

Human Sexuality & Responsibility



4th Grade
Lesson 1: My Body

Introduce the unit by saying something like:

“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. Today, we will be reviewing the human reproductive systems. The purpose is to ensure that you have the correct information about your bodies and feel comfortable asking questions of your parents or doctors.”

“Because these lessons can feel new or personal, it’s important that everyone feels comfortable and respected while we learn. Let’s take a few minutes to discuss class agreements so we all know how to take care of each other during these lessons.”



Group Agreements

What helps you feel comfortable learning new or personal things?

Use the [Creating Our Class Agreements](#) document to guide a discussion to set the agreements.

Start by saying something like:

“Sometimes these topics can feel personal or even a little awkward, so it’s important that our class feels like a safe and respectful place.”

Ask: *“What helps you feel comfortable learning or talking about new or personal things?”*

Record answers briefly on chart paper.

Group Agreements

“We agree to...”
“It helps when...”
“We promise to...”

In groups, discuss the following:

- How do we show respect during these lessons?
- What can we do if something makes us feel uncomfortable or embarrassed?
- What should we remember about privacy - ours and other people’s?
- What do we do if we have a question?

Write 1-2 ideas per sticky note

Use the [Creating Our Class Agreements](#) document to guide a discussion to set the agreements.

Break students into small groups (2-4 students each). Give each group a few sticky notes and sentence starters like:

- “We agree to...”
- “It helps when...”
- “We promise to...”

Prompts for groups to discuss:

- How do we show respect during these lessons?
- What can we do if something makes us feel uncomfortable or embarrassed?
- What should we remember about privacy - ours and other people’s?
- What do we do if we have a question?

Instruct groups write 1–2 ideas per sticky note.

After 5-7 minutes, gather everyone back together. Ask for volunteers to read their ideas aloud and group them into common themes. As you sort, guide students to consolidate and phrase ideas positively.

Together, narrow it to about **4-6 total agreements** that everyone can understand and remember.

Be sure to include something similar to

- We show respect for everyone's ideas and feelings.
- We can ask questions — no question is silly.
- We use correct words for body parts.
- We keep personal things private.
- We can pass if we don't want to share.
- We help everyone feel safe.

Read the list aloud together and ask students to show a thumbs-up or nod to signal agreement. **Post the chart where it will stay visible for all lessons.**



I can...

- **Identify** the main parts and basic functions of the reproductive system.
- **Explain** how to respect my privacy and the privacy of others.

Review the lesson objectives with students.

I can...

- Identify the main parts and basic functions of the reproductive system.
- Explain how to respect my privacy and the privacy of others.



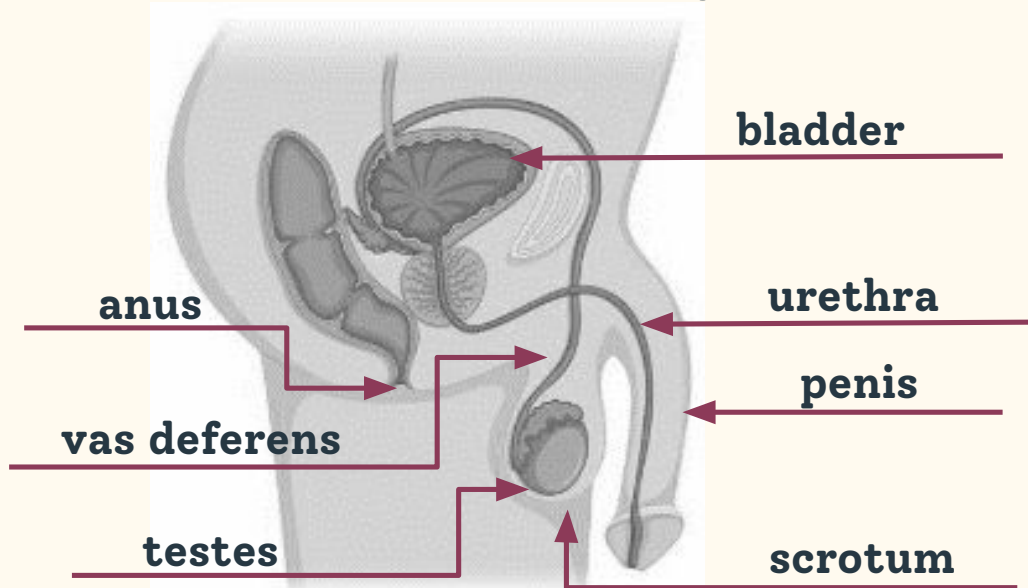
Getting to Know the Reproductive Organs

Print and distribute copies of the [Reproductive Systems handout](#) and make available colored pencils or crayons.

Use the images on the following slides to talk through the parts. 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, instruct the students to label and color that part, using a different color for each part. Students can choose which colors they would like to use.

Reproductive Body Parts



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 just an 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.

Explain that the outside of this type of reproductive system has two parts.

CLICK to display the arrows pointing to the two main outside parts.

Ask: *Can anyone name these two parts?* Take a few responses then **CLICK** to reveal the words "**penis**" and "**scrotum**."

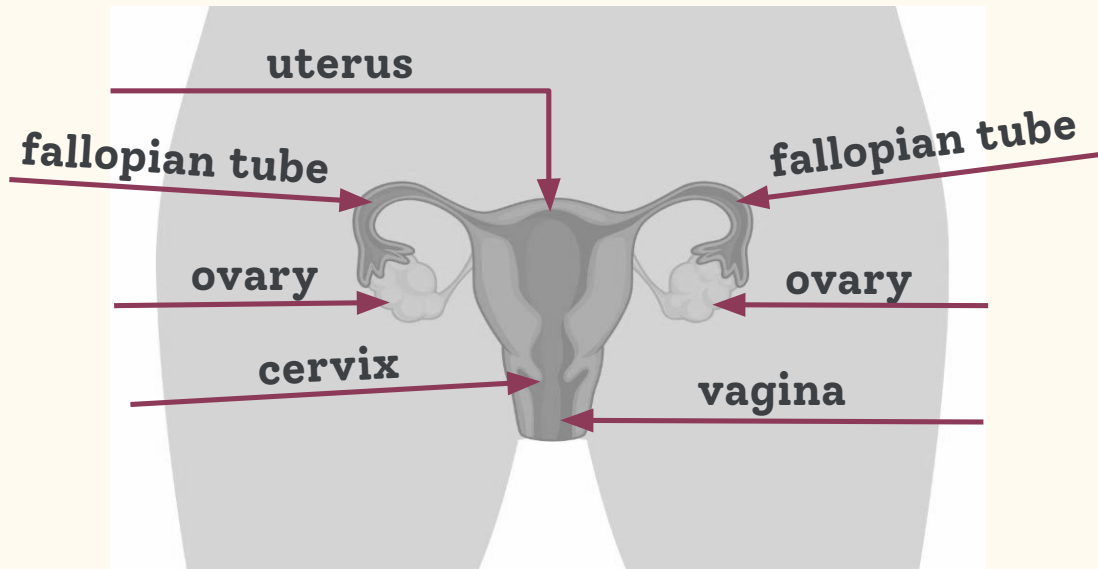
Continue using the following script and **CLICK** to reveal each arrow and label. Remember to give students time to label and color all of the parts.

- *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 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.*

Take a few responses then explain: “*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 on this image (**CLICK**) is the **anus**, where a bowel movement (“poop”) comes out (which is not actually part of the reproductive system).*

Reproductive Body Parts



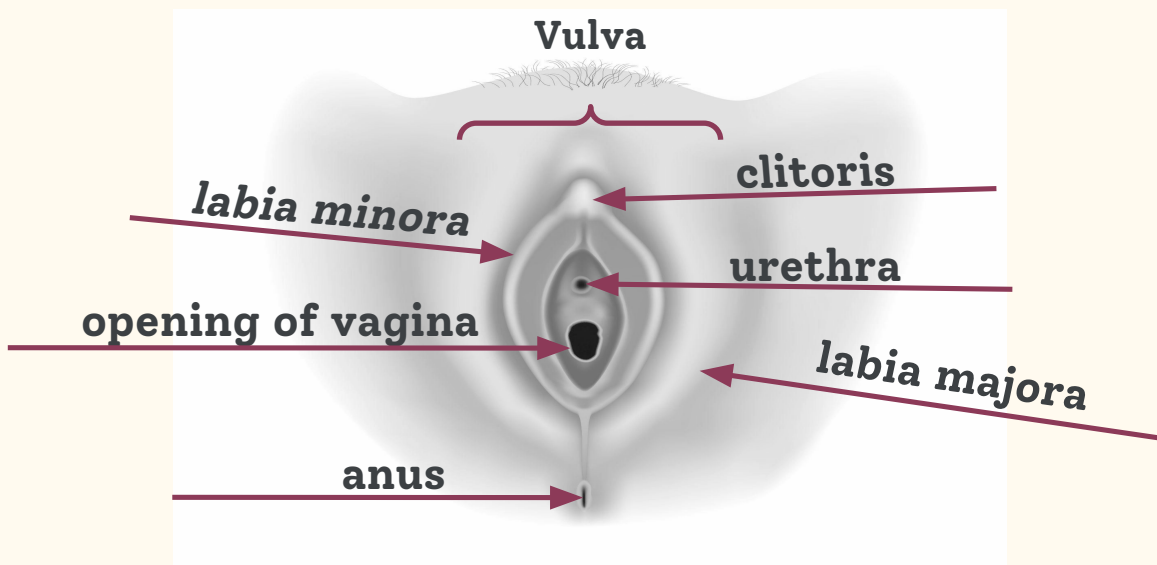
Start by pointing out that you are going to show images of both the internal and external parts for people with this next type of reproductive system, starting with the inside.

Explain that the image on the slide is the front view of the inside of a person's body. As you talk through the parts, **CLICK** to reveal the arrows and labels. Remember to give students time to label and color all of the parts.

- *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, can create a baby.*
- *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.

Reproductive Body Parts



Start by pointing out that this is just an 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.

As you talk through the parts of the external anatomy, **CLICK** to reveal the arrows and labels. Remember to give students time to label and color all of the parts.

- *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.*



Privacy

Introduce the concept of privacy by saying something like:

“Everyone has a reproductive system of some kind. The external parts of the reproductive system are sometimes called “private parts”.

Ask: *“Who can tell me what the word ‘private’ means?”*

Take a few responses then **explain:**

“Keeping something private means that it is just for you. Sometimes we can be in private places, like a bathroom or a bedroom. Most people knock before going into a bathroom or someone else’s bedroom because knocking is a way to respect privacy. Our bodies are private too. There are some parts we show people and other parts we cover with clothes.”

(Privacy talking points from Sex is a Funny Word by Cory Silverberg and Fiona Smyth)

Privacy

- How do different people in your family feel about what should be covered and what can be shown?
- Is this different in other families you know?

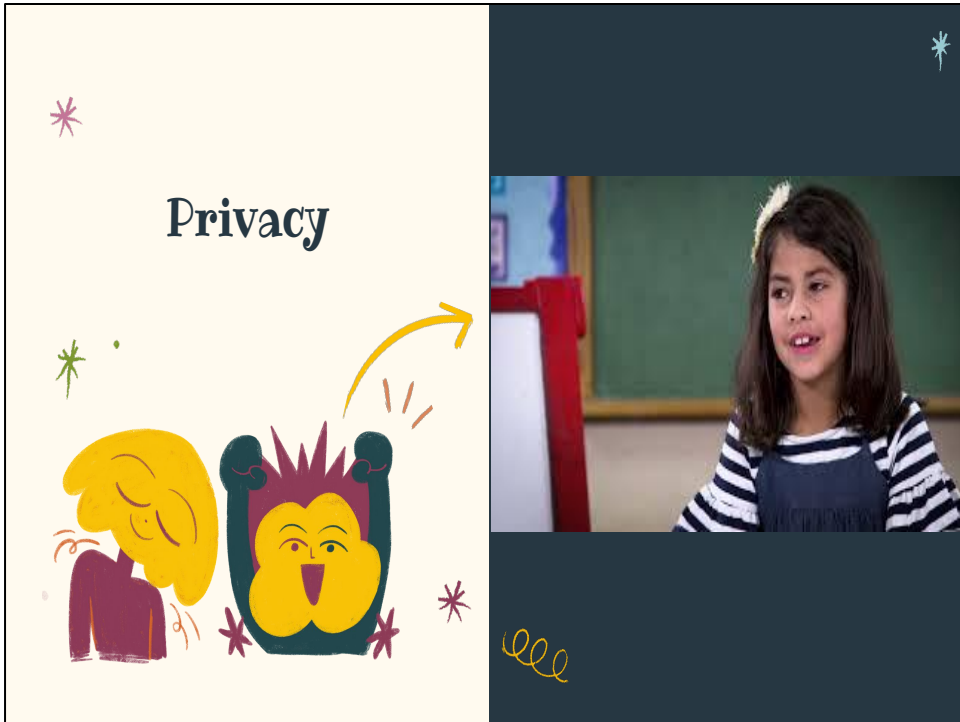
Continue discussing privacy by asking the following questions:

- *“How do different people in your family feel about what should be covered and what can be shown?”*
- *“Is this different in other families you know?”*

Possible responses could include: religious traditions of covering the head or all skin, being at a friend’s house whose toddler sibling always runs around naked, or some people wear bikini swimsuits or just bottoms or trunks and others wear one piece to cover their whole mid section.

Explain that just because we choose to keep some of our body parts private and covered most of the time, especially our reproductive system parts, doesn’t mean they are bad. All of our body’s parts are beautiful!

(Privacy talking points from Sex is a Funny Word by Cory Silverberg and Fiona Smyth)



Play the [Kid Chats Privacy Video](#)


Kid Chats Privacy Video

- What were some examples of privacy you heard in the video?
- How can you let others know you need privacy?
- How can you find out if someone else needs privacy or if you can be in their space?

Process the video by discussing the following questions:

- ***What were some examples of privacy you heard in the video?***
Responses might include privacy when changing clothes, when siblings are being rude or annoying, because someone is mad or sad or doesn't want to talk, and when in the shower.
- ***How can you let others know you need privacy?***
Responses might include putting a sign on the door or asking people to leave.
- ***How can you find out if someone else needs privacy or if you can be in their space?***
Responses might include knocking or asking for permission.

Explain that the same rules apply to any part of a person's body. It's important to ask permission before touching any part of a person's body. And nobody should touch your body without asking you first.



Home Connections Handout

Who are 2 adults you trust to talk about your body?


HSR Grade 4 Lesson 1

My Body

Home Connections Handout

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


- 1.
- 2.



Identify the times when it's okay and times when it's not okay to talk about reproductive body parts.

Have you heard other names for the reproductive body parts?

What other questions do you have about your reproductive body parts?



Summarize by saying something like:

“It’s important to know something about all body parts, even the parts you don’t have. It’s ok to be curious about what the body parts look like and what they do. But when a body part is covered by someone, respecting their privacy means not trying to see something they don’t want to show.”

Direct students to the [Home Connections Handout](#) and ask them to identify 2 trusted adults they can talk to about their body.

Up Next...

...Puberty



Wrap up the lesson by saying something like:

“Today we learned about the different parts that make up the reproductive system. We looked at examples but also learned that all bodies are unique so no two will look exactly alike. Lastly, we learned about the importance of privacy in a time when your body is changing and growing into an adult. In the next lesson, we’ll explore the kinds of physical, emotional and social changes that can happen during puberty. The goal will be to understand these changes, know that they are all normal, and learn how to take care of yourselves during this time.”

* **Attributions** *

- Slide Template: [Feelings Check-In Education Presentation in Cream Blue Black Hand Drawn Style](#) by [Canva Creative Studio](#) via [Canva.com](#)
- [Kid Chats Privacy Video](#)
- Privacy talking points from [Sex is a Funny Word](#), a book by Cory Silverberg and Fiona Smyth



Creating Our Class Agreements

Grade Level: 3-5

Time: 15-20 minutes

Purpose: Students co-create agreements that help everyone feel safe, respected, and ready to learn during lessons about bodies, relationships, and personal health.

Materials

- Chart paper or large poster titled “**Our Class Agreements for HSR Lessons**”
- Markers or sticky notes

Warm-Up Discussion (2–3 minutes)

Start by saying something like:

“Sometimes these topics can feel personal or even a little awkward, so it’s important that our class feels like a safe and respectful place.”

Ask: “What helps you feel comfortable learning or talking about new or personal things?”

Record answers briefly on chart paper.

Small Group Brainstorm (5-7 minutes)

Break students into small groups (2-4 students each). Give each group a few sticky notes and sentence starters like:

- “We agree to...”
- “It helps when...”
- “We promise to...”

Prompts for groups to discuss:

- How do we show respect during these lessons?
- What can we do if something makes us feel uncomfortable or embarrassed?
- What should we remember about privacy - ours and other people’s?
- What do we do if we have a question?

Instruct groups write 1–2 ideas per sticky note.

Share and Group Ideas (5-7 minutes)

Gather everyone back together. Ask for volunteers to read their ideas aloud and group them into common themes.

Typical themes will naturally emerge around:

- **Respect and Kindness**
- **Privacy and Confidentiality**

- **Asking Questions**
- **Right to Pass/Comfort**
- **Using Correct Terms**

As you sort, guide students to consolidate and phrase ideas positively by saying something like:

“So it sounds like a lot of us said things like ‘Don’t laugh at people’ or ‘Be kind.’ Let’s combine those into one agreement that says: ‘We show respect for everyone’s ideas and feelings.’”

Finalize and Post (3-5 minutes)

Together, narrow it to about **4-6 total agreements** that everyone can understand and remember.

Be sure to include something similar to

- We show respect for everyone’s ideas and feelings.
- We can ask questions — no question is silly.
- We use correct words for body parts.
- We keep personal things private.
- We can pass if we don’t want to share.
- We help everyone feel safe.

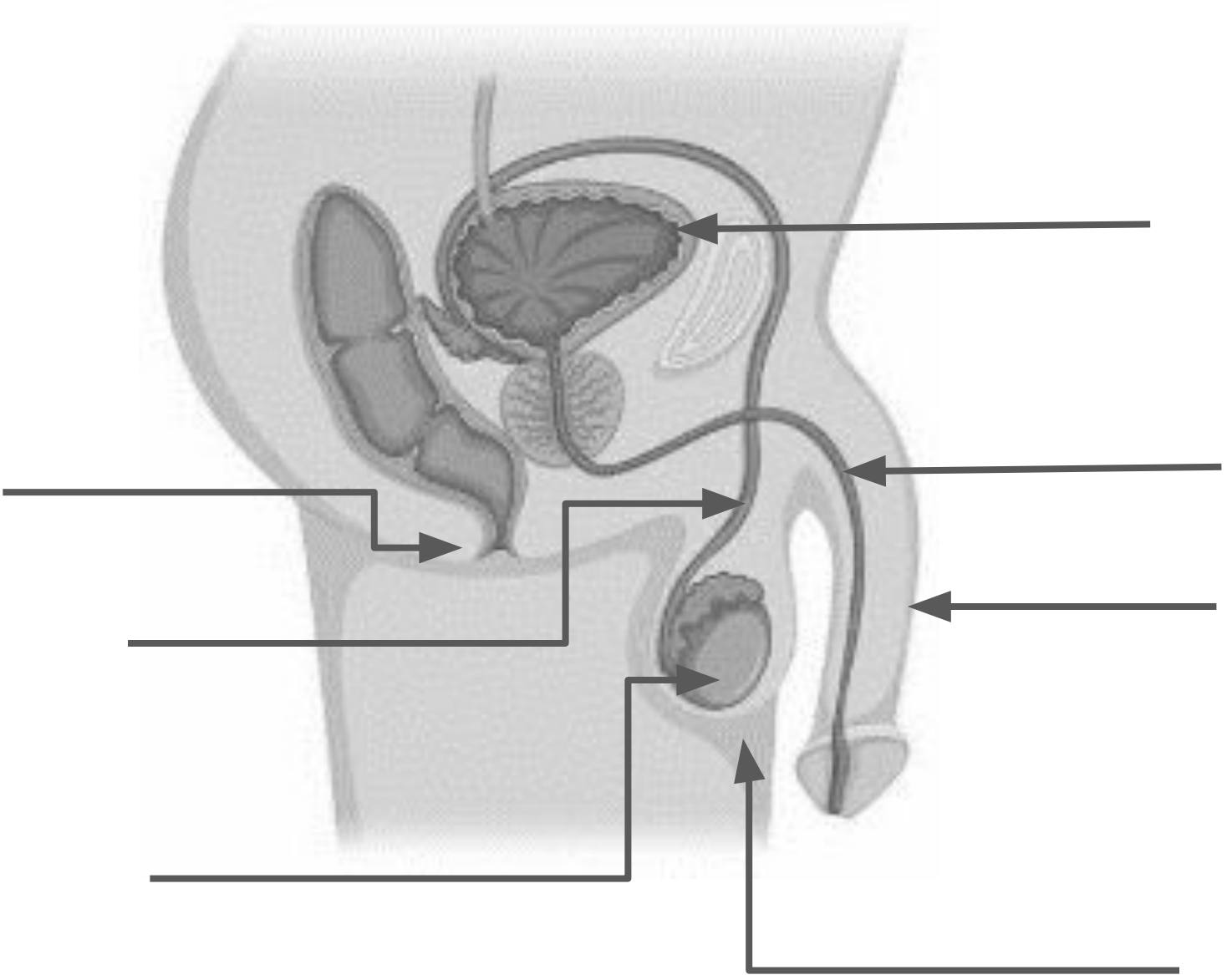
Read the list aloud together and ask students to show a thumbs-up or nod to signal agreement. **Post the chart where it will stay visible for all lessons.**

Reinforce and Revisit (Ongoing)

- Start each lesson with a quick review of the agreements (“Let’s remember our agreements.” or “Which one do we want to focus on today?”)
- Acknowledge when students follow them (“That was a respectful question! Thank you for asking that in a calm way.”)
- If a moment of discomfort or laughter happens, calmly refer back to the agreements (“Remember, we said we’d help everyone feel safe while learning.”)

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.

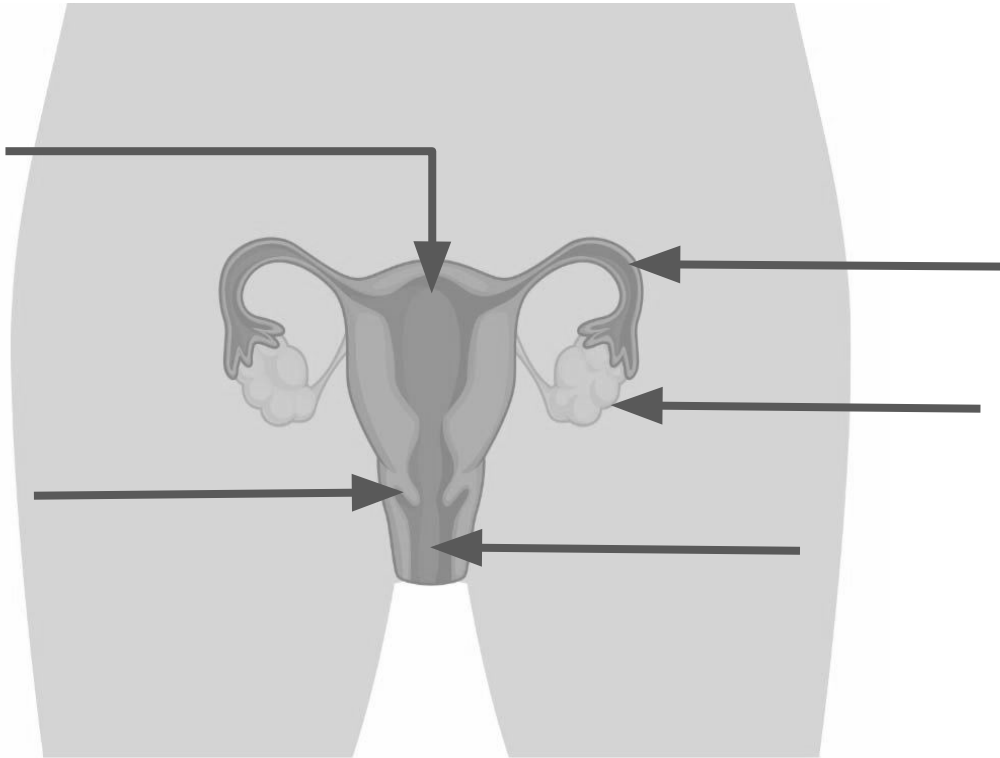


Word Bank

vas deferens	penis	bladder	
testes	urethra	scrotum	anus

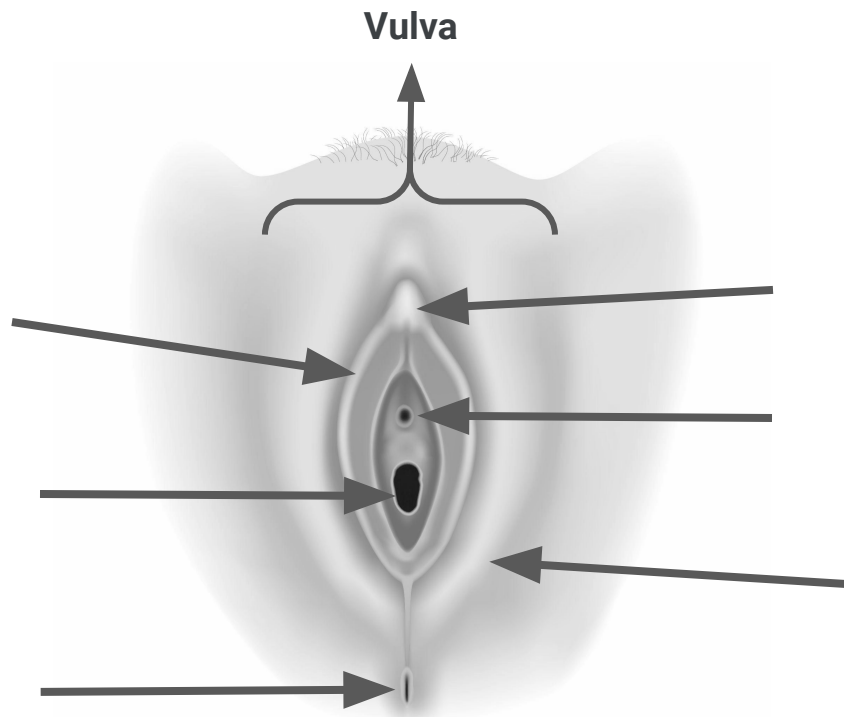
My Body: Reproductive Systems

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



My Body

Home Connections Handout

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

- 1.
- 2.



Kids vector created by pikisuperstar - www.freepik.com

Identify the times when it's okay and times when it's not okay to talk about reproductive body parts.

Have you heard other names for the reproductive body parts?

What other questions do you have about your reproductive body parts?



People vector created by freepik - www.freepik.com

Human Sexuality & Responsibility



Lesson 2: Puberty

Introduce lesson 2 of the HSR unit by saying something like:

“Last time, we learned about the parts of our bodies that help people grow and one day be able to have children. Today we’re beginning our lesson on puberty, which is the time when children’s bodies start to change as they grow into teenagers. Everyone goes through puberty, and everyone moves through it at their own pace. In this lesson, we’ll explore what kinds of changes can happen—some that might feel exciting or positive, and some that might feel confusing or difficult. Our goal is to understand these changes, know that they are all normal, and learn how to take care of ourselves during this time.”



Group Agreements

Review classroom ground rules by saying something like: *“Before we begin the lesson today, can someone please remind the class about our agreements for feeling comfortable learning or talking about new or personal things?”*

Provide enough time to briefly review all group agreements.

“Thanks for reviewing our classroom agreements. Now we’re going to start with an activity that will help us ease into today’s topic. You won’t need anything except your listening ears and willingness to participate—just follow the directions as we go.”



I can...

- **Explain** some physical, social, and emotional changes that happen during puberty.
- **Identify** trusted adults I can talk to about puberty and hygiene.

Review the lesson objectives with students.

I can...

- Explain some physical, social, and emotional changes that happen during puberty.
- Identify trusted adults I can talk to about puberty and hygiene.

The graphic is split into two vertical panels. The left panel has a light yellow background and features the title "Puberty Walk" in a dark blue, serif font. Below the title is a colorful illustration of a yellow flower with a smiling face and a purple character with a smiling face, both appearing to be in conversation. There are small starburst icons around the illustration. The right panel has a dark blue background and contains white text. At the top right of this panel is a small white starburst icon. The text reads: "When I tap you on the shoulder, walk to the other side of the room." followed by "Walk—don't run." and "If you haven't been tapped yet, stay where you are and wait for your turn." At the bottom of the right panel, there is a yellow scribble that looks like the word "eee".

Puberty Walk

When I tap you on the shoulder, walk to the other side of the room.

Walk—don't run.

If you haven't been tapped yet, stay where you are and wait for your turn.

Facilitate the Puberty Walk activity:

- Ask students to move to one area of the room.
- Tell them that 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.*
- Start by tapping one student on the shoulder and have them walk to the other side of the room before tapping 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.

**Activity 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 Walk

- 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?

When all students have walked to the other side of the room, process the puberty walk activity by **discussing** the questions on the slide:

- 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?

Explain how the activity is like puberty by saying something like:

“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.”

*Activity 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

Vocabulary

Puberty

The time when your body begins to change as you grow from a child into an adolescent.

Adolescence

The stage of life between being a child and becoming an adult.

Ask for a volunteer to read the puberty definition on the slide:

- *Puberty is the time when your body begins to change as you grow from a child into an adolescent.*

Say: *“These changes include new body hair and other developments that help your body get ready for adulthood.”*

CLICK to reveal the word “Adolescence” and ask for volunteers to define it.

Take a few responses then **CLICK** to reveal the definition and ask for someone else to read it aloud.

- *Adolescence is the stage of life between being a child and becoming an adult.*

Say: *“It includes the years when you go through puberty and continue growing and changing physically, emotionally, and socially. These changes can sometimes be exciting and fun, but at other times can cause a young person to become confused and awkward. Remember, each person goes through puberty and adolescence at their own pace.”*



Great and Difficult Changes

Explain that this activity allows students to consider both the positive and difficult changes that accompany puberty and begin to identify their support systems for coping with the changes.

Write these titles on separate pieces of chart paper, and post them on the wall or as 2 columns on the board:

- The Great Things About Growing Up
- The Difficult Things About Growing Up

Ask students to come up with an example or two for each heading together as a class. An example of a difficult change could be moodiness. A great change could be more independence.

Discuss how some changes that may fit in both categories. For example, more responsibility can be seen as both great (“I get to babysit!”) or difficult (“I have to babysit.”).

Then, have students walk around the room writing their ideas under each title.

[†]Adapted from the teachingsexualhealth.ca Grade 4 Puberty Changes; Alberta Health Services (2020)

Great and Difficult Changes



- Why do we develop?
- Why are some changes difficult? Why are some changes great?
- What can we do to make change easier?

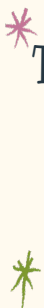
Debrief the activity by discussing the questions on the slide:

- *Why do we develop?*
 - Puberty happens to everyone. Changing from a child to an adult is called puberty.
- *Why are some changes difficult? Great?*
 - People react to change differently. Some changes may be listed as being both great and difficult. Feelings about change are personal. A difficult change (as identified by the students) does not have to be a problem. There are different ways to cope with change.
- *What can we do to make change easier?*
 - Focus on our strengths (e.g., communication, standing up for ourselves and independence) that will help us with puberty.
 - Identify support systems (i.e., family, school and community members) who can provide help/support.


Identify any changes listed that are incorrect or unlikely and explain why the change is not likely.

For example, students may have listed a change such as “girls are more mature than boys”. This is a myth. Some girls may start puberty earlier than some boys, however they are not necessarily more mature.

They Tell Me I'm Going Through Puberty



They Tell Me I'm Going Through Puberty



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

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

I don't mind some of the changes I'm seeing. In fact, some things I even like. I'm taller than I was last year. I know I'm smarter just because I'm able to think and write about what I'm going through now.

But then, there are some changes that aren't so good. Like B.O. (body odour). The first time I noticed it, I thought I had some kind of disease or something. Now I realize it's not too bad if I wash and use deodorant.

The worst part so far is acne. I remember I was getting ready to go to a birthday party, washing up and stuff, when I looked in the mirror and saw this big zit staring back at me. I held hot washcloths on it for a long time. It went down, but not the whole way. I went to the party anyway. I noticed that many other kids had the same or worse luck with their zits. I wonder how common this is.

There's one thing I get a little embarrassed about. It's even hard for me to say this. When I was at the party the other night, I was with someone I like (and I'm not mentioning any names). I got this new feeling. It was strange but kind of nice. They tell me it's normal. Is it?

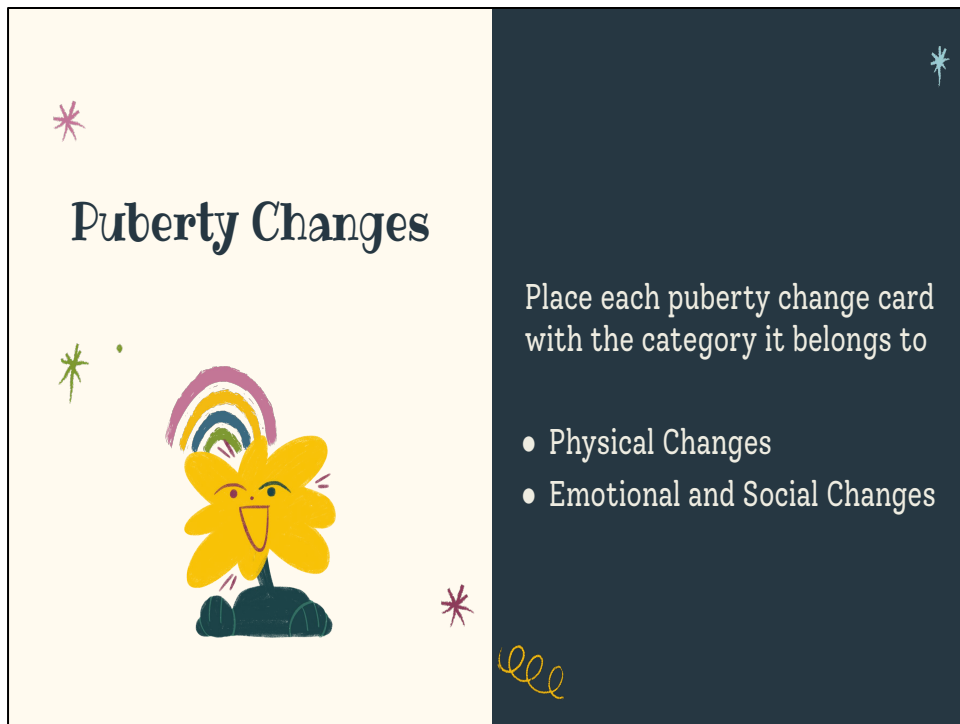
They tell me I'm going through puberty. That means I have to go to school with my zits and my B.O. But, I'm taller and smarter. I think I'll survive.

Explain that this next activity helps students see that the majority of changes that happen in puberty are common to all, and only a few are specific to people with certain body parts.

Read [They Tell Me I'm Going Through Puberty](#) to the students. You can also give the students the handout to follow along as you read, or have volunteers take turns reading parts of the story.

When you are done, **ask** students “Can you tell Chen’s age or gender from this story?” Have students share their answers with a nearby classmate and discuss their reasons.

*Adapted from the teachingsexualhealth.ca Grade 4 Puberty Changes; Alberta Health Services (2020)



Print and cut out the [Puberty Changes Cards](#).

Post the title cards on the wall:

- Physical Changes
- Emotional and Social Changes


Distribute a Puberty Changes card to each student, until all the cards are distributed. Explain that each card contains a change that someone **MIGHT** experience during puberty. Each person may or may not experience any of the changes listed on the cards.

Instruct students to place each card under the title (Physical or Emotional and Social) which best fits the puberty change described. (See [Puberty Changes Teacher Resource](#) for answers).

As a class, **review** the card placements, and make the necessary changes. **Explain** any changes that students don't understand. You may wish to give a fuller explanation of some of the physical changes that only happen to females/people with uteruses (menstruation, ovulation, vaginal discharge, hips get wider) vs. changes that only happen to males/people with testicles (erections, ejaculation, shoulders get wider, sperm production, testicles get bigger).



**They Tell Me I'm
Going Through
Puberty**



**Can you tell Chen's age or
gender?**



They Tell Me I'm Going Through Puberty

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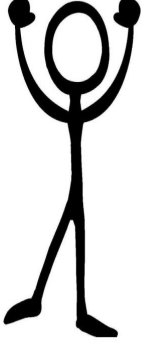
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They tell me I'm going through puberty. That means I have to go to school with my zits and my B.O. But, I'm taller and smarter. I think I'll survive.




Re-read [They Tell Me I'm Going Through Puberty](#).

Ask students if their ideas about Chen's age or gender have changed.

Follow up with a discussion emphasizing that :

- no change that is happening to Chen would indicate one sex or gender over another
- the changes Chen is experiencing are normal and could happen to anyone
- changes like those Chen is experiencing happen to different people at different times, and can begin as early as age 8 and continue until 18
- changing from a child to an adult is called puberty

⁺Adapted from the teachingsexualhealth.ca Grade 4 Puberty Changes; Alberta Health Services (2020)



Home Connections Handout

Who are 2 adults you trust to talk about puberty?

HSR Grade 4 Lesson 2

Puberty
Home Connections Handout

Two adults I trust to talk to about puberty are:

1. _____ 2. _____

DIRECTIONS: In class today, we read a letter from Chen, [Chen Said We're Going Through Puberty](#). Write a letter to Chen explaining what will happen to people during puberty. Remember, we don't know Chen's gender, so be sure to explain changes that happen to people of all genders.

Dear Chen,
Guess what? You are about to enter puberty! Congratulations. This means that...

There are lots of **physical** changes (changes to the body) that can happen. Here is a list of some changes you can expect to see happening to you and your friends:

As we grow up, our **thoughts, feelings and relationships** might change too! It's normal to experience:

It seems like a lot for anyone to go through, doesn't it? Puberty means a lot of change. Sometimes it's great. Sometimes it's difficult. The best thing is that we don't need to go through puberty alone. We can get help from lots of people. Here are some people you can go to for help:

Helper	How they can help

I hope this letter helps you out, Chen!

From,

Revised from the book [Changes](#) by David A. Bazemore, Chicago, Illinois: North Star Service, 2002.

Direct students to the [Home Connection Handout](#) and ask them to identify 2 trusted adults they can talk to about puberty.

Up Next...

...Puberty, Part 2



Wrap up by saying something like:

“We have learned about many of the emotional and physical changes that occur during puberty. While it can be an exciting time with lots of change, it can also sometimes 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 managing these changes in the next lesson. And remember, your parents or other trusted adults are there for you if you have questions!”

Attributions

- Slide Template: [Feelings Check-In Education Presentation in Cream Blue Black Hand Drawn Style](#) by [Canva Creative Studio](#) via [Canva.com](#)
- **Puberty Walk activity** 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
- **Great and Difficult Changes** and **They Tell Me I’m Going Through Puberty** activities adapted from the [teachingsexualhealth.ca](#) Grade 4 Puberty Changes; Alberta Health Services (2020)
- Home Connections Handout activities adapted from [Sex is a Funny Word](#), a book by Cory Silverberg and Fiona Smyth

They Tell Me I'm Going Through Puberty

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

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

I don't mind some of the changes I'm seeing. In fact, some things I even like. I'm taller than I was last year. I know I'm smarter just because I'm able to think and write about what I'm going through now.

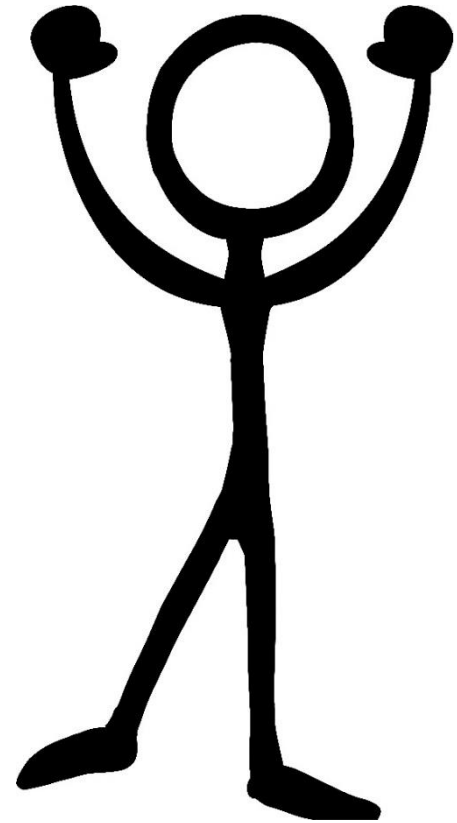
But then, there are some changes that aren't so good. Like B.O. (body odour). The first time I noticed it, I thought I had some kind of disease or something. Now I realize it's not too bad if I wash and use deodorant.

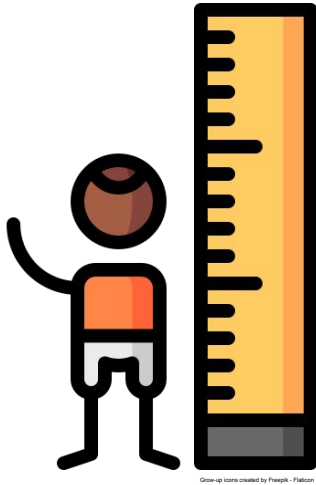
The worst part so far is acne. I remember I was getting ready to go to a birthday party, washing up and stuff, when I looked in the mirror and saw this big zit staring back at me. I held hot washcloths on it for a long time. It went down, but not the whole way. I went to the party anyway. I noticed that many other kids had the same or worse luck with their zits. I wonder how common this is.

There's one thing I get a little embarrassed about. It's even hard for me to say this. When I was at the party the other night, I was with someone I like (and I'm not mentioning any names). I got this new feeling. It was strange but kind of nice. They tell me it's normal. Is it?

They tell me I'm going through puberty. That means I have to go to school with my zits and my B.O. But, I'm taller and smarter. I think I'll survive.

Can you tell Chen's age or gender from this story?





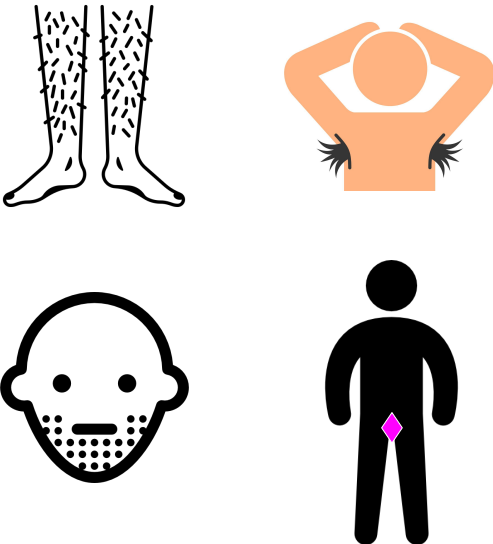
Grow taller

1



Feet get bigger

2



Hair grows in new places

3



Skin and hair gets oily and causes pimples (acne)

4



Sweat and body odor increases

5



Penis and testicles may begin to get larger

6



Muscles develop and shoulders get wider

7



Voice changes

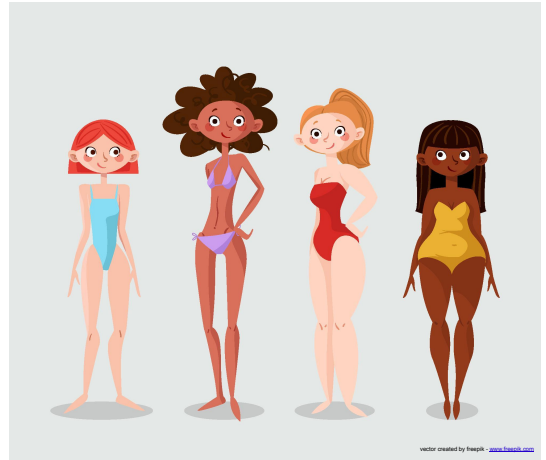
8



People vector created by freepik - www.freepik.com

Voice box (*larynx*)
gets larger
(*Adam's Apple*)

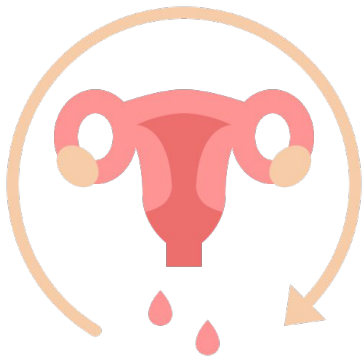
9



vector created by freepik - www.freepik.com

Breasts develop
and hips get wider

10



Menstruation icons created by scotfor - Flaticon

Menstrual Cycle
begins (*Period*)

11

Puberty Changes Answer Key¹

Physical Changes	Social and Emotional Changes
<p>Acne (pimples) Breasts develop² 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 hormones⁷ Start producing sperm⁸ Sweat glands develop Testicles grow bigger Vaginal discharge⁹ Voice changes</p>	<p>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</p>

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.

Puberty

Home Connections Handout

Two adults I trust to talk to about puberty are:

1. _____ 2. _____

DIRECTIONS: In class today, we read a letter from Chen, They Tell Me I'm Going Through Puberty. Write a letter to Chen explaining what will happen to people during puberty. Remember, we don't know Chen's gender, so be sure to explain changes that happen to people of all genders.

Dear Chen,

Guess what? You are about to enter puberty! Congratulations. This means that...

There are lots of **physical** changes (changes to the body) that can happen. Here is a list of some changes you can expect to see happening to you and your friends:

As we grow up, our **thoughts, feelings and relationships** might change too! It's normal to experience:

It seems like a lot for anyone to go through, doesn't it? Puberty means a lot of change. Sometimes it's great. Sometimes it's difficult. The best thing is that we don't need to go through puberty alone. We can get help from lots of people. Here are some people you can go to for help:

Helper	How they can help

I hope this letter helps you out, Chen!

From,

Human Sexuality & Responsibility



Lesson 3: Puberty, Part 2

Introduce lesson 3 of the HSR unit by saying something like:


“Last time, we learned about some of the physical, social and emotional changes that can come with puberty. In this lesson, we’ll talk more about some of those changes and how to manage or take care of ourselves during this time.”



Group Agreements

Review classroom ground rules by saying something like: *“Before we begin the lesson today, can someone please remind the class about our agreements for feeling comfortable learning or talking about new or personal things?”*

Provide enough time to briefly review all group agreements.



I can...

- **Describe** ways to take care of my body and handle the changes that happen during puberty.
- **Identify** trusted adults I can talk to if I have questions about puberty or hygiene.
- **Explain** how the menstrual cycle is one way the body prepares for adulthood.

Review the lesson objectives with students.

I can...

- Describe ways to take care of my body and handle the changes that happen during puberty.
- Identify trusted adults I can talk to if I have questions about puberty or hygiene.
- Explain how the menstrual cycle is one way the body prepares for adulthood.

Puberty Changes Review

Work with a partner to make a list of puberty changes

- Physical
- Emotional
- Social

Ask students to turn to a neighbor and work together to make a list of as many physical, social and emotional changes they can remember.

This can be done as a race/competition to see which teams of two remember the most in 2 minutes.

Ask for groups to report out making sure to state all of the changes that were listed in the previous lesson. Add any that students missed.



Managing Puberty Changes

Explain that this activity encourages students to identify tools they can use to help with some of the more challenging aspects of puberty.

Print and pass out the [Managing Puberty Changes Cards](#) all are distributed. Give students a few minutes to discuss their item in pairs or small groups.

Ask one student to hold up their item or picture and share what they think the item has to do with puberty. Encourage them to guess if they are unsure. Encourage other members of the class to add their own ideas about the item.

Using the [Managing Puberty Changes Teacher's Resource](#), add any information still missing, clarify any incorrect information and answer questions about each item, before going on to the next item.

Note: Review the Menstrual Products card last and use it to go into the next section of the lesson.

*Adapted from the teachingsexualhealth.ca Grade 4 Coping with Puberty; Alberta Health Services (2020)



Show the video [Menstruation: What To Expect](#)

Ask for students to share something they learned from the video.

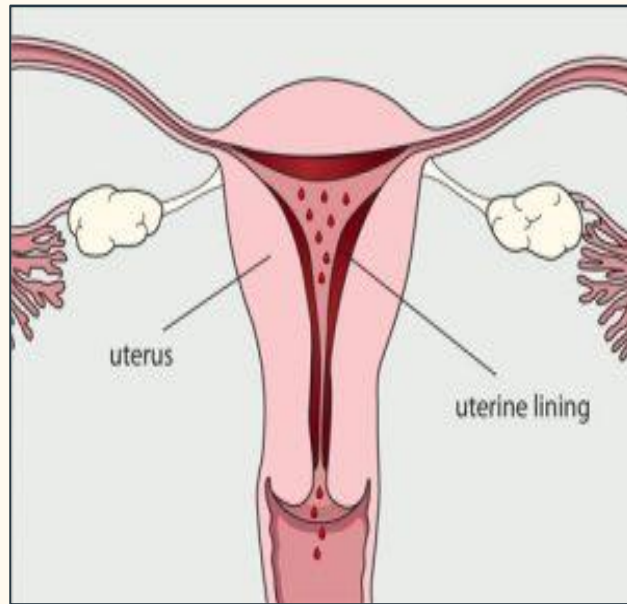


The Menstrual Cycle

Print and 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 the menstrual cycle. 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.)

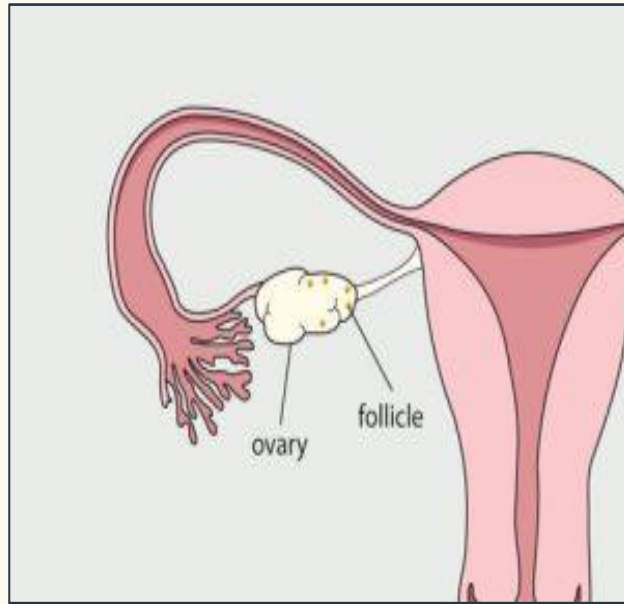


Day 1-5/7: The uterine lining is shed (aka the **period**)

Explain:

“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..”

Remember to give students time to draw in or color the parts and functions.

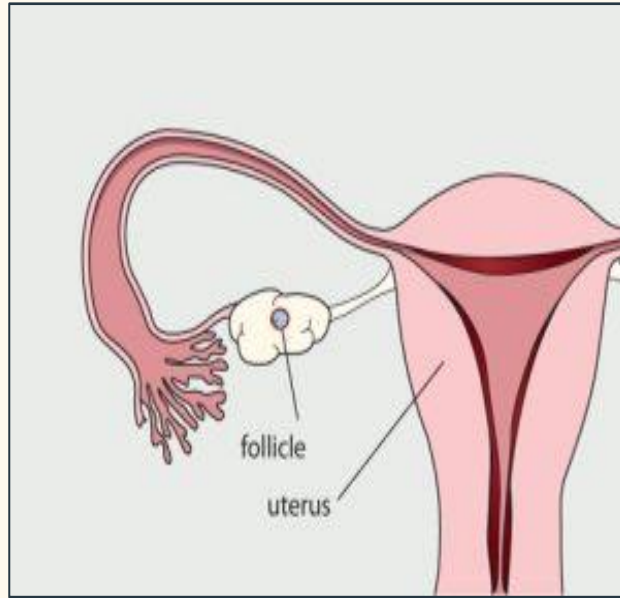


Day 7ish: Several eggs start to develop

Explain:

“Around day 7, several egg cells start the race to see which one is going to grow and mature enough to be released from the ovary.”

Remember to give students time to draw in or color the parts and functions.



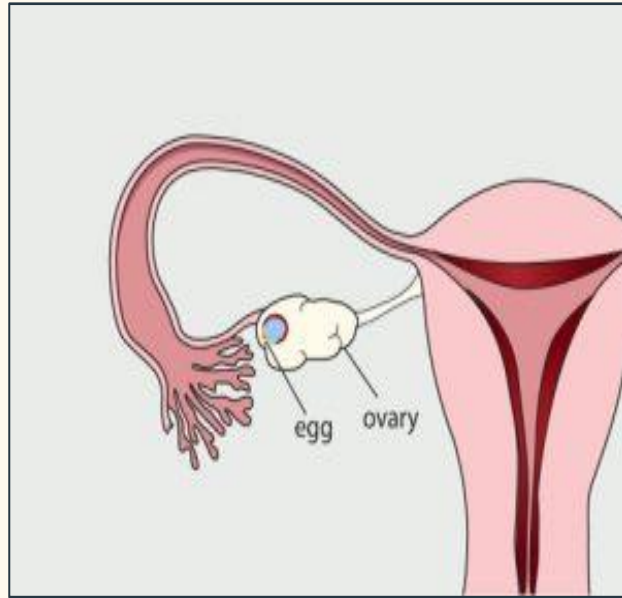
Day 7-14ish: One egg fully matures and uterine lining starts to build up

Explain:

“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, the lining of the uterus is starting to build back up again in preparation for a pregnancy.”

Remember to give students time to draw in or color the parts and functions.

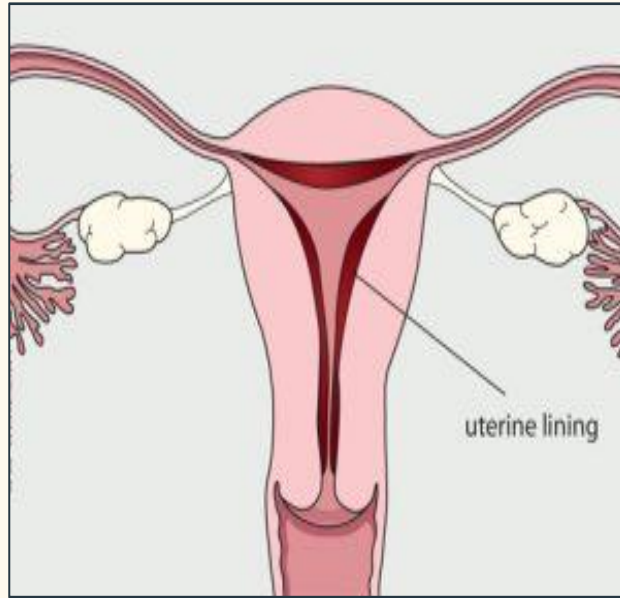


Day 14ish: The one egg is released from the ovary (aka **Ovulation**)

Explain:

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

Remember to give students time to draw in or color the parts and functions.

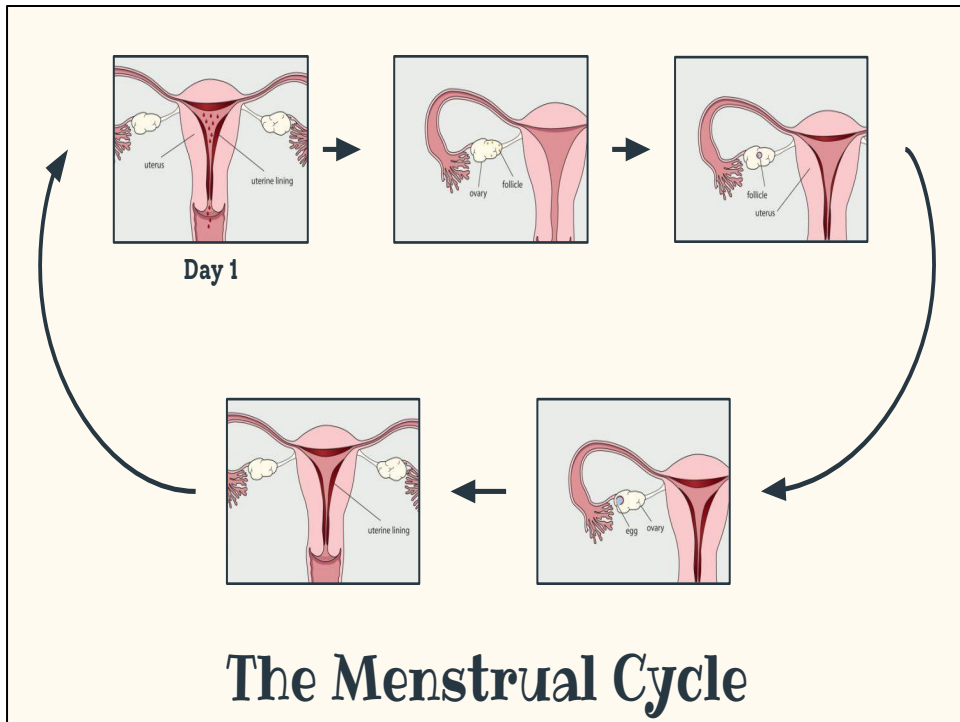


Day 19-28ish: The uterine lining continues to thicken in preparation

Explain:

After the egg is released from the ovary, it travels through the fallopian tube where it looks for any sperm and the lining of the uterus continues to build up in preparation for a baby.

Remember to give students time to draw in or color the parts and functions.



Explain:

If there is no sperm to meet the egg, then there will be no baby, the egg breaks down and the lining of the uterus is shed again, bringing it back to Day 1. And the cycle continues.

The Menstrual Cycle Debrief

- Name 1 key facts or idea you remember about the menstrual cycle.
- How does learning about the menstrual cycle help us understand about how bodies grow, change, and stay healthy?
- What can we remember or do going forward to show respect, support, and understanding for ourselves and others as bodies change?



Debrief the menstrual cycle discussion using the following questions:

- Name 1 key facts or idea you remember about the menstrual cycle.
- How does learning about the menstrual cycle help us understand about how bodies grow, change, and stay healthy?
- What can we remember or do going forward to show respect, support, and understanding for ourselves and others as bodies change?

The handout is divided into two main sections. The left section has a light yellow background with the title 'Then, Now, and Beyond' in a large, dark blue font. Below the title is a colorful illustration of two stylized figures: one yellow and one purple, both with large heads and small bodies, appearing to be in a joyful or surprised state. The right section has a dark blue background with the title 'Then, Now, and Beyond' in white. Below the title is a small instruction: 'Fill in the chart with information about yourself. Use your imagination to fill in what you think might be true for the grade 8 column.' This is followed by a table with three columns: 'Then (grade 1)', 'Now (grade 4)', and 'Beyond (grade 8)'. The table has six rows with the following prompts: 'The most important people in my life', 'What I look like', 'My favorite shows/movies', 'My most prized possession', 'How I behave', and 'My worst fear'.

Then, Now, and Beyond

Fill in the chart with information about yourself. Use your imagination to fill in what you think might be true for the grade 8 column.

	Then (grade 1)	Now (grade 4)	Beyond (grade 8)
The most important people in my life			
What I look like			
My favorite shows/movies			
My most prized possession			
How I behave			
My worst fear			

Print and distribute the handout [Then, Now and Beyond](#).


Have students complete the handout individually. They may need some prompting about using their memories to complete the Then column and using their imagination to complete the Beyond column. In the What I Look Like category, encourage them to think broadly and include aspects such as hairstyle, height, shoe size or favorite clothing.

When students are finished, have them share their answers with a partner or in a small group.

Debrief this activity by asking students:

- What did you learn about yourself?
- What do you like about the future you?
- Who are the people that will be part of your support system in middle school?

*Adapted from the teachingsexualhealth.ca Grade 4 Coping with Puberty; Alberta Health Services (2020)



Home Connections Handout

Who are 2 adults you trust to talk about puberty?

HSR Grade 4 Lesson 3

Puberty, Part 2
Home Connections Handout

Two adults I trust to talk to about puberty 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 of what your outside body looks like:

Draw a picture of 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

Activity adapted from *See It a Family Book*, a book by Cary Silverberg and Fane Sapp

Direct students to the [Home Connections Handout](#) and ask them to identify 2 trusted adults they can talk to about puberty.

Up Next...

...Boundaries and Consent



Wrap up the lesson by saying something like:

“As our bodies grow and change, it’s important to remember that everyone experiences puberty in their own way and on their own timeline. Learning how to manage changes—including the menstrual cycle—helps us stay healthy, prepared, and confident. No matter what, these changes are normal, and we can always ask trusted adults for help, information, or support.”

Next time, we’ll learn about consent, personal boundaries, and bodily autonomy, and how these skills help us protect ourselves, respect others, and build healthy relationships.”

* Attributions

- Slide Template: [Feelings Check-In Education Presentation in Cream Blue Black Hand Drawn Style](#) by [Canva Creative Studio](#) via [Canva.com](#)
- **Managing Puberty Changes** and **Then, Now and Beyond** activities adapted from the [teachingsexualhealth.ca](#), Grade 4: Coping with Puberty; Alberta Health Services (2020)
- Home Connections Handout activities adapted from [Sex is a Funny Word](#), a book by Cory Silverberg and Fiona Smyth





vector created by macrovector - www.freepik.com

Active Living



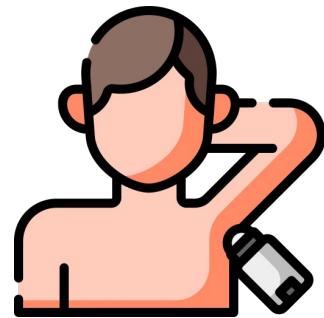
Food vector created by macrovector_official - www.freepik.com

Healthy Eating



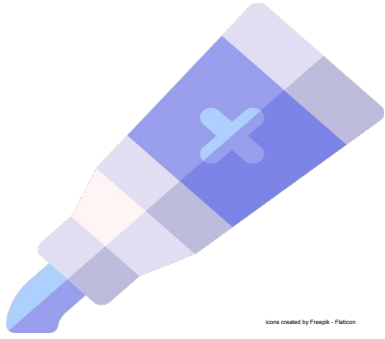
Man vector created by phloppentier - www.freepik.com

Wash face



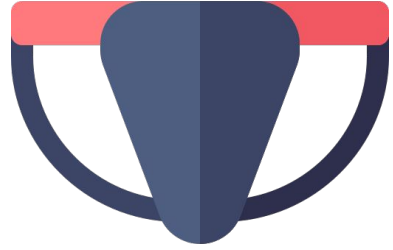
Icon created by Freepik - www.freepik.com

Deodorant/
Antiperspirant



Icon created by Freepik - Flaticon

Acne
cream/medicine



Icon created by Freepik - Flaticon

Athletic support cup
(jock strap)



Icon created by Smashicons - Flaticon

Bra



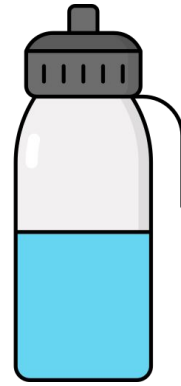
Shaving cream icon created by 985 - Flaticon

Razor and Shaving
cream/gel



Bath icons created by Freepik - Flaticon

Shower
Shampoo
Soap



Water bottle icons created by Triangulo Square - Flaticon

Drink Water



Health vector created by pikasuperstar - www.flaticon.com

Menstrual Products

Managing Puberty Changes - Answer Key

Puberty Change	Management Tools
1. Grow taller	<p>Active Living</p> <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. <p>Healthy Eating</p> <ul style="list-style-type: none"> Your growing body needs extra nutrition to fuel the changes that are happening
2. Feet get bigger	None
3. Hair grows in new places	<p>Razor and shaving cream/gel</p> <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.
4. Skin and hair get oily and causes pimples (acne)	<p>Wash face</p> <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. <p>Acne cream/medicine</p> <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 <p>Shower, shampoo, soap</p>
5. Sweat and body odor increase	<p>Deodorant/antiperspirant</p> <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) <p>Shower, shampoo, soap</p> <ul style="list-style-type: none"> 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 <p>Drink water</p> <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
6. Penis and testicles may begin to get larger	<p>Athletic support cup</p> <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

7. Muscles develop and shoulders get wider	<p>Active living</p> <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. <p>Healthy Eating</p> <ul style="list-style-type: none"> Your growing body needs extra nutrition to fuel the changes that are happening
8. Voice changes	None
9. Voice box gets larger	None
10. Breasts develop and hips get wider	<p>Bra</p> <ul style="list-style-type: none"> People can wear a bra for comfort, modesty, or support as their breasts develop <p>Healthy eating</p> <ul style="list-style-type: none"> Your growing body needs extra nutrition to fuel the changes that are happening <p>Active living</p> <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.
11. Menstrual cycle begins	<p>Menstrual products (pads, panty liners, period panties, tampons, menstrual cups)</p> <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>

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.

- 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.

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.

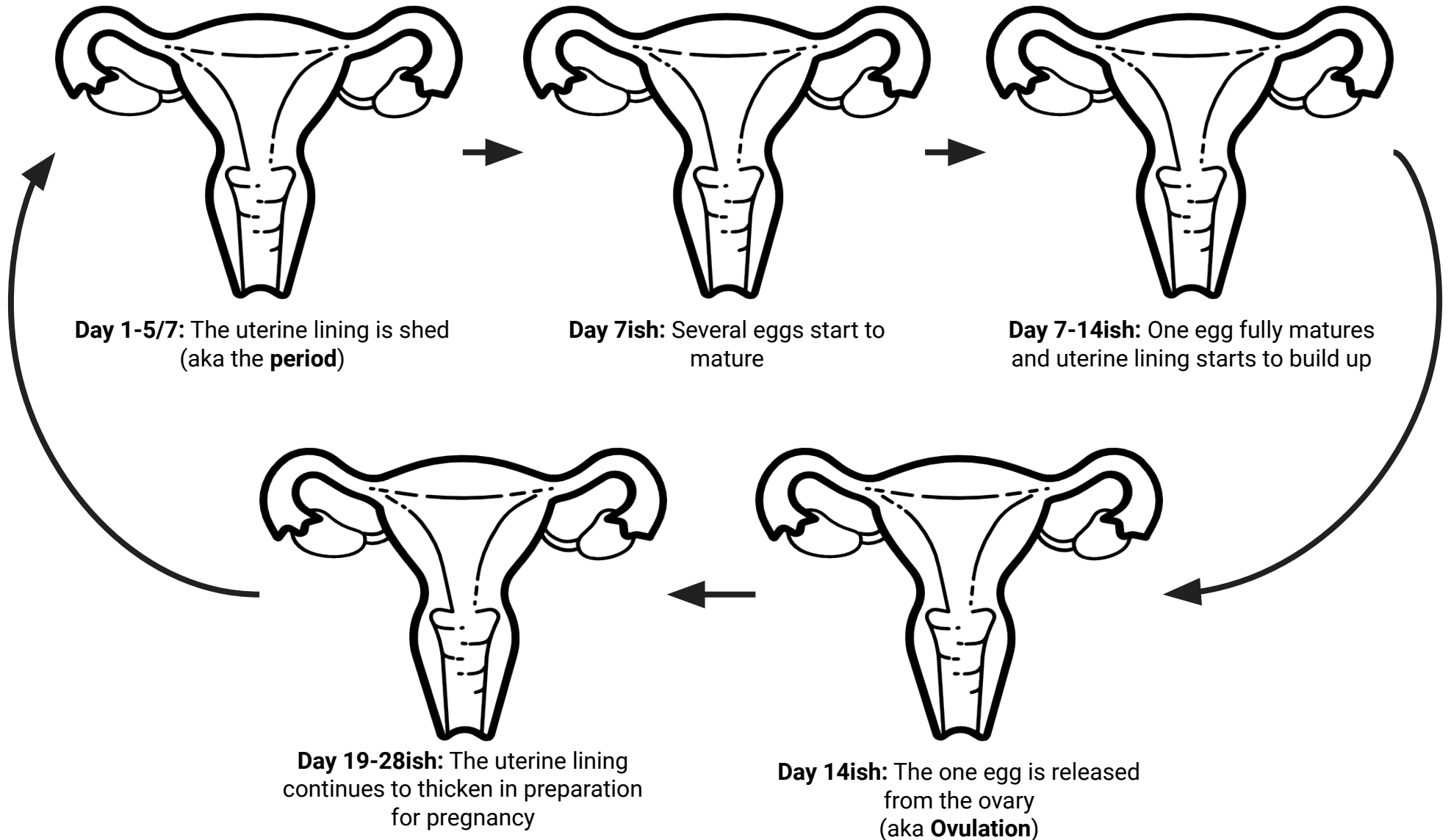
- Use the lowest absorbency needed; if the tampon is still somewhat dry after 3 or 4 hours, use a lighter absorbency.
- Tampons need to be changed often: usually at least every 4 hours during the day and no longer than 6-8 hours at night. Follow the instructions for that particular product.
- To dispose 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.

Menstrual cups are silicone or plastic cups that are inserted into the vagina and collect menstrual flow. Follow the instructions for how to insert.

- 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.

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.



Then, Now and Beyond

Fill in the chart with information about yourself. Use your imagination to fill in what you think might be true for the grade 8 column.

	Then (grade 1)	Now (grade 4)	Beyond (grade 8)
The most important people in my life			
What I look like			
My favorite shows/movies			
My most prized possession			
How I behave			
My worst fear			

Human Sexuality & Responsibility



Lesson 4: Boundaries and Consent

Introduce lesson 4 by saying something like, *“Today we’re going to learn about consent, personal boundaries, and bodily autonomy. These ideas help us understand how to make choices about our own bodies, how to communicate what feels okay or not okay, and how to respect other people’s choices and comfort levels, too.”*



Group Agreements

Review classroom ground rules by saying something like: *“Before we begin the lesson today, can someone please remind the class about our agreements for feeling comfortable learning or talking about new or personal things?”*

Provide enough time to briefly review all group agreements.



I can...

- **Explain** what consent, personal boundaries, and bodily autonomy mean.
- **Show** how to communicate my boundaries, including how to say “no” if I feel uncomfortable.
- **Identify** trusted adults I can talk to about consent and boundaries.

Review the lesson objectives with students.

I can...

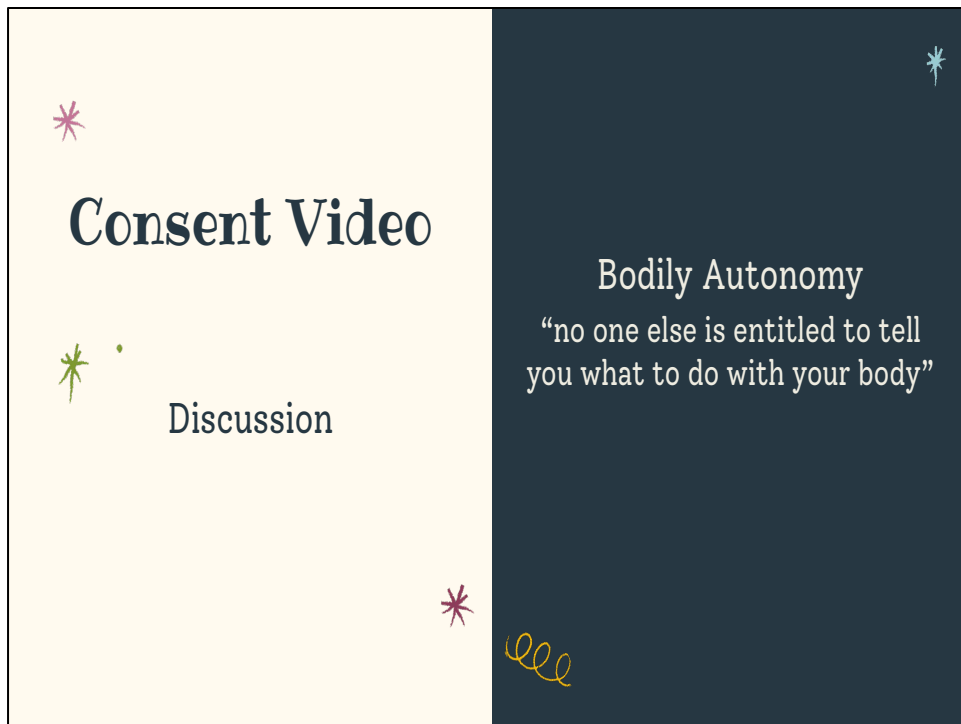
- Explain what consent, personal boundaries, and bodily autonomy mean.
- Show how to communicate my boundaries, including how to say “no” if I feel uncomfortable.
- Identify trusted adults I can talk to about consent and boundaries.



Start by asking students to recall from the first lesson about our bodies what is meant by the word “**privacy**.” Remind them that keeping something private means that it is just for you.

Explain that in this lesson, we are going to talk about this in a different way, because your body is YOUR body!

Show the [video](#).



Discuss the video by starting with the term “bodily autonomy.”

CLICK to reveal the phrase and ask students to recall what the video said about what “bodily autonomy” is.

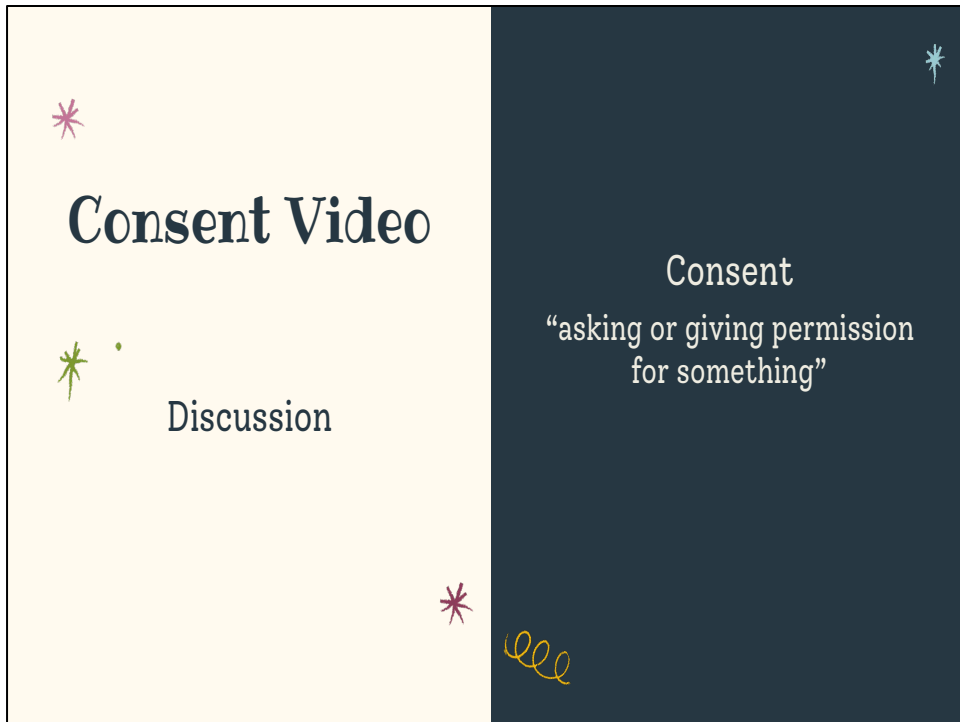
Take a few responses then **CLICK** to reveal the definition.

The video explained it as “no one else is entitled to tell you what to do with your body.”

Ask for a volunteer to explain what “entitled” means.

Take a few responses, then explain that entitled means having the right to or being allowed to. Bodily autonomy means that no one else has the right or permission to make choices about your body — only you do.

You can also break it down by explaining that “bodily” refers to your body, and “autonomy” means “you get to decide.”



CLICK to reveal the word “consent” and ask what the video said about what it means.

Take a few responses then **CLICK** to reveal the definition.

- Consent is about asking or giving permission for something.

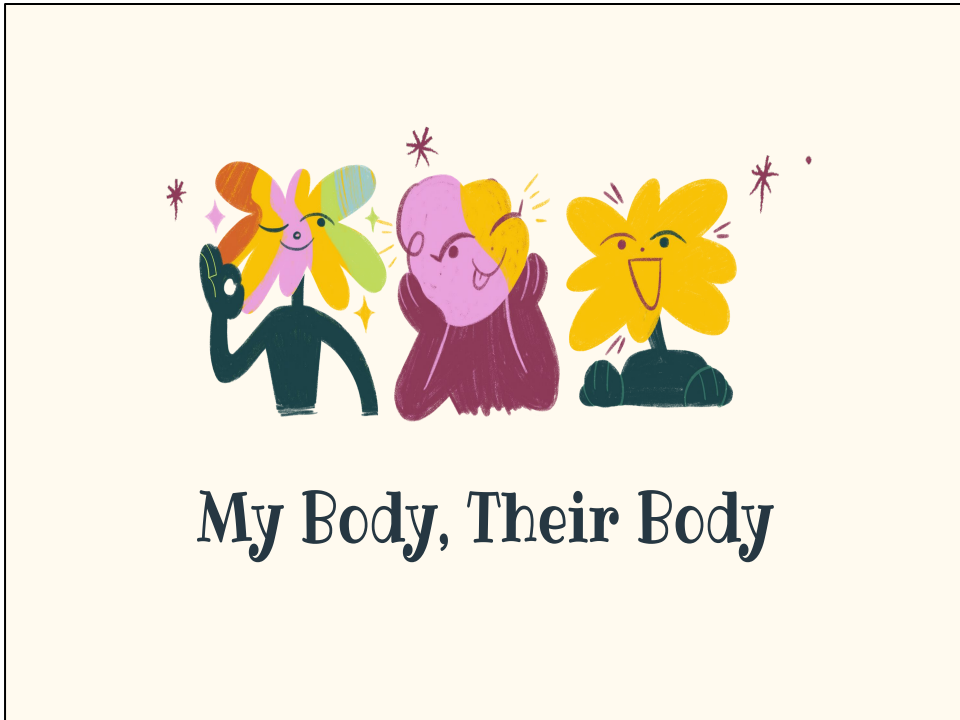
Discuss the examples in the video: hugs and holding hands.

Ask: “*Because it’s your body, who needs to get consent before hugging or touching your body?*” (responses should include friends, strangers, adults you know, and everyone)

Ask: “*How do you know if you have consent to hug someone?*” (you have to ask!)

Ask: “*What did the video say are some things that kids can’t consent to?*” (legal contracts, voting, and sexual stuff)

Explain that “sexual stuff” is anything that has to do with your reproductive body parts or the reproductive body parts of other people.



Print two copies of the [“My Body, Their Body” coloring pages](#); one entire copy on white paper and another entire copy on a pale color like pink or yellow. You will need additional copies or random pages on white or the same colored paper if you have more than 22 students in your class.

Pass out one coloring page to each student and make crayons, colored pencils, or markers available. Give students 5-10 minutes to color their page however they want.

After about 10 minutes, or when most students are done, call time. Ask students to look at the color of the paper they have, and to divide themselves into two groups based on that color – so all students whose copies are on white paper will go in one group, and all the students whose copies were made on the other color paper will go to the other group.

Once they are in groups, ask the students to take a few minutes to look at each other’s pictures and admire the drawings and how they colored them. After a few minutes, ask for everyone’s attention. Say something like, *“You may have noticed that at the bottom right-hand corner of your page you have a number. Your job now is to put yourselves in order from one to eleven and stand in that order. It’s possible that there may be more than one person with the same number in your group, and that’s okay!”*

(*NOTE TO THE TEACHER: If movement is limited or not possible for any of the students, make sure the members of each group gather around that student.)

Once the students have gotten themselves in order, explain that their pictures, together, tell a story. Starting with the person who has number one in one of the two groups, ask that person (or both people together) to read out loud what is written on their page. Then switch to the other group, and ask the student(s) with #2 on their page to read what is written on their sheet. Alternate back and forth until the entire story has been read.

Once everyone is done, ask them to give themselves a round of applause and to return to their seats with their drawings.

Once everyone is seated, ask for the students who didn't get a chance to read part of the story aloud to summarize for you what the story was about. Probe for the following key points:

- That everyone's body is their body
- That you get to decide who touches your body and who doesn't
- That you get to decide what kind of touch you're okay with and what kind you're not okay with
- That other people get to decide who touches their body and who doesn't – and that means we all have to respect other people when they say they don't want to be touched

Vocabulary

Personal boundary

- *Personal*: for each person to decide for themselves
- *Boundary*: a limit

Consent

Asking or giving permission for something

Explain that how someone feels about whether or how they wish to be touched is a “**personal boundary**”. Point out that “personal” means it is for each person to decide, and “boundary” means “a limit.”

Say something like, “*So a personal boundary might mean you’re okay with being hugged by one person but not by another; or it may be that you don’t like hugs at all.*”

CLICK to reveal the word and discuss “consent” by explaining that if you say you are okay with being touched in a certain way, you have given your “consent”.

Say something like, “*If you do not have someone’s consent you need to ask for it before you hug them or touch them in any way. If someone tries to touch you when you have not given them permission to, you have the right to tell them to stop – and they have a responsibility to stop. If they don’t, it’s important to go tell your parent or another trusted adult right away.*”

Personal Boundaries

Hugging

- **Student 1:** Ask your partner how they feel about hugging.
- **Student 2:** Answer honestly:
 - Do you like hugs?
 - Who do you like to get hugs from?
 - When do you not like hugs?
- **Student 1:** Listen carefully and respect your partner's answers.

Ask students how they know what someone's personal boundaries are.

Possible answers may include, "They have to tell you," or "You should ask them first." Tell them you're going to practice doing that right now.

Have each student turn to a partner and instruct them to decide who will be #1 and who will be #2.

CLICK to reveal the activity instructions on the slides.

Once every pair has chosen a person one, tell those students that in a moment, they will ask their partner how they feel about hugging. Student #2 should respond honestly – do they like to hug? Who do they like to get hugs from? When do they NOT like hugs? Say "go" so students can start their conversations.

After about 2 or 3 minutes, or once most of the conversations seem to have come to a natural end, call attention to the front of the room.

Personal Boundaries Debrief

- How did your person #2 feel about hugging?
- What did they say to let you know how they felt?
- Was anything they said unclear at all?
- What do you think someone should do if they've clearly set a personal boundary, and the other person doesn't respect it?

Process the dyad conversations by asking the following questions:

- How did your person #2 feel about hugging?
- What did they say to let you know how they felt?
- Was anything they said unclear at all?
- What do you think someone should do if they've clearly set a personal boundary, and the other person doesn't respect it?

Continue the discussion by asking the following:

- Has anyone ever done something to another student that the other student hasn't liked? What are some examples?
- If you have, what did you do once you found out you did something that didn't respect that person's boundaries?

(*NOTE TO THE TEACHER: If students cannot come up with their own examples, you can offer something from your own life. Or you can offer an example relating to hugging, since you've just been discussing that, and talk about a time when you hugged someone who wasn't a hugger. Another example is tickling. Whatever example you use, be sure to focus on a time when you violated someone else's boundary by mistake.)

Personal Boundaries Debrief


- Be clear about your boundaries.
- Ask about other people's boundaries and respect them.
- If someone doesn't respect your boundaries, tell a trusted adult.

You have the right to say who can and cannot touch you, and in what ways!



After hearing about what students did once they discovered they'd violated someone's boundary – or after sharing what you did – **summarize** with the following points:

- It's super important to be clear about your boundaries
- It's super important to ask someone else about their personal boundaries, if they haven't already told you what they are
- If someone doesn't respect your personal boundaries, even after you've told them what they are, you need to go find an adult you know well and trust and tell them so that they can make this behavior stop.
- You have the right to say who can and cannot touch you, and in what ways!



Home Connections Handout


Who are 2 adults you trust to talk about personal boundaries and consent?

Boundaries and Consent
Home Connections Handout

Two adults I trust to talk to about my boundaries are:

1. _____
2. _____

Are there people in your life you don't feel comfortable hugging, kissing, or touching?



What could you do instead?




IMAGE CREDIT BY: PEXELS.COM

Fill in the blanks using these words:
BODILY AUTONOMY CONSENT BOUNDARIES

Before I touch someone, even if I've touched them before, I need to ask for their _____.

If someone wants to hug me and I don't want them to hug me, I need to be clear about my personal _____.

I have the right to say who can or can't touch me. I have _____.

Direct students to the [Home Connections Handout](#) and ask them to identify 2 trusted adults they can talk to about personal boundaries and consent.

Up Next...

...Personal Safety



Wrap up by saying something like:

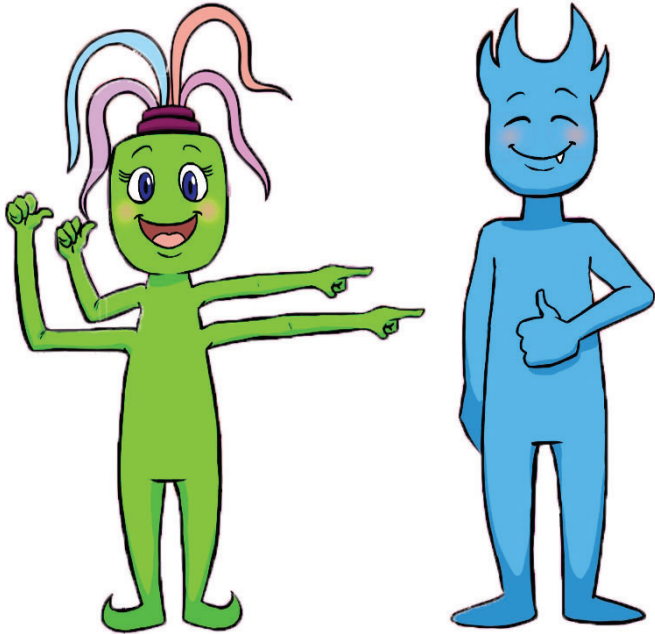
“Next time, we’ll learn about different types of unsafe situations, how trusted adults help keep us safe, and some safety rules we can use to protect ourselves.”

* **Attributions** *

- Slide Template: [Feelings Check-In Education Presentation in Cream Blue Black Hand Drawn Style](#) by [Canva Creative Studio](#) via [Canva.com](#)
- [Consent for Kids video](#) by Blue Seat Studios, 2016
- My Body, Their Body: Written by Isy Abraham-Raveson and illustrated by Rebecca Klein & Rachel Frome



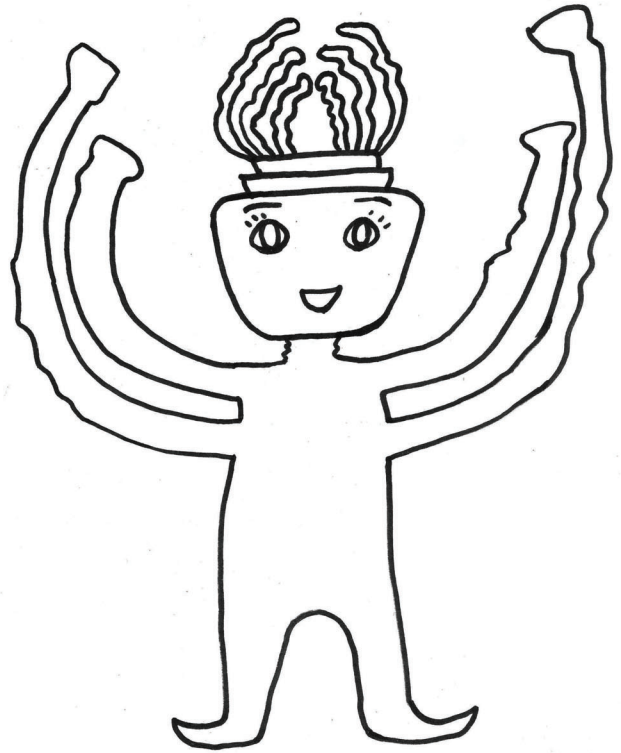
My Body, Their Body.



Written By: Isy Abraham-Raveson
Illustrated By: Rebecca Klein & Rachel Frome

YES!

Your body is YOUR BODY!



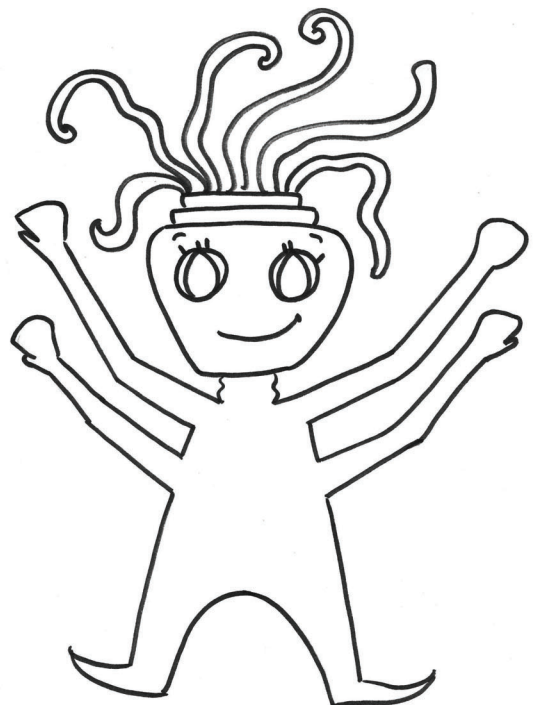
That's so important that I think we should say it again: It's YOUR BODY.

1

That means that only you get to decide what to do with your body, who gets to touch it, and how.



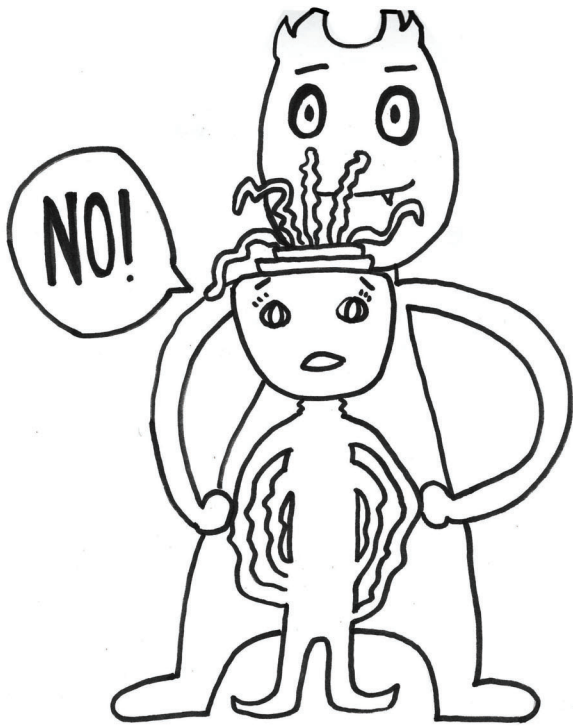
2



If you want a big hug, you can ask for one!

3

If someone touches your body in a way that you don't like, you can say, "NO!"



4

And you can touch your own body any way that you want! (But sometimes touching our own bodies is private, so we do it alone.)



5

So, if someone says, "Go hug Grandma!"
You can say:

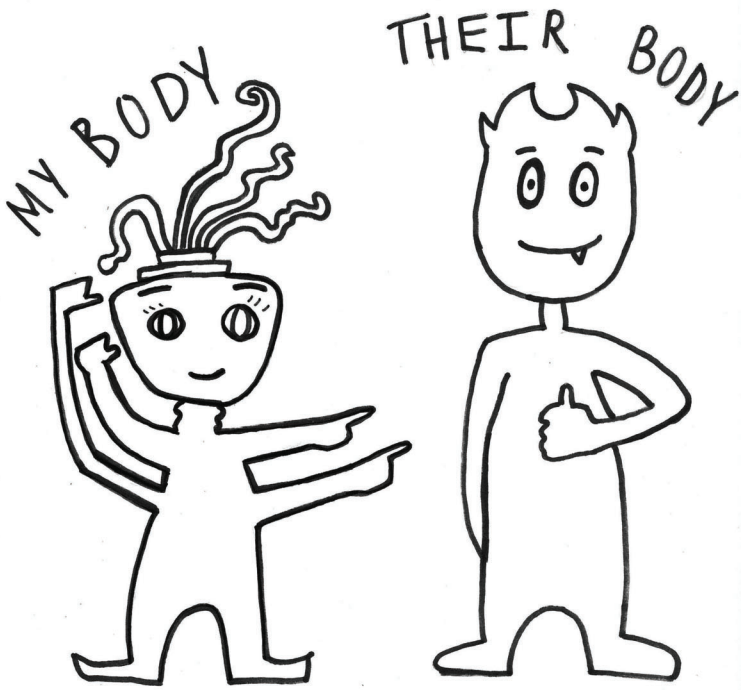
Or, you can say:



6



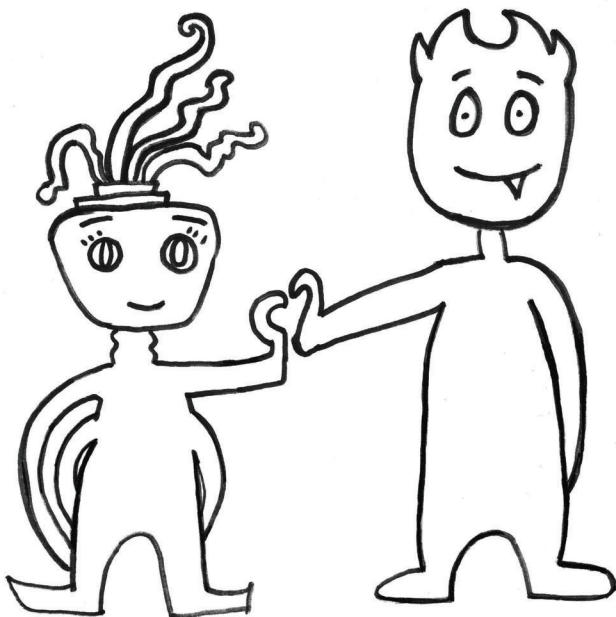
7



And if your body is your body, then other people's bodies are THEIR bodies.

8

And that doesn't mean that they don't love you. It doesn't mean they won't want a hug another time. But it means you cannot touch them. Because it's THEIR body!



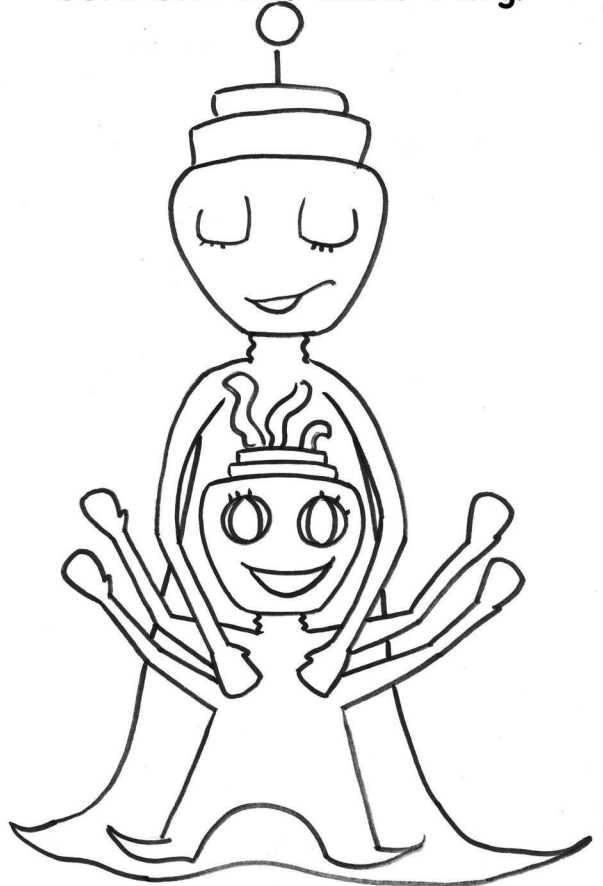
10



That means if you want to hug your friend, you should ask. And if your friend doesn't want a hug, THEY can say, "NO!"

9

But don't worry. You can always find SOMEONE who wants a hug!



11

Boundaries and Consent

Home Connections Handout

Two adults I trust to talk to about my boundaries are:

- 1.
- 2.

Are there people in your life you don't feel comfortable hugging, kissing, or touching?



What could you do instead?



vector created by freepik - www.freepik.com

Fill in the blanks using these words:

BODILY AUTONOMY CONSENT BOUNDARIES

Before I touch someone, even if I've touched them before, I need to ask for their _____.

If someone wants to hug me and I don't want them to hug me, I need to be clear about my personal _____.

I have the right to say who can or can't touch me. I have _____.

Human Sexuality & Responsibility



Lesson 5: Personal Safety

Introduce lesson 5 by saying something like:

“Today we’re going to learn about how to recognize unsafe situations, how trusted adults help keep us safe, and some important Safety Rules we can use to protect ourselves and others.”



Group Agreements

Review classroom ground rules by saying something like: *“Before we begin the lesson today, can someone please remind the class about our agreements for feeling comfortable learning or talking about new or personal things?”*

Provide enough time to briefly review all group agreements.



I can...

- **Explain** different types of abuse, including neglect.
- **Describe** the 5 Safety Rules.
- **Identify** trusted adults I can talk to about personal safety.

Review the lesson objectives with students.

I can...

- Explain different types of abuse, including neglect.
- Describe the 5 Safety Rules.
- Identify trusted adults I can talk to about personal safety.

Abuse

Child Abuse is when an adult, or another child, hurts a child on purpose.

- Stranger
- Adult you know
- Peer

Ask: *How many of you have heard of the term abuse? (Raise hands)*

Ask: *Who can share what they think abuse means? (Elicit several responses)*

CLICK to reveal the definition.

- **Child Abuse** *is when an adult, or another child, hurts a child on purpose.*

CLICK again to reveal the kinds of people who might hurt a child on purpose.

- *Abuse can happen by a stranger, but it can also happen by an adult you love and trust. A peer, someone who is your own age, can also hurt and abuse you.*



CLICK to reveal each type of abuse one and a time and explain:

- **Neglect** is when a child is not given things they need to be healthy and safe, such as food, clothing, shelter, medicine, or even love.
- **Physical Abuse** is when someone intentionally hurts a child leaving injuries like bruises, broken bones, burns, and scratches.
- **Emotional Abuse** is when a child is repeatedly told hurtful things, like an adult calling them "stupid," or telling them "I never want to see you again." Emotional abuse is repeated, and it's hurtful and hateful.
- **Sexual Abuse** can happen in different ways and can involve someone touching your reproductive body parts, or showing you inappropriate pictures of people without their clothes on.

Say: "I know some of the information we are discussing may not be easy to talk about, but you are all doing very well listening and being serious about this very important topic. There are a lot of people doing great things to try to help stop abuse and help kids who have been hurt. And there are a lot of people trying to make sure abuse never happens."



Safety Rules

Introduce the 5 safety rules by saying something like:

“Adults are responsible for keeping kids safe from abuse, but there are things that you can do to help them. Let’s start by talking about the 5 Safety Rules that can help you identify what abuse is, and help you know what to do if you or someone you know is ever hurt.”

Safety Rule #1:
Know What's Up



Explain Safety Rule #1:

*Safety Rule #1 is **Know What's Up**.*

Knowing What's Up means you know what abuse is. It also means knowing important safety procedures when you are at school, out in public, or at home.

Ask: *What are some safety strategies you already know?*

Elicit several responses such as:

- Don't talk to strangers
- Follow the rules during fire drills
- Look both ways before you cross the street
- Don't share your personal information online with strangers.

Safety Rule #2:
Spot Red Flags



Explain Safety Rule #2:

Safety Rule #2 is **Spot Red Flags**.

Spotting Red Flags means knowing if someone's behavior or a situation is unsafe or inappropriate. For example, if someone is asking you to do something bad or unsafe that may put you or others in danger. Or, if someone asks you to do something that breaks a rule or law.

Ask: *What are some other examples of Red Flags?*

Elicit responses such as:

- Bullying, cyberbullying, or other inappropriate online and offline behavior.
- Adults or other students trying to trick or force you into unsafe or inappropriate behaviors.
- Inappropriate pictures in a magazine or on a computer or phone.

Safety Rule #3: **Make a Move**



Explain Safety Rule #3:

Safety Rule #3 is **Make a Move**.

If you Spot a Red Flag, you can Make a Move and GET AWAY or STAY AWAY from an unsafe situation or person.

Ask: *Can anyone think of an example when you, or someone you know, made a move to keep themselves safe?*

Elicit responses.

Safety Rule #4: **Talk It Up**



Explain Safety Rule #4:

*Safety Rule #4 is **Talk It Up**.*

*Talking It Up means using an assertive voice to speak up or say NO if you or others are in an unsafe situation. It can also mean talking to a **Safe Adult**, someone you know and trust to keep you safe, about unsafe situations or people, or talking to your peers to be a role model for creating a culture of kindness and safety.*

Let's talk a little more about Safe Adults. A Safe Adult is an adult you can go to when you have been hurt or you are worried about your safety.

Ask: *What characteristics would you want in that person?*

Elicit responses such as:

- someone who is a good listener
- someone they can talk to about difficult topics
- someone who follows the rules and does not encourage them to break rules
- someone they trust to look out for them.

Say: *You should try to choose at least two Safe Adults, one in your home and one outside of your home.*

Ask: *Who would like to share one of your Safe Adults?*

Answers will vary, but encourage students to think of someone in their home

Safety Rule #1:
No Blame – No Shame



Explain Safety Rule #5:

Safety Rule #5 is **No Blame | No Shame**.

The last Safety Rule means if you are ever hurt or abused, you are never to blame and you should never be ashamed to tell a Safe Adult. No matter what anyone does to hurt you or what they say to you, even if they say you are to blame or you will get in trouble if you tell, you are never to blame and it is never too late to tell.



What Would You Do?

Introduce this activity by saying something like:

“Let’s do an activity to see if you can Spot Red Flags related to abuse, and practice safe ways to respond to potentially dangerous situations.”

Decide which option of the What Would You Do? activity you would like to facilitate and print the corresponding documents.

Option 1: Station Rotation group work

- [What Would You Do? Scenario Cards](#)
- [What Would You Do worksheet #1](#)

Option 2: Small seated group or pairs work

- [What Would You Do worksheet #2](#)

<h2>What Would You Do?</h2>  <p>Scenarios</p>	<p>Working in groups:</p> <ul style="list-style-type: none">● Pick a Recorder to write● Pick a Reporter to share your answers● Read and discuss the scenarios● List Red Flags and possible responses <p>Remember: Use the 5 Safety Rules</p> <ol style="list-style-type: none">1. Know What's Up2. Spot Red Flags3. Make A Move4. Talk It Up5. No Blame No Shame
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Option 1-Allows students to move about the room.

- Print the 4 [What Would You Do? Scenario Cards](#) and copies of [What Would You Do worksheet #1](#) for each group of students.
- Post the 4 scenarios in different parts of the room.
- Divide students into 4 groups. Assign each of the 4 groups to start at a different scenario.
- Have each group select a Recorder and a Reporter.
- Provide each group with a copy of the worksheet and allow each group to move around the room spending 3-5 minutes discussing each scenario. Instruct them list Red Flags they spotted, and possible ways to respond to each situation.

Explain the activity to students by saying something like: *“Each group will start at one of the scenarios that are posted on the wall. Read the scenario and talk about any Red Flags, or dangers, you see in the scenario. Also, talk about some safe ways you could respond to the situation. The Recorder for your group will write down your responses on your group worksheet. In about 4 minutes I’ll ask you to move to the next scenario. We will repeat this process until you have talked about each of the scenarios.”*

Option 2-Allows students to work in small groups, but remain seated.

- Print the copies of [What Would You Do worksheet #2](#) for each group of students.
- Divide students into pairs or small groups.

- Have each group select a Recorder and a Reporter.

Explain the activity to students by saying something like: *“Find a spot in the room where your group can work together on this activity. Read each scenario from the worksheet and talk about any Red Flags, or dangers, you see in the scenario. Also, talk about some safe ways you could respond to the situation. The Recorder for your group will write down your responses on your group worksheet. You have about 12-15 minutes to talk about the four scenarios. When time is up, ask the Reporter from each group to share the Red Flags they noticed in each scenario, and the safe ways their group came up with to respond to each situation.”*

For either version, be sure to explain that each group will pick someone to be a Recorder, the person who will write down your answers, and a Reporter, the person who will share your answers with the rest of the class at the end of the activity. Remind them to use the 5 Safety Rules in their answers if they can.

Use the [What Would You Do Scenarios Teacher Resource](#) as needed for the conversation.

Personal Safety Wrap Up

1. Know What's Up
2. Spot Red Flags
3. Make A Move
4. Talk It Up
5. No Blame | No Shame



Wrap up the lesson by saying something like:


“Every child deserves to be safe, and no child ever deserves to be abused. You can use the 5 Safety Rules if you ever feel unsafe or worry that someone else is unsafe. You can also talk to a Safe Adult to get help for you or for someone else.”

Allow students time to ask any questions they may have regarding the lesson.

Have students do a quick review of the 5 Safety Rules

1. Know What's Up
2. Spot Red Flags
3. Make A Move
4. Talk It Up
5. No Blame | No Shame

Give each student a copy of the [5 Safety Rules Handout and Coloring Sheet](#)



Home Connections Handout

Who are 2 adults you trust to talk about personal safety?

HSR Grade 4 Lesson 5

Personal Safety
Home Connections Handout

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

- 1.
- 2.

Choose one of your Safe Adults from above and ask them the following questions. Take notes about what you talked about. Remember the 5 Safety Rules.

1. What should I do if you (or another trusted adult or the bus) are not at school at pick-up time?
2. What should I do if someone I don't know wants me to help them look for their dog?
3. What should I do if I feel uncomfortable in a public bathroom?
4. What should I do if someone touched my body in a way that I didn't think was OK?

The 5 SAFETY RULES

1. Know What's Up
2. Spot Red Flags
3. Make a Move
4. Talk It Up
5. No Blame | No Shame

Direct students to the [Home Connections Handout](#) and ask them to identify 2 trusted adults they can talk to about personal safety.

* Attributions

- Slide Template: [Feelings Check-In Education Presentation in Cream Blue Black Hand Drawn Style](#) by [Canva Creative Studio](#) via [Canva.com](#)
- Lesson activities adapted from the [MBF Child Safety Matters™](#) program, April 2019 Child Abuse Prevention Month Lesson Plan (Grades 3-5)



What Would You Do Worksheet -Option 2

Directions: As a group, discuss each scenario. List any Red Flags you spot in the scenario and decide how you could respond to each situation. Record your answers so you can share them with the class.

Scenario 1 - Someone sends you an inappropriate picture online, and asks you to forward the picture to others.

Red Flags and Responses:

Scenario 2 - You are online and someone asks for your personal information, like your full name, address, or where you go to school; or they ask you to go into a private chat room.

Red Flags and Responses:

Scenario 3 - Someone gets physically close or touches you in a way that makes you feel unsafe or uncomfortable. This can include hugs, pats, kisses or “accidentally” touching you in ways that don’t really seem accidental.

Red Flags and Responses:

Scenario 4 - Someone you don’t know well wants to give you a gift.

Red Flags and Responses:

What Would You Do? Scenarios

Teacher Resource

1. *Someone sends you an inappropriate picture online, and asks you to forward the picture to others.*
 - Red Flags:
 - Being sent an inappropriate picture
 - Being asked to share it with others
 - Being asked to do something that feels wrong or breaks rules
 - Possible Responses:
 - **Make a Move:** Don't forward the picture; close the app or message
 - **Talk It Up:** Tell a trusted adult right away
 - **No Blame | No Shame:** Remember it's not your fault you received it

2. *You are online and someone asks for your personal information, like your full name, address, or where you go to school; or they ask you to go into a private chat room.*
 - Red Flags:
 - Someone asking for your full name, address, or school
 - Being asked to go into a private chat
 - Talking to someone you don't know
 - Possible Responses:
 - **Know What's Up:** Personal information should be kept private
 - **Make a Move:** Stop responding and leave the chat
 - **Talk It Up:** Tell a trusted adult what happened

3. *Someone gets physically close or touches you in a way that makes you feel unsafe or uncomfortable. This can include hugs, pats, kisses or "accidentally" touching you in ways that don't really seem accidental.*
 - Red Flags:
 - Someone touching you in a way that feels unsafe or uncomfortable
 - Someone not respecting your personal space
 - Touch that feels "accidental" but keeps happening
 - Possible Responses:
 - **Spot Red Flags:** Notice that your body feels uncomfortable
 - **Talk It Up:** Say "No" or "Stop" in a strong voice

- **Make a Move:** Move away from the person
- **Talk It Up (again):** Tell a trusted adult

4. *Someone you don't know very well wants to give you a gift.*

- Red Flags:
 - Someone you don't know well offering you something
 - Feeling unsure or uncomfortable about accepting it
 - Possible expectation of something in return
- Possible Responses:
 - **Spot Red Flags:** Recognize this could be unsafe
 - **Talk It Up:** Say "No, thank you"
 - **Make a Move:** Stay away or go to a safe place
 - **Talk It Up (again):** Check with a trusted adult

**Lesson adapted from the [MBF Child Safety Matters™](#) program, [April 2019 Child Abuse Prevention Month Lesson Plan \(Grades 3-5\)](#)*



I follow the Safety Rules

1. KNOW WHAT'S UP
2. SPOT RED FLAGS
3. MAKE A MOVE
4. TALK IT UP
5. NO BLAME
NO SHAME

Personal Safety

Home Connections Handout

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

- 1.
- 2.

Choose one of your Safe Adults from above and ask them the following questions. Take notes about what you talked about. *Remember the 5 Safety Rules.*

1. What should I do if you (or another trusted adult or the bus) are not at school at pick-up time?
2. What should I do if someone I don't know wants me to help them look for their dog?
3. What should I do if I feel uncomfortable in a public bathroom?
4. What should I do if someone touched my body in a way that I didn't think was OK?

The 5 SAFETY RULES

1. Know What's Up

2. Spot Red Flags

3. Make a Move

4. Talk It Up

5. No Blame | No Shame