask students how their physical appearance is different. Refer to Activity Sheet FL28. Using the overhead transparency, have students describe the changes which take place. Have students respond using the sentence pattern: As boys get older, _____ (they get taller). - their voices get deeper

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES		
		Record student responses using an experience chart as illustrated.		
	changes	male	female	
height	- taller			
weight	- heavier			
skin	<ul style="list-style-type: none"> - oilier - rougher - pimples - sweats more 			
voice	<ul style="list-style-type: none"> - breaks - becomes deeper 			
hair	<ul style="list-style-type: none"> - face - under arms - arms and legs - top of legs - chest and back 			
body shape	<ul style="list-style-type: none"> - muscles develop - shoulders get broader 			
<p data-bbox="928 1227 1507 1263">Save the experience chart for the next lesson.</p> <p data-bbox="928 1302 2003 1373">Teachers should emphasize that these changes happen at different ages for different people.</p>				

OBJECTIVES

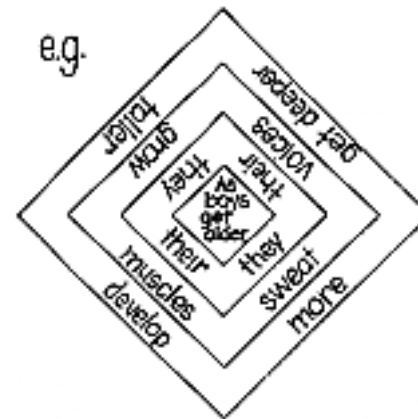
STUDENT ACTIVITIES

TEACHER NOTES

3. Make a sentence diamond of physical changes that take place in boys as they become adults.

Refer to Activity Sheet FL29.

Have students complete sentences in the blank sentence diamond, describing some of the changes which take place as boys get older.



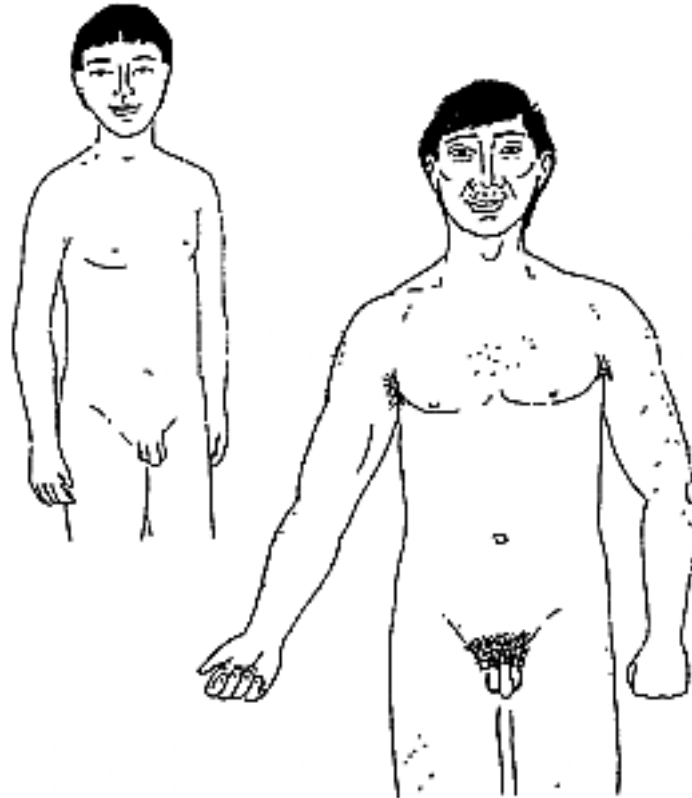
PHYSICAL CHANGES FROM A BOY TO A MAN

Skin:

- becomes oilier and rougher
- may develop spots and pimples
- sweats more

Voice:

- breaks
- becomes deeper



Body Shape:

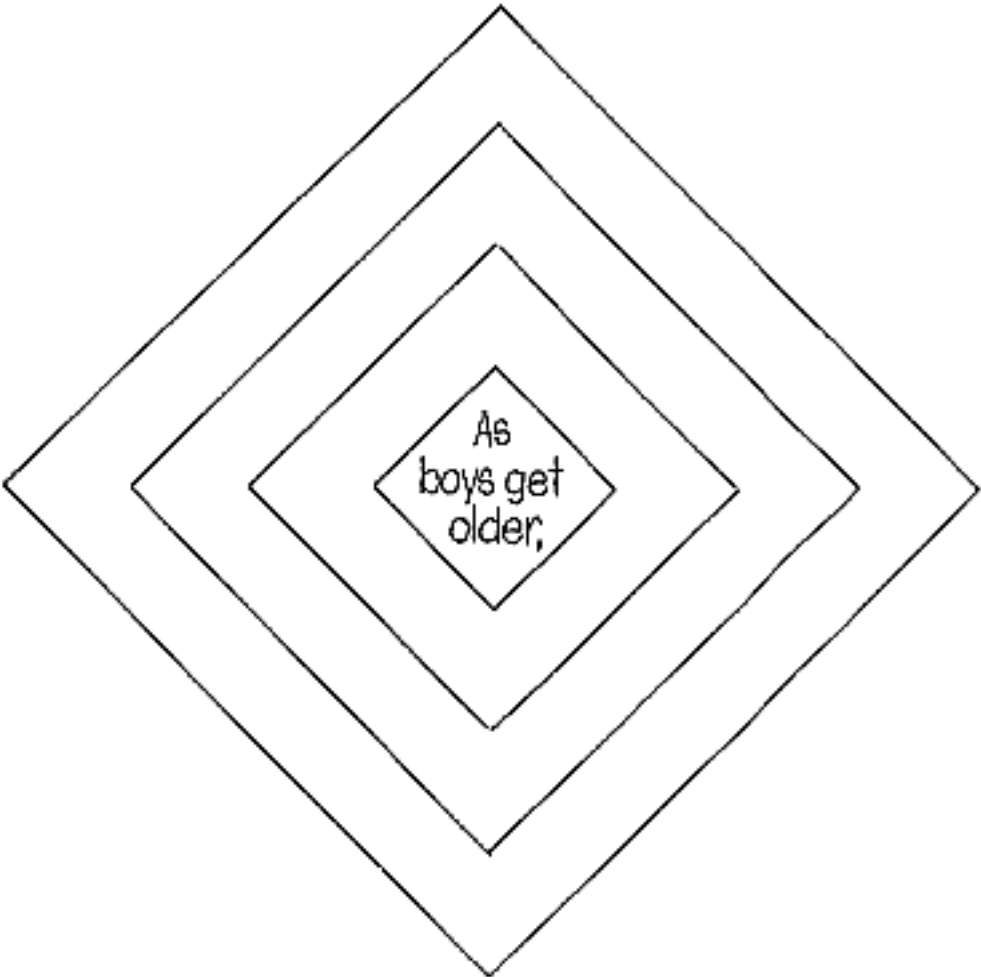
- muscles develop
- shoulders broaden
- becomes taller and heavier

Hair develops:

- on face
- under arms
- on chest and back
- on arms and legs
- at top of legs

SENTENCE DIAMOND

Complete the sentence on each side of the diamond.



FAMILY LIFE**GRADE: 4****LESSON: 4****THEME: HUMAN DEVELOPMENT
AND REPRODUCTION**

CONCEPT: PUBERTY IS ONE STAGE OF DEVELOPMENT IN EVERYONE'S LIFE

- PREPARATION:**
1. A picture of a girl and a woman
 2. Overhead transparency of Activity Sheet FL30
 3. Prepare a class set of sentence diamonds (Activity Sheet FL31)
-

VOCABULARY: breasts, nipples, hips, thighs

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) describe characteristic changes that begin in girls at puberty	Students: 1. Identify physical differences between a girl and a woman. 2. Describe the physical changes which take place in girls as they become adults.	Background Information Page FL60 to FL61 Show students a picture of a girl (8-9 years old) and a woman. Ask students how their physical appearance is different. Refer to Activity Sheet FL30. Using the overhead transparency, have students describe the changes which take place. Have students respond using the sentence pattern: As girls get older, <u>(they get taller)</u> . - their breasts develop

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES		
		Add to the experience chart from the previous lesson. (Some will be the same as for boys.)		
		changes	male	female
		height	- taller	- taller
		weight	- heavier	- heavier
		skin	<ul style="list-style-type: none"> - oilier - rougher - pimples - sweats more 	<ul style="list-style-type: none"> - oilier - rougher - pimples - sweats more
		voice	<ul style="list-style-type: none"> - breaks - becomes deeper 	- gets a little deeper
		hair	<ul style="list-style-type: none"> - face - under arms - arms and legs - top of legs - chest and back 	<ul style="list-style-type: none"> - under arms - arms and legs - top of legs
		body shape	<ul style="list-style-type: none"> - muscles develop - shoulders get broader 	<ul style="list-style-type: none"> - face becomes fuller - breasts develop - nipples stand out - buttocks, hips and thighs get rounder
		Teachers should emphasize that these changes happen at different ages for different people .		

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>3. Make a sentence diamond of physical changes that take place in girls as they become adults.</p>	<p>Refer to Activity Sheet FL31.</p> <p>Have students complete sentences in the blank sentence diamond, describing some of the changes which take place as girls get older.</p>

PHYSICAL CHANGES FROM A GIRL TO A WOMAN

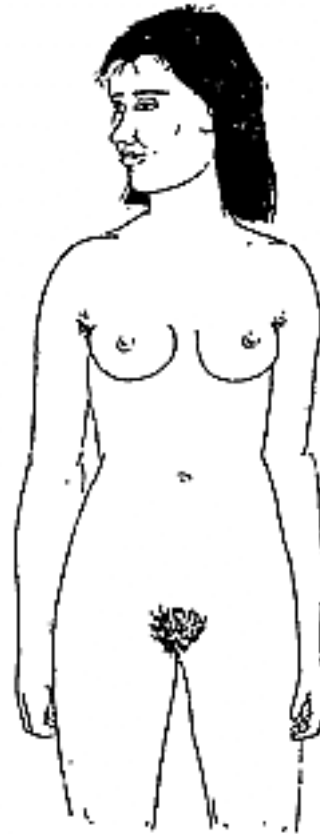
Skin:

- becomes oilier
- may develop spots and pimples
- sweats more



Voice:

- gets slightly deeper



Body Shape:

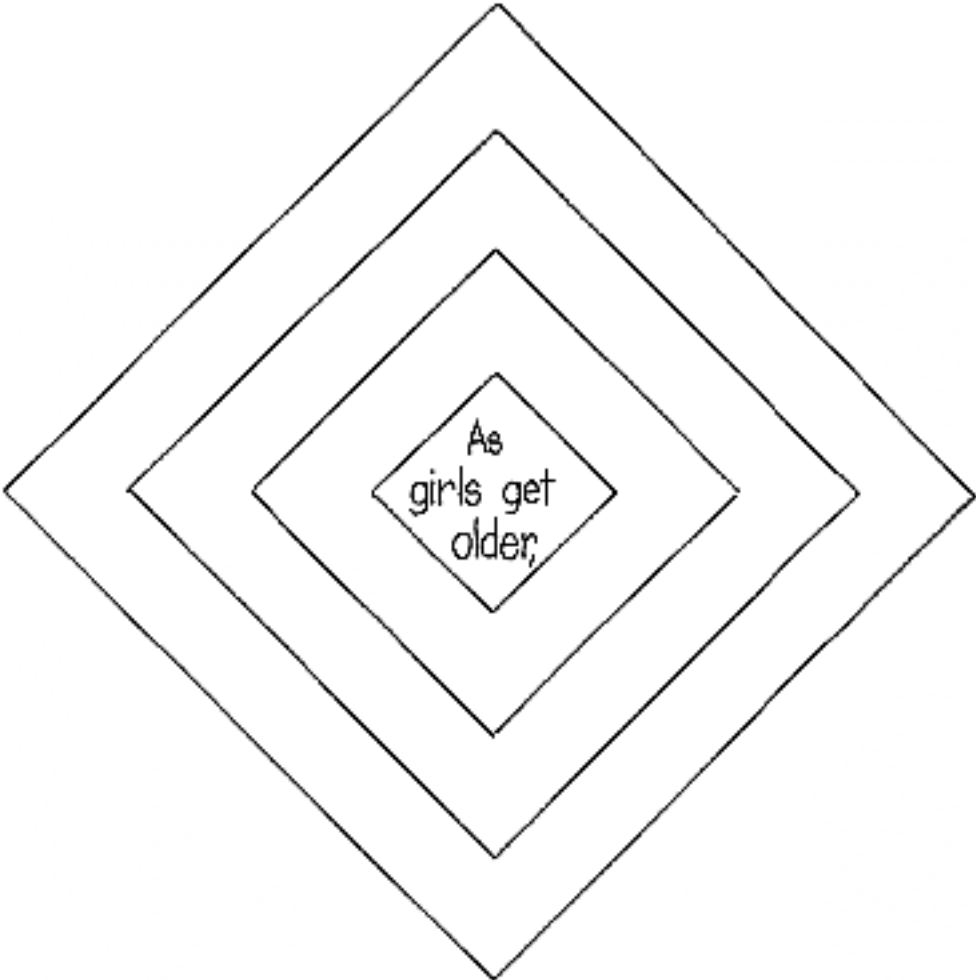
- face becomes fuller
- breasts develop
- nipples stand out
- buttocks, hips and thighs become rounder

Hair develops:

- under arms
- on arms and legs
- at top of legs

SENTENCE DIAMOND

Complete the sentence on each side of the diamond.

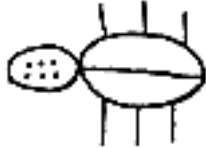


FAMILY LIFE**GRADE: 4****LESSON: 5****THEME: HUMAN DEVELOPMENT
AND REPRODUCTION**

CONCEPT: THE REPRODUCTIVE SYSTEM ENABLES HUMAN LIFE TO BEGIN

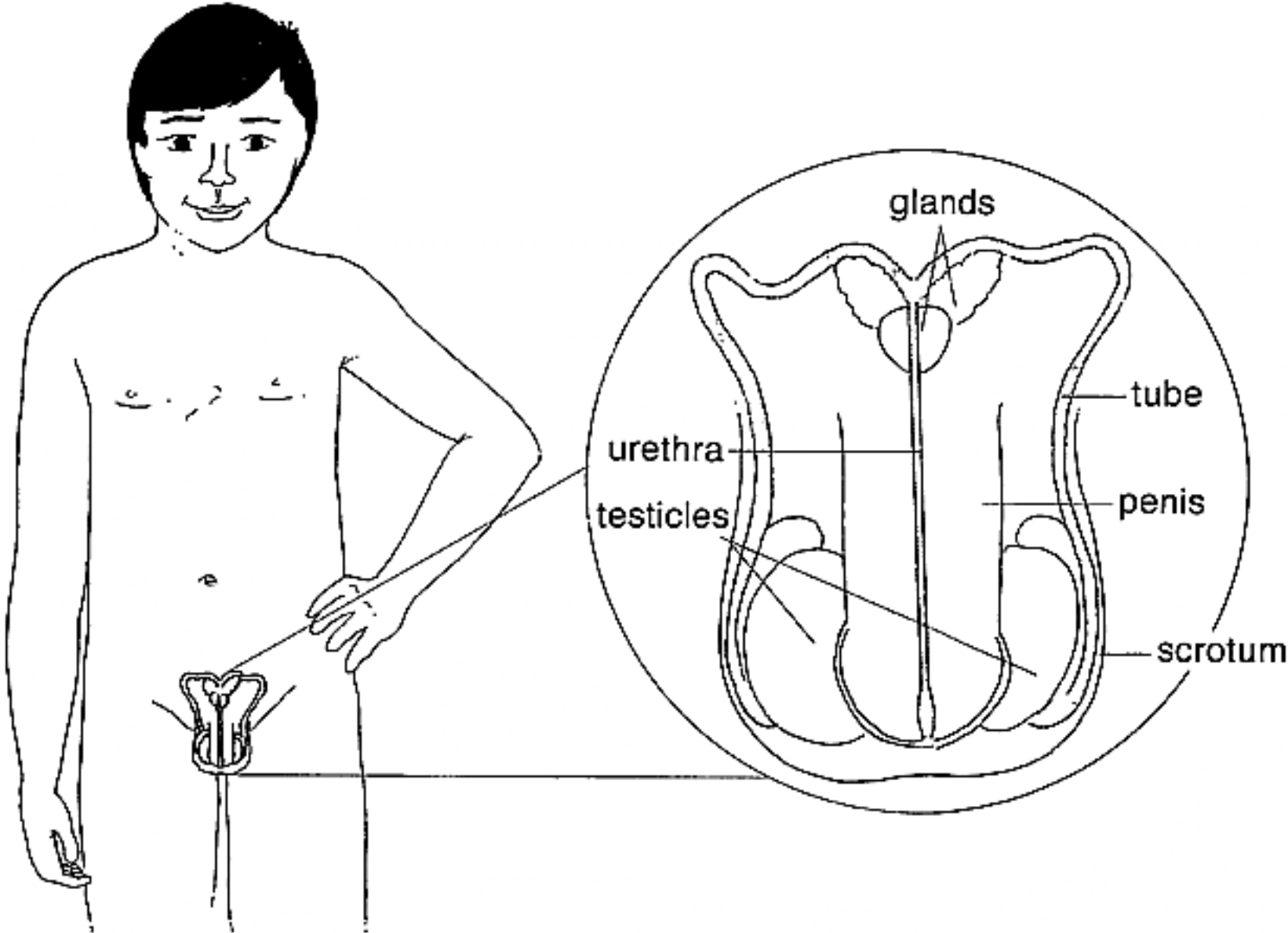
PREPARATION: 1. A simple chalkboard illustration for Activity 1
2. Overhead transparency of Activity Sheet FL32
3. Prepare a class set of Male Reproductive System worksheets (Activity Sheet FL33)

VOCABULARY: reproduce, reproductive, tubes, testicles, scrotum, urethra, glands

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) name and locate the major male reproductive parts	Students: 1. Copy a simple illustration. 2. Define the terms reproduce and reproductive.	Background Information Page FL62 to FL65 Have students copy a simple illustration exactly. Explain that they have 'reproduced' the illustration.  Use a dictionary and general discussion to help define the terms. In the Family Life unit, these terms refer to the production of off-spring.

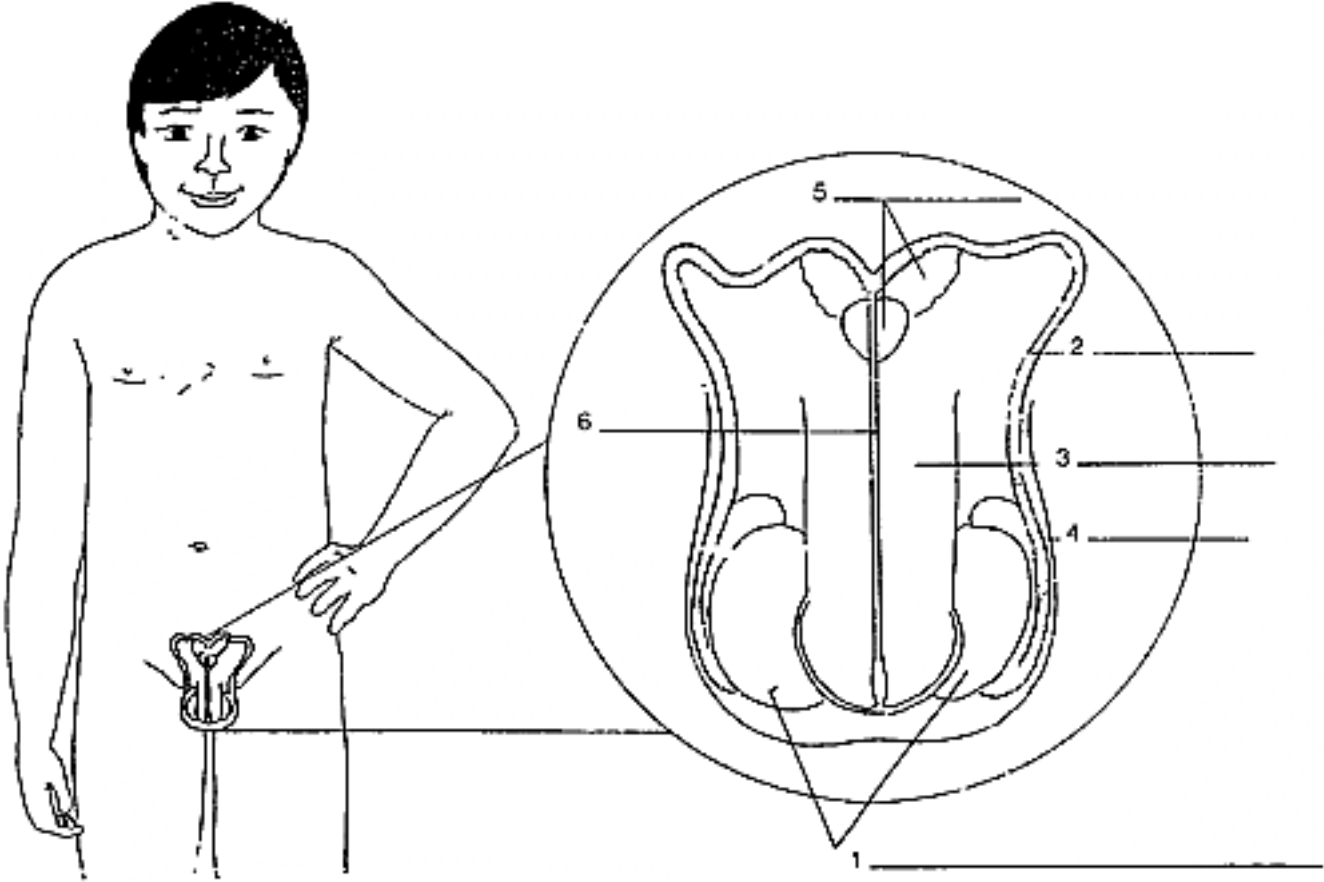
OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES		
	<p>3. Name and locate the major male reproductive parts</p> <p>4. Unscramble the letters of the major male reproductive parts.</p> <p>5. Complete the Male Reproductive System worksheet.</p>	<p>Refer to Activity Sheet FL32.</p> <p>Use the overhead transparency to identify the main parts.</p> <p>Have students respond using the sentence pattern:</p> <p style="padding-left: 40px;">The (<u>penis</u>) is/are part of the reproductive system.</p> <p>Major male reproductive parts are:</p> <ul style="list-style-type: none"> - tubes - penis - testicles - scrotum - urethra - glands <p>Write the words on the chalkboard. Have students unscramble the letters e.g.,</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> - spnie - mstuorc - sladgn </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> - ittselecs - ebsut - tauhrer </td> </tr> </table> <p>Refer to Activity Sheet FL33.</p> <p>Have students complete the worksheets by labelling the parts.</p>	<ul style="list-style-type: none"> - spnie - mstuorc - sladgn 	<ul style="list-style-type: none"> - ittselecs - ebsut - tauhrer
<ul style="list-style-type: none"> - spnie - mstuorc - sladgn 	<ul style="list-style-type: none"> - ittselecs - ebsut - tauhrer 			

MALE REPRODUCTIVE SYSTEM



MALE REPRODUCTIVE SYSTEM

Fill in the blanks with the names of the body parts: testicles, tubes, penis, scrotum, glands and urethra.



FAMILY LIFE**GRADE: 4****LESSON: 6****THEME: HUMAN DEVELOPMENT
AND REPRODUCTION**

CONCEPT: THE REPRODUCTIVE SYSTEM ENABLES HUMAN LIFE TO BEGIN

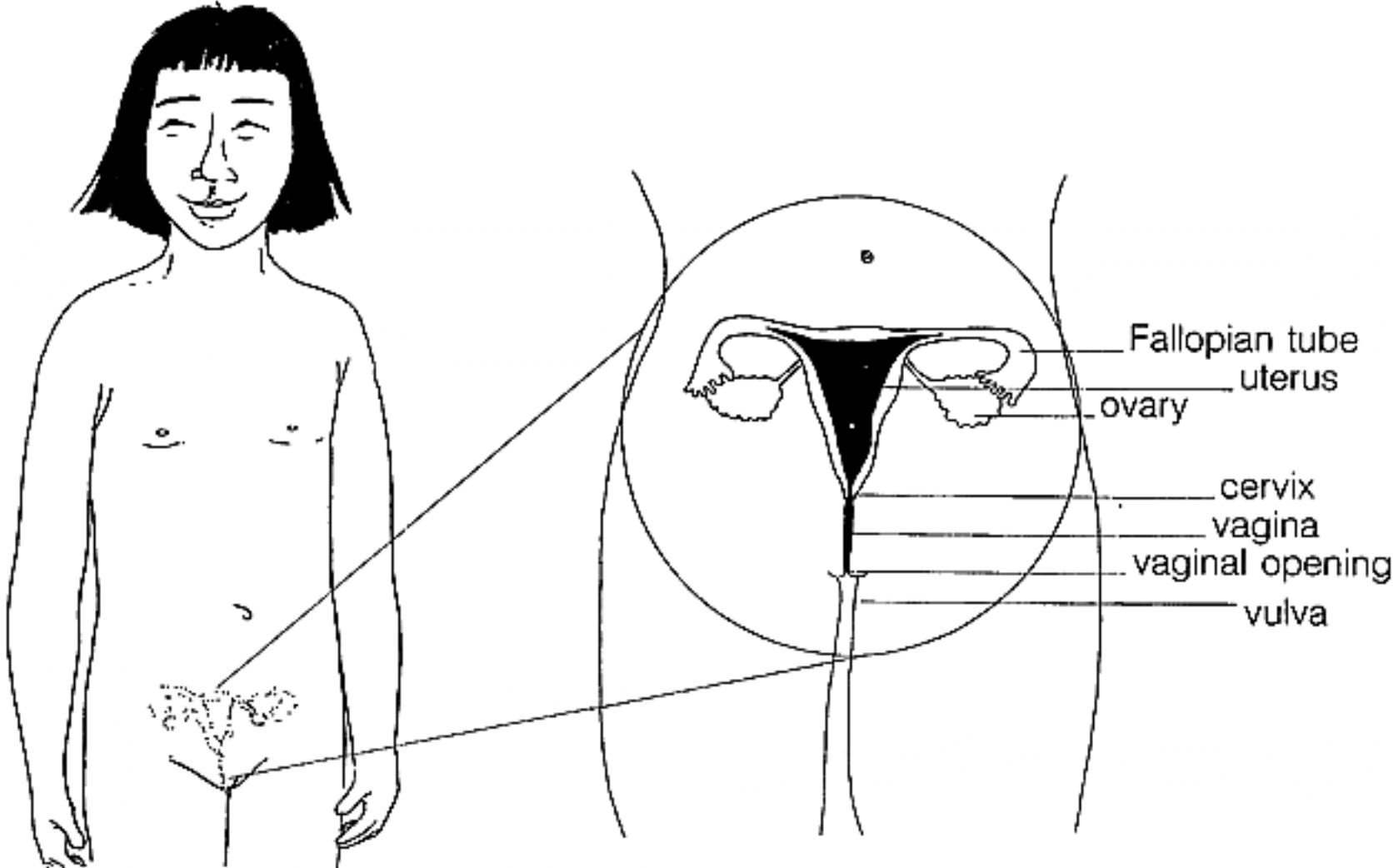
- PREPARATION:**
1. Overhead transparency of Activity Sheet FL34
 2. Prepare enough for one between two students of Female Reproductive Parts (Activity Sheet FL35)
Cut the words into two parts
 3. Prepare a class set of Female Reproductive System worksheets (Activity Sheet FL36)
-

VOCABULARY: Fallopian tubes, cervix, uterus, vagina, vulva, ovaries

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) name and locate the major female reproductive parts	Students: 1. Name and locate the major female reproductive parts.	Background Information Page FL62 to FL65 Refer to Activity Sheet FL34. Use the overhead transparency to identify the main parts. Have students respond using the sentence pattern: The _____ is/are part of the reproductive system.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>2. Match the parts to complete the names of the female reproductive organs.</p> <p>3. Complete the Female Reproductive System worksheet.</p>	<p>Major female reproductive parts are</p> <ul style="list-style-type: none"> - Fallopian tubes - ovaries - uterus - vagina - cervix - vulva <p>Refer to Activity Sheet FL35.</p> <p>Prior to the lesson, cut the names of the female reproductive parts into two. Distribute them among the students. Have students look for their partners to complete the name of one of the parts. Say the name of the part.</p> <p>Refer to Activity Sheet FL36.</p> <p>Have students complete the worksheet by labelling the parts.</p>

FEMALE REPRODUCTIVE SYSTEM



FEMALE REPRODUCTIVE PARTS

ova ries

vul va

cer vix

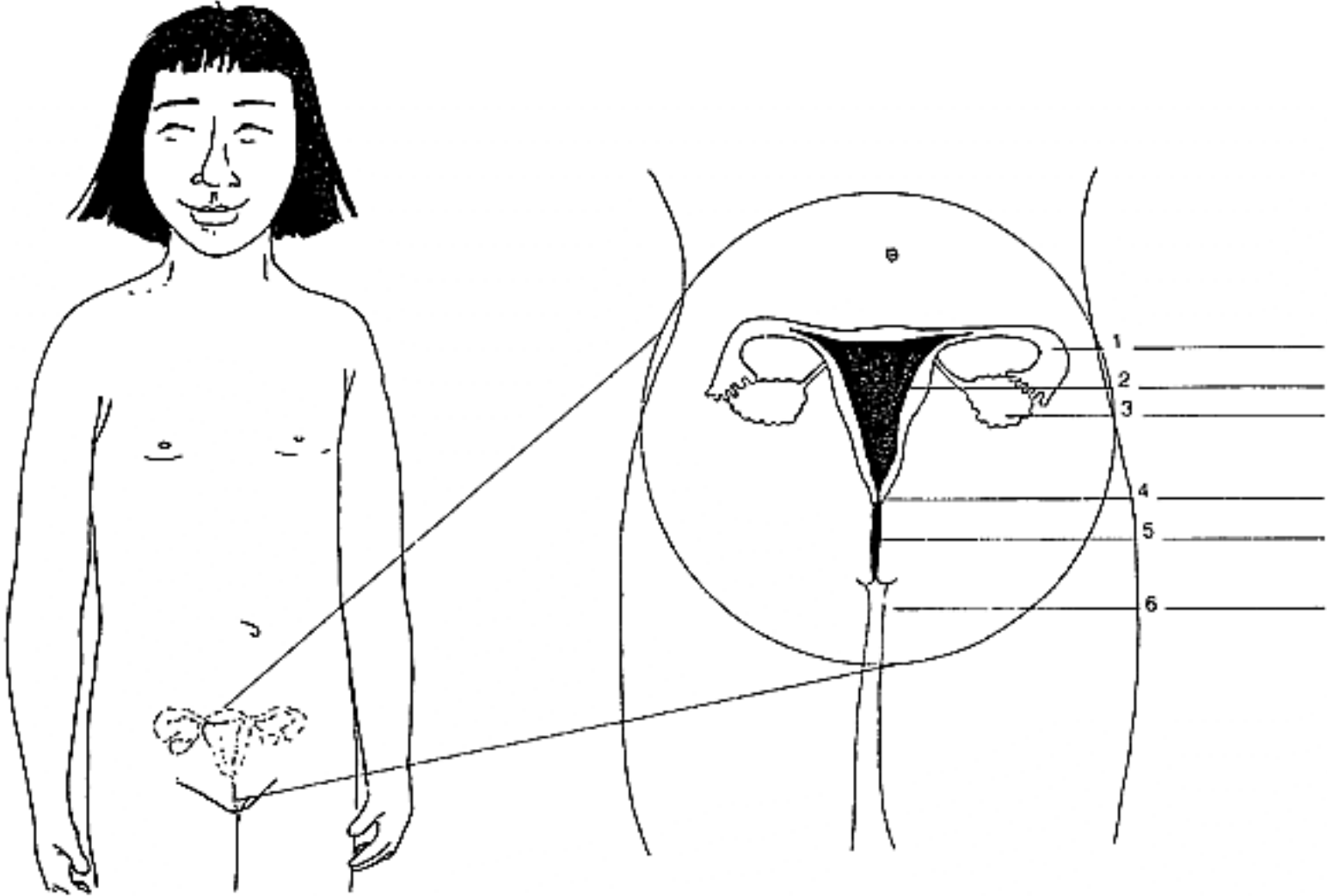
Fallopian tubes

uter us

vagi na

FEMALE REPRODUCTIVE SYSTEM

Fill in the blanks with the names of the body parts:
ovary, Fallopian tubes, uterus, vulva, cervix and vagina.



FAMILY LIFE**GRADE: 4****LESSON: 7 (optional)****THEME: HUMAN DEVELOPMENT
AND REPRODUCTION**

CONCEPT: MENSTRUATION IS A NATURAL OCCURRENCE IN FEMALES

PREPARATION: 1. Overhead transparency of Activity Sheet FI-37
2. The word menstruation in large individual letters
3. A collage of menstrual products
4. Prepare a class set of What Does It Mean? worksheets (Activity Sheet FL38A)

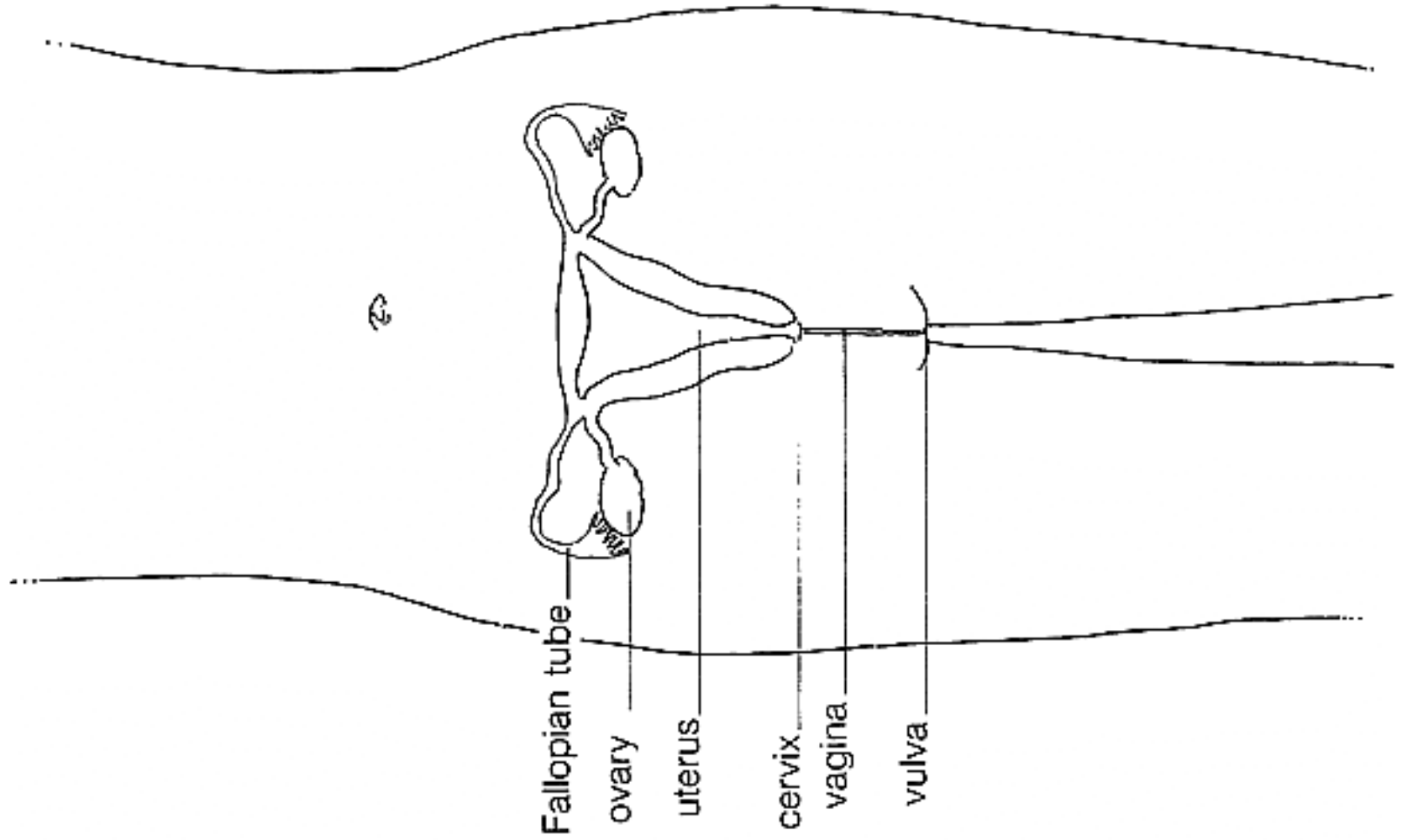
VOCABULARY: menstruation, period, pad, dissolves

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify menstruation as a natural occurrence	Students: 1. Review the female reproductive organs.	Background Information Page FL66 to FL69 * This lesson is an optional lesson intended for girls only. Teachers should use this lesson if they have girls in their class who may be starting to menstruate. Refer to Activity Sheet FL37. Use the overhead transparency to review This is a review of Grade 4, Lesson 6.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>2. Describe the process of egg production.</p> <p>3. Define the term menstruation.</p> <p>4. Unscramble the letters to make the word menstruation.</p> <p>5. Brainstorm other names for menstruation.</p>	<p>Have students respond using the sentence pattern:</p> <p>Every month _____</p> <ul style="list-style-type: none"> - an egg leaves the ovaries - the uterus makes a thick lining for an egg - the egg dissolves if it does not join with a sperm the body gets rid of the lining of the uterus - a new egg leaves the ovaries - this happens in women <p>Emphasize that this is a natural process.</p> <p>Use the dictionary to define the term.</p> <p>Menstruation is a regularly occurring process during which the lining of the uterus is shed from the body.</p> <p>Write the word menstruation in large individual letters. Distribute the letters among the students. Have them move around the room holding their letter. When told, have students sort themselves into order to spell out the word menstruation.</p> <p>Let students suggest names they may have heard. Suggestions might include:</p> <ul style="list-style-type: none"> - monthlies - periods - the curse - that time of the month - etc.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) describe body hygiene and personal products related to menstruation	<p>6. Describe ways to maintain personal hygiene during menstruation.</p> <p>7. Identify where pads may be obtained in school in an emergency.</p> <p>8. Complete What Does It Mean worksheet.</p>	<p>Teachers should have a collage of different package fronts of sanitary hygiene aids.</p> <p>Using a sanitary pad prevents the blood from getting on to clothes.</p> <p>Have students respond using the sentence pattern:</p> <p>During menstruation I should _____.</p> <ul style="list-style-type: none"> - wash the vulva regularly from front to back - use a sanitary pad - change sanitary pads several times every day - bathe/shower regularly wrap used sanitary pads and put them in the garbage - know where to get sanitary pads at school <p>Note: Students may be aware that tampons are available however health professionals do not recommend the use of tampons by younger females.</p> <p>Schools should have an emergency supply of pads available for girls. Teachers should be aware of where this supply is located.</p> <p>Refer to Activity Sheet FL38A (Answer Sheet is Activity Sheet FL38B).</p> <p>Have students complete the What Does It Mean worksheet by matching the correct beginning and end of sentences.</p>

FEMALE REPRODUCTIVE SYSTEM



WHAT DOES IT MEAN?

Draw a line to match the beginning and end of each sentence.

- | | |
|---|---------------------------|
| 1. Every month an egg | the lining of the uterus. |
| 2. To keep myself clean during my period | leaves the ovaries. |
| 3. If the egg does not join with a sperm, | I must wash twice a day. |
| 4. I must change sanitary pads | to all women. |
| 5. The body gets rid of | the egg dissolves. |
| 6. Menstruation happens | several times a day. |
| 7. Period is another name for | at all different ages. |
| 8. Women start menstruating | menstruation. |

WHAT DOES IT MEAN?

Draw a line to match the beginning and end of each sentence.

-
- 1. Every month an egg
 - 2. To keep myself clean during my period
 - 3. If the egg does not join with a sperm,
 - 4. I must change sanitary pads
 - 5. The body gets rid of
 - 6. Menstruation happens
 - 7. Period is another name for
 - 8. Women start menstruating
- the lining of the uterus.
 - leaves the ovaries.
 - I must wash twice a day.
 - to all women.
 - the egg dissolves.
 - several times a day.
 - at all different ages.
 - menstruation.

OBJECTIVES**STUDENT ACTIVITIES****TEACHER NOTES**

Record student responses on an experience chart as illustrated using the sentence pattern:

When someone _____ me. I feel _____.

comfortable	uncomfortable	confused
- kisses - hugs - holds hands with	- hits - tickles - punches	- kisses - cuddles

Discuss with students if they feel different about the touching if the person is someone they don't know/like. Use the sentence patterns:

When someone I don't like _____ me.
I feel _____.

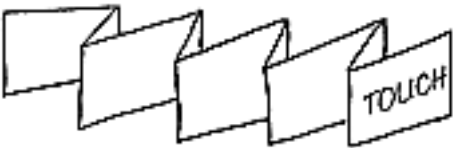
When someone I don't know _____ me.
I feel _____.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) identify how to deal with touches that produce negative or confused feelings</p>	<p>3. Describe different ways of dealing with touches that produce uncomfortable or confused feelings.</p> <p>4. Roleplay different ways of dealing with these touches.</p>	<p>Use a pocket chart:</p> <div data-bbox="1096 367 1934 459" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>If I feel uncomfortable, (confused) I can</p> </div> <div data-bbox="1186 472 1598 565" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>say no</p> </div> <div data-bbox="1186 581 1598 673" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>ask them to stop</p> </div> <div data-bbox="1186 690 1598 782" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>tell them I don't like it</p> </div> <div data-bbox="1186 799 1598 891" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>tell an adult I trust</p> </div> <div data-bbox="1186 907 1598 1000" style="border: 1px solid black; padding: 5px;"> <p>not keep it a secret</p> </div> <p>Refer to Activity Sheet FL39.</p> <p>Distribute situation cards to small groups.</p> <p>Have groups practise roleplaying refusing touches before demonstrating to the rest of the class.</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
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5. Make a touches zig zag book.

Have students make a zig zag book.




On one side write a touch that makes them feel uncomfortable or confused. On the other side write a way of dealing with it.

E.g.,

When someone _____ me, I feel _____.

I can _____ _____



iii) identify trusted people in the community who can help

6. Brainstorm family and community support people.

Ask students who they can talk to if someone is making them uncomfortable by touching them. Remind them they should talk to an adult they trust. Make an experience chart:

family	community
<ul style="list-style-type: none"> - parents - grandparents 	<ul style="list-style-type: none"> - nurse - elder - teacher - minister

SITUATION CARDS

<p>1. Jean is combing Barb's hair. She is hurting Barb because her hair has lots of tangles.</p>	<p>2. Billy's friend's father is showing Billy his model plane. When he bends over to look at it, the man touches Billy's bum. He says it is a secret.</p>
<p>3. Jim's aunt is always tickling him on his private parts. He doesn't like it.</p>	<p>4. Jack's brother is always punching him. He hates it.</p>
<p>5. Betty's uncle tries to kiss her when her mother is not in the room. She feels uncomfortable.</p>	<p>6. Sara's babysitter slaps her when she doesn't pick up her toys.</p>