

Family Life Education Lesson Guide for Teachers

Grade 5

Republic of the Marshall Islands



Family Life Education (FLE) Lesson Guide for Teachers

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2.1 The female reproductive system



Key question for today

- How does the female body play an important role in reproduction?



Students are learning to explain the key functions of the female reproductive system.

Success criteria

By the end of this lesson, students can:

- ☐ name the parts of the female reproductive system
- ☐ describe the functions of the female reproduction system.

The female reproductive system

The following content includes information that may be sensitive for some students.

Please review the FLE Teacher Handbook to prepare for teaching this lesson.



Introduce the lesson to the students. You could say something like:

“To reproduce (have babies) both the male and female bodies have parts with special roles. These body parts work together as the **reproductive system**.

Today, we will learn about key female reproductive body parts, including the:

- **vagina**
- **uterus**
- **cervix**
- **ovaries**
- **fallopian tubes**

The **vagina** is like a tube. If a woman becomes pregnant, the baby comes out through the vagina.

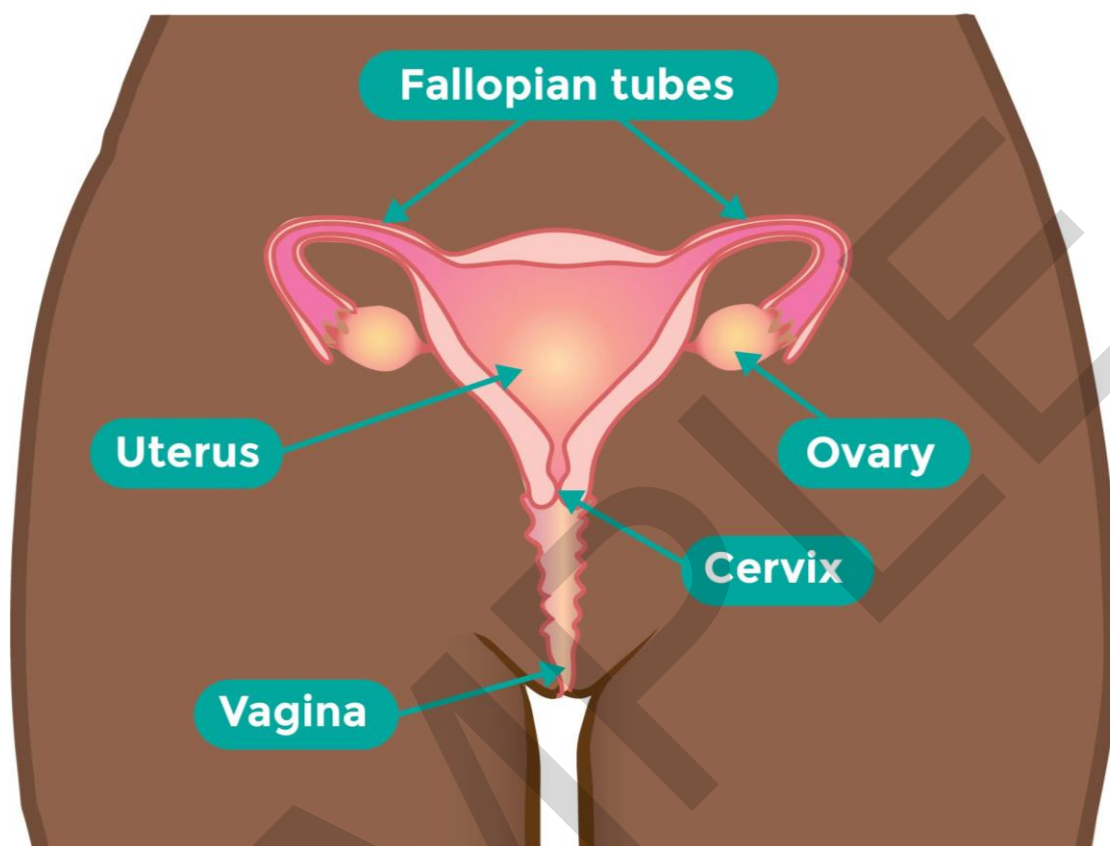
The **cervix** connects the vagina to the **uterus (also known as the womb)**. The uterus is a baby’s home during pregnancy. It is also known as the ‘womb.’

Like other animals in nature, humans also have eggs! However, we don’t lay them like chickens or birds. Instead, the eggs stay inside the female body. They are made and stored in the **ovaries**. Women have two **ovaries** on either side of their uterus.

These eggs travel through **fallopian tubes** which connects the ovaries to the uterus.

With help from the male reproductive system, and in the right conditions, an egg can grow and become a baby. If the egg does not have the right conditions, it is flushed out of the body during a girl’s menstruation or ‘period.’

We will learn more about menstruation, the male reproductive system and how pregnancies occur in future lessons.^{4”}



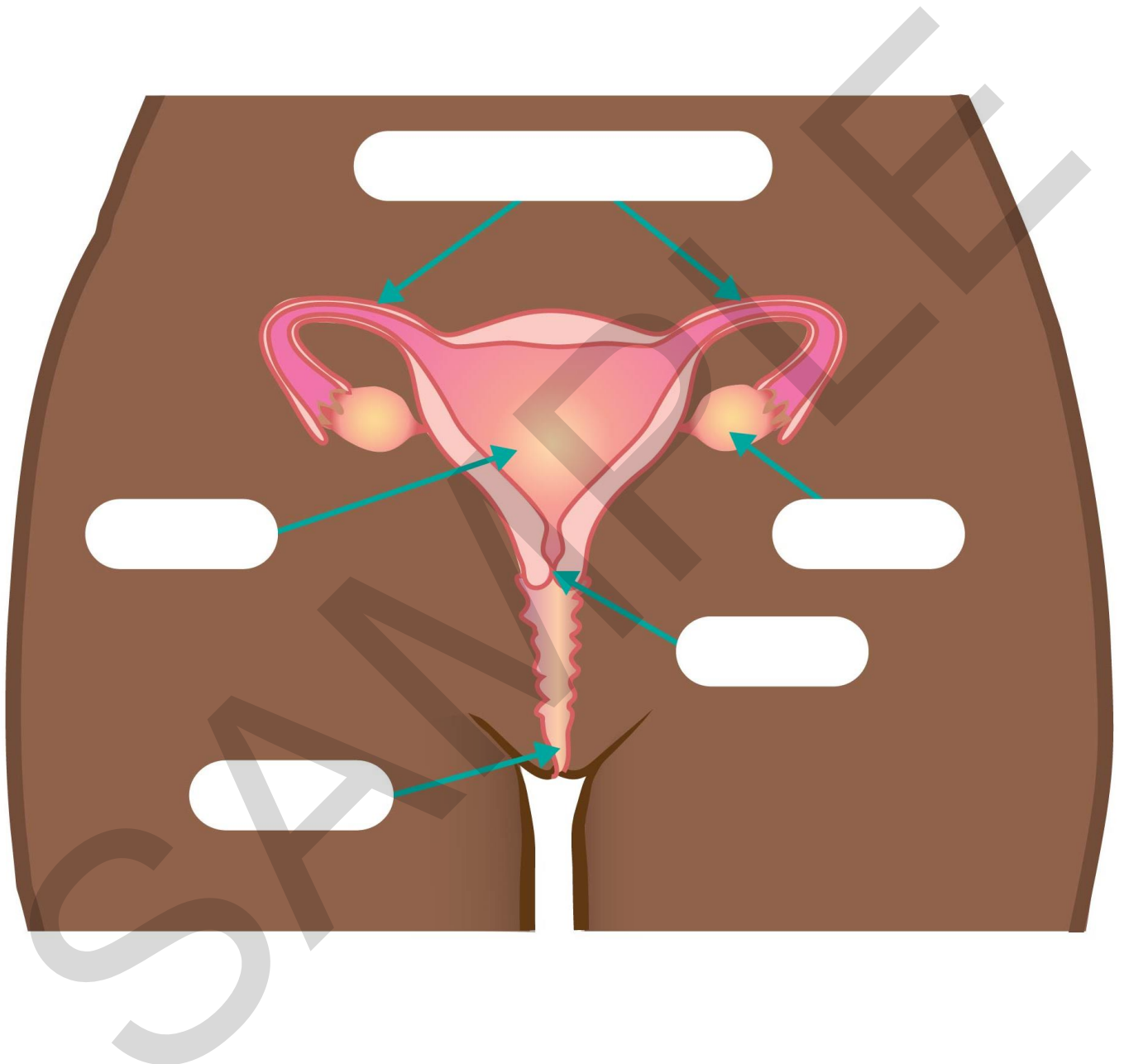
Key terms

English	Marshallese
Reproductive system	Paat ko ippen juon kōrā ak emmaan im jermal ko aer ej ñan ejaake juon mour.
Vagina	Pipi
Uterus	Jikin niñniñ eo
Cervix	Mour eo an juon kōrā
Ovaries	Ijo lep ko an kōrā rej pād ie
Fallopian tubes	Tuub ko ruo im rej ekkejel itorerein uterus ak jikin lep eo

Activity: Label the female reproductive system

1. Make copies of the handout on the next page.
2. Divide students into small groups and give each group a copy of the handout.
3. Allow 5-10 minutes for the groups to identify each part of the female reproductive system and its function.
4. Check the answers as a class.
5. Remind students that learning the name of body parts is important. Understanding how our bodies work helps us stay healthy and take care of ourselves. It is good to know about our bodies so we can talk to trusted adults if something does not feel right.

Ānbwinnin juon kōrā, ijo jikin niñniñ eo ej pād ie, ijo lep eo ej pād ie ñan ejaake juon mour im bareinwot kejboke mae iien ej keotak.



2.2 The male reproductive system



Key question for today

- How does the male body play an important role in reproduction?



Students are learning to explain the key functions of the male reproductive system.

Success criteria

By the end of this lesson, students can:

- ☐ name the parts of the male reproductive system
- ☐ describe the functions of the male reproduction system.

The male reproductive system

The following content includes information that may be sensitive for some students.

Please review the FLE Teacher Handbook to prepare for teaching this lesson.



Introduce the lesson to the students. You could say something like:

“**Cells** are the smallest building block of all living things. A human body is made of trillions of them.

Both the female and male body make reproductive cells that are needed to make a baby. In the female body, the reproductive cells are the eggs. In the male body, the reproductive cells are called **sperm**. During puberty, boys will begin to produce sperm as their bodies get ready to reproduce.

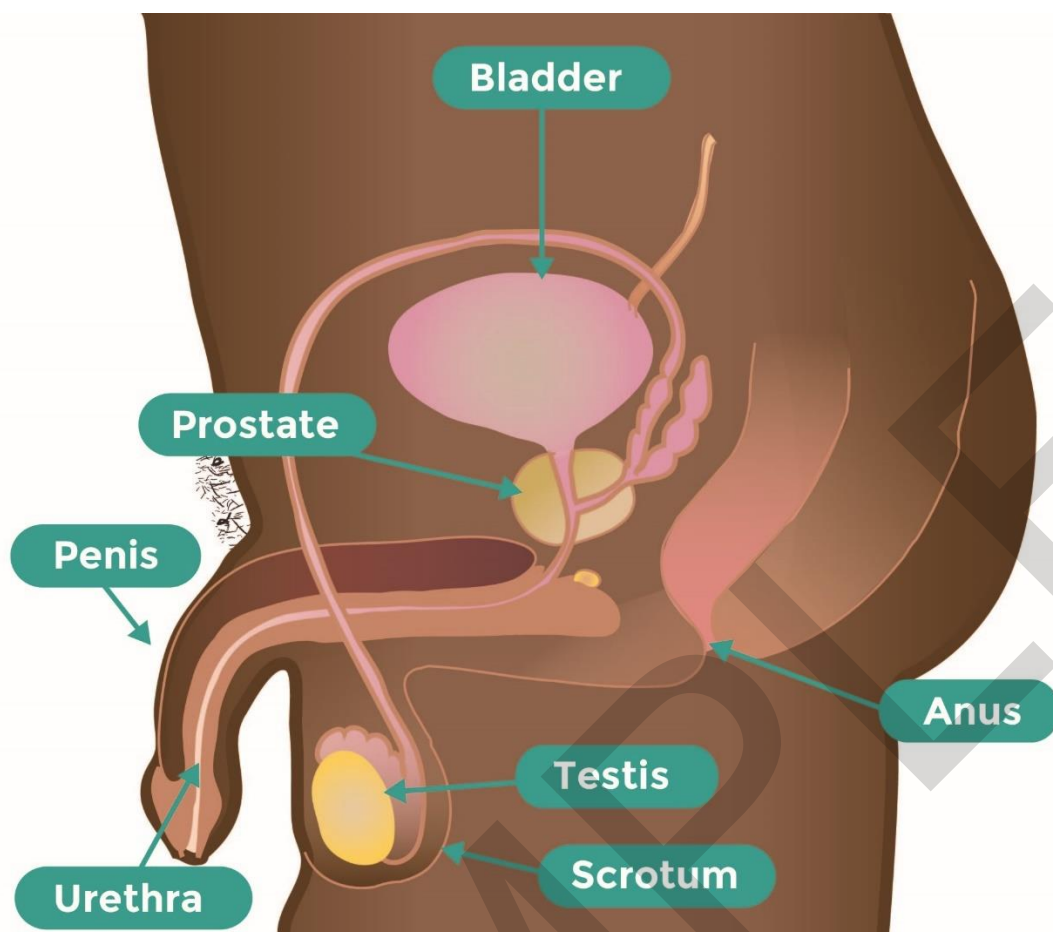
Some key parts that make up the male reproductive system include the:

- **testes**
- **prostate**
- **penis**

Sperm is produced in one of 2 **testes** (balls) in male bodies. Each testis grows bigger during puberty and can be different shapes and sizes.

The sperm then moves through a tube to the **prostate** where it mixes with a fluid called semen.

The male body can push the semen out the tip of the **penis**. This is known as ejaculation.⁴”



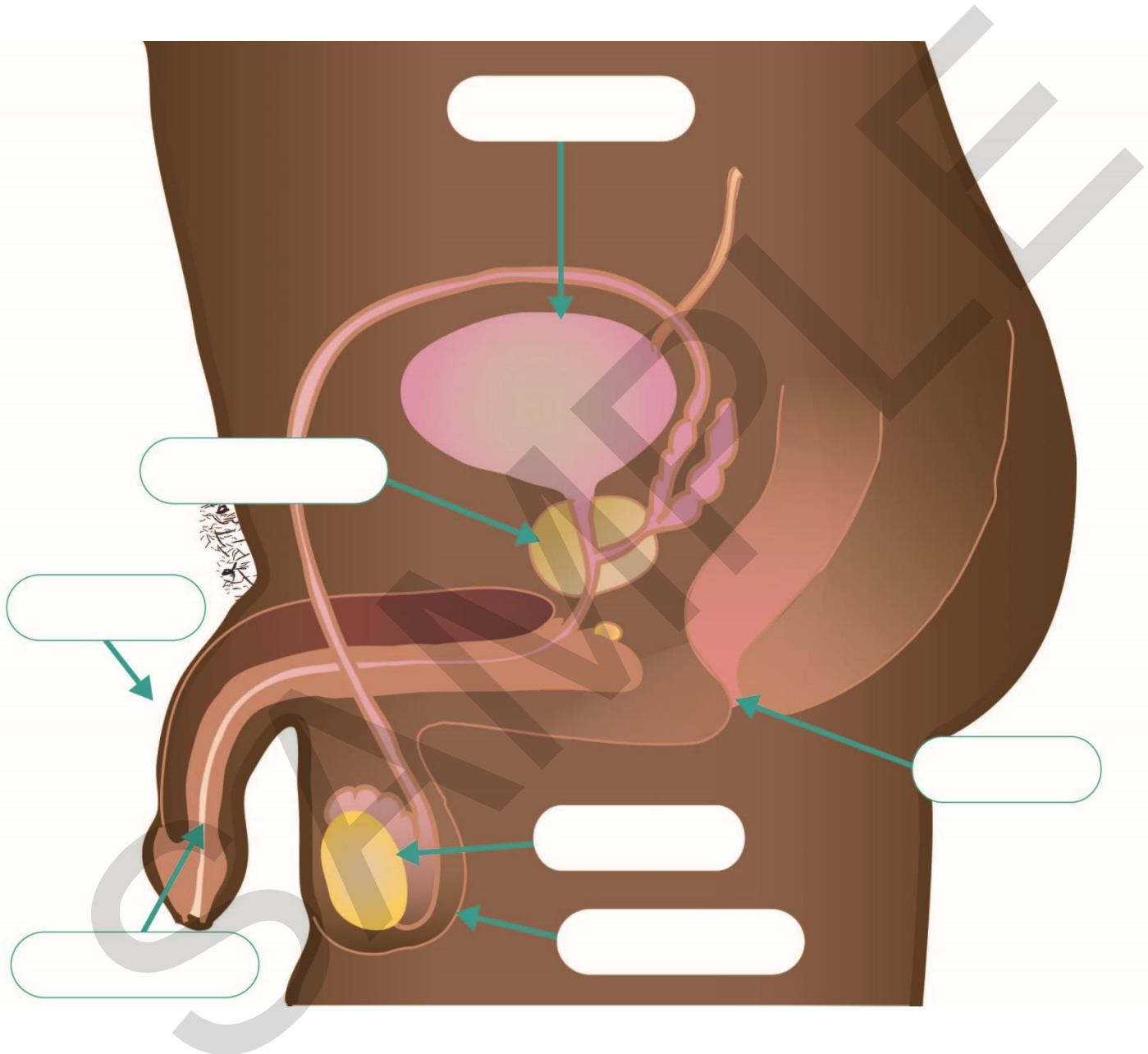
Key terms

English	Marshallese
Reproductive	Maroñ bar ejake juon mour elōñ lōk jān juon alen
Cell	Jeel jinniñ ko ilo anbwinnin juon arnej im rej ejaake juon mour ak niñniñ
Sperm	Kūj eo ippān juon emmaan in ej ejaake juon mour an niñniñ
Testes	Bọl
Prostate	Rọ
Penis	Kukkuk
Ejaculation	Ñe dān eo an emmaan ej diwōjlōk jān leo. Menin ej kōmman ilo iien eo lio im leo rej iion doon.

Activity: Label the male reproductive system

1. Make copies of the handout.
2. Divide students into small groups and give each group a copy of the handout.
3. Allow 5-10 minutes for students to identify each part of the male reproductive system and its function.
4. Check the answers as a whole group.
5. Remind students that learning the name of body parts is important. Understanding how our bodies work helps us stay healthy and take care of ourselves. It is good to know about our bodies so we can talk to trusted adults if something does not feel right.

Ānbwinnin emṃaan ijo ine ko ineen emmaan rej pad ie im pojak ñan
kobaḷok ippān leo eo an kōrā ñan kōmṃan ak ejake juon mour.



3.1 What does it mean to be courageous?



Key questions for today

- How can I be courageous?
- How can I stay safe when seeking support?



Students are learning to understand different ways to be courageous if experiencing or witnessing abuse.

Success criteria

By the end of this lesson, students can:

- ☐ define courage
- ☐ list ways to show courage when experiencing or witnessing violence and abuse
- ☐ understand the importance of staying safe and seeking support in unsafe situations.

What does it mean to be courageous?

Introduce the lesson to the students. You could say something like:

“Courage is having the strength inside you to face tough challenges, even when you feel scared.

It is about being brave and strong when things get tough. Being courageous means standing up to scary situations to keep yourself and others safe.

Courage is something we all have inside us!

Being courageous doesn't mean putting yourself in danger. Courage is about being smart and making safe choices while still doing what you know is right.

For example, courage might involve standing up to a bully or abuser and telling them to stop. In some cases, it might be safer and braver to get yourself away from the situation. Or you may need to talk to a trusted adult and get their help. All these actions take courage.

Being courageous can look different in different situations. It can be hard to think on the spot about how to respond, so today and throughout this topic we will develop these skills.”

Key terms

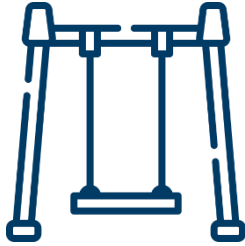
English	Marshallese
Courage	Peran
Bold	Kijoñ
Unnecessary risks	Kauōtata ko ejeeļok tokjeer
Abuser	Armej eo ej kōm̄mane jorāān eo ñae bar juon

Activity: How to be courageous

1. Before the lesson, print the scenario cards, cut them out and make enough sets to give to 3 or 4 groups.
2. Brainstorm with the class what it means to be courageous. Come up with a list of ideas about courage.
3. Divide students into 3 or 4 groups and give each group one set of scenario cards.
4. In their groups, students need to decide what is the courageous thing to do. They can organize each scenario into:
 - a. Stand up to the abuser/s and tell them to stop.
 - b. Step in, talk to the victim and help them to leave the situation.
 - c. Go and get the help of a trusted adult.
5. As a class, go through the scenarios and ask each group to share how they would respond and why. If two groups have a different response, facilitate a discussion to consider the risks and benefits of each option.

Scenario: Swing push

In the playground, you saw Tommy push Daryl off the swing so he could take a turn.



What would you say or do?

Scenario: Taxi money

Several older girls tell Suzy and Betty to hand over their taxi money.

What would you say or do?



Scenario: Teased at school

Greg is being teased for wearing a dirty uniform to school. Greg's feelings are hurt, and he goes off to cry.

What would you do?



Scenario: Classroom crisis

In class, you see one of your classmates about to cut Shane's hair without him knowing.



What would you do?

Scenario: Neighbor's action

Your adult neighbor throws a rock at their nephew for not doing his chores.

What would you do?



Scenario: Playtime argument

You witness two classmates arguing loudly over a game. One of them looks upset and is about to walk away.

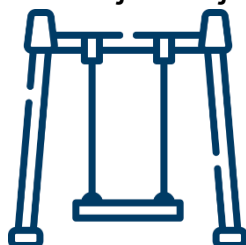
What would you do?



Scenario: Iuun doon ilo lijidwaɔlok eo

Ilo jikin ikkure eo, kwar lo an Tommy iuuni ɔk Daryl jen lijidwaɔlok eo bwe en baj lewaj kwe.

Ta eo kwonaaj kar ba ak kōmmane?



Scenario: Jāān in taxi

Jet leddik ro reritto jen Suzy im Betty rej ba bwe ren leɔk jāān in taxi ko aero ñan er.

Ta eo kwōnaaj kar ba ak kōmmane?



Scenario: Kakūtōtō ilo jikuul

Rej kakūtōtō Greg kin an ekōnak uniform ettoon ñan jikuul. Enana an Greg mour im kōmman bwe en jañ.

Ta eo kwonaaj kar kōmmane?



Scenario: Jorāān ewaɔk iloaan classroom

Ilo class eo kwōj lo juon iaan rijikuul ro mōttaṃ ej ten ṃwijit bōran Shane ilo an jab jeɔā.



Ta eo kwonaaj kar ba ak kōmmane?

Scenario: Makūtkūt ko ilo Kapijuknen

Juon ritto ej jowke iturin mweo mom ej kade laddik eo nejin kin juon deka kin an jab kōmmane jermal ilo mweo.

Ta eo kwonaaj kar kōmmane?



Scenario: Akweel ilo ien ikkure eo

Kwōj lo an ruo mōttaṃ rijikuul elamōjṃōj im akweel kin juon ikkure. Juon iaer emejān inepata ako juon ej pojak wot in etal jāne.



Ta eo kwonaj kar ba ak kōmmane?