

GRADE 6

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Schools must make alternative arrangements for students who are withdrawn from these classes.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: 6

LESSON: 1

THEME: FAMILIES

CONCEPT: AS CHILDREN GROW, THEIR RESPONSIBILITIES AND RELATIONSHIPS WITHIN THE FAMILY CHANGE

PREPARATION: 1. Prepare a class set of "That s Responsibility" poem (Activity Sheet FL53)
2. Materials for project cubes

VOCABULARY: responsibilities, responsible

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify their responsibilities within the family	Students: 1. Learn the "That's Responsibility" poem. 2. Identify the responsibilities of he person in the poem. 3. Identify responsibilities which they have within the family.	Background Information Page - Refer to Activity Sheet FL53. Ask students what responsibilities they have at home. Have students respond using the sentence pattern: In my family, I am responsible for _____.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES									
ii) describe how responsibilities change with age	4. Identify things a baby may be responsible for. 5. Identify things a child may be responsible for. 6. Identify things a teenager may be responsible for. 7. Identify things an adult may be responsible for.	Ask students what responsibilities babies have. Record student responses in column 1 of an experience chart as illustrated:									
		<table border="1"> <thead> <tr> <th data-bbox="1060 375 1297 418">Baby</th> <th data-bbox="1297 375 1524 418">Child</th> <th data-bbox="1524 375 1766 418">Teenager</th> <th data-bbox="1766 375 2020 418">Adult</th> </tr> </thead> <tbody> <tr> <td data-bbox="1060 418 1297 711">- no responsibilities</td> <td data-bbox="1297 418 1524 711"> - brushing teeth - getting dressed - tidying up toys </td> <td data-bbox="1524 418 1766 711"> - cleaning own room - earning pocket money looking after younger brother or sister </td> <td data-bbox="1766 418 2020 711"> - looking after family - providing for family - being a role model </td> </tr> </tbody> </table>	Baby	Child	Teenager	Adult	- no responsibilities	- brushing teeth - getting dressed - tidying up toys	- cleaning own room - earning pocket money looking after younger brother or sister	- looking after family - providing for family - being a role model	
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- no responsibilities	- brushing teeth - getting dressed - tidying up toys	- cleaning own room - earning pocket money looking after younger brother or sister	- looking after family - providing for family - being a role model								
		Have students discuss the chart using the sentence pattern: A baby may be responsible for _____. Add student responses to the experience chart started in Student Activity 4. Have students respond using the sentence pattern: A child may be responsible for _____. Add student responses to the experience chart started in Student Activity 4. Have students respond using the sentence pattern: A teenager may be responsible for _____. Add student responses to the experience chart started in Student Activity 4. Have students respond using the sentence pattern: An adult may be responsible for _____.									

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES				
ii) describe how relationships with other family members change with age	8. Describe how responsibilities change as people in the family get older. 9. Describe how changing responsibilities within the family affect relationships. 10. Make project cubes on changing responsibilities.	<p>People have more responsibilities as they get older.</p> <p>Young people with more responsibilities are becoming:</p> <ul style="list-style-type: none"> - less dependent on parents - more independent <p>Brainstorm how their relationships with specific family members have changed.</p> <p>Record student responses using an experience chart as illustrated.</p> <table border="1" data-bbox="1184 813 2018 927"> <thead> <tr> <th data-bbox="1184 813 1598 854">Younger Family Members</th> <th data-bbox="1598 813 2018 854">Parents</th> </tr> </thead> <tbody> <tr> <td data-bbox="1184 854 1598 927"> <ul style="list-style-type: none"> - role models - care giver </td> <td data-bbox="1598 854 2018 927"> <ul style="list-style-type: none"> - less dependent - questioning authority </td> </tr> </tbody> </table> <p>In small groups, have students make project cubes to display information about changing responsibilities.</p> <div data-bbox="1331 1057 1919 1422"> </div>	Younger Family Members	Parents	<ul style="list-style-type: none"> - role models - care giver 	<ul style="list-style-type: none"> - less dependent - questioning authority
Younger Family Members	Parents					
<ul style="list-style-type: none"> - role models - care giver 	<ul style="list-style-type: none"> - less dependent - questioning authority 					

THAT'S RESPONSIBILITY

Helping when we sweep the floor;
Buying groceries from the store;
Looking after Ben, who's four;
That's responsibility.

Helping teacher to clean up;
Giving water to my pup;
Washing up my dirty cup;
That's responsibility.

Helping Pat, who's cut her knee;
Baking bannock for our tea;
Doing my jobs in the family;
That's responsibility.

Heather Nolsoe
Helen Balanoff



FAMILY LIFE

GRADE: 6

LESSON: 2

THEME: FAMILIES

CONCEPT: ELDERS HAVE AN IMPORTANT ROLE IN FAMILIES

PREPARATION:

1. Invite an elder to visit the class
2. Organize an elders' tea
3. Tape recorders, cameras for interviewing

VOCABULARY: experience

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify the importance of elders in the family	Students: 1. Invite an elder from the community to come to the class to talk about his/her life, how it has changed and some special moments with his/her family. 2. Describe the role of elders in the family.	Background Information Page - Have the students prepare questions to ask the elder. The questions should later help students to determine the role of elders. Ask students about the roles of elders. Have students respond using the sentence pattern: Elders _____ (give advice) _____.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>3. Explain why elders are important in families.</p> <p>4. Organize a tea party for elders in the community.</p> <p>5. Make a class book entitled "Our Elders".</p>	<ul style="list-style-type: none"> - give lots of love - look after children - teach younger people - offer support - listen and understand - tell about the past - have a lot of experience <p>Ask students what it would be like if there were no elders, how they would learn about the past, etc.</p> <p>Have students respond using the sentence pattern:</p> <p>Elders are important because they _____ _____.</p> <p>Prior to the tea, have students decide on some questions which they can ask elders. During the tea, have students interview/photograph the elders.</p> <p>Use photos and information from the tea party and the recorded student responses from Student Activity 3 to make into a class book.</p> <p>Share this book with other classes.</p>

FAMILY LIFE

GRADE: 6

LESSON: 3


THEME: HUMAN DEVELOPMENT
AND REPRODUCTION

CONCEPT: THE ENDOCRINE SYSTEM REGULATES AND CONTROLS A VARIETY OF BODY ACTIVITIES

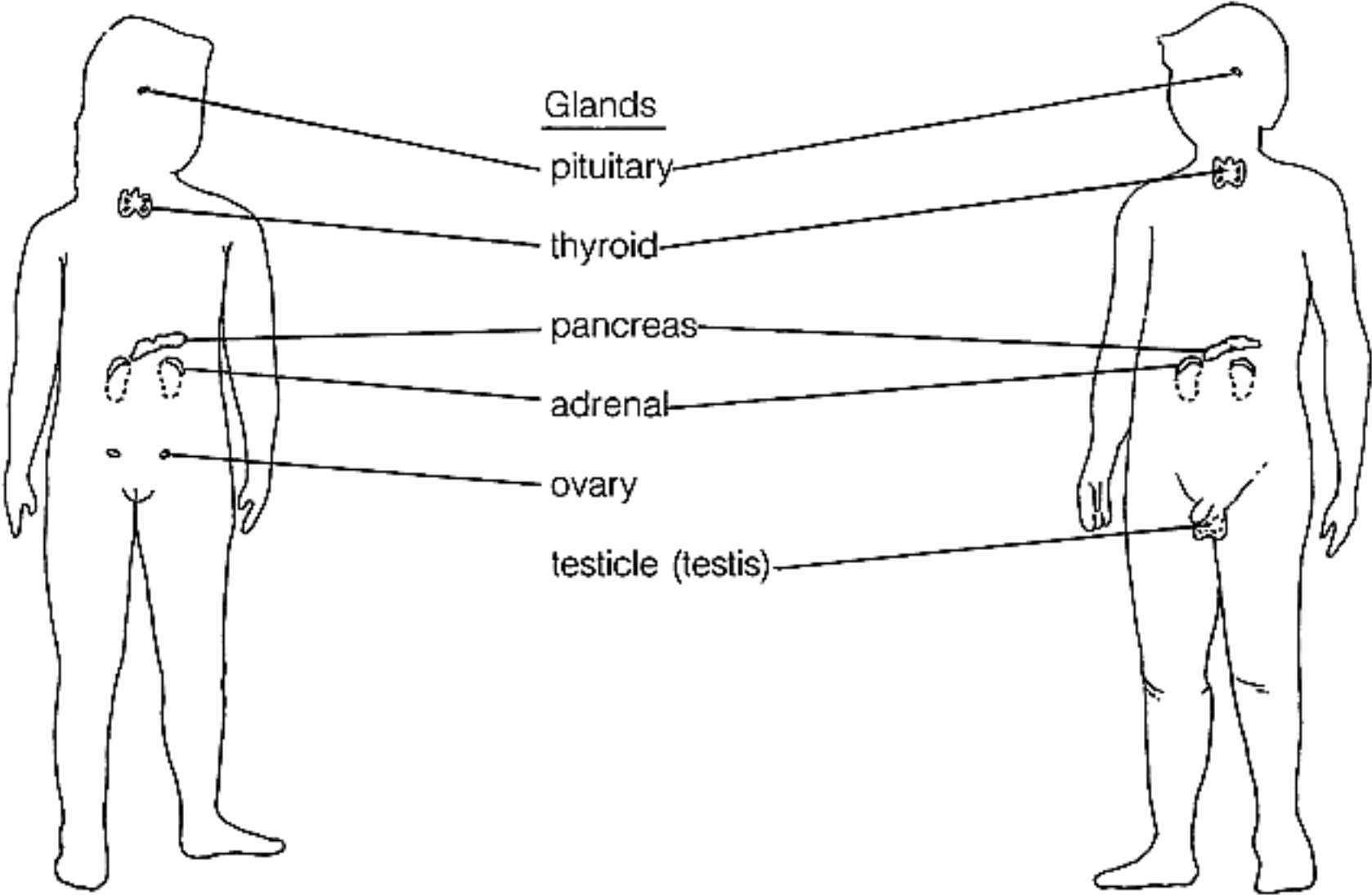
- PREPARATION:
1. Make several large sets of letters that spell endocrine
 2. Overhead transparency of Endocrine System (Activity Sheet FL54)
 3. Prepare a class set of Will The Real Gland Please Stand Up? worksheet (Activity Sheet FL55)
 4. Prepare a class set of Endocrine System Match Up worksheet (Activity Sheet FL56)
-

VOCABULARY: gland, endocrine, thyroid, pituitary, adrenal

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) name and locate the main parts of the endocrine system	Students: 1. Define the term gland. 2. Locate the glands in their neck. 3. Recognize the word endocrine.	Background Information Page FL74 - FL80 Use a dictionary and discussion to define the term. Students should understand that a gland is an organ that produces a chemical substance. Explain that the endocrine system is made up of different glands. Ask students if they have ever had swollen glands. Have them feel the glands in their neck. Write the word endocrine on the chalkboard.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>4. Name and locate the main parts of the endocrine system.</p> <p>5. Complete Will The Real Gland Please Stand Up? Worksheet.</p> <p>6. Complete the Endocrine System Match Up worksheet.</p>	<p>Divide the class into groups of nine students. Give each group the nine letters of endocrine. When the teacher says "Go", each group has to organize itself to spell the word endocrine.</p>  <p>When the group is in the right order, have them spell out the word. Refer to Activity Sheet FL54.</p> <p>Use the overhead transparency to name and locate the main parts of the endocrine system. The main parts of the endocrine system are the:</p> <ul style="list-style-type: none"> - thyroid gland - pituitary gland - adrenal glands - pancreas - sex glands (ovaries and testicles) <p>Ask students to name the parts of the system. Have students respond using the sentence pattern:</p> <p>The _____ is part of the endocrine system.</p> <p>Refer to Activity Sheet FL55.</p> <p>Have students complete the worksheet by looking at the words in each row. They have to decide which is the correct spelling of each endocrine system part and circle it.</p> <p>Refer to Activity Sheet FL56.</p> <p>Have students complete the worksheet by drawing a line from the name to the correct gland.</p>

ENDOCRINE SYSTEM



WILL THE REAL GLAND PLEASE STAND UP?

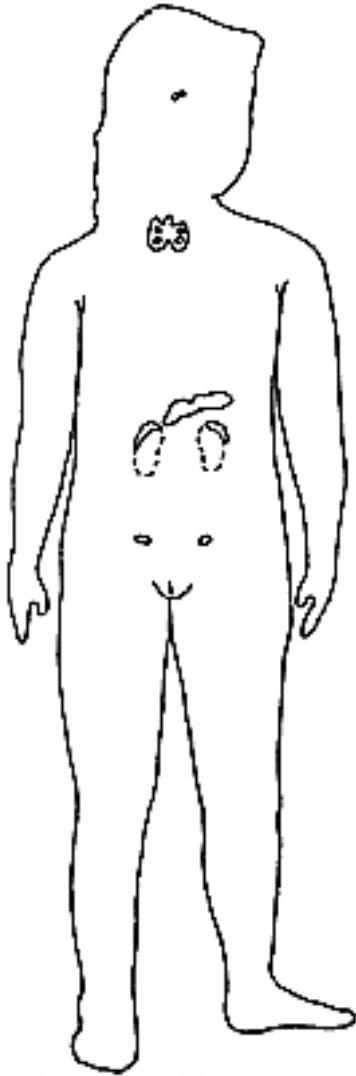
Directions: Choose the correct spelling for each gland and circle it.

1.	thriyod	thryoid	thyriod	thyroid	thryiod
2.	pitutiary	pituitary	pitatuiray	pituriary	pitutairy
3.	adrealanal	ardenal	adrenal	adranel	adrenel
4.	pankreas	pancrias	pancraes	pancrease	pancreas
5.	ovarys	oravies	ovaries	overies	ovareis
6.	testicles	testikles	testicels	testacles	tetsacles

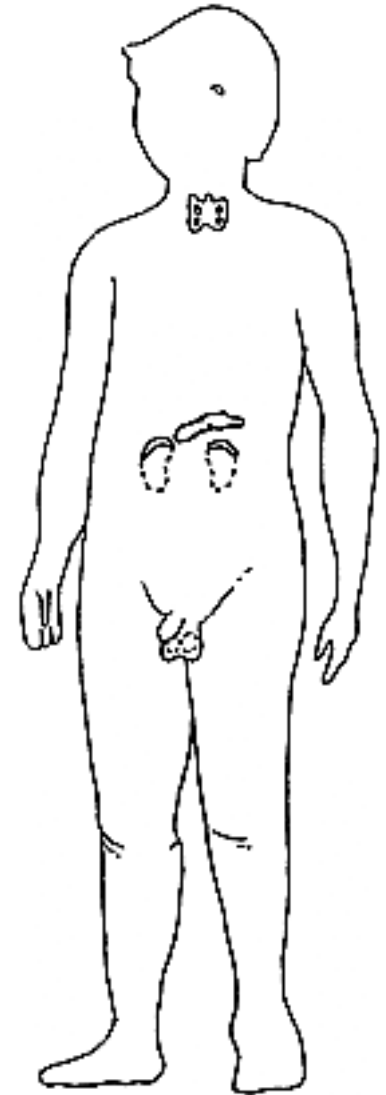


ENDOCRINE SYSTEM MATCH UP

Draw a line from the name to the correct gland.



- adrenal
- ovary
- testicle (testis)
- pituitary
- thyroid
- pancreas



FAMILY LIFE

GRADE: 6

LESSON: 4

THEME: HUMAN DEVELOPMENT
AND REPRODUCTION

CONCEPT: THE ENDOCRINE SYSTEM REGULATES AND CONTROLS A VARIETY OF BODY ACTIVITIES

- PREPARATION:
1. Two chairs, one labelled TRUE one labelled FALSE
 2. Prepare enough situation cards for one between two students (Activity Sheet FL57A)
 3. Prepare a class set of What Do Our Glands Do? worksheets (Activity Sheet FL58A)
-

VOCABULARY: hormones

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify the functions of the major endocrine glands	Students: 1. Review the name and location of the major endocrine glands. 2. Describe the main function of the endocrine glands. 3. Define the term hormone. 4. Play Thumbs Up. Thumbs Down.	Background Information Page FL74 to FL80 From previous lesson. Ask if students know what the functions of the endocrine glands are. They should understand that the endocrine glands produce hormones. Use a dictionary and discussion to define the term. Students should understand that a hormone is a chemical substance that passes into the blood and stimulates organs to action. Have students listen for the word hormone. Say a number of different words. When they hear the word hormone, they give a thumbs up sign. For any other word, they give a thumbs down sign.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>7. Tell which glands are responsible in specific situations.</p> <p>8. Complete the What Do Our Glands Do? Worksheet.</p>	<p>Refer to Activity Sheet FL57A.</p> <p>In pairs, have one student pick out a situation card and read it to his/her partner. The partner has to identify which gland is responsible. Answers are given on Activity Sheet FL57B.</p> <p>Refer to Activity Sheet FL58A.</p> <p>Have students complete the worksheet by matching the name of the gland to its function. Some glands have more than one function. Answers are given on Activity Sheet FL58B.</p>

SITUATION CARDS

Which gland is responsible?

1. Mary is 12. She is much smaller than the other students in her class.	2. Fred has always been very fat. The doctor told him one of his glands didn't work properly.
3. A bear came close to Jim. He grabbed his gun and shot it.	4. John has diabetes. His body cannot control its blood sugar level.
5. Jane is 14. She has not started her periods yet.	6. Peter had an erection.
7. Thelma always eats lots, but she is really thin.	8. Margaret's breasts are starting to get bigger.

SITUATION CARDS

(Answer Guide)

1. pituitary

2. thyroid

3. adrenal

4. pancreas

5. ovaries/pituitary

6. testicles

7. thyroid

8. ovaries/ pituitary

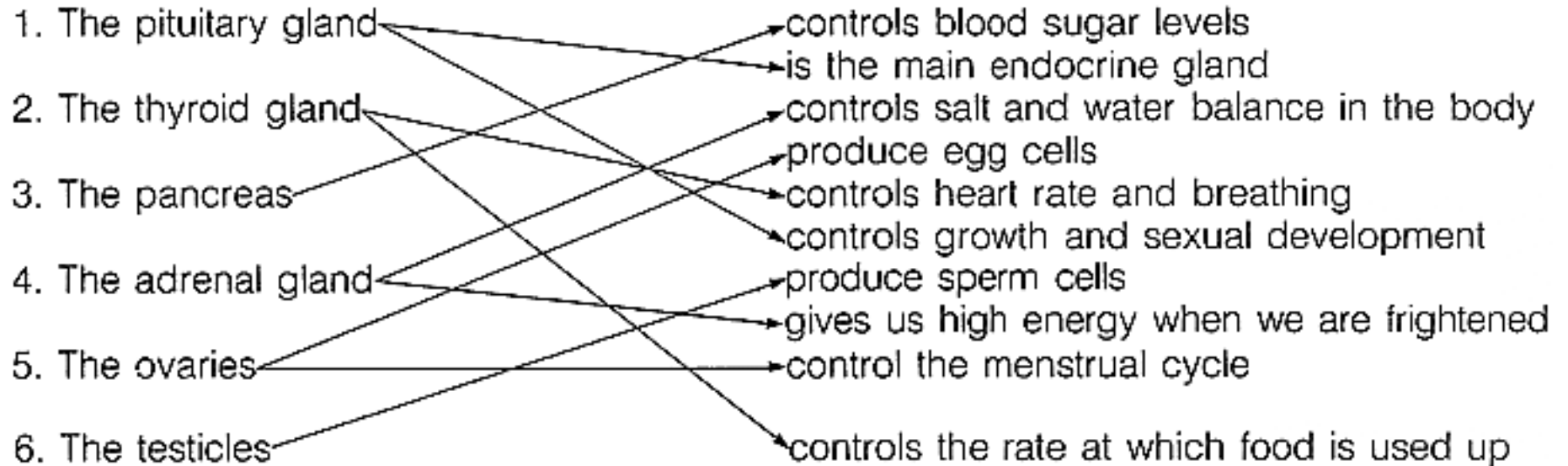
WHAT DO OUR GLANDS DO?

Match the names of the glands with the functions by drawing lines. Some have more than one function.

- | | |
|------------------------|---|
| 1. The pituitary gland | controls blood sugar levels
is the main endocrine gland |
| 2. The thyroid gland | controls salt and water balance in the body
produce egg cells |
| 3. The pancreas | controls heart rate and breathing
controls growth and sexual development |
| 4. The adrenal gland | produce sperm cells
gives us high energy when we are frightened |
| 5. The ovaries | control the menstrual cycle |
| 6. The testicles | controls the rate at which food is used up |

WHAT DO OUR GLANDS DO?

(Answer Guide)



FAMILY LIFE

GRADE: 6

LESSON: 5

THEME: HUMAN DEVELOPMENT
AND REPRODUCTION

CONCEPT: THE ENDOCRINE SYSTEM REGULATES AND CONTROLS A VARIETY OF BODY ACTIVITIES

PREPARATION: 1. Prepare a class set of Time for Change worksheet (Activity Sheet FL59A)

VOCABULARY: erection, ejaculation

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) describe the changes in males and females at puberty as they relate to the endocrine system	Students: 1. Review major reproductive organs. 2. Review the functions of the pituitary gland, the ovaries and the testicles. 3. Review the changes that occur in males and females during puberty.	Background Information Page FL74 to FL80 From Grade 5, Lessons 4 and 5. From previous lesson. From Grade 5, Lesson 3.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES			
		Ask students what changes occur in males and females. Record student responses using an experience chart as illustrated:			
		Physical - oily skin - pimples - voice breaks - muscles develop	Mental - making plans - making decisions - thinking - communication	Emotional - less self-centred - aware of other people's feelings - mood swings	Social - spending more time with friends - wanting to be one of the crowd
		Have students discuss the chart using the sentence pattern:			
		During puberty, _____.			
4. Describe the pubertal changes in males and females related to the reproductive system.		Ask students about specific changes related to reproduction. Record information using an experience chart as illustrated:			
		Males - penis, scrotum and testicles get bigger - sex hormones develop - production of sperm - erections - ejaculations	Females - development of breasts - vulva, vagina and uterus get bigger - ovaries produce sex hormones - eggs develop in the ovaries - eggs are released - menstruation begins		
		Have students discuss the chart using the sentence pattern:			
		During puberty, _____.			
5. Identify the endocrine glands responsible for pubertal changes.		Have students identify which endocrine glands affect these changes.			

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	6. Complete the Time For Change worksheets.	<p>The <i>pituitary gland</i> sends hormones to the different body systems. This signals the start of puberty. The <i>ovaries</i> produce egg cells. The <i>testicles</i> produce sperm cells.</p> <p>Refer to Activity Sheet FL59A.</p> <p>Have students complete the worksheets by filling in the blanks.</p> <p>Answers are given on Activity Sheet FL59B.</p>

TIME FOR CHANGE

Fill in the blanks with words from the list at the side of the page.

1. During puberty, a boy's _____ begin to develop. sperm
2. The pituitary gland controls _____ development. uterus
3. _____ is produced in the testicles. ovaries
4. The release of semen from the penis is called an _____. body shapes
5. The _____ gets bigger to allow a baby to grow. voice
6. _____ changes are more noticeable in boys than girls. muscles
7. _____ produce egg cells. ejaculation
8. Blood flowing into the penis causes an _____. breasts
9. During puberty, girls' _____ develop. erection
10. During puberty, both boys' and girls' _____ change. sexual

TIME FOR CHANGE

(Answer Guide)

1. During puberty, a boy's muscles begin to develop.
2. The pituitary gland controls sexual development.
3. Sperm is produced in the testicles.
4. The release of semen from the penis is called an ejaculation.
5. The uterus gets bigger to allow a baby to grow.
6. Voice changes are more noticeable in boys than girls.
7. Ovaries produce egg cells.
8. Blood flowing into the penis causes an erection.
9. During puberty, girls' breasts develop.
10. During puberty, both boys' and girls' body shapes change.

FAMILY LIFE

GRADE: 6

LESSON: 6

THEME: HUMAN DEVELOPMENT
AND REPRODUCTION

CONCEPT: MENSTRUATION IS A NATURAL OCCURRENCE IN FEMALES

- PREPARATION:
1. Overhead transparency of Main Events of the Menstrual Cycle (Activity Sheet FL60)
 2. Prepare enough for one between two students of Sort It Out (Activity Sheet FL61)
 3. Prepare a class set of Menstruation sentence diamonds (Activity Sheet FL62)
-

VOCABULARY: ovum, ova, ovulation

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) describe the process of menstruation as it relates to reproduction	Students: 1. Review the female reproductive organs. 2. Describe the main events of the menstrual cycle.	Background Information Page FL81 - FL84 From Grade 5, Lesson 5. Refer to Activity Sheet FL60. Use the overhead transparency to discuss the main events of the menstrual cycle. The main events of the menstrual cycle are: - menstruation (beginning of cycle) - new egg develops (ovum) - egg is released (ovulation) - egg starts to travel to the uterus - if egg is not fertilized, beginning of new cycle

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>3. Sort the main events of the menstrual cycle into the correct order.</p> <p>4. Explain why females menstruate.</p> <p>5. Make a sentence diamond about menstruation.</p>	<p>Refer to Activity Sheet FL61.</p> <p>Give pairs of students five cards each, with an event on each card. The students have to sort the cards into the order in which the events happen.</p> <p>Ask students why females menstruate. Have students respond using the sentence patterns:</p> <p>Every month, _____.</p> <ul style="list-style-type: none"> - a female's body gets ready for a pregnancy - an egg is released from the ovaries - the lining of the uterus gets thicker - the egg travels along the Fallopian tube <p>If the egg is fertilized, _____.</p> <ul style="list-style-type: none"> - it attaches itself to the wall of the uterus - it grows for nine months - the lining of the uterus provides nourishment <p>If the egg is not fertilized, _____.</p> <ul style="list-style-type: none"> - it starts to dissolve - it must leave the body - the lining of the uterus leaves the body <p>It is important to emphasize that, although a girl's body is physically able to have a baby, mentally, emotionally and socially she is not ready to have a baby.</p> <p>Refer to Activity Sheet FL62.</p> <p>Have students make a sentence diamond outlining various aspects of menstruation.</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) identify some menstrual discomforts and ways to relieve them</p>	<p>6. Identify some of the discomforts females may experience during menstruation.</p> <p>7. Describe ways of relieving discomfort during menstruation.</p>	<p>Ask students what discomforts females may experience during menstruation. Have students respond using the sentence pattern:</p> <p>Sometimes girls _____.</p> <ul style="list-style-type: none"> - get headaches - feel sick - get cramps <p>Ways of relieving discomfort include:</p> <ul style="list-style-type: none"> - rest - mild exercise - a warm bath <p>If problems occur, a doctor or nurse should be consulted.</p>

MAIN EVENTS OF THE MENSTRUAL CYCLE



Menstruation

- beginning of the cycle
- the lining of the uterus leaves the body

New Ovum Develops

- lining of the uterus begins to prepare for possible pregnancy

Ovulation

- release of mature ovum from ovary

Ovum starts to travel along the Fallopian tube to the uterus

Menstruation

- if ovum is not fertilized, a new cycle begins

SORT IT OUT!

The ovum starts to travel along the Fallopian tube to the uterus.

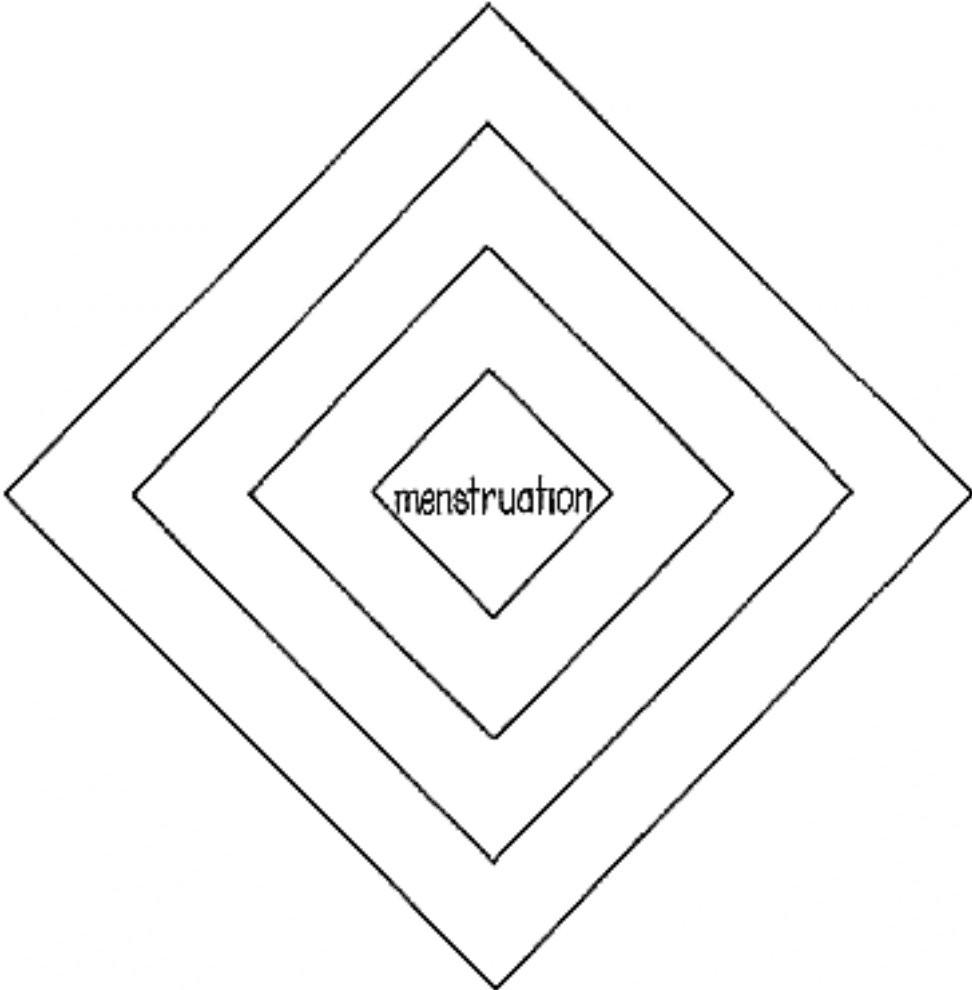
If the ovum is not fertilized, a new cycle begins.

The mature ovum is released from the ovary.

The lining of the uterus begins to thicken to prepare for a baby.

A new ovum develops.

MENSTRUATION



FAMILY LIFE

GRADE: 6

LESSON: 7

THEME: HUMAN DEVELOPMENT
AND REPRODUCTION

CONCEPT: HUMAN LIFE IS FORMED BY THE UNION OF AN EGG AND SPERM

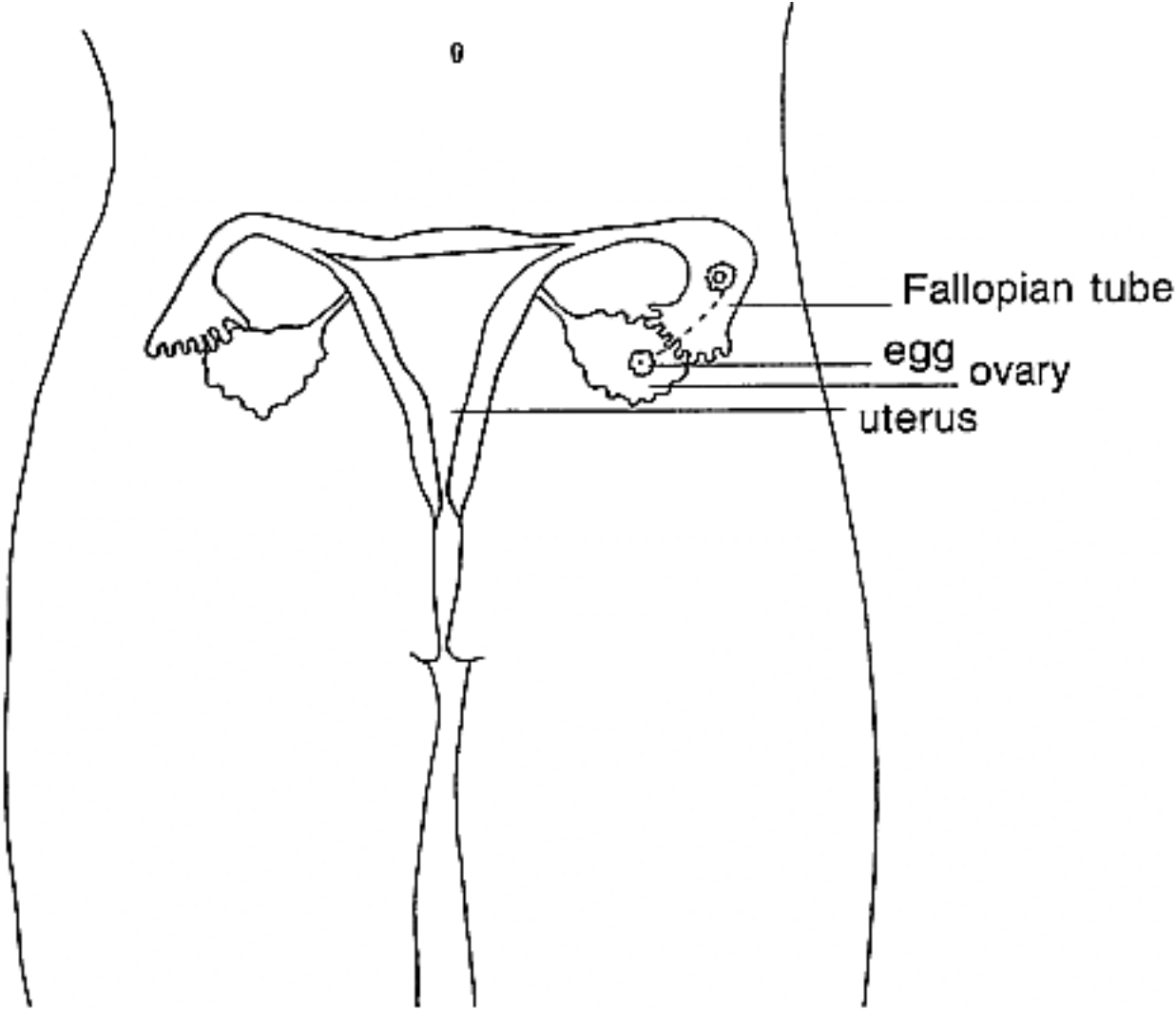
PREPARATION: 1. Overhead transparencies of Activity Sheets FL63, 64, 65, 66, 67
2. Materials for a book

VOCABULARY: implantation, fetal development, fetus, embryo, uterine

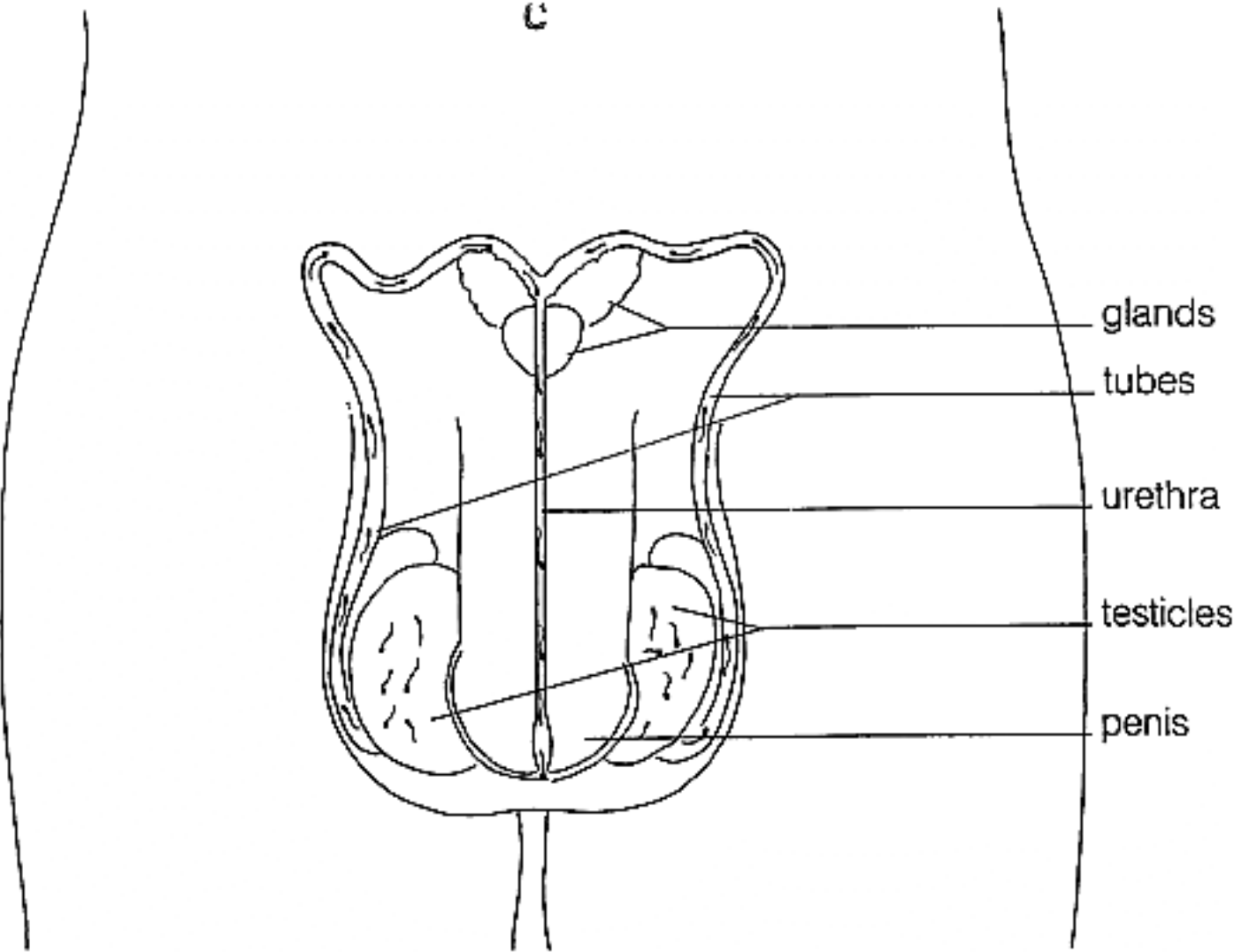
OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) describe the processes involved in the development of new life	Students: 1. Review the journeys of the egg cell and sperm cell.	Background Information Page FL80 and FL85 This is a review of Grade 5, Lesson 7. Refer to Activity Sheets FL63, 64. Use the overhead transparencies to review.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES							
ii) describe the stages of fetal development	2. Describe the process of sexual intercourse.	Ask students to describe intercourse. Record information in column one of an experience chart as illustrated:							
	3. Describe the process of fertilization. 4. Describe the process of implantation. 5. Describe how the baby develops from the egg. 6. Make a book "A New Life Begins".	<table border="1"> <thead> <tr> <th data-bbox="1073 391 1459 431">Sexual Intercourse</th> <th data-bbox="1459 391 1738 431">Fertilization</th> <th data-bbox="1738 391 2018 431">Implantation</th> </tr> </thead> <tbody> <tr> <td data-bbox="1073 431 1459 634"> <ul style="list-style-type: none"> - blood fills the penis and makes it firm - the penis fits into the vagina - sperm enters the vagina through the penis </td> <td data-bbox="1459 431 1738 634"> <ul style="list-style-type: none"> - the sperm cell join with the egg cell in Fallopian tubes - new life begins (conception) </td> <td data-bbox="1738 431 2018 634"> <ul style="list-style-type: none"> - the fertilized egg cell attaches itself to the uterus wall </td> </tr> </tbody> </table>	Sexual Intercourse	Fertilization	Implantation	<ul style="list-style-type: none"> - blood fills the penis and makes it firm - the penis fits into the vagina - sperm enters the vagina through the penis 	<ul style="list-style-type: none"> - the sperm cell join with the egg cell in Fallopian tubes - new life begins (conception) 	<ul style="list-style-type: none"> - the fertilized egg cell attaches itself to the uterus wall 	
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<p>Refer to Activity Sheet FL65.</p> <p>Use the overhead transparency.</p> <p>Add information to column two of the experience chart started in Student Activity 2.</p>									
<p>Refer to Activity Sheet FL65.</p> <p>Use the overhead transparency.</p> <p>Write the word implantation on the chalkboard. Ask students if they recognize any part of it.</p> <p>Add information to column three of the experience chart started in Student Activity 2.</p>									
<p>Refer to Activity Sheet FL66, 67.</p> <p>Use the overhead transparencies to discuss the development.</p> <p>Make a book in the shape of a baby. In the book, draw pictures and write about how a baby develops.</p>									

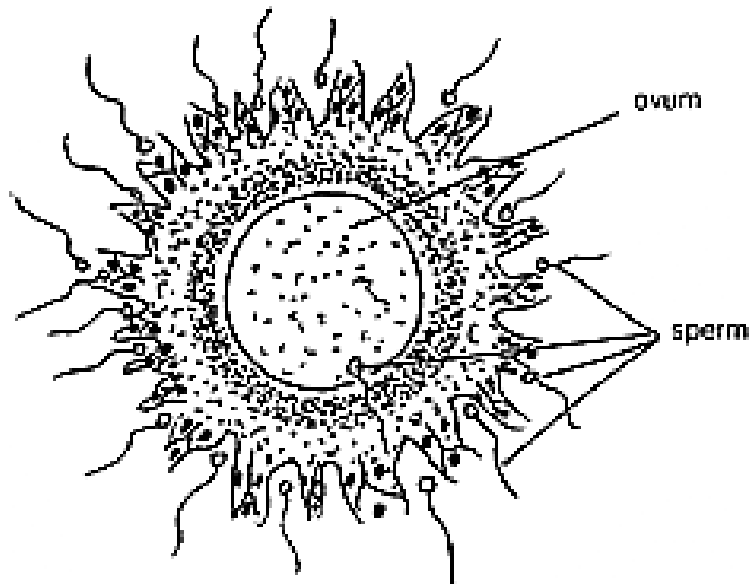
THE JOURNEY OF THE EGG



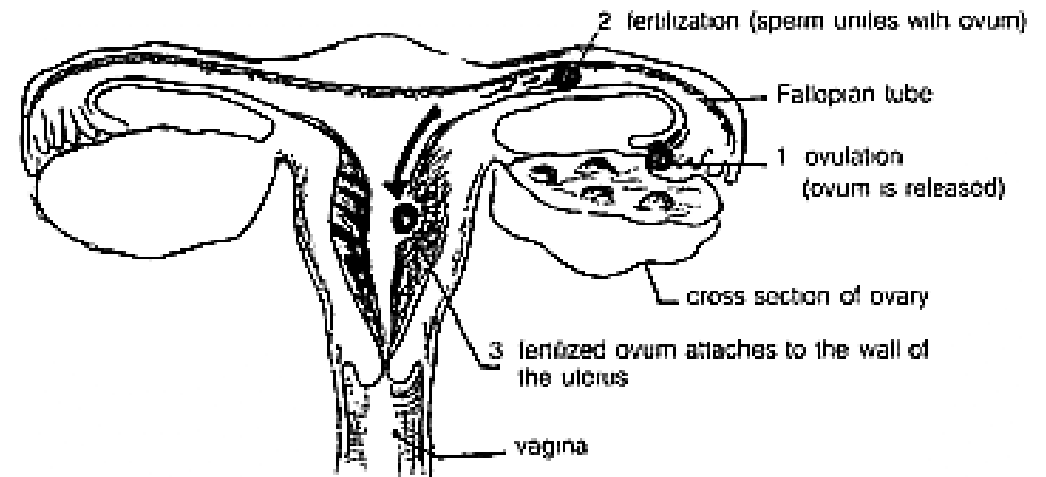
THE JOURNEY OF THE SPERM



FERTILIZATION AND IMPLANTATION

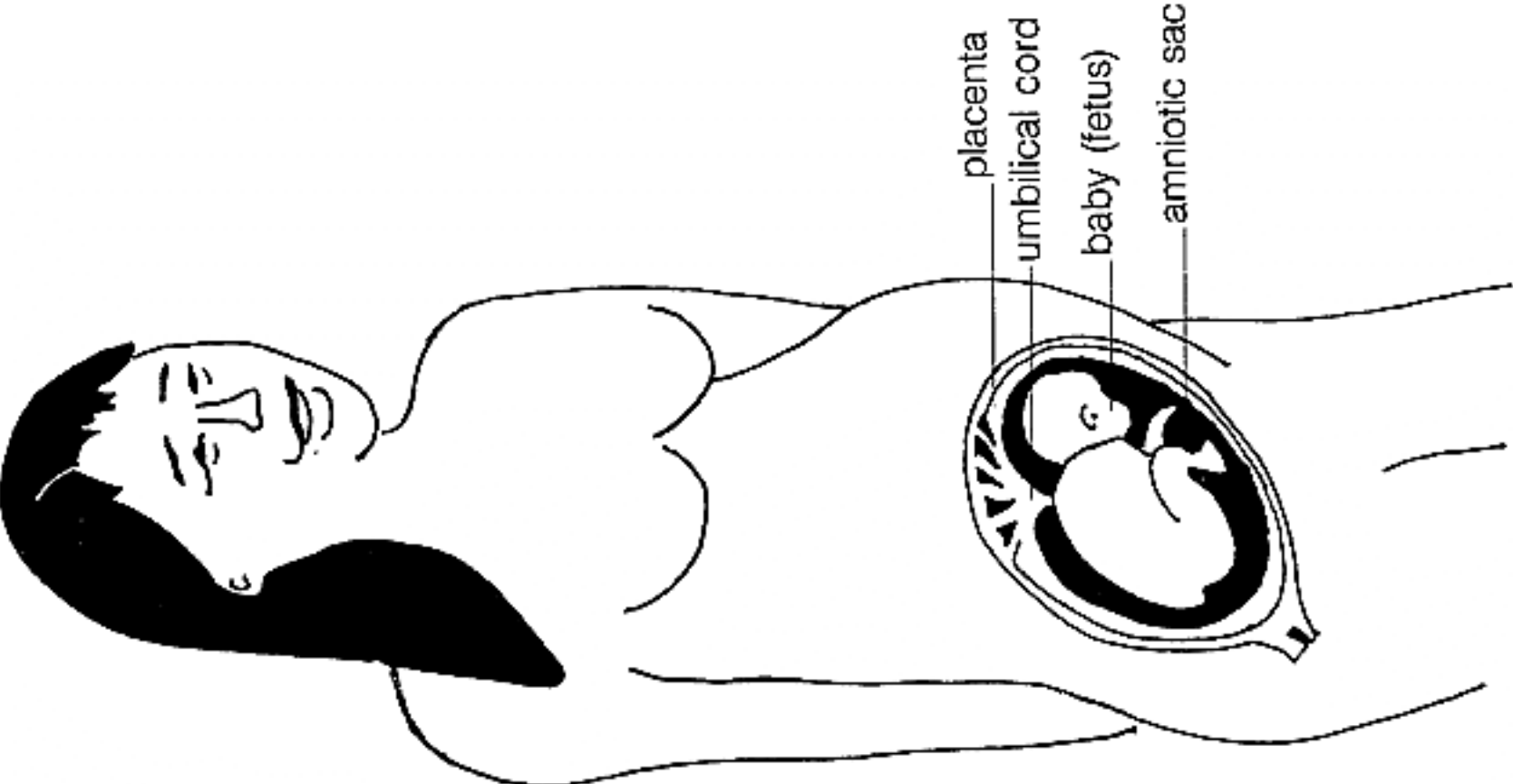


A single sperm bores through the outer surface of an ovum. The action causes conception, the start of a pregnancy. This cutaway drawing is a greatly enlarged view.



When a sperm enters an ovum at ovulation, fertilization occurs and pregnancy begins. The fertilized ovum enters the uterus and attaches itself to the inner wall.

PREGNANCY



FAMILY LIFE

GRADE: 6

LESSON: 8

THEME: ABUSE PREVENTION

CONCEPT: NO ONE HAS THE RIGHT TO SEXUALLY ABUSE A CHILD

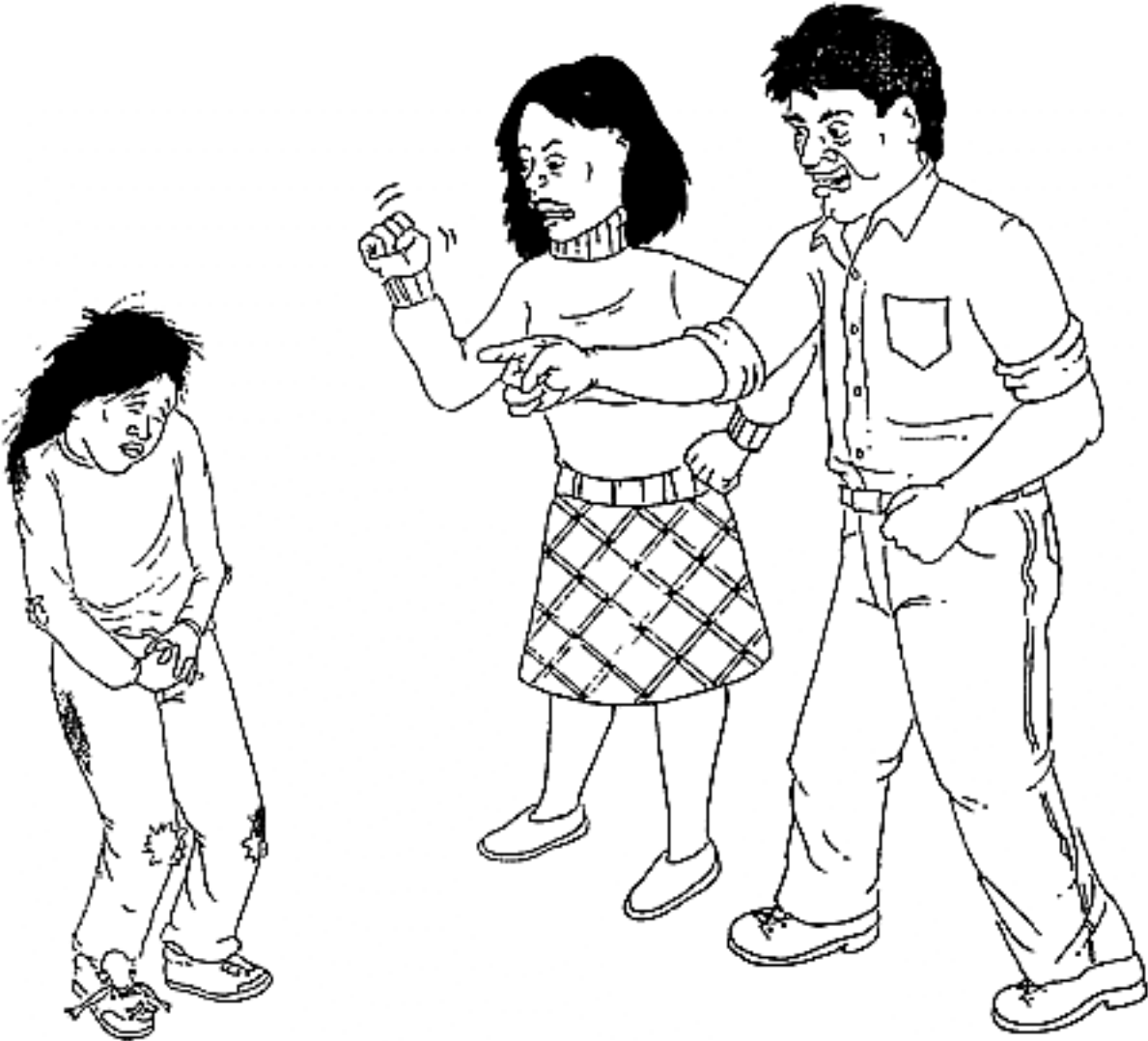
PREPARATION:

1. A picture of a child being abused (Activity Sheet FL69 - optional)
2. Prepare enough sets of situation cards for one for each group (Activity Sheet FL70)

VOCABULARY: abuse, sexual

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) describe sexual abuse	Students: 1. Identify what abuse is. 2. Define the term abuse. 3. Identify other words related to abuse.	Background Information Page FL86 to FL89 Teachers should first ensure they are familiar with the Department of Education's "Procedures for Reporting Suspected Child Abuse". Use of Activity Sheet FL69 is optional. Discuss what is meant by abuse. Have students brainstorm words to describe an abusive situation. Lead students to the word abuse. Use a dictionary and discussion to define the term. Students should understand that abuse means to hurt someone or something by treating him/her/it badly. E.g., abusive, abused

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) identify responsible behaviours which help prevent abuse	<p>7. Identify responsible behaviours which help prevent abuse.</p> <p>8. Describe what to do in a potentially abusive situation.</p>	<p>Brainstorm behaviours which may help prevent abuse. Use the sentence pattern:</p> <p>I can prevent sexual abuse by _____.</p> <ul style="list-style-type: none"> - knowing when a situation may be unsafe - recognizing when someone is bribing me - understanding what a secret is - recognizing when someone is threatening me - knowing my feelings - being able to talk about my feelings - being careful around strangers - making sure an adult knows where I am - not being alone with someone I don't trust - knowing who will help me <p>Refer to Activity Sheet FL70.</p> <p>Divide the class into small groups. Give each group a set of situation cards. Have them discuss the situations in relation to the following questions (where appropriate):</p> <ol style="list-style-type: none"> 1. Could this be an unsafe situation? Why/why not? 2. Is the person behaving in a way that should make me careful, i.e., bribe, threat, secret, touch? 3. How do I feel? 4. Does someone know where I am? 5. What should I do? <p>When the groups have completed the various situations, discuss as a whole class.</p>



SITUATION CARDS

<p>1. You are going home from school. A man you don't know asks you to go with him in his truck to show him where the nursing station is.</p>	<p>2. A man offers you ten dollars if you will let him touch your private parts.</p>
<p>3. You are sitting outside your house. A woman asks you what time it is.</p>	<p>4. A man you know well makes you touch his private parts. He tells you it is a secret and you must not tell anyone.</p>
<p>5. A woman is following you as you walk home late from the community hall.</p>	<p>6. Someone is forcing you to kiss him/her when you don't want to.</p>

FAMILY LIFE

GRADE: 6

LESSON: 9

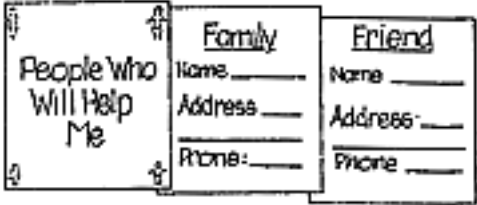
THEME: ABUSE PREVENTION

CONCEPT: NO ONE HAS THE RIGHT TO SEXUALLY ABUSE A CHILD

PREPARATION: 1. Will They Help You? (Activity Sheet FL71)
2. Materials for zig-zag book

VOCABULARY: support, system

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) recognize supportive people	Students: 1. Review the meaning of the term sexual abuse. 2. Describe the responses which would indicate someone was prepared to help them.	Background Information Page FL86 to FL89 From previous lesson. Ask students how they know if someone will help them. Have students respond using the sentence pattern: Someone who is going to help me might say _____. - I believe, you - It's not your fault - I'm sorry that happened to you - I'm glad you told me - I'm going to help you

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES			
ii) identify family and community members who will provide support	3. Practise recognizing responses that indicate support.	Refer to Activity Sheet FL71.			
	4. Identify the two types of support systems.	Students have to imagine that they have just told someone that they are being abused. The teacher reads out three responses. Students have to stand up when they hear a response that indicates support. Emphasize to students that if they don't get one of these responses, they should keep telling someone else until they do.			
	5. Brainstorm members of each support system.	There are two types of support systems: <ul style="list-style-type: none"> - family and friends - community members Record student responses using an experience chart as illustrated:			
6. Make their own book of support people.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">Family and Friends</th> <th style="width: 50%; text-align: left;">Community Members</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - parents - grandparents - uncles/aunts - adult brother/sister - close friend </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - elder - neighbour - teacher - priest/minister - health worker - R.C.M.P. - social worker </td> </tr> </tbody> </table>	Family and Friends	Community Members	<ul style="list-style-type: none"> - parents - grandparents - uncles/aunts - adult brother/sister - close friend 	<ul style="list-style-type: none"> - elder - neighbour - teacher - priest/minister - health worker - R.C.M.P. - social worker
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	Have each student make their own zig-zag book of support people from each type of support system. <div style="text-align: center; margin-top: 10px;">  </div>				

WILL THEY HELP YOU?

Response #1	Response #2	Response #3
1. Don't tell lies!	I'm glad you told me. I'll help you.	You must have done some-' thing to make him do it.
2. You'll get into trouble if you say that.	He's a really good person. He'd never do that!	I believe you. It's not your fault.
3. I'm sorry that happened to you.	You've done the right thing. I'll get someone to help you.	What an awful thing to say about Jim Smith. I don't believe you.
4. You're imagining things!	What did <i>you</i> do?	Thank you for telling me. I'll help you.