

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: My Body and Puberty

LESSON SUMMARY: Students review the reproductive system parts and functions as well as the changes that occur during puberty.

TEKS

5.22.(A) explain the physical, social, and emotional changes that occur in males and females during puberty and adolescent development;

5.22.(C) identify and describe the role of hormones in the growth and development of secondary sex characteristics such as body hair growth and voice change in males;

NSES

AP.5.CC.1: Recall the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies

PD.5.CC.1: Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset and progression of puberty can vary

PD.5.CC.4: Describe the role hormones play in the physical, social, cognitive, and emotional changes during adolescence and the potential role of hormone blockers on young people who identify as transgender

PD.5.AI.1: Identify credible sources of information about puberty and personal hygiene

PD.5.AI.2: Identify trusted adults, including parents, caregivers, and health care professionals, whom students can ask questions about puberty and adolescent health

PD.5.GS.1: Make a plan for maintaining personal hygiene during puberty

LESSON OBJECTIVES

Increase comfort with using terms used for reproductive anatomy parts and functions

Demonstrate an understanding of the changes that occur during puberty

Identify credible sources of information, including trusted adults, related to puberty and personal hygiene

MATERIALS

Sticky notes or note cards and tape
Reproductive Systems Handout
Puberty Changes Cards
Puberty Changes Teacher Resource
Managing Puberty Changes Teacher Resource

VOCABULARY

Reproduction, testicles/testes, sperm, scrotum, penis, vas deferens, semen, ovaries, fallopian tubes, uterus, cervix, vagina, labia, clitoris, urethra, anus, bladder.

Puberty

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

BEGINNING – Engage (5-10 Minutes)

Activity: **The Words We Use**

In this activity, students become more familiar with terms for reproductive anatomy and become more comfortable with the terms in a classroom setting.

Ask students to think of the real words for body parts that are not related to reproduction (elbow, foot, eyes, heart, kidneys etc.). Ask them to raise their hands and share these words.

Write each word on the board under the heading **Other Body Parts**.

Ask students to think of the real words for body parts related to reproduction (penis, breast, vulva, scrotum, uterus, vas deferens etc.). Acknowledge that there are slang words, but for this activity the goal is to begin to use the scientific terms. Ask them to raise their hands and share these words.

Write each word on the board under the heading **Reproductive Body Parts**.

Discuss the following questions and share the responses if they are not brought up by the class:

- **How did it feel to say/hear the words on the first list (other body parts)?** Answers may include:
 - Comfortable, easy, familiar
- **How did it feel to say/hear the words on the second list (sexual body parts)?** Answers may include:
 - Embarrassing, uncomfortable, uneasy, unfamiliar
 - Private
 - Afraid someone will laugh
- **Why do people use slang for body parts related to sexuality?**
 - To hide embarrassment
 - Don't know the scientific word
- **What are the benefits of using scientific words instead of slang?**
 - Scientific words have an official agreed-upon definition, which reduces confusion and misunderstandings.
 - Slang words can change meaning over time, or in different places. For example, in North America the word 'fanny' means 'bottom', but in the UK and Australia fanny means vagina.
 - Some slang terms are offensive or can perpetuate inequity or power imbalances.

MIDDLE: Explore(30-35 minutes)

Activity: Knowing the Reproductive Organs

Directions:

Distribute the Reproductive Systems Handout and some colored pencils or crayons.

Use the images or slides to talk through the parts. *(Note: if using the slides, the parts will be introduced one at a time, so be sure to go in the order they are described. Refer to the notes under each slide for timing of each click.)* As you describe each, have the students label and color that part, using a different color for each part. Students can choose which colors they would like to use.

Display the side view of the penis structure and explain what they are looking at (a side view of the inside of a person's body).

Start by explaining that this is a typical example of how bodies are made for people with a penis, but that all bodies are unique so they won't look exactly like this. *Be sure to give students time to label and color each part as you speak.*

The outside of this type of reproductive system has two parts.

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

On the inside of this type of body, the scrotum holds the "**testicles**" or "**testes.**" There are 2 testicles and they produce **sperm**. Sperm are the cells that, when joined with an egg from a person with ovaries, create a baby. The scrotum holds the testes "outside" of the body because sperm need a lower temperature than the normal body temperature of 98.6 degrees.

The tube that goes from the testes is called the **vas deferens**.

This tube travels up and around the **bladder** where it joins with the **urethra**. The urethra tube then runs through the penis and opens at the end to let fluid out of the body.

Ask: Can anyone tell me which fluids leave the body through the urethra?

There are actually two different fluids: one is urine that comes from the bladder. The other is called **semen**. This is fluid that carries **sperm** from the testes.

A person with a penis has two openings in this part of the body, the urethra is one. The other opening is the anus, where a bowel movement ("poop") comes out (not actually part of the reproductive system).

Explain that we are going to look at images of both the internal and external parts for people with this next type of reproductive system, starting with the inside. Display the front view of the internal uterine structures and explain what they are seeing (the front view of the inside of a person's body).

People with this type of system typically have two **ovaries** that produce and store **eggs**. Eggs are the cells that, when joined with sperm from a person with a penis, create a baby. (Note that we are going to talk more about this process in the next lesson.)

Attached to the **ovaries** are the two **fallopian tubes**.

The fallopian tubes lead to the **uterus**.

The bottom of the uterus is the **cervix**.

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

Now let's look at the outside structures of this system.

Start by explaining that this is a typical example of how bodies are made for people with a vagina, but that all bodies are unique so they won't look exactly like this.

This outside structure with all of the different parts is called the **vulva**.

The vulva is made up of two sets of **labia** or lips, the **labia majora**, or outer lips, and the **labia minora**, or inner lips.

At the top point where the labia minora meet is the tip of a structure called the **clitoris**.

A person with a vulva has three openings in this part of the body.

The tube that urine (“pee”) comes out from. It’s called the same thing we called it in the other system: the **urethra**. And of course, it is attached to the place where urine is stored: the bladder. The urethra in this type of body is not considered part of the reproductive system.

The middle opening is the **opening of the vagina**.

And just like in the other system, the **anus** is the opening a bowel movement comes out of.

Activity: **Changes in Puberty**

Directions: Start by giving each student 2 sticky notes (Post-Its or note cards and tape)

On the board or on two pieces of chart paper, **write** the headings **What is puberty?** and **How old are people when puberty begins?**

Ask students to answer these two questions on their two pieces of sticky notes. Explain that they do not need to put their name on these. Give them 1-2 minutes to respond. Then ask everyone to go to the board or chart papers and place their responses in the right category.

As students return to their seats, look at the students' responses and group like answers together. Start by reviewing the “What is Puberty?” responses. Discuss the variety of responses and then end by writing:

Puberty is the period of growing and changing from a child to an adult.

Then discuss what the students thought about the age that puberty starts. End by summarizing the following:

- **Puberty generally begins sometime between age 8 and 16.**
- **Each person is different and will start and go through puberty at their own body’s rate.**

Next, distribute the Puberty Changes Cards.

Write on the board or on two pieces of chart paper:

Physical Changes

Social/Emotional Changes

Either individually or working in pairs, ask students to decide if the puberty change card they have is either a physical change or an emotional or social change and to post the card in the appropriate category.

Once the cards have all been placed in a category, discuss each change as needed for student understanding. See Puberty Changes Answer Key Teacher Resource for additional talking points.

END: Evaluate (10-15 minutes)

Distribute more sticky notes. Have students work in pairs or small groups. Ask them to come up with ideas on ways to cope with all of these changes in puberty and to write one idea per sticky note. Give them about 3-5 minutes to discuss and write.

Next, ask students to post their ideas on the board or chart paper next to the puberty change that their idea would address. For example, “using deodorant” might be posted next to the *Sweat Glands Develop* card.

Review the ideas and discuss any additional ideas or questions.

See the Managing Puberty Changes Teacher Resource for ideas and talking points.

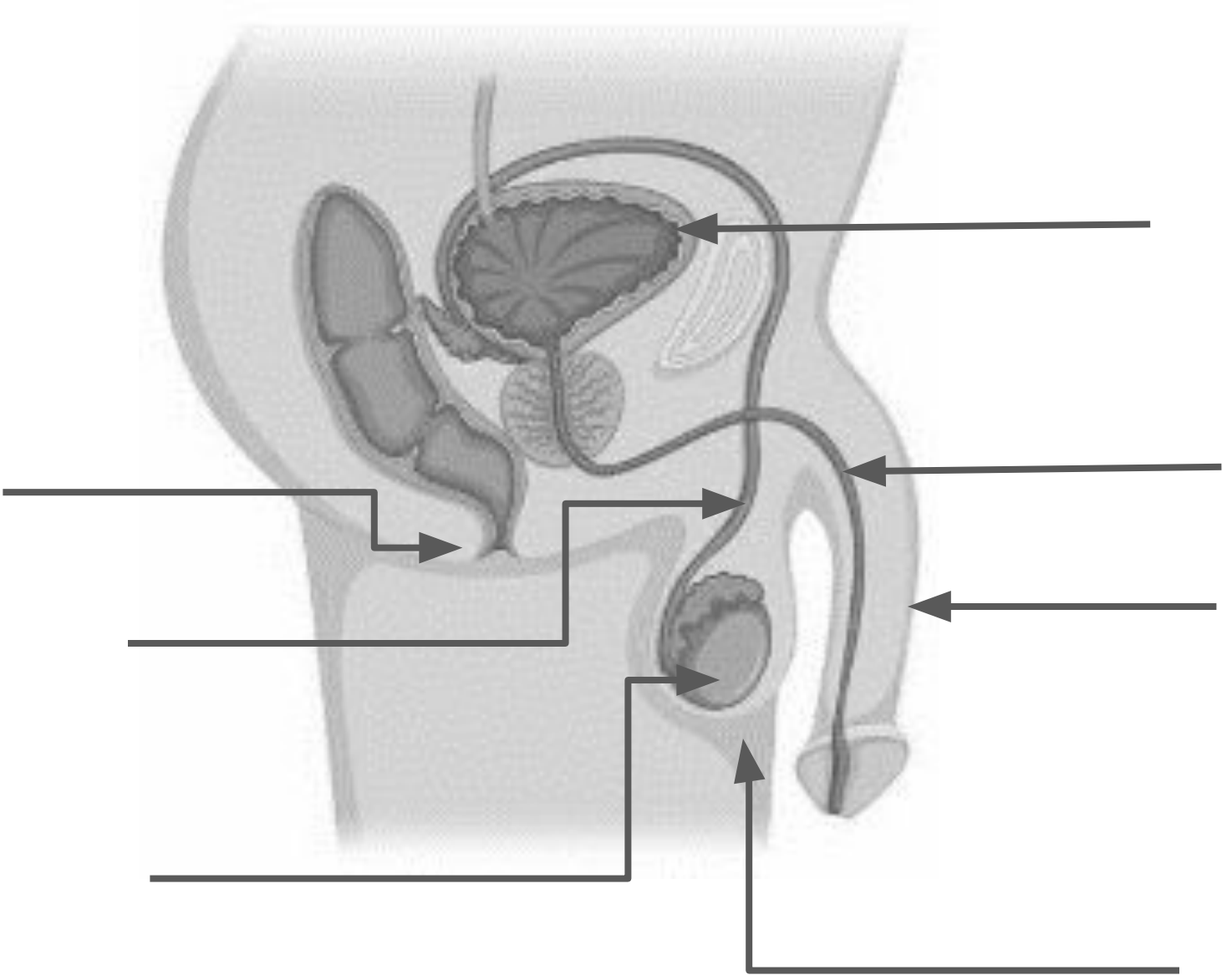
Wrap up the lesson by asking the following questions (students can answer these privately, in a journal, or in pairs or as a full group):

- What is one thing you learned today about how bodies change during puberty?
- What are you most looking forward to about your body growing and changing?

Direct students to the Home Connections Handout and ask them to identify 2 trusted adults they can talk to about their changing body.

My Body: Reproductive Systems

Follow along with the class discussion. As each part is described, use the word bank below to label the parts and the colored pencils to color each part, using a different color for each.

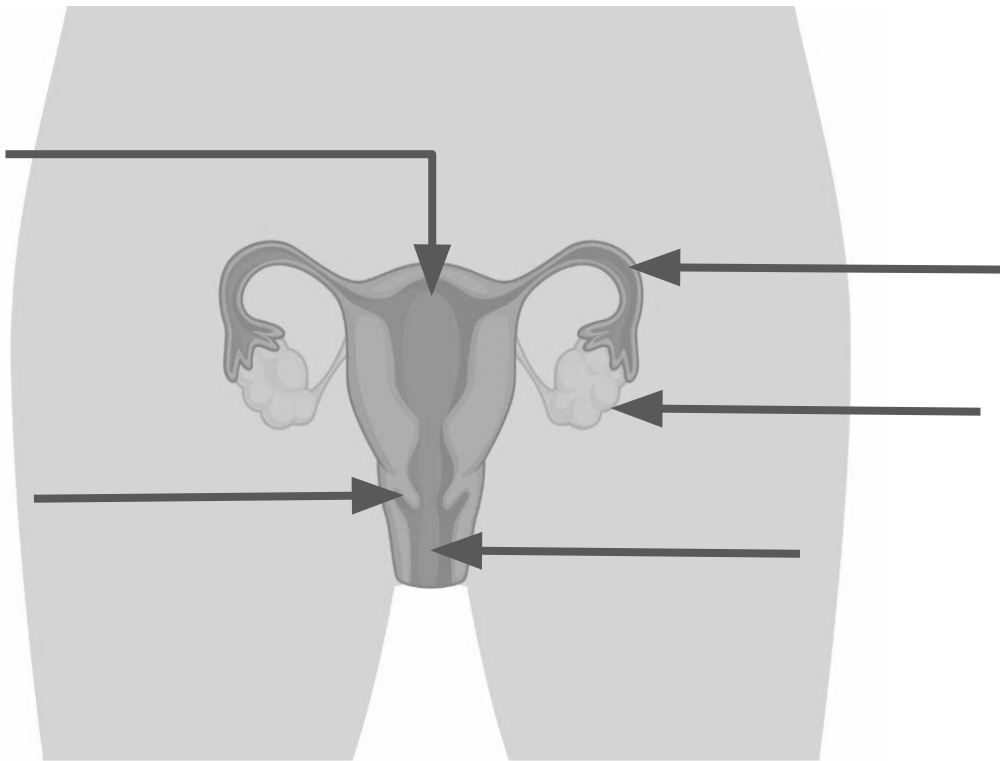


Word Bank

vas deferens	penis	bladder
testes	urethra	scrotum
		anus

My Body: Reproductive Systems

Follow along with the class discussion. As each part is described, use the word banks to label the internal and external parts and the colored pencils to color each part, using a different color for each.

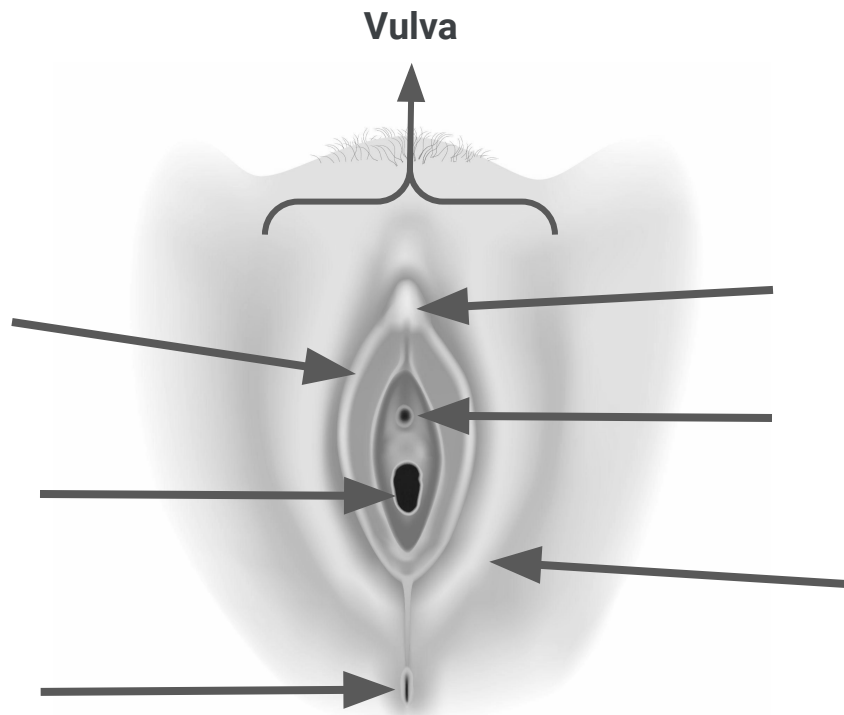


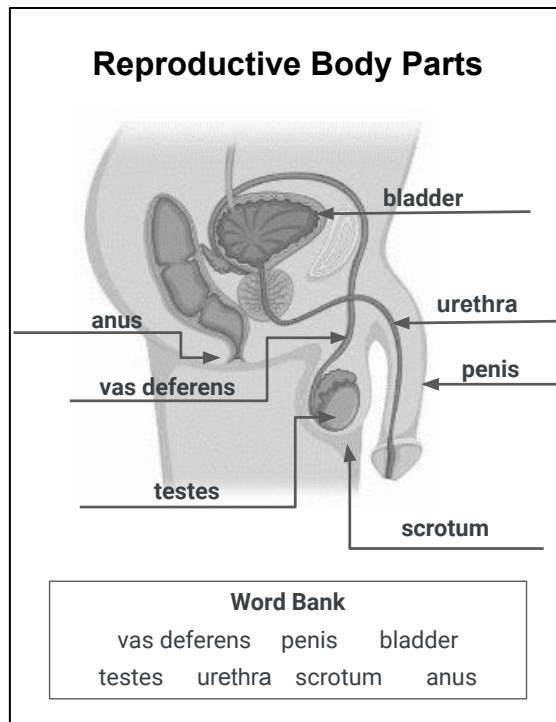
Internal Word Bank

vagina	uterus
ovary	cervix
fallopian tube	

External Word Bank

labia majora	clitoris
urethra	opening of vagina
anus	labia minora





Display the side view of the penis structure and explain what they are looking at (a side view of the inside of a person's body).

Start by explaining that this is a typical example of how bodies are made for people with a penis, but that all bodies are unique so they won't look exactly like this. Be sure to give students time to label and color each part as you speak.

The outside of this type of reproductive system has two parts.

Click

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

On the inside of this type of body, the scrotum holds the (**click**) "**testicles**" or "**testes**." There are 2 testicles and they produce **sperm**. Sperm are the cells that, when joined with an egg from a person with ovaries, create a baby.

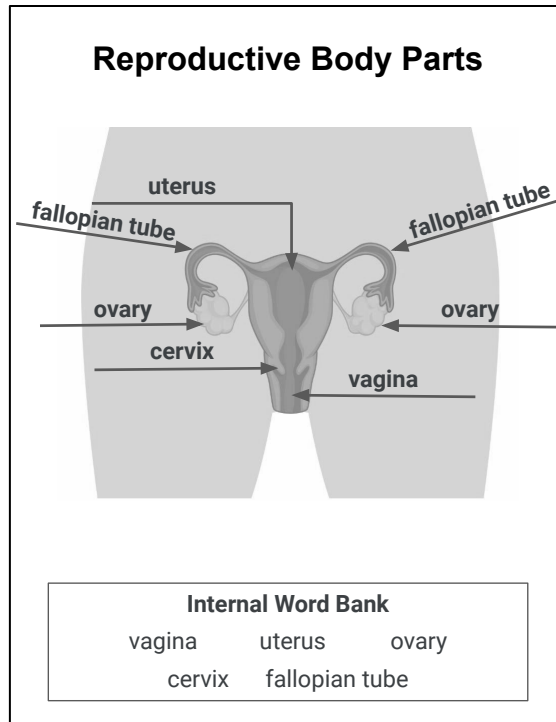
The tube that goes from the testes (**click**) is called the **vas deferens**.

This tube travels up and around (**click**) the **bladder** where it joins with (**click**) the **urethra**. The urethra tube then runs through the penis and opens at the end to let fluid out of the body.

Ask: Can anyone tell me which fluids leave the body through the urethra?

There are actually two different fluids: one is **urine** that comes from the bladder. The other is called **semen**. This is fluid that carries sperm from the testes. A person with a

penis has two openings in this part of the body, the urethra is one. The other opening (**click**) is the **anus**, where a bowel movement (“poop”) comes out (*which is not actually part of the reproductive system*).



Start by explaining that we are going to look at images of both the internal and external parts for people with this next type of reproductive system, starting with the inside.

Display the front view of the internal uterine structures and explain what they are seeing (the front view of the inside of a person's body).

People with this type of system typically have **(click)** two **ovaries** that produce and store **eggs**. Eggs are the cells that, when joined with sperm from a person with a penis, create a baby.

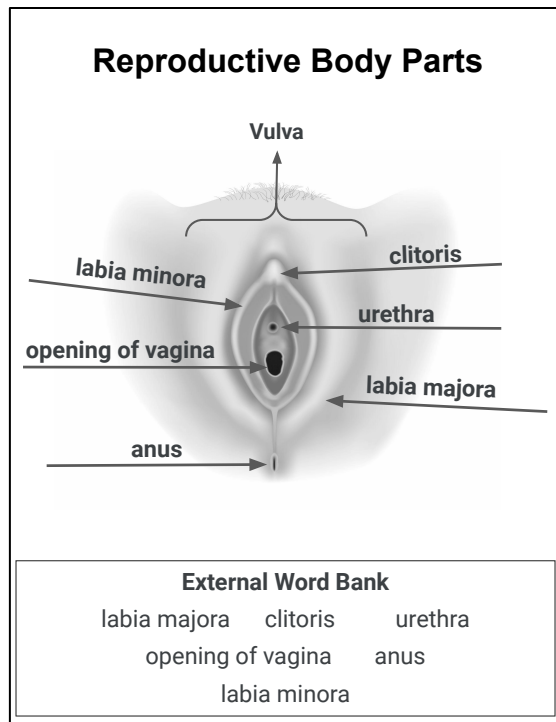
Attached to the ovaries are **(click)** the two **fallopian tubes**.

The fallopian tubes lead to the **(click)** **uterus**.

The bottom of the uterus is the **(click)** **cervix**.

The cervix connects the uterus to the **(click)** **vagina**, which opens to the outside of the body.

Now let's look at the outside structures of this system.



Start by explaining that this is a typical example of how bodies are made for people with a vagina, but that all bodies are unique so they won't look exactly like this.

This outside structure with all of the different parts is called **(click)** the **vulva**.

The vulva is made up of two sets of **labia** or lips, the **(click)** **labia majora**, or outer lips, and the **(click)** **labia minora**, or inner lips.

At the top point where the labia minora meet is the tip of a structure called **(click)** the **clitoris**.

A person with a vulva has three openings in this part of the body.

The tube that urine ("pee") comes out from. It's called the same thing we called it in the other system: **(click)** the **urethra**. And of course, it is attached to the place where urine is stored: the bladder. The urethra in this type of body is not considered part of the reproductive system.

The middle opening is **(click)** the **opening of the vagina**.

And just like in the other system, **(click)** the **anus** is the opening a bowel movement comes out of.

Physical Changes

Social and Emotional Changes

Grow taller

Skin gets oily

Acne (pimples)

Voice changes

Hair gets oily

Hair grows in
armpits

**Pubic hair grows
on genitals**

**Sweat glands
develop**

Breasts develop

**Start making
sex hormones**

Mood swings

**Interested in
having a romantic
partner**

**Friendships
become more
important**

**Sometimes feel
lonely and
confused**

**Stronger feelings
of wanting to be
liked**

**Stronger
feelings of
wanting to fit in**

**Want more
independence**

**Thinking about
the future**

**Concerned about
appearance
(looks)**

**Hair grows on
face**

**Shoulders get
wider**

**Start producing
sperm**

Penis grows
bigger

Testicles grow
bigger

Nocturnal
emissions (wet
dreams)

Erections (penis
gets hard)

Ejaculation
(sperm released
from penis)

Hips get wider

Ovulation (eggs
released from
ovaries)

Menstruation
(periods) begins

Vaginal
discharge

Puberty Changes Answer Key¹

Physical Changes	Social and Emotional Changes
Acne (pimples) Breasts develop ² Erections (penis gets hard) ³ Ejaculation (sperm released from penis) ⁴ Grow taller Hair gets oily Hair grows in armpits Hair grows on face Hips get wider Menstruation (periods) begins Nocturnal emissions (wet dreams) ⁵ Ovulation (eggs released from ovaries) ⁶ Penis grows bigger Pubic hair grows on genitals Shoulders get wider Skin gets oily Start making sex hormones ⁷ Start producing sperm ⁸ Sweat glands develop Testicles grow bigger Vaginal discharge ⁹ Voice changes	Concerned about appearance (looks) Friendships become more important Interested in having a romantic partner Mood swings Sometimes feel lonely and confused Stronger feelings of wanting to be liked Stronger feelings of wanting to fit in Thinking about the future Want more independence

¹ Remind students that not every change on these lists will happen to every person. Some of the changes depend on anatomy (for example, only people with a uterus will menstruate). Not all social and emotional changes happen to everyone either. For example, there are people who never become concerned about their looks, have mood swings, or become interested in dating.

² Most people experience some breast changes during puberty because of the production of sex hormones. Many of these changes are temporary such as hard breast buds and tenderness. For females/people with a uterus, breast growth is typically permanent. For males/those with testicles, it is typically temporary.

³ An erection happens when the penis fills up with blood and hardens. The penis will become bigger and stand out from the body.

⁴ Ejaculation is when the fluid that carries sperm (semen) leaves the body through the penis.

⁵ A wet dream, or nocturnal emission, is when fluid (not urine) comes out of the penis or vagina while asleep. It can happen to anyone, but not everyone has them.

⁶ Eggs are the cells that, when joined with sperm, create a baby.

⁷ Testosterone is made in the testes and estrogen is made in the ovaries.

⁸ Sperm are the cells that, when joined with an egg, create a baby.

⁹ Vaginal discharge is fluid that comes from the vagina. You might see this on the toilet paper when you wipe, or in your underwear. Normal vaginal discharge has several purposes: cleaning and moistening the vagina, and helping to prevent and fight infections. It's normal for the color, texture, and amount of vaginal discharge to change at different times of the month during the menstrual cycle.

Managing Puberty Changes - Answer Key

Management Tool	How it can be used to manage puberty changes
Active Living	<ul style="list-style-type: none"> • Physical and recreational activities such as sports, walking and having fun with friends outside can help keep your muscles and bones strong as they grow. • Helps improve energy levels and sleep • Can clear the mind which can help with stress and mood • Can lead to new friendship groups and social skills
Healthy Eating	<ul style="list-style-type: none"> • The growing body needs extra nutrition to fuel the changes that are happening • Eating healthy food improves energy, physical, and mental well-being
Razor and shaving cream/gel	<ul style="list-style-type: none"> • Some people choose to remove the hair on their face and other parts of their body, others do not. • If someone chooses to shave, using shave gel or cream helps to reduce friction and adds moisture in order to reduce skin irritation.
Wash face	<ul style="list-style-type: none"> • Using a mild or unscented soap to wash the face twice daily can help prevent the oil from clogging the pores in the skin, which causes pimples.
Shower, shampoo, soap	<ul style="list-style-type: none"> • Can help prevent the oil from clogging the pores in the skin, which causes pimples. • Helps reduce odor or skin irritation that can come with increased sweating • If a person doesn't shower or bathe daily, it's a good idea to wash at least the feet, neck/ears, armpits, and genital/anal area daily
Deodorant/antiperspirant	<ul style="list-style-type: none"> • This can be used in addition to daily washing of the underarms to either stop sweat from forming (antiperspirant) or to absorb/block the odor (deodorant)
Acne cream/medicine	<ul style="list-style-type: none"> • Many types of creams or lotions have ingredients in them to help prevent and clear up minor acne or pimples • Be sure to follow the directions closely. • Some people experience more serious acne and see a doctor (like a dermatologist) who can prescribe stronger medications
Athletic support cup	<ul style="list-style-type: none"> • This can be worn just as support (without a hard cup) or for protection of the genitals during contact sports
Drink water	<ul style="list-style-type: none"> • Drinking water is important, especially during physical activity and hot weather, in order to replenish the fluids that are lost from sweating

Bra	<ul style="list-style-type: none"> • People can wear a bra for comfort, modesty, or support as their breasts develop
Menstrual products (pads, panty liners, period panties, tampons, menstrual cups)	<ul style="list-style-type: none"> • Used to manage menstrual flow. • You can keep extra menstruation supplies handy in a locker or bag. • Pads and sometimes tampons are usually available at school offices. • Menstruation supplies can be bought at drug, grocery, convenience and health stores or online. • Choose products that are unscented. • Always put used menstrual supplies in the garbage, not the toilet.
Additional Menstrual Product Information	<p>Pads are applied to underwear to absorb menstrual flow as it leaves the vagina.</p> <ul style="list-style-type: none"> • Pads come in a variety of shapes and sizes. • Pads can be disposable or reusable. • Disposable pads attach to the inside of underwear by sticky strips. If they have wings, the wings wrap around the leg openings of the underwear. • Reusable pads have snaps to keep them in place. • Change pads often. If disposable, wrap in toilet paper and put in the garbage. If reusable, put them in a zippered wet bag or resealable plastic bag (such as a Ziploc® bag) if away from home. • Reusable pads are washed in the laundry just like any other clothing. Cold water is more effective than hot when washing any item with blood on it. <p>Panty liners are similar to pads and absorb light menstrual flow or vaginal discharge.</p> <p>Period panties are underwear that contain an absorbent layer of material in the gusset (crotch). Some may also have removable, reusable inserts to absorb even more menstrual flow.</p> <ul style="list-style-type: none"> • Some people will use period panties to replace pads, tampons or cups. Others will use them as backup, in case a tampon or cup leaks. • Panties are washed in the laundry just like any other clothing. Cold water is more effective than hot when washing any item with blood on it. <p>Tampons are absorbent products put inside the vagina to absorb menstrual flow before it leaves the vagina. They may or may not come with a plastic or cardboard applicator.</p> <ul style="list-style-type: none"> • Use the lowest absorbency needed; if the tampon is still somewhat dry after 3 or 4 hours, use a lighter absorbency. • Tampons need to be changed often: usually at least every 4 hours during the day and no longer than 6-8 hours at night. Follow the instructions for that particular product. • To dispose of used tampons, wrap them in toilet paper and put them into the garbage. • Follow the instructions carefully to learn how to use safely. Incorrect use can result in Toxic Shock Syndrome, a rare but serious infection. Check in with a trusted adult for support. <p>Menstrual cups are silicone or plastic cups that are inserted into the vagina and collect menstrual flow. Follow the instructions for how to insert.</p> <ul style="list-style-type: none"> • Can be safely left in for up to 12 hours, but may need to be changed depending on menstrual flow. • Disposable cups are removed, wrapped in toilet paper and put in the garbage. • Reusable cups are removed, rinsed as directed and reinserted.

My Changing Body

Home Connections Handout

Two adults I trust to talk to about my changing body are:

1. _____ 2. _____

Has anyone ever told you that you can't judge a book by its cover?

It means you can't tell what's inside a book if all you know is what it looks like on the outside.

Bodies are kind of like books. Each of us has an outside, like the cover of a book, which other people can see. And each of us has an inside, like the inside of a book, filled with stories that only you can see and feel.



Draw a picture, write a poem or song, or use another creative way to describe what your outside body *looks* like:

Draw a picture, write a poem or song, or use another creative way to describe what the stories inside you *feel* like:

Compare how your body looks and how your body feels. What are some things that are the same? What are some things that are different?

Growing up can mean learning about your outside, what your body can and can't do.

Growing up can also mean learning about your inside: the stories, memories, experiences, and feelings that make you who you are

EVERY BODY IS DIFFERENT

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 2: Reproduction

LESSON SUMMARY: Students learn the processes of fertilization and reproduction, as well as the significant milestones of fetal development.

TEKS

- 5.22(B) describe the process of the menstrual cycle;
- 5.22(D) define the processes of fertilization and reproduction; and
- 5.22(E) identify significant milestones of fetal development.

NSES

PD.5.CC.2: Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce

SH.5.CC.1: Explain the relationship between sexual intercourse and human reproduction

SH.5.CC.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy)

LESSON OBJECTIVES

Explain how puberty prepares the body for the potential to reproduce

Describe the way humans reproduce

Identify the phases of pregnancy and fetal development

MATERIALS

Menstrual Cycle Handout

Menstrual Cycle Teacher's Resource Cards

Fetal Development Worksheets

Fetal Development Teacher Resource

Home Connections Handout

VOCABULARY

Reproduction: the action or process of making a copy of something.

Menstrual cycle: the body's process of preparing each month for the possibility of a pregnancy

Ovulation: when an egg cell is released from an ovary and travels into the fallopian tube

Fertilization: the process in sexual reproduction in which sperm unites with an egg.

Pregnancy: the state of carrying a child within the uterus.

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: Reproduction

Directions:

Write on the board **“All living things reproduce”**

Ask for a volunteer to read the statement.

Then ask if anyone can tell you what the word **“reproduce”** means.

Take responses then write on the board:

Reproduction is the action or process of making a copy of something

Ask: So if we are going to talk about *Human* Reproduction, what are we talking about making a copy of? (Humans or people)

Remind students that in lesson one, they learned about the production of the sperm and the egg. Ask if anyone can tell you what the sperm and egg have to do with reproduction.

Remind them that when a sperm from one person joins with an egg of another person, the combination has the potential to create a “copy” of those two people - i.e. make a baby.

Explain that along with the sperm and eggs, during puberty, the brain starts to send messages to the testes and ovaries to make sex hormones. Ask if anyone remembers that from the previous lesson.

Explain that the testes make a hormone called **testosterone** and the ovaries make a hormone called **estrogen**. Both of these hormones are super important for the reproduction process.

Testosterone, along with other hormones from the brain, helps make sperm. It’s also responsible for other physical changes of puberty - increased muscles, hair growth, and voice changes - but those changes aren’t as important for reproduction.

Estrogen, on the other hand, plays a key role in preparing an egg and a uterus for reproduction and pregnancy and it does this by regulating the **menstrual cycle**.

MIDDLE: Explain (15-20 minutes)

Activity: The Menstrual Cycle and Pregnancy

Directions:

Distribute the **Menstrual Cycle Handout** and some colored pencils or crayons. Like they did with the reproductive anatomy in lesson 1, students will draw or color the parts and functions that are happening as you discuss. Be sure to give students time to follow along with their handout. (*Alternative: talk through the cycle first quickly, then give handouts to students to color using just their memory and notes on the handout.)

Start by explaining that the menstrual cycle is the body’s process of preparing each month for the possibility of a pregnancy. Note that this process only happens in people who have ovaries and a uterus.

Use the Menstrual Cycle Teacher’s Resource Cards to explain the following phases:

Pic #1: The beginning of the menstrual cycle (Day 1) is actually the first day of the bleeding, or the period. The uterus is where a baby would grow during a pregnancy and the lining of the uterus is what is needed to protect and nourish the baby during pregnancy. When there is no pregnancy, the extra thick lining is not needed and therefore it breaks down and leaves through the vagina. This “bleeding” lasts about 5-7 days.

Pic #2: A person with ovaries is born with all the egg cells they will have for their lifetime - around 1-2 million! Those egg cells are “immature” or not fully developed. Around day 7 of each menstrual cycle, the hormone **estrogen** tells several egg cells to start the race to see which one is going to grow and mature enough to be released from the ovary.

Pic #3: Usually, only one egg is able to develop enough to be released, and it begins to move to the edge of the ovary while the others are absorbed back into the body. Meanwhile, **estrogen** tells the lining of the uterus to start building back up again in preparation for a pregnancy.

Pic #4: Around day 14, the mature egg is released from the ovary and travels into the fallopian tube. This is called **ovulation**.

Pic #5: After the egg is released from the ovary, it travels through the fallopian tube where it looks for any sperm. Sperm joining with the egg is called **fertilization**. If an egg is fertilized, the cells form a **zygote** that would continue the journey through the fallopian tube and into the uterus to implant/burrow into the lining and become a pregnancy.

Pic #6: The lining of the uterus continues to build up in preparation for a pregnancy.

Back to Pic #1: If there is no sperm in the fallopian tube to meet the egg, then there will be no baby, the egg breaks down and estrogen helps the lining of the uterus to shed again. And the cycle continues.

Ask students if anyone knows how the sperm cells would get into the fallopian tubes to find an egg.

Explain that typically this happens by way of “**sexual intercourse**”. Sexual intercourse can be when a person’s penis is inserted into a vagina and semen (*remind students that semen is the fluid that carries sperm*) is ejaculated, or pushed, out of the tip of the penis through the urethra. The sperm then travels up through the vagina, passes the cervix, through the uterus and into the two fallopian tubes looking for an egg. Sometimes, it also happens with the help of a doctor or medical professional. A doctor can get some sperm cells from one person, and some egg cells from another person, and put them together for “fertilization” to happen outside of a body. Then a doctor would take that combination of cells and put it into a uterus to grow! This is called **in vitro fertilization**.

Regardless of how that little bundle of cells comes about, let’s now look at how it grows in the uterus.

Distribute one set of the Fetal Development Worksheets to each table. Working in table groups, instruct students to read through the milestone descriptions first, then cut out the pictures along the dotted lines and paste them on the blank sheet in the correct order.

Once the groups have all completed the task, rotate through the tables to report out one month at a time. See Fetal Development Teacher Resource for answer key.

Process activity as a full group by asking the following questions:

- What are some things that surprised you about how a baby develops in a uterus?
- Who can tell me which organ is the last one to finish developing before a baby is born? (*Lungs*)

END: Evaluate (15-20 minutes)

Wrap up this lesson by reviewing the vocabulary: Reproduction, Menstrual cycle, ovulation, fertilization, and pregnancy.

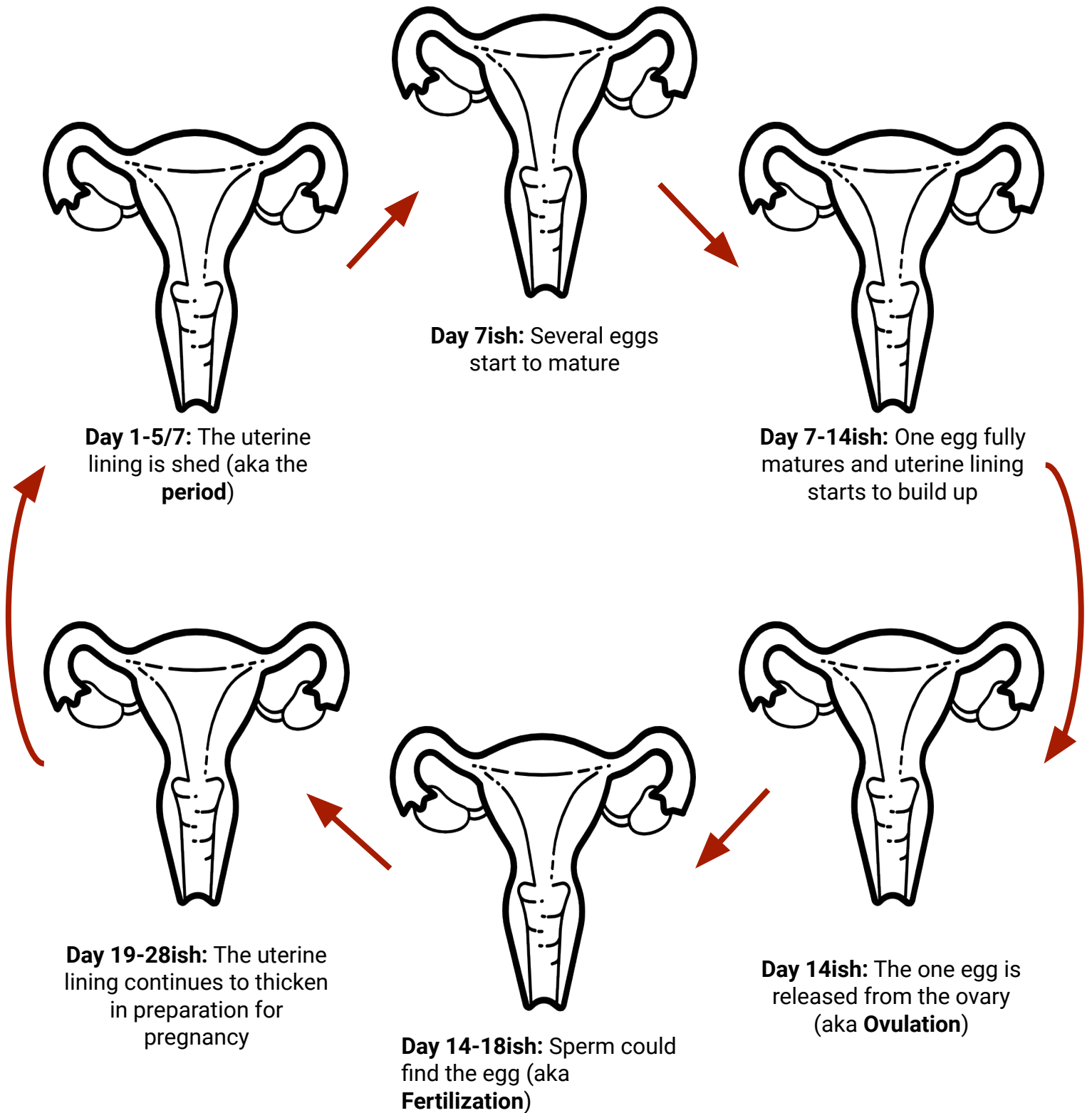
Ask students to think about their future.

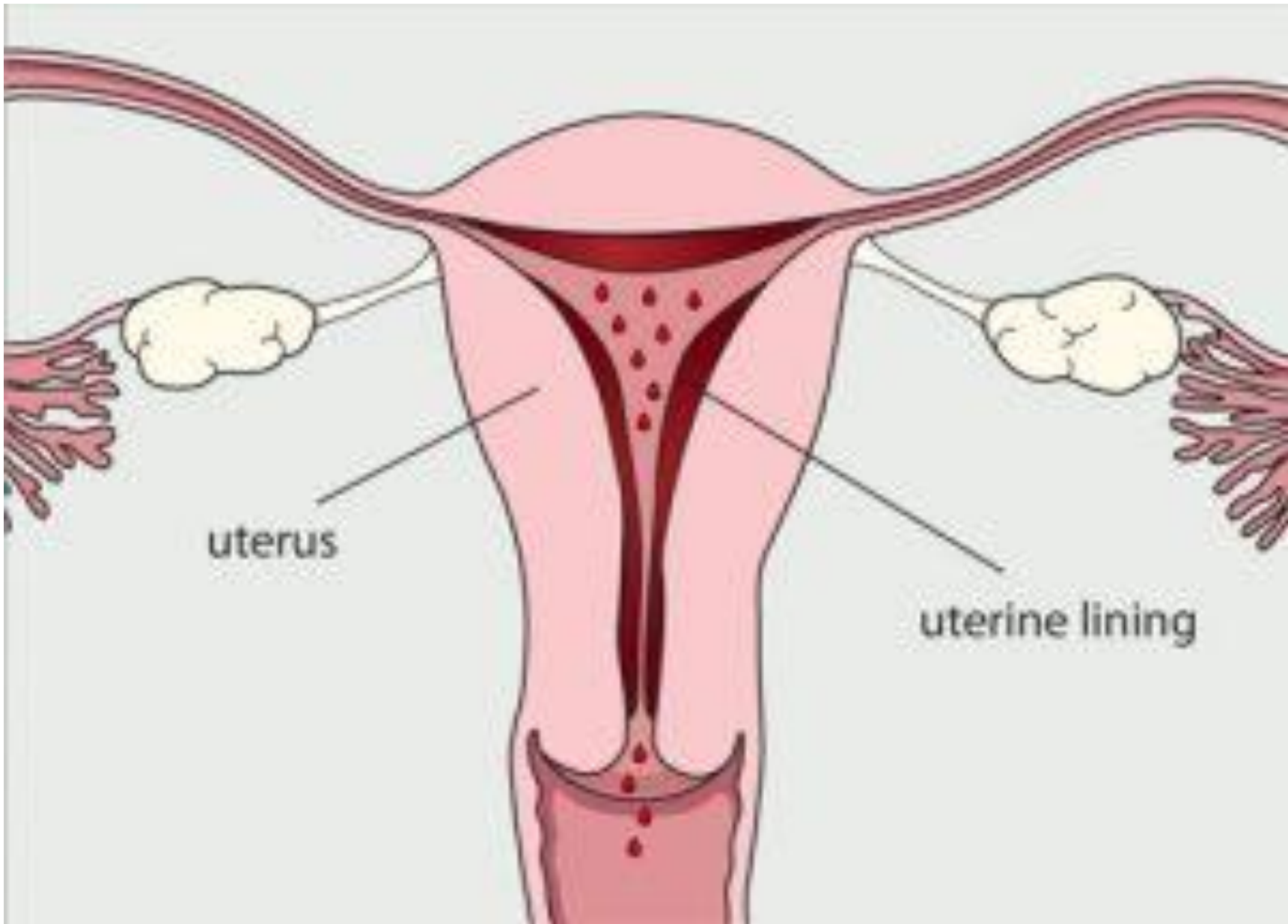
- Do they want to have children someday?
- How old do they think a person should be before having a child?

Direct students to the Home Connections Handout and ask them to identify 2 trusted adults they can talk to about reproduction and pregnancy.

The Menstrual Cycle

Follow along with the class discussion about the menstrual cycle. As each phase is described, use colored pencils to draw/color what is happening.



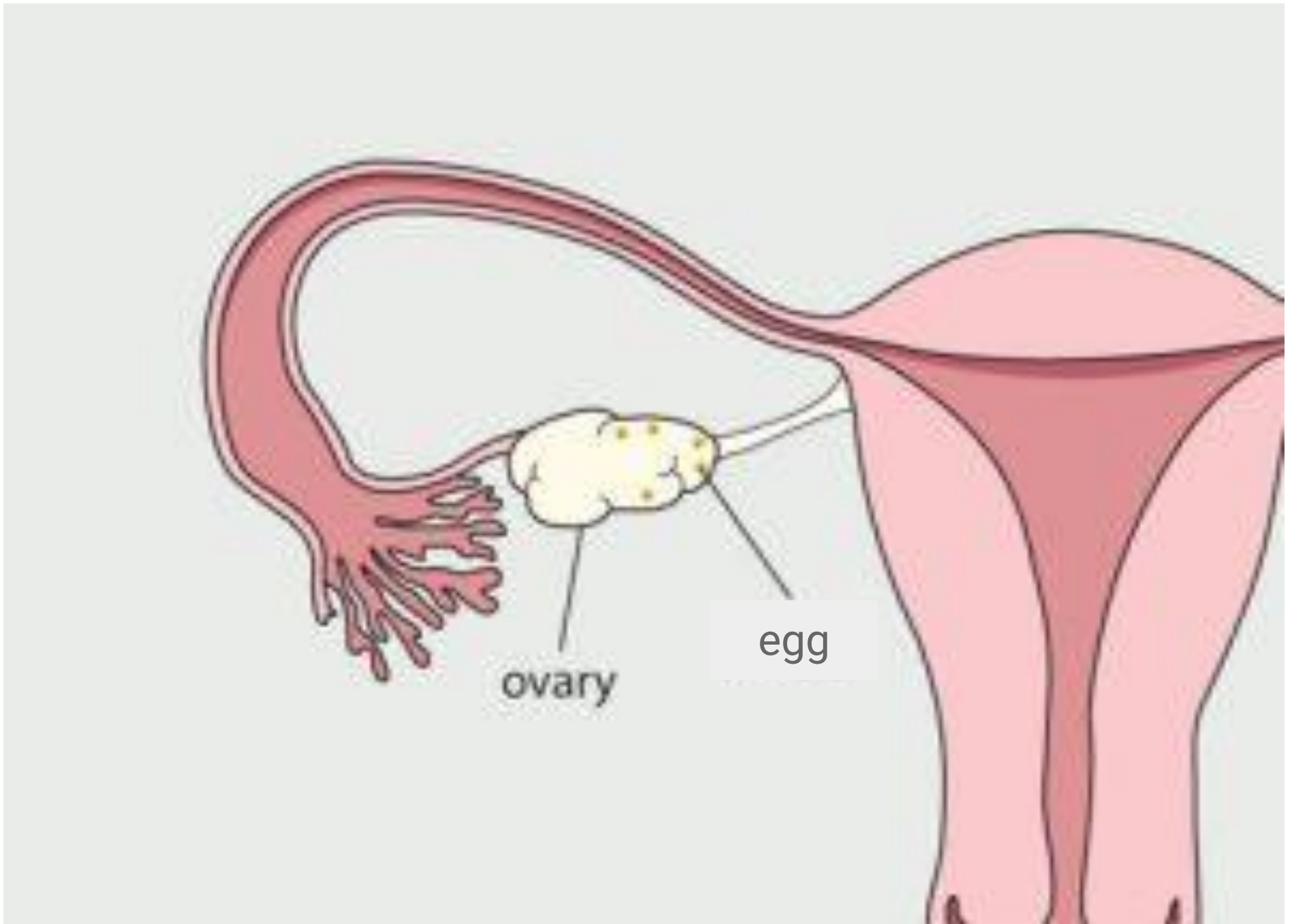


Day 1-5/7: The uterine lining is shed (aka the **period**)

Pic #1

Teacher script:

The beginning of the menstrual cycle (Day 1) is actually the first day of the bleeding, or the period. The uterus is where a baby would grow during a pregnancy and the lining of the uterus is what is needed to protect and nourish the baby during pregnancy. When there is no pregnancy, the extra thick lining is not needed and therefore it breaks down and leaves through the vagina. This “bleeding” lasts about 5-7 days..

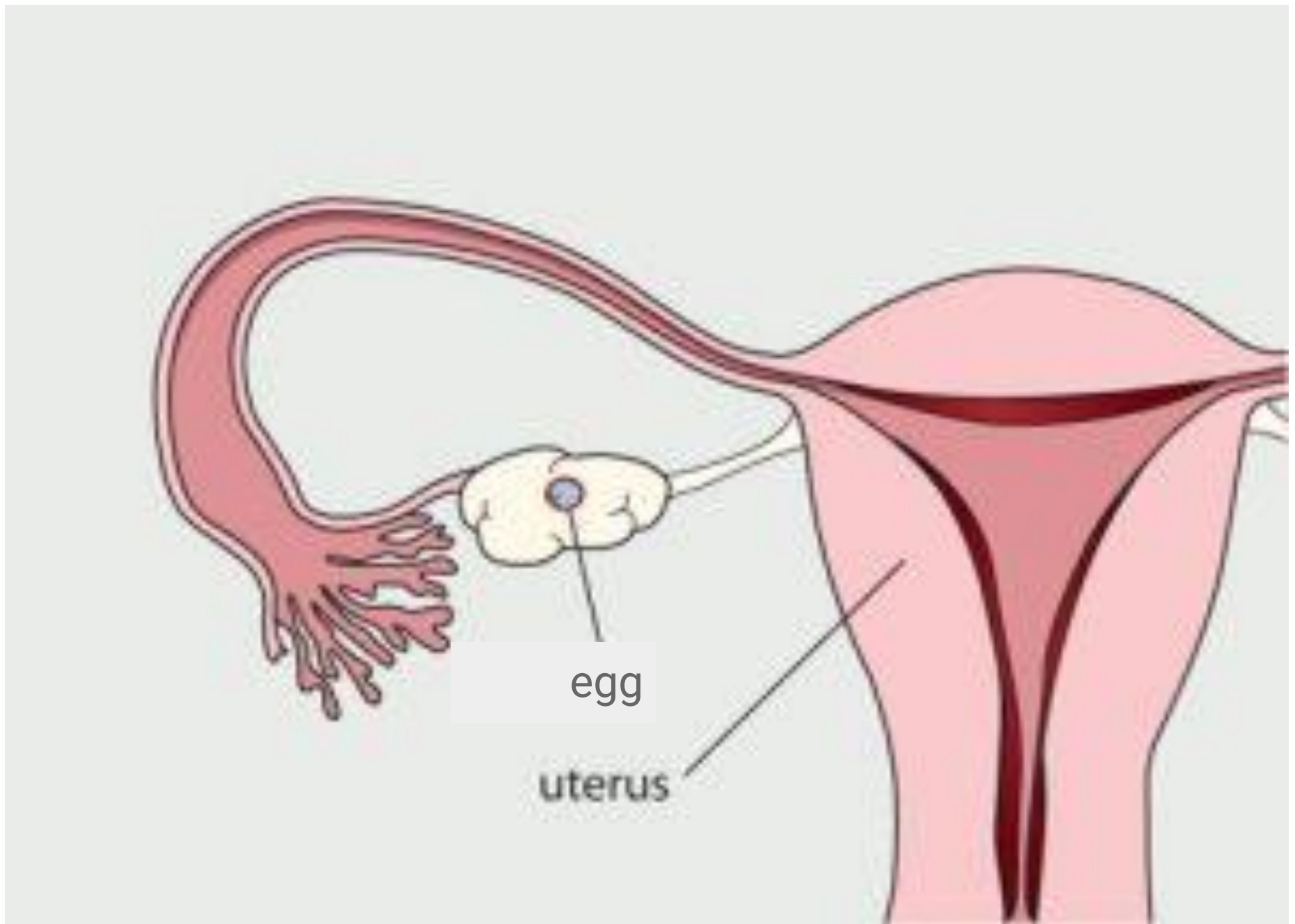


Day 7ish: Several eggs start to develop

Pic #2

Teacher script:

A person with ovaries is born with all the egg cells they will have for their lifetime - around 1-2 million! Those egg cells are “immature” or not fully developed. Around day 7 of each menstrual cycle, the hormone **estrogen** tells several egg cells to start the race to see which one is going to grow and mature enough to be released from the ovary.



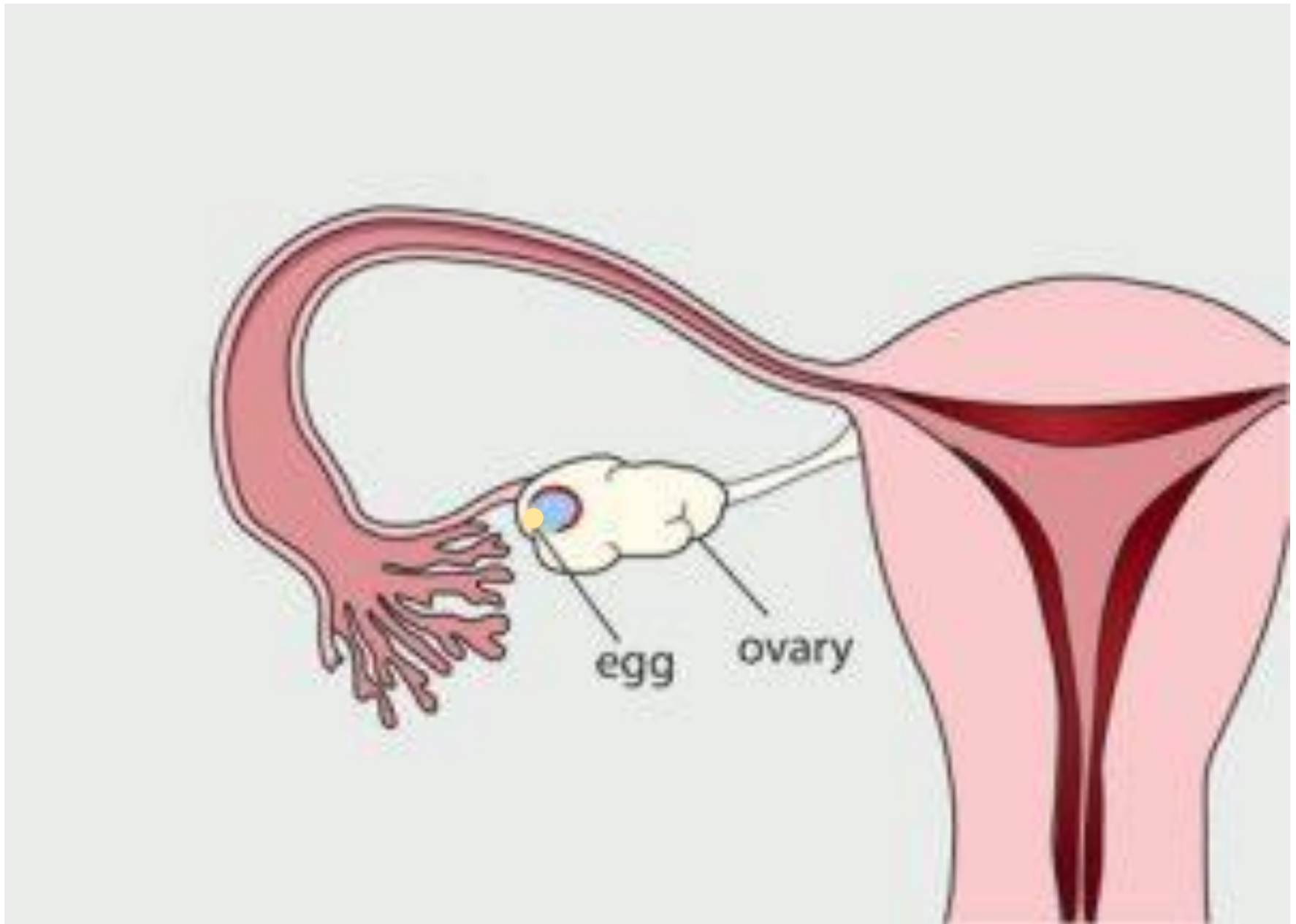
Day 7-14ish: One egg fully matures and uterine lining starts to build up

Pic #3

Teacher script:

Usually, only one egg is able to develop enough to be released, and it begins to move to the edge of the ovary while the others are absorbed back into the body.

Meanwhile, **estrogen** tells the lining of the uterus to start building back up again in preparation for a pregnancy.

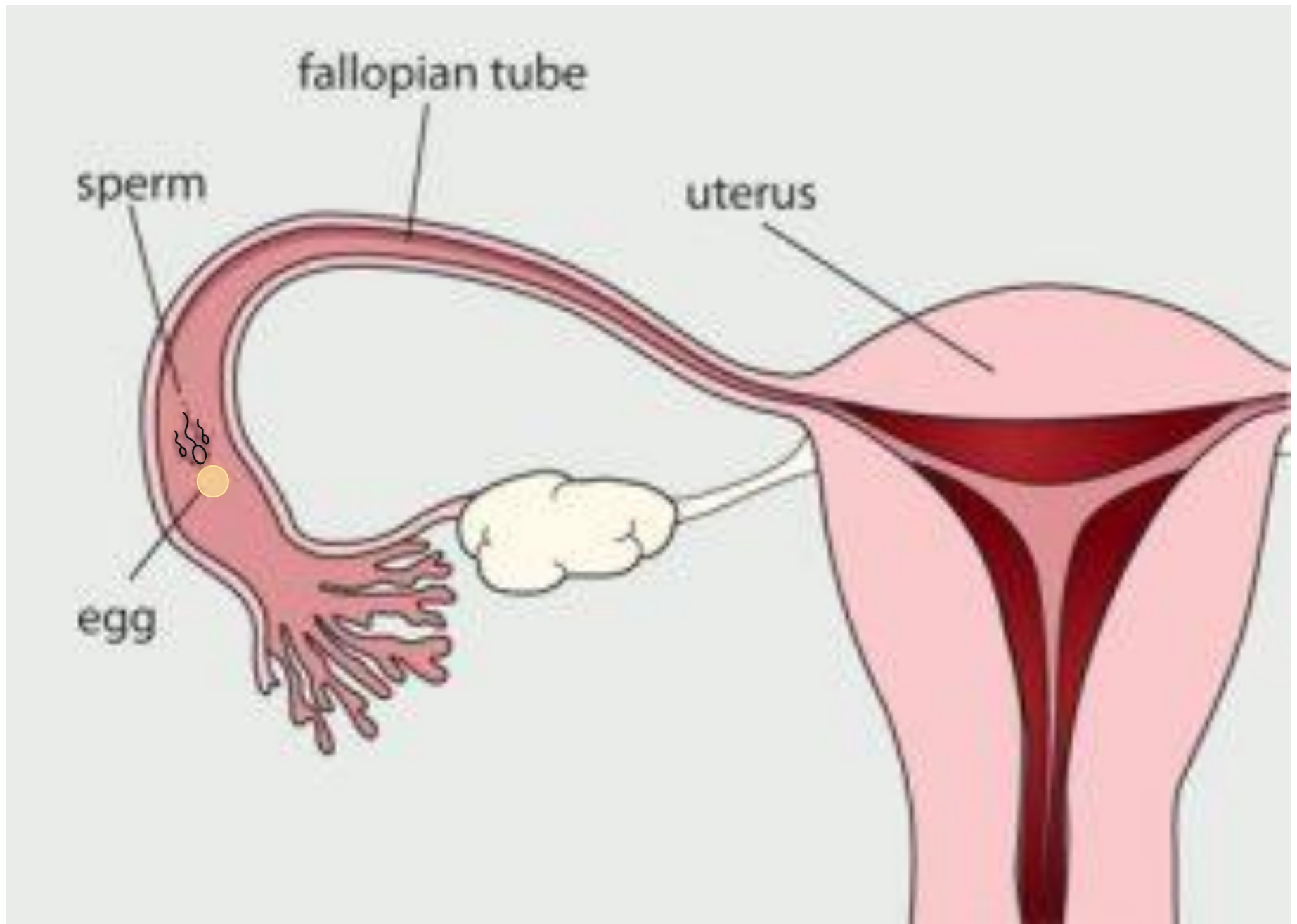


Day 14ish: The one egg is released from the ovary (aka **Ovulation**)

Pic #4

Teacher script:

Around day 14, the mature egg is released from the ovary and travels into the fallopian tube. This is called ***ovulation***.



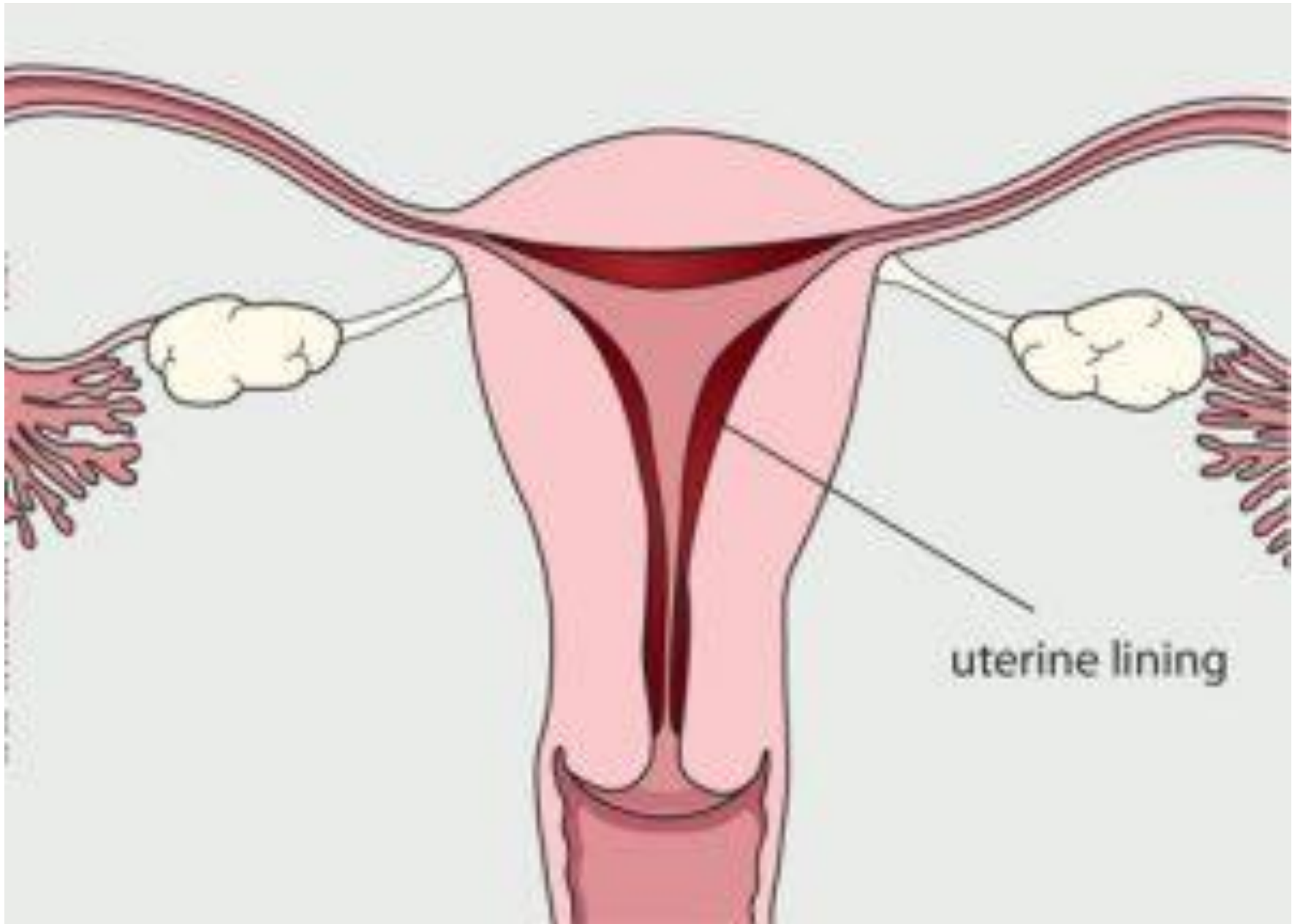
Day 14-18ish: Sperm could find the egg (aka Fertilization)

Pic #5

Teacher script:

After the egg is released from the ovary, it travels through the fallopian tube where it looks for any sperm. Sperm joining with the egg is called **fertilization**.

If an egg is fertilized, the cells form a **zygote** that would continue the journey through the fallopian tube and into the uterus to implant into the lining and become a pregnancy.



Day 19-28ish: The uterine lining continues to thicken in preparation

Pic #6

Teacher script:

The lining of the uterus continues to build up in preparation for a pregnancy. If there is no sperm to meet the egg, then there will be no baby, the egg breaks down and estrogen helps the lining of the uterus to shed again. (**back to Pic #1**) And the cycle continues.



Responds more to sound; gets hiccups, can open eyes; about 12in



Arm and leg buds start growing; about 1 inch long



Lungs are close to fully formed; skin less wrinkled; ready to be born



Developing muscles and exercising them; will kick, twist and turn in uterus; about 10in



Brain is rapidly developing; lots of kicking; about 14in



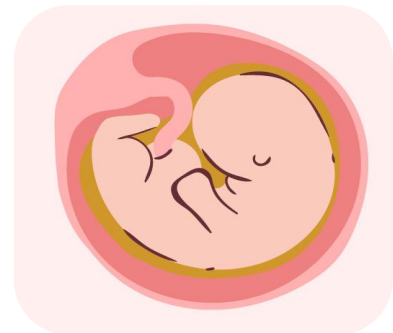
Reproductive parts are fully formed; can suck their thumb, yawn, stretch and make faces; about 6in



Transition from zygote to embryo; smaller than a grain of rice



Building layers of body fat to stay warm after birth; about 18 in



Now called a fetus; eyes, ears, nose are formed; about 4in

First Trimester

Month 1

Month 2

Month 3

Second Trimester

Month 4

Month 5

Month 6

Third Trimester

Month 7

Month 8

Month 9

First Trimester

Month 1



Transition from zygote to embryo; smaller than a grain of rice

Month 2



Arm and leg buds start growing; about 1 inch long

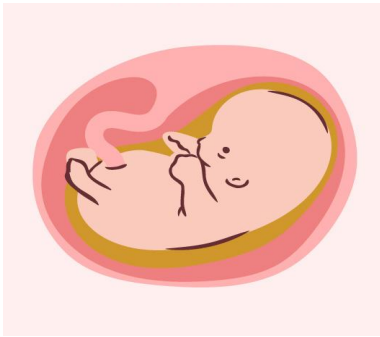
Month 3



Now called a fetus; eyes, ears, nose are formed; about 4in

Second Trimester

Month 4



Reproductive parts are fully formed; can suck their thumb, yawn, stretch and make faces; about 6in

Month 5



Developing muscles and exercising them; will kick, twist and turn in uterus; about 10in

Month 6



Responds more to sound; gets hiccups, can open eyes; about 12in

Third Trimester

Month 7



Brain is rapidly developing; lots of kicking; about 14in

Month 8



Building layers of body fat to stay warm after birth; about 18 in

Month 9



Lungs are close to fully formed; skin less wrinkled; ready to be born

Reproduction

Home Connections Handout

Two adults I trust to talk to about reproduction and pregnancy are:

1. _____ 2. _____

Use words from the word bank below to fill in the blanks.

1. _____ is the action or process of making a copy of something.
2. _____ are produced in the testicles.
3. Ovaries produce _____.
4. Release of an egg from an ovary is called _____.
5. The body's process of preparing each month for the possibility of a pregnancy is called the _____.
6. The egg gets from the ovary to the uterus by travelling down the _____.
7. A baby grows and develops inside the _____.
8. _____ is the process in sexual reproduction in which sperm unites with an egg.
9. The state of carrying a child within the uterus is called _____.
10. _____ and _____ are both hormones that play an important role in the reproduction process..

Word Bank

Fertilization	Uterus	Menstrual cycle	Testosterone	Ovulation
Pregnancy	Estrogen	Sperm	Reproduction	Eggs
				Fallopian tubes

Period Products:



Pads



Tampons



Menstrual Cup



Period Underwear

Periods are a natural, healthy part of life. They shouldn't get in the way of exercising, having fun, and enjoying life. Finding a method of dealing with the blood that will work best for you can take some practice, but there are many options to try. For more information about periods, check out <https://kidshealth.org/en/kids/menstruation.html#catperiods>

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 3: Healthy Relationships

LESSON SUMMARY: Students learn about characteristics of healthy relationships and how they apply to crushes or any other type of relationship.

TEKS

5.20 identify characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility.

NSES

CHR.5.AI.1: Identify trusted adults, including parents and caregivers, that students can talk to about relationships

LESSON OBJECTIVES

Explore the concept of crushes that are common in puberty

Practice applying the concepts of healthy relationships to crush scenarios

Identify trusted adults to whom students can ask questions about crushes and relationships

MATERIALS

Relationship Vocabulary Word Match Cards

Healthy Relationships: Crushes Handout

Crushes Cards

Crush Advice Scenario Cards

Video: <https://amaze.org/video/healthy-relationships-makes-relationship-healthy/> or

 What Makes A Relationship Healthy?

VOCABULARY

Relationship: a connection between two people

Crush: a strong, usually temporary, feeling of liking someone

Sharing: to give something to another person

Trust: a feeling that someone can be relied upon

Respect: caring enough to consider how words and actions impact others

Communication: the act of giving, receiving, and sharing information

Compatibility: able to exist or function harmoniously with each other.

Honesty: the quality of being fair and truthful

Kindness: the quality or state of being gentle and considerate

Patience: the ability to remain calm when dealing with a difficult or annoying situation

BEGINNING: Engage (10-15 minutes)

Activity: **Relationship Vocabulary Word Match**

Tell students that today you are going to talk about healthy relationships and that to start that conversation, they are going to play a vocabulary matching game.

Distribute the Relationship Vocabulary Match Cards. Explain to the students that some of them have cards with just a word and some of them have the definitions. Instruct students to walk around the room and find their matching cards. When they make a match, they should stay together, standing around the room in pairs.

Go around the room and have the students read each matching word and definition, clarifying as needed.

After reviewing all 10 definitions, post the cards on the board or wall. Once students return to their seats, ask if anyone can explain how these words are all related.

Some points to cover:

- There are many different kinds of relationships - family, friends, acquaintances, dating, marriage
- Sharing, kindness, trust, respect, patience, honesty, communication, and compatibility are all characteristics of healthy relationships - regardless of the kind of relationship
- Crushes are a perfectly normal part of growing up; although it is also normal to not experience these feelings
- Crushes are a little bit like the romantic love adults feel toward one another. And in a way, a crush can help us think about the kind of person that we want to love when we grow up. They help us understand which qualities we notice and like in another person — and maybe a few that we don't like.

MIDDLE: Explain (25-30 minutes)

Activity: **Crush Station Rotation**

Directions:

Set up 5 stations around the room.

3 stations for Crush Cards

1 station for Crush Advice

1 station for Healthy Relationship Video

Distribute the **Healthy Relationships: Crushes Handout** and instruct the students to rotate through all of the stations, using the handout to mark their answers or take notes as directed.

Crush Cards Stations

Place 4-5 Crush Cards face down at each station. Students are to pick one card from the set, write the question on their handout, along with the answer that they think is correct. Then they should put the card back face down with the others, and move to the next station.

Crush Advice Station

This station will have 3 scenarios. Students will respond to 1 scenario based on their birthday month:

- Jan.-April birthdays respond to scenario #1
- May-August birthdays respond to scenario #2
- Sept.-Dec. birthdays respond to scenario #3

Students can respond on their handout or using sticky notes. For the sticky note version, students would leave their responses with the scenario as they rotated through for others to see as well.

Healthy Relationship Video

Students will watch the Amaze Healthy Relationships video and respond to the questions on their handout.

<https://amaze.org/video/healthy-relationships-makes-relationship-healthy/> or <https://youtu.be/UB9anEZx9LU>

Once students have visited each station and have returned to their seats, ask for a few volunteers to share some of the answers they came up with for each station. Some talking points to cover:

- Crushes can feel exciting, strange, and confusing all at the same time.
- It's important to be kind and respectful regardless of your feelings for someone.
- Don't pretend to be something you are not just to get the attention of a crush.
- It's important to be your authentic self when you want someone to like you.
- Other people's feelings are their own and it's never ok to share them. Respect their privacy.
- Open and honest communication can be hard sometimes, but it is the only way to let others know how you feel.
- Just because you have a crush on someone doesn't mean you ever have to do anything with or for them that makes you feel uncomfortable.
- It's never ok to pressure someone into doing something they are uncomfortable with.
- Some people are attracted to people of the opposite gender, some people are attracted to people of the same gender, some people are attracted to all genders. All feelings are personal and unique and deserve respect.
- Your worth is not determined by who likes you or who doesn't! You are worthy just by being you!

END: Evaluate

Ask students to look back at the vocabulary words from the beginning of the lesson.

- Sharing, kindness, trust, respect, patience, honesty, communication, and compatibility

From crushes to dating to marriage, remind students that the characteristics of a healthy relationship are the same regardless of the type of relationship.

Wrap up by discussing some examples of these characteristics in the crush scenarios you've been talking about. For example, being kind, communicating and being honest about how you feel, being patient if someone doesn't seem to notice you yet, or talking to friends or adults you trust about crushes.

Direct students to the Home Connections Handout and ask them to identify 2 trusted adults they can talk to about crushes and healthy relationships.

Relationship

Crush

Sharing

Kindness

Honesty

Respect

Trust

Patience

Communication

Compatibility

a connection between two
people

a strong, usually temporary,
feeling of liking someone

to give something to another
person

the quality or state of being
gentle and considerate

a feeling that somebody can
be relied upon

the ability to remain calm
when dealing with a difficult
or annoying situation

the act of giving, receiving,
and sharing information

able to exist or function
harmoniously with each other

caring enough to consider
how words and actions impact
others

the quality of being fair and
truthful

Healthy Relationships: *Crushes*

Rotate through all of the stations, using this handout to record your answers or take notes.

Crush Cards Stations

Pick one card at each station. Copy the question or statement from the card and note your answer below. Return the card, making sure you leave it face down. There will be 3 Crush Card stations.

Crush Card Station #1

Question: _____

Answer: _____

Crush Card Station #2

Question: _____

Answer: _____

Crush Card Station #3

Question: _____

Answer: _____

Crush Advice Station

Follow the instructions at this station.

What advice would you give this friend about their crush?

Healthy Relationship Video

Watch the video

What did you learn from this video about respect, equity and communication in a relationship?

T or F

You choose who you have a crush on

What it can feel like to have a crush on someone:

- A. Exciting
- B. Strange
- C. Confusing
- D. All of the above

A good way to act when you have a crush on someone:

- A. Pick on or tease them
- B. Have your friends talk to them
- C. Plan your wedding
- D. See if you have things in common

How do you get someone to like you?

- A. Put down the people around you to make you look better
- B. Pretend to be someone you are not
- C. Be yourself
- D. Bribe them

If your crush doesn't like you back, it must mean:

- A. They don't want anything to do with you
- B. You are not good enough
- C. They are mean
- D. They just don't like you back like that

If your crush doesn't like you back, you should:

- A. Say really mean things about them
- B. Lie and say you never really liked them anyway
- C. Talk to someone you trust who can help you find a healthy way to process your feelings
- D. Never talk to them ever again

How do you tell someone you don't like them "like that"?

- A. Laugh in their face
- B. Be honest and kind about how you feel
- C. Pretend that you like them just to avoid hurting them
- D. Talk about them behind their back

What should you do when a friend tells you they have a crush on someone?

- A. Respect their privacy
- B. Tell the person that your friend likes them
- C. Laugh at or make fun of them
- D. Flirt with their crush and try to get them to like you instead

How do you know when someone has a crush on you?

- A. They send you heart emojis
- B. They pick on you
- C. They tell you
- D. Their friends tell you

T or F

You have to kiss or do other physical things for your crush to like you back.

What do you do if you have a crush on the same person as your friend?

- A. Fight over them
- B. Be honest about how you feel
- C. End the friendship
- D. Spread rumors about your friend

How do you support a friend who just learned their crush doesn't like them back?

- A. Offer to spend time with them
- B. Find a way to embarrass their crush
- C. Tell them what they could do to win them over
- D. Try to convince the crush to like your friend

What if your friend has a crush on someone who is the same gender?

- A. Treat them the same
- B. Keep their crush private
- C. Know that it's normal
- D. All of the above

If you know someone has a crush on you and you don't feel the same way, you should:

- A. Be honest and kind
- B. Be mean to them so they don't get the wrong idea
- C. Try to set them up with someone else
- D. Avoid them at all costs

T or F

Liking the same things as your crush now means you'll be compatible for the rest of your lives.

To get someone to like you, you should:

- A. Do their homework
- B. Pretend to like the things they like
- C. Stalk them
- D. None of the above

To get your crushes attention, you should:

- A. Talk over everyone else in the conversation
- B. Bump into them whenever possible
- C. Talk to them about things you have in common
- D. Dress differently

Someone having a crush on you means:

- A. You are popular
- B. You are good looking
- C. You are worthy
- D. Someone has a crush on you

Someone NOT having a crush on you means:

- A. No one will ever like you
- B. You are ugly
- C. You are not good enough
- D. Nothing about who you are as a person

When you have a crush, you should remember:

- A. This is a normal part of growing up
- B. To be yourself
- C. To still participate in what you love doing
- D. All of the above

Telling a lot of other people about your crush could lead to:

- A. Them telling everyone else
- B. People teasing you
- C. Getting hurt
- D. All of the above

When you have a crush on someone, it's ok to:

- A. Talk to someone you trust about it
- B. Write in a journal about it
- C. Keep it private
- D. All of the above

T or F

A good way to tell someone you have a crush on them is to try to kiss them.

Your friends are pressuring you to do things you don't feel comfortable doing with your crush. What should you do?

- A. Do it so your friends still like you
- B. Tell them you don't want to do that and don't do it
- C. Do it so your crush may like you back
- D. None of the above

He has the coolest hair, and he is so funny, but every time I see him, I just feel shy and embarrassed.



What advice would you give this friend about their crush?

We both like basketball, listen to the same music, and eat strawberry ice cream with chocolate chips. We *have* to be a perfect match, right?

What advice would you give this friend about their crush?



I don't even know her, but I feel so nervous when I see her. My face feels hot and my cheeks get red. What do I do to make her like me?



What advice would you give this friend about their crush?

Healthy Relationships
Home Connections Handout



Two adults I trust to talk to about healthy relationships and crushes are:

1. _____ 2. _____

Pick a trusted adult from above and interview them about crushes and relationships.

Who was the first person you had a crush on?

How old were you?

Why did you like that person?

When did you start dating?

What rules did your parents have about dating?

What do you think the definition of “love” is?

What are the three most important characteristics of a healthy relationship?

- 1.
- 2.
- 3.

What else do you want me to know about relationships?

To parents/trusted adults: Crushes are a normal part of growing up. They can feel exciting, silly, awkward, or confusing. They can also provide a healthy foundation for the relationships that come later. For more information about crushes, check out <https://www.psychologytoday.com/us/blog/intense-emotions-and-strong-feelings/201102/kids-and-crushes>

Austin ISD Human Sexuality and Responsibility

Grade Level: 5

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 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: Boundaries and Consent

LESSON SUMMARY: Students learn about consent, bodily autonomy, and personal boundaries.

TEKS

5.21(C) identify refusal skills such as saying "no" to any unwanted touch that violates personal boundaries in relationships; and

5.21(D) discuss and explain the importance of making decisions regarding setting personal boundaries and respecting the boundaries of others

NSES

CHR.5.CC.2 Explain the relationship between consent, personal boundaries, and bodily autonomy

CHR.5.IC.1 Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries

LESSON OBJECTIVES

Define boundaries, consent, and bodily autonomy

Identify ways to communicate personal boundaries, including saying no to people/things that feel uncomfortable

Explain the importance of respecting the boundaries of others

Identify trusted adults to whom students can ask questions about boundaries and consent

MATERIALS

Book: **Consent for Kids! Boundary, Respect, and Being in Charge of You**, by Rachel Brian

Blank comic strip handouts

VOCABULARY

Boundaries: limits

Bodily autonomy: having a choice about what you do with your body

Consent: agreement or permission

BEGINNING: Engage

Start by asking students to think about how they say hello to people in different situations. How do they say hello to family during holidays? Friends they've not seen for a long time? Friends of their family? Strangers walking along the sidewalk in your neighborhood? Neighbors you've met a couple of times while walking the dog?

Responses might include hugging, kissing, waving, high fiving, nodding, etc.

Ask students to explain what is different about these situations and why they might choose a certain way to greet someone.

Responses might be about how well they know or trust the other person.

MIDDLE: Explain

Activity: **Read Aloud Consent for Kids! Boundaries, Respect, and Being in Charge of You, by Rachel Brian**

Start out by reading the first chapter, *You Rule* (pgs. 5-16).

(Video of chapter 1: <https://youtu.be/Hyix6LDuXLo>)

At the end of chapter 1, discuss the vocabulary words **Boundary** and **Bodily Autonomy**.

Definitions from the book:

- A **boundary** is a limit. It's like a line between what you are comfortable with and what you are not comfortable with.
- **Bodily autonomy** means having a choice about what you do with your body.

Next, facilitate an intuition activity. This activity consists of asking yes or no questions and having students answer each question silently in their heads while noticing how the answer feels in their body. This activity helps develop students' inner listening and intuition skills by practicing feeling "yes" and "no" in the body. By learning this, students will be able to use this information when more complex or challenging situations arise.

Start with questions that everyone will easily know the answers to. Make sure to give a little time after each question to let the students sit with their "yes" or "no" feelings in their bodies.

- Are you sitting in a chair?
- Are you riding in a car?
- Are you wearing glasses?
- Do you have on shoes?
- Are you at the beach?
- Are you in a classroom?

Next, ask one or two slightly harder questions so that students need to consider their answers for a moment.

Again, ask the students to answer the questions silently in their heads and pay attention to what the answer feels like in their bodies.

- Do you like pizza?
- Are you feeling cold?
- Do you like springtime?
- Do you like art?

Ask for any volunteers to share how “yes” felt in their body. Guide them to describe specific attributes of this feeling, like location in the body (chest, stomach, head, heart), bodily sensation (hot, movement, pressure, fluttering), and so on. Continue the discussion by asking how “no” feels in their body. If time allows, ask more yes/no questions and make them more challenging, according to what is appropriate for the group.

Next, read chapter 2, *Trust Your Gut*. Pause to discuss as needed before moving on to chapter 3.

(Video for Chapter 2: <https://youtu.be/vN8OxsqHJTU>)

Move on to chapter 3, *Giving and Getting Consent*; read through page 34 “News Flash”.

(Video for Chapter 3: <https://youtu.be/kVHbgykKlBk> ; pause video at 4:13 before the tickling comic)

Define **Consent** and discuss the examples of consent that are used in the book (eg. hugging, helping someone across the street, pinching, dancing, eating something, tackling)

Discuss the two parts of consent: telling others how you feel and listening to others.

Ask: How do you know if someone consents to something? (You ask.)

Next, read *The Tickling* (pg. 35) comic at the end of chapter 3. (If using the video, return to the video and read the tickling comic)

Discuss the fact that the person laughed while being tickled but they still did not like it.

Distribute a variety of blank comic strip pages and explain that students are to create a “Take 2” version of *The Tickling*.

In this version, one friend still suggests tickling, and the other friend still says “pass”, but the students will draw out what could happen next that would respect boundaries. (Use the example in the book on pg. 36 if students struggle with ideas.)

After everyone has completed their comics, ask for volunteers to share.

END: Evaluate

Wrap up this lesson with time for the students to reflect on their own behaviors of respecting others.

Ask students to think about a time when they weren’t respectful of someone else’s boundaries. Maybe the way they treated a sibling or picked up a pet when they didn’t want to be picked up.

Ask for a couple of volunteers to share.

(*NOTE TO THE TEACHER: If students cannot come up with their own examples, you can offer something from your own life. Maybe a time when you hugged someone who wasn’t a hugger. Whatever example you use, be sure to focus on a time when you violated someone else’s boundary by mistake.)

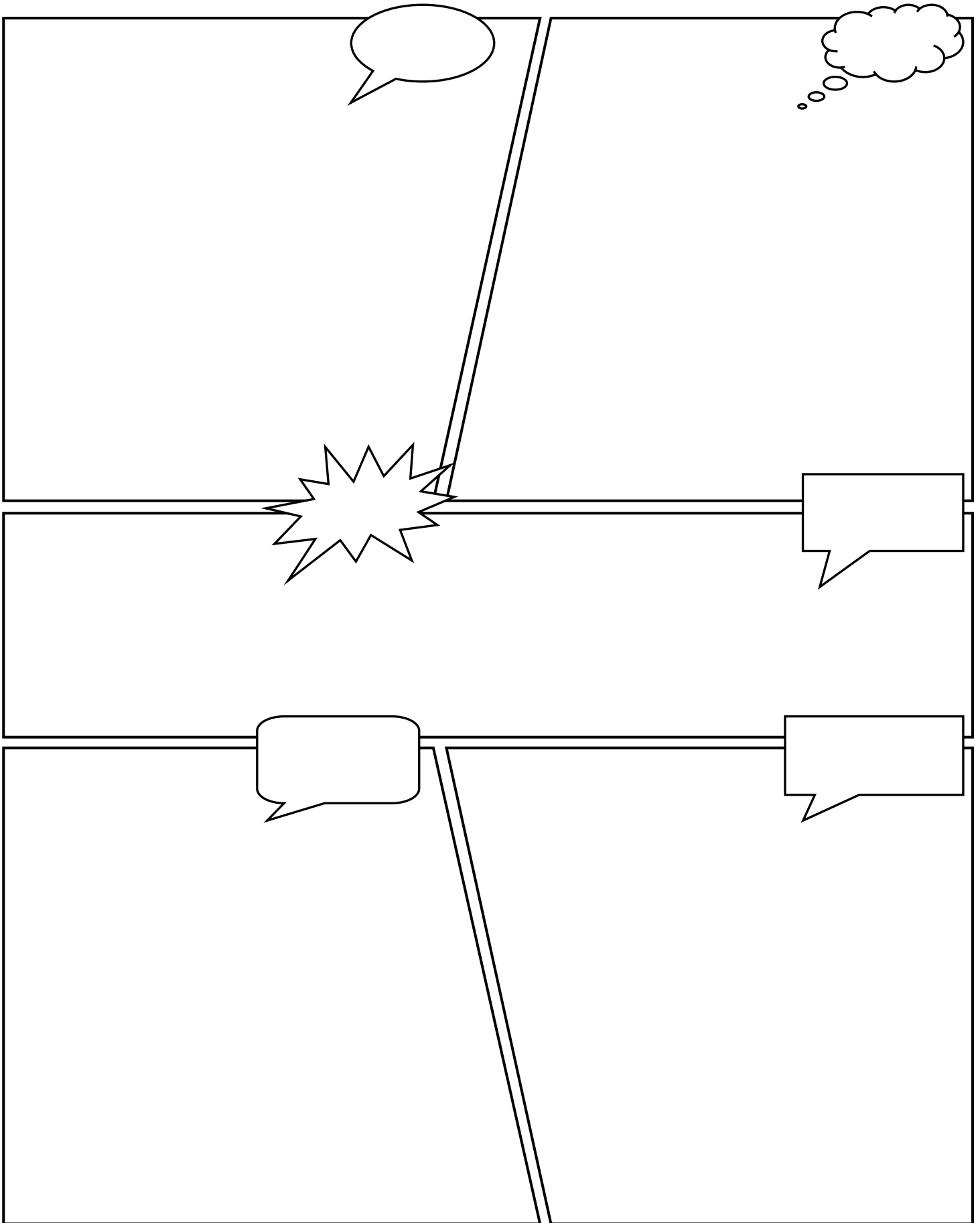
Ask them to think about how they interact with friends. Do they try to control their friends' decisions? Or do they really listen for consent? (examples from the book, pgs. 52-53.)

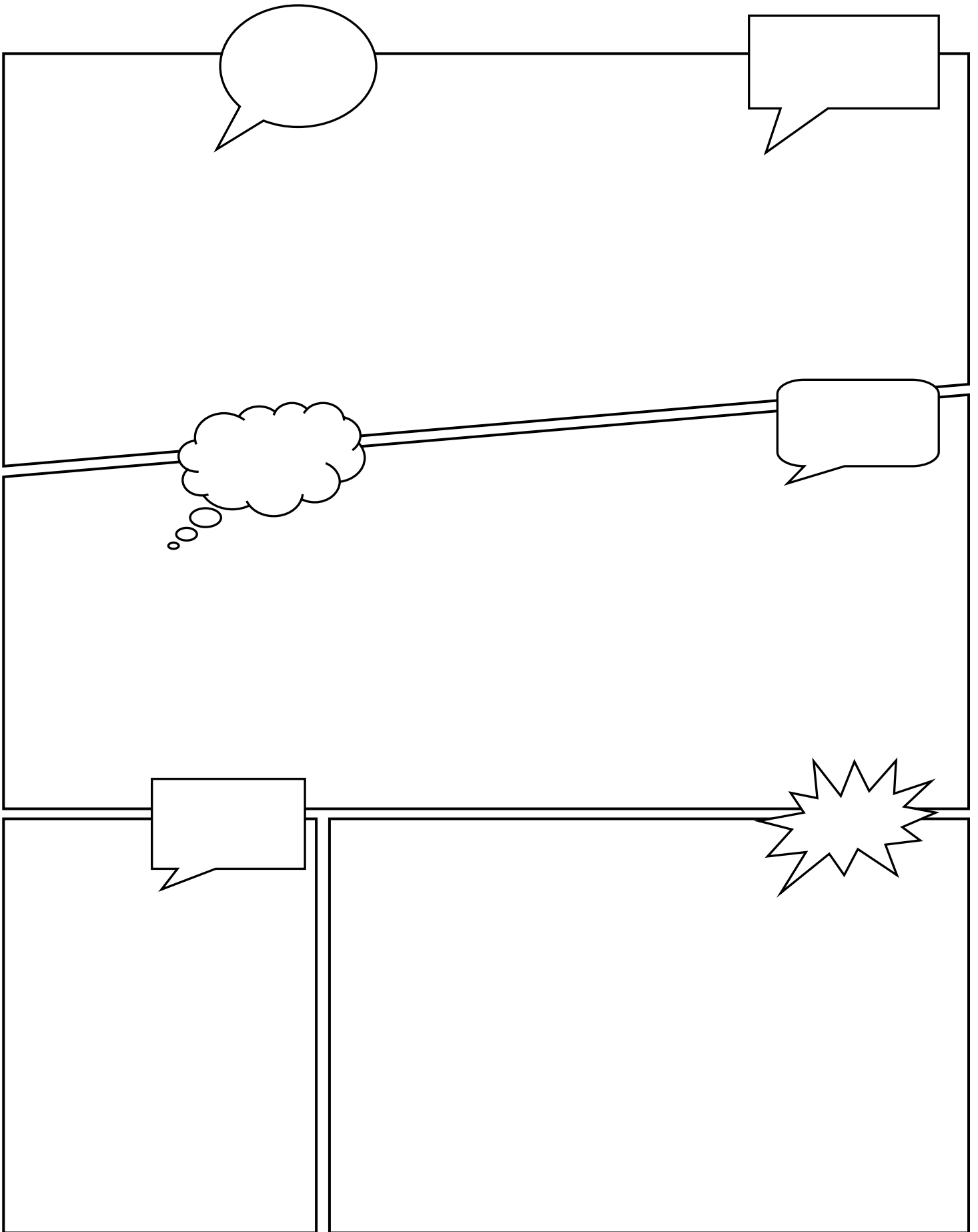
Direct students to the Home Connections Handout and point out the questions related to how they practice being better at respecting others' boundaries and listening for consent.

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Boundaries and Consent

Home Connections Handout

Two adults I trust to talk to about healthy boundaries and consent are:

1.

2.

Read the following scenarios and answer the questions.

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?

Your classmate who sits next to you has asked you to respect their space, as you lean over to ask them a question. How could you respond?

What if you notice that someone else's boundaries are not being respected? Here are 4 ways you could respond:

1. Be Direct - "Hey! That's not ok!"
2. Check in with the person who seems uncomfortable - "How's it going?"
3. Distract - "Look! A taco truck!"
4. Tell a trusted adult

Tips from Chapter 7: You to the Rescue. In *Consent (for kids!): Boundaries, Respect, and being in charge of you* by Rachel Brian

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 you help your classmate?

What are some rules about boundaries in your home?

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: Personal Safety

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

TEKS

5.21(A) define sexual harassment, sexual abuse, sexual assault, and sex trafficking;

5.21(B) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult;

NSES

IV.5.CC.1: Define child sexual abuse, sexual harassment, and domestic violence and explain why they are harmful and their potential impacts

IV.5.IC.2: Explain that some survivors are not believed when they disclose sexual abuse or harassment and that it is important to keep telling trusted adults until one of the adults takes action

LESSON OBJECTIVES

Define the terms "sexual abuse", "sexual assault", "sexual harassment", and "sex trafficking."


List at least 3 accurate facts about sexual abuse among young people their age.

Demonstrate that they have a trusted adult with whom they can speak if they or someone they know is being sexually abused or harassed.

MATERIALS

What Do You Know About Sexual Abuse? Handout

What Do You Know About Sexual Abuse? Teacher's Guide

Video:  Sex Trafficking: What is it?

Home Connections Handout

VOCABULARY

Sexual harassment: unwelcome sexual advances made by an individual

Sexual abuse: any sexual activity between adults and a minor or between two minors when one forces it on another

Sexual assault: any physical sexual touching without consent

Sex trafficking: when one person causes another person to take part in sexual activity to get something of value in return

BEGINNING: Engage

Start the session by explaining that you are going to be discussing a particularly sensitive topic today, sexual harassment and abuse. Acknowledge that the students may have learned a bit over the past few years about bullying and harassment in general. Explain that the main difference in today's lesson is that you are going to be talking about abuse and harassment that are sexual in nature.

Remind students of the group agreements and say: *"As you will hear shortly, sexual abuse – even among students your age – is more common than you think. Please keep in mind that it is very possible that students in this class may know people who have experienced this. So let's be sure to ask questions and discuss this topic as sensitively and respectfully as we can."*

Say, *"When you were younger, you might have heard an adult talk with you about a 'good' touch vs. a 'bad' touch. Does anyone remember the difference between the two?"* Probe for: good touch is a touch that feels "right" – that makes you feel safe and loved - and bad touch is a touch that makes you feel uncomfortable, bad, scared or that physically hurts. In this case, a bad touch would include someone touching your body, especially your genitals, for any reason other than for a health issue.

Say, *"At your age, even if the way someone touches your genitals feels good, no one should touch your genitals – nor should they ask you to touch theirs."*

Say, *"Sexual harassment is kind of like bullying. It's behavior that's designed to embarrass you or make you feel bad about yourself, but again, that relates to something sexual. This might include unwanted touching, telling sexual jokes that make you feel uncomfortable or passing you sexual drawings or notes. Many times, it's done by someone who has power over the person they're harassing. For example, the harasser may be an older student or adult, someone who is very popular at school, etc. It's sexual harassment if it goes on for a while and makes you feel uncomfortable or unsafe – or distracts you so much you find it hard to pay attention at school or enjoy the things you do outside of school."*


Say: **"Sexual Abuse** is any sexual activity between adults and minor (meaning someone who is under 18) or between two minors when one forces it on the other. This can include someone touching your genitals, someone making you touch their genitals, someone looking at your genitals or making you look at theirs, or even making you look at pictures of other people's genitals. It's called **sexual assault** when it involves physical touching in any way."

MIDDLE: Explain

Divide the class into pairs. Tell them you are going to distribute a worksheet that you would like them to complete together that has some information about sexual abuse. Tell them that if they don't know the answer to a particular question they should just guess. Distribute the worksheet **What Do You Know about Sexual Abuse?** and tell them they will have 5 minutes in which to complete it with their partner.

After about 5 minutes, ask the students to stop wherever they are. Ask them whether they felt like they knew a lot of the answers, some or none. After a few responses, go through the worksheet, asking for different pairs to volunteer to answer each one. Use the **What Do You Know about Sexual Abuse? Teacher's Guide** to provide the correct answers, as well as some additional, important take-home points about each.

Say: *"Another type of sexual abuse is called **sex trafficking**. Let's watch a video about this one."*

Watch:  Sex Trafficking: What is it?

Process the video by asking the following questions:

- *How did the video define sex trafficking?* (when one person causes another person to take part in sexual activity to get something of value in return)
- *Who did the video say could be a trafficker?* (it can be anyone; it could be someone the victim knows and trusts, like a family member or someone who acts friendly or romantic.)
- *What were some of the things to look for that might be signs that something is wrong?* (injuries that don't make sense, being away from school a lot, keeping to themselves, or seeming more tired than usual.)
- *If something doesn't feel right or you are worried, what can you do?* (check in with the person who you are worried about and tell a trusted adult.)

END: Evaluate

Tell the students, *"It might seem pretty easy to make sexual abuse stop, right? All you need to do is go tell an adult you know well and trust. But that doesn't happen all the time. What are some reasons why you think someone might not tell at first?"* Probe for: "They might feel embarrassed," "they might feel like it's their fault," "they might not get that what's happening is abuse or wrong," "they might feel scared because the person said they'd hurt them or someone in their family if they told," etc. After you've heard from a number of students, tell them that, no matter what, no one has a right to touch them in ways that feels uncomfortable or bad; that no one has a right to abuse or harass them sexually, whether at school, at home or anywhere else. Explain that you are now going to work to come up with some ideas of how a person can talk with a trusted adult if they or someone they know is being sexually abused.

Divide the class into different pairs. Tell them that one will be the writer but both will participate.

Say, *"Talking about sexual abuse can be tough. Imagine a friend comes to you and tells you they're being sexually abused and they want it to stop. What are some things you can suggest they do if they're nervous about telling an adult?"* Ask the pairs to each write down one adult they could talk to if this were happening to them or someone they know. Tell them it is okay if they both say the same person in their lives.

Then instruct them to come up with five ideas – or as many as they can in 2 minutes -- of how a young person could tell an adult they are being abused. Provide an example as a guide:

“Be direct. Just say, ‘I have something to tell you but I don’t know how to say it.’”

After about 2 minutes or before then if most of the students have generated their lists quickly ask for some examples. Write them up on the board or on flipchart paper, probing for or adding the following:

- Draw a picture
- Text or email a parent or caregiver
- Tell it to your teacher in a class journal or assignment
- Write a note that says, “I need to talk” or “I need help”
- Write a note that tells the whole story
- Close your eyes or turn your back and tell
- Use a stuffed animal to do the telling
- Start by just talking about the feelings you are having before talking about why you’re having them
- If your parent/caregiver has a car, wait until you’re in the car so you don’t have to talk about it face-to-face

Write **1-800-4ACHILD** on the board. Say, *“These are some really good ideas. As you can see, there are many ways a person can bring this up. And please remember that the school counselor is always available to speak with you about this or any other issue you may need to talk about. One last idea is if you really feel like you cannot talk with an adult in your life, you can call this hotline: 1-800-4ACHILD.”*

Tell the students that even though you’ll be erasing this at the end of class, you will always have this number available if anyone wants it and didn’t remember it or didn’t feel they could write it down.

Direct the students to the Home Connections Handout for information about secrets.

Instructions: Go through the worksheet with your partner and circle the correct answer. We will be going through the answers when you're done, so if you're not sure, feel free to make your best guess.

1. At what age are kids MOST likely to be sexually abused?
 - a. 2 to 5 years old
 - b. 7 to 13 years old
 - c. 14 – 18 years old
 - d. Kids under 18 don't get sexually abused.
2. Which of the following statements is TRUE:
 - a. Only girls can be sexually abused
 - b. Only boys can be sexually abused
 - c. Anyone can be sexually abused, no matter what their gender is
 - d. Boys are more likely to be sexually abused
3. With which of these students can sexual abuse happen?
 - a. Students whose parents have more money or a nicer home than others
 - b. Students whose parents have less money or a more modest home than others
 - c. Students who only have one parent or are being raised by another family member
 - d. All of the above
4. Which is true about the people who sexually abuse others?
 - a. Most are men
 - b. Most are people the child knows, not strangers
 - c. Most have jobs where they can spend time around kids
 - d. All of the above
5. If someone you know is being sexually abused, what might you notice?
 - a. A change in mood – someone who's usually happy and outgoing becomes quiet or irritable
 - b. They won't want to participate in fun things you used to do together and may not give a reason for that
 - c. They might wear big, bulky clothes to cover as much of their body as possible – even in warmer weather
 - d. All of the above

Instructions: Go through the teacher's guide, providing the correct answers to the students. After sharing the correct answer, share some of the additional information and take-home messages outlined below. While this is formatted as a lecture, feel free to conduct this as a back-and-forth discussion with your students, which will help you get a sense of what they know coming into the lesson.

1. At what age are kids MOST likely to be sexually abused?
 - a. 2 to 5 years old
 - b. 7 to 13 years old
 - c. 14 – 18 years old
 - d. Kids under 18 don't get sexually abused.

The information we have about sexual abuse is limited. We are pretty sure that even more kids are abused than we know about because so many are scared to come forward and say something. But from what we know, the most common age for sexual abuse to happen is 7 to 13 years old. Now, that does not mean that ALL children ages 7 to 13 will be abused – not at all! But when kids are this age, they tend to have more unsupervised time without the adults they know and trust around them. Also, they have not learned to speak up for themselves as much as older kids. That's something we're going to take care of later in this lesson.

2. Which of the following statements is TRUE:
 - a. Only girls can be sexually abused
 - b. Only boys can be sexually abused
 - c. Anyone can be sexually abused, no matter what their gender is
 - d. Boys are more likely to be sexually abused

There's a myth out there that only girls are sexually abused, but that's not the case. As I shared before, we don't completely know how many people have experienced this as students. But based on the number of adults who were sexually abused as children, one estimate is that 1 in 4 girls and 1 in 6 boys is sexually abused during their lifetime.

3. With which of these students can sexual abuse happen?
 - a. Students whose parent(s) have more money or a nicer home than others
 - b. Students whose parent(s) have less money or a more modest home than others
 - c. Students who only have one parent or are being raised by another family member
 - d. All of the above

There's nothing about where you live, or how you're growing up, that means you will or won't experience sexual abuse. It can happen to anyone. It has to do with speaking up if anyone makes you feel uncomfortable in any way. It also means knowing that YOU can never touch anyone else in a way that makes them feel uncomfortable or bad, whether that's now or when you're older.

4. Which is true about the people who sexually abuse others?
 - a. Most are men
 - b. Most are people the child knows, not strangers
 - c. Most have jobs where they can spend time around kids
 - d. All of the above

All of these statements are true. I want to say again that just because most sexual abusers are men, that does NOT mean that ALL men are or will be sexual abusers. It's really important that you don't

walk away scared of the men in your life. We just want you to be sure you are really aware of how the grown ups in your life are with you and how you feel about that – and again, to know who you can go to if anything does not make you feel comfortable.

5. If someone you know is being sexually abused, what might you notice?
 - a. A change in mood – someone who’s usually happy and outgoing becomes quiet or irritable
 - b. They won’t want to participate in fun things you used to do together and may not give a reason for that
 - c. They might wear big, bulky clothes to cover as much of their body as possible – even in warmer weather
 - d. All of the above

Someone who is being sexually abused might show some, all or none of these. Everyone is different. These can also happen when kids are going through something else really major at home – like if someone close to them has passed away or their parents or caregivers are separating. You all aren’t counselors – I’m not even a counselor! But if you notice a change in a friend’s behavior like what’s named here, ask them if they’re okay. Encourage them to go tell an adult if they need some support. Say that you’ll go with her or him to talk with that adult if they want. Just don’t keep it a secret – there’s no reason why anyone should have to endure sexual abuse. But you need to speak up in order to make it stop.

Personal Safety

Home Connections Handout

Two adults I trust to talk to about staying safe are:

1. _____ 2. _____

Secrets vs. Surprises

Secrets are meant to stop someone from learning about something, usually because if other people found out, they would be mad or sad. Some secrets can make you feel sad, scared, confused or uncomfortable. Sometimes someone will threaten to hurt you or people you care about if you tell a secret. Those are warning signs that this could be a dangerous situation and it's important to tell a trusted adult.

Surprises are fun and usually make everyone who knows about them joyful! They also get to be revealed after a short time, and there's no threat or negative consequence if you tell it.

Is this a Secret to TELL or a Surprise that is OK to keep? (circle one for each)

- Your friend tells you that they really likes a girl in your class. They ask you not to tell anyone else.

Secret to TELL

Surprise that's OK to keep

- Your babysitter's boyfriend visited her at your house. You are not supposed to have visitors when your parents are not at home. Your sitter asked you not to tell your parents about the boyfriend's visit.

Secret to TELL

Surprise that's OK to keep

- Your friend's older cousin says he knows a fun "touching game" that he wants to play with you, but it's only for kids, and no adults can know about it.

Secret to TELL

Surprise that's OK to keep

- Your soccer team is planning a big party for the coach after your last game, and no one is supposed to mention it in front of her.

Secret to TELL

Surprise that's OK to keep

To parents/trusted adults: For more information about talking to your child about secrets, check out <https://sexpositivefamilies.com/talking-to-kids-about-secrets/>

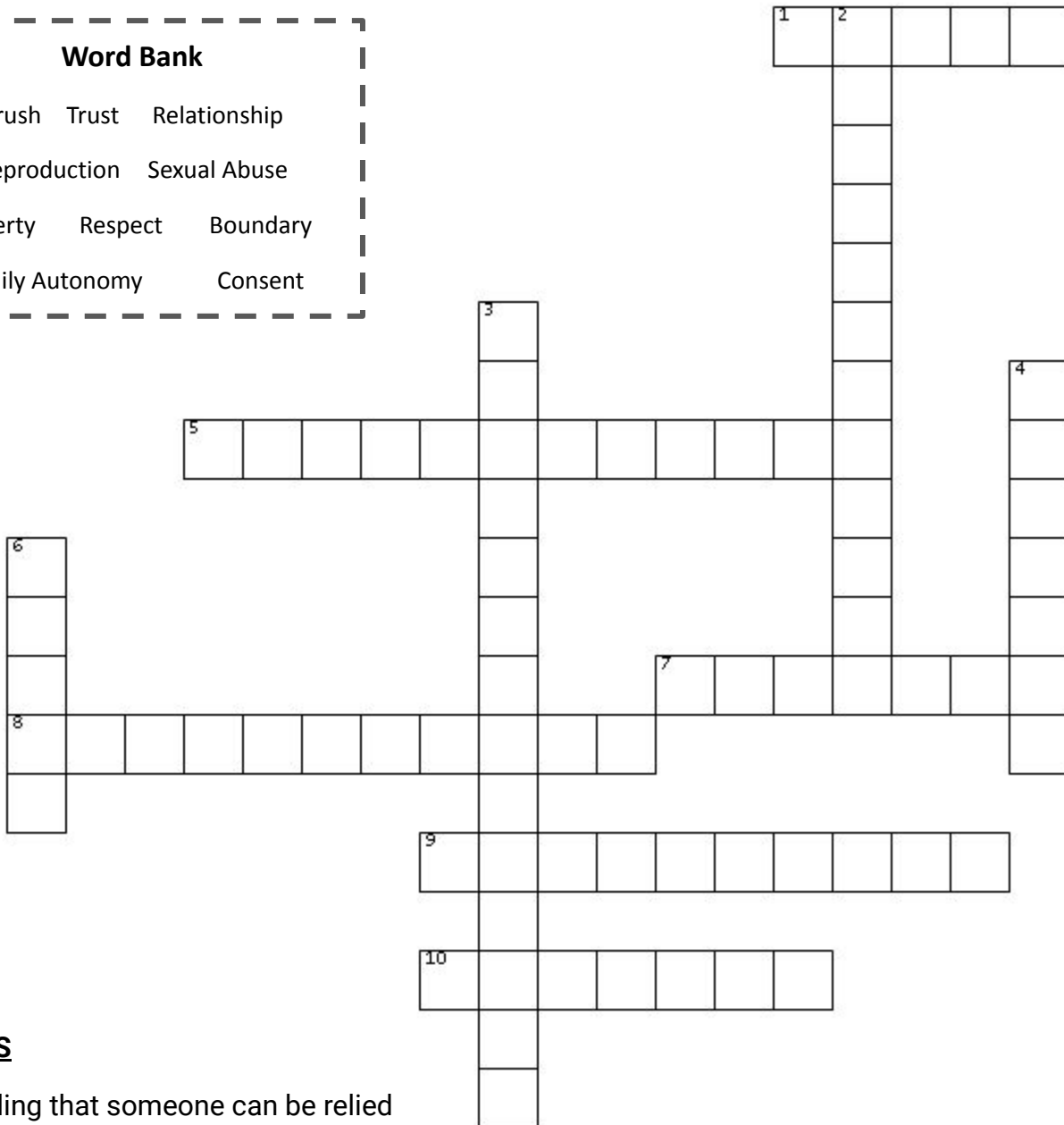
Human Sexuality and Responsibility

Unit Wrap Up

In this unit, we talked about our changing bodies, how humans reproduce, characteristics of healthy relationships, setting and respecting boundaries, and staying safe from sexual abuse and assault. Use the word bank to fill in the crossword puzzle of vocabulary words from this unit.

Word Bank

Crush Trust Relationship
Reproduction Sexual Abuse
Puberty Respect Boundary
Bodily Autonomy Consent



ACROSS

1. A feeling that someone can be relied upon
5. The action or process of making a copy of something
7. Caring enough to consider how words and actions impact others
8. Any sexual activity between adults and a child
9. Limits
10. Agreement or permission

DOWN

2. A connection between two people
3. Having a choice about what you do with your body
4. The period of growing and changing from a child to an adult
6. A strong, usually temporary, feeling of liking someone

Crossword solution

Teacher Resource

