

**Grade 6**

better  
to know

# **Comprehensive Sexual Health Education**

Teacher Resource



Department of Health and Social Services  
and Department of Education

2024

### **Acknowledgements:**

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informed by Options for Sexual Health – BC's  
Certified Sexual Health Educator Program



# Table of Contents

<b>Resource Goals.....</b>	<b>4</b>
<b>Comprehensive Sexual Health Education Rationale .....</b>	<b>5</b>
<b>Guidelines for Teaching Sexual Health Education.....</b>	<b>7</b>
<b>Anonymous Question Box .....</b>	<b>12</b>
<b>Grade 6: Physical and Health Education Curricular Competencies .....</b>	<b>16</b>
<b>Lesson One: Getting Started with Comprehensive Sexual Health Education .....</b>	<b>19</b>
Objective One: Comprehensive Sexual Health Education .....	21
Objective Two: Ground Rules .....	22
Objective Three: Regulating Strong Emotions.....	23
Objective Four: Trusted Adults.....	25
Objective Five: Question Box.....	26
Closing.....	27
Handouts.....	27
Healthy Mind, Body and Spirit Drawing .....	28
Breathing Exercises .....	29
Trusted Adult Name Tree .....	30
<b>Lesson Two: Puberty Changes That Everyone Experiences .....</b>	<b>31</b>
Objective One: Puberty Changes That Everyone Experiences and Tools to Manage Changes .....	33
Closing.....	38
Handouts.....	38
Puberty Changes That Everyone Experiences .....	39
<b>Lesson Three: Puberty Changes for Different Bodies.....</b>	<b>40</b>
Objective One: Puberty Hormones and Sex Assigned at Birth.....	42
Objective Two: Testosterone-Driven Puberty Changes .....	44
Objective Three: Estrogen-Driven Puberty Changes.....	48
Closing.....	54
Handouts.....	54
Testosterone-Driven Puberty Changes .....	55
Foreskin Health Tip .....	56
Assigned Male/Body with a Penis: External/Internal Reproductive Anatomy.....	57

Estrogen-Driven Puberty Changes .....	58
Assigned Female/Body with a Vulva: External Reproductive Anatomy .....	59
Assigned Female/Body with a Vulva: Internal Reproductive Anatomy .....	60
Menstrual Cycle.....	61
Menstrual Products .....	62
<b>Lesson Four: Puberty Changes and Reproduction .....</b>	<b>63</b>
Objective One: Puberty Changes and Reproduction .....	65
Closing .....	67
Handouts.....	67
Pregnancy .....	68
<b>Lesson Five: Sexually Transmitted Infections (STIs).....</b>	<b>69</b>
Objective One: Viruses and Bacteria and Transmission .....	71
Objective Two: Viruses and Bacteria and Sexually Transmitted Infections .....	73
Objective Three: Reducing the Spread of Viruses and Bacteria .....	74
Closing .....	75
<b>Lesson Six: Self-Esteem .....</b>	<b>76</b>
Objective One: Self-Esteem and Ways to Increase It .....	78
Closing .....	80
Handouts.....	80
Self-Esteem Assessment .....	81
How to Build Your Self-Esteem .....	82
A Word on Mental Health .....	83
<b>Lesson Seven: Values and Friendships .....</b>	<b>84</b>
Objective One: My Values and Friendships.....	86
Closing .....	87
Handouts.....	87
My Values and Friendships .....	88
Healthy vs. Unhealthy Friendship Traits.....	89



<b>Lesson Eight: Assertive Communication.....</b>	<b>90</b>
Objective One: Communication Styles .....	92
Closing.....	94
Handouts.....	94
Communication Styles: Advantages and Disadvantages .....	95
<b>Lesson Nine: Gender Identity, Sexual Orientation, and Sex Assigned at Birth .....</b>	<b>96</b>
Objective One: Gender, Gender Identity, Gender Expression, Sexual Orientation, and Sex Assigned at Birth.....	98
Closing.....	101
Handouts.....	101
The Genderbread Person .....	102
Gender Pronouns .....	103
Sex Assigned at Birth .....	104
The Queer Umbrella .....	105
<b>Lesson Ten: Don't Feed The Phish .....</b>	<b>106</b>
Objective One: Online Identity Theft and How to Protect Against It .....	108
Closing.....	112
Handouts.....	112
Trick Questions! .....	113
Click It or Skip It.....	114
How to Catch a Phish.....	115
<b>Lesson Eleven: Safely Chatting Online .....</b>	<b>119</b>
Objective One: The Risks of Chatting Online and How to Protect Against Them.....	121
Closing.....	124
Handouts.....	124
Sara's Online Chats.....	125
Risky Chat Dilemma.....	126
<b>Additional Resources .....</b>	<b>132</b>

# Resource Goals

The goals of this resource are as follows.

1. To provide educators with evidence-based research to help contextualize the importance of teaching Comprehensive Sexual Health Education (CSHE) in the classroom.
2. To provide educators with guidelines and a methodology to implement CSHE in the classroom.
3. To provide educators with age-appropriate, scientific and evidence-based lesson plans and resources that coincide with British Columbia's curriculum.

*This resource is just one of a larger set of Health Promotion's Better to Know teaching resources. Contact **[bettertoknow@yukon.ca](mailto:bettertoknow@yukon.ca)** for additional resources.*



# Comprehensive Sexual Health Education Rationale

Sexual health is a “state of physical, emotional, mental and social well-being in relation to sexuality and not merely the absence of disease and dysfunction....”<sup>1</sup> It is a major factor in determining the health and well-being of individuals, partners, families and communities.<sup>2</sup>

Comprehensive Sexual Health Education (CSHE) “is a process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality. It aims to equip children and young people with knowledge, skills, attitudes and values that will empower them to: realize their health, well-being and dignity; develop respectful social and sexual relationships; consider how their choices affect their own well-being and that of others; and, understand and ensure the protection of their rights throughout their lives.”<sup>3</sup>

CSHE can be delivered in formal and non-formal settings, and should be:<sup>4</sup>

- ▶ Scientifically accurate
  - The content is based on facts and evidence, opposed to personal experiences and opinions.
- ▶ Incremental
  - CSHE is a continuing educational process that starts at an early age, and new information builds upon previous learning.
- ▶ Developmentally appropriate
  - Content is responsive to the changing needs and capabilities of the child and the young person as they grow.

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<sup>1</sup>“Sexual Health Definition.” World Health Organization (2006), [who.int/health-topics/sexual-health#tab=tab\\_2](http://who.int/health-topics/sexual-health#tab=tab_2).

<sup>2</sup>“Canadian Guidelines for Sexual Health Education.” Sex Information & Education Council of Canada (SIECCAN) (Toronto, ON, 2019).

<sup>3</sup>“International technical guidance on sexuality education: an evidence-informed approach.” United Nations Educational, Scientific and Cultural Organization (2018), [en.unesco.org/news/why-comprehensive-sexuality-education-important](http://en.unesco.org/news/why-comprehensive-sexuality-education-important).

<sup>4</sup>“International technical guidance on sexuality education: an evidence-informed approach.” United Nations Educational, Scientific and Cultural Organization (2018), [en.unesco.org/news/why-comprehensive-sexuality-education-important](http://en.unesco.org/news/why-comprehensive-sexuality-education-important).

- ▶ Curriculum-based
  - CSHE is included within a written curriculum that guides educators' efforts to support student learning.
- ▶ Comprehensive
  - Comprehensive refers to the breadth and depth of topics and to content that is consistently delivered to learners over time and throughout their education, rather than a one-off lesson or intervention.
  - It addresses sexual and reproductive health issues, including, but not limited to, sexual and reproductive anatomy and physiology; puberty and menstruation; reproduction, modern contraception, pregnancy and childbirth; and STIs, including HIV and AIDS.
  - It teaches analytical communication and other life skills for health and well-being in relation to: sexuality; human rights; a healthy and respectful family life and interpersonal relationships; personal and shared values; cultural and social norms; gender equality; non-discrimination; sexual behaviour; violence and gender-based violence; consent and bodily integrity; and sexual abuse.
- ▶ Based on a human rights approach
  - CSHE promotes an understanding of universal human rights – including the rights of children and young people – and the rights of all persons to health, education, information equality and non-discrimination.
  - It provides young people with equal access to CSHE.
  - It respects young people's rights to the highest attainable standard of health, including safe, responsible and respectful sexual choices free of coercion and violence, as well as their right to access the information that they need for effective self-care.



### Teaching Tip

The knowledge gained from these lessons is considered a protective factor for preventing sexual abuse, and contributes to student physical, mental and emotional well-being.



# Guidelines for Teaching Sexual Health Education

## 1. Review the BC Physical and Health Education Curricular Competencies.

- Educators should be familiar with the Sexual Health Education Curricular Competencies, which fall under the physical and health education curriculum. This will ensure that teachers are meeting the sexual health curriculum for each year. For more details see the Curricular Competencies section or visit: [curriculum.gov.bc.ca/curriculum/physical-health-education](https://curriculum.gov.bc.ca/curriculum/physical-health-education).

## 2. Partner with parents and caregivers.<sup>5</sup>

- CSHE is most impactful when school-based programs involve parents/caregivers and other community programming.
- At the beginning of each school year, communicate with parents/caregivers the Sexual Health Education Curricular Competencies that will be taught. This can be done via information session, letter, email, etc. Contact [bettertoknow@yukon.ca](mailto:bettertoknow@yukon.ca) for more support (e.g., sample letters).
- Provide families with follow-up activities, for example, handouts and information sheets.

## 3. Start at the beginning of each school year and use repetition.<sup>6</sup>

- Introduce the sexual health curriculum early in the school year, teach topics slowly, and be repetitive. This helps increase student comfort and avoids doing a one-off lesson or intervention that typically makes students uncomfortable and non-receptive.
- As with other subjects, repetition is key. It helps transition knowledge from the conscious to the subconscious. Teach sexual health over several lessons using different activities.

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<sup>5</sup> "International technical guidance on sexuality education: an evidence-informed approach." United Nations Educational, Scientific and Cultural Organization (2018), [en.unesco.org/news/why-comprehensive-sexuality-education-important](https://en.unesco.org/news/why-comprehensive-sexuality-education-important).

<sup>6</sup> "International technical guidance on sexuality education: an evidence-informed approach." United Nations Educational, Scientific and Cultural Organization (2018), [en.unesco.org/news/why-comprehensive-sexuality-education-important](https://en.unesco.org/news/why-comprehensive-sexuality-education-important).

#### 4. Create a safe learning environment.<sup>7</sup>

- Sexual health education works best in classrooms where there is a mutual feeling of trust, safety and comfort. Classroom rules help create these feelings from the start. Examples of classroom rules include the following.
  - Raise your hand to talk.
  - Regulate awkward feelings by taking a deep breath and thinking “Hmm...interesting. I didn’t know that about the body.”
  - Use scientific names for body parts.
  - No put-downs.
  - No personal questions.
  - It’s okay to pass on talking.
  - Classroom discussions are confidential.
  - Speak for yourself.
  - Be sensitive to diversity.
  - It’s okay to have fun.

#### 5. Create an inclusive learning environment.<sup>8</sup>

- All students should see themselves reflected in the curriculum or they can feel engaged and empowered by their learning experiences.
- Use language that includes a variety of family structures. For example, instead of saying “Go home and ask your mom and dad,” try “Go home and ask the people that you live with.”
- Use gender-neutral language that focuses on anatomy. For example, instead of saying “Boys have wet dreams,” try “Bodies with testicles have wet dreams.”
- Avoid using terminology like “guys” or “boys and girls”; instead use “students,” “folks,” “class” or “friends.”

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<sup>7</sup> “Sexual Health Education Ground Rules.” Alberta Health Services (2020), [teachingsexualhealth.ca/teachers/sexual-health-education/understanding-your-role/get-prepared/ground-rules/](https://teachingsexualhealth.ca/teachers/sexual-health-education/understanding-your-role/get-prepared/ground-rules/).

<sup>8</sup> “Canadian Guidelines for Sexual Health Education.” Sex Information & Education Council of Canada (SIECCAN) (Toronto, ON, 2019).



**6. Use a trauma-informed teaching approach.<sup>9</sup>**

- Understand Yukon's sexual assault rate is high compared to the rest of Canada.
- Establish the classroom as a safe place.
- Let students know what is going to happen during the lesson. For example, you will be showing anatomy pictures of the private parts.
- **Provide the Kids Help Phone number (1-800-668-6868; text 68-68-68; website [kidshelpphone.ca](https://www.kidshelpphone.ca)) and other counselling resources.**
- Prepare for disclosures. Under the *Child and Family Services Act* all Yukon Education staff have a duty to report any suspected abuse or neglect of a child to Health and Social Services. For more information refer to (Staff Responsibilities) of the School Procedures Handbook on Mandatory Reporting of Suspected Child Abuse or Neglect.

**7. Teach all students at the same time.<sup>10</sup>**

- All students need to understand how each body works, not just the one they were born in. This method reduces sexual health stigma and confusion, while building comfort, compassion and knowledge about all bodies.
- It removes the notion that there are secret things about bodies that you only get to learn if you live in that body.
- It teaches students essential sexual health communication skills. For example, starting in Grade 8, we teach sexual decision-making communication skills. We cannot expect students to understand how to talk to each other, if they have been segregated their whole school careers to learn about sexual health.

**8. Use general and factual language instead of personal experiences.<sup>11</sup>**

- Sexual health education should be fact and evidence-based, instead of opinion-based.
- Sexual health education should not involve personal stories from educators or students. For example, when talking about menstrual products, teach about the different products, but not which one you believe is better, for example, tampons or pads.
- If students want to share stories or learn about sexual health values, they can talk to their family, First Nation, religious organization, etc.

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<sup>9</sup> "Future of Sex Education Initiative." *National Sex Education Standards: Core Content and Skills, K-12* (Second Edition) (2020).

<sup>10</sup> "Sexual Health Educator Certification." Options for Sexual Health (2017), [optionsforsexualhealth.org/](https://optionsforsexualhealth.org/).

<sup>11</sup> "International technical guidance on sexuality education: an evidence-informed approach." United Nations Educational, Scientific and Cultural Organization (2018), [en.unesco.org/news/why-comprehensive-sexuality-education-important](https://en.unesco.org/news/why-comprehensive-sexuality-education-important).

## 9. Reflect on personal biases.<sup>12</sup>

- Even the most open-minded educators can have biases and discomfort around teaching sexual health. As an educator, it's important to take the time to reflect on these biases to ensure you're delivering information in a balanced, inclusive way.
- Think about what makes you uncomfortable when you think about sexual health education and manage those feelings before teaching, for example, through counselling or professional development. If you don't feel comfortable with the content, you won't necessarily be able to pass it on to students in a fact-based way.

## 10. Use a sex-positive teaching approach.<sup>13</sup>

- To reduce stigma around sexual health, it's important to be a sex-positive, approachable educator.
  - Use a neutral expression when teaching (even when topics/student questions make you feel uncomfortable). This tells students you are an approachable adult that is non-judgmental and unbiased.
  - Use non-judgmental language, such as "Tell me more about that," "I understand why you feel that," and "It makes sense that you are laughing right now. This topic doesn't get taught enough."
  - Gently correct students if they use slang or ask inappropriate questions. (They might not have the correct language to talk about sexual health in appropriate ways.)
  - Avoid fear tactics, for example, "Cramps are awful when your period starts"; "Wet dreams are so embarrassing"; "STIs are life-threatening."

## 11. Create an anonymous question box.

- The question box gets introduced in Grade 4 and is used in every grade. It provides students with a safe space to get answers to questions that they do not feel comfortable to ask in person.
- Anonymous questions tend to be harder questions to answer. See the Anonymous Question Box section for help on using this tool.

## 12. Ask for help.

- Educators do not have to reinvent the wheel to teach sexual health. See the Additional Resource section for extra support.

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<sup>12</sup> "Canadian Guidelines for Sexual Health Education." Sex Information & Education Council of Canada (SIECCAN) (Toronto, ON, 2019).

<sup>13</sup> "Sexual Health Educator Certification." Options for Sexual Health (2017), [optionsforsexualhealth.org/](https://optionsforsexualhealth.org/).



### Teaching Tip

At the beginning of every class:

1. Provide external resources, such as:
  - Kids Help Phone – 1-800-668-6868; text 68-68-68; [kidshelpphone.ca](http://kidshelpphone.ca)
  - School counsellors
  - Info websites, for example, [amaze.org](http://amaze.org)
2. Review your classroom rules.
3. Review the anonymous question box process.
4. Introduce the lesson plan objectives.



# Anonymous Question Box<sup>14</sup>

The anonymous question box gets introduced in Grade 4. It provides students with a safe space to get answers to questions that they do not feel comfortable to ask in person.

To ensure anonymity, try the following.

1. Design a question box with a privacy slot at the top.
2. Provide uniform pieces of paper to each student.
3. Have every student submit either a question, something new they learned, a joke or a picture.
4. Read through the questions in private, prepare your answers, and read them to students in the following sexual health class.

## TYPES OF QUESTIONS

Students typically ask three types of questions, either anonymously or in person. Students are usually:

1. Curious about a topic, for example, "What is a wet dream?"
2. Trying to be funny, for example, "What is a boner?"
  - **Note:** It can be hard to tell if students are asking questions to be "funny," or if they really do not know the answer. It's still important to answer these types of questions to reduce sexual health stigma and fill information gaps.
3. Crying out for help, for example, "I am scared to tell my mom that I got my period, and I can't afford pads. What can I do?"
  - **Note:** If it's a disclosure for example, "I was assaulted; what should I do?" when you read the question aloud reword it to "if someone is assaulted what should they do?" Explain: your schools disclosure process; provide the Kids Help Phone number: 1-800-668-6868; text 68-68-68; website: kidshelpphone.ca; the Yukon Sexual Assault Response Team (SART) number: 1-844-967-7275; and any local counselling resources.

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<sup>14</sup> "Sexual Health Educator Certification." Options for Sexual Health (2017), [optionsforsexualhealth.org/](https://optionsforsexualhealth.org/).

## QUESTION AND ANSWER FORMULA

It's the educator's responsibility to answer all questions. If educators don't, students will seek other sources of information (for example, friends, internet, phone apps, porn sites), which can leave them with a distorted perspective on sexual health.

Educators may worry they are going to share too much information or give inappropriate answers. Rest assured: if students are asking the question, they are ready for the answer.

Use the following formula to guide your answers.

1. Normalize and validate. Affirm the question with phrases like that is.
  - "Great question."
  - "Lots of people ask this."
  - "Thanks for asking."
2. Be factual and brief.
  - "What is a boner? Great question. The scientific word for boner is erection. It happens when blood fills the penis and it becomes **hard**."
3. Check in.
  - "Are there any follow-up questions?"

## QUESTION AND ANSWER BEST PRACTICES

1. Keep a neutral expression when reading and answering questions. It's important to be non-judgmental and unbiased.
2. Group together common questions. Tell the class "There were many questions about \_\_\_\_, so I am addressing them all in this answer."
3. Use proper terminology whenever possible. It is important to acknowledge the slang term so that students who may not know the proper term will be able to match it with the proper term. For example, you might say "There's a question here about jerking off. Lots of people have questions about masturbation."
4. Respectfully acknowledge any questions that you could not understand or that seem off-topic. For example, say "There were a few questions that I couldn't read. Please see me individually if you don't hear your questions answered today, or resubmit them with some more information."
5. Defer lengthy discussions relating to future course content. Try to answer questions briefly and indicate that the topic will be discussed further during an upcoming lesson.
6. When you don't have an answer, it is important to say "I don't know the answer to that, but I will try to find out and get back to you **next** class."

## QUESTION AND ANSWER EXAMPLES

The following are sample **Grades 4 to 7** student questions and are based on real student questions.

- ▶ Why can't you wear a panty liner and go swimming?
  - Great question. Panty liners are very absorbent, kind of like a sponge. If you wear one while swimming, it will fill with water and won't absorb menstrual fluid.
- ▶ How do you have twins?
  - A lot of people wonder this. There are two different types of twins: identical and fraternal. Identical is when a fertilized egg splits and grows into two babies. Fraternal is when two eggs are released and fertilized.
- ▶ I don't feel comfortable talking to my parents. Please help.
  - You might be surprised at how open your parents will be to this discussion. You can prep them by saying, "I want to talk to you about something that is kind of awkward." If you REALLY feel you can't talk to them, you can talk to a teacher, counsellor or other trusted adult.
- ▶ What are pubes?
  - Thanks so much for asking. It's the slang term for genital hair, also called pubic hair.
- ▶ Can girls have wet dreams?
  - A lot of people wonder this. People without a penis cannot have wet dreams. Wet dreams happen when the testicles release sperm that exits the body via the penis.
- ▶ What does sexist mean?
  - This is another great question. Sexism is discrimination against someone because of their sex or gender.
- ▶ What causes your period?
  - Great question. Once a month, an ovary releases an egg and the uterus grows a lining of blood. If the egg is not fertilized by a sperm, the egg dissolves into the blood and the uterus lining of blood is shed.
- ▶ Why do people have sex?
  - A lot of people wonder this. People have sex for pleasure and/or to make a baby.
- ▶ Why do people have sex with children?
  - This is a really important and serious thing to talk about. This is illegal and people who do this suffer from a mental illness. If this happens to you, or someone you know, tell a trusted adult or call the Kids Help Phone (1-800-668-6868; text 68-68-68; [kidshelpphone.ca](http://kidshelpphone.ca)).

- ▶ What is rape?
  - This is another really important thing to talk about. Rape is when someone does not consent to having sex and it is forced upon them. It's illegal. If this happens, tell a trusted adult and ask for help.
- ▶ What is a condom?
  - Great question. A condom is a piece of latex that covers the penis during sexual activity. It helps prevent unwanted pregnancy and sexually transmitted infections.
- ▶ What is jacking off?
  - Thanks so much for asking. This is a slang term for masturbation. Masturbation is rubbing your genitals for pleasure.
- ▶ Why do people have crushes?
  - Great question. A crush is when you develop special feelings for a person. Crushes develop for different reasons. You may like the same things, or find that person attractive, but the reason can be different for everyone.
- ▶ How are babies made?
  - A lot of people wonder this. Babies are made when a sperm fertilizes an egg and implants into the uterus wall to grow for nine months.
- ▶ Does puberty affect your whole life?
  - Great question. You will eventually finish puberty and be in your adult body. Puberty will not last your whole life, but your body will be different after you finish puberty
- ▶ Can you have a penis and vagina?
  - A lot of kids are curious about this. Yes, this is called "differences in sexual development."
- ▶ Why do only girls have babies and not boys?
  - Great question. Babies can only grow in a uterus. The only way to carry a baby is to have a uterus.
- ▶ Does everyone get pimples during puberty?
  - A lot of students ask this. Yes, but some get more than others.
- ▶ What is the white stuff around the vulva?
  - Another great question. During puberty, the vagina starts to produce a clear white fluid called vaginal fluid. It helps keep the vagina clean and lubricated.

# Grade 6: Physical and Health Education Curricular Competencies

The Yukon Department of Education follows the British Columbia school curriculum. The Sexual Health Education Curricular Competencies fall under physical and health education. Although sexual health curricular competencies are a part of every grade, they tend to be passed over, minimally taught, and rarely repeated. This often leaves students with significant information gaps and presents a risk of sexual health education becoming a taboo topic.

This resource strongly recommends repeating lessons and reviewing the curricular competencies from the previous years. This will be a review for some students and new information for others.

Sexual health education is repetitive. The more students learn and review a topic, the more knowledgeable and comfortable they become. As students age and have new experiences, the information becomes more relevant.

In some cases, physical health and education teachers report not having enough time to teach sexual health. In these situations, connect with homeroom teachers, school counsellors, or other support staff to discuss alternative teaching options.

## Big Ideas:

- ▶ We experience many changes in our lives that influence how we see ourselves and others.
- ▶ Healthy choices influence our physical, emotional and mental well-being.
- ▶ Learning about similarities and differences in individuals and groups influences community health

## CURRICULAR COMPETENCIES

Students are expected to be able to do the following.

### Healthy and active living

- ▶ Describe the impacts of personal choices on health and well-being.
- ▶ Identify, apply and reflect on strategies used to pursue personal healthy-living goals.
- ▶ Describe the impacts of personal choices on health and well-being.



## **Social and community health**

- ▶ Describe and apply strategies that promote a safe and caring environment.
- ▶ Describe and apply strategies for developing and maintaining positive relationships.
- ▶ Learn how to build self-esteem.
- ▶ Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive or exploitive situations.
- ▶ Describe and assess strategies for responding to discrimination, stereotyping and bullying.

## **Mental well-being**

- ▶ Describe factors that positively influence mental well-being and self-identity.
- ▶ Describe and assess strategies for promoting mental well-being, for self and others.
- ▶ Explore and describe how personal identities adapt and change in different settings and situations.
- ▶ Explore and describe strategies for managing physical, emotional and social changes during puberty.

## **CONTENT**

Students are expected to know the following.

- ▶ Practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases.
- ▶ Physical, emotional and social changes that occur during puberty, including those involving sexuality, and sexual identity.
- ▶ Strategies to protect themselves and others from potential abuse, exploitation and harm in a variety of settings.
- ▶ Consequences of bullying, stereotyping and discrimination.
- ▶ Influences of physical, emotional and social changes on identities and relationships.

# Lesson Plans for Grade 6

## Lesson 1

# Getting Started with Comprehensive Sexual Health Education

 60 minutes

## CURRICULAR COMPETENCIES

### Social and community health

- ▶ Describe and apply strategies that promote a safe and caring environment.

### Mental well-being

- ▶ Describe and assess strategies for promoting mental well-being.
- ▶ Describe factors that positively influence mental well-being and self-identity.

## OBJECTIVES

1. Students will learn what Comprehensive Sexual Health Education (CSHE) is.
2. Students will learn the ground rules for talking about sexual health.
3. Students will learn how to regulate strong emotions when talking about sexual health.
4. Students will learn about trusted adults.
5. Students will learn how to ask anonymous questions.

## MATERIALS

- ▶ Lesson plan handouts (see end of lesson plan):
  - Healthy Mind, Body and Spirit Drawing
  - Breathing Exercises
  - Trusted Adult Name Tree
- ▶ Anonymous question box slips.

### Teaching Tip

At the beginning of every class:

1. Provide external resources, such as:
  - Kids Help Phone – 1-800-668-6868; text 68-68-68; [kidshelpphone.ca](http://kidshelpphone.ca)
  - School counsellors
  - Info websites, for example, [amaze.org](http://amaze.org)
2. Review your classroom rules.
3. Review the anonymous question box process.
4. Introduce the lesson plan objectives.



# Objective One: Comprehensive Sexual Health Education

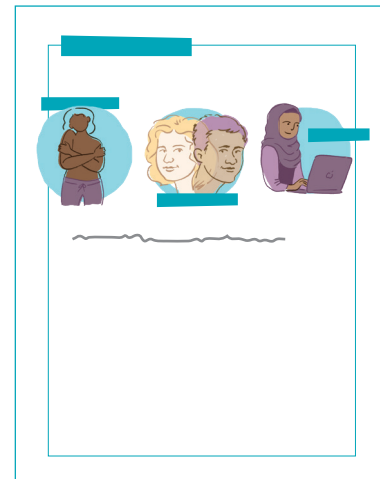
## Explain:

- ▶ Comprehensive Sexual Health Education (CSHE) teaches us skills to help keep our mind, body and spirit safe and healthy. CSHE includes a lot of different topics. The lessons we will focus on cover the following.
  - Body science, for example, the scientific names for body parts puberty and reproduction.
  - Relationships, for example, with yourself, family and friends.
  - Media literacy, for example, online safety.

## Activity

## Explain:

- ▶ On the “Healthy Mind, Body and Spirit” handout, ask students to draw a picture of what a healthy mind, body and spirit look like to them.



## Objective Two: Ground Rules

### Explain:

- ▶ Sexual health is a sensitive topic and people learn best in classrooms where there are mutual feelings of trust, safety and comfort.
- ▶ Classroom ground rules help create these feelings from the start.

## Activity

### Discuss:

- ▶ Ask students for examples of respectful, classroom ground rules and write them on the board. Rules could include the following.
  - Raise your hand to talk.
  - Regulate awkward feelings by taking a deep breath and thinking “Hmm...interesting. I didn’t know that about the body.”
  - Use scientific names for body parts.
  - No put-downs.
  - No personal questions.
  - It’s okay to pass on talking.
  - Classroom discussions are confidential.
  - Speak for yourself.
  - Be sensitive to diversity.
  - It’s okay to have fun.
- ▶ Once students have shared their ideas, as a group, choose which ones will be your classroom rules.
- ▶ Write down the chosen ground rules in a permanent location, and review before every sexual health lesson.



# Objective Three: Regulating Strong Emotions

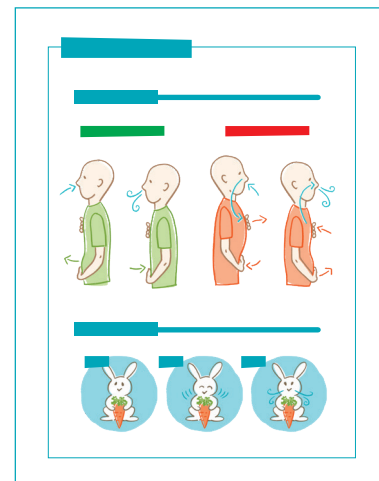
## Explain:

- ▶ During sexual health classes, students often experience a range of strong emotions which get in the way of learning, for example, feeling nervous, shy, embarrassed, excited, silly or curious.
- ▶ These feelings can be controlled by learning to control our breathing.
- ▶ Breathing exercises teach us how to control our breathing and thus our feelings.

## Activity

## Explain:

- ▶ Explain that you are going to teach two different breathing exercises called “belly breathing” and “bunny breathing.”
- ▶ **Belly breathing** is used anytime someone feels stressed, anxious, nervous, etc.
  - Belly breathing fills the lungs fully, raises the belly slows the breathing rate and helps people relax.
- ▶ **Bunny breathing** is used anytime someone is very upset and can’t find their breath
  - Bunny breathing is done by taking three quick breaths in, and one long breath out.

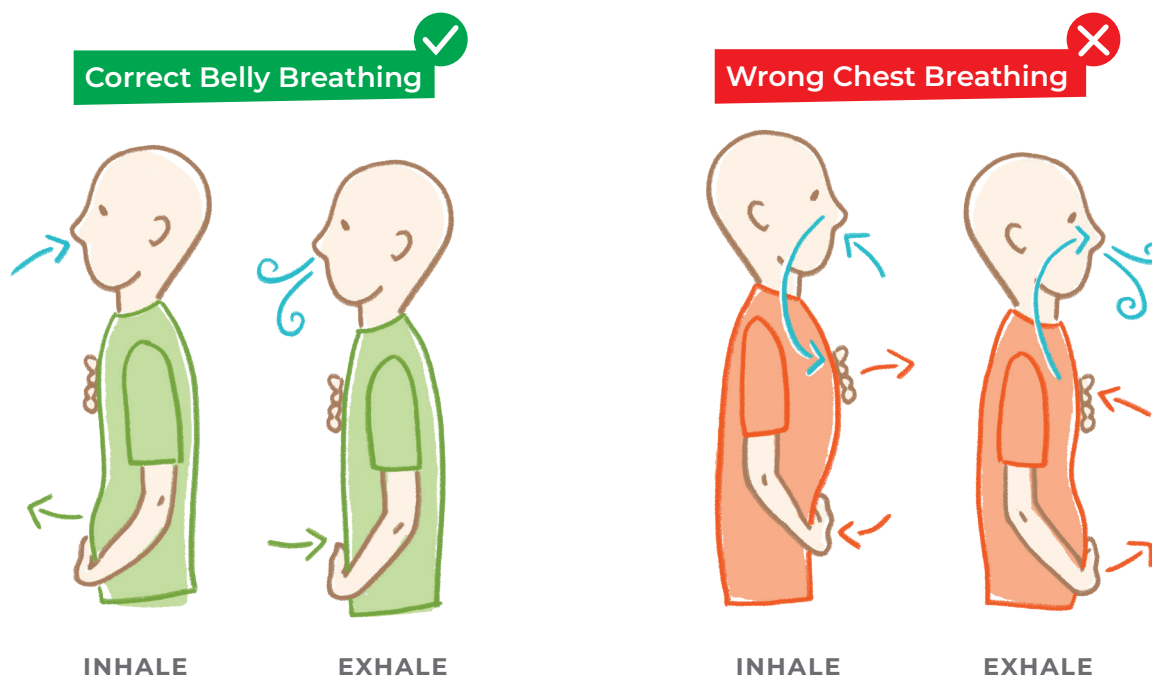


## Practice:

### 1. Belly breathing

- Place one hand on your chest and the other on your belly.
- Close your mouth and breathe in slowly through your nose.
- Feel your belly expand first and your chest expand second, like a big balloon.
- Open your mouth or keep it closed, and slowly breathe all the air out of your lungs.
- Feel your belly empty and your chest soften, like deflating a balloon.
- Repeat several times.

**Note:** When people first try belly breathing, they typically only breathe into their chest, and it rises. The key is getting your tummy to rise too!



### 2. Bunny breathing

- Close your mouth and take three quick sniffs in through the nose, like you are sniffing a carrot.
- Keeping your mouth closed, breathe air slowly out your nose.



## Objective Four: Trusted Adults

### Explain:

- ▶ It is important to identify a trusted adult that you can talk to about sexual health. You can even have more than one!
- ▶ A **trusted adult** is someone you feel safe and comfortable with.
- ▶ A trusted adult is someone you can talk to about sexual health.
- ▶ A trusted adult can be a teacher, parent, cousin, foster parent or friend of the family.

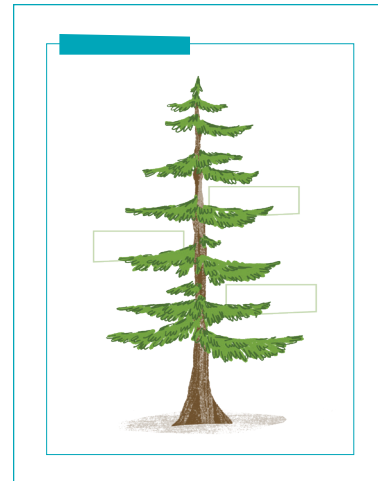
## Activity

### Ask:

- ▶ Close your eyes and think of your trusted adult(s).
- ▶ When you have that person in mind, raise your hand, but don't open your eyes.
- ▶ If you are having trouble thinking of someone, we can brainstorm people together after class.
  - **Note:** Some students may not raise their hand because they can't think of anyone. Make sure you check in with them. Maybe you are their trusted adult.
- ▶ All right. Everyone open your eyes.

### Write:

- ▶ Have students fill out the names of their trusted adult(s) on the leaves of the tree.



## Objective Five: Question Box

### Explain:

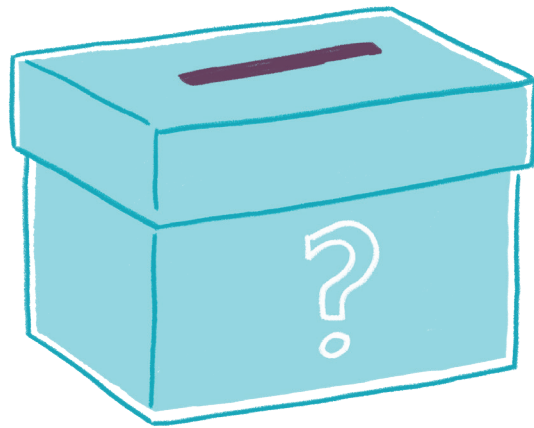
- ▶ Questions are always welcome during class, but a lot of students won't want to ask their question in front of everyone.
- ▶ To solve this problem, at the end of class, everyone will submit an anonymous question in the question box.
- ▶ Everyone must submit a question to make sure it remains anonymous. If only one person submits, it would be easy to tell who the question came from.
- ▶ If you can't think of a question, you can submit a joke or share something new you learned.
- ▶ The questions will be answered during the next class.

**Note:** See the Anonymous Question Box section for information on how to answer student questions.

## Activity

### Explain:

- ▶ Give each student a uniform slip of paper.
- ▶ Ask students to write down a question, something new they learned, a story or joke.
- ▶ Remind students to start questions with phrases like these.
  - "Is it true that...?"
  - "How do you know if...?"
  - "What do they mean by...?"
  - "Is it normal to...?"
  - "What causes...?"
  - "What should you do if...?"
- ▶ Once students are finished, they can put their paper in the anonymous question box.
- ▶ Explain that you will review the questions in private and prepare your answers for next class.



## CLOSING

### Review:

- ▶ Review the objectives covered in the lesson.

### Anonymous questions:

- ▶ Collect anonymous question slips and answer them in the next class.
- ▶ **Note:** If you need assistance answering questions, contact [bettertoknow@yukon.ca](mailto:bettertoknow@yukon.ca).

## Handouts

- 28 Healthy Mind, Body and Spirit Drawing
- 29 Breathing Exercises
- 30 Trusted Adult Name Tree

# Healthy Mind, Body and Spirit Drawing

Comprehensive Sexual Health Education (CSHE) gives us the skills to help keep our mind, body and spirit safe and healthy.

Body science



Relationships



Media literacy



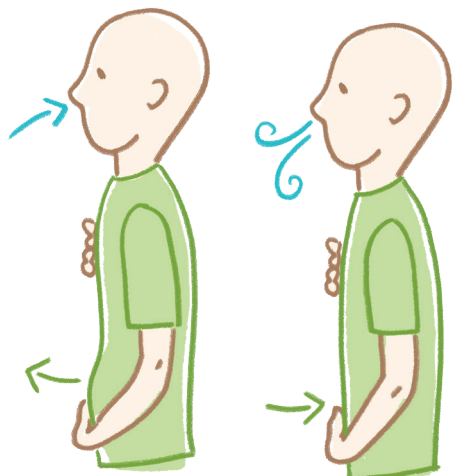
Draw a picture of what a healthy mind, body and spirit look like to you.



# Breathing Exercises

## Belly Breathing

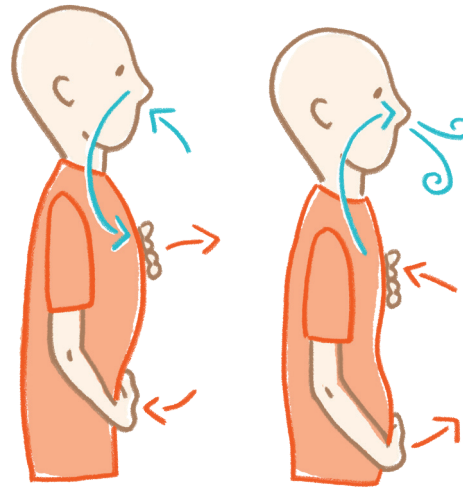
Correct Belly Breathing ✓



INHALE

EXHALE

Wrong Chest Breathing ✗



INHALE

EXHALE

## Bunny Breathing

Step 1



Pretend to be a bunny holding a carrot.

Step 2



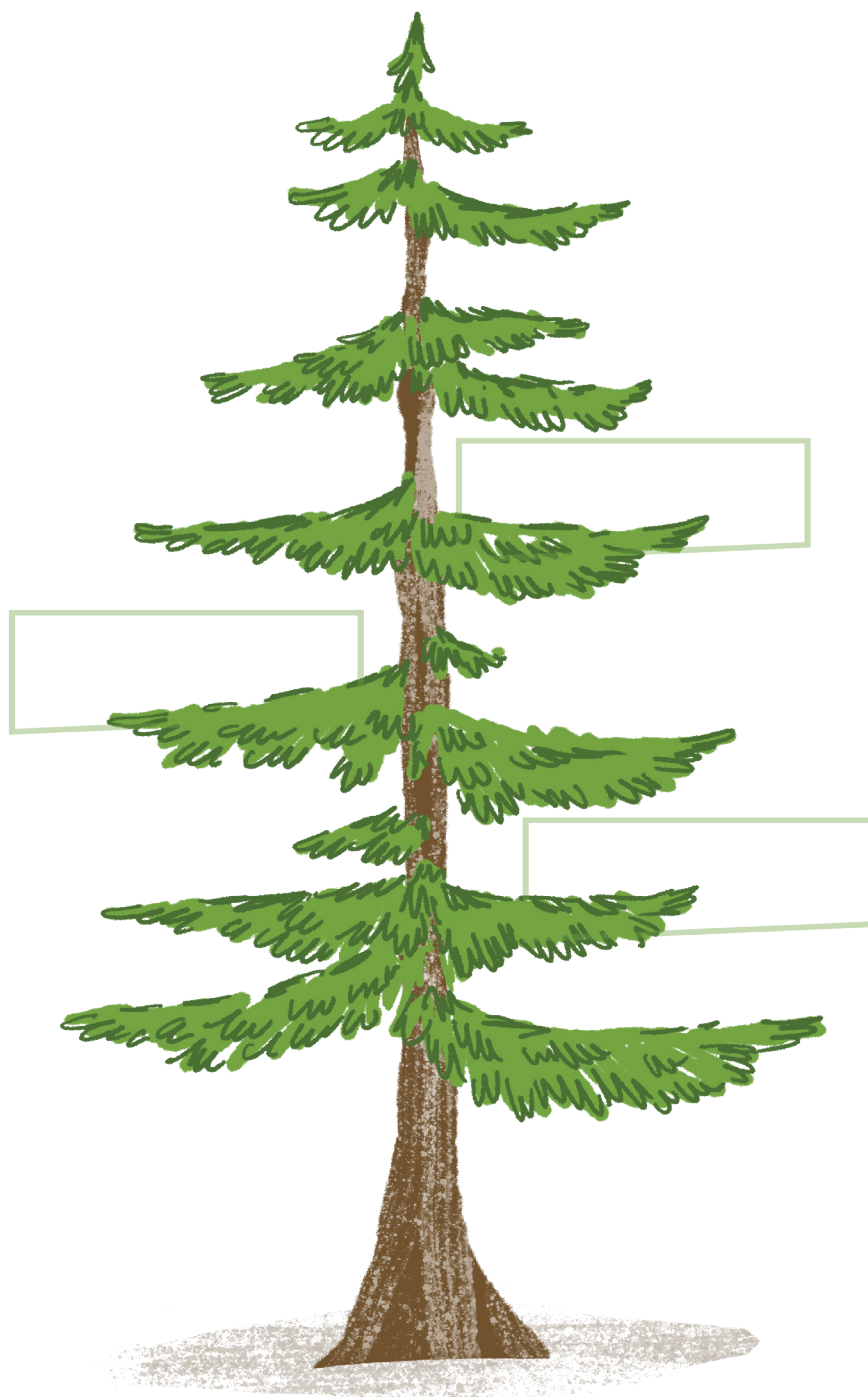
Close your mouth and take three quick sniffs in through the nose. Like you are sniffing a carrot.

Step 3



Keeping your mouth closed, breathe air slowly out your nose.

## Trusted Adult Name Tree



## Lesson 2

# Puberty Changes That Everyone Experiences

 60 minutes

## CURRICULAR COMPETENCIES

### Mental well-being

- ▶ Describe and assess strategies for promoting mental well-being.
- ▶ Explore and describe strategies for managing physical, emotional and social changes during puberty.
- ▶ Describe factors that positively influence mental well-being and self-identity.

## CONTENT

- ▶ Physical, emotional and social changes that occur during puberty, including those involving sexuality, and sexual identity.

## OBJECTIVES

1. Students will learn about the puberty changes that everyone experiences, and tools to manage the changes.

## MATERIALS

- ▶ Puberty kit containing pain medication, shampoo/conditioner, deodorant, razors, soap, face wash and pimple cream.
  - **Note:** If you do not have access to sample products, use the handout at the end of the lesson.
- ▶ Lesson plan handout (see end of lesson):
  - Puberty Changes That Everyone Experiences
- ▶ Anonymous question box slips.

### Teaching Tip

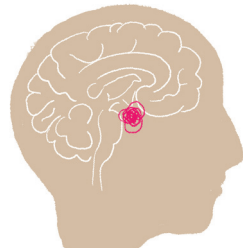
At the beginning of every class:

1. Provide external resources, such as:
  - Kids Help Phone – 1-800-668-6868; text 68-68-68; [kidshelpphone.ca](http://kidshelpphone.ca)
  - School counsellors
  - Info websites, for example, [amaze.org](http://amaze.org)
2. Review your classroom rules.
3. Review the anonymous question box process.
4. Introduce the lesson plan objectives.

# Objective One: Puberty Changes That Everyone Experiences and Tools to Manage Changes

## Explain:

- ▶ Our bodies are always changing.
- ▶ **Puberty** is the time in our lives when we grow into our adult bodies.
- ▶ After puberty, our bodies have the physical ability to make a baby.
- ▶ Most kids find this idea “gross” because they are not mentally or emotionally ready for a baby, but it is still important to understand how the body works.
- ▶ To start the lesson, we will read a story about a person named Chris who is going through puberty. Throughout the story I will stop and explain in detail what Chris is talking about.
- ▶ **Note:** Find the “Puberty Changes That Everyone Experiences” handout at the end of the lesson.



## Read:

*Hi, I'm Chris, and I'd like to tell you about what's happening to me. It seems that every day brings a new change. It's almost like I'm getting a new body! They tell me I'm going through puberty.*

## Explain:

- ▶ In the middle of the brain is the pituitary gland. It's the size of a pea. During puberty, it releases hormones that cause the body to change. **Hormones** are chemical messengers that control how bodies work, but you can think of them as “growing juices.”
- ▶ Puberty begins between ages 8 and 13 and takes about four years to finish.
- ▶ It starts and finishes at different ages for everyone.
- ▶ Understanding puberty changes and how to take care of yourself during this time makes it a lot easier.
- ▶ It's important to never comment or tease other people as they go through puberty. Puberty can be uncomfortable. Being kind to ourselves and each other makes it way easier.



### Read:

*I don't mind some of the changes I'm seeing. In fact, some things I even like. My feet are getting bigger and I am growing taller.*

### Explain:

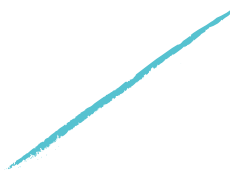
- ▶ The **feet** grow first to support the growing body. Students might notice their shoes never seem to fit because their feet are growing so fast.
- ▶ The second thing to grow is body height. When people grow more than three centimetres in one year, it's called a **growth spurt**. There are four types of growth spurts.

#### Stair Master



- 1. The Stair Master:** Someone grows a little bit, then levels off. Then grows a little bit, then levels off. (Use your hands to show a stair-like image.)

#### Ninja



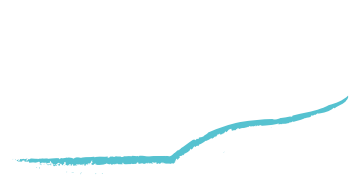
- 2. The Ninja:** Someone grows consistently and seemingly so slowly that nobody notices except for maybe a person who hasn't seen them in a long time. (Use your hands to show a diagonal line.)

#### Turbo Grower



- 3. The Turbo Grower:** This type of grower shoots straight up quickly and seemingly out of nowhere. (Use your hands to show a backwards L shape.)

#### Turtle Grower



- 4. The Turtle Grower:** This type of grower feels like they may never grow. They do grow – everyone does – but it's a bit slow or not very noticeable. (Use hands to show flat then curving upwards line.)

- ▶ Everyone grows at their own pace and with different types and combinations of growth spurts.
- ▶ When you go through a growth spurt, you may also experience **growing pains** because as the bones grow the muscles and tendons stretch. Medication can help reduce pain. (Show a bottle of pain medication.)
- ▶ Always get a trusted adult to help you take any medication.





**Read:**

*Another thing that's happening is this new hair that's growing in places it's never been before. Like under my arms and on my legs and genitals. I know this is normal and all, but it still takes getting used to.*

**Explain:**

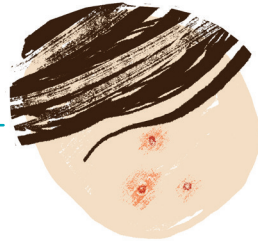
- ▶ Everyone grows body hair in a lot of places. Some people choose to remove their body hair and some choose to leave it. It's your body, so you get to decide.
- ▶ Shaving is a very common way people remove body hair. If you choose to shave it, make sure you ask a trusted adult for help because razors are very sharp. (Show samples of razors.)

**Read:**

*There are some changes that aren't so good. Like body odour. The first time I smelled it, I thought something was wrong with me. Now I realize it's not too bad if I wash and use deodorant.*

**Explain:**

- ▶ There are sweat glands all over our body. When we get too hot, they release moisture to cool us down. We call this **sweating**.
- ▶ Before puberty, when we sweat there is no bad smell.
- ▶ However, during puberty, we grow a second set of sweat glands all over our body – in our armpits, around the genitals, on our feet, etc.
- ▶ When we sweat from the new sweat glands it mixes with bacteria on our body and creates a smell. We call this smell **body odour**.
- ▶ To reduce the smell of body odour, wash and use deodorant every day. Make sure the soap gets all over your body, including in the arm pits and around the genitals. (Show sample of soap and deodorant.)
  - **Note:** Remind the students that deodorant is only for the armpits and to check with the people they live with for advice on which one to use.

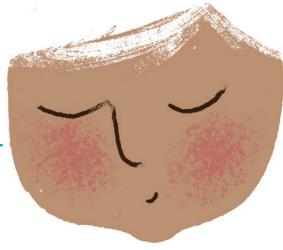


### Read:

*One time when I was getting ready for school, I looked in the mirror and found a pimple on my face and noticed that I had really greasy hair.*

### Explain:

- ▶ Underneath the skin we have **oil glands** that release oil that keeps our skin soft.
- ▶ The oil leaves our skin through pores, which are small openings on the surface of our skin.
- ▶ During puberty, hormones cause the oil glands to produce extra oil.
- ▶ Sometimes the oil traps bacteria and dirt in the pores and creates a **pimple**.
- ▶ Some people get only a few pimples, but some people get a lot all over their face and body.
- ▶ To manage pimples, wash your face in the morning and evening with warm water and face wash. After washing, apply a pimple cream to the area. If these steps do not help, see a doctor for a prescription pimple medication.
- ▶ Lots of people like to pop their pimples. The safest way to do this is to follow these steps.
  1. Wait until you see a white dot on the top of the pimple. This means it's ready to pop.
  2. Wash your hands.
  3. Put pressure on either side of the pimple to release oil.
  4. Stop touching the pimple once oil has been released.
    - **Note:** If you keep digging at your pimple after it's been popped, you may create an infection and get a scar.
- ▶ The scalp also produces extra oil and hair becomes greasier.
- ▶ To manage **greasy hair**, wash your hair every day with shampoo and conditioner. It will also help with any pimples on your forehead. (Show sample of face wash, pimple cream, shampoo and conditioner.)



### Read:

*There's one thing I get a little embarrassed about. I'm starting to get special feelings for someone in my class. I am not mentioning any names because it feels strange, but also kind of nice. They tell me it's normal. Is it?*

### Explain:

- ▶ Hormones control our feelings. New hormones create new and stronger feelings.
- ▶ A **crush** is a word we use to describe special feelings we have for another person.
- ▶ Along with crushes comes changes in our **moods**.
- ▶ During puberty, our hormones are not balanced, which means our feelings are not balanced.
- ▶ This means we can go from being happy to sad to mad in very short periods of time.
- ▶ Getting enough sleep, eating healthy, taking time for ourselves, and talking with friends and trusted adults can help with these changes in mood. If these things don't help, it could be warning signs of a mental health concern.
- ▶ **Mental health concerns** are real, painful and sometimes severe. You might need help if you:
  - feel hopeless or worthless;
  - often feel very angry or very worried;
  - feel grief for a long time after a loss or death;
  - think your mind is controlled or out of control;
  - hurt other people or destroy property; or
  - do reckless things that could harm you or others.
- ▶ Mental health problems can be treated. To find help, talk to your parents, school counsellor or health care provider.
- ▶ You can also call the Kids Help Phone Line 1-800-668-6868 or visit their website at [kidshelpphone.ca](http://kidshelpphone.ca).

**Ask:**

- ▶ After that story, do you think Chris is a boy or a girl? Or are you unsure?

**Explain:**

- ▶ It may be unclear because this story is explaining changes that everybody goes through, no matter what body they were born in.

## Activity

Make puberty kits with students or provide pre-made kits with soap, deodorant, and menstrual products...this might also improve any smells that are brewing in your class.

---

## CLOSING

**Review:**

- ▶ Review the objectives covered in the lesson.

**Anonymous questions:**

- ▶ Collect anonymous question slips and answer them in the next class.
- ▶ **Note:** If you need assistance answering questions, contact [bettertoknow@yukon.ca](mailto:bettertoknow@yukon.ca).

## Handouts

39 Puberty Changes That Everyone Experiences

# Puberty Changes

## That Everyone Experiences

### Body odour

During puberty, a second set of sweat glands develops. When they release sweat, it mixes with bacteria on the body and creates an odour. Washing daily and using deodorant will manage the smell.



### Growth spurts

Growth spurts occur when the body grows more than 3 cm in one year. During a growth spurt, people may feel growing pains caused by tendons lengthening. Medication and rest can help alleviate the pain.

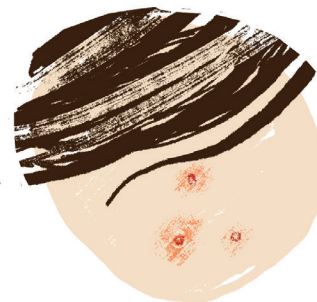


### The feet grow bigger

Feet are the first body part to start growing during puberty.

### Pimples and oily hair

Oil glands, located underneath the skin, help keep the skin and hair soft. During puberty, the glands produce extra oil that can clog pores causing pimples and greasy hair. Daily washing will help manage the extra oil. If the pimples are too difficult to manage, they can be treated with medication.



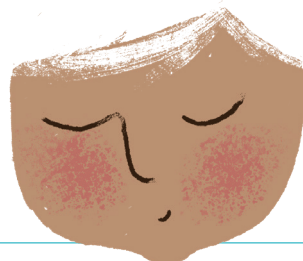
### Body hair

Hair will grow all over the body, including the armpits and genitals. It might be a different colour or texture than the hair on the head. Some people remove body hair, but some don't.



### The sads, mads and glads

During puberty, emotions can change dramatically. Exercise, healthy food and rest can help to manage emotions.



## Lesson 3

# Puberty Changes for Different Bodies

 60 minutes

## CURRICULAR COMPETENCIES

### Mental well-being

- ▶ Describe and assess strategies for promoting mental well-being.
- ▶ Explore and describe strategies for managing physical, emotional, and social changes during puberty.
- ▶ Describe factors that positively influence mental well-being and self-identity.

## CONTENT

- ▶ Physical, emotional, and social changes that occur during puberty, including those involving sexuality, and sexual identity.

## OBJECTIVES

1. Students will learn about puberty hormones and sex assigned at birth.
2. Students will learn about testosterone-driven puberty changes and methods for managing those changes.
3. Students will learn about estrogen-driven puberty changes and methods for managing those changes.

## MATERIALS

- ▶ Lesson plan handouts (see end of lesson):
  - Testosterone-Driven Puberty Changes
  - Foreskin Health Tip
  - Assigned Male/Body with a Penis: External and Internal Reproductive Anatomy
  - Estrogen-Driven Puberty Changes
  - Assigned Female/Body with a Vulva: External Reproductive Anatomy
  - Assigned Female/Body with a Vulva: Internal Reproductive Anatomy
  - Menstrual Cycle
  - Menstrual Products
- ▶ Anonymous question box slips.

### Teaching Tip

At the beginning of every class:

1. Provide external resources, such as:
  - Kids Help Phone – 1-800-668-6868; text 68-68-68; [kidshelpphone.ca](http://kidshelpphone.ca)
  - School counsellors
  - Info websites, for example, [amaze.org](http://amaze.org)
2. Review your classroom rules.
3. Review the anonymous question box process.
4. Introduce the lesson plan objectives.



# Objective One: Puberty Hormones and Sex Assigned at Birth

## Explain:

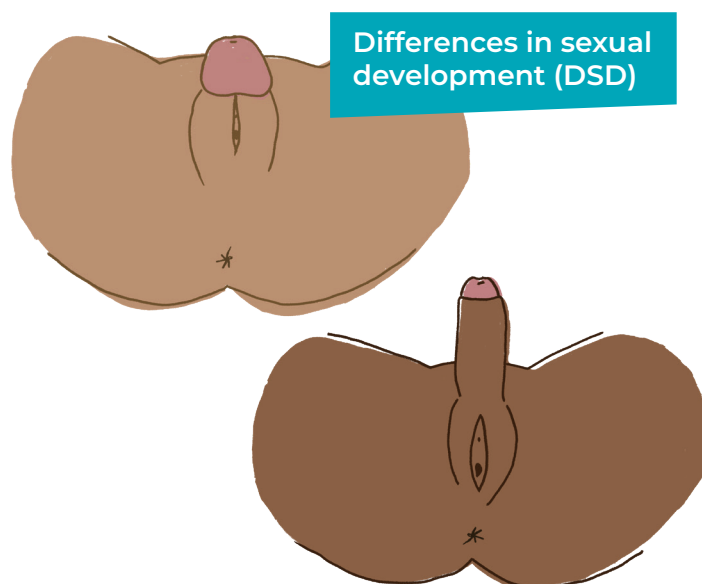
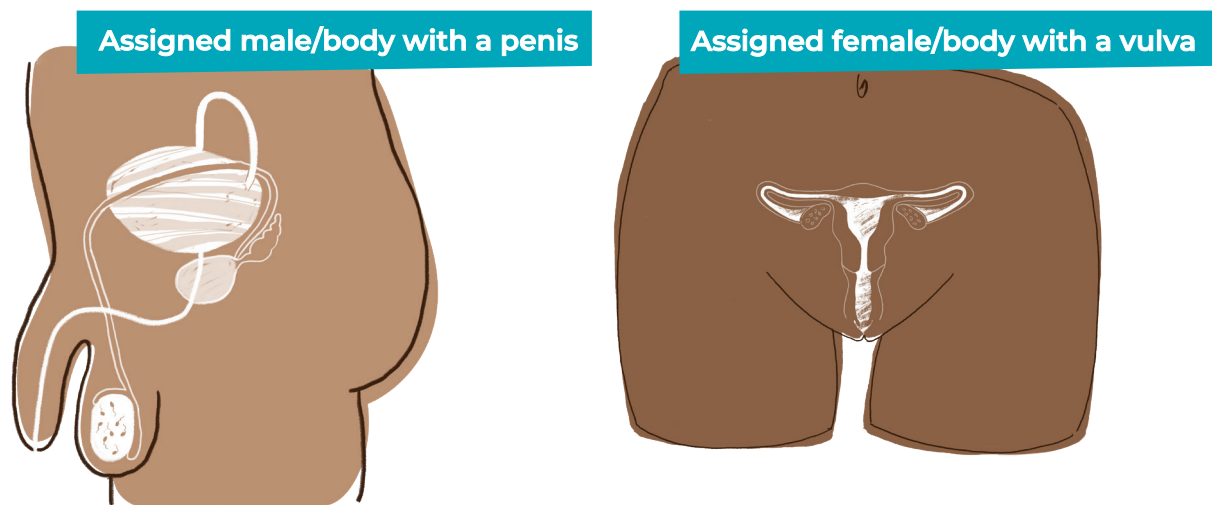
- ▶ Testosterone and estrogen are the main hormonal triggers for puberty growth.
- ▶ People assigned male make more testosterone and some estrogen.
- ▶ People assigned female make more estrogen and some testosterone.
- ▶ Sex assigned at birth/biological sex, is determined by the genitals (external reproductive organs) someone is born with.
- ▶ People assigned male are typically born with a penis and testicles.
- ▶ People assigned female are typically born with a vulva, vagina, ovaries, and a uterus.
- ▶ Some people are born with a combination of genitals. This is called differences in sexual development (DSD), previously known as intersex.
- ▶ Note: assigned sex and gender identity are often confused with each other. Gender identity is one's sense of feeling male, female, both, neither or something entirely different.

Anatomy and hormones don't decide gender. Some people with a penis don't want to be called male and some people with a vulva don't want to be called female.

When teaching this lesson use language that all students can identify with such as assigned male; body with a penis; testosterone-based body; assigned female; body with a vulva; estrogen-based body; etc.

Assigned sex at birth and gender identity are explored more in lesson 9.

- ▶ In this section, we will learn about the reproductive systems on very typical-looking bodies. It does not mean that all bodies will look and function like these. Every body is unique.



## Objective Two: Testosterone-Driven Puberty Changes

### Explain:

- ▶ Testosterone causes specific changes in the body
  - The shoulders and chest broaden, due to an increase in muscle mass.
  - The voice gets deeper, due to the larynx and vocal cords growing.

### Fun Fact

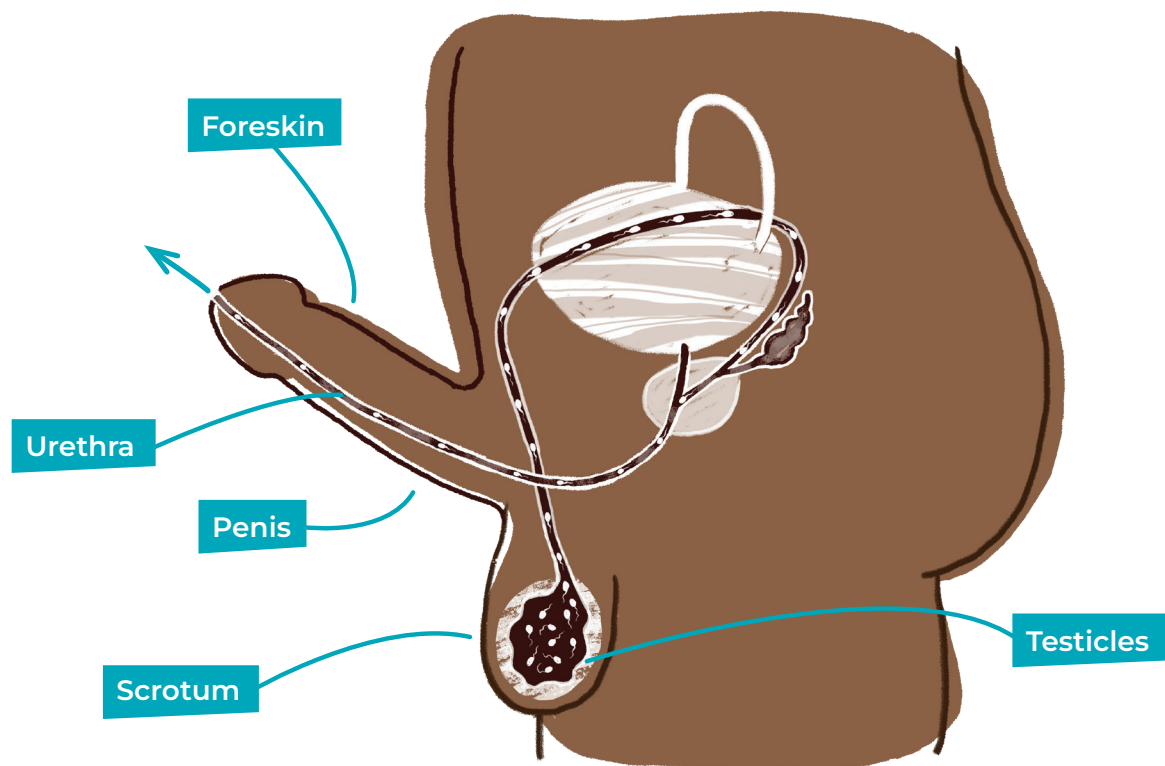
People born with a vulva and more estrogen still have testosterone in their bodies, and will experience growing muscles and a deepening voice – just not as much.

- ▶ The rest of the puberty changes we are going to talk about happen to the genitals and reproductive system. In order to understand these changes, we have to explain the reproductive system first

## REPRODUCTIVE ANATOMY: ASSIGNED MALE/BODY WITH A PENIS

### Explain:

- ▶ Assigned male-reproductive anatomy includes the following body parts:
  - **Penis** – external reproductive organ.
  - **Foreskin** – a fold of skin covering the head of the penis. Sometimes the foreskin is removed in a procedure called circumcision.
  - **Scrotum** – a sack of skin containing the testicles.
  - **Testicles** – two oval reproductive glands inside the scrotum.
  - **Urethra** – the tube that carries both urine and semen out of the body.



### Teaching Tip

Either draw this diagram on the board or provide students with the handout, at the end of the lesson.

**Explain:**

## ▶ During puberty:

- The penis and testicles grow bigger.
- More erections happen:
  - Erections occur when blood rushes to the penis and it becomes hard.
  - Erections occur throughout life, even babies get them, but during puberty they happen more.
  - Erections can happen from touching, thoughts, images or for no reason at all.
  - Erections can happen at unexpected times, like in public. This is normal, but private, so cover it up until it goes away.
- The testicles start to produce and release/ejaculate sperm:
  - Sperm are reproductive cells produced by the testicles.
  - Starting in puberty, the testicles produce and store billions of sperm cells.
  - Once the testicles produce sperm, ejaculations can happen.
  - Ejaculations happen when the penis is erect and stimulated through touch or thoughts. The stimulation signals the testicles to release sperm.
  - When sperm leave the testicles they mix with fluid, from the reproductive system, to create semen.
  - The semen is ejaculated/released out the tip of the penis (from the opening called the urethra).
  - The ejaculate is a couple of teaspoons of clear white fluid.
  - You can't see the sperm, in the semen, unless you use a microscope.
  - Ejaculations can also happen during sleep. People call them "wet dreams", but the science term is "nocturnal emission".

**Fun Fact**

When the penis becomes hard, the bladder closes so urine and semen can never leave the penis at the same time.

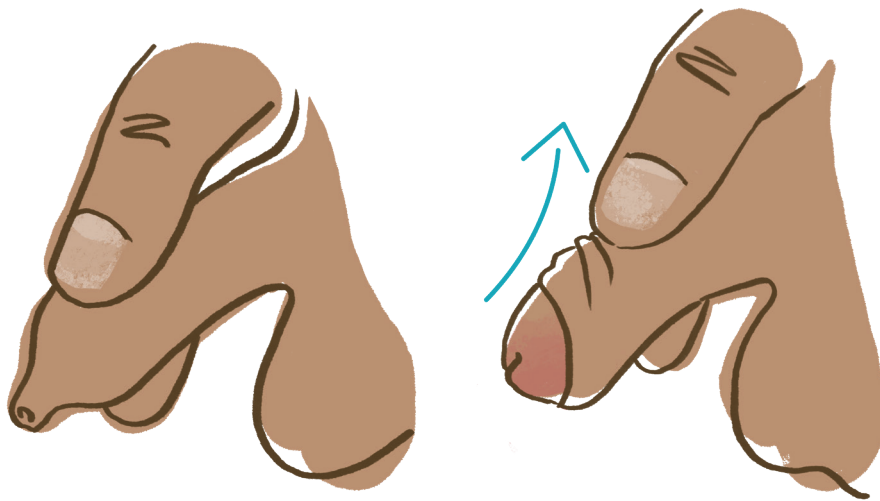
## Foreskin Health Tip

**Smegma** is a naturally occurring lubricant that allows the foreskin to pull back. People with a foreskin need to wash underneath it – every day – to remove the buildup of smegma.

Here is how to wash the foreskin.

1. Gently slip the foreskin back in the shower.
2. Use a mild soap and warm water to wash the head of the penis and the inside fold of the foreskin.
3. Rinse the area well.
4. After the shower, pull the foreskin back to dry the head of the penis.

**Note:** Find the handout **at the end of the lesson**.



## Objective Three: Estrogen-Driven Puberty Changes

### Explain:

- ▶ Estrogen causes specific changes in the body. (Find the “Estrogen-Driven Puberty Changes” handout at the end of the lesson.)
  - Hips widen to create room in the body to carry a baby if a person chooses to.
  - Breasts grow. If a person chooses to have a baby, the breasts fill with milk to feed the baby. The breasts may feel tender when growing. Wearing a bra or tight-fitting shirt can ease discomfort.

### Health Tip

During puberty, people with a penis also develop a small amount of breast tissue. The breast tissue will not grow into full-sized breasts. Exercise and a healthy diet will help turn the tissue into muscle. Wearing a tight-fitting undershirt can ease discomfort.

- ▶ The rest of the puberty changes we are going to talk about happen to the genitals and reproductive system. In order to understand these changes, we have to explain the reproductive system first



# REPRODUCTIVE ANATOMY: ASSIGNED FEMALE/ BODY WITH A VULVA

## Explain:

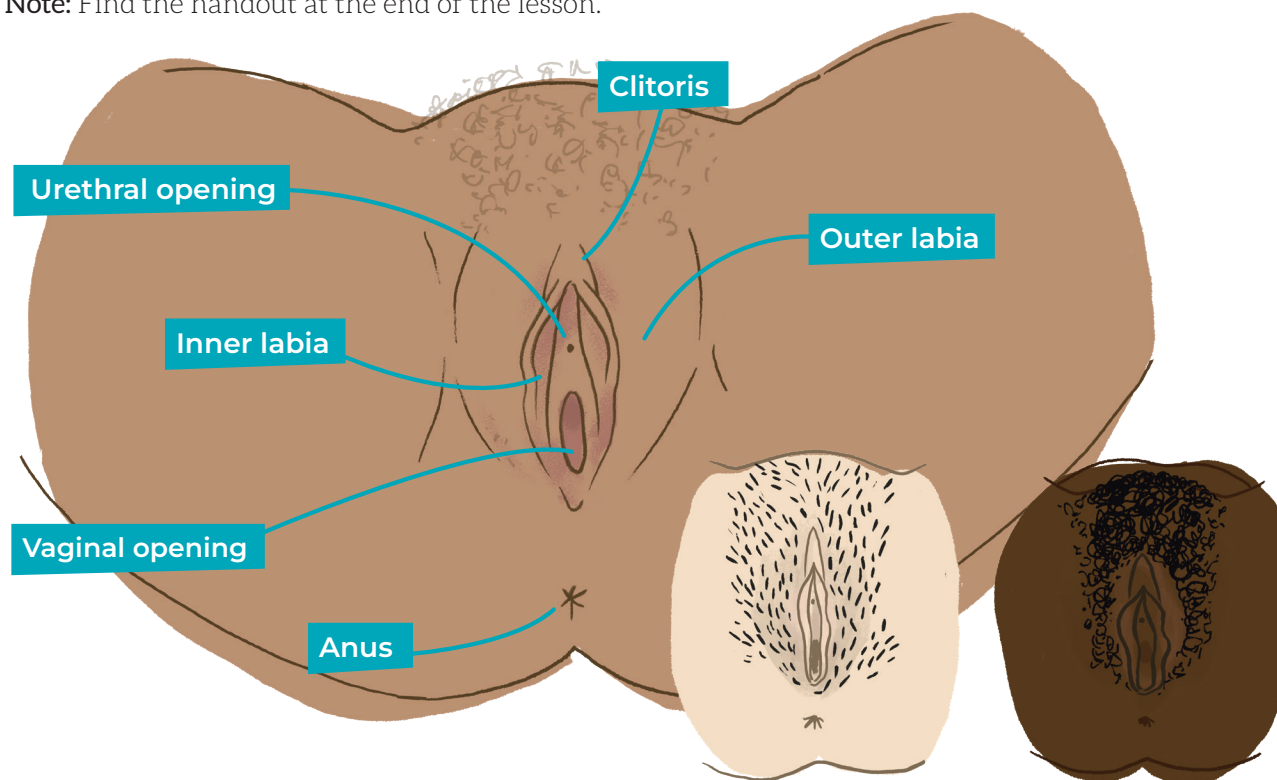
- ▶ The anatomy on this body has to be taught in two different parts. First, I will describe the external reproductive system, which is called the vulva. Second, I will describe the internal reproductive system.

## EXTERNAL REPRODUCTIVE ORGANS

### Explain:

- ▶ The genitals on this body are called the **vulva**.
- ▶ The vulva is tucked beneath the legs and underneath the body, so we will illustrate it facing up.
- ▶ The vulva is composed of the following parts.
  - **Outer labia** – two folds of skin along the sides of the vulva.
  - **Inner labia** – two folds of skin between the outer labia that grow during puberty.
  - **Clitoris** – a bundle of nerves at the top of the vulva that grows bigger during puberty.
  - **Urethral opening** – a small opening where urine leaves the body.
  - **Vaginal opening** – the opening to the vagina where menstrual fluid leaves the body

**Note:** Find the handout at the end of the lesson.



**Explain:**

- ▶ During puberty:
  - The vulva develops – the outer and inner labia and clitoris grow larger.
  - **Vaginal fluid** is produced.
    - The vagina and cervix start to produce a clear white substance that helps clean and moisten the vagina.
    - Vaginal fluid will be noticeable on the underwear.
    - **Note:** If the vaginal fluid has an odour or is itchy, it could signal an infection and need medical treatment. See your doctor.

**Health Tip**

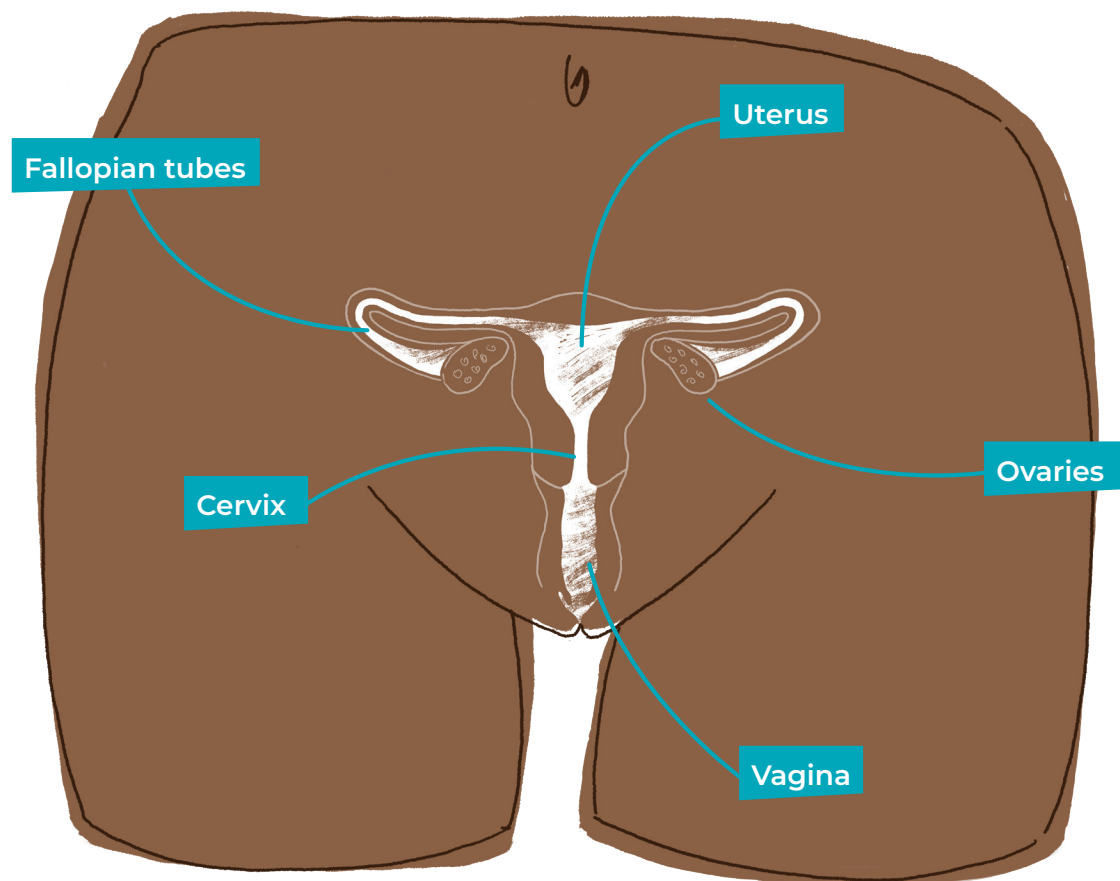
When using the bathroom, always wipe from the top of the vulva to the anus. This prevents bacteria from the anus entering the vagina and urethra.

## INTERNAL REPRODUCTIVE SYSTEM

### Explain:

- ▶ The vaginal opening leads to the **internal reproductive system**, which consists of the following parts.
  - **Vagina** – a muscular canal that extends up from the vaginal opening.
  - **Cervix** – the lower part of the uterus that extends into the vagina.
  - **Uterus** – a hollow pear-shaped organ where babies develop.
  - **Fallopian tubes** – tubes that extend from the uterus to the ovaries.
  - **Ovaries** – almond-shaped organs on each side of the uterus that hold eggs (ova).

**Note:** Find the handout at the end of the lesson.



**Explain:**

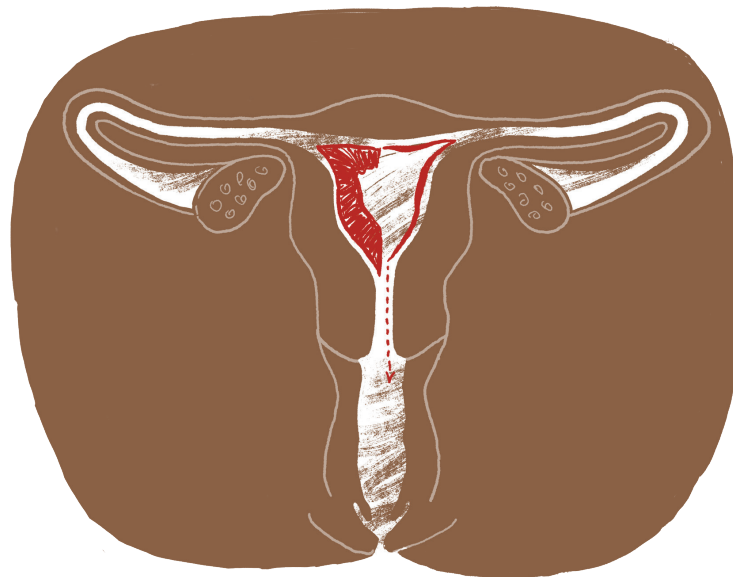
- ▶ During puberty, the **menstrual cycle** begins. (Find the “Menstrual Cycle” handout at the end of the lesson.)
  - Once a month, an ovary releases an egg (ovum) and the uterus grows a lining of blood and tissue.
  - If the egg becomes fertilized by a sperm, it can implant into the uterus lining and develop into a baby.
  - If the egg is not fertilized, it will dissolve. The uterus lining of blood is then shed and leaves the body through the vaginal opening. This is called menstruation or a period.
  - Menstruation takes about five days. The first day the fluid is a “light flow” and a dark brown colour. The second, third, and fourth days the fluid is a “heavier flow” and is dark red. The fifth day the fluid returns to the dark brown colour.
  - Once the fluid is finished leaving the body the cycle starts again. The uterus lining regrows and an egg is released. This cycle takes around 28 days.
  - When the menstrual cycle starts, it may happen once and not again for several months. Once the puberty hormones balance out, the menstrual cycles become more regular.
  - Some people experience cramps when they get their period. Pain medication typically helps alleviate symptoms. If the pain is significant visit a doctor.

**Before a period**

The uterus develops a thick lining of blood and tissue.

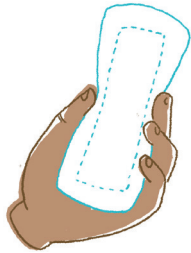
**During a period**

Most of the lining is shed in the menstrual flow.

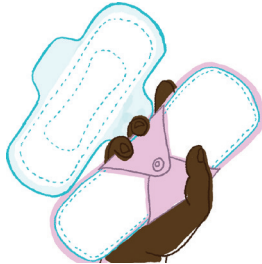


**Explain:**

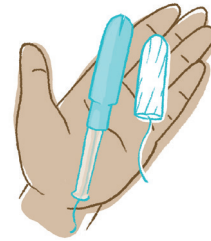
- ▶ **Menstrual products** are designed to collect menstrual fluid. There are several products to choose from. Start by introducing the basics. (Find the “Menstrual Products” handout at the end of the lesson.)

**Panty liners**

Panty liners are thin absorbent pads that are worn inside the underwear that collect menstrual fluid. Panty liners are used when the flow is light and should be changed every couple of hours, but they can be worn overnight. (Show sample and indicate that the sticky side is placed down.)

**Pads**

Pads are similar to panty liners, but are larger and hold more fluid. Pads are used when the flow is heavier and should be changed every couple of hours, but they can be worn overnight. (Show sample and indicate that the sticky side is placed down.)

**Tampons**

Tampons absorb menstrual fluid by being inserted into the vagina. Tampons should be changed every couple of hours. To remove a tampon, pull on the string and wrap in tissue before disposing in the garbage. Explain that it's very important not to leave a tampon in too long or else you can get a rare but serious infection. (Show sample of a tampon.)

**Note:** Students often ask if tampons hurt or if they can get stuck in the body. Explain that when you first use a tampon it might be uncomfortable, but it shouldn't be painful because the vagina is actually stretchy. If it is painful don't use them. Explain that a tampon cannot get stuck in the body. The vagina is the size of the middle finger and at the top of the vagina is the cervix. The tampon cannot pass the cervix so it's impossible for a tampon to get stuck. If the string does break off (which is very rare), they can “bear down” like they need to poop, place their fingers at the vaginal opening, and pull out the tampon.

**Teaching Tip**

Some students might say “I won't get a period. Why am I learning about this?”

Explain that it's important to understand how all bodies work to build comfort, compassion and knowledge around all bodies.

## CLOSING

### Review:

- ▶ Review the objectives covered in the lesson.

### Anonymous questions:

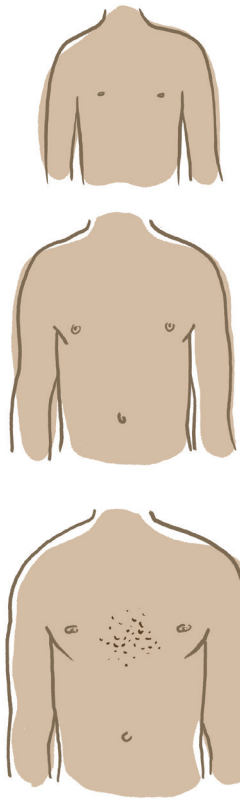
- ▶ Collect anonymous question slips and answer them in the next class.
- ▶ **Note:** If you need assistance answering questions, contact [bettertoknow@yukon.ca](mailto:bettertoknow@yukon.ca).

## Handouts

- 55 Testosterone-Driven Puberty Changes
- 56 Foreskin Health Tip
- 57 Assigned Male /Body with a Penis: External and Internal Reproductive Anatomy
- 58 Estrogen-Driven Puberty Changes
- 59 Assigned Female/Body with a Vulva: External Reproductive Anatomy
- 60 Assigned Female/Body with a Vulva: Internal Reproductive Anatomy
- 61 Menstrual Cycle
- 62 Menstrual Products

# Testosterone-Driven Puberty Changes

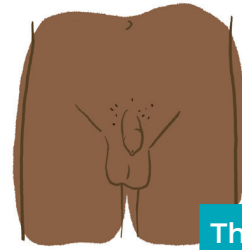
Age 3



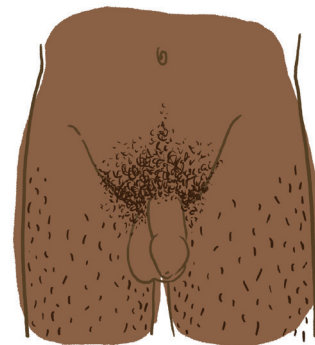
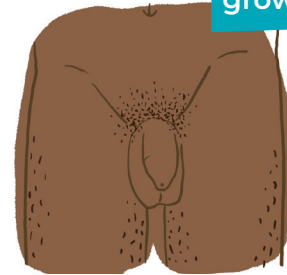
The chest and shoulders broaden.



Age 18



The penis and testicles grow bigger.



Increase in the number of erections.

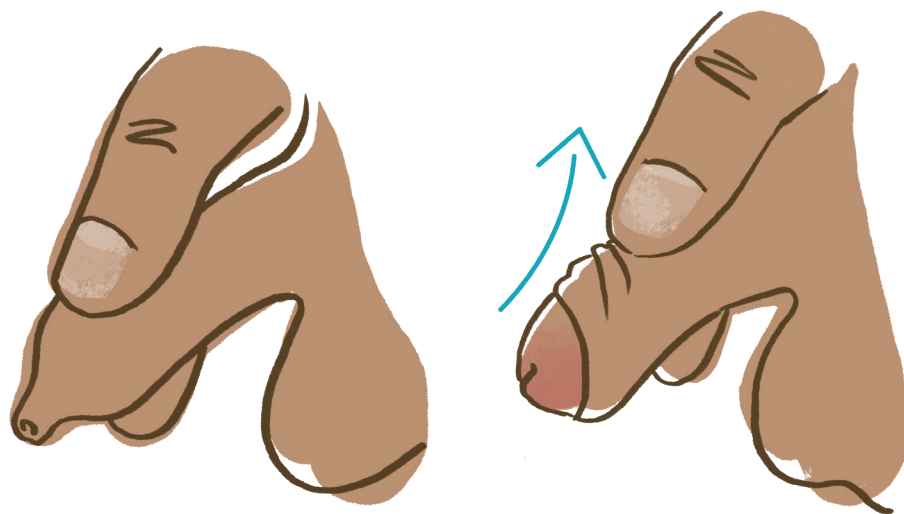
Erections happen when blood rushes to the penis and it becomes hard. Erections happen for a lot of reasons including touching, pleasurable thoughts, seeing an image or person they like, or for no reason at all. If someone gets an erection in public they can sit down until it goes away.

## Fun Fact

During puberty, males may develop a small amount of breast tissue. The breast tissue will not grow into full-sized breasts. Exercise and a healthy diet will help turn the tissue into muscle. Wearing a tight-fitting undershirt will ease discomfort.



## Foreskin Health Tip



### Smegma

Smegma is a naturally occurring lubricant that allows the foreskin to pull back.

### Washing foreskin

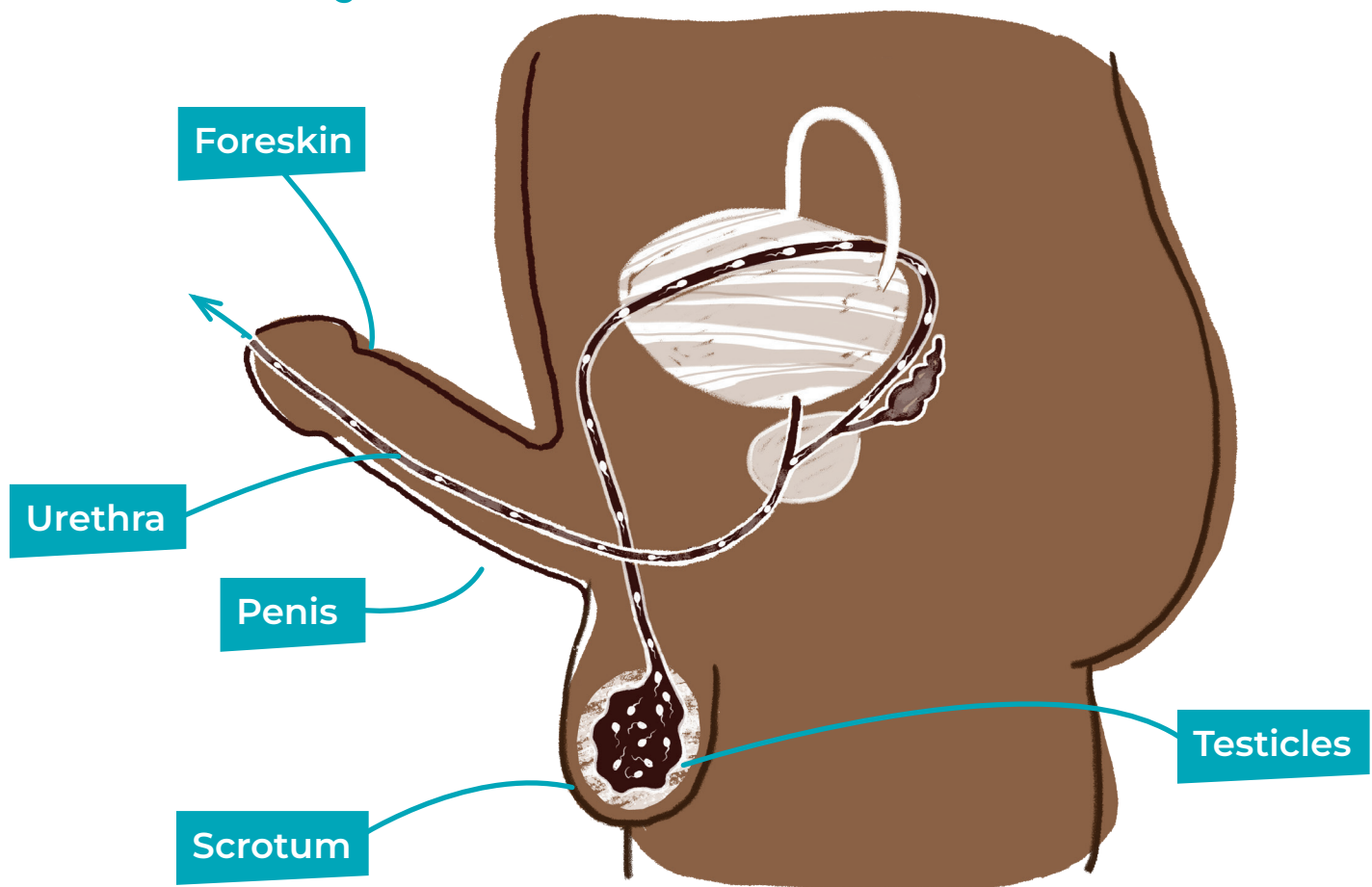
People with a foreskin need to wash underneath it, every day, to remove the buildup of smegma.

Here is how:

1. Gently slip the foreskin back in the shower.
2. Use a mild soap and warm water to wash the head of the penis and inside fold of the foreskin.
3. Rinse the area well.
4. After the shower, pull foreskin back to dry the head of the penis.

# ASSIGNED MALE/BODY WITH A PENIS:

## External and Internal Reproductive Anatomy



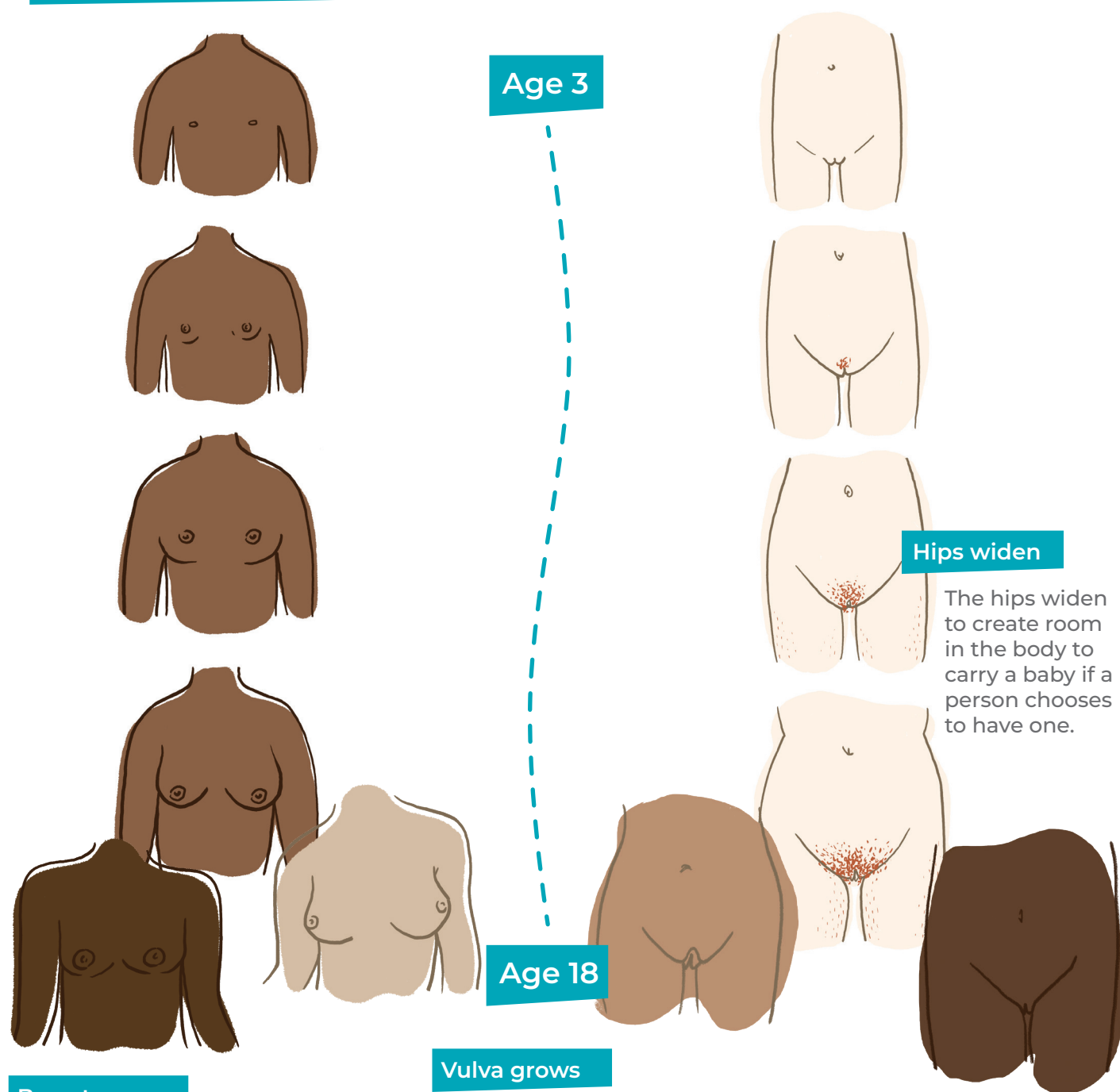
### Fun Fact

When the penis becomes hard, the bladder muscle closes so urine and semen can never leave the penis at the same time.

### Ability to ejaculate

Ejaculations become possible when the testicles begin to produce and release sperm. Sperm leave the testicles, mix with fluid from the reproductive system to create semen, and exit out the tip of the penis.

# Estrogen-Driven Puberty Changes



## Breasts grow

The breasts grow larger (and have the ability to produce milk if a person gives birth). The breasts can be tender when they are growing. Wearing a training bra eases discomfort.

## Vulva grows

The outer and inner labia and clitoris grow and develop.

## Vaginal fluid is produced

The vagina and cervix start to produce a clear white substance that helps clean and moisten the vagina. Vaginal fluid will be noticeable on the underwear. If the vaginal fluid has an odour or is itchy, it could signal an infection and require medical treatment.

## Hips widen

The hips widen to create room in the body to carry a baby if a person chooses to have one.

## Menstrual cycle begins

# ASSIGNED FEMALE/BODY WITH A VULVA:

## External Reproductive Anatomy

### Urethral opening

A small opening, where urine leaves the body.

### Clitoris

The female sex organ that consists of erectile tissue.

### Vulva

The external sex organ that includes the outer labia, inner labia, clitoris, urethral opening, and vaginal opening.

### Outer labia

Two folds of skin along the sides of the vulva.

### Inner labia

Two folds of skin between the outer labia.

### Vaginal opening

The opening to the vagina.

### Anus

The opening that stool leaves the body from.

### Health Tip

When using the bathroom, always wipe from the top of the vulva to the anus. This prevents bacteria from the anus entering the vagina and urethra.



Note: Every vulva looks a little different.

# ASSIGNED FEMALE/BODY WITH A VULVA:

## Internal Reproductive Anatomy

### Fallopian tubes

Tubes that extend from the uterus toward the ovaries.

### Uterus

A hollow, pear-shaped organ where babies develop.

### Eggs/ovum

Female sex cells.

### Vulva

### Cervix

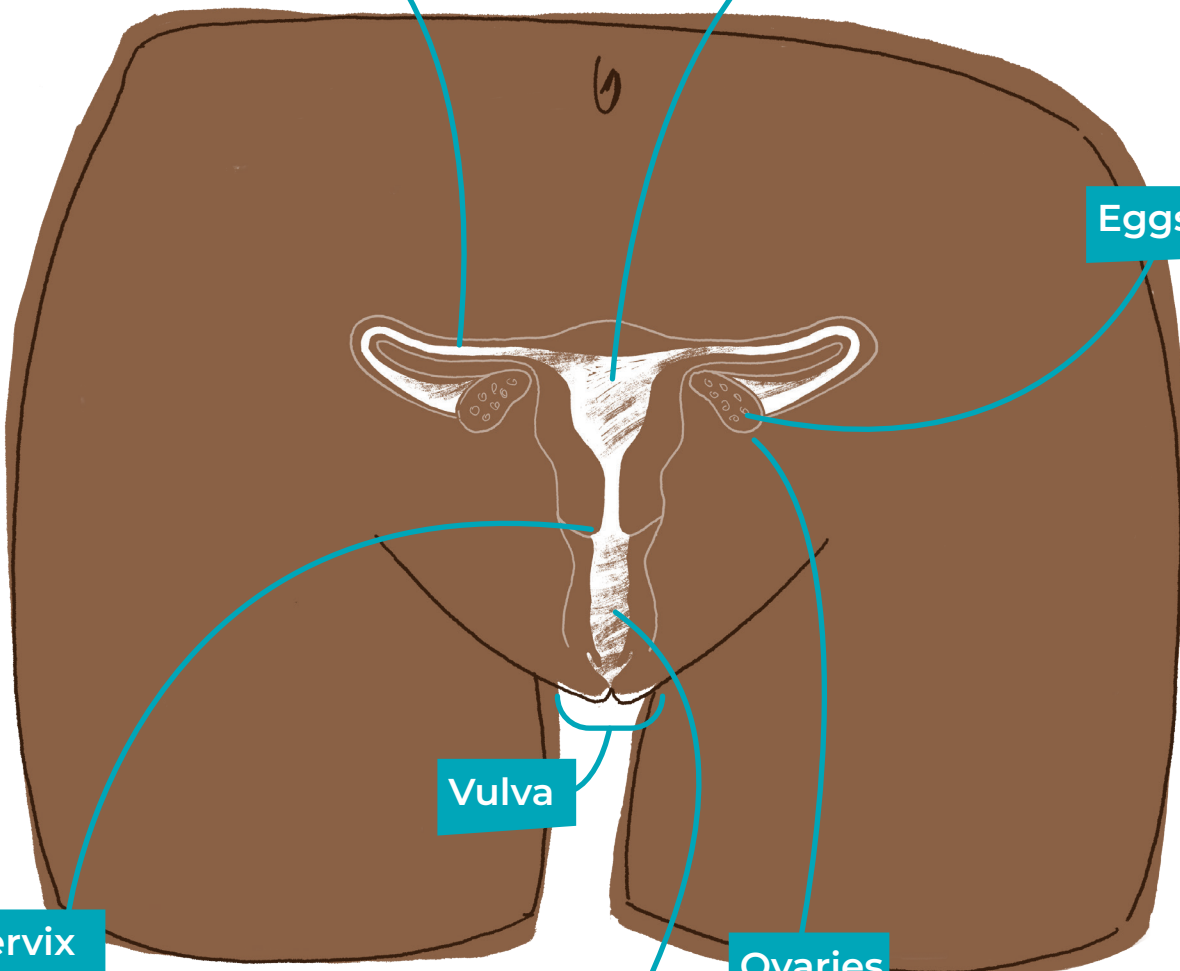
The lower part of the uterus that extends into the vagina.

### Ovaries

Almond-shaped organs on each side of the uterus that produce eggs (ova).

### Vagina

A muscular canal that extends up from the vaginal opening.



# Menstrual Cycle

Once a month, one ovary releases an egg (ovum), and the uterus grows a lining of blood and tissue. If the egg becomes fertilized by a sperm, it can implant into the uterus lining and develop into a baby.

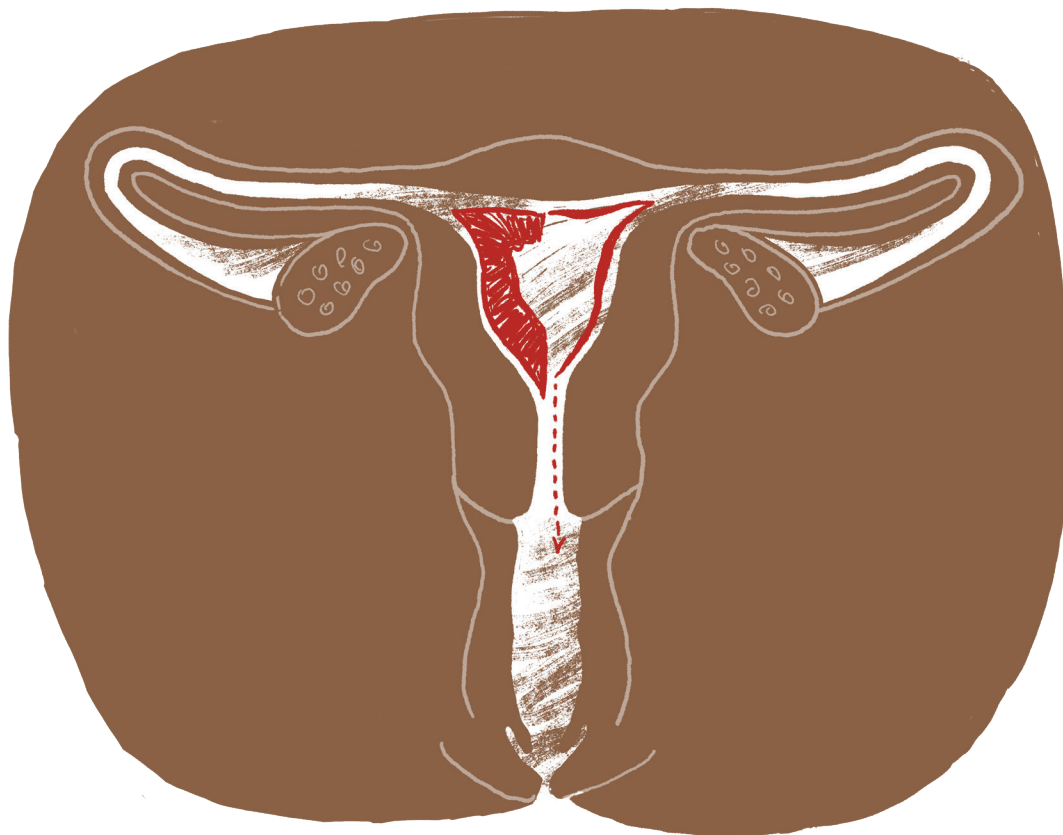
If the egg is not fertilized, it will dissolve and the uterus lining is shed through the vaginal opening. This is called **menstruation** or a **period**.

## Before a period

The uterus develops a thick lining of blood and tissue.

## During a period

Most of the lining is shed in the menstrual flow.

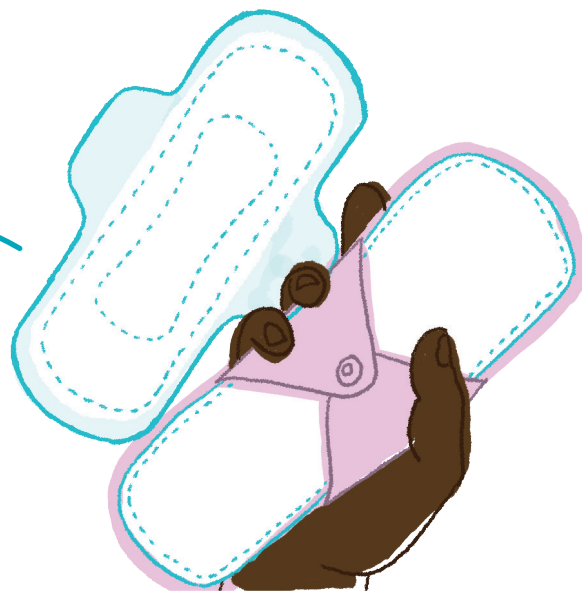


# Menstrual Products

There are so many ways a person can manage their period. Here are some options.

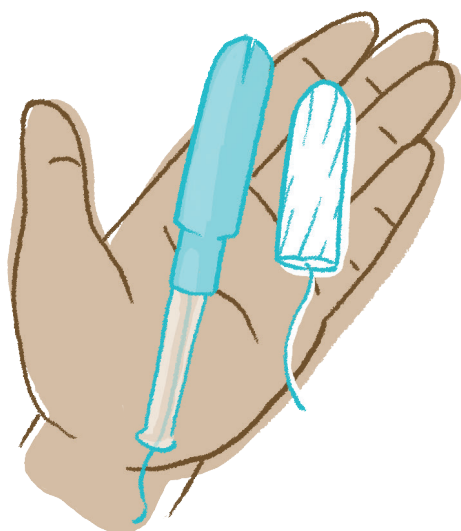
## Pads

Place on top of underwear. It collects blood as it leaves the vagina. You can also find reusable pads that you can machine wash.



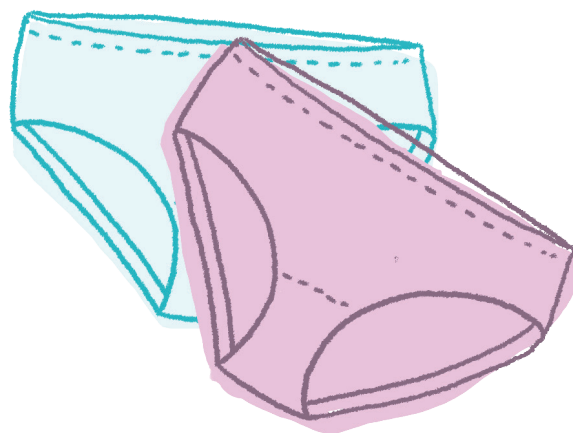
## Tampons

Insert into the vagina. It absorbs blood before it leaves the body. Read the box to see how long you can safely leave them in.



## Period underwear

Wear the same as regular underwear. Blood absorbs directly into the fabric. Rinse and machine wash to use during your next period.





## Lesson 4

# Puberty Changes and Reproduction

 60 minutes

## CURRICULAR COMPETENCIES

### Mental well-being

- ▶ Describe and assess strategies for promoting mental well-being.
- ▶ Explore and describe strategies for managing physical, emotional and social changes during puberty.
- ▶ Describe factors that positively influence mental well-being and self-identity.

## CONTENT

- ▶ Physical, emotional and social changes that occur during puberty, including those involving sexuality, and sexual identity.

## OBJECTIVES

1. Students will learn the connection between puberty and reproduction.

## MATERIALS

- ▶ Lesson plan handout (see end of lesson):
  - Pregnancy
- ▶ Anonymous question box slips.

### Teaching Tip

At the beginning of every class:

1. Provide external resources, such as:
  - Kids Help Phone – 1-800-668-6868; text 68-68-68; [kidshelpphone.ca](http://kidshelpphone.ca)
  - School counsellors
  - Info websites, for example, [amaze.org](http://amaze.org)
2. Review your classroom rules.
3. Review the anonymous question box process.
4. Introduce the lesson plan objectives.

# Objective One: Puberty Changes and Reproduction

## **Explain:**

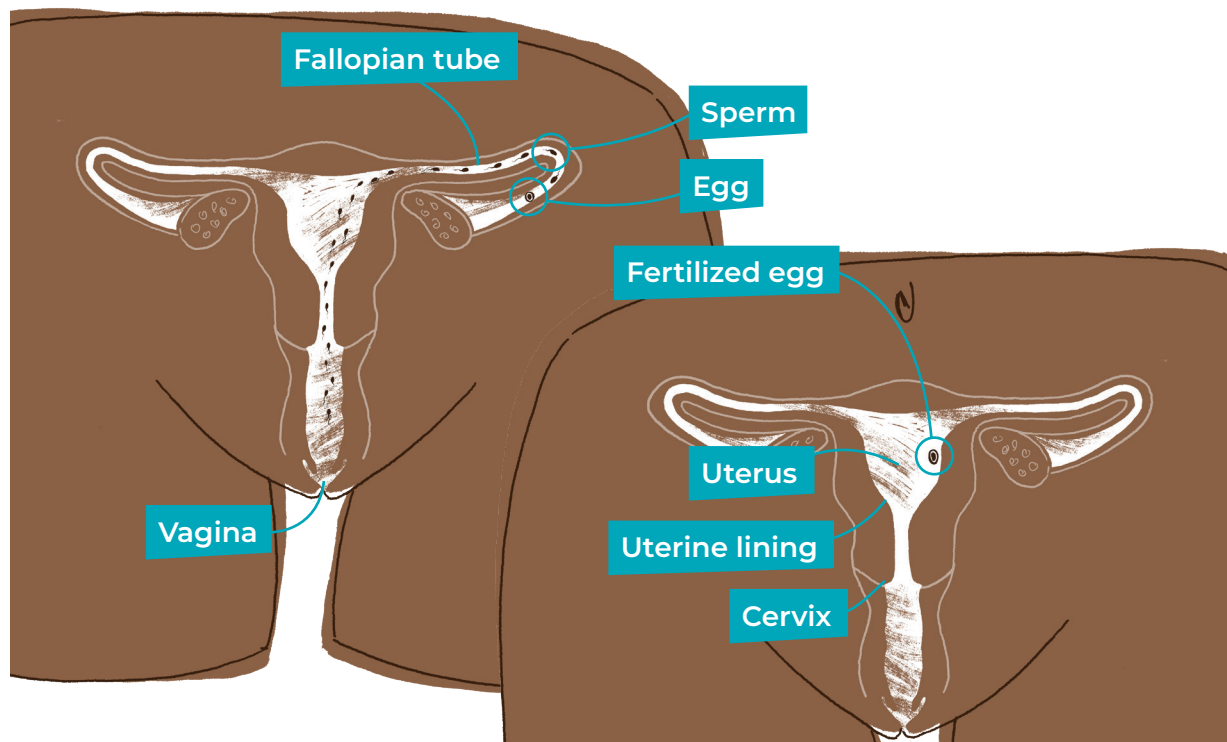
- ▶ Before puberty, the body cannot make a baby.
- ▶ Once bodies start producing sperm and releasing eggs, they have the ability to create a baby.
- ▶ Most kids find this concept “gross” because they are not mentally or emotionally ready to have a baby.
- ▶ Making a baby is a big decision for consenting adults.
- ▶ Even though you are not ready to have a baby, it’s still important to understand how the body works.

## CONCEPTION/PREGNANCY

### Explain:

- ▶ **Conception/pregnancy** happens when a sperm fertilizes an egg, the fertilized egg implants into the uterus lining and grows into a baby.
- ▶ This can happen during vaginal intercourse (penis into the vagina) or through different types of fertility treatments, for example, medication, sperm donation, egg donation.
- ▶ There are a few general steps that need to happen for the sperm and egg to meet.
  1. **Ovulation** – Once a month, an ovary releases an egg into the fallopian tube.
  2. **Intercourse** – A penis enters the vagina and semen, containing sperm, is ejaculated into the vagina. This step can also happen through fertility treatments, for example, medication, sperm donation or egg donation.
  3. **Fertilization** – A sperm connects with the egg in the fallopian tube.
  4. **Implantation** – The fertilized egg implants into the uterus and spends about nine months growing into a baby.
- ▶ After nine months, the baby is ready to leave the body.
- ▶ The cervix (the organ between the vagina and uterus) opens 10 cm and the baby leaves the uterus and out the vagina.
- ▶ Sometimes (for various reasons) a baby cannot leave through the vagina. In these cases, the baby is born by caesarean section (C-section) where a doctor will make an incision into the uterus and guide the baby out.

**Note:** Find the handout at the end of the lesson.



### Fun Fact

Twins, triplets, quadruplets, quintuplets, etc.

A lot of students ask about twins and multiple babies because the recipe for a baby is one egg and one sperm. In the case of identical twins, a fertilized egg splits and develops into two babies with exactly the same genetic information. In the case of non-identical twins, two eggs are released and are fertilized by two different sperm and produce two different-looking babies.

In the case of triplets and multiple babies, it is more complicated, and each case would be unique. It may even be the result of using fertility treatments, for example, medication, sperm donation or egg donation.

## CLOSING

### Review:

- ▶ Review the objectives covered in the lesson.

### Anonymous questions:

- ▶ Collect anonymous question slips.
- ▶ **Note:** If you need assistance answering questions, contact [bettertoknow@yukon.ca](mailto:bettertoknow@yukon.ca).

# Handouts

68 Pregnancy

# Pregnancy

Pregnancy happens when a sperm fertilizes an egg that then implants into the uterus wall and grows into a baby. This can happen during vaginal intercourse or through different types of fertility treatments, for example, medication, sperm donation or egg donation.

## Step 1: Ovulation

Once a month an ovary releases one egg into the fallopian tube.

## Step 2: Intercourse or fertility treatment

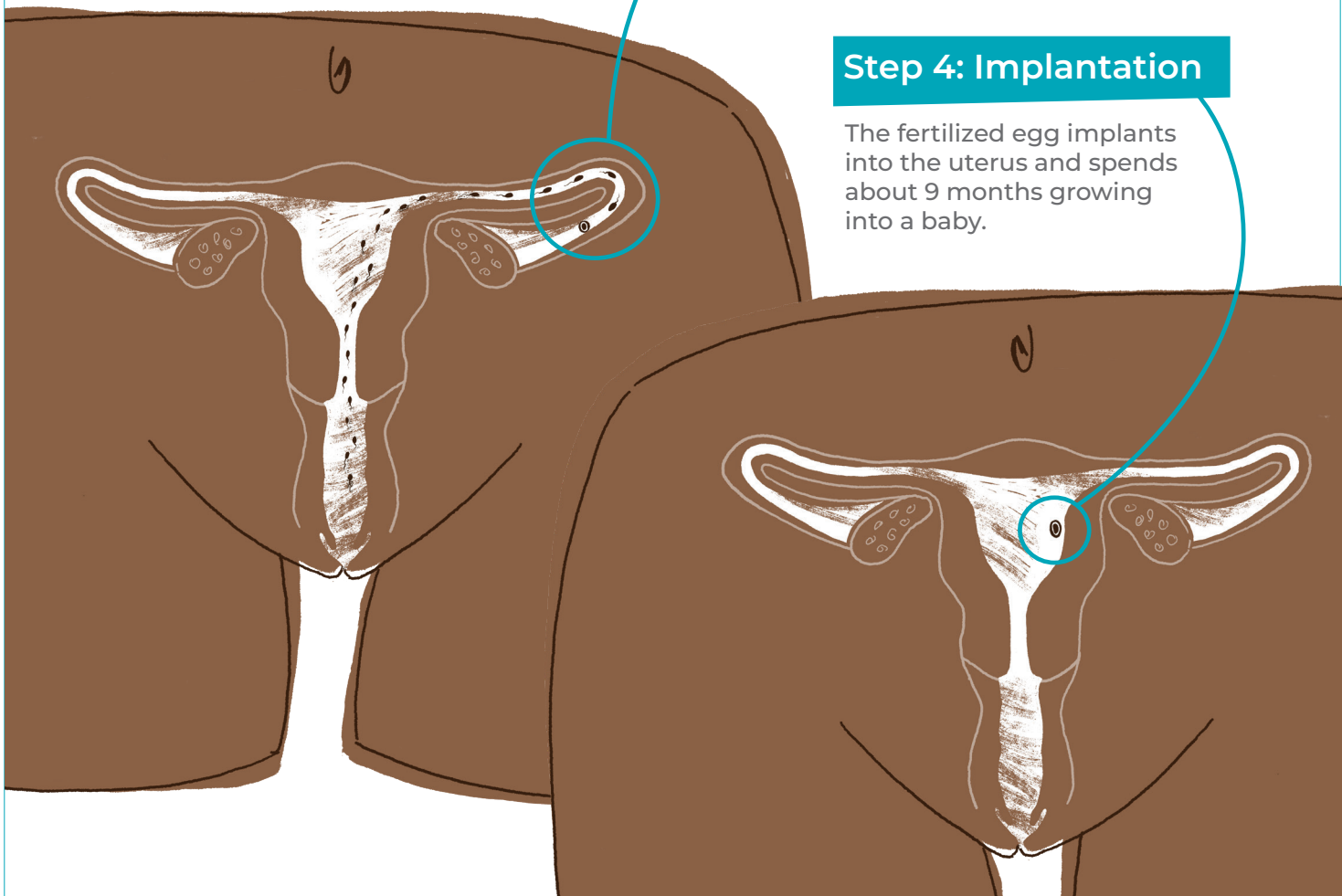
Semen containing sperm enter into the vagina. During intercourse this happens when the penis ejaculates into the vagina.

## Step 3: Fertilization

A sperm connects with the egg in the fallopian tube.

## Step 4: Implantation

The fertilized egg implants into the uterus and spends about 9 months growing into a baby.



## Lesson 5

# Sexually Transmitted Infections (STIs)

 60 minutes

## CURRICULAR COMPETENCIES

### Social and community health

- ▶ Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive or exploitive situations.
- ▶ Describe and assess strategies for responding to discrimination, stereotyping and bullying.
- ▶ Describe and apply strategies for developing and maintaining healthy relationships.

### Mental well-being

- ▶ Explore and describe strategies for managing physical, emotional and social changes during puberty and adolescence.
- ▶ Explore and describe how personal identities adapt and change in different settings and situations.

## CONTENT

- ▶ Practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases.
- ▶ Sources of health information.
- ▶ Strategies to protect themselves and others from potential abuse, exploitation and harm in a variety of settings.
- ▶ Physical, emotional and social changes that occur during puberty and adolescence.
- ▶ Influences of physical, emotional and social changes on identities and relationships.
- ▶ Influences on individual identity, including sexual identity, gender, values and beliefs.

## OBJECTIVES

1. Students will learn about viruses and bacteria and how they spread.
2. Students will learn about the connection between viruses and bacteria and sexually transmitted infections.
3. Students will learn ways to reduce the spread of viruses and bacteria.

**Note:** Each objective can be taught as a separate lesson.

### Teaching Tip

This lesson should only be taught after students have a full understanding of puberty and reproduction. If necessary, teach the Grades 4 to 7 Puberty and Reproduction lesson for review.

## MATERIALS

- ▶ Post-it® Notes.
- ▶ Latex gloves.
- ▶ Question box with sheets of paper.
- ▶ Optional: sexually transmitted microbes stuffed models ([giantmicrobes.com](http://giantmicrobes.com)).

## RATIONALE

- ▶ Most students at this age are not sexually active, yet they are regularly exposed to messages about sexually transmitted infections (STIs) from the media and the internet. Hearing about STIs, without understanding what they are, creates fear and stigma that can lead to lifelong anxiety about getting tested and treated once they become sexually active.
- ▶ Teaching students from a young age what STIs are, how they are spread, and how to prevent and treat them alleviates confusion, normalizes sexual health, and helps safeguard them before they become sexually active.



# Objective One: Viruses and Bacteria and Transmission

## Explain:

- ▶ **Viruses** and **bacteria** are germs that can make us sick.
- ▶ Write virus and bacteria on the board in two columns.

## Ask:

- ▶ Who has had the chickenpox or flu? Write **chickenpox** and **flu** under virus.
- ▶ Who has had strep throat or pink eye? Write **strep throat** or **pink eye** under bacteria.

## Explain:

- ▶ Viruses and bacteria are transmitted from person to person, often through very casual contact, for example, breathing in virus particles after someone sneezes or coughs, ingesting virus particles from our hands when we eat, or sharing a drink or food.
- ▶ When a **virus** enters our body, the **immune system** will try to flush it out by making us sneeze, cough, run a fever, etc. Eventually, our immune system will figure out how to destroy the virus. If that virus tries to enter our body again, it won't be able to because our body knows how to fight it. Sometimes we can also take antiviral medication to help our body suppress the virus.
- ▶ When **bacteria** enters our body, we take **antibiotics** to kill the bacteria. If the bacteria enters our body again, we have to take antibiotics again.
- ▶ Some viruses and bacteria are preventable through **vaccinations**.
- ▶ A **vaccine** is a type of medicine that keeps you from getting sick. It does this by teaching your body to fight off certain viruses and bacteria. There are more vaccines for viruses than bacteria.

# Activity

## Explain:

- ▶ You are going to play a game to illustrate how viruses and bacteria spread.

## Instructions:

1. Give each student and yourself a sticky note.
2. Give gloves to a few students.
3. Tell a few students that they are not going to participate and will just observe the activity.
4. Tell the rest of the students to move around and high-five at least five peers and jot down their names
5. Once everyone has high-fived, have them sit down.

## Explain:

- ▶ That you, the teacher, have the **high-five virus**.
- ▶ Whomever high-fived you got the virus, unless they wore a glove.
- ▶ The people you high-fived also got the virus.
- ▶ The virus may have even spread to the whole classroom if everyone high-fived someone who was infected.
- ▶ The people wearing gloves or not playing did not get the virus or bacteria.
- ▶ This activity reinforces the fact that there are invisible viruses and bacteria all around us that are spread in various ways, for example, sneezing, coughing and touching.

## Objective Two: Viruses and Bacteria and Sexually Transmitted Infections

### Ask:

- ▶ How do viruses and bacteria relate to sexually transmitted infections (STIs)?

### Explain:

- ▶ **Sexually transmitted infections (STIs)** are viruses, bacteria and parasites that can be passed through sexual activity.
- ▶ STIs are similar to infections people get in their daily lives, but stigma/shame often prevents people from getting tested and treated.
- ▶ STIs can be passed through fluid-to-fluid and skin-to-skin contact with an infected partner.

#### Fluids that can transmit STIs are:

- ▶ Blood
- ▶ Semen
- ▶ Vaginal fluid

#### Body parts that can transmit STIs are:

- ▶ Mouth
- ▶ Genitals
- ▶ Anus

# Objective Three: Reducing the Spread of Viruses and Bacteria

## Explain:

- ▶ In high school, lessons go into much more detail about STIs. For now, it's important to understand that there are several steps a person can take to **reduce the spread of STIs**, which include the following.
  1. **Abstain** from having sex.
  2. Use a **condom**. Condoms go over the penis and prevent the skins from touching and fluids from mixing, which can both transmit STIs.
  3. **Get tested** for STIs once sexually active.
  4. **Get treated** for STIs if necessary.
- ▶ A lot of stigma surrounds STIs and, because symptoms are rare, many people don't know when they have an STI.
- ▶ Left untreated, many STIs can have long-term health consequences. People can also infect other partners without realizing it!
- ▶ STI tests are quick and easy, and usually involve a urine sample, swab, blood test, and/or visual exam. If a patient is found to have an STI, they can be treated at the same clinic where they got tested. Many STIs can be treated quickly by antibiotics. Other STIs can be managed with anti-viral medication.

*STIs often have no symptoms. Testing is the only way to know.*

## Explain:

- ▶ There are several places throughout the Yukon where you can get tested for STIs. You can call your local care provider to make an appointment. See below for contact information.
  - **In Whitehorse:**
    - Yukon Communicable Disease Control (YCDC): 4 Hospital Road, 867-667-8323
    - Sexual Health Clinic: 406 Lambert Street, 867-393-6635
    - Your family doctor
  - **Note:** Community health centres are on the next page.

- **Community health centres:**
  - Beaver Creek: Mile 1202 Alaska Highway, 867-862-4444
  - Carcross: 1952 Tagish Avenue, 867-821-4444
  - Carmacks: 106 River Drive, 867-863-4444
  - Dawson City: 501 Sixth Avenue, 867-993-4300
  - Destruction Bay: Mile 1083 Alaska Highway, 867-841-4444
  - Faro: 111 Bell Avenue, 867-994-4444
  - Haines Junction: 131 Bates Street, 867-634-4444
  - Mayo: 21 Centre Street, 867-996-4444
  - Old Crow: Building 200, 867-966-4444
  - Pelly Crossing: Km 464 North Klondike Highway, 867-537-4444
  - Ross River: 14 Kulan Street, 867-969-4444
  - Teslin: 27 Johnstone Avenue, 867-390-4444
  - Watson Lake: 801 Ravenhill Drive, 867-536-5255

## CLOSING

### Review:

- ▶ Today we talked about the following.
  1. Viruses and bacteria and how they spread.
  2. The connection between viruses and bacteria and sexually transmitted infections.
  3. Ways to reduce the spread of viruses and bacteria.

### Anonymous questions:

- ▶ Collect anonymous questions and answer them in the next class.
- ▶ **Note:** If you need assistance answering questions, contact [bettertoknow@yukon.ca](mailto:bettertoknow@yukon.ca).

## Lesson 6

# Self-Esteem

 60 minutes

## CURRICULAR COMPETENCIES

### Healthy and active living

- ▶ Describe the impacts of personal choices on health and well-being.
- ▶ Identify, apply and reflect on strategies used to pursue personal healthy-living goals.

### Social and community health

- ▶ Describe and apply strategies for developing and maintaining positive relationships.
- ▶ Learn how to build self-esteem.

### Mental well-being

- ▶ Describe and assess strategies for promoting mental well-being, for self and others.

## OBJECTIVES

1. Students will learn about self-esteem and ways to build it.

## MATERIALS

- ▶ Lesson plan handouts (see end of lesson):
  - Self-Esteem Assessment
  - How to Build Your Self-Esteem
  - A Word on Mental Health
- ▶ Anonymous question box slips.

### Teaching Tip

At the beginning of every class:

1. Provide external resources, such as:
  - Kids Help Phone – 1-800-668-6868; text 68-68-68; [kidshelpphone.ca](http://kidshelpphone.ca)
  - School counsellors
  - Info websites, for example, [amaze.org](http://amaze.org)
2. Review your classroom rules.
3. Review the anonymous question box process.
4. Introduce the lesson plan objectives.

# Objective One: Self-Esteem and Ways to Increase It

## Explain:

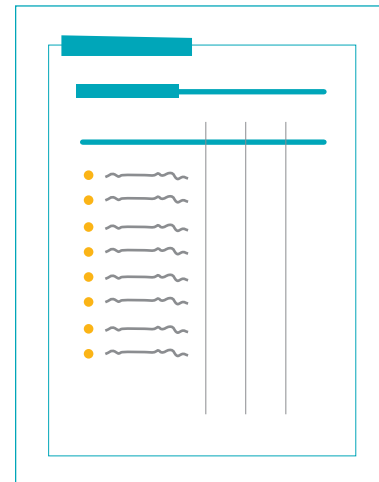
- ▶ **Self-esteem** is how you feel about yourself.
- ▶ **Positive self-esteem** is when you like yourself and have a lot of confidence
- ▶ **Poor self-esteem** is when you feel bad about yourself and do not have a lot of confidence
- ▶ Self-esteem tends to fluctuate over time, depending on your circumstances.
- ▶ It's normal to go through times when you feel down about yourself and times when you feel good about yourself.
- ▶ Generally, however, self-esteem stays in a range that reflects how you feel about yourself overall.
- ▶ Self-esteem has a huge impact on the way you treat yourself and others, and on the kinds of choices you make.
- ▶ For example, people with high self-esteem tend to make informed decisions, have healthy friendships, and feel happier.
- ▶ People with low self-esteem tend to make uninformed decisions, have unhealthy friendships, and feel less happy.
- ▶ When you have low self-esteem there are steps you can take to build it.
  - Step One – Assess how you feel about yourself. Figure out the problem.
  - Step Two – Take active measures to build your self-esteem.



# Activity One

## Explain:

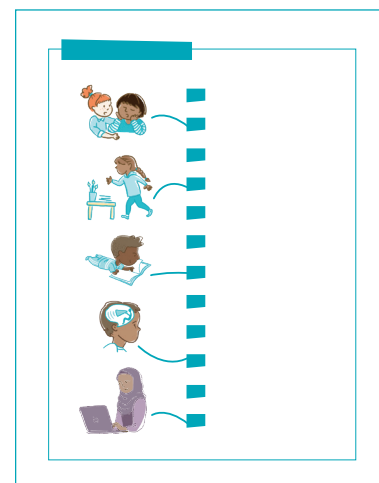
- ▶ Distribute the “Self-Esteem Assessment” handout.
- ▶ Ask students to fill out the checklist, tally their points and read their scores’ meanings.
- ▶ Explain this is a private activity and they will not have to share their answers.



# Activity Two

## Explain:

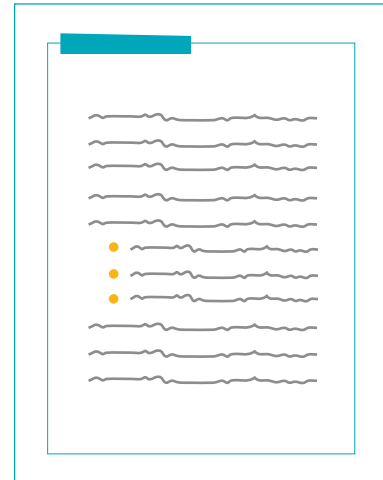
- ▶ Pass out the “How to Build Your Self-Esteem” handout.
- ▶ Explain that **building self-esteem** is a process, which takes time. It starts with small steps.
- ▶ As a class, read the handout to learn small steps that students can take to improve self-esteem.
- ▶ Ask students to write down one thing – from the list – that they can do this week to improve self-esteem.



# Activity Three

## Explain:

- ▶ Distribute the “A Word on Mental Health” handout.
- ▶ Explain that feeling very low, sad, hopeless, etc. could be a sign of more serious mental health conditions. **Mental health conditions** are common and treatable with professional help.
- ▶ As a class, read the handout to learn more.



## CLOSING

### Review:

- ▶ Review the objectives covered in the lesson.

### Anonymous questions:

- ▶ Collect anonymous question slips and answer them in the next class.
- ▶ **Note:** If you need assistance answering questions, contact [bettertoknow@yukon.ca](mailto:bettertoknow@yukon.ca).

# Handouts

81 Self-Esteem Assessment

82 How to Build Your Self-Esteem

83 A Word on Mental Health

# Self-Esteem Assessment

## What do you think about yourself?

- ▶ Check one column for each statement below.
- ▶ Tally your points.
- ▶ Read the meaning of your score.

	<b>Most times</b> (3 points for each check)	<b>Sometimes</b> (2 points for each check)	<b>Almost never</b> (1 point for each check)
1. I keep trying when I find tasks difficult.			
2. I am important to my family and friends.			
3. I get along well with others.			
4. I help others to be their best.			
5. I take responsibility for my actions.			
6. I am important.			
7. I know my strengths.			
8. I believe in myself.			
9. People listen to me.			
10. I listen to others.			
11. I use positive self-talk.			
12. The future looks bright.			
13. I am a good friend.			
14. I accept compliments with a "thank you."			
15. I can give sincere compliments to others.			
16. I enjoy getting up in the morning.			
17. Other people care about me.			
18. I do my best.			
19. I am a unique person.			
20. I express myself to others.			
21. I deserve the best.			
22. I can forgive myself.			
<b>TOTAL POINTS</b>			

### Self-Esteem Point System:

- ▶ 3 points –  
for each "Most times" check
- ▶ 2 points –  
for each "Sometimes" check
- ▶ 1 point –  
for each "Almost never" check

### Score Meanings:

- ▶ 22 to 32 points: It's time to take active steps to build your self-esteem. You are worth it!
- ▶ 33 to 44 points: You're on the right track toward positive self-esteem. Keep working on it – you are worth it!
- ▶ 45 to 66 points: You have very positive self-esteem. Keep up the great work – you are worth it!

# How to Build Your Self-Esteem

Here are some things you can do to protect, raise or reinforce your self-esteem.



1. "Be your own best friend" – treat yourself well and do things that are good for you, for example, sports or art.

2. Spend time with people who like you and care about you.

3. Ignore (and stay away from) people who put you down or treat you badly.



4. Do things that you enjoy or that make you feel good.

5. Do things you are good at.

6. Reward yourself for your successes.



7. Develop your talents.

8. Set goals and work to achieve them.



9. Make good choices for yourself and don't let others make your choices for you.

10. Take responsibility for yourself, your choices and your actions.

11. Always do what you believe is right.



12. Be true to yourself and your values.

13. Respect other people and treat them well.

To increase my self-esteem, I am going to \_\_\_\_\_

\_\_\_\_\_

## A Word on Mental Health

- ▶ Feeling happy and self-confident one minute and in tears with low self-esteem the next, sometimes for no apparent reason, isn't at all unusual during puberty. The hormones in your bloodstream influence how you feel.
- ▶ Being a preteen and teenager is hard. You're under stress to be liked, do well in school, get along with your family, and make big decisions. You can't avoid most of these pressures, and worrying about them is common. But feeling very sad, hopeless or worthless could be warning signs of a mental health problem.
- ▶ Mental health problems are real, painful and sometimes severe. You might need help if you:
  - feel hopeless or worthless;
  - often feel very angry or very worried;
  - feel grief for a long time after a loss or death;
  - think your mind is controlled or out of control;
  - use alcohol or drugs;
  - exercise, diet and/or binge-eat obsessively;
  - hurt other people or destroy property; and/or
  - do reckless things that could harm you or others.
- ▶ Mental health problems can be treated. To find help, talk to your parents, caregivers, school counsellor or health care provider.
- ▶ There are also online resources and phone lines that are available to youth. For example, the Kids Help Phone is available 24/7. You can call (1-800-668-6868), text (68-68-68) or go online ([kidshelpphone.ca](http://kidshelpphone.ca)).

## Lesson 7

# Values and Friendships

 60 minutes

## CURRICULAR COMPETENCIES

### Healthy and active living

- ▶ Describe the impacts of personal choices on health and well-being.
- ▶ Identify, apply and reflect on strategies used to pursue personal healthy-living goals.

### Social and community health

- ▶ Describe and apply strategies for developing and maintaining positive relationships.
- ▶ Learn how to build self-esteem.

### Mental well-being

- ▶ Describe and assess strategies for promoting mental well-being, for self and others.

## OBJECTIVES

1. Students will identify their values and the traits of a healthy and unhealthy friendship.

## MATERIALS

- ▶ Lesson plan handouts (see end of lesson):
  - My Values and Friendship
  - Healthy vs. Unhealthy Friendship Traits
- ▶ Anonymous question box slips.



### Teaching Tip

At the beginning of every class:

1. Provide external resources, such as:
  - Kids Help Phone – 1-800-668-6868; text 68-68-68; [kidshelpphone.ca](http://kidshelpphone.ca)
  - School counsellors
  - Info websites, for example, [amaze.org](http://amaze.org)
2. Review your classroom rules.
3. Review the anonymous question box process.
4. Introduce the lesson plan objectives.

# Objective One: My Values and Friendships

## Explain:

- ▶ **Values** are beliefs that guide many of the choices people make, for example, what activities to do, whom to be friends with, how to say no to peer pressure.
- ▶ Typically, young people learn values from their family, trusted adults and friends.
- ▶ Today we are going to look at the connection between values and friendship.

## Activity One

## Explain:

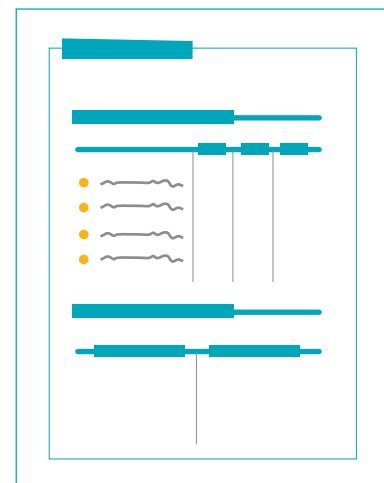
- ▶ Distribute the “My Values and Friendships” handout.
- ▶ First, ask students to complete the “My values” checklist.
- ▶ Second, using examples from the checklist, ask students to identify what they value in a friendship.

## Share:

- ▶ Once students are done, ask the class these questions.
  - Was it easy or difficult to identify their values
  - What were the connections between their values and what they value in a friendship?
  - Did they learn anything new about themselves or their friendships?

## Explain:

- ▶ **Friendships** can have either a positive or negative impact on your health and well-being, depending on if it's a healthy or unhealthy relationship.
- ▶ Understanding your values will help you identify the differences between healthy and unhealthy friendships.



HANDOUT, p. 88



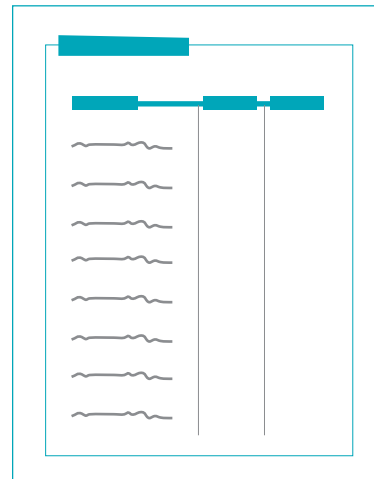
# Activity Two

## Explain:

- ▶ Distribute the “Healthy vs. Unhealthy Friendship Traits” handout.
- ▶ Ask students to read the “Behaviour traits” statements and check if it’s a healthy or unhealthy friendship trait.

## Share:

- ▶ Once students are done, ask the class these questions.
  - Was it easy, or difficult, to identify the difference between healthy and unhealthy friendship traits?
  - Did understanding their values help them identify the differences between healthy and unhealthy friendship traits?
  - Did they learn anything new about themselves?



## CLOSING

### Review:

- ▶ Review the objectives covered in the lesson.

### Anonymous questions:

- ▶ Collect anonymous question slips and answer them in the next class.
- ▶ **Note:** If you need assistance answering questions, contact [bettertoknow@yukon.ca](mailto:bettertoknow@yukon.ca).

## Handouts

88 My Values and Friendships

89 Healthy vs. Unhealthy Friendship Traits

# My Values and Friendships

## Step 1: My values

Complete the checklist below to help identify your values.

	Very important	A little important	Not important
1. Being honest			
2. Feeling good about myself			
3. Being happy			
4. Caring for others			
5. Doing what my parents think is right			
6. Having fun			
7. Being popular			
8. Looking good			
9. Having nice clothes			
10. Being good in sports			
11. Finding someone to date			
12. Having a good education			
13. Taking responsibility for my actions			
14. Getting along with my parents			
15. Standing up for a friend who is picked on			

## Step 2: What I value in a friendship

Using the checklist above, list three values that are important to you in a friendship and explain why.

What I value in a friendship	Example
Example: Inclusiveness	I include everyone when I organize dodgeball at recess because I don't want to hurt people's feelings.
1.	
2.	
3.	

# Healthy vs. Unhealthy Friendship Traits

Read each statement below and check if it's a healthy or unhealthy friendship trait.

Behaviour traits	Healthy	Unhealthy
Cares about you and your problems		
Talks behind your back		
Helps you when you are in need		
Is always with you in hard times		
Shouts at you when you make a mistake		
Shares everything with you		
Takes your possessions without permission		
Tries to understand your problems		
Only cares about themselves		
Treats you in a nice and kind way		
Doesn't listen to your problems		
Tries to solve your problems		
Keeps your secrets		
Doesn't help when you need it		
Makes fun of you		

## Lesson 8

# Assertive Communication<sup>15</sup>

 60 minutes

## CURRICULAR COMPETENCIES

### Healthy and active living

- ▶ Describe the impacts of personal choices on health and well-being.

### Social and community health

- ▶ Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive or exploitive situations.
- ▶ Describe and assess strategies for responding to discrimination, stereotyping and bullying.
- ▶ Describe and apply strategies for developing and maintaining positive relationships.

### Mental well-being

- ▶ Describe and assess strategies for promoting mental well-being, for self and others.

## CONTENT

- ▶ Strategies to protect themselves and others from potential abuse, exploitation and harm in a variety of settings.
- ▶ Consequences of bullying, stereotyping and discrimination.

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<sup>15</sup> *Beyond the Basics: A Resource for Educators on Sexuality and Sexual Health* (Third Edition) Action Canada for Sexual Health & Rights (2017).

## OBJECTIVES

1. Students will learn about aggressive, passive, passive-aggressive and assertive communication styles.

## MATERIALS

- ▶ Lesson plan handout (see end of lesson):
  - Communication Styles: Advantages and Disadvantages
- ▶ Anonymous question box slips.

### Teaching Tip

At the beginning of every class:

1. Provide external resources, such as:
  - Kids Help Phone – 1-800-668-6868; text 68-68-68; [kidshelpphone.ca](http://kidshelpphone.ca)
  - School counsellors
  - Info websites, for example, [amaze.org](http://amaze.org)
2. Review your classroom rules.
3. Review the anonymous question box process.
4. Introduce the lesson plan objectives.

# Objective One: Communication Styles

## Explain:

- ▶ Distribute the “Communication Styles: Advantages and Disadvantages” handout.
- ▶ Explain that **communication** is an exchange of thoughts, ideas and feelings. It is the sending and receiving of messages and meaning.
- ▶ There are **four basic types** of communication styles: passive, aggressive, passive-aggressive and assertive.
  1. **Passive communication** – You are annoyed, but you do not say anything.
  2. **Aggressive communication** – You yell at them.
  3. **Passive-aggressive communication** – You curse them under your breath and gossip about them.
  4. **Assertive communication** – You respectfully and clearly stand up for yourself, say how their actions make you feel, and what action you want to see taken to correct the mistake. It is clear, kind and firm.
- ▶ Healthy friendships and other relationships are fostered by assertive communication.
- ▶ Assertive communicators tend to listen and value their needs as well as those of the people around them. They can directly and clearly state their feelings, needs and opinions without encroaching on the rights of others.
- ▶ Assertive communication:
  - is considerate, but not passive;
  - is confident, but not aggressive
  - is direct and clear and – at the same time – kind and respectful; and
  - takes practice and is a lifelong skill.
- ▶ Learning how to communicate assertively will help foster healthy relationships throughout life.

# Activity

## Explain:

- ▶ Before this lesson, ask students to bring a show-and-tell item.
- ▶ Divide students up into Team A and Team B and ask them to stand across from each other.
- ▶ Ask Team A students to put their show-and-tell items in front of them.
- ▶ Ask the students from Team B to take the show-and-tell item from the person from Team A standing across from them.
- ▶ Ask Team A what they felt when a member from Team B took their item away. Prompt for annoyed, jealous, neutral, sad, angry, frustrated, etc.
- ▶ Write the following assertive response formula on the board.
  - When\_\_\_\_\_ happens,
  - I feel\_\_\_\_\_.
  - I would like\_\_\_\_\_to happen.
- ▶ Ask each student from Team A to use the assertive response formula to communicate how they feel about Team B taking their item. For example:
  - When my toy is taken,
  - I feel angry.
  - I would like you to give it back.
- ▶ Switch roles so that Team A takes an item from Team B.
- ▶ At the end of the activity, make sure everyone has had their item returned.



Passive communication



Aggressive communication



Passive-aggressive communication



Assertive communication

**Discuss:**

- ▶ Follow up the activity by working through the following examples as a class.
  - Your sibling opens the door and comes into your room without knocking. How can you use assertive communication to make them stop?
  - Your best friend starts spending more time with someone else. How can you use assertive communication to figure out what is happening?

**Debrief:**

- ▶ Debrief the activity with the following questions.
  - Have you used assertive communication before or was it new to you?
  - How did it feel to be honest about your feelings?
  - How did it feel to be direct about your needs, while still being kind?

---

**CLOSING****Review:**

- ▶ Review the objectives covered in the lesson.

**Anonymous questions:**

- ▶ Collect anonymous question slips and answer them in the next class.
- ▶ **Note:** If you need assistance answering questions, contact [bettertoknow@yukon.ca](mailto:bettertoknow@yukon.ca).

# Handouts

95 Communication Styles: Advantages and Disadvantages



# Communication Styles:

## Advantages and Disadvantages



### Passive communication

You are annoyed, but you do not say anything.



### Aggressive communication

You yell at them.



### Passive-aggressive communication

You curse them under your breath and gossip about them.



### Assertive communication

You respectfully and clearly stand up for yourself, say how their actions make you feel, and what action you want to see taken to correct the mistake.

#### Advantages

- ▶ Avoids confrontation
- ▶ Seems generous

- ▶ Releases tension
- ▶ Seems powerful

- ▶ Releases some tension
- ▶ Seems nice on the surface
- ▶ Avoids confrontation

- ▶ Takes responsibility for yourself and your needs
- ▶ Is open and honest
- ▶ Gets some of your needs met
- ▶ Maintains good relationships

#### Disadvantages

- ▶ Does not feel heard
- ▶ Feels resentful and taken advantage of
- ▶ Does not solve the problem

- ▶ Does not solve the problem
- ▶ Creates conflict and enemies
- ▶ Seems rude and abusive

- ▶ Seems "two-faced"
- ▶ Leads to distrust
- ▶ Seems manipulative
- ▶ Seems challenging to be honest
- ▶ Feels like lying

- ▶ Requires work and practice
- ▶ Feels scary to use at first

#### Assertive communication formula:

1. When \_\_\_\_\_ happens,

2. I feel \_\_\_\_\_.

3. I would like \_\_\_\_\_ to happen.

## Lesson 9

# Gender Identity, Sexual Orientation, and Sex Assigned at Birth

 60 minutes

## CURRICULAR COMPETENCIES

### Social and community health

- ▶ Describe and assess strategies for responding to discrimination, stereotyping and bullying.

### Mental well-being

- ▶ Explore and describe how personal identities adapt and change in different settings and situations.

## OBJECTIVES

1. Students will learn the difference between gender, gender identity, gender expression, sexual orientation, and sex assigned at birth.

## MATERIALS

- ▶ Lesson plan handouts (see end of lesson):
  - The Genderbread Person
  - Gender Pronouns
  - Sex Assigned at Birth
  - The Queer Umbrella
- ▶ Anonymous question box slips.



### Teaching Tip

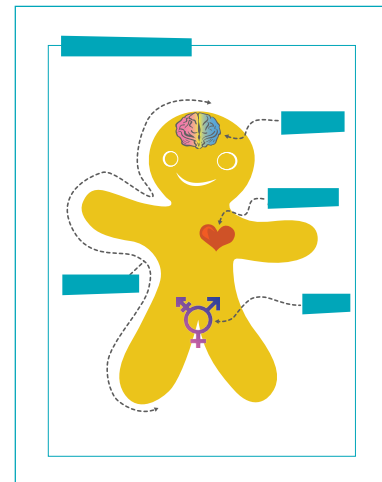
At the beginning of every class:

1. Provide external resources, such as:
  - Kids Help Phone – 1-800-668-6868; text 68-68-68; [kidshelpphone.ca](http://kidshelpphone.ca)
  - School counsellors
  - Info websites, for example, [amaze.org](http://amaze.org)
2. Review your classroom rules.
3. Review the anonymous question box process.
4. Introduce the lesson plan objectives.

# Objective One: Gender, Gender Identity, Gender Expression, Sexual Orientation, and Sex Assigned at Birth<sup>16</sup>

## Explain:

- ▶ Today we are going to learn about gender identity, gender expressions, sexual orientations, and sex assigned at birth.
- ▶ This lesson is about learning to understand, embrace and accept people from all backgrounds.
- ▶ Acceptance and understanding are how we build a healthy, happy and safe school.
- ▶ Distribute “The Genderbread Person” handout.
- ▶ Explain that to help us understand the difference between gender identity, gender expression, sexual orientation, and sex assigned at birth, we are going to use the “Genderbread” person.



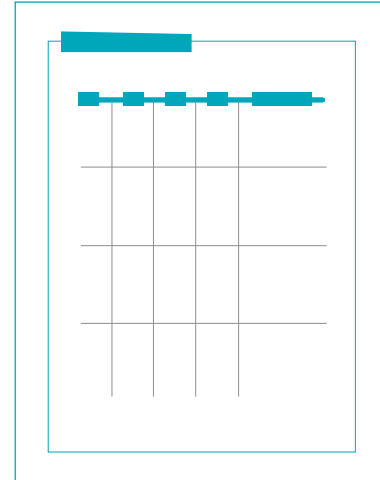
1. Starting at the top of the “Genderbread” person – in the brain – are **gender** and **gender identity**.
  - **Gender** – what a society says is masculine or feminine; the way men and women are expected to act based on their assigned sex at birth.
  - **Gender identity** – one’s sense of feeling male, female, both, neither or something entirely different.
  - Common terms include the following.
    - » **Cisgender** – someone whose sex assigned at birth and gender identity are the same.
    - » **Agender** – someone who does not identify with a gender.
    - » **Gender fluid**– someone who does not identify themselves as having a fixed gender
    - » **Transgender** – someone whose sex assigned at birth and gender identity are different.

<sup>16</sup> This lesson was adapted from [genderbread.org](http://genderbread.org).

- » **Two-Spirit** – a term from First Nations cultures that identifies someone who has both the spirit of a man and a woman in one body; traditionally, Two-Spirit people were regarded as having received a special gift.
- » **Queer** – someone who expresses a fluidity of gender expression identity and/or sexual orientation.

2. Moving to the entire body, mind and heart is **gender expression**.

- Gender expression is the way people present their gender, through actions, clothing and demeanor.
- You can't always tell what gender people identify with. When introducing yourself to someone new, include your pronouns. For example, my name is Jill and I go by she/her.
- There are an infinite number of pronouns people can use. The gender pronoun chart defines some common pronouns. Distribute the "Gender Pronouns" handout to students.<sup>17</sup>



3. Next, in the heart, is **sexual orientation**.

- Sexual orientation is who you are attracted to emotionally and sexually.
- Throughout life, people often question their sexual orientation and gender.
- Discovering who we are, what we like and don't like, changes and continues over time.
- Common terms include the following.
  - » **Gay** – someone who is attracted to members of the same gender.
  - » **Lesbian** – a female who is attracted to females.
  - » **Bisexual** – a person who is attracted to both members of their own gender and other genders.
  - » **Heterosexual** – someone who is attracted to members of the opposite gender, also called "straight."
  - » **Pansexual** – someone who is attracted to people, regardless of their gender identity or biological sex.

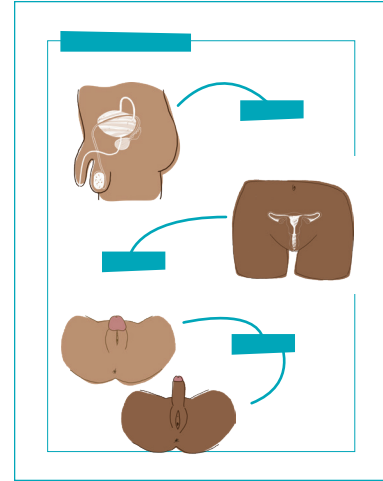
<sup>17</sup> [transstudent.org/graphics/pronouns101/](https://transstudent.org/graphics/pronouns101/).

- » **Asexual** – someone with a lack of sexual attraction to others.
- » **Queer** – someone that expresses a fluidity of gender expression, identity and/or sexual orientation.

4. Finally, between the legs, is **sex assigned at birth**. Sometimes this is called biological sex, but the one thing it's not is gender. Sex assigned at birth is determined by the genitals someone is born with.

- Common terms include the following.
  - » **Male** – penis, scrotum and testicles.
  - » **Female** – vulva, vagina and ovaries.
  - » **Differences in sexual development (DSD)** – a combination of genitals.

- ▶ Distribute the “Sex Assigned at Birth” handout.
- ▶ The terms that are used to describe sexuality and gender have evolved over time and will continue to shift.
- ▶ Currently, **LGBTQ+** is one acronym that defines the different gender identities and sexual orientations.



### Explain:

- ▶ 2S/LGBTQ+ stands for: Two Spirit/ Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, plus additional sexual orientations and gender identities. Sometimes other letters are included in the acronym. For example, "I" for intersex, "A" for asexual and/or agender, the letter "N" for non-binary folks. The Queer Umbrella illustrates the LGBTQ+ acronym.
- ▶ Distribute “The Queer Umbrella” handout to students.<sup>18</sup>



Note: The practice of adding Two Spirit (or 2S) to the LGBTQ+ acronym can be problematic because it equates being Two-Spirit with Western identities, alternatively, the acronym 2S/LGBTQ+ can be used to signify that 2S is different from other LGBTQ+ identities. (Pruden & Salway, 2020; [https://cihr-irsc.gc.ca/e/52214.html?fbclid=IwAR2\\_H\\_EYzLBzB-EtVepNVFP-5M\\_91azCAfpHMQEu4vb-Zqlf\\_jdwjs1JJVs](https://cihr-irsc.gc.ca/e/52214.html?fbclid=IwAR2_H_EYzLBzB-EtVepNVFP-5M_91azCAfpHMQEu4vb-Zqlf_jdwjs1JJVs)).

<sup>18</sup> [thesafezoneproject.com/wp-content/uploads/2015/08/GenderbreadPersonLGBTQUmbrella.pdf](https://thesafezoneproject.com/wp-content/uploads/2015/08/GenderbreadPersonLGBTQUmbrella.pdf).

## CLOSING

### Review:

- ▶ Review the objectives covered in the lesson.

### Anonymous questions:

- ▶ Collect anonymous question slips and answer them in the next class.
- ▶ **Note:** If you need assistance answering questions, contact [bettertoknow@yukon.ca](mailto:bettertoknow@yukon.ca).

## Handouts

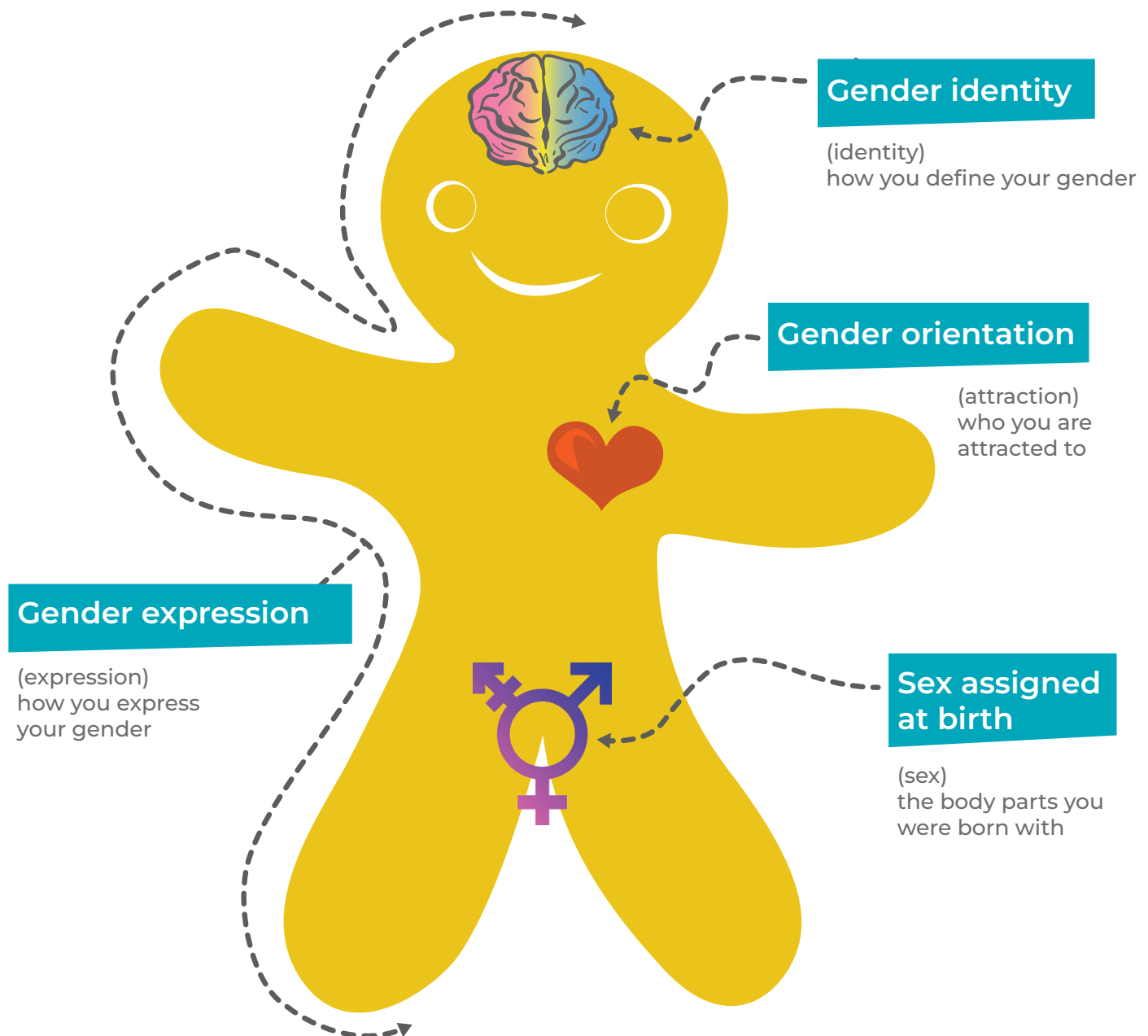
102 The Genderbread Person

103 Gender Pronouns

104 Sex Assigned at Birth

105 The Queer Umbrella

# The Genderbread Person<sup>19</sup>



<sup>19</sup> [genderbread.org/resource/genderbread-person-v4-0](https://genderbread.org/resource/genderbread-person-v4-0).



# Gender Pronouns<sup>20</sup>

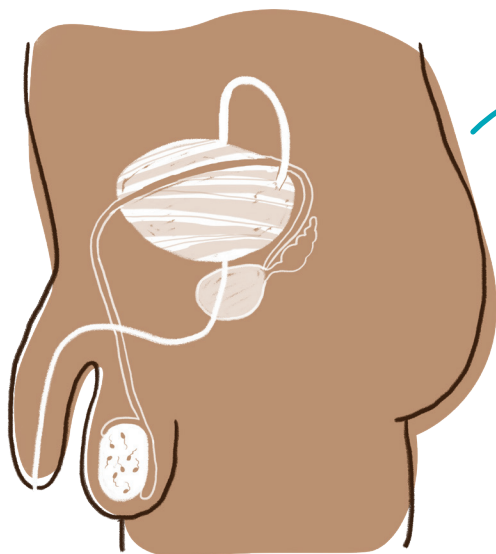
Please note that these are not the only pronouns. There are an infinite number of pronouns as new ones emerge in our language. Always ask someone for their pronouns.

Subjective	Objective	Possessive	Reflexive	Example
She	Her	Hers	Herself	<ul style="list-style-type: none"> <li>▶ She is speaking.</li> <li>▶ I listened to her.</li> <li>▶ The backpack is hers.</li> </ul>
He	Him	His	Himself	<ul style="list-style-type: none"> <li>▶ He is speaking.</li> <li>▶ I listened to him.</li> <li>▶ The backpack is his.</li> </ul>
They	Them	Theirs	Themselves	<ul style="list-style-type: none"> <li>▶ They are speaking.</li> <li>▶ I listened to them.</li> <li>▶ The backpack is theirs.</li> </ul>
Ze	Hir/ Zir	Hirs/ Zirs	Hirself/ Zirself	<ul style="list-style-type: none"> <li>▶ Ze is speaking.</li> <li>▶ I listened to hir.</li> <li>▶ The backpack is zirs.</li> </ul>

<sup>20</sup> [transstudent.org/graphics/pronouns101/](https://transstudent.org/graphics/pronouns101/).

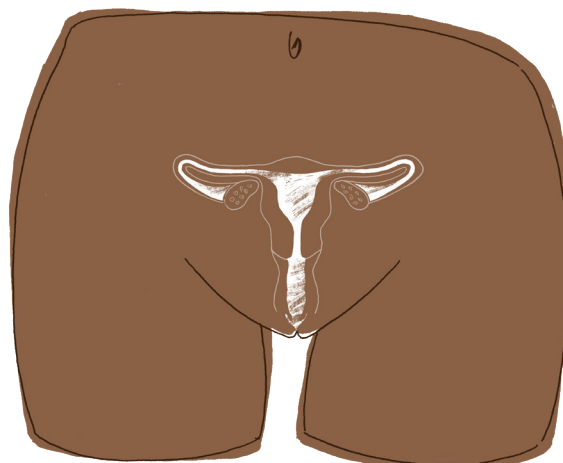
# Sex Assigned at Birth

Sex assigned at birth is determined by what your genitals look like when you are born.



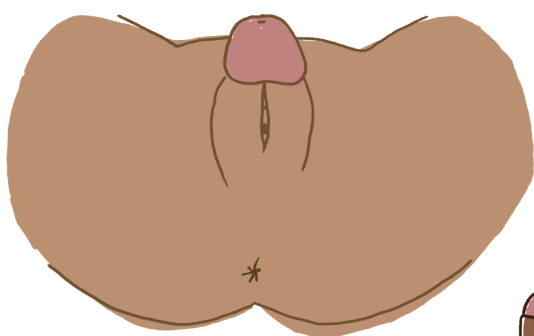
**Male**

= penis, scrotum and testicles



**Female**

= vulva, vagina and ovaries



**Differences in sexual development (DSD)**

= born with a combination of both genitals



## The Queer Umbrella<sup>21</sup>



The "Q" sometimes stands for "questioning" and "transgender" is often thought of as an umbrella term itself (sometimes abbreviated "trans"; or "trans\*" in writing). Lots of asterisks, lots of exceptions, because hey – we're talking about lots of different folks with different lived experiences to be inclusive of.

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<sup>21</sup> [thesafezoneproject.com/wp-content/uploads/2015/08/GenderbreadPersonLGBTQUmbrella.pdf](https://thesafezoneproject.com/wp-content/uploads/2015/08/GenderbreadPersonLGBTQUmbrella.pdf).

## Lesson 10

# Don't Feed the Phish<sup>22</sup>

 60 minutes

## CURRICULAR COMPETENCIES

### Social and community health

- ▶ Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive or exploitive situations.
- ▶ Describe and assess strategies for responding to discrimination, stereotyping and bullying.
- ▶ Describe and apply strategies for developing and maintaining positive relationships.

### Mental well-being

- ▶ Describe and assess strategies for promoting mental well-being, for self and others.
- ▶ Explore and describe how personal identities adapt and change in different settings and situations.

## CONTENT

### Sources of health information

- ▶ Strategies to protect themselves and others from potential abuse, exploitation and harm in a variety of settings.
- ▶ Consequences of bullying, stereotyping and discrimination.

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<sup>22</sup> This lesson was adapted from [commonsense.org/education/](https://commonsense.org/education/).

## OBJECTIVES

1. Students will learn about online identity theft and how to protect against it.

## MATERIALS

- ▶ Lesson plan handouts (see end of lesson):
  - Trick Questions!
  - Click It or Skip It?
  - How to Catch a Phish!
- ▶ Anonymous question box slips.

### Teaching Tip

At the beginning of every class:

1. Provide external resources, such as:
  - Kids Help Phone – 1-800-668-6868; text 68-68-68; [kidshelpphone.ca](http://kidshelpphone.ca)
  - School counsellors
  - Info websites, for example, [amaze.org](http://amaze.org)
2. Review your classroom rules.
3. Review the anonymous question box process.
4. Introduce the lesson plan objectives.

# Objective One: Online Identity Theft and How to Protect Against It

## Explain:

- ▶ **Identity theft** happens when someone's private information is stolen and used for criminal activity.
- ▶ **Private information** is information that can be used to identify you because it is unique to you, for example, your full name, phone number or address.
- ▶ Identity theft might mean that one or more pieces of information about you has been stolen, not that everything about you has been stolen. It also doesn't mean that you no longer have what's been stolen (as in the case of a stolen object); you are still you and your identity hasn't changed.
- ▶ If your identity is stolen, it can lead to serious consequences, and you may not even know about it until later. If your identity is stolen, someone could:
  - steal money from you;
  - apply for credit cards in your name and buy things;
  - cyberbully someone while pretending to be you;
  - create false identification documents; or
  - get a driver's licence or a job under your name.
- ▶ Identity thieves use internet scams to steal identities.
- ▶ **Internet scams** trick people into clicking a link that can steal private information; or they trick people into freely sharing their private information.
- ▶ The curiosity gap and phishing are two strategies that internet scammers use.

- ▶ The **curiosity gap** is a strategy that plays on people's desire to know more. Some examples include the following.
  - A tweet that asks an interesting question.
  - A photo with the caption "Funniest thing ever!"
  - A video pop-up that says "To continue watching, click here."
- ▶ Scammers will use the curiosity gap to create messages that get people to click on their links. The links then lead to sites that install malware on your device, steal your information, or charge you money.
- ▶ Phishing is another strategy that is used to steal private information.
- ▶ **Phishing** is when someone poses as an institution, such as a bank or school, and sends you a personalized message asking you to provide private information.
- ▶ There are multiple phishing strategies that scammers use that can help people identify when they are being scammed.
- ▶ Some **phishing strategies** include the following.
  - **A sense of urgency** – The sender says you only have a limited time to respond.
  - **Spelling and grammar errors** – A real company does not send out messages with such errors.
  - **"Alert! Alert!"** – The message sounds urgent, making you worry that something is wrong with your account.
  - **"Friend" in trouble** – You see a photo of someone you know, but the message isn't really from them.
  - **Shortened URL** – The message includes a web address that has been condensed and could mislead a user into going to a risky website.
  - **Too good to be true** – Identity thieves often offer easy chances to win money or prizes.
  - **A generic or missing greeting** – Real companies send messages that address customers by name.

# Activity One

## Explain:

- ▶ Distribute the “Trick Questions” handout.
- ▶ Ask students to work in pairs and identify if they should or shouldn’t click on the links described.

## Teacher Answer Key

- DON’T! Identity thieves use such “clues” to figure out people’s passwords.
  - DON’T! Real companies don’t do this. Thieves use such information to create false identities.
  - DON’T! Identity thieves can charge people’s accounts for fake sales. Ask parents first
- 
- ▶ Ask them to figure out reasons the characters in each scenario could get fooled. Some possible reasons include:
    - the wish to win money, a prize, discount or other benefit;
    - the fear of losing one’s photos, videos, games or access to their account;
    - feeling pressure to act quickly “before it’s too late”; and
    - curiosity to know more.

**Trick Questions**

\_\_\_\_\_

• \_\_\_\_\_  
☐

\_\_\_\_\_

• \_\_\_\_\_  
☐

\_\_\_\_\_

• \_\_\_\_\_  
☐



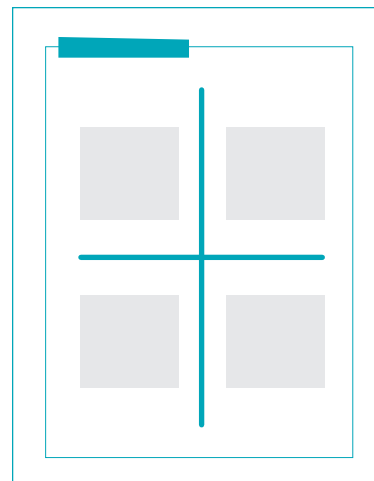
# Activity Two

## Explain:

- ▶ Distribute the “Click It or Skip It” handout.
- ▶ Ask students to decide whether to click or skip the various links shown.
- ▶ Ask them to explain which details helped them decide.

## Teacher Answer Key

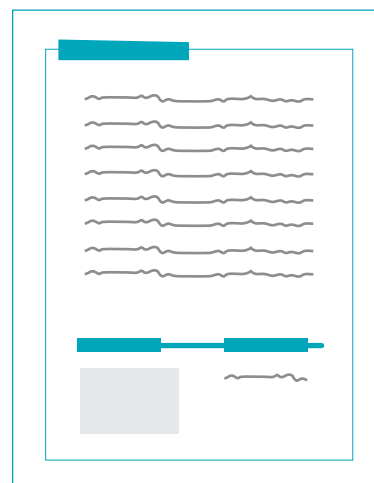
- The Mari\_Tellez example is the only one that is okay to click.



# Activity Three

## Explain:

- ▶ Distribute the “How to Catch a Phish” handout.
- ▶ Ask students to identify the phishing clues and strategies used in the online messages.



## CLOSING

### Review:

- ▶ Review the objectives covered in the lesson.

### Anonymous questions:

- ▶ Collect anonymous question slips and answer them in the next class.
- ▶ **Note:** If you need assistance answering questions, contact [bettertoknow@yukon.ca](mailto:bettertoknow@yukon.ca).

## Handouts

LESSON 10

**113** TrickQuestions!

**114** Click It or Skip It

**115 to 118** How to Catch a Phish

# Trick Questions!

Read each online scenario and answer the corresponding questions.

1. Zack sees an online contest. He could win \$10,000 instantly! On the sign-up form, he enters his name and email address. He is also asked to enter his nickname, the names of any pets, and his mom's maiden name. Should he do it?

- ☐ DO IT. The questions are silly, but it's worth it to win \$10,000!
- ☐ DON'T! Identity thieves use such "clues" to figure out people's passwords.
- 

2. Lew gets a notice from Apple. Because of new security rules, he must submit his Social Security Number (SSN) immediately or he'll lose all his photos. He knows where mom keeps the SSN card. Should he do it?

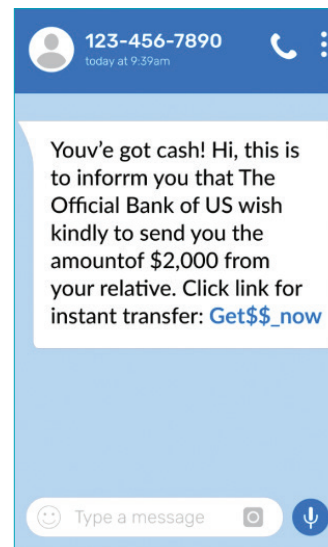
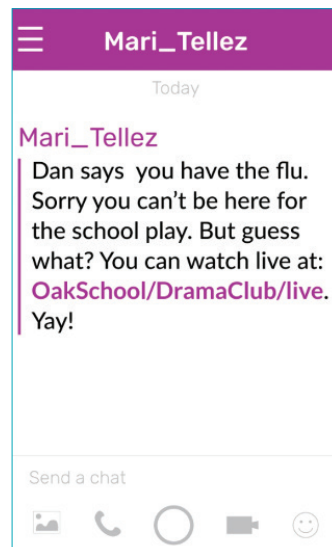
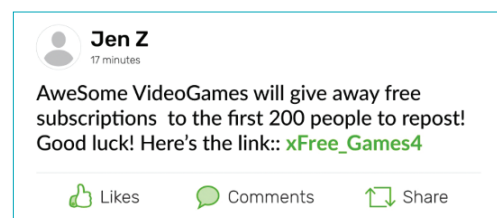
- ☐ DO IT. It's an official notice from a company and if he waits, he could lose everything.
- ☐ DON'T! Real companies don't do this. Thieves use such information to create false identities.
- 

3. Dana sees \$200 wireless headphones on sale for just \$5! She doesn't recognize the website. It only takes credit cards, not PayPal, and it asks for more detail than most sites do. She could use the credit card her parents gave her for emergencies. Should she do it?

- ☐ DO IT. So long as she pays her parents back right away, it should be all right.
- ☐ DON'T! Identity thieves can charge people's accounts for fake sales. Ask parents first.

# Click It or Skip It

Work in small groups to decide whether to click on, or skip, the various links shown below. Explain your choices. Which details helped you decide?



# How to Catch a Phish

## Directions:

- ▶ In the left column, read the messages and underline the phishing clues, for example, "Friends, please pay me emergency \$\$ so I don't miss my flight"
- ▶ In the right column, write down the phishing strategy used in the message, for example, "friend" in trouble and a sense of urgency.
- ▶ Some **phishing strategies** include the following.
  - **A sense of urgency** – The sender says you only have a limited time to respond.
  - **Spelling and grammar errors** – A real company does not send out messages with such errors.
  - **"Alert! Alert!"** – The message sounds urgent, making you worry that something is wrong with your account.
  - **"Friend" in trouble** – You see a photo of someone you know, but the message isn't really from them.
  - **Shortened URL** – The message includes a web address that has been condensed and could mislead a user into going to a risky website.
  - **Too good to be true** – Identity thieves often offer easy chances to win money or prizes.
  - **A generic or missing greeting** – Real companies send messages that address customers by name.

## Example:

WhatsApp Messenger

Name the phishing clues



Noah Green



Friends! Gramps dropped me off at the airport to fly home & someone **STOLE** my backpack! Whoever did it has my ticket, the debit card Mom gave me. I am SO embarrassed to ask but please PayPal me emergency \$\$ before I miss the last flight. My parents will pay you back at school Monday. Thanks, guys!

- ▶ "Friend" in trouble
- ▶ Sense of urgency

# How to Catch a Phish

Website pop-up



Name the phishing clues

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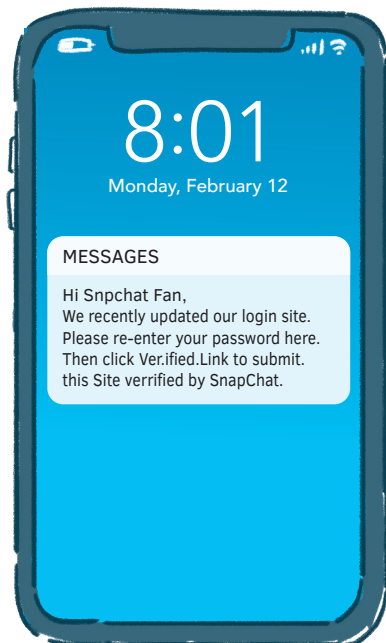
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Log-in screen



Name the phishing clues

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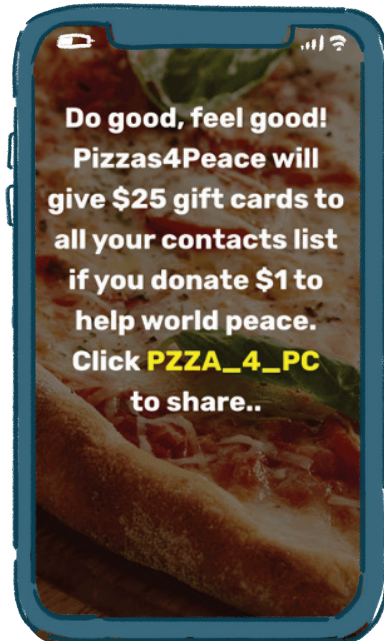
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# How to Catch a Phish

## Text message



## Name the phishing clues

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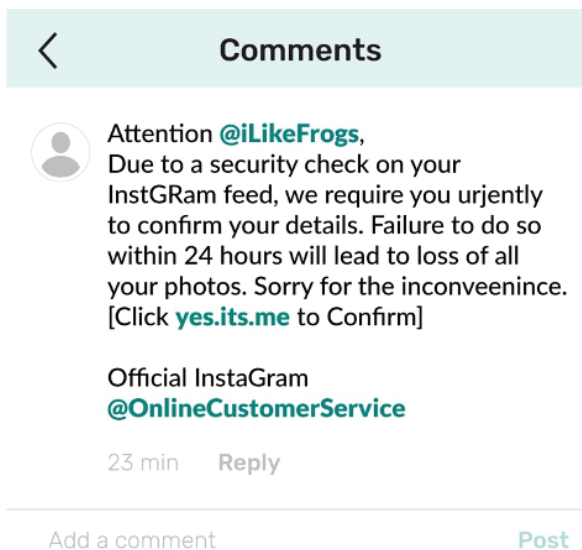
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## Account notification



## Name the phishing clues

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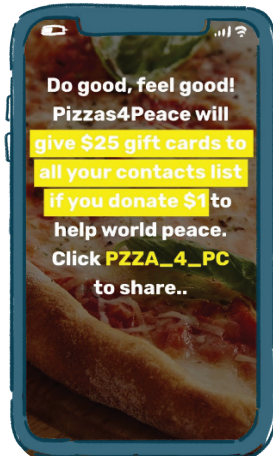
# How to Catch a Phish: Answer Key

## Name the phishing clues: Answers

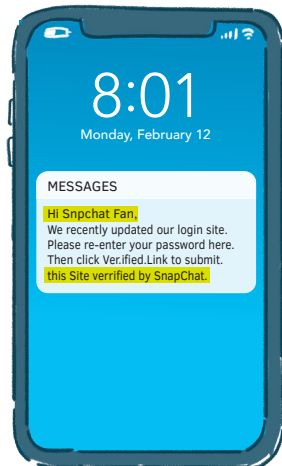
### CONGRATULATIONS!

You maybe win VIP pass to  
\*America's #1 Singer!\* TV finale  
and up to \$500,000,000 U.S. Cash!  
See if you a instant winner, click [Is.It.Me](#) now!

- ▶ Too good to be true
- ▶ Spelling and grammar errors
- ▶ Shortened URL



- ▶ Spelling errors
- ▶ Generic greeting
- ▶ Shortened URL
- ▶ Claims to be from a legitimate company



- ▶ Too good to be true
- ▶ Vague or confusing
- ▶ Asks you to share the message



### Comments



Attention [@iLikeFrogs](#),  
Due to a security check on your  
InstaGram feed, we require you urjently  
to confirm your details. Failure to do so  
within 24 hours will lead to loss of all  
your photos. Sorry for the inconvenience.  
[Click [yes.Its.me](#) to Confirm]

Official InstaGram  
[@OnlineCustomerService](#)

23 min Reply

- ▶ Generic greeting
- ▶ Alert! Alert!
- ▶ Shortened URL
- ▶ Claims to be official



## Lesson 11

# Safely Chatting Online<sup>23</sup>

 60 minutes

## CURRICULAR COMPETENCIES

### Social and community health

- ▶ Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive or exploitive situations.
- ▶ Describe and assess strategies for responding to discrimination, stereotyping and bullying.
- ▶ Describe and apply strategies for developing and maintaining positive relationships.

### Mental well-being

- ▶ Describe and assess strategies for promoting mental well-being, for self and others.
- ▶ Explore and describe how personal identities adapt and change in different settings and situations.

## CONTENT

### Sources of health information

- ▶ Strategies to protect themselves and others from potential abuse, exploitation and harm in a variety of settings.
- ▶ Consequences of bullying, stereotyping and discrimination.

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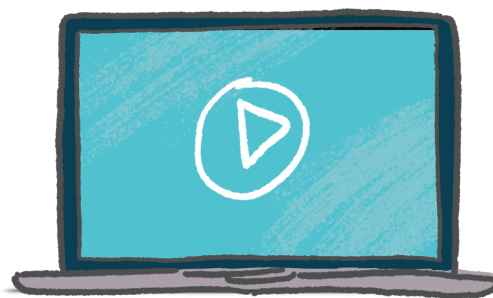
<sup>23</sup> This lesson was adapted from [commonsense.org/education](https://commonsense.org/education).

## OBJECTIVES

1. Students will explore the risks of chatting online and how to protect themselves.

## MATERIALS

- ▶ “Teen Voices: Who You’re Talking to Online” video: [youtube.com/watch?v=DiI8Lj0\\_TGQ](https://youtube.com/watch?v=DiI8Lj0_TGQ)
- ▶ Lesson plan handouts (see end of lesson):
  - Sara’s Online Chats
  - Risky Chat Dilemma
- ▶ Anonymous question box slips.



### Teaching Tip

At the beginning of every class:

1. Provide external resources, such as:
  - Kids Help Phone – 1-800-668-6868; text 68-68-68; [kidshelpphone.ca](https://kidshelpphone.ca)
  - School counsellors
  - Info websites, for example, [amaze.org](https://amaze.org)
2. Review your classroom rules.
3. Review the anonymous question box process.
4. Introduce the lesson plan objectives.

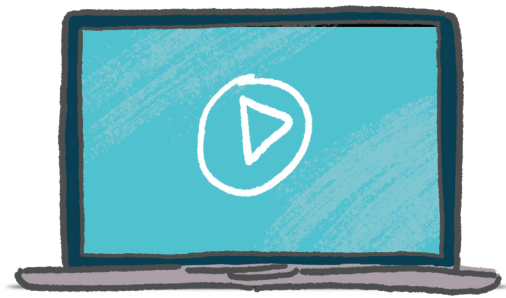
# Objective One: The Risks of Chatting Online and How to Protect Against Them

## Ask:

- ▶ How many people use texting to communicate with their friends?
- ▶ How about using other apps, like games, WhatsApp, YouTube or something else?

## Explain:

- ▶ Today we're going to talk about your online community and the different people you message with online or through your phone.
- ▶ To begin, we're going to watch a brief video called "Teen Voices: Who You're Talking to Online" ([youtube.com/watch?v=DiI8Lj0\\_TGQ](https://www.youtube.com/watch?v=DiI8Lj0_TGQ)).



## Ask:

- ▶ What are the benefits and risks of talking with people online?
- ▶ What's one comment in the video you agree with and why?

## Explain:

- ▶ **Sharing with someone online** that you have never met before is mentally emotional, and maybe even physically risky.
- ▶ It's hard to predict what someone might do with the information you share – whom they might share it with or how they might use it. It may be easier for someone online to do something harmful with your information because it's harder to hold them accountable.
- ▶ For that reason, you should never share private information without the permission of a trusted adult.
- ▶ Private information is information about you that can be used to identify you because it is unique to you, for example, your full name, your student ID, your phone number or your physical address.

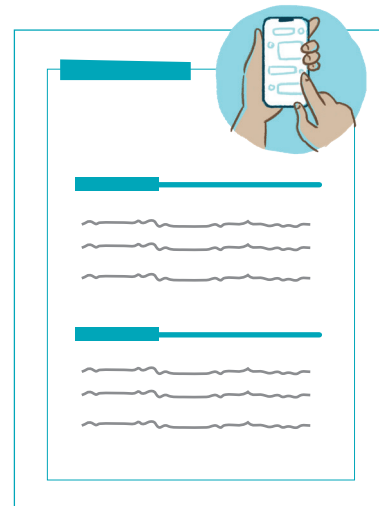
# Activity One

## Explain:

- ▶ Distribute the “Sara’s Online Chats” handout.
- ▶ Read the two chats as a class. Then, together, identify which chat is riskier and discuss.

## Explain:

- ▶ After your class has some discussion around their choices, explain that the chat with alex\_eastwest13 is riskier because she doesn’t know him in person, or anything about who this person really is.
- ▶ You need to be very careful when sharing information online, especially if it is with someone you don’t have a real-life connection to or have just met randomly.
- ▶ Private information should never be shared unless you first get the permission of a trusted adult.
- ▶ Online chatting with someone, whether you know them or not, can also lead to risky or unsafe situations, for example, cyberbullying, sending/receiving inappropriate pictures, being threatened or being blackmailed.
- ▶ When risky things happen, you may get a “red flag feeling”.
- ▶ A **red flag feeling** is a warning of a possible problem. You may feel uncomfortable, worried or anxious. It can be a feeling in your stomach that something is wrong, that this person shouldn’t be asking me this, or that this is not something I should be doing. Possible situations that might create a red flag feeling include the following
  - Someone asks you to keep information secret.
  - Someone is flirting with you, but you don’t know them.
  - Someone asks you about anything private, for example, your phone number, address or the school you attend.
  - Someone pressures you to do something you don’t want to do.
  - Someone that you have never met before asks you to meet in person – alone.
  - Someone you don’t know asks you to send pictures of yourself.
  - Someone invites you to chat but tells you not to tell anyone else.

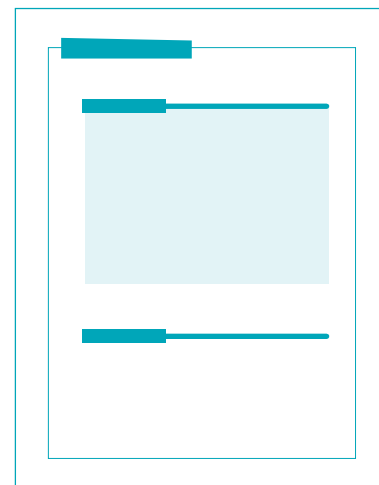


- ▶ When you have a red flag feeling, it's important to pause or stop the chat, game, etc. You can do this in a number of ways.
  - Say, "I don't want to talk about this."
  - Log off or quit.
  - Unfriend the person or block them.
  - Create a new account.
  - Report the other user.
  - Ask a trusted adult for advice or help if you feel unsure or uncomfortable in any situation.
  - Never plan a face-to-face meeting with someone you don't know unless you take along a parent or guardian.

## Activity Two

### Explain:

- ▶ Distribute the "Risky Chat Dilemma" handout.
- ▶ Ask students to re-read Sara's chat with alex\_eastwest13 and answer the corresponding questions.



## CLOSING

### Review:

- ▶ Review the objectives covered in the lesson.

### Anonymous questions:

- ▶ Collect anonymous question slips and answer them in the next class.
- ▶ **Note:** If you need assistance answering questions, contact [bettertoknow@yukon.ca](mailto:bettertoknow@yukon.ca).

## Handouts

125 Sara's Online Chats

126 to 131 Risky Chat Dilemma

# Sara's Online Chats



## Chat 1: Sara and Jen

Sara's soccer coach connected her with Jen, a player he coaches from a nearby town. Sara and Jen both play goalie and have other common interests, like playing in band.

They have been chatting off and on for about a month through a social media messenger app. They talk about games and problems they are having at school with friends. They have shared when and where they will be playing soccer. They have also told each other their team names, logos, and favourite soccer fields in the area.

Last week, Jen sent her some memes of soccer players that included some bad language and inappropriate images. Jen mentioned that she should probably make sure her parents don't see it.

## Chat 2: Sara and alex\_eastwest13

Sara loves taking pictures and posting them to Instagram. A few months ago, she noticed alex\_eastwest13 liked several of her photos and commented "You are so talented!" Sara was flattered.

Then she received a private message from alex\_eastwest13 asking if she was a professional photographer or if she wanted to be one someday. Sara responded that it was her dream to be one when she grew up. Now they talk a lot through private messaging.

Sara also posts comments on alex\_eastwest13's photos, which are mostly of random objects and nature scenes. Last week, alex\_eastwest13 asked if she would post more selfies because "I think u r beautiful." Alex\_eastwest13 also messaged her a cell number so she could send more personal pictures. "Just don't tell anyone I gave you this," alex\_eastwest13 commented.

# Risky Chat Dilemma

Read the chat below and then complete the questions.

## Risky chat

Sara loves taking pictures and posting them to Instagram. A few months ago, she noticed alex\_eastwest13 liked several of her photos and commented "You are so talented!" Sara was flattered.

Then she received a private message from alex\_eastwest13 asking if she was a professional photographer or if she wanted to be one someday. Sara responded that it was her dream to be one when she grew up. Now they talk a lot through private messaging.

Sara also posts comments on alex\_eastwest13's photos, which are mostly of random objects and nature scenes. Last week, alex\_eastwest13 asked if she would post more selfies because "I think u r beautiful." Alex\_eastwest13 also messaged her a cell number so she could send more personal pictures. "Just don't tell anyone I gave you this," alex\_eastwest13 commented.

## Identify

Who are the different people involved in the scenario? What dilemma or challenge are they facing?

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# Risky Chat Dilemma

## Feel

What do you think Sara is feeling? Why might the situation be hard or challenging for her?

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## Imagine

Imagine options for how the situation could be handled. Come up with as many ideas as possible. Then, choose which option might lead to the most positive outcome.

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## Say

Thinking more about the idea you chose for handling the situation, what could Sara do or say? Be as specific as possible.

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# Risky Chat Dilemma

**First:** \_\_\_\_\_

What could Sara say or do?

\_\_\_\_\_

**Second:** \_\_\_\_\_

How would Sara say it?

☐

In person

☐

Call or FaceTime

☐

Text

☐

Direct/private message

☐

Email

☐

Other

**Third:** \_\_\_\_\_

What would Sara say? Write out the conversation.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Part 2 - Complicate (optional):** \_\_\_\_\_

Group discussion questions

- ▶ What if Sara tries ignoring alex\_eastwest13 but alex\_eastwest13 keeps finding ways to communicate with Sara?
- ▶ What if Sara politely says no to alex\_eastwest13's request and alex\_eastwest13 gets upset?
- ▶ What if alex\_eastwest13 says he has met some of Sara's friends before?

# Risky Chat Dilemma: Answer Key

## Risky chat

Sara loves taking pictures and posting them to Instagram. A few months ago, she noticed alex\_eastwest13 liked several of her photos and commented "You are so talented!" Sara was flattered.

Then she received a private message from alex\_eastwest13 asking if she was a professional photographer or if she wanted to be one someday. Sara responded that it was her dream to be one when she grew up. Now they talk a lot through private messaging.

Sara also posts comments on alex\_eastwest13's photos, which are mostly of random objects and nature scenes. Last week, alex\_eastwest13 asked if she would post more selfies because "I think u r beautiful." Alex\_eastwest13 also messaged her a cell number so she could send more personal pictures. "Just don't tell anyone I gave you this," alex\_eastwest13 commented.

## Identify

Who are the different people involved in the scenario? What dilemma or challenge are they facing?

- ▶ Alex\_eastwest13 and Sara are the people involved in this scenario.
- ▶ Alex\_eastwest13 flirted with Sara, asked for her cellphone number, and told her not to tell anyone.

## Feel

What do you think Sara is feeling? Why might the situation be hard or challenging for her?

Answers will vary.

- ▶ Sara might feel anxious or uncomfortable.
- ▶ She doesn't know alex\_eastwest13 that well and questions the level of trust.
- ▶ If she does share pictures, alex\_eastwest13 could continue asking for pics or might share the pics with people Sara doesn't know. Alex\_eastwest13 could also give her number to someone she doesn't know.
- ▶ If she doesn't share more pictures, alex\_eastwest13 may stop talking to her, could get upset, or could publicly embarrass her.

# Risky Chat Dilemma: Answer Key

## Imagine

Imagine options for how the situation could be handled. Come up with as many ideas as possible. Then, choose which option might lead to the most positive outcome.

Answers will vary.

- ▶ Sara could send and/or post more selfies.
- ▶ Sara could ignore or block alex\_eastwest13.
- ▶ Sara could change the subject.
- ▶ Sara could ask a trusted adult for advice.

## Say

Thinking more about the idea you chose for handling the situation, what could Sara do or say? Be as specific as possible.

## First:

What could Sara say or do?

Answers will vary.

- ▶ She could say no and “I don’t share photos privately.”
- ▶ She could ignore or block alex\_eastwest13.
- ▶ She could tell a trusted adult.

## Second:

How would Sara say it?

Answers will vary.

- |                          |         |
|--------------------------|---------|
| ▶ In person              | ▶ Email |
| ▶ Direct/private message | ▶ Text  |
| ▶ Call or FaceTime       | ▶ Other |

# Risky Chat Dilemma: Answer Key

## Third:

What would Sara say? Write out the conversation. Answers will vary.

**She could say something like this to this person.**

- ▶ “No, I don’t share photos privately.”
- ▶ “No, I don’t know you.”
- ▶ “You are silly! Why would I do that?”

**She could say something like this to a trusted adult.**

- ▶ “I was chatting online with someone I don’t know in person, but it’s making me uncomfortable. What should I do?”
- ▶ “I was chatting online with someone I don’t know in person, and I shared some stuff with them, but now I’m not so sure. What should I do?”
- ▶ “I was chatting online with someone I don’t know in person and they gave me their phone number. What should I do?”

Encourage students to consider whether they would really say the words they have come up with.

- ▶ Ask: “Do you think Sara would really say that?” or “Could you see yourself actually saying/sending a message like this, if you were the person in the scenario? Why or why not?”
- ▶ Help develop students’ thinking and planning with questions that play out the scenario, such as, “What if alex\_eastwest13 responds by saying he/she thought you were friends and now feels hurt?”

## Part 2 - Complicate (optional):

What do you think Sara is feeling? Why might the situation be hard or challenging for her?

- ▶ What if Sara tries ignoring alex\_eastwest13 but alex\_eastwest13 keeps finding ways to communicate with Sara?
- ▶ What if Sara politely says no to alex\_eastwest13’s request and alex\_eastwest13 gets upset?
- ▶ What if alex\_eastwest13 says he has met some of Sara’s friends before?

# Additional Resources

There are many sexual health education resources on the internet. It can be hard to know what sources are up-to-date and accurate. Here are a few credible options.

## Government of Yukon

- ▶ Health and Social Services' Health Promotion Unit:  
bettertoknow@yukon.ca; 867-332-6895.
  - This resource was developed in partnership between the Yukon's Health Promotion Unit and Department of Education. It is a condensed version of their *Better to Know: Comprehensive Sexual Health Education* resources and services, which include:
    - professional development sessions with certified sexual health educators;
    - sexual health classroom presentations with certified sexual health educators;
    - *Better to Know: Comprehensive Sexual Health Education Body Parts and Safe Touch* video resource, Grades K to 3;
    - *Better to Know: Comprehensive Sexual Health Education Teacher Resource Books for Grades 4 to 7*; and
    - *Better to Know: Comprehensive Sexual Health Education Student Resource Books for Grades 8 to 12*.
  - To access the above resources, visit [bettertoknow.yk.ca](http://bettertoknow.yk.ca).
- ▶ Department of Education provides sexual health curriculum support that includes the following.
  - Curriculum support and assessment:  
curriculum@yukon.ca;  
[lss.yukonschools.ca/curriculum--assessment2.html](http://lss.yukonschools.ca/curriculum--assessment2.html)
  - Yukon's Sexual Orientation and Gender Identity Policy:  
[education.gov.yk.ca/school-policies.html](http://education.gov.yk.ca/school-policies.html)

# Websites

## **bettertoknow.yk.ca**

- ▶ The Government of Yukon's sexual health and information website includes a service for Yukoners to email anonymous sexual health and relationship questions and get answers from sexual health educators.

## **amaze.org**

- ▶ AMAZE takes the awkward out of sex ed. Real info in fun, animated videos that give you all the answers you actually want to know about sex, your body and relationships.

## **optionsforsexualhealth.org**

- ▶ This non-profit organization based out of British Columbia offers sexual and reproductive health care and education.

## **sexandu.ca**

- ▶ The Society of Obstetricians and Gynecologists of Canada youth site provides accurate, credible and up-to-date information on topics related to sex, sexuality and reproductive health.

## **kidshelpphone.ca**

- ▶ Canada's 24/7 support services offer counselling and information for youth in English and French.

## **actioncanadashr.org**

- ▶ Action Canada is a voice for sexual health and rights in Canada and globally.

## **sieccan.org**

- ▶ Sex Information and Education Council of Canada (SIECCAN) works with educators, health professionals, community organizations, governments and other partners to promote the sexual and reproductive health of Canadians.

# Phone Numbers

## **1-800-SEX-SENSE (1-800-739-7367)**

- ▶ Call this number to speak to a sexual health educator or nurse and receive sexual health information. This service is available Monday to Friday, from 9 am to 9 pm, Pacific Time.

## **1-800-668-6868 or text 68-68-68**

- ▶ The Kids Help Phone line is available 24 hours a day, seven days a week for counselling, information and support in English and French. Use 68-68-68 as the number for texting.

## **811 Health Line**

- ▶ Call this number to get general health information from Yukon registered nurses. This service is available 24 hours a day, seven days a week.



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