

Guidelines for Discussion

- **Treat the subject seriously.** Sometimes, when people feel nervous or embarrassed, they giggle or laugh. It's okay to feel that way, but let's talk about puberty without getting silly.
- **Use humor appropriately.** Although we are mature enough to talk about puberty without getting silly, it is okay to laugh sometimes. Humor is fun when it isn't used to make fun of someone.
- **Use the correct terms for body parts and functions.** If you don't know the correct term, it is okay if you use the slang term to ask a question. Then, I will tell you the correct term, and you can use it from then on.
- **Respect other people and their ideas.** Avoid making fun of or laughing at others, or putting other people down.
- **Avoid gossiping.** It isn't cool to go out in the hall and repeat what other people have said. It is fine to talk about what you learn with your parents and other trusted adults.
- **Avoid personal questions and stories.** I will not ask you to share personal things, and I will not answer personal questions about myself. It's important NOT to tell personal stories or use people's names when asking questions. Instead of using someone's name, say "someone I know." That way you won't embarrass others.
- **Ask questions; questions are good.** If you have a question, there are probably other students who have the same question.

**Austin Independent School District
Elementary Lesson Overviews (Grades 3-5)
Human Sexuality Curriculum**



School Year 2019-20

GRADE 3

LESSON SUMMARY	NATIONAL SEXUALITY EDUCATION STANDARDS	LESSON OBJECTIVES
<p>Healthy Relationships</p> <p>Students learn how to successfully navigate changing relationships among family members and classmates.</p>	<ul style="list-style-type: none"> ● HR.5.CC.1: Describe the characteristics of healthy relationships ● HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships ● HR.5.SM.1: Demonstrate ways to treat others with dignity and respect 	<ul style="list-style-type: none"> ● Characteristics of healthy relationships, ● Identify trusted adults to talk to about relationships; ● Demonstrate how to treat others with dignity and respect.
<p>Personal Safety</p> <p>Students learn about the need for a growing awareness, creation, and maintenance of personal safety.</p>	<ul style="list-style-type: none"> ● PS.5.CC.1 Define teasing, harassment and bullying and explain why they are wrong ● PS.5.AI.1 Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied ● PS.5.IC.1 Demonstrate ways to communicate about how one is being treated ● PS.5.IC.2 Demonstrate refusal skills (e.g. clear “no” statement, walk away, repeat refusal) 	<ul style="list-style-type: none"> ● Define teasing, harassment, bullying; ● Explain why teasing, harassment, and bullying are wrong; ● Identify trusted adults to talk to about teasing or bullying; ● Demonstrate communication skills; ● Demonstrate refusal skills.
<p>Identity</p> <p>Students learn several fundamental aspects of people’s understanding of who they are.</p>	<ul style="list-style-type: none"> ● ID.5.AI.1: Identify parents or other trusted adults of whom students can ask questions about sexual orientation ● ID.5.SM.1: Demonstrate ways to treat others with dignity and respect 	<ul style="list-style-type: none"> ● Identify trusted adults to talk to about sexual orientation ● Demonstrate and promote dignity and respect for all people.
<p>Anatomy and Physiology</p> <p>Students learn that males and females have different reproductive anatomy.</p>	<ul style="list-style-type: none"> ● AP.5.AI.1: Identify medically accurate information about female and male reproductive anatomy 	<ul style="list-style-type: none"> ● Identify male and female external reproductive anatomy
<p>Puberty and Adolescent Development</p> <p>Students learn about personal hygiene as their bodies change.</p>	<ul style="list-style-type: none"> ● PD.5.CC.2: Explain how the timing of puberty and adolescent development varies considerably and can still be healthy ● PD.5.INF.1: Describe how friends, family, media, society and culture can influence ideas about body image ● PD.5.AI.2: Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues 	<ul style="list-style-type: none"> ● Explain the variations of timing of puberty; ● Describe how media and society influences body image; ● identify trusted adults to whom students can ask questions.

Austin ISD Human Sexuality and Responsibility

Grade Level: 3

Unit: Human Sexuality and Responsibility

Ground Rules

Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum.

Students will describe or identify:

1. Two classroom ground rules;
2. Two ways rules are kept;
3. A parent(s) or trusted adult to talk to about today's lesson.

Teacher Tip: Review "Guidelines for Discussion" to ensure a safe climate for the discussion of sensitive topics. For questions that teachers don't feel comfortable answering, please refer that student to a trusted adult.

Use equity practices to solicit responses from all students such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson 1: Identity

LESSON SUMMARY: Identity. Students learn several fundamental aspects of people's understanding of who they are.

NSES

NSES ID.5.SM.1: Demonstrate ways to treat others with dignity and respect.

LESSON OBJECTIVES

Demonstrate and promote dignity and respect for all people.

MATERIALS

Student sheets: My Identity Flower
Highlighters and chart tablet

VOCABULARY

Community: a feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals.

Unique: being the only one of its kind; unlike anything else.

Identity: the distinguishing character or personality of an individual.

BEGINNING – Engage

Activity: Classroom Identity Flower

Directions:

Have students form a circle around the room.

Tell students that you will be making some statements.

Direct students to take one step forward if the statement is TRUE for them or one step backward if it is FALSE.

Begin making the statements: 1. I like apples.

2. I have a pet.

3. At home, my family speaks a language other than English (ask for examples).

4. I have siblings.

5. I like to read.
6. I like to play soccer (t-ball, dance, gymnastics, etc.).
7. I do not like pizza.
8. My favorite color is blue (or red, green, etc.).
9. My grandmother or grandfather lives with me.
10. I love spinach.
11. I have been on an airplane.
12. I like to draw.
13. I live in an apartment.
14. I have attended other schools.
15. I have been 100 miles away from Austin.

NOTE: Add more based on what you know about your students and your larger community.

After the last statement has been made, have students look around the room and note where everyone is standing.

Ask: Is everyone at the same place or in different locations? (The answer should be “different locations.”) Why?

Discuss that no two people are exactly alike (they may be close, but not alike). This individuality makes them unique.

Transition the discussion to one of community. [a group of people who live in the same place, people with shared experiences, people with common interests.]

Draw “Our Classroom Identity Flower” on a large sheet of chart paper.

Invite students to think about and offer ideas to the question, “How is our classroom a community?”

Write these statements on the petals of the Flower.



MIDDLE – Explain

Activity: Our Identities

Directions:

Have students write their whole name (first, middle, last) on a sheet of paper.

Ask students to write their answer to the question, “what do you like about your name?”

Have them write any nicknames they are called.

Ask, “Why are our names important to us?” Let students answer.

Write some of the important statements shared

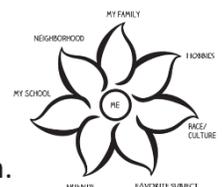
Ask students, “Can you remember a time when someone called you the wrong name or called you by a nickname that you did not like or that was said to you in a teasing way? How did that make you feel and what did you do?” Let students respond.

Talk about how our names represent who we are—our identity.

List other ways we identify ourselves on the board as students share out (clothes/fashion, hairstyles, color, words we use, family, our friends, etc.).

After individual reflection and group discussion, have students create their own identity flowers, filling each petal with words, adjectives, and/or identity terms that describe them.

Explain that we will put our flowers together at the end of the lesson to make a community identity quilt to display the members of our classroom community.



END - Evaluate

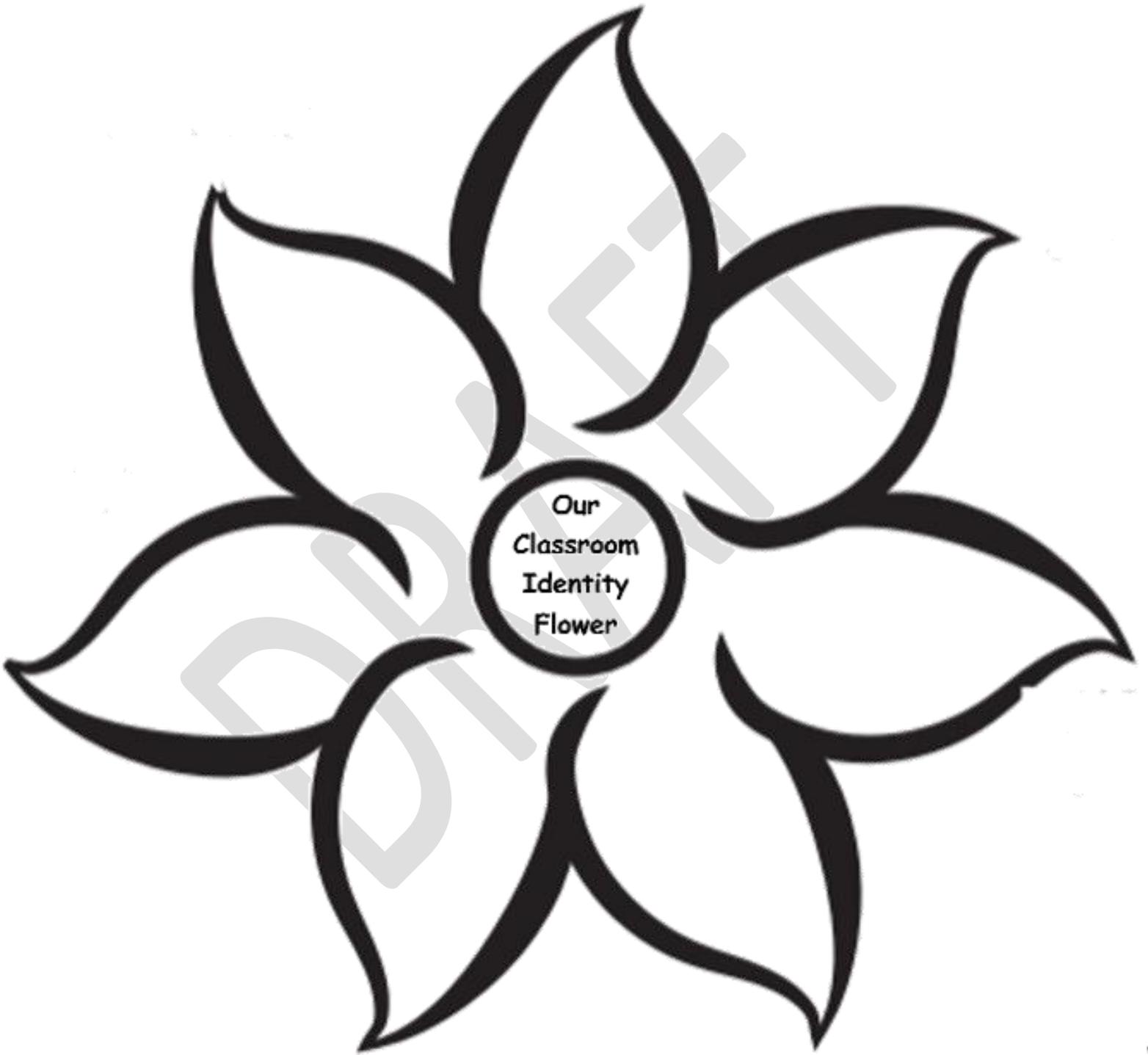
Activities about **identity** have a purpose that may not be apparent to third graders. It is important that you provide closure through questioning skills to assess if your students understand the lesson: “How do you maintain personal dignity? How do you show others respect? How will you make our classroom community?”

Directions:

Ask students to define and use the vocabulary.

Write the student responses and around the flower.

DRAFT

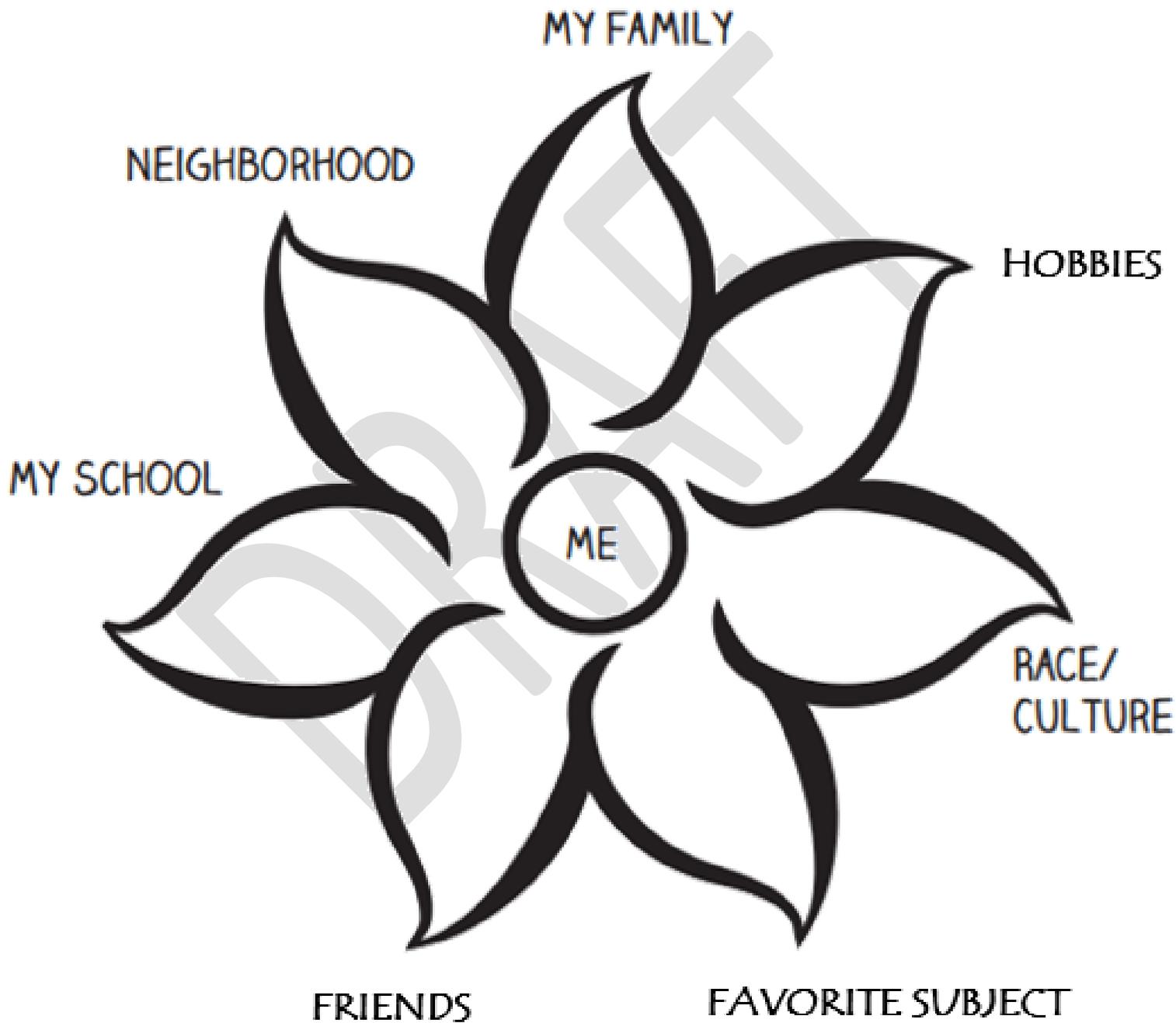


MY IDENTITY FLOWER

Name _____

Your identity is unique.

Fill in your identity on each petal of the flower.



Austin ISD Human Sexuality and Responsibility

Grade Level: 3

Unit: Human Sexuality and Responsibility

Ground Rules

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Teacher Tip: Review "Guidelines for Discussion" to ensure a safe climate for the discussion of sensitive topics.

For questions that teachers don't feel comfortable answering, please refer that student to a trusted adult.

Use equity practices to solicit responses from all students such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson 2: Healthy Relationships

LESSON SUMMARY

Healthy Relationships: Students learn how to successfully navigate changing relationships.

NSES

HR.5.CC.1: Describe the characteristics of healthy relationships.

HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships.

HR.5.SM.1: Demonstrate ways to treat others with dignity and respect.

LESSON OBJECTIVES

Identify characteristics of healthy relationships;

Identify trusted adults to talk to about relationships;

Demonstrate how to treat others with dignity and respect.

MATERIALS

Student Sheet: My Family of Relationships

White piece of paper, colored pencils

Soft sports ball

VOCABULARY

Relationship: a connection between two people.

Peer: someone else your age, a friend, or a classmate.

Peer relationship: a **friendship** with someone else your age, a friend, or a classmate.

Respect: to show regard or consideration for.

Trust: to rely upon or place confidence in someone or something.

Caregiver: an adult who cares for an infant or a child.

BEGINNING – ENGAGE (5-10 minutes)

Activity: Benefits of Relationships (Modified lessons from The Connections Lab- McGill University.)

Directions:

Discussion: Highlight to the class that we have relationships with many people. We have relationships with our parents, caregiver(s), siblings, extended family members, and even our friends at home and at school. Having relationships with other people is important because these **connections with other people** can make us feel good about ourselves.

There are many reasons why relationships make us feel good. One of the ways that relationships make us feel good is giving us someone to talk to. This is important because it makes us feel like we are not alone.

Ask: Can anyone give me an example of why relationships are a good thing?

Wait for answers to be shared.

The way that we form connections with other people can have positive or negative consequences. An example of a good or positive consequence is when we act in a good way towards other people and they act the same way to us. We feel better about ourselves and the other people in the relationship feel the same way too. A negative consequence would be actions that make others feel unhappy.

MIDDLE – Explore (10-15 minutes)

Activity: Characteristics of Relationships (Modified lessons from The Connections Lab- McGill University.)

Directions:

As we have already learned, having positive relationships with our peers can make us feel safe and happy. In order to have positive peer relationships, we must first understand the basic characteristics of being a good friend.

Ask: Can anyone give me an example of what a good friendship is made of, or what it means to be a good friend? (Examples: sharing your belongings, giving your peer compliments.)

Review and share the characteristics of a good relationship/friendship.

- (1) Having common interests, likes, or hobbies;
- (2) Feeling comfortable with sharing private thoughts, feelings, or stories;
- (3) Caring for and understanding each other;
- (4) Treating each other fairly;
- (5) Being loyal and trustworthy. Examples:
 - o Keeping your word; actually doing what you say you will;
 - o Does not share your private things with others;
 - o Does not gossip, spread rumors, or text/email hurtful messages.
- (6) Being able to solve arguments and problems without hurting the relationship.

Continue: When learning about peer relationships it is important to keep three questions in mind. Have students participate in a QSSSA (Question, Sentence stems, Signal, Share, Assess):

Ask a question, when children are ready with their answer using sentence stems have them do a signal: put your hands on your head, touch your nose, peace sign, etc.

Have students share out.

Call out random kids to assess their responses.

Repeat this for all questions.

- (1) What characteristics are you looking for in a friendship? (Sentence stem: *When making new friends I look for people that _____.*)
- (2) What characteristics can you bring to a friendship? *Give students time to think of a response using the sentence stem: The characteristics I bring to a friendship are _____.*
- (3) What characteristics are you NOT looking for in a friend? (Sentence stem: *When making new friends I don't like it when people _____.*)

While students are sharing, the teacher can make an Anchor that says: "Qualities of a Good Friend:" to have displayed all year.

Remind students:

Good friendships are also two-way. This means that it takes two people to form a positive relationship that has all the above characteristics that we just spoke about. Both people in the relationship must try to make sure that the friendship lasts.

END – Explore (15-20 minutes)

Activity: My Circle of Relationships: Family and Friends

Directions:

Distribute My Circle sheets and colored pencils.

Go over instructions:

1. Put yourself in the center circle.
2. Draw or name family or caregivers in the middle circle
3. Draw or name your friends in the outer circle.

Share Out/Pass the Ball: My Family, Caregivers, and Circle of Friends

Put all the students in a circle with one soft sports ball.

First practice: Pass a ball student to student. Pass the ball in such a way that every student is successful in passing it, receiving it, and NOT dropping it. Ask, "How did we have to pass the ball so that no one drops it?" [carefully, respectfully, with trust]

Ask each of the questions in turn:

"What people did you include in your Circle of Relationships?"

"What are some ways your community make you feel good about yourself?"

"Think of one of your friends in your circle. What is the best thing they bring to your friendship?"

For student responses allow students to choose who will answer by passing the ball off to another student (using practiced skills). Allow five or six passages for each question.

CHARACTERISTICS of a GOOD RELATIONSHIP

- (1) Having common interests, likes, or hobbies
- (2) Feeling comfortable with sharing private thoughts, feelings with each other
- (4) Treating each other fairly
- (5) Being loyal and trustworthy
- (6) Being able to solve arguments and problems without hurting the relationship

CHARACTERISTICS of a GOOD RELATIONSHIP

What characteristics can you bring to a friendship?

What characteristics are you looking for in a friendship?

What characteristics are you NOT looking for in a friend?

Name: _____

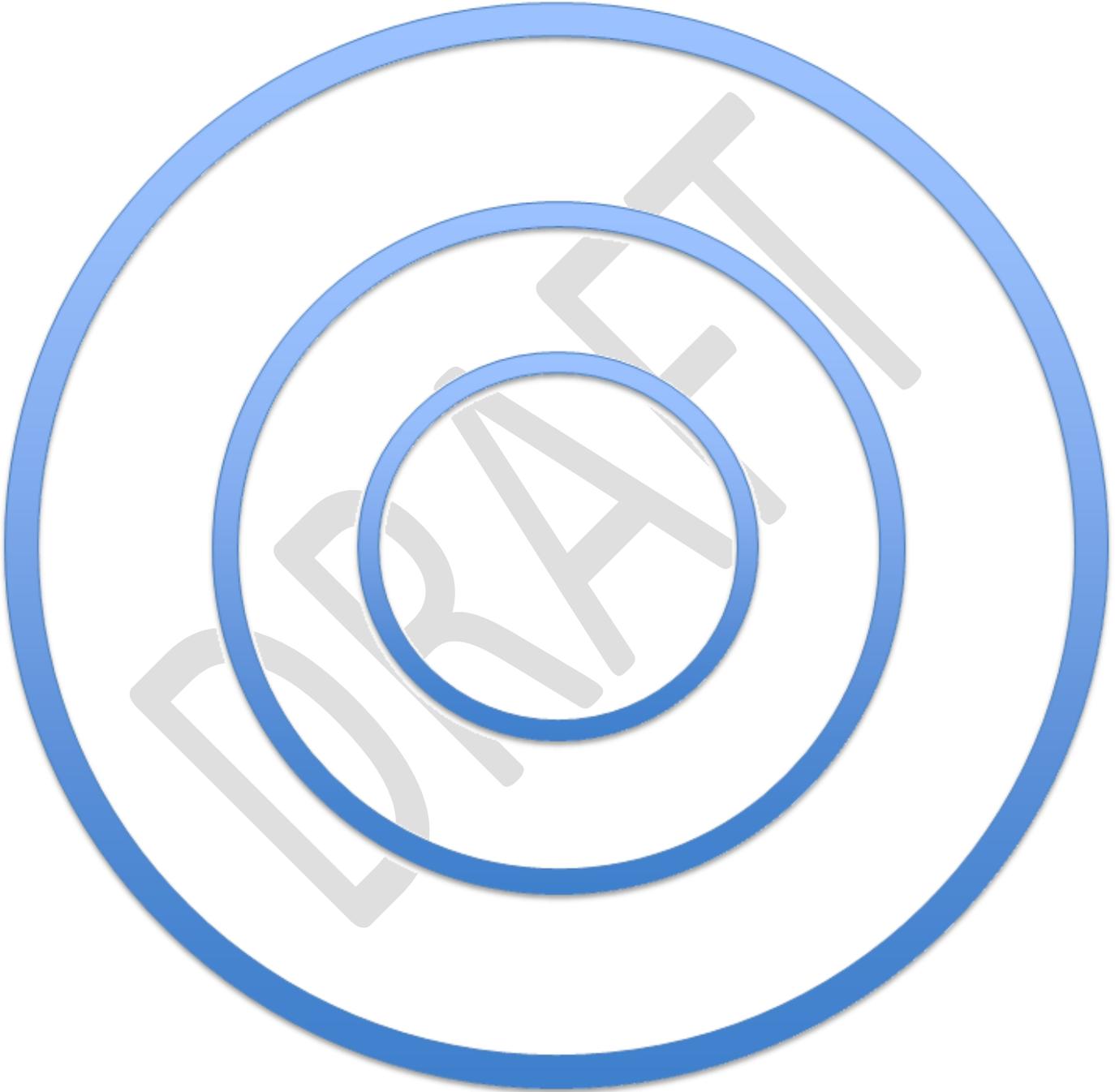
My Circle of Relationships: Family and Friends

Directions:

Put yourself in the center circle.

Draw or name family or trusted adult in the middle circle

Draw or name your friends in the outer circle.



★ Put a star by adults you trust to talk to about relationships.

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Grade Level: 3

Unit: Human Sexuality and Responsibility

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Lesson 3: Personal Safety

LESSON SUMMARY

Students learn about the need for a growing awareness, creation, and maintenance of personal safety.

NSES

PS.5.CC.1 Define teasing, harassment and bullying and explain why they are wrong.

PS.5.AI.1 Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied.

PS.5.IC.1 Demonstrate ways to communicate about how one is being treated.

PS.5.IC.2 Demonstrate refusal skills (e.g. clear "no" statement, walk away, repeat refusal).

LESSON OBJECTIVES

Have students discuss why teasing, harassment, and bullying are wrong;

Have students identify trusted adults to talk to about teasing or bullying;

Demonstrate communication skills;

Demonstrate refusal skills.

MATERIALS

"Bullying" and "NOT Bullying" signs for corners of room

Set of "Is it bullying?" scenario sheets

Student Sheet: Bullying Quiz

Student Sheet: Anti-Bully Bug

VOCABULARY

Teasing: intended to provoke or make fun of someone in a playful way.

Harassment: aggressive pressure or intimidation.

Bullying: seeking to harm, intimidate, or coerce (someone perceived as vulnerable).

BEGINNING: Engage

Activity: **Which is it? “NOT bullying” or bullying?”** (adapted from KidsHealth in the Classroom; <https://classroom.kidshealth.org>)

Directions:

Teasing can be a way of communicating. How we tease with our friends can be friendly and positive or hurtful and negative. When done in the right spirit, teasing is a way for friends to exchange harmless back-and-forth joking around. Teasing can be a fun way to share your similar sense of humor with others.

When it is friendly teasing you can decide whether it continues or ends. If you get upset, tell your friend using an “I statement...” that the teasing should stop because it hurts your feelings.

However, if the teasing is one-sided, mean, or hurtful it is no longer teasing—it’s bullying.

Bullying is when one or more kids are mean or hurtful to another kid over and over intentionally and to a vulnerable individual. Kids who are being bullied might not be that good at standing up for themselves. Bullying affects lots of people. It affects the kids who are bullied, family members of the kids who are bullied, the kids who see the bullying, and the bullies themselves. Bullies try to hurt people and make them feel bad. Bullies like it when they get reactions from the people they are bullying. But not all mean behavior is bullying. Sometimes people have disagreements or arguments, and that’s normal. But when a person is mean on purpose over and over and knows that the people he or she is hurting can’t defend themselves, the mean behavior is considered bullying.

Put up a sign “NOT bullying” in one corner of the room and “bullying” in the other corner of the room. Display the “Is It Bullying?” handouts on a smartboard or overhead projector and discuss each scenario with your student.

Say: “Let’s look at a few situations in which someone is being mean. If you think that it is bullying, go to the corner of the room that says “bullying.” If you think it is not bullying, go to the corner of the room that says “NOT bullying.”

After each scenario is presented and the students have found their corner, talk about the situation and decide if it’s bullying. **If the person in the story is being bullied, we’ll also think about what the person or a bystander—someone who sees the bullying—should do.**

Distribute the Bullying Quiz and have students answer the questions.

MIDDLE: Explore

Activity: What if you are being bullied?

Directions:

Show “Bullying Advice from a 3rd Grader” <https://www.youtube.com/embed/ggH0YkpYbRE>.

(Make you are logged in to your Google account. Click on the blue button- "Sign in".)

Make sure to pause the video and read the notes on the screen to the students.

Discuss the different ways that the boy was bullying this girl and how it made her feel. Ask: “Was she the only student being bullied by this other student?” (In the video she will talk about the school meeting and says the other girl being bullied was there.)

Review the steps that students should take when they are being bullied.

Create a class poster while sharing out the steps.

1. Hold your head up so you appear more confident.
2. Look at the kid bullying you.
3. Tell them to stop in a calm, clear voice.
(Examples you may practice with the students: "Stop bothering me!" or "I'm not going to play with you if you act mean." or "No, stop! I'm playing with that!")
If they don't stop...
4. Walk away (especially if speaking up seems too hard or not safe; walk away and stay away).
5. Find an adult.

If the bullying continues after you ask the person to stop and an adult has spoken with them, this is known as harassment.

There are things you can do to stay safe in the future:

1. Talk to an adult you trust. Don't keep your feelings inside; the adult can help you make a plan to stop the bullying.
2. Stay away from places where bullying happens.
3. Stay near adults and other kids. Most bullying happens when adults or others aren't around.

END: Evaluate

Activities about **Personal Safety** have a purpose that may not be apparent to third graders. It is important that you provide closure through questioning skills to assess if your students understand the lesson: How can you stand up to a bully? What can you do if you feel you are being bullied? What should you do if a friend confides in you that they are being bullied?

Directions:

One way to keep bullies away or help a person who is being bullied is to be friendly. Friendships help prevent bullying because bullies are less likely to pick on kids who they are friends with. And if a kid is being bullied, your friendship helps that kid feel included. For the next month, we're going to practice being kind to each other to create a safe, respectful, and friendly classroom.

Brainstorm a list of friendly acts kids can make toward each other (and their teacher!) and think about the qualities of a good friend.

EXTENSION: Home Connection

Activity: **Anti-Bully Bug**

Directions:

Handout the bug template.

Instruct students to work with their parent(s) to fill in the circles with two ways they can stay away from bullies or stop bullying from happening to them and two ways they can help someone who is being bullied.

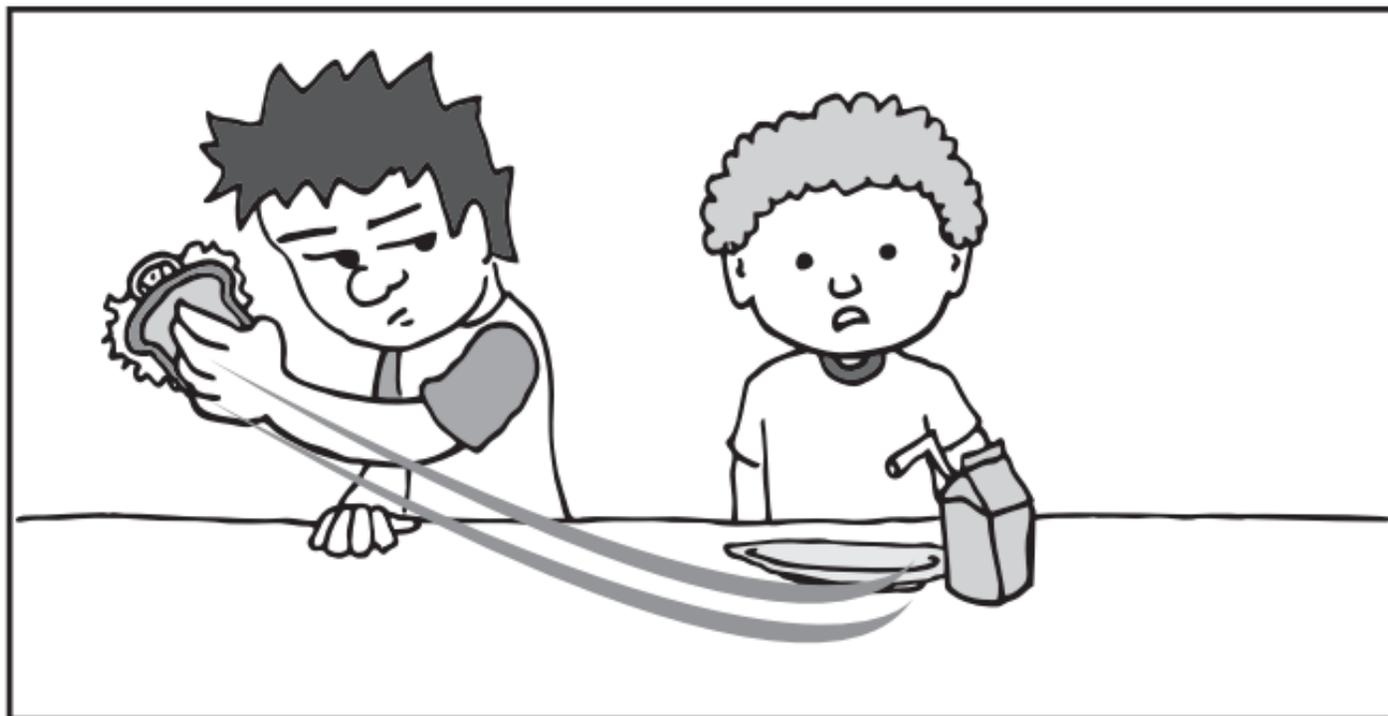
Bring "Bully Bug" back to discuss in class.



Name: _____

Date: _____

Is It Bullying?



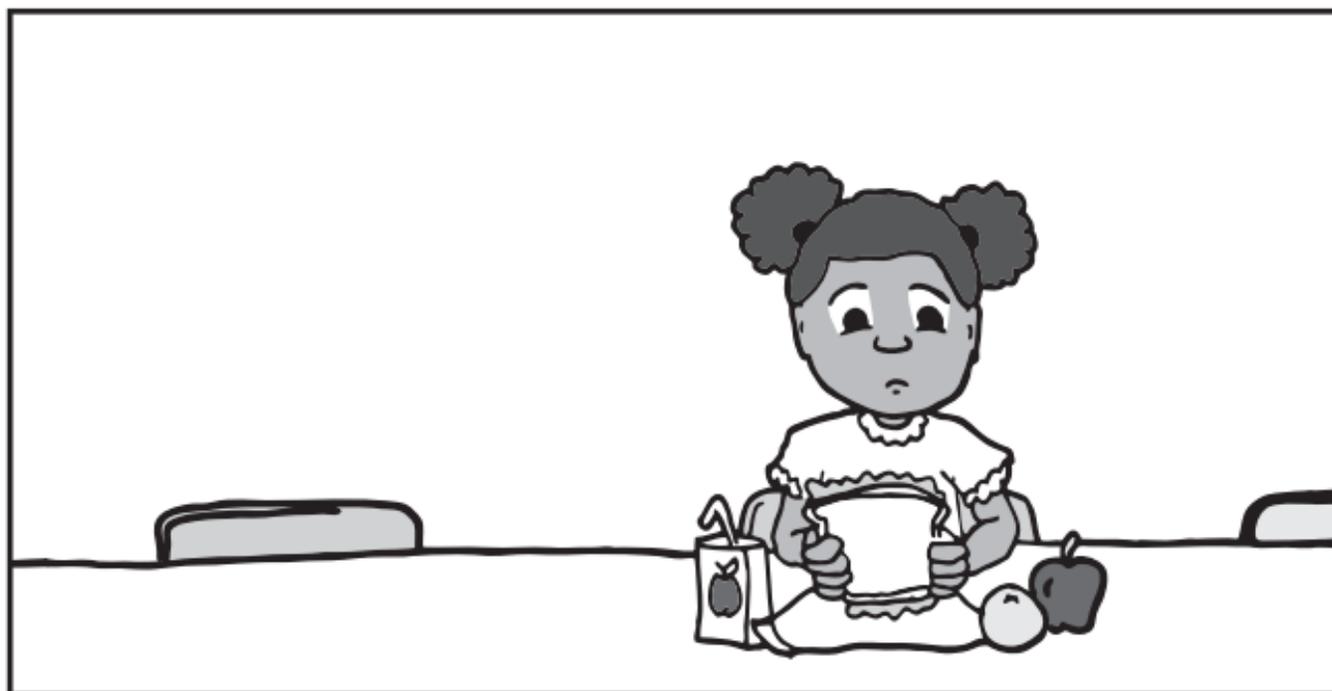
Every day, you see a kid at lunch taking your friend's snack. Your friend is afraid to tell on the kid because your friend is scared.



Name: _____

Date: _____

Is It Bullying?



A new girl in your class is from a different country. Your friends say rude things to her, make fun of her English, and tell her to go back home. Now she sits alone at lunch.



Name: _____

Date: _____

Is It Bullying?



**You and your sister get into fights over clothes.
Your mom tells you to just work it out.**



Name: _____

Date: _____

Is It Bullying?



A friend starts teasing you because you have a reading problem. Every time you read aloud, he laughs and makes fun of you.



Name: _____

Date: _____

Is It Bullying?



Your older brother has been trying to wrestle you and get into tickle fights lately.



Name: _____

Date: _____

Is It Bullying?



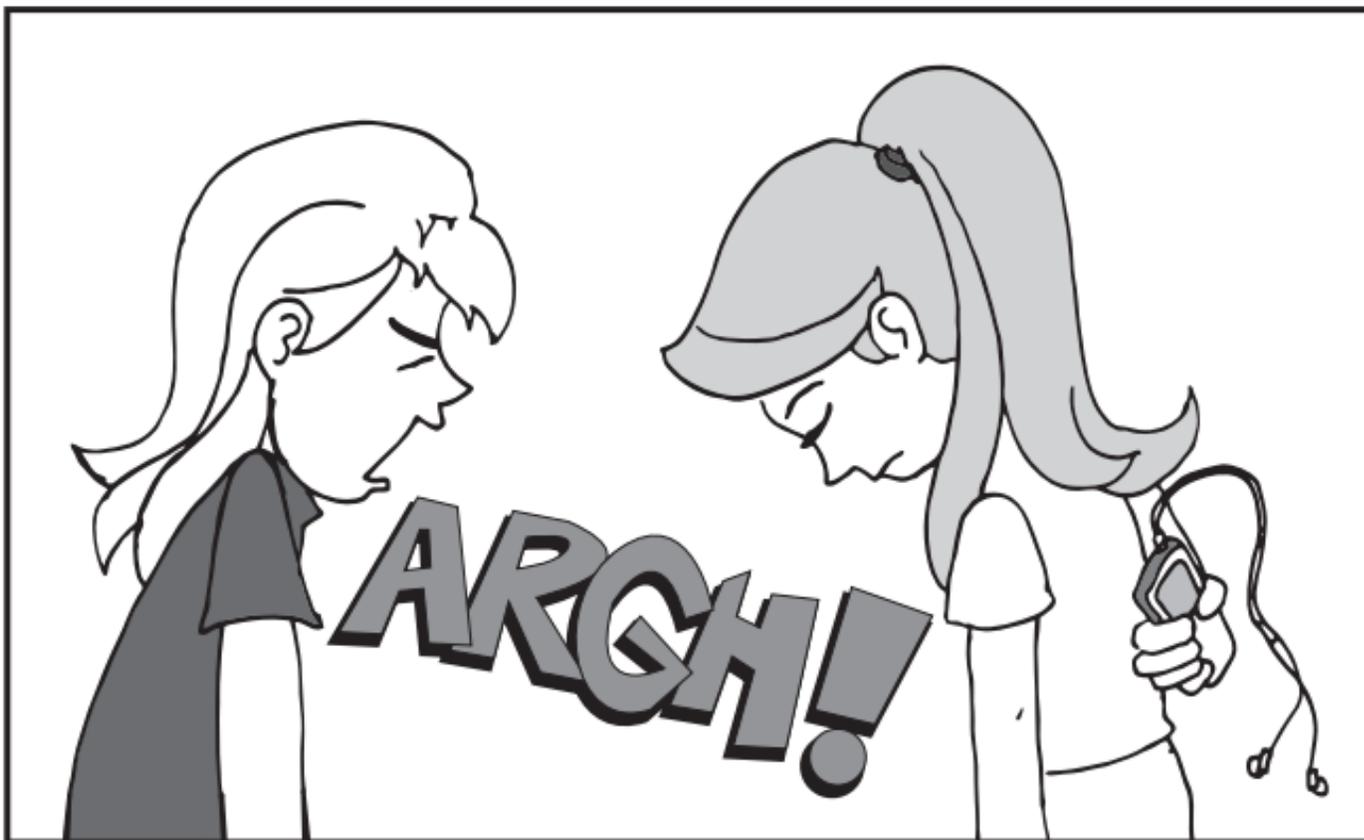
At the bus stop, some kids have been teasing a boy about how he looks. Now you notice that boy no longer rides the bus.



Name: _____

Date: _____

Is It Bullying?



Your sister called you a mean name because you took something of hers without asking. Later she apologized. You apologized, too, and promised not to take her stuff without asking.



Name: _____

Date: _____

Quiz

Instructions: Circle true or false after reading each statement:

1. True or false: Bullies are mean to kids on purpose.
2. True or false: Bullying can make kids who are bullied feel physically sick.
3. True or false: If someone bullies you, you should bully that person back.
4. True or false: Ignoring a bully and not reacting to the bullying can help sometimes.
5. True or false: If you or someone you know is being bullied, you should tell an adult you trust.

Fill in the blanks with words from the word box below:

6. Being a good _____ can help you keep bullies away.
7. Standing up for _____ is one way to deal with bullies.
8. It's bullying when someone _____ another person many times.
9. A good friend is _____ to you and others.
10. If you see someone being bullied, you should tell an _____ as soon as possible.

adult

friend

kind

teases

yourself



Quiz Answer Key

Instructions: Circle true or false after reading each statement:

1. True or false: Bullies are mean to kids on purpose.
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Fill in the blanks with words from the word box below:

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adult

friend

kind

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yourself

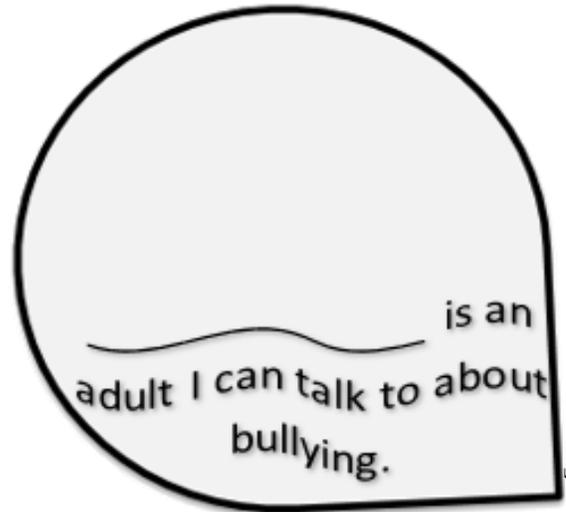
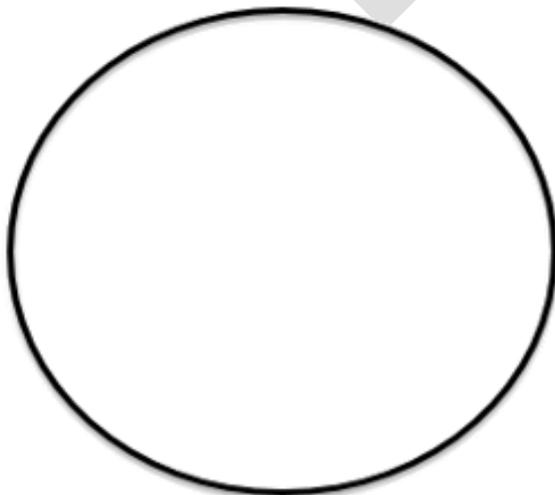
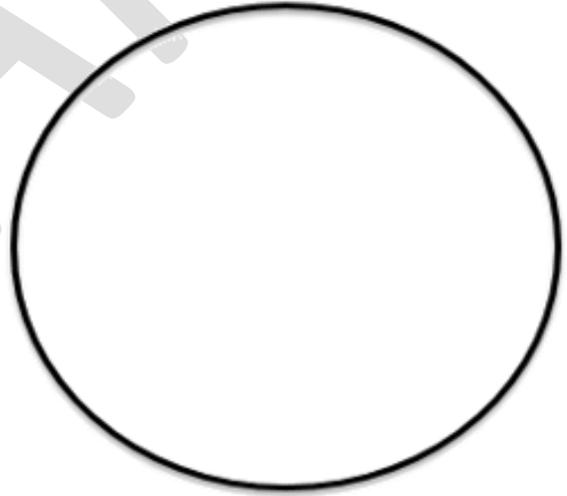
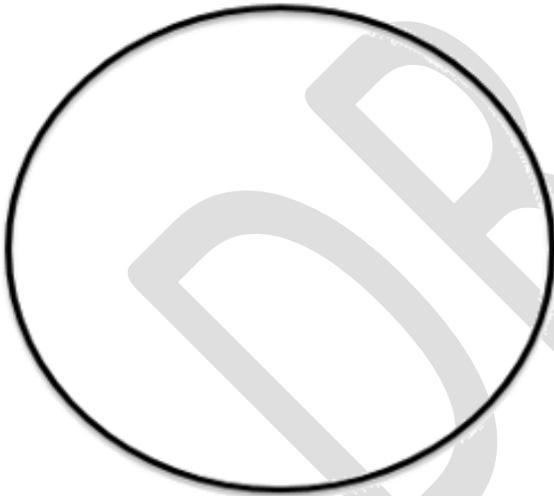
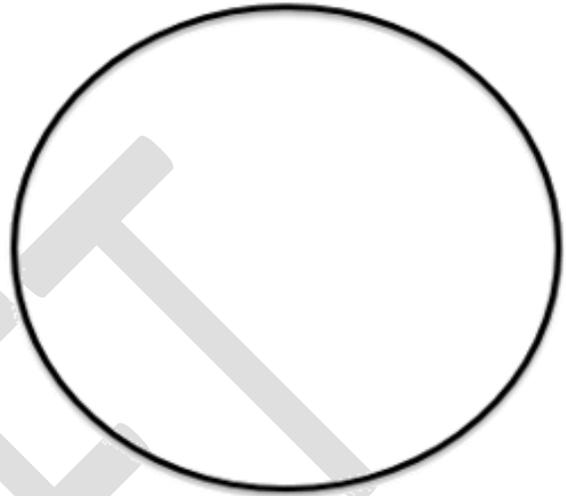
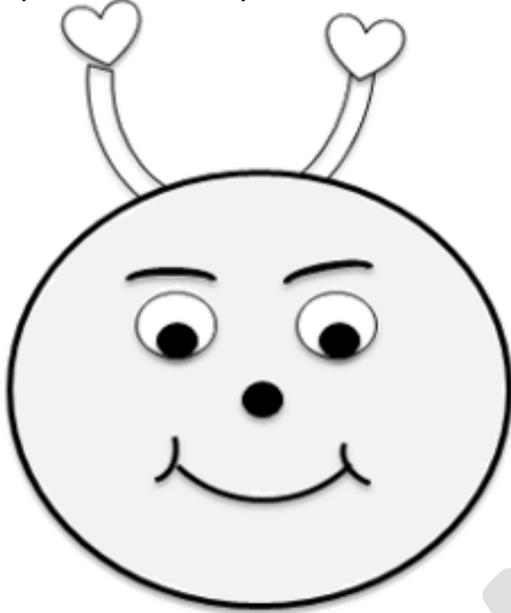
Anti-Bully Bug

In two of the circles write or draw ways you can stay away from or stop bullying from happening to you.

In two of the circles write or draw one way you can help a person who is being bullied.

Identify a trusted adult you can talk to about bullying in the last section.

Feel free to color your Anti-Bully Bug



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Grade Level: 3

Unit: Human Sexuality and Responsibility

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Students will describe or identify:

1. Two classroom ground rules;
2. Two ways rules are kept;
3. A parent(s) or trusted adult to talk to about today's lesson.

Teacher Tip: Review "Guidelines for Discussion" to ensure a safe climate for the discussion of sensitive topics.

For questions that teachers don't feel comfortable answering, please refer that student to a trusted adult.

Use equity practices to solicit responses from all students such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.).

Lesson 4: Anatomy and Physiology

LESSON SUMMARY: Anatomy and Physiology. Students learn that males and females have different reproductive anatomy.

NSES

AP.5.AI.1: Identify medically accurate information about female and male reproductive anatomy

LESSON OBJECTIVES

Identify male and female reproductive anatomy.

MATERIALS

Pre-cut out images, body system names, parts and functions

Image to project Reproductive Organs and Private Areas: Covered by a Swimsuit

Create a No! Go! Tell! poster or project the image

Student sheets Your Body Belongs to You

VOCABULARY

Human body systems: Body systems are an organized group of tissue that forms a particular function.

Reproductive system: The **system** of organs and parts which function in **reproduction** consisting in the male especially of the testes, penis, seminal vesicles, prostate, and urethra and in the female especially of the ovaries, fallopian tubes, uterus, vagina, and vulva.

Organs: A part of an organism that is typically self-contained and has a specific vital function, such as the heart or liver in humans.

BEGINNING: Engage (15-20 minutes)

Activity: Knowing your Body and Its Systems

Directions:

Say, "Today we are going to talk about our bodies. First, we are going to talk about the different systems in our bodies. A body system is a group of organs that work together to do a job. Your heart, blood, and blood vessels work together to circulate blood all over our bodies to deliver nutrients and oxygen to keep us alive. The heart, arteries, and veins make up our circulatory system because our blood circulates around our bodies."

Ask, "Can anybody name other systems of our bodies?"

As students share, list on the board; it is not necessary to have the names of all of the systems at this point. The students will have an opportunity to make the connection with the first activity.

Say, "Let's see if you can match the main the human body systems with the work that they do."

Have students work in table groups.

Create a table on the board to show what they are matching:

- Body System Name
- Function (what the system does)
- Organs (the parts)
- Male and Female Image

Distribute sets of pre-cut out images, body system names, parts and functions.

1. [Skeletal] System [bones]
2. [Nervous] System [nerves, brain]
3. [Circulatory] System [heart, veins, arteries]
4. [Respiratory] System [nose, windpipe, lungs]
5. [Digestive] System [mouth, throat, stomach, intestines]
6. [Reproductive] System [males: penis, testes] [females: ovaries, uterus, vagina]

Circulate to ensure the tables of students have matched the body systems correctly.

MIDDLE: Explain (10-15 minutes)

Activity: Understanding our Bodies and our Reproductive Systems.

Directions: Now that students have the systems in front of them, have students refer to the body systems handouts.

Ask the students if they notice how the male and female images lineup. Lead them to the discovery that all the systems for male and female bodies are the same EXCEPT for the reproductive system.

Start the discussion:

"Today we are going to focus on one of the body systems: The reproductive system. The reproductive system is that which allows human to create more humans or make babies. For another human or baby to be created an egg and a sperm must come together. Our bodies are designed so that some humans produce the sperm and others produce and carry the egg. The difference you see in the male and female reproductive body systems is due to the roles they take on.

The male body produces the sperm. The organs of the male reproductive system are mainly external, or on the outside, of the body. These are the scrotum (holds the testes that produce the sperm) and the penis (the organ that sperm travels out of the body).

The female body produces and holds the egg. The organs of the female reproductive system are mainly internal, or on the inside of the body. The ovaries produce the eggs, the uterus receives and holds the eggs, and the vagina connects the uterus to the outside of the body. The reproductive system of our bodies is part of us from the day we are born. However, as babies and through elementary school, the reproductive system is not ready to reproduce or make babies. It is not until our bodies start changing from children to young adults and then to adults that our bodies are ready to reproduce (create a baby). This change is called puberty. We will be discussing what happens during puberty tomorrow.

Everyone has had a reproductive system since birth. This determines if our body is that of a male or female or, the body of a girl or boy. The reproductive system is very personal and private for each person. The external parts of the system are usually protected by being covered. A good way to remember what areas are important to keep private are those covered by a swimsuit.”

Project the image *Reproductive Organs and Private Areas: Covered by a Swimsuit*
Continue discussion

“For boys it is the lower front area of the reproductive system—the scrotum and penis—and the lower back area—the buttocks (behind, bottom, derriere, butt) covered by their swim trunks. For girls it is the lower front area known as the vulva, the urethra (from where we urinate/pee) and the vagina (external/outside opening to the reproductive system) and the lower back area—the buttocks (behind, bottom, derriere, butt) that are covered. Usually females also cover their breasts for privacy.”

END: Evaluate (15-20 minutes)

Activities about **Anatomy and Physiology** have a purpose that may not be apparent to third graders. It is important that you provide closure through questioning skills to assess if your students understand the lesson.

Activity: **Trust Your Feelings**

Directions:

Start the discussion about what to do when students are touched or handled inappropriately by another person.

Make sure to have the private areas poster up during this discussion.

Say:

“Understanding one’s body and how it works is important to staying healthy. Our body belongs to us and we have a say over who may and may not touch or handle it. It does not matter who the person is or how they are or if you know them well. No one should touch you or handle you if it makes you uncomfortable, especially if the person is touching your private areas.”

Ask students what they should do if they are in an uncomfortable situation.

Project the No! Go! Tell! image where the students can see it.

Stress with the students that:

It is important to **trust your feelings**. If you feel “yucky” or uncomfortable:

- Say “No.”
- **Go** (remove yourself from the situation).
- **Tell** a trusted adult.



Have students practice saying “No!” turning, and leaving.

Read the following scenarios to students; discuss each and how the person handled the situation.

Scenario 1: Nickie loves to spend time playing video games at the local arcade. Gus, a man she and her friends know from the arcade, encourages her as she tries to get the highest score in a game competition. When Nickie feels discouraged after losing, Gus buys her a soda and sits down with her. At first Nickie is happy to have his company, but when Gus sits too close to her, puts his arm around her, and tells her he’s her favorite of all the kids, she feels uncomfortable. Nickie responds to her “yucky” feeling by telling Gus “No,” getting away from him, and going home, where she tells her mom about what happened.

Scenario 2: Jack’s sister tickles and wrestles with him beyond what he is comfortable with and when she doesn’t stop when he wants her to, his dad steps in to remind her that in their family “Stop” means stop.

Scenario 3: When Julie’s uncle visits, he has her sit on his lap, just like he has ever since she was little. Julie doesn’t like it, but is worried that it will hurt his feelings if she tells him no. Her mom encourages her to tell him no, the uncle is fine with it, and Julie realizes that he didn’t understand that she felt uncomfortable until she told him.

(Scenario 4 is rather sensitive and should be handled with the utmost care. Make sure that your students are at a place where they are ready to hear and discuss this scenario. Be aware of any students that may have a tell-tale reaction.)

Scenario 4: Mia’s mom has a friend that often plays with Mia and gave her a board game as a gift. After a while he asks Mia to play another kind of game with him. The game he asks her to play makes Mia feel uncomfortable. Whenever Mia tries to resist and not play with her mom’s friend he says things to her like, “But I played your game.... I thought we were friends.” He makes her promise to keep the game a secret, and even threatens her if she tells anybody. Mia is scared and doesn’t say anything because she made a promise. Finally, Mia figures out how to get around breaking her promise “not to tell” by telling her stuffed bear, Tikki, who then “tells” her mom.

Scenario 1 based on *No More Secrets* by Oralee Wachter

Scenarios 2 and 3 based on *My Body is Private* by Lina Wavloord Girard

Scenario 4 based on book *Mia’s Secret* by Peter Ledwon & Marilyn Mets

Emphasize with students:

- A seemingly friendly person may not actually be your friend.
- It might be hard to get the person to stop and that the person might try to trick you or scare you by saying it is a game or a secret just between you two; or they may scare or threaten.
- Being made to touch another’s private parts is abuse.

No matter what...tell someone. If the person you tell does not listen or believe you, keep telling until they find someone who does believe you and does something about it.

Have students practice saying “No!” turning, and leaving.

EXTENSION: Home Connection

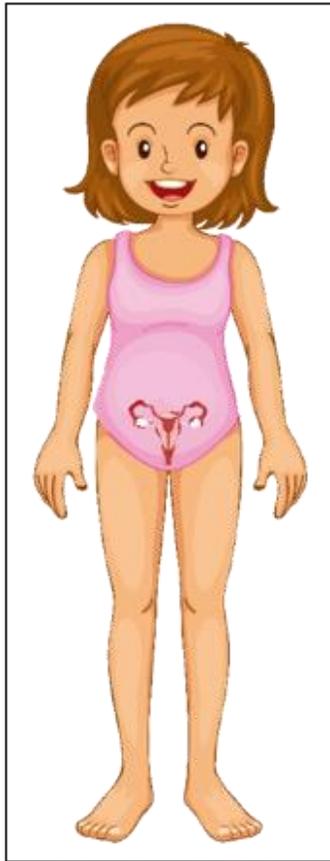
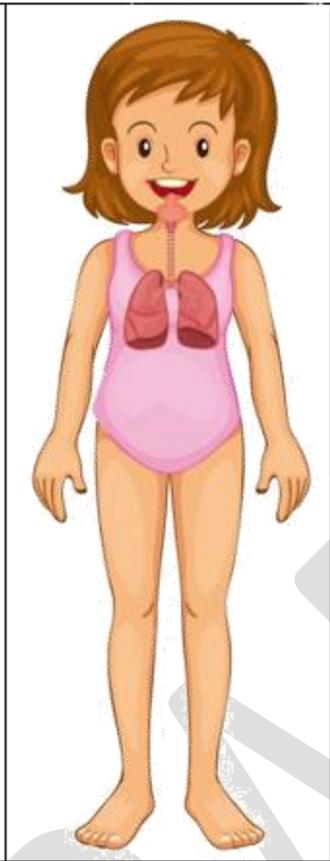
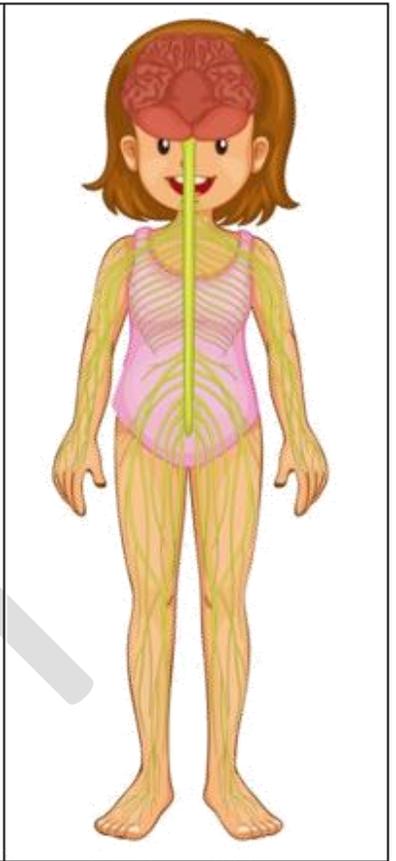
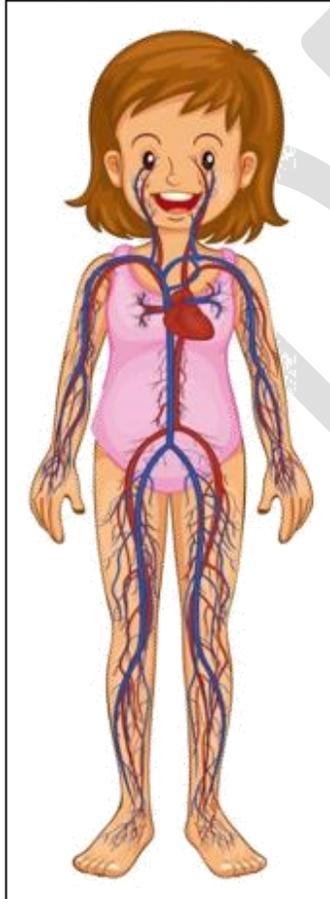
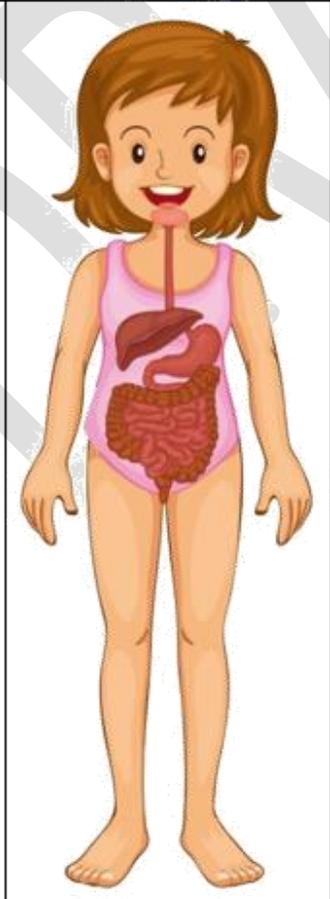
Activity: **Your Body Belongs to You**

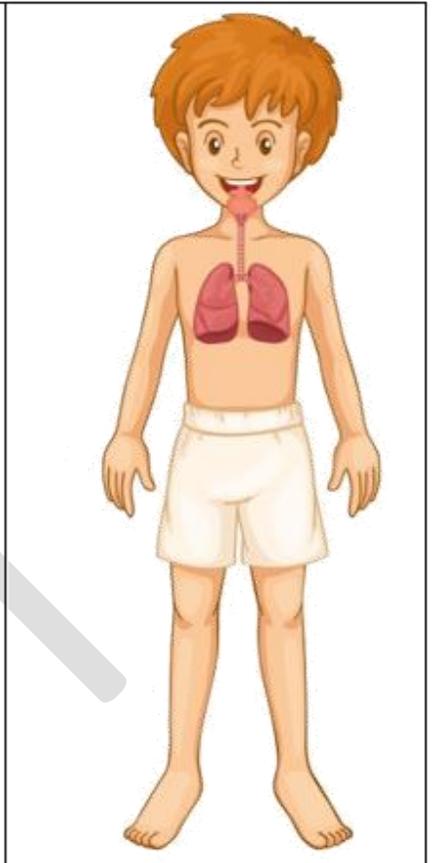
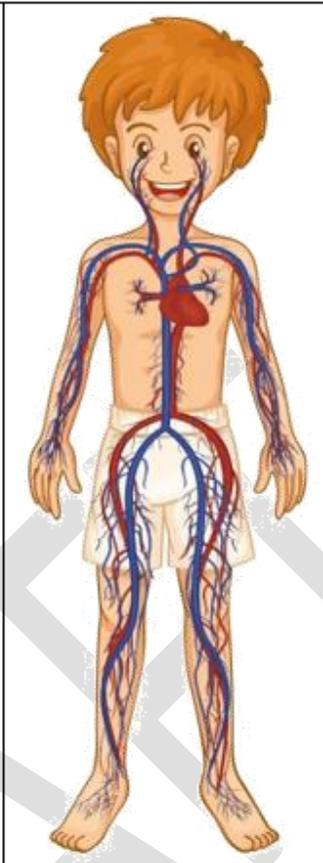
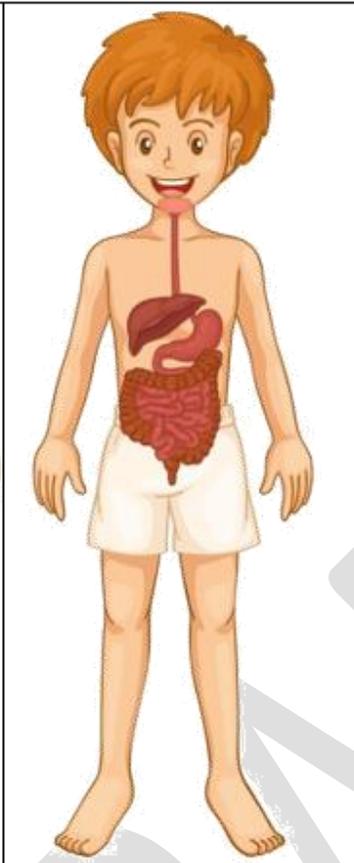
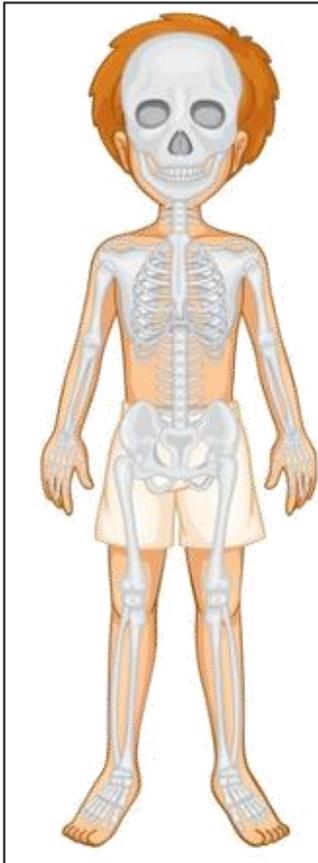
Directions:

Distribute a copy of Your Body Belongs to You.

Direct students to work on the booklet with their parents.

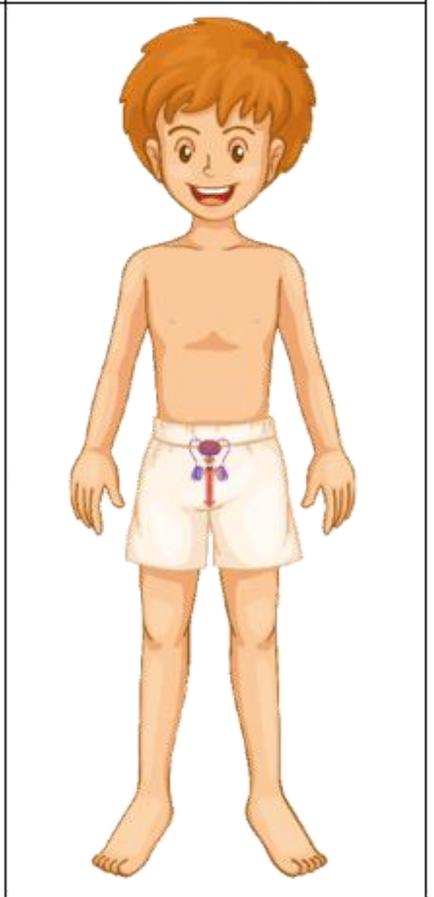
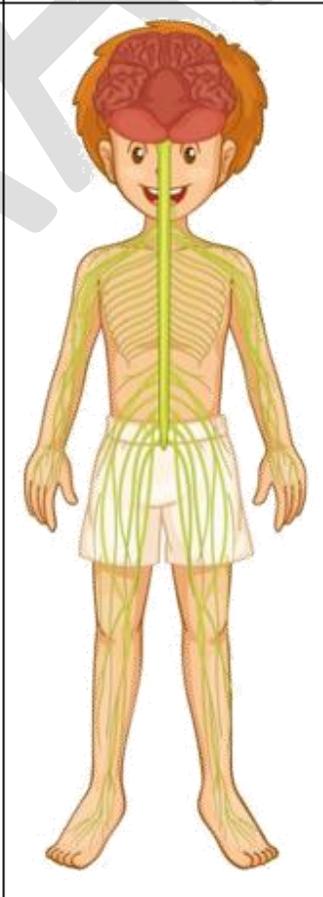
Name the Body Systems

			
		<p>Circulatory system</p>	<p>Nervous system</p>



Digestive system

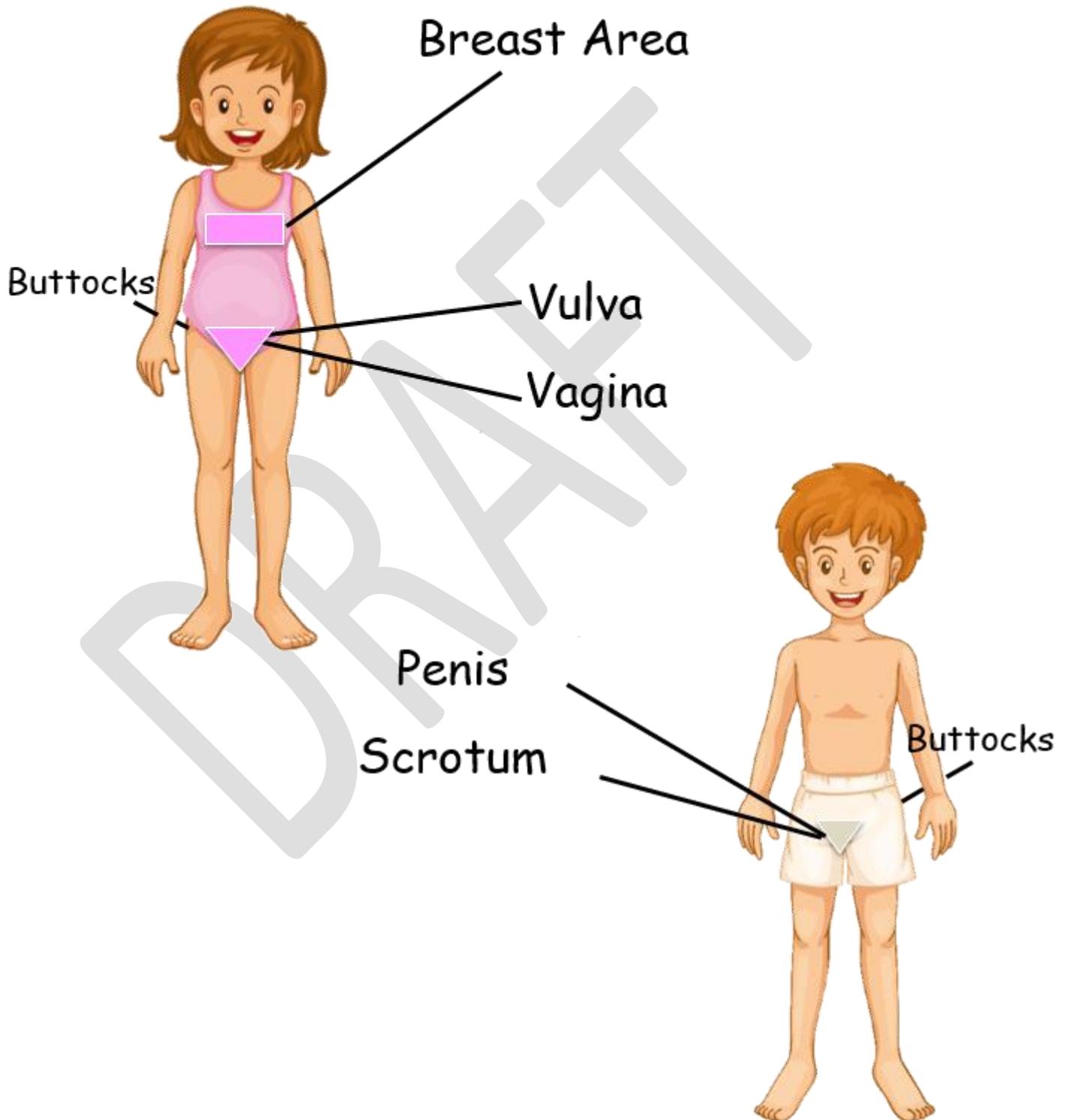
Respiratory system



<p>Skeletal system</p>	<p>male: penis, scrotum</p>
<p>Reproductive system</p>	<p>bones</p>
<p>nose, windpipe, lungs</p>	<p>nerves, brain</p>
<p>mouth, throat, stomach, intestines</p>	<p>heart, veins, arteries</p>

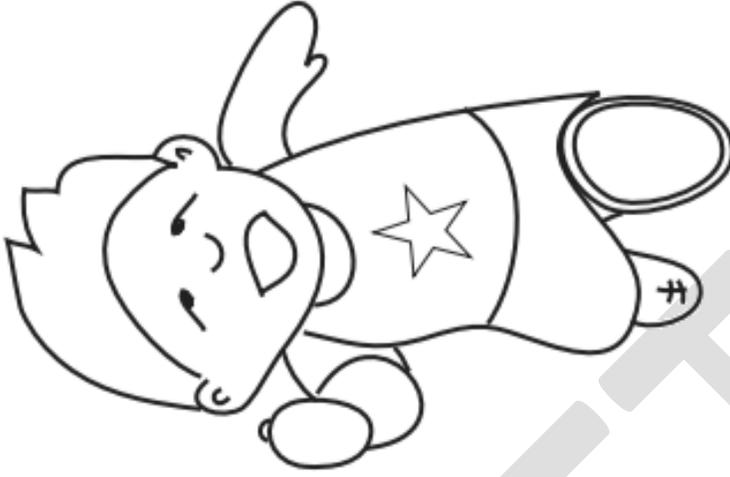
<p>Breathe in and out</p>	<p>Hold a body upright and protect the organs of the body</p>
<p>Break apart food and deliver it to the body</p>	<p>Brings blood to and from the heart and around the body</p>
<p>Produce sperm</p>	<p>Delivers messages to and from the brain</p>
<p>Produce eggs</p>	<p>female: ovaries, uterus, vagina</p>

Reproductive Organs and Private Areas: Covered by a Swimsuit



NO!

Just say no!



GO!

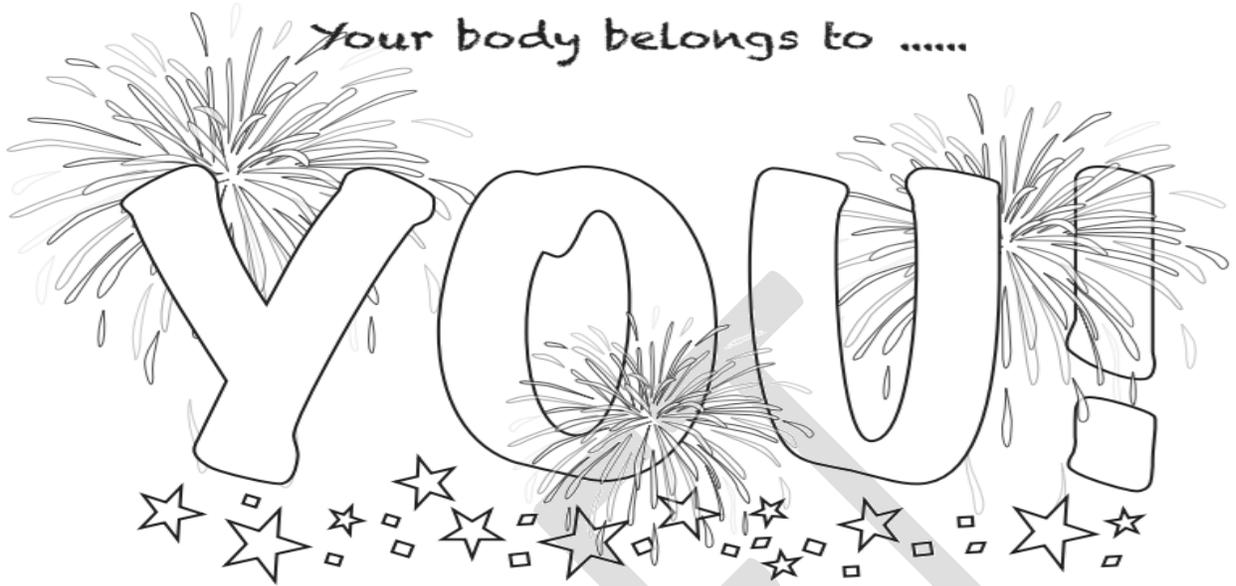
Get out of there!

TELL!

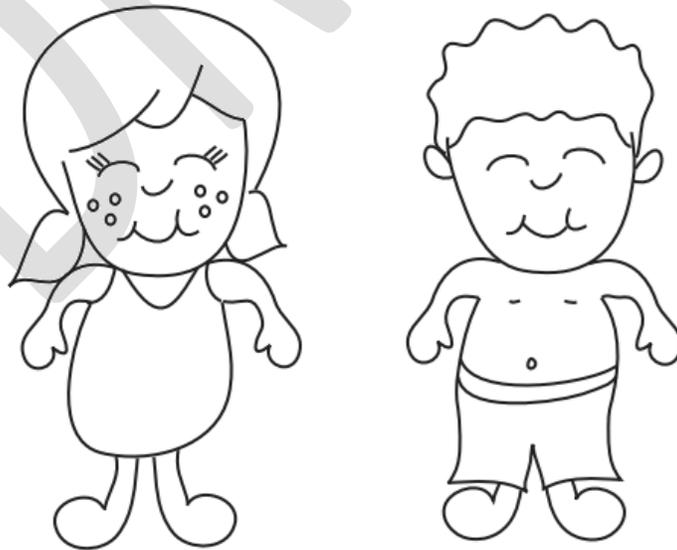
Tell someone you trust!



Your body belongs to



Private parts are the areas covered by my bathing suit.



My private parts belong to me!

Here are some examples of touches that may make you feel happy, content or safe.



Sometimes a doctor may need to check your private areas to keep you healthy.

A doctor's touches will never be a secret!



Touches are always up to you!

Touches should always
make you feel safe.

Touches should never
be a secret!

If the touches make you feel
yucky that's your clue to.....

NO!

Just say no!

GO!

Get out of there!



TELL!

Tell someone you trust!

Finish your book with your parent...



Draw the people at home and at school that you trust.

Practice ways you might tell someone you trust; draw a picture, write a note or a conversation you might have.



Austin ISD Human Sexuality and Responsibility

Grade Level: 3

Unit: Human Sexuality and Responsibility

Ground Rules

Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum.

Students will describe or identify:

1. Two classroom ground rules;
2. Two ways rules are kept;
3. A parent(s) or trusted adult to talk to about today's lesson.

Teacher Tip: Review "Guidelines for Discussion" to ensure a safe climate for the discussion of sensitive topics. For questions that teachers don't feel comfortable answering, please refer that student to a trusted adult.

Use equity practices to solicit responses from all students such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.).

Lesson 5: Puberty and Adolescent Development

LESSON SUMMARY: Puberty and Adolescent Development. Students learn about body changes that occur during puberty and good personal hygiene practices.

NSES

PD.5.CC.2: Explain how the timing of puberty and adolescent development varies considerably and can still be healthy.

PD.5.INF.1: Describe how friends, family, media, society and culture can influence ideas about body image.

PD.5.AI.2: Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues.

LESSON OBJECTIVES

Explain the variations of timing of puberty;

Describe how media and society influence body image;

Identify trusted adults to whom students can ask questions.

MATERIALS

Pre-cut set of Puberty Changes in Me: LIFE STAGES PHOTOS

Sentence strip per student; colored pencils

Set of pictorial Puberty Changes cards

VOCABULARY

puberty

hygiene

BEGINNING: Engage (10-15 minutes)

Activity: Student Timeline and Diary Entry

Directions:

Pass the *Puberty Changes in Me: Life Stages* photos around the group and ask students to look at the photos—how old are the people in the photos? Are they girls/women or boys/men?

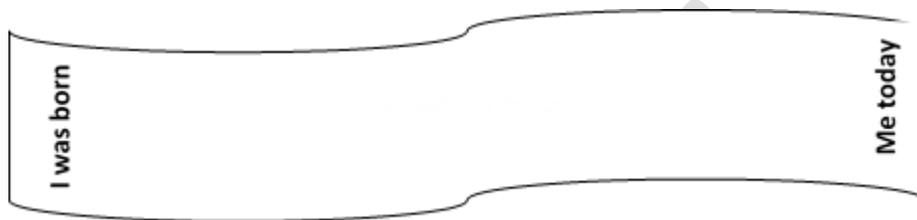
Ask for feedback about each of the photos. Arrange the photos youngest to oldest, in life stages.

Discuss some of the changes they notice. Also, share other things that might occur during a person's life.

Give each student a sentence strip.

In the middle of the sentence strip write the title, "My Timeline."

Have the students write at one end, "I was born." At the other end write, "Me today."



Ask the students to fill in their timeline with important changes that have happened so far in their lives.

Examples: spoke first words, learned to walk, learned to talk, learned to ride a bike/balance, big event(s) or celebration(s), general changes that have to do with their bodies, new siblings, etc. It may include sad events as well (e.g., illness, death, accidents).

MIDDLE: Explore (20-25 minutes)

Directions:

Read *Puberty*.

Ask if anyone knows what it means for a young person's body to transition into the body of adult.

Share that females and males are adults when their bodies have prepared them to have children—to reproduce. Although right now they are still children in the next few years their bodies will start this change. Today we are going to begin the discussion of this time in our life so you will be prepared when the changes start and not to be scared or freaked out because we all go through these changes.

As you write the word puberty on the board over-exaggerate its pronunciation: "Pyoo-burr-tee!"

Read the script below.

OK, so it's a funny word—but what is puberty, anyway?

Puberty is the name for the period of time in your life when your body begins to change from a child to an adult. During puberty, your body will grow faster than at any other time in your life, except when you were a baby. Your body and your emotions will start to change.

It's important to know that **everybody goes through these changes**. Some of us will start sooner than others and for some people the changes may happen faster; no two people are exactly alike. But one thing everyone has in common is that **we all go through puberty**. We just experience it on our own timeline.

It helps to know about the changes that puberty causes before they happen. That way, you know what to expect.

Puberty usually starts between ages 8 and 13 in girls and ages 9 and 15 in boys. This wide range in ages helps to explain why, soon, some of your friends will look like young kids and others will start to look more like adults.

When each person's body is ready to begin puberty, a part of the brain called the hypothalamus releases special hormones that tell your body it's time for puberty to begin. These hormones send messages to different parts of the body to signal it is time for the change to begin.

First: It's a Growth Spurt

A spurt is when something happens in a hurry. And a growth spurt is just that: The body is growing really fast! When you go through puberty, it might seem like your sleeves are always getting shorter. That's because you're having a growth spurt that lasts for about 2 to 3 years. Some kids grow 4 or more inches in a year!

Not only are you growing in height during puberty, you will seem to always need new shoes! Your feet are growing faster than everything else. This can make you feel clumsy or awkward. This is normal, too! The rest of your body will eventually fill out and shape up, and you won't feel as clumsy and awkward.

Next: Hair, Oil and Sweat

Both boys and girls start growing more body hair. Hair starts to grow under your arms. Hair starts to grow on your private areas, or genitals. Males start to grow hair on their faces.

Not only do you get more hair, but the hair on your head starts to get oily, so it needs to be washed and tended to more often.

Your face starts to get oily as well. This can start to cause pimples and acne. You want to wash your face with soap and water often to prevent the situation from getting out of hand.

The changes don't stop with more hair and oil; "Oh, my!" Your sweat glands start to develop. So, when you get hot you sweat more, especially under your arms. And now that your body is going through puberty, the sweat makes you stink. You guessed it...more scrubbing baths and showers to get the stink off of you. Now, it's time to take action...after the shower or bath when your body is good and clean and "stink-less" you NEED deodorant to help prevent the stink from occurring again.

All this cleaning and scrubbing and using deodorant is called personal hygiene.

And: Your Body starts Taking Shape (This is different for males and females)

Boys' bodies fill out and change to a broader/wider shape.

1. A boy's shoulders will grow wider, and his body will become more muscular.
2. The male reproductive organs (penis and testicles) grow larger and the testicles start producing sperm.
3. Boys' voices start to "crack" and eventually become deeper. Boys also develop an "Adam's apple."

Girls' bodies fill out and change into a curvier shape.

1. A girl's hips get wider and their breasts develop. Girls may start wearing bras around this time.
2. Girls' voices can change as well. However, their voices don't "crack" and they don't get an Adam's apple.
3. The female reproductive organs start producing eggs in a monthly cycle. This cycle is called the menstrual cycle and is also known as a "period."

There is so much going on during puberty that your body needs more energy so your appetite increases.

Many boys and girls experience weight gain during puberty. It's easy to eat the wrong things and gain too much weight. So, you want to eat as healthy and avoid too much "junk food."

At this this time, the teacher may want to address body image and how social media influences body images by stating: Do you ever wish you could change something about your body? If so, you're not alone. Lots of people feel unhappy with some part of their looks. But when you get stuck on what you don't like, it can really bring down your [self-esteem](#).

You don't need a perfect body to have a good body image. When you like your body as it is, right now, you boost your body image. And your self-esteem too.

But what if I need to be in better shape? Some people think, "When I get in better shape, I'll like my body." But it's best to start the other way. First, accept your body. Find things to like about it. Take good care of your body. When you like your body, it's easier to treat it right.

Want to look and feel your best? Here are some tips:

Accept Your Body

- Nobody's perfect. Everybody wants to be liked and accepted just as they are. That's true for every BODY, too! See your body the way it is. Be less of a critic. Be more of a friend.
- Don't body-shame yourself. When you make harsh comments about your own body, it hurts your self-esteem. That's true whether you say it out loud or think it to yourself. It hurts just as much as if someone else said it. Be kind. Respect yourself, even if you have things to work on.
- Build a better habit. Do you have a habit of putting your body down? To break that bad habit, build a good one in its place. Tell yourself what you like instead of what you don't. Keep doing it until it is a habit.

Note: The following activity can be done as a class, in pairs or individually.

Print the pictorial puberty changes cards and the headings.

Post the following titles on the wall/board in three columns: BOYS/GIRLS/BOTH.

Decide where under each column each randomly picked card should be placed. Students may need prompts by using the pictures on the cards as visual cues or asking students to think about older teens they know who have gone through puberty.

As a class, review the card placements, and make the necessary changes according to the Puberty Changes answer key.

Explain changes that participants do not understand.

END: Explain (10-15 minutes)

Activities about **Puberty** have a purpose that may not be apparent to third graders. It is important that you provide closure through questioning skills to assess if your students understand the lesson.

Directions:

Ask students to define and use the vocabulary (time line, puberty, hygiene).

Review today's talk about puberty.

Ask: "Do all humans change, grow, and develop at the same time?" [No, everyone has his/her own timeline.]

"Do all humans change, grow, and develop in the same way?" [No, everyone develops into his/her own person.]

"What are some ways girls and boys can practice hygiene?" [bath, shampoo, launder clothes, wear deodorant, brush your teeth.]

Have students write a "Diary entry" to themselves about the changes on the back of their timeline.

Encourage them to think about what they have heard about puberty today and include in the diary entry what changes that come with puberty they are most curious.

Ask students to be sure to include at least one question they could ask their trusted adult about puberty.

PUBERTY CHANGES IN ME: LIFE STAGES PHOTOS

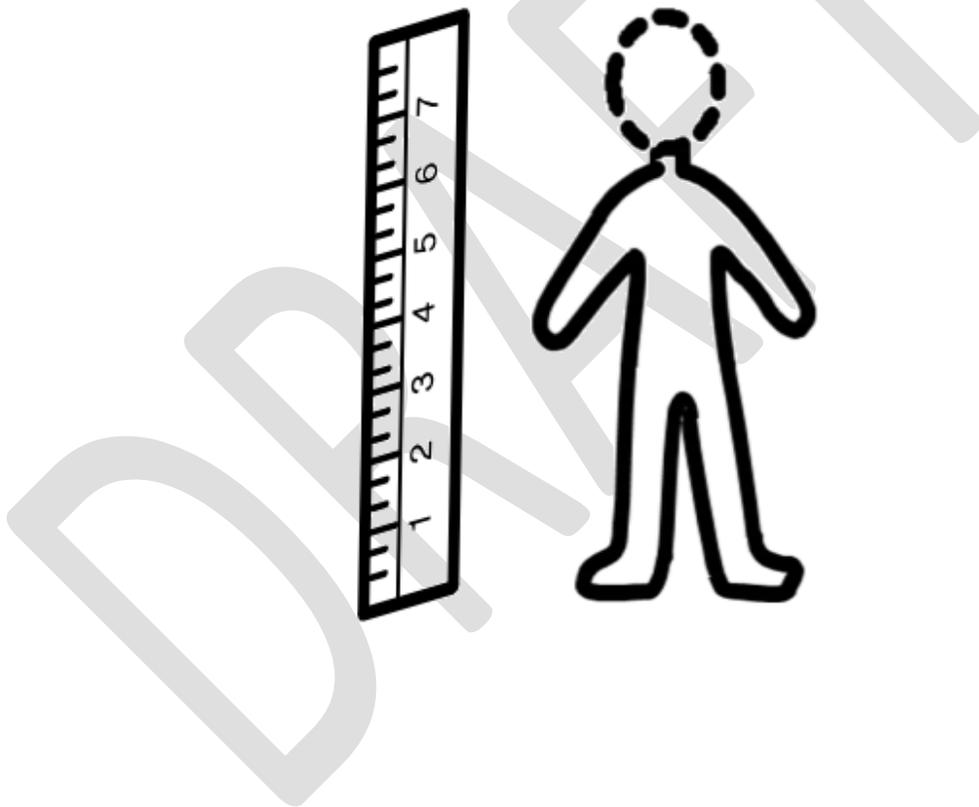


PUBERTY CHANGES IN ME: LIFE STAGES PHOTOS (adapted from <https://teachingsexualhealth.ca/teachers/resource/puberty-changes-in-me-lesson-1>)





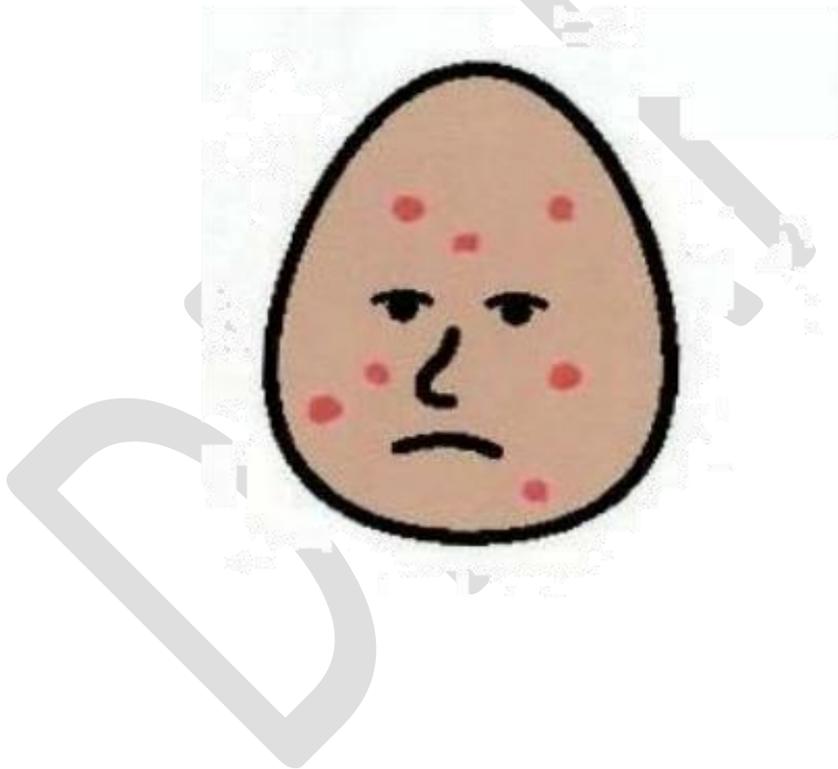
Grow taller



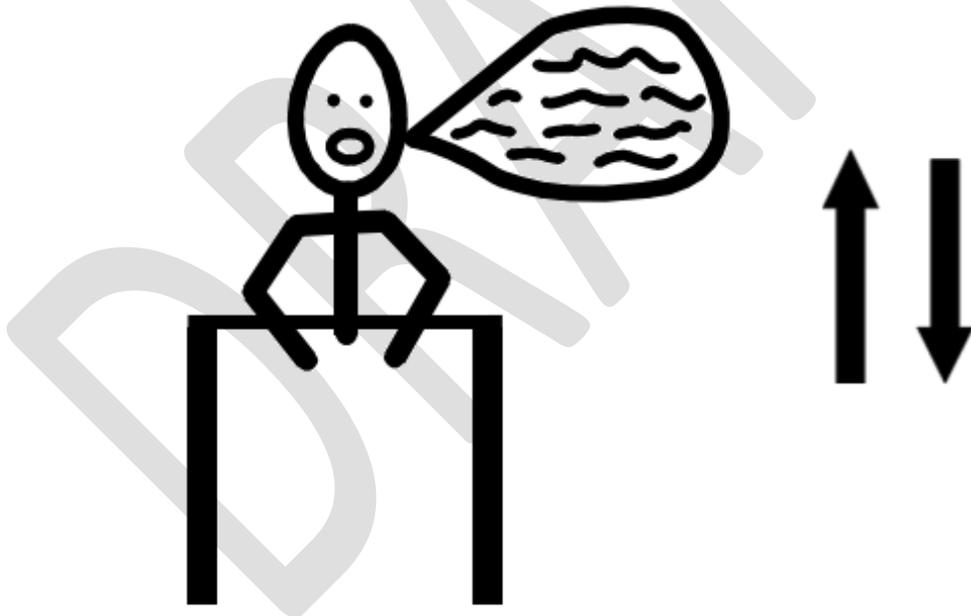
Skin gets oily



Acne (pimples)



Voice changes



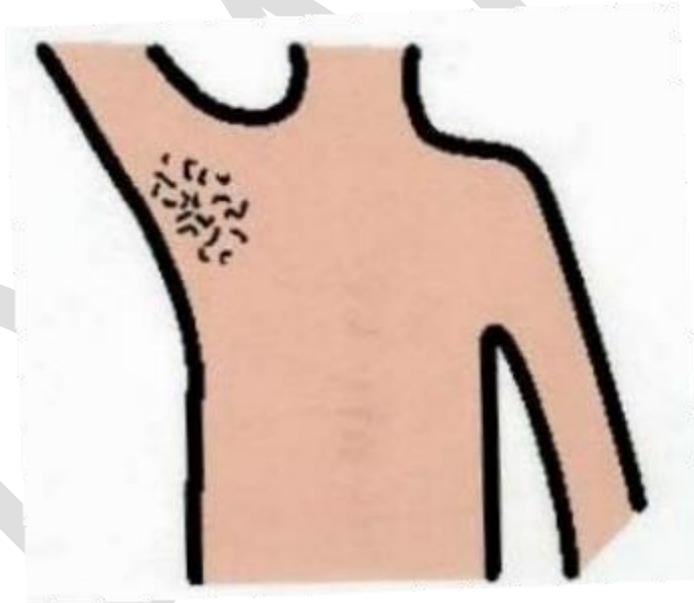
Hair grows on face



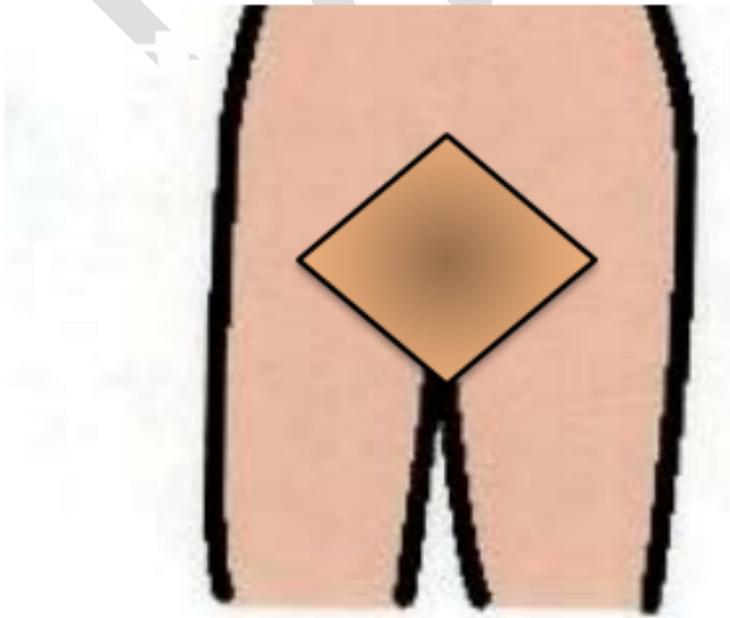
Hair gets oily



Hair grows in underarms



Hair grows on
private areas
(genitals)



Sweat glands develop

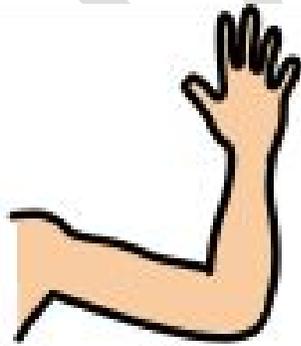


Breasts develop



<https://www.wikihow.com/Know-That-Your-First-Period-Is-Coming>

Wear deodorant to help prevent body odor



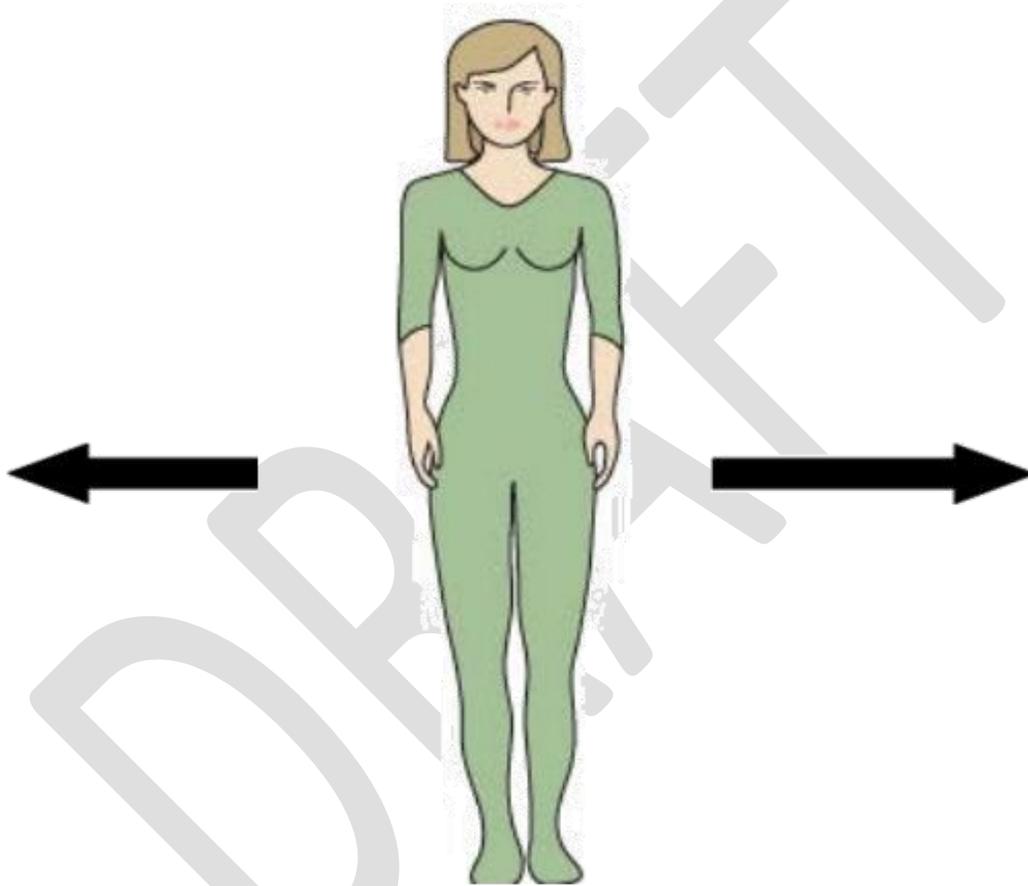
+



Deodorant

<https://clipartstation.com/wp-content/uploads/2017/11/good-grooming-for-kids-clipart-12.jpg>

Hips get bigger

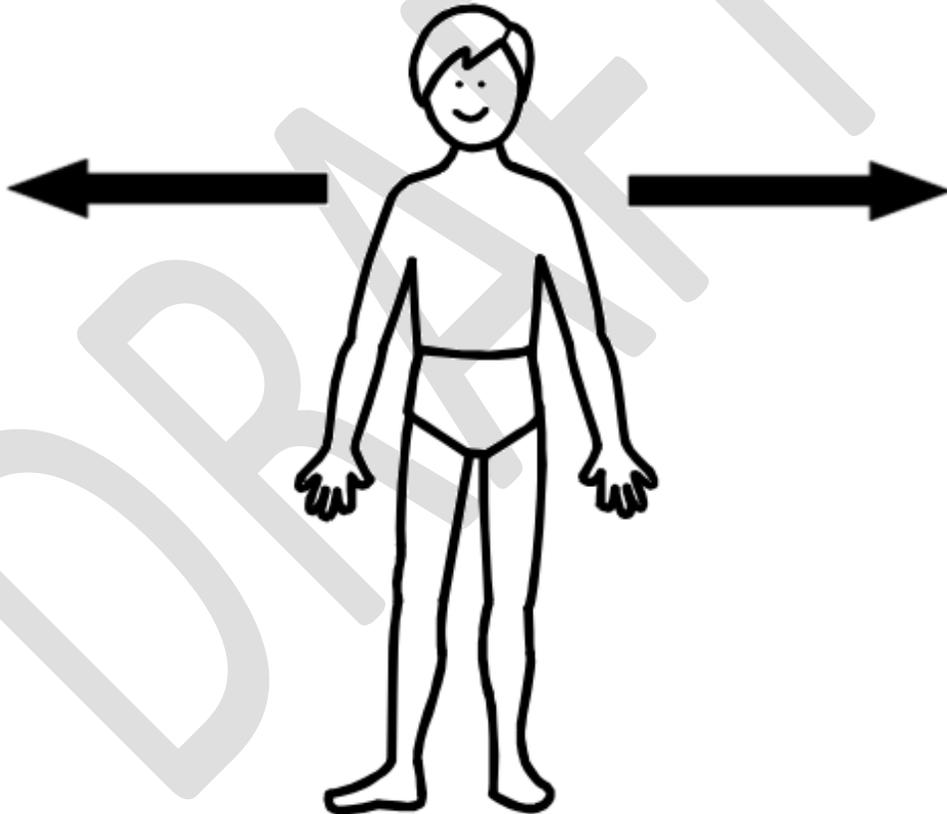


Personal hygiene

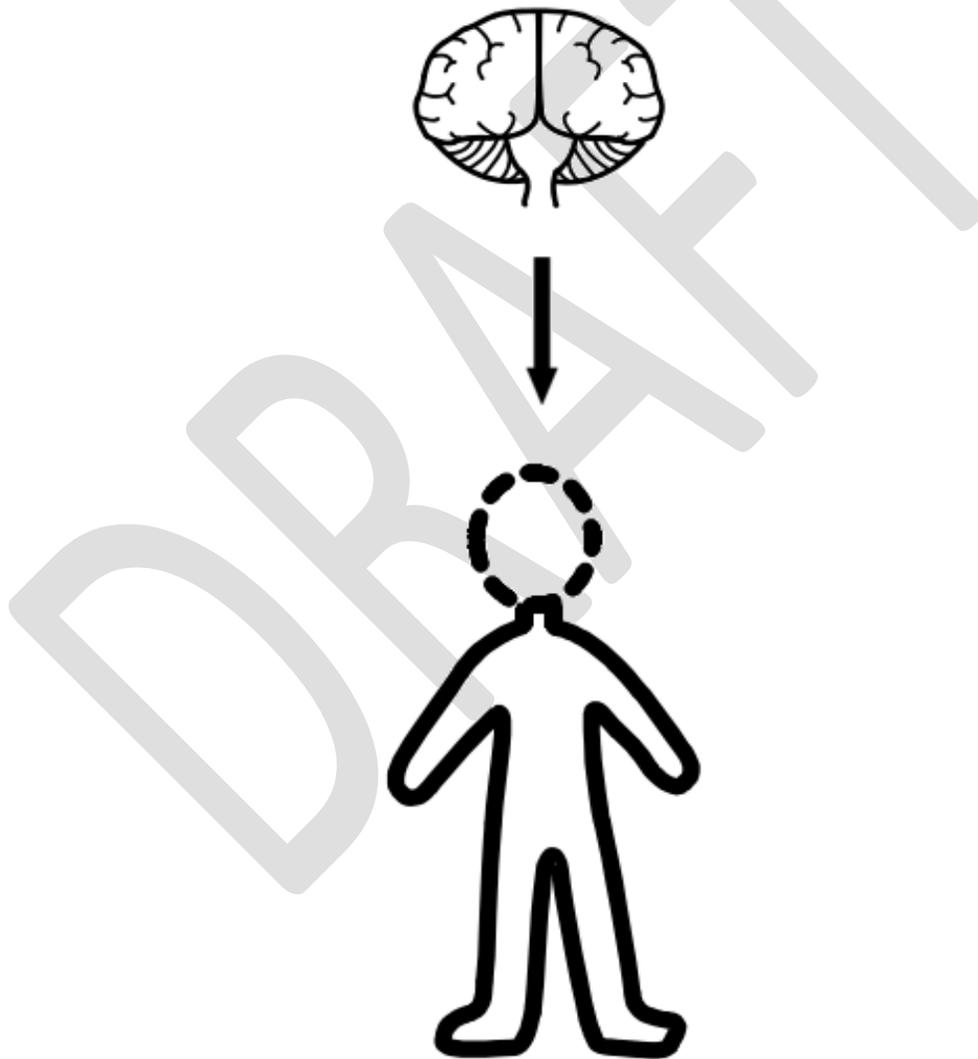


<https://clipartstation.com/wp-content/uploads/2017/11/good-grooming-for-kids-clipart-12.jpg>

Shoulders get wider



Body starts producing hormones



DIFFERING ABILITIES PUBERTY CHANGES IN ME: PICTORIAL PUBERTY CHANGES ANSWER KEY

Girls

- Breasts develop
- Hips get bigger

Boys

- Hair grows on face
- Shoulders get wider

Both

- Grow taller
- Skin gets oily
- Acne (pimples)
- Voice changes
- Hair gets oily
- Hair grows in underarm
- Hair grows on genitals (pubic hair)
- Sweat glands develop
- Body starts producing hormones that trigger puberty
- Personal hygiene
- Wear deodorant to help prevent body odor

**Austin Independent School District
Elementary Lesson Overviews (Grades 3-5)
Human Sexuality Curriculum**



School Year 2019-20

GRADE 4

LESSON SUMMARY	NATIONAL SEXUALITY EDUCATION STANDARDS	LESSON OBJECTIVES
<p>Healthy Relationships</p> <p>Students learn how to successfully navigate changing relationships among family members and classmates.</p>	<ul style="list-style-type: none"> ● HR.5.INF.1: Compare positive and negative ways friends and peers can influence relationships ● HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships 	<ul style="list-style-type: none"> ● Compare how friends and peers can influence relationships; ● Identify trusted adults to talk to about relationships.
<p>Personal Safety</p> <p>Students learn about the need for a growing awareness, creation, and maintenance of personal safety.</p>	<ul style="list-style-type: none"> ● PS.5.INF.1 Explain why people tease, harass or bully others ● PS.5.AI.1 Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied ● PS.5.IC.2 Demonstrate refusal skills (e.g. clear “no” statement, walk away, repeat refusal) ● PS.5.SM.1 Discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied 	<ul style="list-style-type: none"> ● Explain why people tease, harass, bully; ● Identify trusted adults to talk to about teasing, bullying, and sexual abuse; ● Demonstrate refusal skills and “no” statement; ● Discuss response skills to teasing, harassment, bullying.
<p>Identity</p> <p>Students learn several fundamental aspects of people’s understanding of who they are.</p>	<ul style="list-style-type: none"> ● ID.5.AI.1: Identify parents or other trusted adults of whom students can ask questions about sexual orientation ● ID.5.ADV.1: Demonstrate ways students can work together to promote dignity and respect for all people 	<ul style="list-style-type: none"> ● Identify parents or other trusted adults to talk to about sexual orientation; ● Demonstrate how to work together and promote dignity and respect for all people.
<p>Anatomy and Physiology</p> <p>Students learn the foundation for basic human functioning</p>	<ul style="list-style-type: none"> ● AP.5.CC.1: Describe male and female reproductive systems including body parts and their functions 	<ul style="list-style-type: none"> ● Describe male and female reproductive body parts and their functions.
<p>Puberty and Adolescent Development</p> <p>Students learn about the milestones that influence development for every person.</p>	<ul style="list-style-type: none"> ● PD.5.CC.1: Explain the physical, social and emotional changes that occur during puberty and adolescence ● PD.5.INF.1: Describe how friends, family, media, society and culture can influence ideas about body image ● PD.5.AI.1: Identify medically accurate information and resources about puberty and personal hygiene ● PD.5.AI.2: Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues ● PD.5.SM.1: Explain ways to manage the physical and emotional changes associated with puberty 	<ul style="list-style-type: none"> ● Explain and manage physical, social, and emotional changes during puberty; ● Describe factors that affect body image; ● Identify accurate information about puberty and hygiene; ● Identify trusted adults to talk to about puberty and hygiene.

Austin ISD Human Sexuality and Responsibility

Grade Level: 4

Unit: Human Sexuality and Responsibility

Ground Rules

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Students will describe or identify:

1. Two classroom ground rules;
2. Two ways rules are kept;
3. A parent(s) or trusted adult to talk to about today's lesson.

Teacher Tip: Review “Guidelines for Discussion” to ensure a safe climate for the discussion of sensitive topics. For questions that teachers don't feel comfortable answering please refer students to talk to a trusted adult.

Use equity practices to solicit responses from all students such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson 1: Healthy Relationships

LESSON SUMMARY: Healthy Relationships. Students learn how to successfully navigate changing relationships.

NSES

HR.5.INF.1: Compare positive and negative ways friends and peers can influence relationships.

LESSON OBJECTIVES

Compare how friends and peers can influence relationships.

MATERIALS

Student copies of “A Good Friend (Healthy Relationship) or a Bad Friend (Unhealthy Relationship)?”

Large copy of Signs of Negative Influence table; “Post-it” notes

Paper for the Five Finger Challenge; markers

VOCABULARY

influence: the capacity to effect on the character, development, or behavior of someone or something, or the effect itself.

positive: good and pleasant.

negative: unpleasant, depressing, or harmful.

BEGINNING: Engage (10–15 minutes)

Begin class with a discussion:

What does it mean to be a good friend? Turn and talk to your shoulder partner about traits a good friend has.

Can you give examples of when you were a good friend?

Activity: “A Good Friend (Healthy Relationship) or a Bad Friend (Unhealthy Relationship)”

Directions:

Distribute “A Good Friend (Healthy Relationship) or A Bad Friend (Unhealthy Relationship)” worksheets.

Give students 10 minutes to select and place the sentences under which type of friend it best describes. Share out as a class.

MIDDLE: Explore (20-30 minutes)

Directions:

Show students the video from Storybooth: [I Talked Behind My Best Friend's Back And Betrayed Her](https://www.youtube.com/watch?v=dj0YsxHFbYw)
<https://www.youtube.com/watch?v=dj0YsxHFbYw>

(Make sure you are logged in to your Google account. Click on the blue button- "Sign in".)

Take a few minutes to talk about the video and talk about how the main character changes.

Discuss friendships, how they change and what happens to the narrator.

Based on the discussion, start the conversation about influence.

Have the class come up with a definition of influence and write it on the board.

Friends have a huge influence on our lives—how we feel about ourselves, how we act toward other people and the things we do. Friends can encourage you, inspire you and bring out the best parts of you. Friendships can be tricky, especially when you suspect something's going wrong.

Influences on us can be positive and make us feel good about ourselves. Other times influences can be negative and make us not feel good, strong, or important.

It's not that hard to notice a bad friend. You can tell by how they make you feel.

Group students in teams/tables of four.

Provide students with a stack of "Post-it" notes.

Have each team of students brainstorm responses to the following:

What are some behaviors a friend does that have a negative or bad influence on you?

Students are to:

- Write the team's quick responses on a sheet of paper (3 minutes).
- Review their notes and consolidate any repetitive ideas into one.
- Write each consolidated idea on a single Post-it note (one per idea).
- Select one person to put the team's ideas on a class poster.

As the students post their signs of bad influences, move them around and group them on the **Signs of a Negative Influence** table (see Guiding Key).

As each of the five main influences are discussed, have students share how that would make them feel. Jot down the responses in the second column.

Make sure the five main influences are at least touched upon.

1. They make comments on purpose to make you or other people feel bad.
2. They convince you to get into things you don't want to do or you know are not right.
3. They want everything their way and make all of the choices
4. They get jealous
5. They are destructive.

Share and discuss the six steps students can take to get out of or away from a negative influence.

1. Notice who feels like a bad friend.
2. Realize how this friend makes you feel or what they influence you to do.

3. Ask for help.
4. Talk to your friend.
5. Set boundaries with your friend.
6. If your friend continues to be a bad influence on you, end the relationship.

Have the students write the steps on the back of their “A Good Friend or A Bad Friend?” worksheet
As you go over the steps have student repeat the “You can say...” statements noted on the teacher copy.

END: EVALUATE (10 minutes)

Activities about **Healthy Relationships** have a purpose that may not be apparent to fourth graders. It is important that you provide closure through questioning skills to assess if your students understand the lesson.

Activity: Five Finger Friendship Challenge

Directions:

Guide the students to take the “Five Finger Friendship Challenge.”

Hand out a blank sheet of paper. Across the top of the sheet of paper have student write “What makes me a good friend?” and then trace their hand with a marker in the center.

Instruct students to write on each finger one thing they can do or do better to be a good friend. Since this is their commitment, have them sign their name.



A Good Friend or A Bad Friend?

(healthy relationship)

(unhealthy relationship)

What does a good and bad friend do? Read the sentences before and put them on the chart.

...does not share your private things with others

...won't let you join their group

...tells you who you can be friends with

...refuses to admit they did something wrong and keeps on doing it

...accepts that you choose your own friends

...treats you in a nice and kind way

...has good things to say about you to their friends

...are friends you can count on every day

...makes you feel accepted and safe

...really wants to hang out with you

...are nice one day and mean the next day

...works things out with you when there is a problem

...makes fun of you

...tells your private things to other people

...makes you feel unaccepted and unsafe

...gossips, spreads rumors, texts or email hurtful messages



A Good friend...



A Bad friend...



A Good Friend or A Bad Friend?

(healthy relationship)

(unhealthy relationship)

KEY

What does a good and bad friend do? Read the sentences before and put them on the chart.

...does not share your private things with others

...won't let you join their group

...tells you who you can be friends with

...refuses to admit they did something wrong and keeps on doing it

...accepts that you choose your own friends

...treats you in a nice and kind way

...has good things to say about you to their friends

...are friends you can count on every day

...makes you feel accepted and safe

...really wants to hang out with you

...are nice one day and mean the next day

...works things out with you when there is a problem

...makes fun of you

...tells your private things to other people

...makes you feel unaccepted and unsafe

...gossips, spreads rumors, texts or email hurtful messages



A Good Friend...

1. makes you feel accepted and safe
2. are friends you can count on every day
3. has good things to say about you to their friends
4. accepts that you choose your own friends
5. really wants to hang out with you
6. works things out with you when there is a problem
7. Keeps your secrets
8. treats you in a nice and kind way



A Bad friend...

1. makes you feel unaccepted and unsafe
2. are nice one day and mean the next day
3. gossips, spreads rumors, texts or email hurtful messages
4. tells you who you can be friends with
5. won't let you join their group
6. refuses to admits they did something wrong and keeps on doing it
7. tells your secrets to other people
8. makes fun of you

Signs of a Negative Influence

Guiding Key

How do they behave?	How does it make you feel?
<p>They make comments on purpose to make you or other people feel bad.</p> <ul style="list-style-type: none"> ● criticize ● disrespectful ● tease ● mean ● gossip or spread rumors ● talk about your looks or weight ● make fun of your appearance ● belittle your opinions ● get others to think less of you 	<p>sad stupid embarrassed foolish insecure worthless unimportant feel like you don't matter like the "butt" of a joke doubt your opinions and intelligence</p>
<p>They convince you to get into things you don't want to do, or you know are not right. (examples: lying, stealing, cheating, gossiping, making fun of other people, going along with something they are doing that's wrong)</p> <ul style="list-style-type: none"> ● pressure you ● manipulate ● threaten ● bully 	<p>wrong bad left out if you don't go along guilty scared disappointing (your parents and yourself) conflicted like you're wrong and they're right</p>
<p>They want everything their way and make all the choices.</p> <ul style="list-style-type: none"> ● selfish ● conversations are about them ● want you to stop talking to your other friends because they don't like them ● borrow your stuff and don't return it ● want you to give up things you love to spend more time with them ● boss you around 	<p>...less (popular, attractive, smart, etc.) than them ...like you're putting more time and energy into the friendship ...always doing what your friend wants to do and not the things you want to do ... they only come to you when they need something ... like you always have to spend time with them ... careful about what you do or say so they don't get upset/mad/angry ... feel guilty ...their happiness is more important than yours</p>
<p>They get jealous.</p> <ul style="list-style-type: none"> ● lie to you ● lie about you ● talk behind your back ● borrow and don't give back ● destroy your property 	<p>betrayed confused keeping score (who's better)</p>
<p>They are destructive.</p> <ul style="list-style-type: none"> ● violent ● hurt (hit, bite, pull hair, knock down, pinch) ● curse and call you names ● play rough ● bully ● tear, break, scratch or maim your property 	<p>scared hurt pain</p>

Signs of a Negative Influence

How do they behave?	How does it make you feel?
Make comments on purpose to make you or other people feel bad.	
They convince you to get into things you don't want to do, or you know are not right.	
They want everything their way and make all the choices.	
They get jealous.	
They are destructive.	

*How to Stay Away from Friends Who Are Bad Influences **Teacher Copy**

1 Notice who feels like a bad friend. Notice who makes you uncomfortable, pressures you to do things you or parents don't agree with or teases you when you don't want to do the things they want to do.

2 Realize how this friend makes you feel or what this friend pressures you to do. You've probably been noticing for a while that this friend has a bad influence on you, but maybe you've been trying to give them more chances. You probably even defend them to your parents or other friends. Take some time to think about how this friend makes you feel:

- Used
- Drained
- Stressed out
- Unsupported
- Trapped
- Guilty for things you've done with the friend

3 Ask for help. If you are having trouble saying "no" to or walking away from a friend who's a bad influence, ask for help from a more trusted friend, your parents, or the school counselor.

4 Talk to your friend. Talking to someone who has upset you or is a bad influence can be hard. By talking to them, you're showing you care about yourself and them. Keep in mind that they may become angry or not understand.

You can say, "I know you're a good person and I know you've been having a hard time since your parents divorced. But I don't want to be around your stealing at school. I feel unsafe when you do that, and I'm worried about you."

5 Set boundaries with your friend.

- Limit the time you spend with that friend
- Express your feelings and needs honestly
- Leave situations where your friend offends you or puts you in danger
- Don't force them to change; that's up to them

6 End the friendship. If your friend continues to be a bad influence on you, end the relationship. Let your friend know that you're ending the friendship not because of who they are as a person, but because of their actions and how they've made you feel.

You can say, "I really care about you, but our friendship isn't working for me. It doesn't seem our interests are the same and I don't feel good about myself in this friendship."

*Based on: How to Stay Away from Friends Who Are Bad Influences; Co-authored by Tasha Rube, LMSW; Updated: March 29, 2019; https://www.wikihow.com/Stay-Away-from-Friends-Who-Are-Bad-Influences#_note-2

Austin ISD Human Sexuality and Responsibility

Grade Level: 4

Unit: Human Sexuality and Responsibility

Ground Rules

Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum.

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Use equity practices to solicit responses from all students such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson 2: Personal Safety

LESSON SUMMARY

Students learn about the need for a growing awareness, creation, and maintenance of personal safety.

NSES

PS.5.INF.1 Explain why people tease, harass or bully others.

PS.5.AI.1 Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied.

PS.5.IC.1 Demonstrate ways to communicate about how one is being treated.

PS.5.IC.2 Demonstrate refusal skills (e.g., clear "no" statement, walk away, repeat refusal).

PS.5.SM.1 Discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied.

LESSON OBJECTIVES

Explain why people tease, harass, bully;

Identify trusted adults to talk to about teasing, bullying, and sexual abuse;

Demonstrate refusal skills and "no" statement;

Discuss skills on how to respond to teasing, harassment and bullying.

MATERIALS

Copy of "Social Bullying" and "Everyone has a Part" to project for class

Post-it notes with stars and hearts drawn on them, soft/spongy ball for tossing

Bullying Scenario cards, scissors, markers, glue

VOCABULARY

Tease (playful vs hurtful): make fun of or attempt to provoke (a person or animal) in a playful (or hurtful) way.

Bullying: seek to harm, intimidate, or coerce (someone perceived as vulnerable).

Harassment: aggressive pressure or intimidation.

BEGINNING: Engage (10–15 minutes)

Activity: “Stars and Hearts”

Directions:

Guide students to stand in a circle.

Hand out Post-Its with stars and hearts (alternate so that half of the students have stars and half have hearts).

Remind students that having a Post-it with a star or a heart does not matter—it's just for the game.

Start by tossing a soft/spongy ball to a student with a star. Tell that student one positive trait that the teacher sees in them. Then, that student tosses the ball to a student with a heart and says one thing that makes that student special. This continues until all students have participated.

Discuss how these positive statements felt.

Write the feelings words on the board and when you are finished, stand in front of the board, showing how kind words and actions give people positive thoughts.

MIDDLE: Explore (15-20 minutes)

Activity: Class Discussion

Directions:

Introduce and have a class discussion about the terms tease, harass, and bullying.

Teasing

Do you think that it is ever okay to tease? Yes or No

We live in a society where teasing is part of our culture. To assure that we are teasing in a fashion that does not cause pain or hurt to another, we must differentiate between the times when teasing is playful and when it is hurtful.

Teasing is **playful** when:

- We use teasing or roasting as a way of fitting in or when talking with our friends, and everyone involved is getting an equal piece of the “teasing pie” (they are okay with participating in it).
- The teasing is done by someone that you know well and who respects your boundaries.
- The teasing is not repeated, over, and over again.
- People are not making fun of someone’s disabilities, ethnicity, faith or other characteristics that are out of the other person’s control.

Can you think of anything else that would be out of someone else’s control?

It is not meant to harm you in any way and if you asked the person to stop, they would stop.

NOTE: Remind students that some of their peers might not like even playful teasing; so, it’s important to be careful with playful teasing and respect a peer’s *stop* message if they don’t like playful teasing.

Teasing is **hurtful** when:

One person gets more than their fair share of the teasing and it becomes a group ganging up on one person.

The teasing happens repeatedly, even when that person has asked them to stop.

Hurtful teasing is done by someone you do not have a relationship with.

People are making fun of characteristics that are out of that person's control (faith, disability, etc.).

When does playful teasing move into hurtful teasing? If you think about it on a continuum, teasing in general is playful as long as both parties agree; and the kids involved know it is not meant to harm them. Teasing can serve to communicate and is usually done among friends. **Hurtful teasing** is no longer playful. Comments are made between people where one begins to get offended or asks the person to stop and they do not. Hurtful teasing can make a person feel like they are less than.

*  **Bullying**

Bullying is an ongoing and deliberate misuse of power in relationships. It can involve an individual or a group misusing their power, or perceived power, over one or more people who feel unable to stop it from happening.

Types of behavior: verbal, physical and social.

Verbal bullying includes name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, sexuality, culture, or religion.

Physical bullying includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings.

Social bullying includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person.



Overt bullying involves physical actions such as punching or kicking or observable verbal actions such as name-calling and insulting. Overt physical bullying may not be the most common type of bullying.

Covert bullying can be subtle and even sometimes denied by a person who claims they were joking or “just having fun.” It can include repeatedly using hand gestures and weird or threatening looks, whispering, excluding or turning your back on a person, restricting where a person can sit and who they can talk with.

This type of bullying is often unacknowledged at school, and can include spreading rumors, threatening, blackmailing, stealing friends, breaking secrets, gossiping, and criticizing clothes and personalities.

Note: If any of these behaviors occur only once or are part of a conflict between equals (no matter how inappropriate) they are not bullying.

Harassment: Continuing to tease or bully someone even after you have been asked to stop.

Have students practice how to respond to bullying by using scenario cards below.

Make sure students' responses include saying no, talking to a trusted adult, and responding with kindness.

END: Evaluate

Activities about **Personal Safety** have a purpose that may not be apparent to fourth graders. It is important that you provide closure through questioning skills to assess if your students understand the lesson.

Watch the anti-bullying video on YouTube, "[I am the Person...](https://www.youtube.com/watch?v=PjKgEoOYWW4)".

Discuss the video with the students. Some possible questions to ask:

What are some ways that the student has been bullied or mistreated?

How do you think the student feels?

Can you always tell how someone feels by the way they act?

Can you think of someone you might know who could be in the same situation as the student in the video? Can you think of a time you might have treated someone this way?

How might you help the student in the video (or the person you thought of) if he was in your class?

Have students write the name of a trusted person they could talk to about teasing or bullying in their journal.

DRAFT

SOCIAL BULLYING

Social Bullying is when a person tries to hurt another person's reputation or relationship with other people. Read the examples below to learn more about social bullying. What are some other examples you can think of?

**LEAVING SOMEONE OUT
ON PURPOSE**

**SPREADING RUMORS ABOUT
SOMEONE**

**DOING
SOMETHING
EMBARRASSING
TO SOMEONE IN
PUBLIC**

**TELLING OTHER
PEOPLE NOT TO BE
FRIENDS WITH
SOMEONE**



**GOSSIPING OR TALKING ABOUT
SOMEONE'S PRIVATE
INFORMATION WITH OTHERS**

**NOT LETTING SOMEONE
JOIN YOUR GAME OR
ACTIVITY**

Bullying Scenario Cards

Scenario 1

While playing on the soccer field with two friends, you were approached by some 5th graders who want to play a game of soccer with two teams. They asked if your friends would play on their team. You asked which team you were going to be on and one of the girls laughed and said that you weren't good enough to be in the team and that you may as well go and find something else to do!

Scenario 2

On the playground, your friends are talking about a lesson some of your classmates were not a part of. One of your friends starts pointing and calling out the students for not being a part of it.

Scenario 3

While at lunch, your friends are sharing secrets. Your friend tells you that he has a big secret that you can't tell anyone. He makes you pinky promise and tells you that he won't be your friend anymore if you tell. You agree with your friend and he tells you that a family member gave him 20 dollars if he let him touch him somewhere that made him uncomfortable.

Scenario 4

Anna is in fifth grade and lately she and her friends have been demanding that some of the third graders hand over their lunch money. Anna tells them that she will get her older sister and her high school buddies to bash them up after school if they don't pay. She also said that if they tell the teacher about it they would be asking for trouble. Anna warned the younger children that she knows where they all live and she will come around to their house with her friends.

Everyone Has a Part

Hurtful teasing and bullying behavior is not only an issue for the bully and target/victim; it is a systemic issue that affects everyone. The following list discusses what bystanders (people that witness the behavior) can do to help minimize its impact.

Bystander Strategies:

- *Distraction.* If you are with a friend who begins to hurtfully tease someone else, quickly distract your friend by changing the subject or asking him a question. You would be keeping your friend out of trouble, but more importantly, helping the person who is being hurtfully teased or bullied. Distracting the person who is being hurtfully teased or bullied works as well.
- *Support the target/victim privately.* If you could not get the person or persons to stop the hurtful teasing or bullying behavior, for whatever reason, go back to the target/victim of the behavior and support them privately. You could say *"I am sorry for what my friend said, or those other kids said, and I will talk to them about it to see if I can get the bullying behavior to stop."*
- *Support the person openly.* We only recommend this strategy to kids who feel confident or have a certain amount of respect among their peers.
- *Do not feed into the behavior.* Don't laugh at their jokes if they are humiliating someone, and do not promote or attend a fight. As bystanders, it is our responsibility to de-escalate the situation, not feed fuel to an already hot fire.
- *Telling an adult.* Tell an adult that will listen and is willing to take a report that someone is being hurtfully teased or bullied.

Funding for this project is provided by the Prevention Intervention Center for Cobb County School District
www.cobbk12.org/preventionintervention

Austin ISD Human Sexuality and Responsibility

Grade Level: 4

Unit: Human Sexuality and Responsibility

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LESSON 3: Identity

LESSON SUMMARY: Identity. Students learn several fundamental aspects of people's understanding of who they are.

NSES

ID.5.ADV.1: Demonstrate ways students can work together to promote dignity and respect for all people.

LESSON OBJECTIVES

Identify how words matter and how students can use actions to promote dignity and respect for all people.

MATERIALS

Blue (or any ONE color) item for each student (e.g., crayons, paper, erasers, anything that has one color and all students get the same color)

"Words can Hurt" Before the lesson: Using craft or construction paper, trace and cut out a heart.

VOCABULARY

Dignity: the state or quality of being worthy of honor or respect.

Kindness: the quality of being friendly, generous, and considerate.

BEGINNING: Engage (5-10 minutes)

Activity: Blue is Blue

Directions:

Ask kids to take a blue crayon and remove the blue from it. Don't just discuss it, really have them hold the crayon (or some other colored object) and brainstorm, trying to remove the blue. Even if they color over the blue with another color, or cover it up, they can never remove blue-ness from blue.

Introduce the topic of dignity.

Today, we will discuss dignity and how we treat others.

Dignity is like the color, blue—no matter how you/we try to get rid of the color, at least a part of it is still there. The blue still adds value and an identity to the world we see.

Dignity means to value a person for simply being a human. Human dignity is not something earned or measured. Dignity is simply something we have by being a person. It means that every person is perfectly human just the way they are and every person deserves to be appreciated and respected for what they add to the world.

MIDDLE: Explore (20-30 minutes)

Activity: Words Can Hurt

Directions:

Lead students in listing ways that people may be different from one another.

Make sure that the following are brought up and touched upon:

skin color, hair, size, looks/features, handicap, sex, family configuration, name, where they live, wealth, job, age, intelligence, health, religion/beliefs.

Introduce the activity: Words Can Hurt

Gather students in a circle and show them the heart. Explain to students that this is symbolic of all our hearts.

Explain that words can leave wrinkles on our heart, that can be fixed but won't ever be the same.

Say, "Imagine this heart belongs to a new student. Some people will automatically put up barriers to a new student, deciding quickly—without even trying to get to know him or her—that they dislike the new student. Think of a time someone was mean to you and as you talk wrinkle the heart and explain that this is what happens to our hearts when we have negative things said to us. Have the students wrinkle or tear the heart as it goes around the circle.

After everyone has had a chance to say or think about a time someone hurt them, it's time to start taping the heart back together.

Invite each student to smooth the heart out by telling the heart compliments and thinking of all the wonderful things that have been said to us and that we've said to others.

When the torn heart is fully repaired—no matter how hard the students have tried to piece it back together—the heart will not look the same as the first time.

Ask questions to lead students to the understanding that, although some of the damage has been repaired, the heart will never be exactly the same. When people's feelings are hurt the scars "wrinkles and tears" remain. Chances are those scars will never go away.

Hang the heart on a wall as a reminder of the power words have the power to hurt. The heart's presence will serve as constant reinforcement of a vivid lesson in kindness.

END: Evaluate

Activities about **Identity** have a purpose that may not be apparent to fourth graders. It is important that you provide closure through questioning skills to assess if your students understand the lesson.

Ask students to define the vocabulary.

Directions:

Show the YouTube video [Color Your World with Kindness](http://ColorWithKindness.com) (<http://ColorWithKindness.com>).

(Make sure you are logged in to your Google account. Click on the blue button- "Sign in".)

Discuss how the video relates to dignity and how we treat people. Have students write ways they can spread kindness in the school on post it notes.

DRAFT

Austin ISD Human Sexuality and Responsibility

Grade Level: 4

Unit: Human Sexuality and Responsibility

Ground Rules

Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum.

Students will describe or identify:

1. Two classroom ground rules;
2. Two ways rules are kept;
3. A parent(s) or trusted adult to talk to about today's lesson.

Teacher Tip: Review "Guidelines for Discussion" to ensure a safe climate for the discussion of sensitive topics. For questions that teachers don't feel comfortable answering, please refer students to talk to a trusted adult.

Use equity practices to solicit responses from all students such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

LESSON 4: Anatomy and Physiology

LESSON SUMMARY: Anatomy and Physiology. Students learn the foundation for basic human functioning.

NSES

AP.5.CC.1: Describe male and female reproductive systems including body parts and their functions.

LESSON OBJECTIVES

Describe male and female reproductive body parts and their functions.

MATERIALS

Student copies of Male Reproductive Organs, Female Reproductive Organs, Female and Male Reproductive Systems.

VOCABULARY

Reproduction, testicles/testes, sperm, scrotum, penis, epididymis, vas deferens, prostate gland, Cowper's gland, seminal vessels, semen, ovaries, fallopian tubes, uterus, cervix, vagina, labia, clitoris, urethra, anus, bladder.

Teacher note: Definitions of vocabulary terms are included in the body of the lesson.

BEGINNING – Engage (5-10 minutes)

Directions:

Share with students:

Over the next couple of days, we will be discussing our bodies and how they grow and change as we transition from children to young adults. Students should feel good about growing up. Today, we will be reviewing the human reproductive systems of both males and

females. The purpose is to ensure that students have the correct information about their bodies and feel comfortable asking questions of their parents or doctors. In knowing their bodies and having a positive, correct understanding, students will not be as likely to be sexually abused.



Access Discovery Education video from your portal: [Introduction to the Reproductive System](#) (3:16).

MIDDLE: Explore (20-30 minutes)

Activity: Knowing the Reproductive Organs

Directions:

Describe names, purposes, and locations of male and female reproductive organs.

Use the images or, better yet, draw so that you can introduce one part at a time and so that your drawing won't exactly match the worksheets the students are filling out.

Name and explain the functions of the parts of the male reproductive system. Teacher notes (to be read in advance and paraphrased during lesson):

Display the side view of the male:

Let me describe how most people's bodies are made. But know that individual differences are pretty common.

Male reproductive parts are mostly outside of the body. This is a side view of the **male reproductive system**. On the outside he has two parts.

Can anyone name them? That's right, "**penis**" and "**scrotum**."

The scrotum holds the "**testicles**" or "**testes**."

The testes produce **sperm**.

The **sperm** is carried through a tube all the way to the penis. Along the path fluids are added to nourish, protect, and otherwise help the sperm. This combination of fluids is known as **semen**.

The **urethra** is a tube that connects the bladder to the penis. The urethra has two jobs, one as part of the urinary system and one as part of the reproductive system: **urination** (part of the urinary system; eliminates urine from the body) and **ejaculation** (part of reproductive system; releases sperm from the male).

A man has two openings in his private parts, the urethra is one. The other opening from a man's private parts is his anus, where a bowel movement ("poop") comes out (not actually part of the reproductive system).

Display the front view of the female:

Start reviewing:

Most of the female reproductive systems is inside of the body. Let's review the female reproductive system.

Females have two **ovaries** that produce **eggs** and take turns releasing an egg each month during the menstrual cycle.

When an egg leaves an **ovary**, it goes into one of the **fallopian tubes**.

Then the egg travels down to the **uterus**.

If the egg is fertilized, it stays in the uterus for nine months where it develops into a baby. The female does not experience a menstrual cycle during this time.

If the egg is not fertilized, the lining of the uterus is released, along with unfertilized egg, and flows out of the body during the **menstrual cycle**. This is typically called a female's "period."

The bottom of the uterus is the **cervix**. The cervix connects the uterus to the **vagina**, which opens to the outside of the female body.

A female has three openings in her private parts.

In the **front** is the tube that urine ("pee") comes out from. It's called the same thing we called it in the male: the urethra. And of course, it is attached to the place where urine is stored: the bladder. However, unlike in males, the urethra in females is not considered part of the reproductive system.

In the **middle** is the opening that leads from the uterus to the outside of the body--the vagina.

The **back** opening is the opening a bowel movement comes out of. What did we call it in the male? The anus.

END: EVALUATE

Activities about **Anatomy and Physiology** have a purpose that may not be apparent to fourth graders. It is important that you provide closure through questioning skills to assess if your students understand the lesson.

Ask students to define the vocabulary:

Reproduction, testicles/testes, sperm, scrotum, penis, epididymis, vas deferens, prostate gland, Cowper's gland, seminal vessels, semen, ovaries, fallopian tubes, uterus, cervix, vagina, labia, clitoris, urethra, anus, bladder.

Activity: Female and Male Reproductive Systems

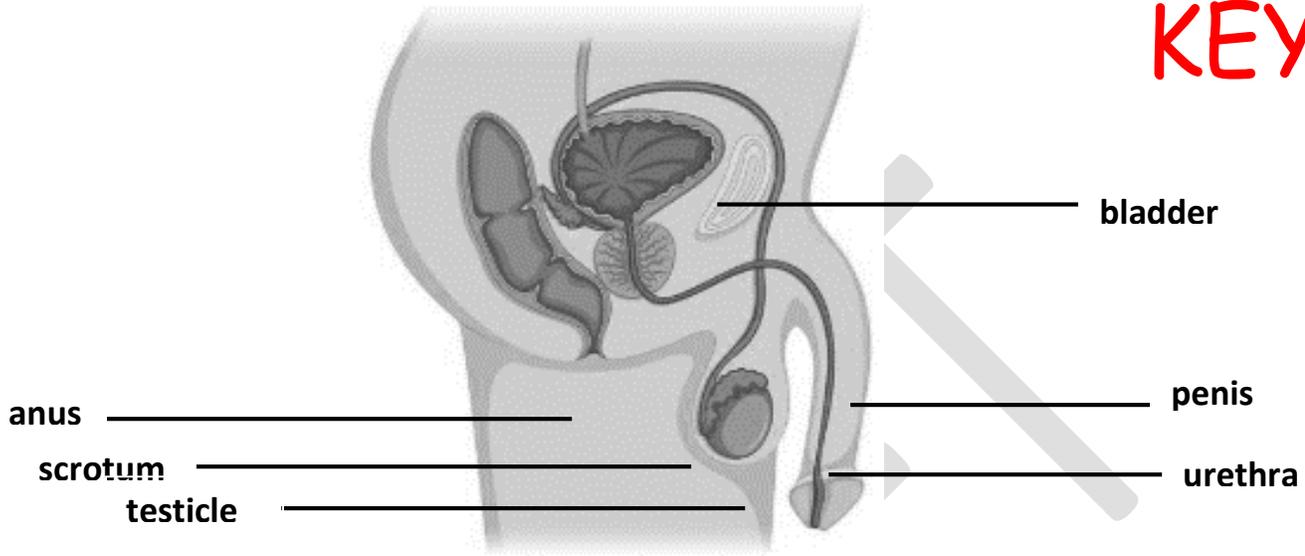
Directions:

Distribute and have students draw from class discussions to complete a worksheet—Female and Male Reproductive Systems.

NOTE: You may want to have an "Anonymous Question Box" set up for students to submit questions they have about the reproductive system but are embarrassed to ask in class. Prepare responses for the next classes based on the submissions.

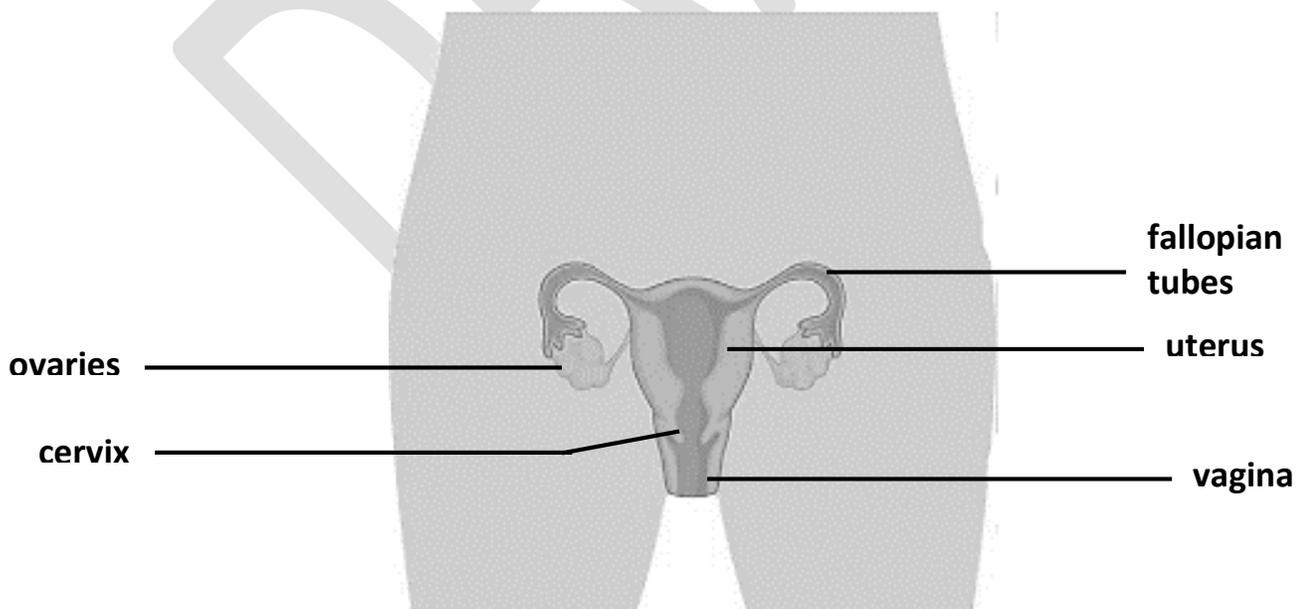
Male Reproductive Anatomy

KEY



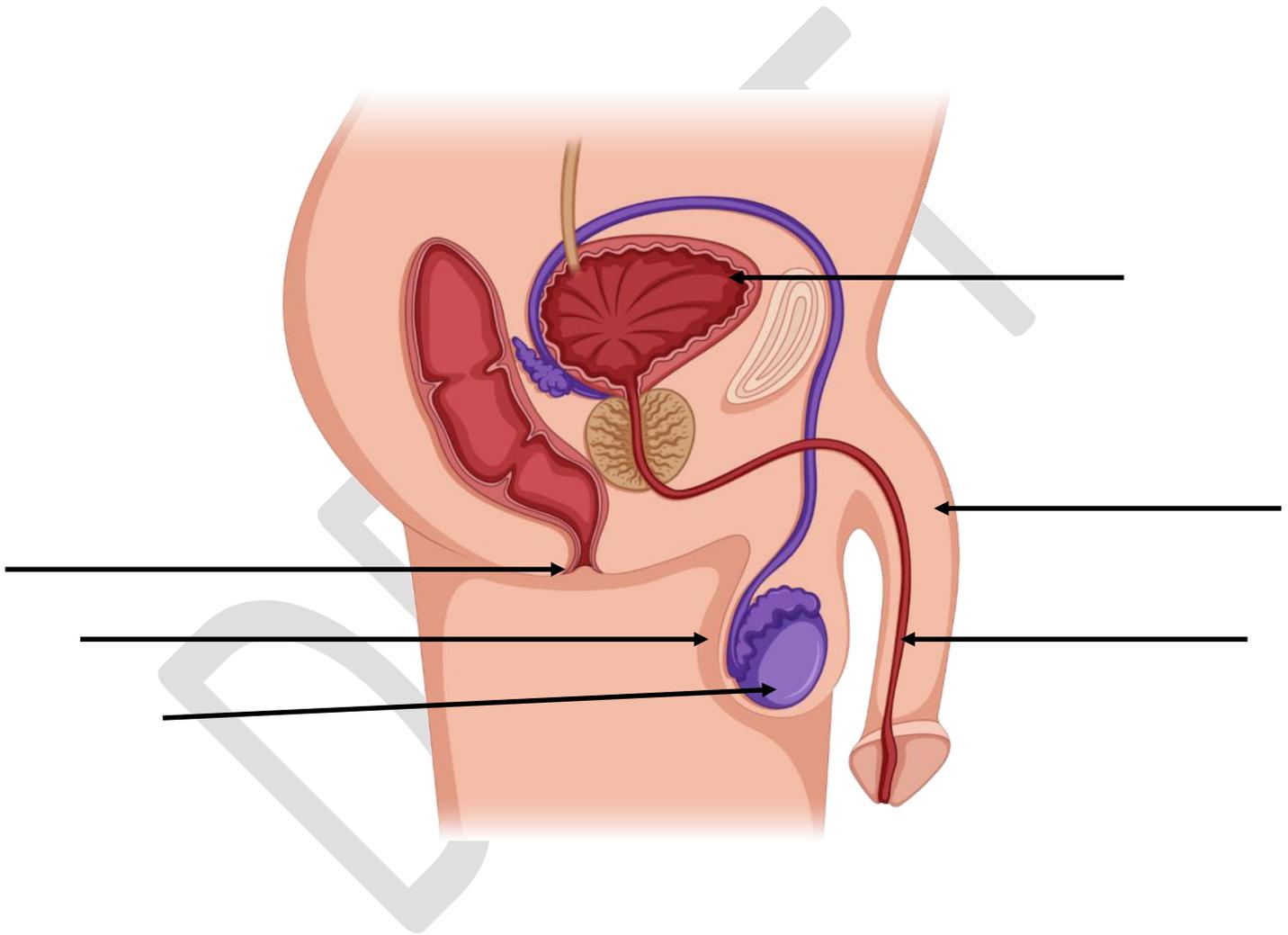
Images. "Medical Illustration of the Male Reproductive System and Prostate Gland." 59313983-Stock Vector Illustration and Royalty Free Clipart, 123RF.Com, [https://www.123rf.com/clipart-vector/59313983.html?oriSearch=prostate gland in male human illustration&sti=mfymvb4f2bjifa81o7l&mediapopup=59313983](https://www.123rf.com/clipart-vector/59313983.html?oriSearch=prostate+gland+in+male+human+illustration&sti=mfymvb4f2bjifa81o7l&mediapopup=59313983).

Female Reproductive Anatomy



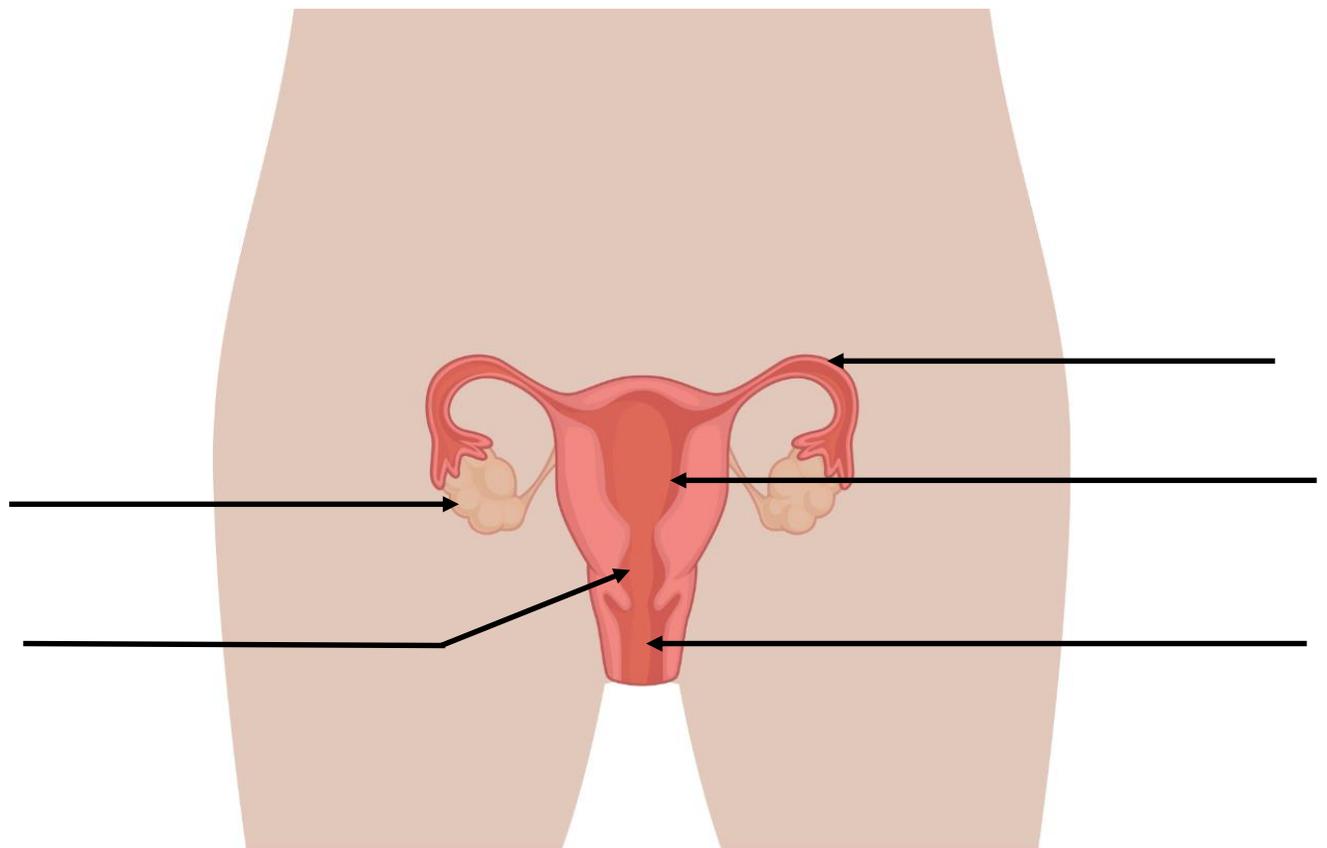
Bramantyo, Husni. "Medical Drawing of the Female Reproductive System." 33341446-Stock Illustrations, Cliparts, And Royalty Free , 123RF.Com, <https://www.123rf.com/clipart-vector/33341446.html?oriSearch=59313983&sti=nddjus3ua2d9qfcgzl>.

Male Reproductive Anatomy



Images. "Medical Illustration of the Male Reproductive System and Prostate Gland." 59313983-Stock Vector Illustration and Royalty Free Clipart, 123RF.Com, [https://www.123rf.com/clipart-vector/59313983.html?oriSearch=prostate gland in male human illustration&sti=mfymvb4f2bjifa81o7|&mediapopup=59313983](https://www.123rf.com/clipart-vector/59313983.html?oriSearch=prostate+gland+in+male+human+illustration&sti=mfymvb4f2bjifa81o7|&mediapopup=59313983).

Female Reproductive Anatomy



Bramantyo, Husni. "Medical Drawing of the Female Reproductive System." 33341446-Stock Illustrations, Cliparts, And Royalty Free , 123RF.Com, <https://www.123rf.com/clipart-vector/33341446.html?oriSearch=59313983&sti=nddjus3ua2d9qfcgzxj>.

Female and Male Reproductive Systems

Directions: Mark an "M" next to any part of a male's (boy or man) part.
Mark an "F" next to any part of a female's (girl or woman) part.
Mark an "E" if the part could belong to either a male or a female body.

So your choices are "M," "F," and "E."

_____ penis	_____ urethra
_____ vagina	_____ scrotum
_____ fallopian tubes	_____ anus
_____ testicle/testes	_____ ovary
_____ uterus	_____ sperm

DIRECTIONS: Fill in the blanks. Look up each word to make sure you have spelled it correctly.

1. The outside parts of the male reproductive system are the penis and the _____.
2. A female has three openings: the _____ in the front, the _____ in the middle, and the _____ in the back.
3. Sperm are made in the _____.
4. Eggs are created in the _____.
5. The opening of the uterus into the vagina is called the _____.
6. Both females and males store urine in the _____ which leaves the body through the urethra.

Female and Male Reproductive Systems **KEY**

Directions: Mark an “**M**” next to any part of a male’s (boy or man) part.
Mark an “**F**” next to any part of a female’s (girl or woman) part.
Mark an “**E**” if the part could belong to either a male or a female body.

So your choices are “M,” “F,” and “E.”

<u> M </u>	penis	<u> E </u>	urethra
<u> F </u>	vagina	<u> M </u>	scrotum
<u> F </u>	fallopian tubes	<u> E </u>	anus
<u> M </u>	testicle/testes	<u> F </u>	ovary
<u> F </u>	uterus	<u> M </u>	sperm

DIRECTIONS: Fill in the blanks. Look up each word to make sure you have spelled it correctly.

1. The outside parts of the male reproductive system are the penis and the **scrotum** .
2. A female has three openings: the **urethra** in the front, the **vagina** in the middle, and the **anus** in the back.
3. Sperm are made in the **testicles or testes** .
4. Eggs are created in the **ovaries** .
5. The opening of the uterus into the vagina is called the **cervix** .
6. Both females and males store urine in the **bladder** which leaves the body through the urethra.

Austin ISD Human Sexuality and Responsibility

Grade Level: 4

Unit: Human Sexuality and Responsibility

Ground Rules

Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules or review ground rules at the onset of this curriculum.

Students will describe or identify:

1. Two classroom ground rules;
2. Two ways rules are kept;
3. A parent(s) or trusted adult to talk to about today's lesson.

Teacher Tip: Review "Guidelines for Discussion" to ensure a safe climate for the discussion of sensitive topics. For questions that teachers don't feel comfortable answering, please refer that student to a trusted adult.

Use equity practices to solicit responses from all students such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson 5: Puberty and Adolescent Development

LESSON SUMMARY (Use equity practices to solicit responses from all students.)

Puberty and Adolescent Development Students learn about the milestones that influence development for every person.

NSES

PD.5.CC.1: Explain the physical, social and emotional changes that occur during puberty and adolescence.

PD.5.INF.1: Describe how friends, family, media, society and culture can influence ideas about body image.

PD.5.AI.1: Identify medically accurate information and resources about puberty and personal hygiene.

PD.5.AI.2: Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues.

PD.5.SM.1: Explain ways to manage the physical and emotional changes associated with puberty.

LESSON OBJECTIVES

Explain and manage physical, social, and emotional changes during puberty;

Describe factors that affect body image;

Identify accurate information about puberty and hygiene;

Identify trusted adults to talk to about puberty and hygiene.

MATERIALS

Copies of the BrainPOP Fill in the Chart

Teacher's copy of "Healthy and Unhealthy Practices during Puberty"

Copies of Healthy and Unhealthy cards for each student

Puberty scenarios, marker/paper or white board to write on

Copies of "Feeling Good: Making plans for a healthier, happy me!"

VOCABULARY

Puberty: the period during which adolescents reach sexual maturity and become capable of reproduction.

Adolescence: the period following the onset of puberty during which a young person develops from a child into an adult.

Hormones: chemical substances that act like messenger molecules in the body.

Estrogen: hormone that is important for sexual and reproductive development, especially for women.

Testosterone: hormone that is important for sexual and reproductive development, especially for men.

BEGINNING: Engage (7-10 minutes)

Activity: *Puberty Walk

Directions:

- Ask students to move to one area of the room.
- Tell them that you when you tap them on the shoulder they should walk (not run) to a designated location on the opposite side of the room. Note: If you have a large group or would like the activity to take less time, ask for a smaller group of volunteers.
- Tap students on the shoulder, starting with one student. Let the first student walk to the other side of the room, then tap another student. Continue tapping students, first slowly, then speeding up and tapping groups and individuals. Toward the end, slow down, again tapping individuals. Leave a few students to walk across alone at the end.
- When all students have walked to the other side of the room, ask students:
 - How did it feel to be the first one to walk?
 - How did it feel to be the last one to walk? Did it feel better to walk alone or in a group? Why?
- Lead a discussion using the students' answers to make the transition that this walk is very much like puberty: just like everyone eventually walked across the room, eventually everyone will go through puberty. Some people start earlier and will finish before their peers, others will start later. And just like everyone walked at a different pace across the room, everyone moves through puberty differently.
 - Puberty is defined as development of secondary sex characteristics (such as pubic hair) and the beginning of reproductive capacity (being able to become a parent).
 - Adolescence is the transition from childhood to adulthood. These changes are exciting and fun, but at other times can cause a young person to become confused and awkward. There are social and emotional changes as well as physical ones. Remember each person goes through puberty and adolescence at his/her own pace.
- Transition by telling students that we will now discuss the physical and emotional changes that happen during puberty.

MIDDLE: Explain (15-20 minutes)



Puberty

<https://www.brainpop.com/health/geneticsgrowthanddevelopment/puberty/?panel=login&refer=/health/geneticsgrowthanddevelopment/puberty/activity/>

(Access BrainPop through your portal.)

Directions:

1. This lesson can be completed by students independently or in pairs/groups.
2. Pass out the **Fill in the Chart** activity from the Puberty movie.
3. Play the Puberty Movie once through for the class. Turn on the closed captioning to aid students in comprehension.
4. Play the movie through a second time, pausing for students to take notes on the graphic organizer.
5. Ask students to define the vocabulary.

Activity: *Healthy or Unhealthy (5-7 minutes)

Directions:

- Before class, copy onto two different colors of cardstock and cut apart the Healthy-Unhealthy cards for each student.
- Read each statement from "Healthy and Unhealthy Practices during Puberty," and ask students to hold up the appropriate card.
- Clarify any incorrect responses using the information provided.

END: Evaluate (20-25 minutes)

Activities about **Puberty and Adolescent Development** have a purpose that may not be apparent to fourth graders. It is important that you provide closure through questioning skills to assess whether your students understand the lesson.

Activity: *Puberty Scenarios (15 minutes)

Directions:

- Divide students into small groups and provide each group one of the Puberty Scenarios.
- Instruct groups to read their scenario and answer the following questions together:
 - How does the main character feel about growing up?
 - What steps can you take to be a respectful friend to him or her?
- Have each group report out their answers, making sure to highlight puberty and hygiene lessons
- As they come up:
 - Everyone experiences puberty differently.
 - Be a respectful friend to everyone.
 - Healthy practices that the individual could use to stay healthy.
- Transition by telling students that we have reviewed many of the emotional and physical changes that occur during puberty. It is an exciting time with lots of change, but can often make us nervous or scared as these changes happen. Remember that the changes happening are normal, and that you can also plan for some wonderful changes in life! We are going to talk about some of them now.

NOTE: Many times students have a lot of questions about these topics; however, there are some challenges in taking questions directly from students.

- Some students might feel uncomfortable asking questions in front of their peers.
- Some students may also ask questions that you are uncomfortable answering, or unprepared to answer on the spot.

Doing anonymous questions can help with both of the scenarios.

Provide students with slips of paper and explain that students can use the sheets to ask questions that they would like to ask in private.

At the end of the class, everyone will put a sheet in the box, that way we have no idea who asked what question.

You can either choose to:

- 1) Draw questions directly from the box and answer them in class,
- 2) Have another question session at a later date, or
- 3) Create an “answer sheet” that students can take home with all the answers on it.

Options two and three offer you the most flexibility in answering the questions and preparing your responses. Reading “[Puberty and Hygiene Frequently Asked Questions](#)” can help you prepare your responses.

Home Connection

Activity: *Planning for Health

Directions:

- Tell students that now they have all the knowledge to practice good personal hygiene and be happy and healthy!
- Distribute handouts.
- Instruct students to select one health behavior that they will work on to improve their health.

To conclude, tell students to take home the worksheet to share with their families. If they would like, they can track their progress with their behavior on the back of the worksheet.

**Borrowed from the Chatham County Public Health Department; 4th-5th Grade Puberty and Hygiene Lesson Adapted from “Successfully Teaching Middle and High School Health” developed by the North Carolina School Health Training center and the North Carolina Center for the Advancement of Health Education*



PUBERTY

FILL IN THE CHART

Complete the following chart by placing each term below into the correct column. Decide if it is relevant to girls, boys, or both.

PUBIC HAIR EMOTIONAL CHANGES STARTS AGES 9 - 14 EGG RELEASED AWKWARDNESS SPERM PRODUCED BREASTS DEVELOP GENITALS ENLARGE LARYNX ENLARGES MENSTRUATION DEEPER VOICE		
GIRLS	BOTH	BOYS
Starts ages 8 - 13	Pituitary gland sends out hormones	.....
.....	.....	Testes produce testosterone
.....	Underarm hair	.....
Hips widen	.....	Facial hair and body hair
.....
Growth spurt starts earlier and ends quickly	Puberty lasts several years	.....
.....	.....	Muscles become more developed
	
.....	.....	Growth spurt starts later but lasts longer

Healthy and Unhealthy Practices during Puberty

Scenarios	KEY	Reasoning
1. Eat lots of fruits and vegetables	HEALTHY	The body is changing during puberty and it's especially important to eat nutrient-dense foods like fruits and veggies.
2. Yell at parents when in a bad mood	UNHEALTHY	Having mood swings is to be expected. There are more positive ways to deal with stressful emotions than to take them out on each other. Taking a walk or playing a game is healthier.
3. Getting enough sleep and rest	HEALTHY	Because the body is growing faster, boys and girls need adequate sleep. About 10 hours of sleep are needed.
4. Wash under arms and groin area	HEALTHY	During puberty, the sweat glands produce more perspiration and body odor. Daily bathing and use of deodorant under the arms are important for health and to be accepted by others.
5. Tease others about their bodies	UNHEALTHY	Being unkind or practicing bullying behavior is never acceptable. Boys and girls need to demonstrate acceptance and support of their classmates.
6. Being attracted to others	HEALTHY	Puberty is the time when young people begin to feel attraction and have rushes toward others.
7. Squeeze pimples	UNHEALTHY	The best way to take care of pimples is to keep the face clean, eat nutritiously, and drink lots of water. Never squeeze pimples as that might cause an infection or scarring. If pimples are severe, ask parents about going to a doctor.

Healthy Cards

HEALTHY	HEALTHY	HEALTHY

Unhealthy Cards

UNHEALTHY	UNHEALTHY	UNHEALTHY

Puberty Scenarios

Scenario 1:

Jeanne is the last person chosen for teams in physical education. She is not athletic and very short. Her nickname is “Shorty.”

Scenario 2:

Drew is the smallest boy in the 4th grade. Two guys picked Drew up and put him in the trash can.

Scenario 3:

Alana is tall, heavy and has begun developing breasts. Kids do not like to be around her due to the way she smells. She sweats a lot and kids say she smells bad.

Scenario 4:

Anthony has grown two shoe sizes since Christmas. As a result, he is clumsy and the kids laugh whenever he falls down.

Scenario 5:

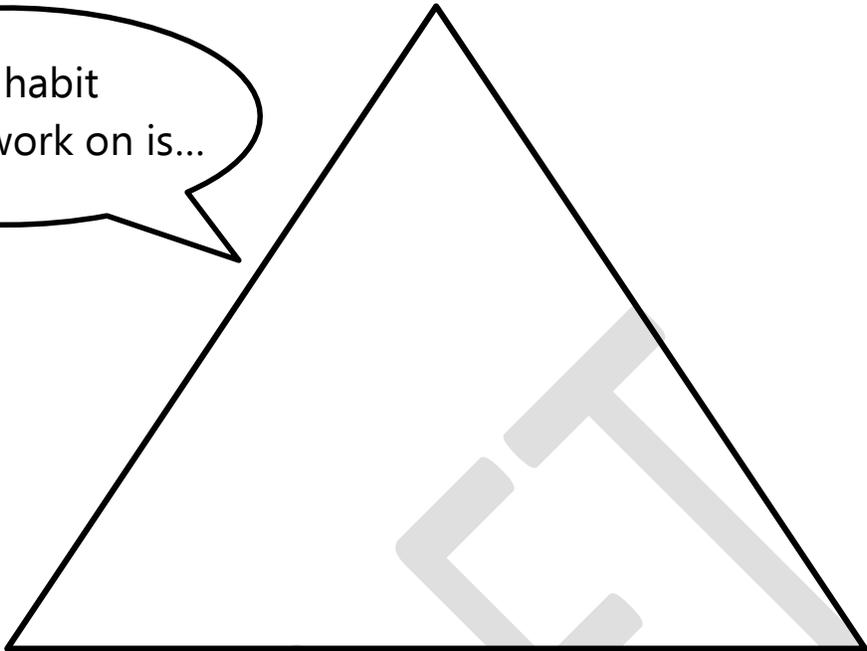
Kayla has a different crush every week. She wears makeup and a bra to school and is always talking about it. She texts boys using her cell phone. Kayla asks others girls to go with her to talk to boys.

Scenario 6:

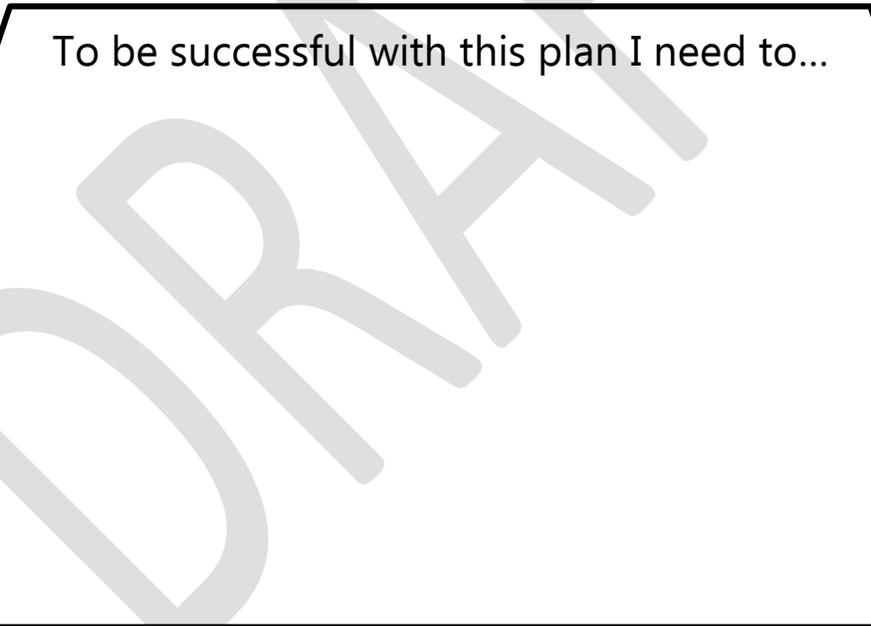
Jayden is very popular and has lots of friends. Recently girls have started texting him and sending him pictures. They are always asking Jayden’s friends if he likes them. Jayden loves basketball and doesn’t think about girls in 4th grade.

FEELING GOOD! Making plans for a healthier, happy me!

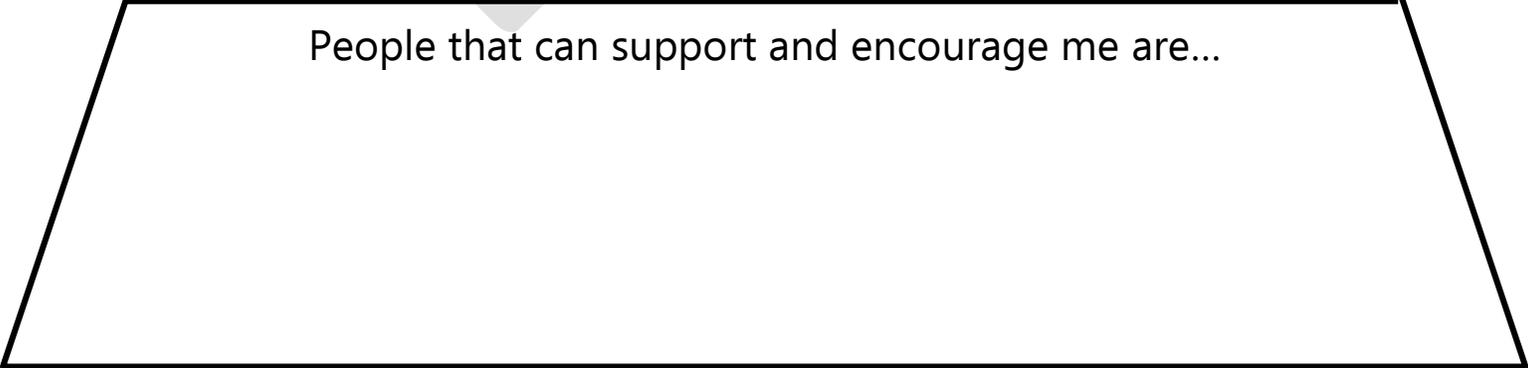
A healthy habit
I plan to work on is...



To be successful with this plan I need to...



People that can support and encourage me are...



Directions: For each day that you do your healthy behavior draw a big smiley face 😊 and describe what you did.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1	😊 Today I flossed my teeth.						
Week 2							
Week 3							
Week 4							
Week 5							

TEACHER NOTES:

What is Puberty?

- Puberty is the period of time when children begin to mature biologically, psychologically, socially and cognitively. Girls start to grow into women and boys into men. The changes happen due to the release of chemicals called hormones. Hormones are chemicals in the body.
 - Male hormone: Testosterone
 - Female hormone: Estrogen
 - Girls usually start puberty first

Emotional Changes during Puberty

Coping with a changing body:

- Mood swings
- Energy changes
- Frustration

Hygiene

Someone says he or she smells?

As boys' and girls' bodies develop during puberty so too do their sweat glands.

These glands are to help control the body's temperature and result in more sweat being produced.

HOW CAN WE REDUCE THE RISK OF SMELLING AND IMPROVE OUR HYGIENE?

- Use deodorant under arms daily
- Wash clothes regularly
- Avoid wearing clothes repetitively if not washed.
- Brush teeth morning and night
- Shower daily with soap
- Use face wash or similar to remove excess oil on skin and face
- Wash hair when oily

Increase in Pimples

Hormone-imbalance is common during puberty

Pimples during puberty are caused by hormones. Often an overload of testosterone in both girls and boys is to blame.

Most young people get pimples, blackheads and possibly acne around puberty.

- Eating less fatty foods (such as chips and chocolate)
- Drinking lots of water can help
- Washing your face with soap and water regularly
- Not touching your face with "dirty" hands

**Austin Independent School District
Elementary Lesson Overviews (Grades 3-5)
Human Sexuality Curriculum**



School Year 2019-20

GRADE 5

LESSON SUMMARY	NATIONAL SEXUALITY EDUCATION STANDARDS	LESSON OBJECTIVES
<p>Healthy Relationships</p> <p>Students learn how to successfully navigate changing relationships among family members and classmates.</p>	<ul style="list-style-type: none"> ● HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships ● HR.5.IC.1: Demonstrate positive ways to communicate differences of opinion while maintaining relationships 	<ul style="list-style-type: none"> ● Identify trusted adults to talk to about relationships. ● Communicate difference of opinion within relationships.
<p>Personal Safety</p> <p>Students learn about the need for a growing awareness, creation, and maintenance of personal safety.</p>	<ul style="list-style-type: none"> ● PS.5.CC.2 Define sexual harassment and sexual abuse ● PS.5.AI.1 Identify parents and other trusted adults they can tell if they are being teased, harassed or bullied ● PS.5.AI.2 Identify parents or other trusted adults they can tell if they are being sexually harassed or abused ● PS.5.IC.2 Demonstrate refusal skills (e.g. clear “no” statement, walk away, repeat refusal) ● PS.5.ADV.1 Persuade others to take action when someone else is being teased, harassed or bullied 	<ul style="list-style-type: none"> ● Define teasing, sexual harassment, bullying; ● Identify trusted adults to talk to about teasing, bullying, and sexual abuse; ● Demonstrate refusal skills and no statements; ● Persuade others to take action when someone is being teased, harassed, or bullied.
<p>Identity</p> <p>Students learn several fundamental aspects of people’s understanding of who they are.</p>	<ul style="list-style-type: none"> ● ID.5.CC.1: Define sexual orientation as the romantic attraction of an individual to someone of the same gender or a different gender ● ID.5.AI.1: Identify parents or other trusted adults of whom students can ask questions about sexual orientation 	<ul style="list-style-type: none"> ● Define sexual orientation and romantic attraction; ● Identify trusted adults to talk to about sexual orientation.
<p>Anatomy and Physiology</p> <p>Students learn about the human reproductive systems and the process of pregnancy and reproduction.</p>	<ul style="list-style-type: none"> ● AP.5.CC.1: Describe male and female reproductive systems including body parts and their functions ● AP.5.AI.1: Identify medically accurate information about female and male reproductive anatomy 	<ul style="list-style-type: none"> ● Describe, medically, the male and female parts and function in pregnancy and reproduction.
<p>Puberty and Adolescent Development</p> <p>Students learn the physical, social, and emotional development and potential for reproduction of humans.</p>	<ul style="list-style-type: none"> ● PAD.5.CC.3: Describe how puberty prepares human bodies for the potential to reproduce ● PD.5.INF.1: Describe how friends, family, media, society and culture can influence ideas about body image ● PD.5.AI.1: Identify medically accurate information and resources about puberty and personal hygiene ● PD.5.AI.2: Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues 	<ul style="list-style-type: none"> ● Describe the potential to reproduce in humans; ● Describe factors that affect body image, ● Identify accurate information about puberty and hygiene; ● Identify trusted adults to talk to about puberty and hygiene; ● Explain how to manage physical and emotional changes during puberty.

**Austin Independent School District
Elementary Lesson Overviews (Grades 3-5)
Human Sexuality Curriculum**



School Year 2019-20

	<ul style="list-style-type: none"> ● PD.5.SM.1: Explain ways to manage the physical and emotional changes associated with puberty ● PD.5.SM.1: Explain ways to manage the physical and emotional changes associated with puberty 	
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GRADE 5 CONTINUED

LESSON SUMMARY	NATIONAL SEXUALITY EDUCATION STANDARDS	LESSON OBJECTIVES
<p>Pregnancy and Reproduction</p> <p>Students learn about how pregnancy happens.</p>	<ul style="list-style-type: none"> ● PR.5.CC.1: Describe the process of human reproduction 	<ul style="list-style-type: none"> ● Describe the way humans reproduce.
<p>Sexually Transmitted Diseases and HIV</p> <p>Students learn the content and skills necessary to understand sexually transmitted diseases and HIV.</p>	<ul style="list-style-type: none"> ● SH.5.CC.1: Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission 	<ul style="list-style-type: none"> ● Identify age-appropriate information about how STDs and STIs are transmitted, symptoms, and prevention.

Austin ISD Human Sexuality and Responsibility

Grade Level: 5

Unit: Human Sexuality and Responsibility

Ground Rules

Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum.

Students will describe or identify:

1. Two classroom ground rules;
2. Two ways rules are kept;
3. A parent(s) or trusted adult to talk to about today's lesson.

Teacher Tip: Review "Guidelines for Discussion" to ensure a safe climate for the discussion of sensitive topics. For questions that teachers don't feel comfortable answering, please refer students to talk to a trusted adult.

Use equity practices to solicit responses from all students such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson 1: Healthy Relationships and Personal Safety

LESSON SUMMARY: Healthy Relationships. Students learn how to successfully navigate changing relationships among family members and classmates.

Personal Safety. Students learn about the need for a growing awareness, creation, and maintenance of personal safety.

NSES

HR.5.IC.1: Demonstrate positive ways to communicate differences of opinion while maintaining relationships.

PS.5.CC.2 Define sexual harassment and sexual abuse.

PS.5.IC.2 Demonstrate refusal skills (e.g., clear "no" statement, walk away, repeat refusal).

PS.5.ADV.1 Persuade others to take action when someone else is being teased, harassed or bullied.

PS.5.AI.1/PS.5.AI.2 Identify parents or other trusted adults they can talk to about relationships or tell if they are being teased, harassed, sexually harassed/abused or bullied.

LESSON OBJECTIVES

Communicate difference of opinion within relationships;

Define teasing, sexual harassment, bullying;

Demonstrate refusal skills and no statements;

Persuade others to take action when someone is being teased, harassed, or bullied.

MATERIALS

"Wonder (2017) - Jack Will's Redemption Scene (7/9) | Movieclips" <https://youtu.be/29VjYkPPY2s>
Secrets video <https://www.youtube.com/watch?v=uAD17zMgiHc>

Student sheets Protect Yourself Rules

Pre-cut scenario cards DO THE RIGHT THING

VOCABULARY

Opinions: personal views, judgements, or attitudes

Relationships: connections between two or more people

Appropriate: suitable or fitting for a specific purpose

Inappropriate: not suitable or fitting for a specific purpose

Harassment: act of bothering or disturbing continually; aggressive pressure or intimidation

Sexual harassment: unwelcome sexual advances made by an individual

Sexual abuse: inappropriate touches against someone's will

Bully: someone who is consistently cruel, insulting, or threatening to a person who is weaker, smaller, or vulnerable

Courageous bystander: a person who stands up for another person in a negative/bad situation

Boundaries: limits

Consent: agreement or permission

BEGINNING: Engage

Activity: **"Wonder"**

Directions:

Start a discussion about healthy and unhealthy relationships.

"What are some examples of healthy relationships?"

Make sure students share about friends who respect them, family members, teachers, etc.

"What are some examples of unhealthy relationships within friends, family, or others (teachers, coaches, etc.)?"

Note: Make sure that students know that unhealthy relationships include people who don't respect your boundaries, who make you feel uncomfortable, make you sad, etc.

"Today we'll be exploring different relationships you may encounter and how to demonstrate positive ways to communicate differences of opinion while maintaining relationships with friends and adults."

Watch movie YouTube clip: "Wonder (2017) - Jack Will's Redemption Scene (7/9) | Movieclips"

(<https://youtu.be/29VjYkPPY2s>)

(Make sure you are logged in to your Google account. Click on the blue button- "Sign in".)

Have students discuss the following questions by turning and talking with their shoulder partner

"What could Jack have done differently in this scene?"

Give students time to share. Then ask,

"What would you do if you were Jack?"

Give students time to share.

Have random students share out and start discussing how sometimes friendships can be complicated.

Emphasize it's important to have boundaries.

Direct students to identify:

- 1) A trusted adult in the movie clip and why they chose that person;
- 2) An action that helped change the relationship.

Have students determine if Jack is a courageous bystander or not and be prepared to explain their reasoning.

Watch the video, *Secrets*: <https://www.youtube.com/watch?v=uAD17zMgiHc>
(Make sure you are logged in to your Google account. Click on the blue button- "Sign in".)

Ask students if Maya made the right choice of telling a trusted adult.

Direct students to discuss with their partner what they would do if their friend confided in them and didn't have the courage to tell an adult.

MIDDLE: Explain

Activity: Protect Yourself

Directions:

Distribute the "Protect Yourself" sheet and have the students fill it out.

Have students discuss consent and what it means to them.

Create a classroom definition and have it posted in your room.

Explain:

Part of maintaining healthy relationships is feeling comfortable setting boundaries and being able to disagree. There are healthy ways to respond to changing relationships and not all of them are negative.

Tell students they will be exploring scenarios and acting out appropriate and healthy relationships. There are a variety of solutions to each scenario and it is for them to determine how to respond.

Model the expectation by reading the first card and demonstrate how to act out a response.

Note: This activity has 8 important scenarios for students to role play; all need to be put in play (do not edit out any).

END: Evaluate

Activities about **Healthy Relationships and Personal Safety** have purposes that may not be apparent to 5th graders. It is important that you provide closure through questioning skills to assess if your students understand the lesson.

Directions:

Ask students to:

1. Write a journal entry about one or more trusted adults they could turn to if they are being harassed, bullied, or teased.
2. Explain why this adult is trustworthy.

Protect Yourself Rules

Think of this STOP sign when you are in a situation that makes you unhappy or uncomfortable.
Think of this STOP sign when you witness someone in a bad situation.

Discuss with your table group all the information presented on this STOP SIGN.

List the main points of your discussion.



Discuss with your group 3 situations that need you to talk about with an adult.

- 1.
- 2.
- 3.



Adults with whom I can talk about these situations:

- 1.
- 2.

From the video, what did you learn are unsafe touches?



No means NO! Sometimes we have to practice saying, "NO."
Stand up, put a hand out in front of you, and say, "NO!"
Say "NO!" with autonomy and confidence!
Repeat, "**NO!**"

“Do the Right Thing” Scenarios

Scenario 1

You see your classmate hugging someone who looks really uncomfortable. The uncomfortable student has asked the hugger to stop and they respond, “It’s just a hug!” How could help your classmate?

Scenario 2

The classmate that you like finds out that you like them and tells you they like you back. You start to feel nervous around them and avoid them on the playground and at lunch. They ask you why you are being mean. How could you respond?

Scenario 3

Your best friend confides in you that his step-mother makes him uncomfortable when they are home alone. She has made suggestions that make him feel like she is flirting even though she’s an adult. He tells you that he’s scared. How can you help him?

Scenario 4

Your friend looks really uncomfortable as the class talks about topics she feels are not acceptable according to her family beliefs. She is usually very outgoing and this discussion has left her feeling left out and sad. A student tells her she needs to stop being overly worried. You feel bad for your friend. How could you respond?

Scenario 5

You love to give hugs. You meet a new student and you really like them as a friend. You start making plans to hang out and as you leave you really want to give your new friend a big hug, but you just met. How could you respond to the situation?

Scenario 6

Your group is reading a story of a handicapped child who wants to be a basketball player. Students in your reading group laugh and say, “No one who is handicapped can be a basketball player.” What could you do?

Scenario 7

Your classmate who sits next to you has asked you to respect their space, as you lean over to ask them a question. You feel like they are being mean and you should respect their personal space. How could you respond?

Scenario 8

You find out that your friend thinks your family is not the right kind of family. They have whispered about you and have stopped talking to you. This really hurts your feelings. How could you respond?

Austin ISD Human Sexuality and Responsibility

Grade Level: 5

Unit: Human Sexuality and Responsibility

Ground Rules

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Students will describe or identify:

1. Two classroom ground rules;
2. Two ways rules are kept;
3. A parent(s) or trusted adult to talk to about today's lesson.

Teacher Tip: Review “Guidelines for Discussion” to ensure a safe climate for the discussion of sensitive topics.

For questions that teachers don't feel comfortable answering, please refer students to talk to a trusted adult.

Use equity practices to solicit responses from all students such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson 2: Identity

LESSON SUMMARY: Identity. Students learn several fundamental aspects of people's understanding of who they are.

NSES

ID.5.CC.1: Define sexual orientation as the romantic attraction of an individual to someone of the same gender or a different gender.

ID.5.AI.1: Identify parents or other trusted adults of whom students can ask questions about sexual orientation.

LESSON OBJECTIVES

Define sexual orientation and attraction;

Identify trusted adults to talk to about sexual orientation.

NOTE: Be prepared for students to have differing opinions, review the guidelines and rules, and remember that if there are opposing opinions, be sensitive in response.

MATERIALS

Genderbread handouts

Set per pair of students: Matching Cards

VOCABULARY

Biological sex: male or female based on reproductive organs.

Gender/gender identity: the way a person sees him/herself in relation to being male or female.

Gender expression: the way in which a person expresses their gender identity, typically through their appearance, dress, and behavior (what everyone else around us can see).

Attraction: the feeling of being drawn to something or someone.

Sexual orientation: describes which gender a person is attracted to.

BEGINNING: Engage (5- 10) minutes

Activity: **How are we alike and different from one another?**

Directions:

Lead students in brainstorming ways that people may be alike and different from one another, such as appearance, clothing, family configuration, name, likes/dislikes, beliefs, male/female, etc.

List the ways on the board as they are shared.

MIDDLE: Explain (15-20 minutes)

Activity: **Genderbread Person**

NOTE: Be prepared for students to have differing opinions, review the "Guidelines for Discussion" and remember that if there are opposing opinions, be sensitive in response.

Directions:

Project the "Genderbread Person" or display a large chart copy.

Tell the students that one of the ways we are similar or different from others is in something called "gender identity" (this may or may not have come up in the Engage discussion). The Genderbread Person will help us understand gender identity.

Pass out the student copies of the Genderbread Person.

Have the students look over the infographic with their table partners and discuss what they think it is trying to represent.

Ask them to discuss the vocabulary listed on the graphic, but not write anything down yet.

After the students have had time to discuss with their table partners, have students share their thoughts and ideas with the entire class.

Continue the discussion by leading the students through the vocabulary words listed on the infographic and having them write the definitions.

Biological Sex: Sex (sometimes called anatomical sex or physical sex) is comprised of things like genitals, chromosomes, hormones, body hair, and more.

Gender Identity: (Internal) The psychological sense of self. Who a person, in their head, knows themselves to be, based on how much they align (or don't align) with their anatomical sex. So, a person's anatomical sex and their gender identity can be different.

Gender Expression: (Is what everyone else around us can see) the way in which a person expresses their gender identity, typically through their appearance, dress, and behavior.

Attraction: The feeling of being drawn to something or someone.

Close out the discussion by asking the students questions, such as:

"What is the difference between biological sex and gender identity?"

"Why does it make sense that each vocabulary word is matched up with a particular part of the Genderbread Person?" (Example: identity is matched with the brain and attraction is matched with the heart.)

"Are gender and attraction as much a part of your identity as who your family members are, what religion you practice, and where you are from? Explain."

Ensure students understand that just like all the traits discussed at the beginning of class, a person's gender, and attraction are part of their identity.

END: Evaluate (10-15 minutes)

Activities about **Identity** have purposes that may not be apparent to 5th graders. It is important that you provide closure through questioning skills to assess if your students understand the lesson.

Activity: **Matching Cards**

Directions:

Tell the students that as a final check for their understanding of the vocabulary they will complete a quick matching activity.

Tell the students that they will work with a partner. Each pair will cut out the Genderbread Matching Cards and pair them up.

Tell the students that one pair of matching cards was not listed on their Genderbread Person, but they should be able to figure it out based on what they now know. Have the students show their pairings and check them to make sure they are accurate.

Direct the students to think of a parent/trusted adult they might like to share this lesson with.

Have students write the name of this person on the back of the Genderbread Person handout.

Encourage students to share their understanding and questions with their parent(s) or identified trusted adult.

The Genderbread Person

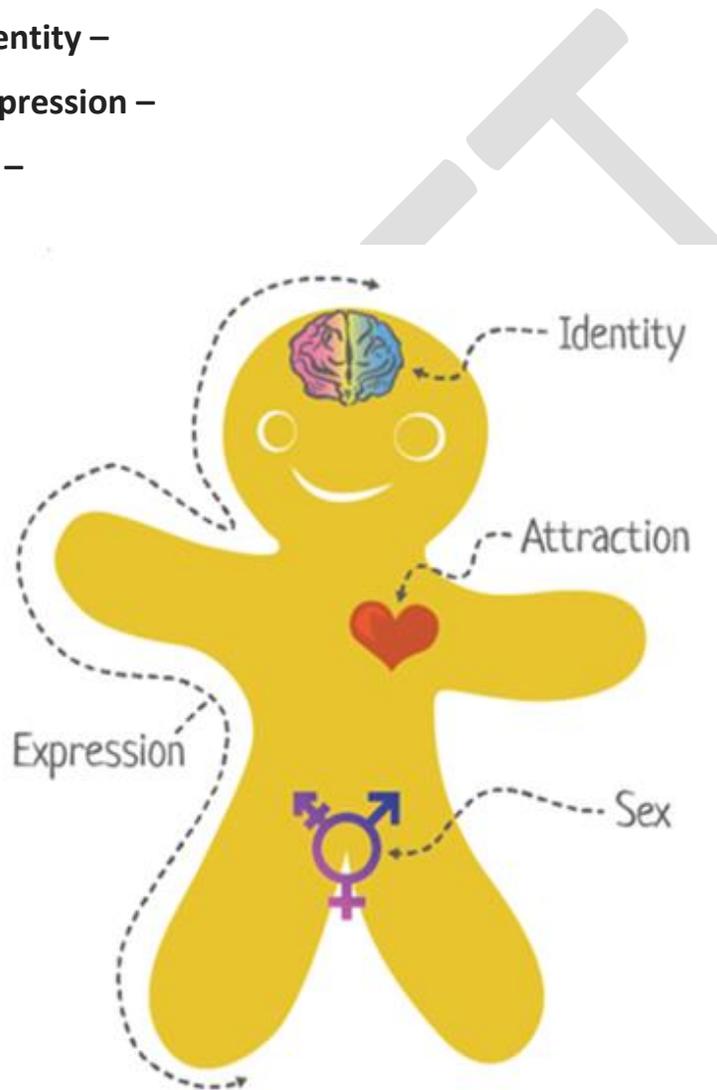
With your teacher's help and shoulder partner, write the definitions to the words:

Biological sex –

Gender identity –

Gender expression –

Attraction –



 **Gender Identity**
 Female Male

 **Romantically Attracted to...**

Sex Assigned At Birth
 Female Male

Modified from: Genderbread Person Version 4 created and uncopyrighted 2017 by Sam Killermann

biological sex

male or female based on reproductive organs

gender identity

the way a person sees him/herself in relation to being male or female

attraction

the feeling of being drawn to something or someone

sexual orientation

describes which gender a person is attracted to

gender expression

the way in which a person expresses their gender identity

Austin ISD Human Sexuality and Responsibility

Grade Level: 5

Unit: Human Sexuality and Responsibility

Ground Rules

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Students will describe or identify:

1. Two classroom ground rules;
2. Two ways rules are kept;
3. A parent(s) or trusted adult to talk to about today's lesson.

Teacher Tip: Review "Guidelines for Discussion" to ensure a safe climate for the discussion of sensitive topics.

For questions that teachers don't feel comfortable answering, please refer students to talk to a trusted adult.

Use equity practices to solicit responses from all students such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.)

Lesson 3: Puberty & Personal Hygiene

LESSON SUMMARY: Puberty and Personal Hygiene. Students learn about the changes that occur during puberty and the increased need for personal hygiene.

NSES

PAD.5.CC.3: Describe how puberty prepares human bodies for the potential to reproduce.

PD.5.INF.1: Describe how friends, family, media, society and culture can influence ideas about body image.

PD.5.AI.1: Identify medically accurate information and resources about puberty and personal hygiene.

PD.5.AI.2: Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues.

PD.5.SM.1: Explain ways to manage the physical and emotional changes associated with puberty.

LESSON OBJECTIVES

Describe the potential to reproduce in humans;

Identify accurate information about puberty and hygiene;

Identify trusted adults to talk to about puberty and hygiene;

Explain how to manage physical and emotional changes during puberty.

MATERIALS

Copies of student handout for Always Changing: A Video About Puberty

VOCABULARY

Puberty: a period of time when your body begins to change and develop as you transition from a kid to an adult; your body becomes capable of reproduction.

Hygiene: the practice of keeping one's body clean and healthy.

Reproduction: the biological process by which offspring—babies—are produced.

Hormones: chemical messengers produced by the body that help to control and regulate body processes, including growth, development, and reproduction.

Body image: a subjective picture of one's own physical appearance established both by self-observation and by noting the reactions of others.

BEGINNING: Engage

Activity: **All humans change, grow, and develop.**

Directions:

Display image of stages in a human's life, such as the one below (note: very few images were labeled for reuse; the one below is).



Ripon, Nazrul I. "Life Stages." Wikimedia- Common, Nazrul I Ripon, 1 Jan. 2014, commons.wikimedia.org/wiki/File:Life-stages.jpg#filelinks. (Accessed August 29, 2019)

Have students interpret the projected image.

Ask them to assign labels and approximate age ranges to each stage. (Example: The image is showing stages in the life of someone from baby to senior citizen. The baby is about a year old, the boy is between 3 and 6, etc.)

Ask the students what stage they are in.

Tell them that during this stage they will begin to notice changes in their bodies as they transition from child to teenager to adult. Ask the students if they know the word that describes this period of change in their lives (puberty).

Tell the students that everyone goes through puberty, although, just as with anything else, not everyone goes through puberty at the same time or the same rate. Typically, girls start puberty earlier than boys, somewhere between ages 8 and 13, with boys starting somewhere between ages 9 and 14.

Tell the students that it helps to learn about puberty and the changes involved because then they will know what to expect and how to manage the experience.

MIDDLE: Explain

Activity: **Always Changing/Puberty**

Directions:

Tell the students that they are going to watch a video that will answer a lot of the questions they might have about the changes that occur during puberty. In fact, the video is led by students just like them asking these questions. Tell the students to look for physical and emotional changes that occur during puberty, and practices of good hygiene for people going through puberty.

Distribute the handout Always Changing: A Video About Puberty

The front of the handout has some guiding questions that follow along with the video.

The back is blank for other notes and questions the students have. These notes and questions are for themselves and to share with a parent if they wish.

NOTE: Pause the video at your discretion to clarify information and/or guide students in their note-taking.

Show the video: Always Changing (Note: there are girls-only and boys-only versions of the video)

<https://www.pgschoolprograms.com/Educators> or on YouTube at

<https://www.youtube.com/watch?v=tKfJ8w7XX6E&t=274s>

(Make sure you are logged in to your Google account. Click on the blue button- "Sign in".)

After watching the video:

Review the answers to the questions on the front of the handout.

Have students make corrections as needed.

Do not have the students share any notes or questions they have written on the back of the handout.

Tell the students they can share those notes and questions with a parent.

END: Evaluate

Activities about **Puberty and Hygiene** have purposes that may not be apparent to 5th graders. It is important that you provide closure through questioning skills to assess if your students understand the lesson.

Activity: **Jeopardy**

Directions:

factile Project and play **Puberty Jeopardy** <https://www.playfactile.com/whatispuberty>

Always Changing: A Video About Puberty

The front: guiding questions on puberty that the video answers.

The back: a blank area for you to write any questions you have about puberty and the changes that happen. (This is your area for reflection and is to remain private unless you choose to share.)

1. What exactly is puberty anyway?
2. What causes the changes that occur during puberty?
3. How long does it take for the changes to occur?
4. What are some of the physical and emotional changes that girls will experience?
5. What are some of the physical and emotional changes that boys will experience?
6. When does puberty usually start in girls and when does it start in boys?
7. What is hygiene and why is it super important during puberty?
8. What are some good hygiene practices that I need to start soon?

Always, P&G School Programs, director. *Always Changing and Growing Up*. YouTube-Always Changing and Growing Up-Co-Ed Puberty Education Video, Always, 4 Oct. 2016, www.youtube.com/watch?v=tKfJ8w7XX6E&t=274s. (Accessed August 29, 2019)

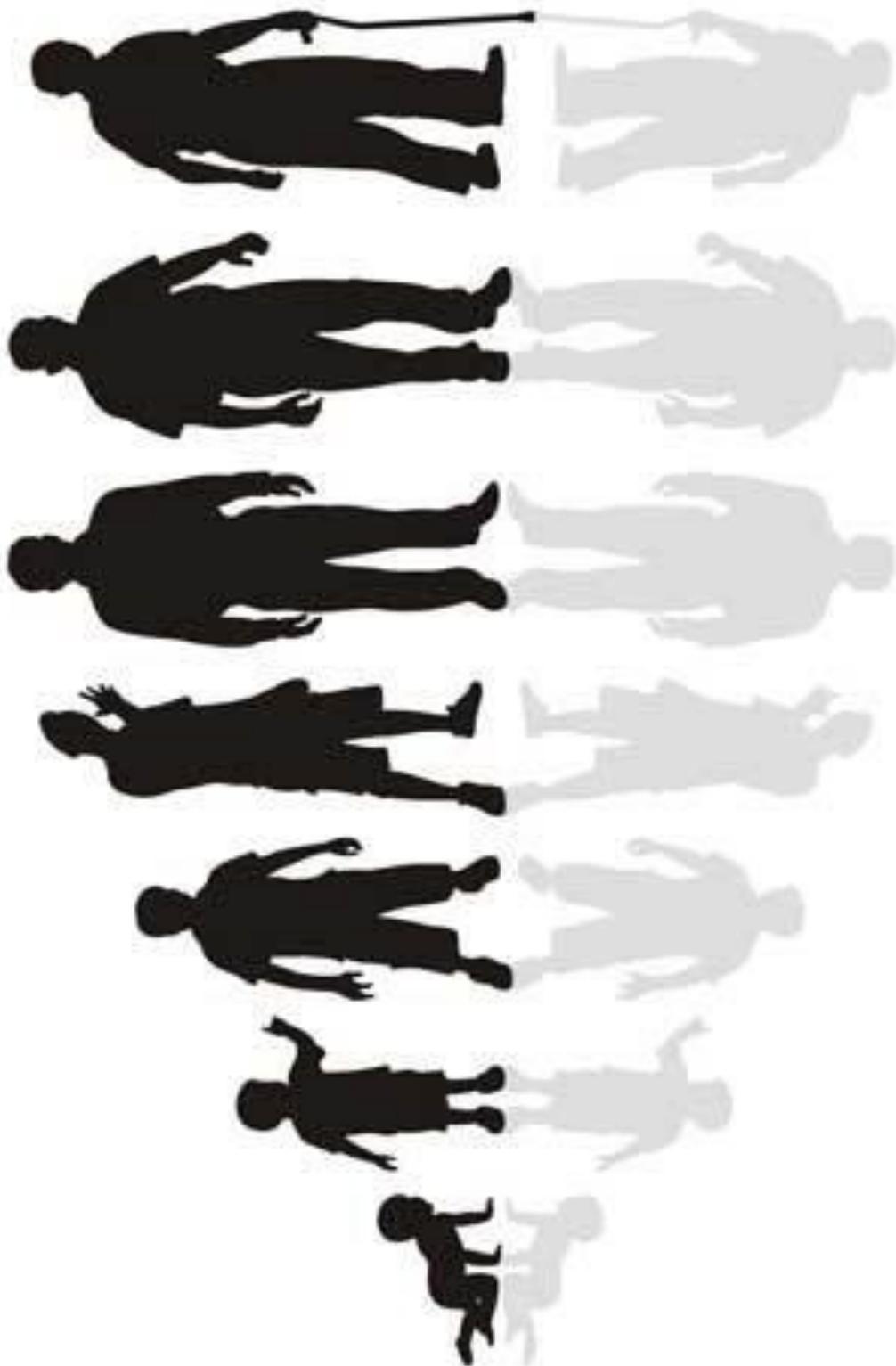
Other Notes and Questions I Have About Puberty
Private//Confidential

DRAFT

A trusted parent(s) or adult I can share my questions and concerns about puberty with is _____.

Always, P&G School Programs, director. *Always Changing and Growing Up*. YouTube-*Always Changing and Growing Up-Co-Ed Puberty Education Video*, Always, 4 Oct. 2016, www.youtube.com/watch?v=tKfJ8w7XX6E&t=274s. (Accessed August 29, 2019)

Austin Independent School District



Ripon, Nazrul I. "Life Stages." Wikimedia- Common, Nazrul I Ripon, 1 Jan. 2014, commons.wikimedia.org/wiki/File:Life-stages.jpg#filelinks. (Accessed August 29, 2019)

Always Changing: A Video About the Four Stages of Puberty

TEACHER KEY (The responses here are from the video; however, answers could vary.)

1. What exactly is puberty anyway?
Puberty is a series of changes that your body—and all of your friends' bodies—will go through as you grow up and eventually become an adult.
2. What causes the changes that occur during puberty?
It all starts here in a tiny little gland located under the front of your brain called the pituitary gland. For girls, your pituitary gland sends a signal to your ovaries to begin making a hormone called estrogen. The estrogen made by your ovaries during puberty travels throughout your entire body and causes the changes. Boys go through this process too, but the hormone in charge of their body changes is called testosterone. As boys begin puberty, the pituitary gland sends a signal to their testicles to begin making testosterone, which causes their bodies to grow and develop, too.
3. How long does it take for the changes to occur?
Whether you're a boy or a girl, these changes happen slowly over time.
4. What are some of the physical and emotional changes that girls will experience?
For girls, you'll get taller during puberty. Your breasts will get bigger. You'll start growing body hair in new places and you may get body odor. Your skin and hair may become oily, and you may get pimples. You may also get angry more easily and go through mood swings. The biggest change you'll experience is that you'll start your period—menstruation.
5. What are some of the physical and emotional changes that boys will experience?
Boys will get taller, bigger and stronger. Just like girls, your skin and hair may become oily, and you may get pimples. You may sweat more and develop body odor. Your penis and testicles will start to get bigger and longer, and you'll begin producing sperm, which is the male reproductive cell. Your testicles will start hanging lower and you'll begin to grow pubic hair at the base of your penis. You'll also grow hair in a few other new places, like on your face, under your arms, on your legs and sometimes on your chest. Your body shape will fill out to be more like a grown man. Your chest and shoulders will become broader. Your muscles will become more developed. Your voice may also start to “crack” as it becomes deeper.
6. When does puberty usually start in girls and when does it start in boys?
Puberty for boys usually starts between the ages of 10 and 17; for girls, puberty usually starts between the ages of 8 and 13. The changes that occur during puberty last for a several years.
7. What is hygiene and why is it super-important during puberty?
Hygiene involves those practices that help you keep your body clean and healthy. This is especially important during puberty because you start producing a certain kind of sweat that can cause body odor when it mixes with bacteria. Also, your body starts producing sebum, an oily substance that can cause acne and make your hair look and feel greasy.
8. What are some good hygiene practices?
Bathing and shampooing daily, brushing and flossing teeth twice a day, washing face and hands, using deodorant, shaving safely, clipping nails. Other healthy practices include eating nutritious foods, exercising, and getting plenty of sleep (especially following a regular sleep routine).

Always, P&G School Programs, director. *Always Changing and Growing Up*. YouTube-Always Changing and Growing Up-Co-Ed Puberty Education Video, Always, 4 Oct. 2016, www.youtube.com/watch?v=tkfj8w7XX6E&t=274s. (Accessed August 29, 2019)

Austin ISD Human Sexuality and Responsibility

Grade Level: 5

Unit: Human Sexuality and Responsibility

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Students will describe

1. Two classroom ground rules;
2. Two ways rules are kept;
3. Identify a parent(s) or trusted adult to talk about today's lesson.

Teacher Tip: Review "Guidelines for Discussion" to ensure a safe climate for the discussion of sensitive topics.

For questions that teachers don't feel comfortable answering please refer students to talk to a trusted adult.

Use equity practices to solicit responses from all students such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson 4: Body Image

LESSON SUMMARY: Body Image. Students learn how ideas about body image can be influenced by others.

NSES

PD.5.INF.1: Describe how friends, family, media, society, and culture can influence ideas about body image

PD.5.AI.2: Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues

PD.5.SM.1: Explain ways to manage the physical and emotional changes associated with puberty

LESSON OBJECTIVES

Describe factors that affect body image

Identify trusted adults to talk to about puberty, body image, and hygiene

Explain how to manage physical and emotional changes during puberty

MATERIALS

copies My Self-Portrait

copies of This is ME

VOCABULARY

body image: a subjective picture of one's own physical appearance established both by self-observation and by noting the reactions of others.

self-esteem: pride in oneself/one's abilities, faith in oneself

BEGINNING – Engage

Activity: **Our uniqueness**

Directions:

Say: In our previous lesson, we were talking about how our bodies start to change during puberty. As our bodies start changing, we also start to become more aware of our looks and how other people look. Today, we are going to talk about healthy attitudes about our bodies and ourselves.

Point out...everyone has strengths and that these strengths are part of what make us unique and special. The fact that we are all different is also part of what makes the world interesting. Sometimes, however, our uniqueness makes us feel uncomfortable in situations or that we don't "fit in"

Have student think about a time when they felt that they did not "fit in" or you felt like you were not welcomed. You may, also, ask students to reflect on whether they may have ever picked on someone or made them feel unwelcomed because they saw the other person as different.

Ask for volunteers to share...What was it that made you feel like you didn't fit in or weren't welcomed?

How did it make you feel?

How did you deal with the situation?

Looking back at the situation, was it you or the other(s) that made you feel like you didn't fit in?

NOTE: Allow this to be a sharing time without a lot of processing or attempted problem-solving. Don't let it turn into a time to make fun of or further tease participants.

Acknowledge that being made to feel different or weird can hurt a lot.

Reinforce positive actions or thoughts that are shared.

If young people share things that are currently happening and are of concern, follow-up privately with them afterward to learn if they need additional support or intervention.

Our uniqueness is not something to be embarrassed about or ashamed of; it is something to be to be shared and celebrated; and to be proud.

MIDDLE- Explore

Activity: **My Self -Portrait**

Directions:

Tell students that the physical and emotional changes that may happen during puberty can make it harder to feel good about your body. Thinking about things that you like about your body, what you can do with your body, or things that you like about yourself, in general, can make you feel better today and as you go through puberty.

Have students complete a My Self-Portrait, drawing an image of they see themselves.

After a few minutes of drawing begin

Do you ever wish you could change something about your body? If so, you're not alone. Lots of people feel unhappy with some part of their looks. But when you get stuck on what you don't like, it can really bring down.

You don't need a perfect body to have a good body image. When you like your body as it is, right now, you boost your happiness and you build pride in and value yourself. This pride and value is called self-esteem.

Direct students to complete table at the bottom of their portraits, listing 3 positive physical characteristics (their looks/body; the outside that people see) and 3 positive emotional/personality traits (who they are on the inside)

NOTE: Some students may not find anything positive on their self-portraits. Be prepared to encourage them and even offer suggestions.

END: Evaluate

Activity: **This is ME**

Directions:

Hand out This is ME sheet

Tell students “This is ME” is to help them identify their own positive traits and characteristics and to recognize their accomplishments.

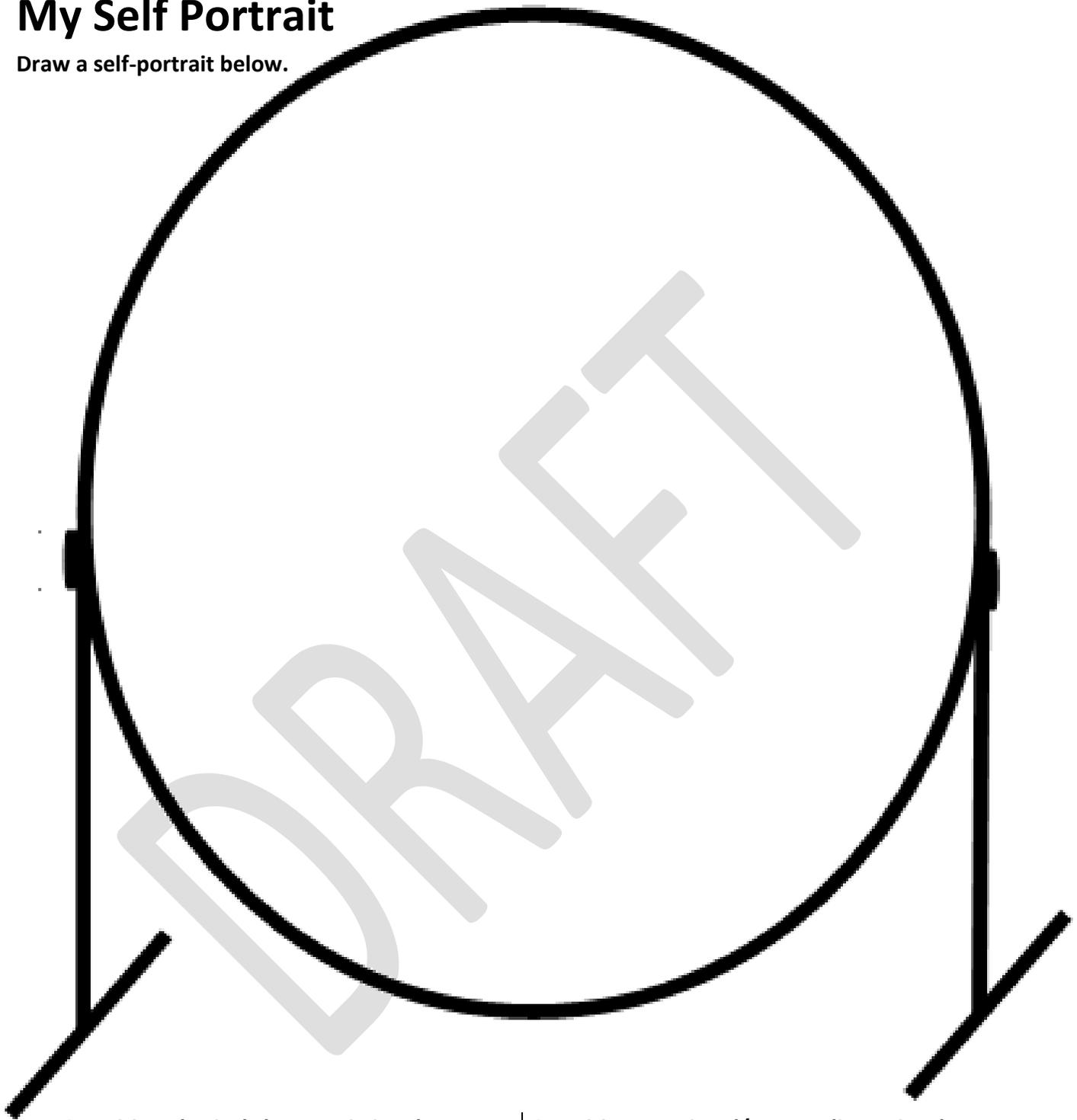
Encourage students to think about each sentence and not to rush.

Invite students to bring their work home and share with their parent. Post it in their room (preferably, next to a mirror). This will help to remind them of the uniqueness and positivity they bring to the world.

DRAFT

My Self Portrait

Draw a self-portrait below.



3 positive physical characteristics about me
(outside)

3 positive emotional/personality traits I have
(inside)

This is ME...



My friends think I am terrific because...

My fellow students say I am great at...



Something that makes me unique is...

Something I am very proud of...



I make my family happy when I...

I feel very happy when I...



Adult(s) with whom I can talk: _____

Austin ISD Human Sexuality and Responsibility

Grade Level: 5

Unit: Human Sexuality and Responsibility

Ground Rules

Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules, at the onset of this curriculum.

Students will describe or identify:

1. Two classroom ground rules;
2. Two ways rules are kept;
3. A parent(s) or trusted adult to talk to about today's lesson.

Teacher Tip: Review "Guidelines for Discussion" to ensure a safe climate for the discussion of sensitive topics.

For questions that teachers don't feel comfortable answering, please refer students to talk to a trusted adult.

Use equity practices to solicit responses from all students such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson 5: Reproductive System and Pregnancy

LESSON SUMMARY: Anatomy and Physiology. Students learn about the parts of the reproductive system and their functions.

Pregnancy and Reproduction Students learn about how women become pregnant.

NSES

PR.5.CC.1: Describe the process of human reproduction.

AP.5.CC.1: Describe male and female reproductive systems including body parts and their functions.

AP.5.AI.1: Identify medically accurate information about female and male reproductive anatomy.

SH.5.CC.1: Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission.

LESSON OBJECTIVES

1. Describe the human reproductive anatomy for males and females.
2. Describe the way humans reproduce.
3. Identify effects and consequences of sexual reproduction, STIs/STDs, pregnancy.

MATERIALS

Copy of "All living things reproduce" to project

Student copies: Male Reproductive Anatomy, Female Reproductive Anatomy

Copies of Male? Female? or Both? (quiz)

Copies of "From Puberty to Pregnancy to Birth"

VOCABULARY

Human reproduction: any form of sexual reproduction resulting in human fertilization.

Fertilization: the process in sexual reproduction in which sperm (from the male) unites with an egg (from the female).

Pregnancy: the state of carrying a child within the human female body.

Birth: the baby is delivered out of the body through the vagina.

BEGINNING – Engage (10-15 Minutes)

NOTE: Be prepared for students to use slang terminology. Refer to the scientific terminology of the lesson. If students bring up topics beyond the scope of this lesson, tell them to discuss with a trusted adult.

Activity: Male and Female Reproductive Systems Anatomy

Directions:

Write on the board “All living things reproduce”

Have students discuss the implications of this statement.

All living things reproduce. Reproduction—the process by which organisms make more organisms like themselves—is one of the things that sets living things apart from nonliving matter. But even though the reproductive system is essential to keeping a species alive, unlike other body systems, it's not essential to keeping an individual alive.

Share that today's class is about human reproduction.

Say, “Today we will be discussing a mature topic that is important for us to know about. By this time, we know most of the names for our body parts. You will be learning about the scientific names for the male and female anatomy.”

Go over the anatomy and have students label the illustrations.

Project the view of the male:

Begin the review, labeling as you go.

Male reproductive parts are mostly outside of the body. This is a side view of the **male reproductive system**. On the outside he has two parts.

Can anyone name them? That's right, “**penis**” and “**scrotum**.”

The scrotum holds the “**testicles**” or “**testes**.”

The job of the scrotum is to hold the “testicles” or “testes” at the proper temperature—lower than 98.6 degrees (normal body temperature)—for making sperm.

Who knows the testicles' other job, besides producing sperm? They also make male hormones to give him a deeper voice, broader shoulders, and all the other characteristics of an adult male body.

The testes produce **sperm**.

The **epididymis** is the tube that carries the sperm.

The sperm travel through a tube called the **vas deferens**, where fluids are added to nourish, protect, and otherwise help the sperm. This combination of fluids that assist the sperm is known as **semen**.

The **urethra** is a tube that connects the bladder to the penis. The urethra has two jobs, one as part of the urinary system and one as part of the reproductive system: **urination** (part of the urinary system; eliminates urine from the body) and **ejaculation** (part of reproductive system; releases sperm from the male).

A man has two openings in his private parts, the urethra is one. The other opening from a man's private parts is his anus, where a bowel movement (“poop”) comes out (not actually part of the reproductive system).

Display the front/side view of the female:

Start reviewing:

Most of the female reproductive systems is inside of the body. Let's review the female reproductive system.

Females have two **ovaries** that produce **eggs** and take turns releasing an egg each month during the menstrual cycle.

When an egg leaves an **ovary**, it goes into one of the **fallopian tubes**.

Then the egg travels down to the **uterus**.

If the egg is fertilized, it stays in the uterus for nine months where it develops into a baby. The female does not experience a menstrual cycle during this time.

If the egg is not fertilized, the lining of the uterus is released, along with unfertilized egg, and flows out of the body during the **menstrual cycle**. This is typically called a female's "period."

The bottom of the uterus is the **cervix**. The cervix connects the uterus to the **vagina**, which opens to the outside of the female body.

Of course, even though the bladder and anus are nearby, they aren't actually PART of the reproductive system. They have nothing to do with making a baby.

A female has three openings in her private parts.

In the **front** is the tube that urine ("pee") comes out from. It's called the same thing we called it in the male: the urethra. And of course, it is attached to the place where urine is stored: the bladder.

However, unlike in males, the urethra in females is not considered part of the reproductive system.

In the **middle** is the opening that leads from the uterus to the outside of the body--the vagina.

The **back** opening is the opening a bowel movement comes out of. What did we call it in the male? The anus.

MIDDLE: Explain (15-20 minutes)

Activity: **From Puberty to Pregnancy to Birth**

Directions:

Discuss the events in the reproduction process.

In the human reproductive process, the male penis is inserted into the female vagina and the male's semen is ejaculated into the female. This step is known as "**sexual intercourse**." The sperm that successfully travels up into the fallopian tube may unite with and fertilize the female's egg. The male sperm, and the female egg join in the female's reproductive system.

The purpose of the male reproductive system is to produce sperm. Sperm carry half of the DNA, or genetic information, needed in the production of a baby. Without sperm, there is no way for a baby to be created or conceived.

When the sperm fertilizes, or meets, the egg, this is called fertilization. Then the female's body will carry the developing baby (fetus) from fertilization through pregnancy and childbirth.

Have students complete the handout: **From Puberty to Pregnancy to Birth** (Answer key: top: 1, 5; middle: 2, 6; bottom: 4, 3)

Show the slideshow from KidsHealth—Female Reproductive System

<https://kidshealth.org/en/teens/female-repro.html>

END: Evaluate (15-20 minutes)

Activities about **Pregnancy and Reproduction** have a purpose that may not be apparent to 5th graders. It is important that you provide closure through questioning skills to assess whether your students understand the lesson.

Directions:

Pregnancy is but one of the consequences of sexual intercourse. There are diseases and viruses that can be transmitted from one person to another person through sexual intercourse. These viruses are known as **Sexually Transmitted Infections** or STIs. Some STIs can be cured by taking medication given by a doctor. Some STIs can be treated by a doctor, but the infected person will always have them in their bodies. These STIs are risky because there is always the chance that the person that has it can give it to another person. Some STIs may eventually cause a person to die. Until you are an adult and know all of the ways to protect yourself from getting pregnant or getting a Sexually Transmitted Infection, it is best for you not to have sexual intercourse.

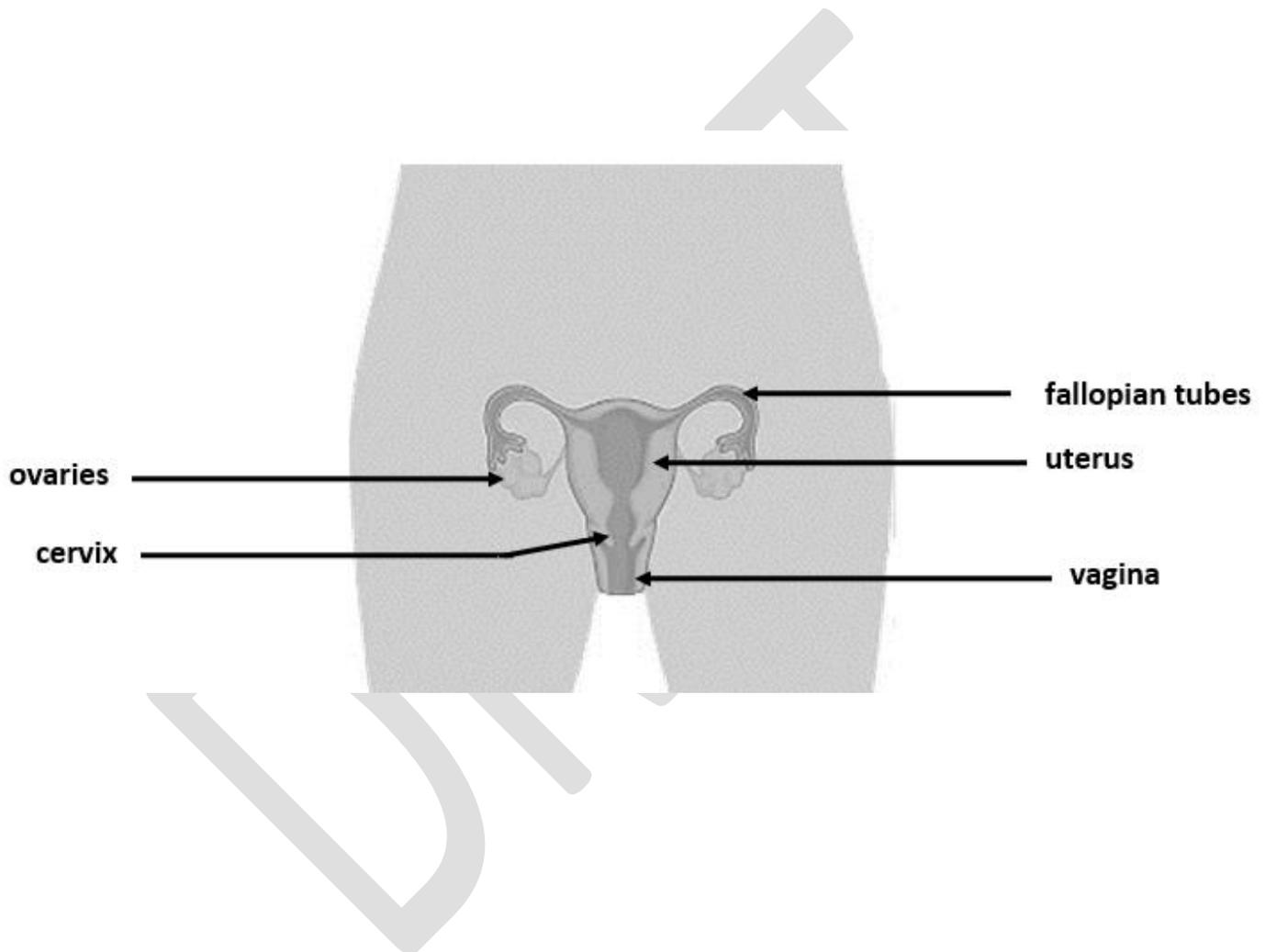
Before we leave the discussion of STIs, it is important that we take time to discuss one particular virus that you can get through sexual intercourse (which can be prevented by not having sexual intercourse) because you can also get it other ways. This virus is HIV—human immunodeficiency virus.



Show the YouTube video [What is HIV?](#)

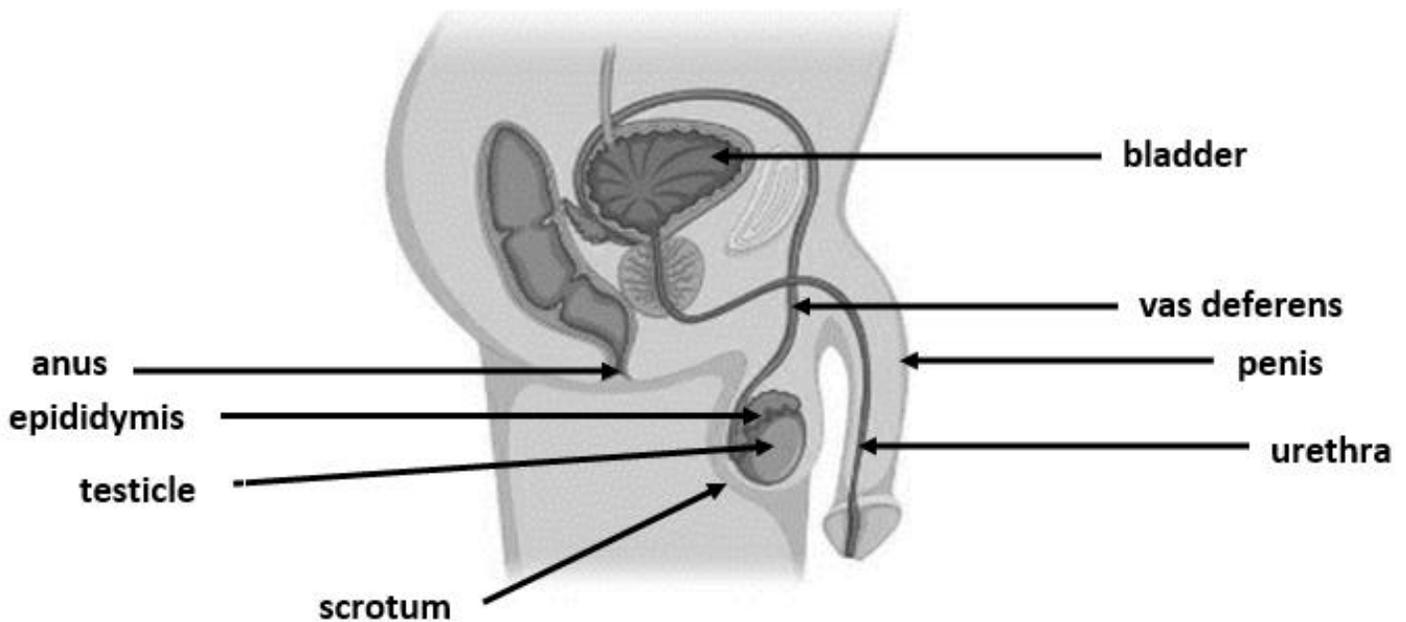
(Make sure you are logged in to your Google account. Click on the blue button- "Sign in".)

Female Reproductive Anatomy **KEY**



Bramantyo, Husni. "Medical Drawing of the Female Reproductive System." 33341446-Stock Illustrations, Cliparts, And Royalty Free , 123RF.Com, <https://www.123rf.com/clipart-vector/33341446.html?oriSearch=59313983&sti=nddjus3ua2d9qfcgzl>.

Male Reproductive Anatomy **KEY**

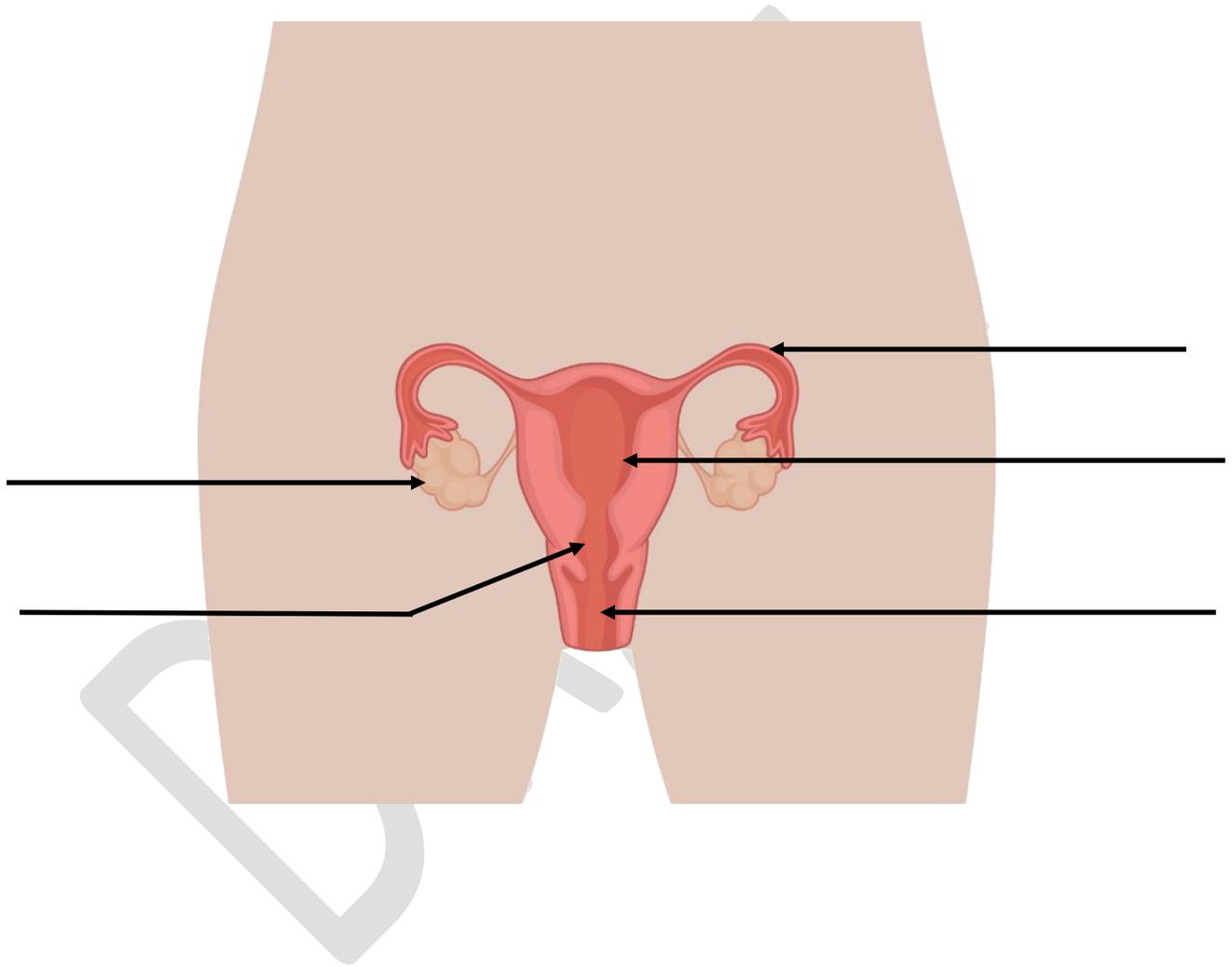


The 2 parts of parts labeled above that are NOT part of the male reproductive system are:

_____ **anus** _____ and _____ **bladder** _____.

Images. "Medical Illustration of the Male Reproductive System and Prostate Gland." 59313983-Stock Vector Illustration and Royalty Free Clipart, 123RF.Com, [https://www.123rf.com/clipart-vector/59313983.html?oriSearch=prostate gland in male human illustration&sti=mfymvb4f2bjfa81o7|&mediapopup=59313983](https://www.123rf.com/clipart-vector/59313983.html?oriSearch=prostate+gland+in+male+human+illustration&sti=mfymvb4f2bjfa81o7|&mediapopup=59313983).

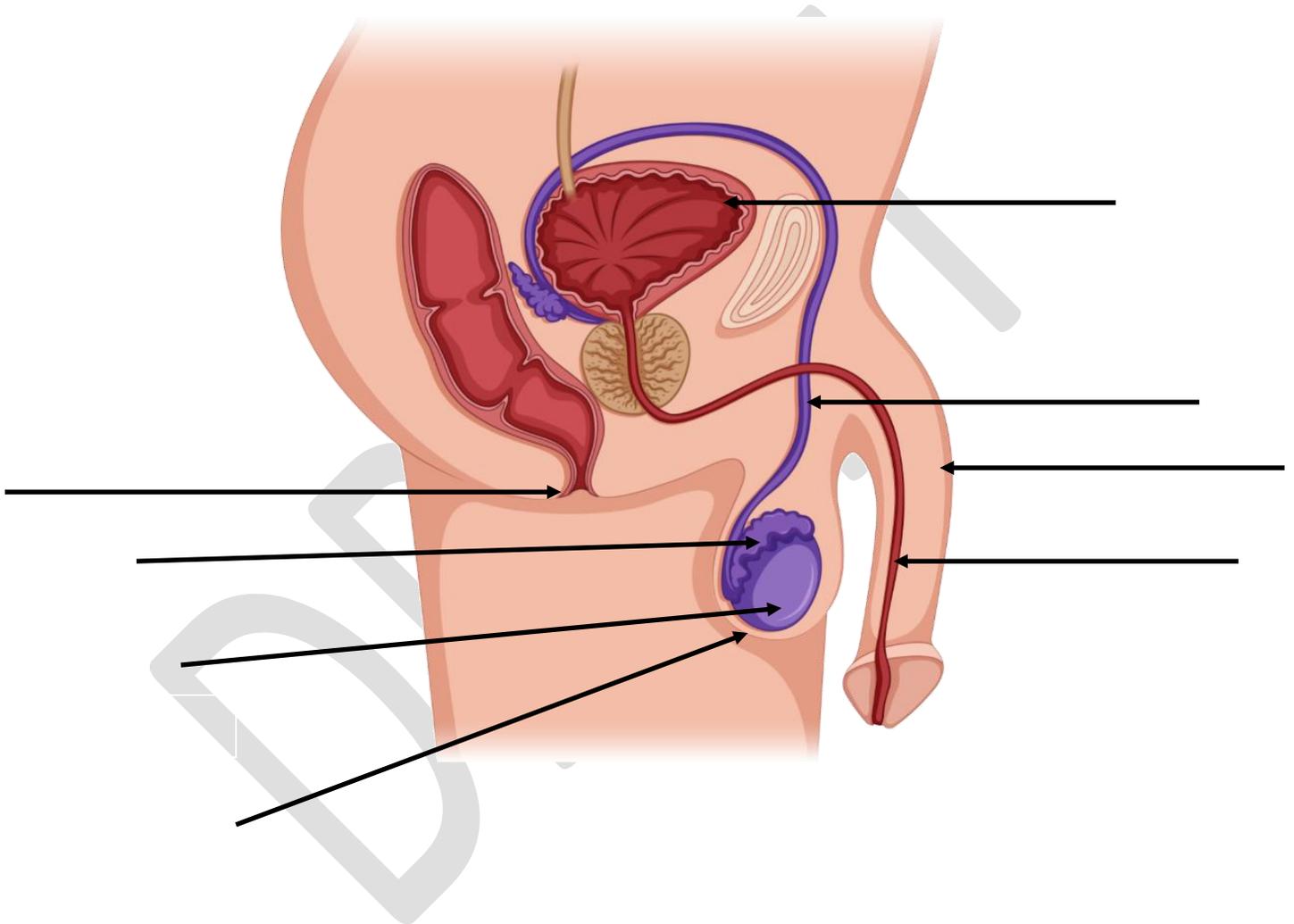
Female Reproductive Anatomy



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Austin Independent School District

Male Reproductive Anatomy



The 2 parts of parts labeled above that are NOT part of the male reproductive system are:

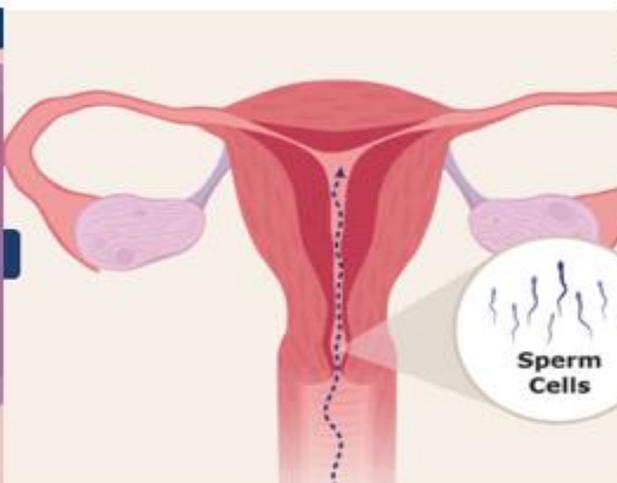
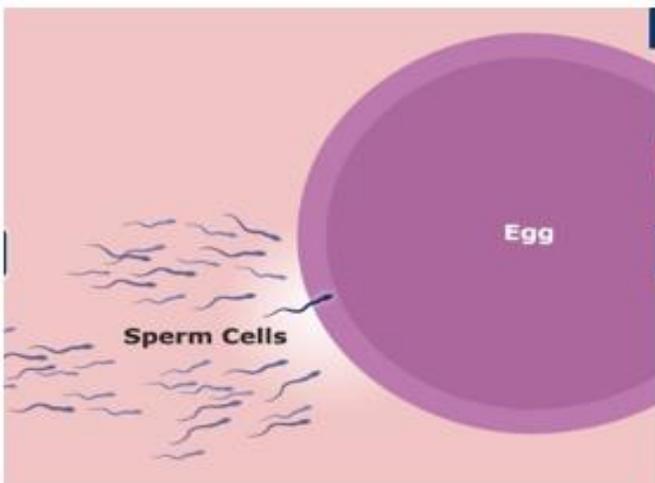
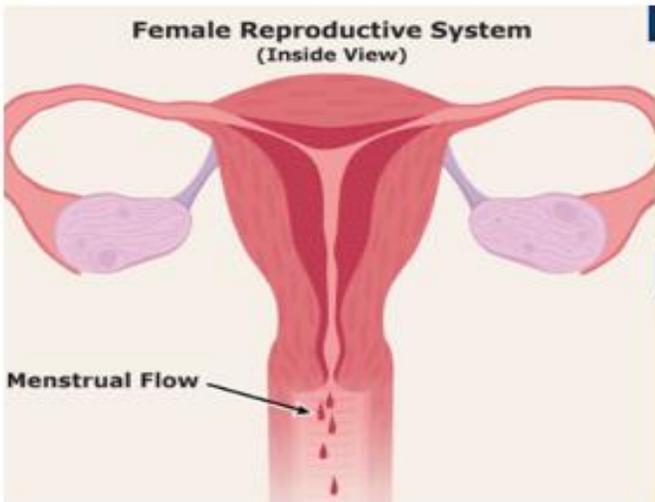
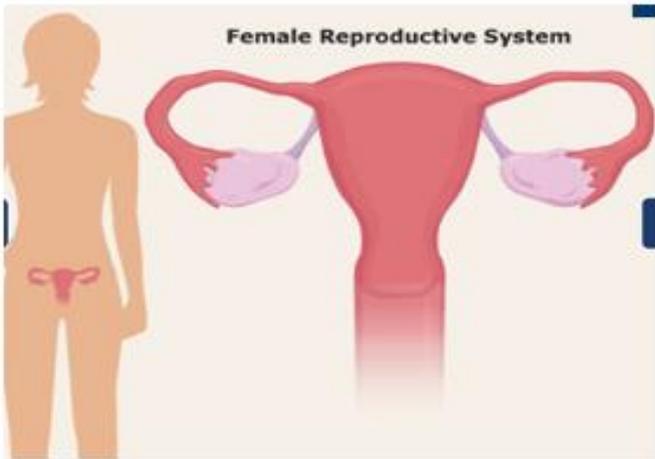
_____ and _____.

From Puberty to Pregnancy to Birth

Name _____

With your table partners, use the numbers 1, 2, 3, 4, 5, 6 to put these pictures in order.

Use the vocabulary page to add one term to each picture.



Pregnancy and Reproduction Vocabulary

Name _____

With your shoulder partner, read the terms and the definitions.

Discuss if the term applies to male, female, or both.

Male? Female? or Both?

_____ Puberty	Process during which adolescents reach reproductive maturity
_____ Testes/testicles	Reproductive organ that produces sperm and hormones
_____ Ovaries	Reproductive organ that produces eggs and hormones
_____ Menstrual cycle	Events involving the development and release of an egg
_____ Fertilization	The process in which a sperm and egg fuse to form a new cell
_____ Sperm	Reproductive cell
_____ Ovaries	Produce eggs
_____ Fallopian tubes	Transports egg to uterus, acts as site of fertilization
_____ Uterus	Supports a developing embryo
_____ Cervix	Allows passage between the uterus and the vagina
_____ Vagina	Acts as birth canal, passes menstrual flow
_____ Breasts	Produce and deliver milk
_____ Testes	Produce sperm and male hormones
_____ Scrotum	Supports testes and regulates their temperature
_____ Vas deferens	Transports sperm
_____ Egg	Reproductive cell
_____ Penis	Transfers sperm into female

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