

# 4Grade 4 Sexuality Course Overview 2020-2021

## Content to be covered in this course

### Sexual Growth and Body Image

1. Learn how the main changes associated with puberty are part of the process of growing up.
  - a. Growing up: changing and moving from childhood to adolescence
  - b. Main physical signs of puberty in girls
  - c. Main physical signs of puberty in boys
  - d. Psychological changes
  - e. Individual variations with respect to when these changes appear

Students will share their feelings about growing up and how their bodies are changing. We will discuss the psychological changes that can occur in boys and girls. This will be talked about as a group as well as be taught through the reading of the book "Are you there God? It's me, Margaret" by Judy Blume during a ELA period. Students will discuss verbally how they feel and each student will also be required to do a written response on the book.

This will be done with Mr.C during an ELA period

2. Share your feelings about growing up.
  - a. Positive feelings
    - i. E.g. Pride, excitement, independence
  - b. Concerns or negative feelings
    - i. unease, embarrassment, shame
  - c. Sharing your feelings with people you trust

### Identity, Gender Stereotypes and Roles, and Social Norms

1. Make connections between gender inequalities and the establishment of harmonious relationships between boys and girls.
  - a. Signs of gender inequality
    - i. Positive attributes associated with each gender
    - ii. Negative attributes associated with each gender

To make connections between gender inequalities we will discuss as a class different stereotypes seen in our culture and in the world today. The students will be taught what a stereotype is and then will try to come up with the one's they see in their worlds. We will discuss what the students come up with and watch media clips to see if the students can pick

out any stereotypes that are being portrayed in the clips. A few examples of the stereotypes we will discuss are: the different jobs we think men and women do, how most people believe boys roughhouse and girls do not, how boys play outside while girls stay inside and help around the house/read/chores, boys are better than girls at sports, boys play video games and girls play with dolls, girls sing and dance more than boys, etc... We will discuss how we need to make harmonious relationships for things to be equal between boys and girls, so it's fair for everyone. This will be done in an hour block of ELA and can link to the compare/contrast theme of this subject.

This will be done in ELA

2. Understand the norms that guide how you express yourself as a girl or a boy.
  - a. Personal preferences (tastes, interests, talents, aspirations)
  - b. Norms and external influences
    - i. Peer relationships (respect for differences, affiliation according to personal preferences)
    - ii. Social environment (e.g. role models, influences)

As a class, we will look at and try to understand the norms that guide how we express ourselves. Students will be required to pair up with another student in class and will be given a "I want to know more about you!" worksheet to fill out on their partner. There will be a variety of questions that ask the student to describe their tastes, interests, talents and so on. We will have a group discussion on these after they are complete. We will once again discuss what respect is and how to show it. Lastly, in a group of four, students will be required to come up with ten attributes that they believe make a positive role model.

This will be done during ERC

## **Emotional and Romantic Life**

1. Discuss your representations of love and friendship
  - a. Definition and perceptions of love
  - b. Definition and perceptions of friendship
    - i. Characteristics of a friend (sex, interests, etc.)
    - ii. Importance of friendships
  - c. What you would like in your own interpersonal relationships
  - d. Differences between camaraderie, friendship, love, attraction

In this lesson students will discuss their representations of love and friendship. We will make a brain web as a class to show different ways we can express to different things/people

how we love them (mom, dad, friend, animals, older siblings, younger siblings, the earth, your favorite belongings, etc...). Students will have to act out a scenario they create in which they will show that they love something and show how they express that love. (E.G. If they love their pet dog, they can make a play on how they walk it, and explain during the play that the dog needs exercise and since we love our dog we help him get the exercise he needs) We plan on doing this around Valentine's day and as a closing activity students will make cards for someone/something they love.

This will be done during one period of Art class

2. Identify how certain attitudes and behaviors can positively or negatively influence interpersonal relationships.
  - a. Behaviours that make it easier to get along with one another
    - i. E.g. acceptance of diversity, concern for others, empathy, commitment, responsibility, respect, mutual assistance, communication
  - b. Behaviours that make it harder to get along with one another
    - i. E.g. spreading rumours, bullying, jealousy, control
  - c. Conflict management

The students will complete a list on what they believe are positive and negative behaviours when trying to get along with someone in a relationship. We will discuss our lists as a class following this activity. Next, the students will use their laptops and class dictionaries to research the definitions of empathy, communication, bullying, acceptance of diversity and control. Lastly, students will be given three conflict scenarios and will need to work in groups of three on how they would solve them and record their answers. We will then bring the class back together to discuss all of the possible resolutions they came up with.