

Human Sexuality & Responsibility



5th Grade Lesson 1: My Changing Body

Introduce the unit by saying something like, “Over the next few 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 and the physical, emotional and social changes that can happen during puberty. The purpose is to ensure that you have the correct information about your bodies and feel comfortable asking questions of your parents, doctors and other trusted adults.”

“Because these lessons can feel new or personal, it’s important that everyone feels comfortable and respected while we learn. So, to get started, 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...

- **Use the correct words** for body parts and explain what they do.
- **Explain the changes** that happen to bodies during puberty.
- **Identify trusted adults** and reliable sources where I can get accurate information about puberty and personal hygiene.

Review the lesson objectives with students

I can...

- Use the correct words for body parts and explain what they do.
- Explain the changes that happen to bodies during puberty.
- Identify trusted adults and reliable sources where I can get accurate information about puberty and personal hygiene.



The Words We Use

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

Write the heading Other Body Parts on the board or a piece of chart paper.

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 under the heading.

Next, **write** the heading Reproductive Body Parts on the board or chart paper.

Ask students to think of the real words for body parts related to reproduction (penis, vagina, 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 under the reproductive heading.

The Words We Use



Discuss the following:

- How did it feel to say/hear the words on the first list (other body parts)?
- How did it feel to say/hear the words on the second list (reproductive body parts)?
- Why do people use slang for body parts related to reproduction?
- What are the benefits of using scientific words instead of slang?

eee

Discuss the questions on the slide 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)?

Possible responses:

- Comfortable, easy, familiar

How did it feel to say/hear the words on the second list (reproductive body parts)?

Possible responses:

- Embarrassing, uncomfortable, uneasy, unfamiliar
- Private
- Afraid someone will laugh

Why do people use slang for body parts related to sexuality?

Possible responses:

- To hide embarrassment
- Don't know the scientific word

What are the benefits of using scientific words instead of slang?

Possible responses:

- 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 'bo om', but in the UK and Australia fanny means vagina.

- Some slang terms are used to be offensive or can lead to inequity or power imbalances.



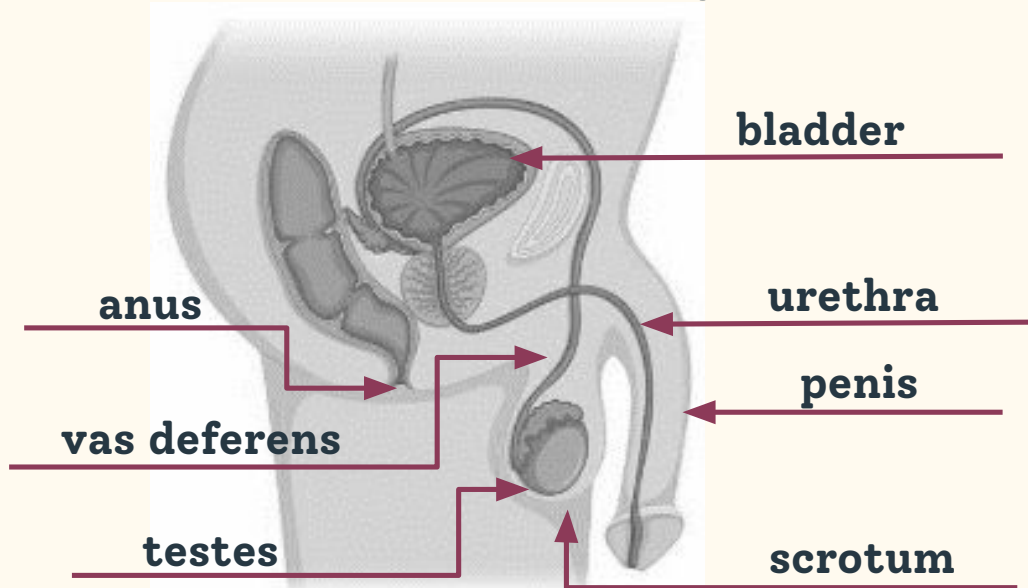
Getting to Know the Reproductive Organs

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 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*

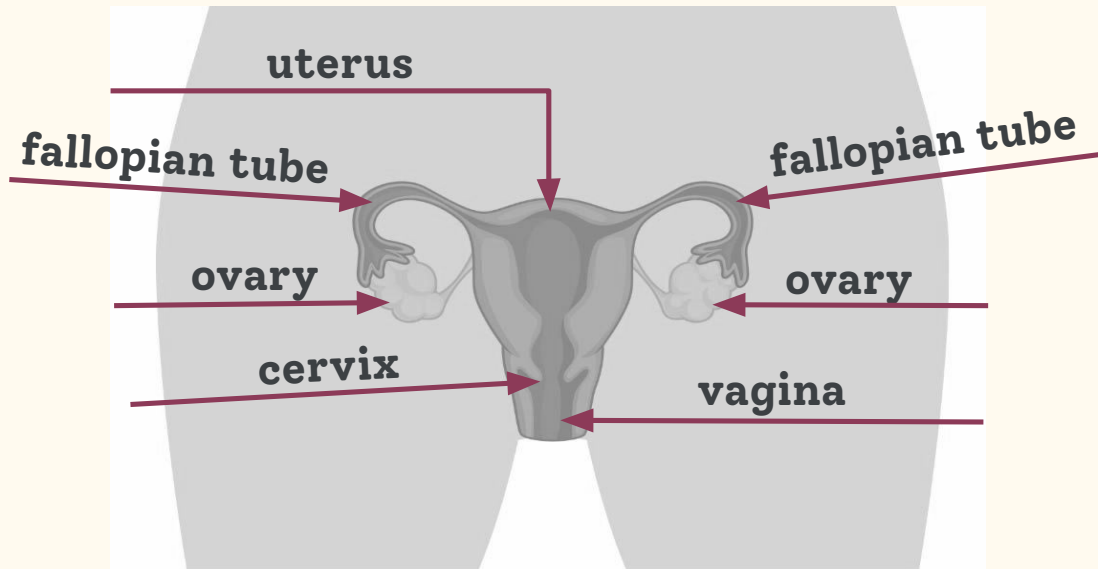
- *let fluid out of the body.*

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

*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



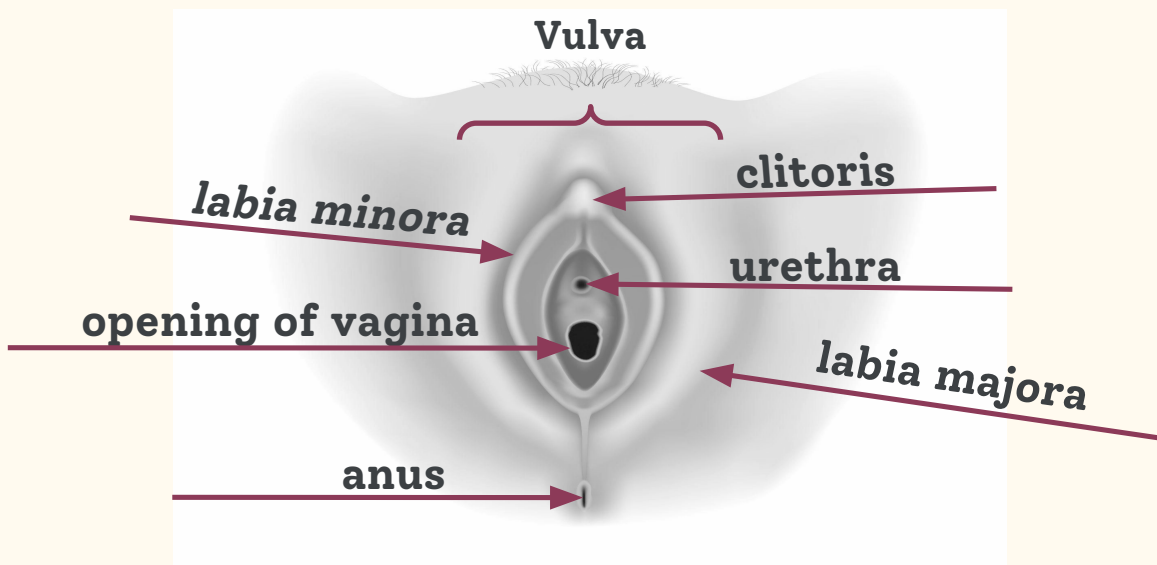
Start by pointing out that you are going to show images of both the internal and external parts for people with this next type of reproductive system, starting with the inside.

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. (Note that you 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.

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.*



Changes in Puberty

Transition to the next activity by saying something like:

“Now that we’ve learned the names and functions of the reproductive body parts, let’s talk about how these parts - and the rest of our bodies and feelings - change as we grow by learning about puberty.”


Give 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:
(Alternatively, use the next slide for the headings.)

- *What is puberty?*
- *How old are people when puberty begins?*

Ask students to answer these two questions, writing one answer on each sticky note. 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.

Changes in Puberty



What is puberty?

How old are people when puberty begins?

As an alternative to using the board or chart paper, display this slide and have students post directly on the screen or projected image.

Changes in Puberty



What is puberty?

- *The period of growing and changing from a child to an adult.*

How old are people when puberty begins?

- *Generally between ages 8 and 16.*
- *Each person is different and will start and go through puberty at their own body's rate.*

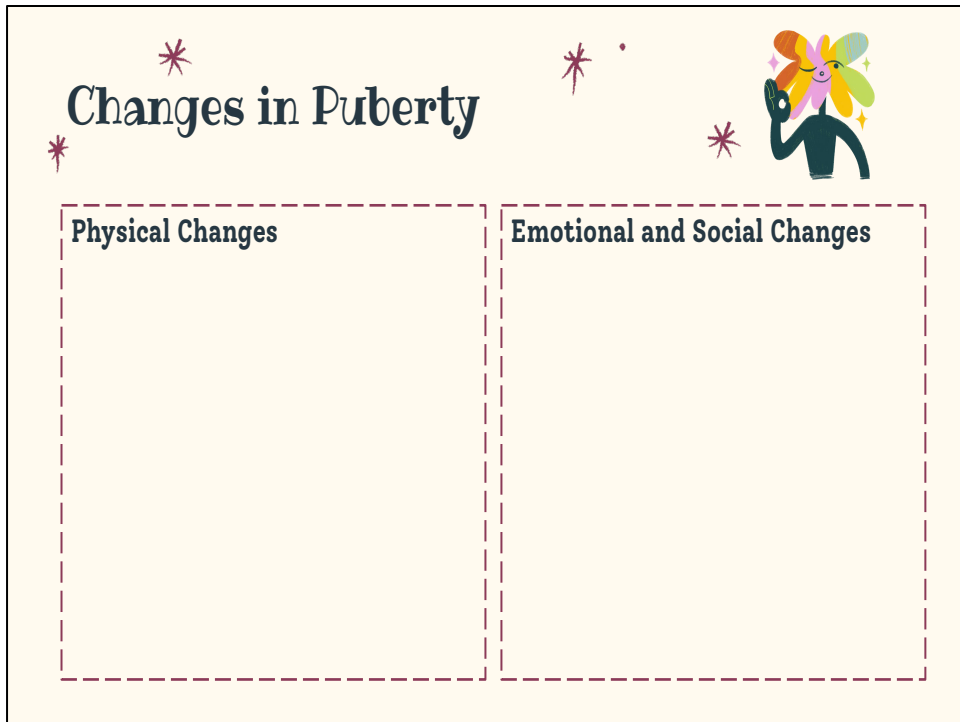
As students return to their seats, look at the students' responses and **group** like answers together.

Start by reviewing the “*What is Puberty?*” responses. Discuss the variety of responses and then **CLICK** to reveal the definition:

- *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. **CLICK** to reveal:

- *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.*



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

Either **post** the title cards on the wall or use the slide:

- Physical Changes
- Emotional and Social Changes

Distribute the Puberty Changes cards to individuals or pairs of students 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.

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 either on the wall or directly on the screen or projected image.

Once the cards have all been placed in a category, reveal and discuss the changes on the next two slides.

Use the [Puberty Changes Answer Key Teacher Resource](#) for talking points.

Changes in Puberty: Physical



| | |
|-------------------------------|------------------------------|
| Acne | Ovulation |
| Breasts develop | Penis grows bigger |
| Erections | Pubic hair grows on genitals |
| Ejaculation | Shoulders get wider |
| Grow taller | Skin gets oily |
| Hair gets oily | Start making sex hormones |
| Hair grows in armpits | Start producing sperm |
| Hair grows on face | Sweat glands develop |
| Hips get wider | Testicles grow bigger |
| Menstruation (periods) begins | Vaginal discharge |
| Nocturnal emissions | Voice changes |

Use the [Puberty Changes Answer Key Teacher Resource](#) for talking points.

Changes in Puberty: Emotional and Social



Concerned about appearance

Stronger feelings of wanting to be liked

Friendships become more important

Stronger feelings of wanting to fit in

Interested in having a romantic partner

Thinking about the future

Mood swings

Want more independence

Sometimes feel lonely and confused

Use the [Puberty Changes Answer Key Teacher Resource](#) for talking points.

Manage Puberty Changes

- List ways to manage all the changes that happen during puberty.
 - *one per paper*
- Post ideas next to the specific change it would address.

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. Use the [Managing Puberty Changes Teacher Resource](#) for ideas and talking points.


Lesson Wrap-Up

- 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?



Wrap up the lesson by having students answer the questions on the slide. Students can answer these privately, in a journal, 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?*



Home Connections Handout

Identify 2 trusted adults you can talk to about your changing body.

HSR Grade 5 Lesson 1

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

Activity adapted from *See You in a Funny World*, a book by Cary Sherberg and Helen Steph

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

Up Next...

...Reproduction



Say: *“Coming up next, we’ll learn how puberty prepares the body for reproduction and explore how a baby grows during pregnancy.”*

* Attributions

- Slide Template: [Feelings Check-In Education Presentation in Cream Blue Black Hand Drawn Style](#) by [Canva Creative Studio](#) via [Canva.com](#)



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.

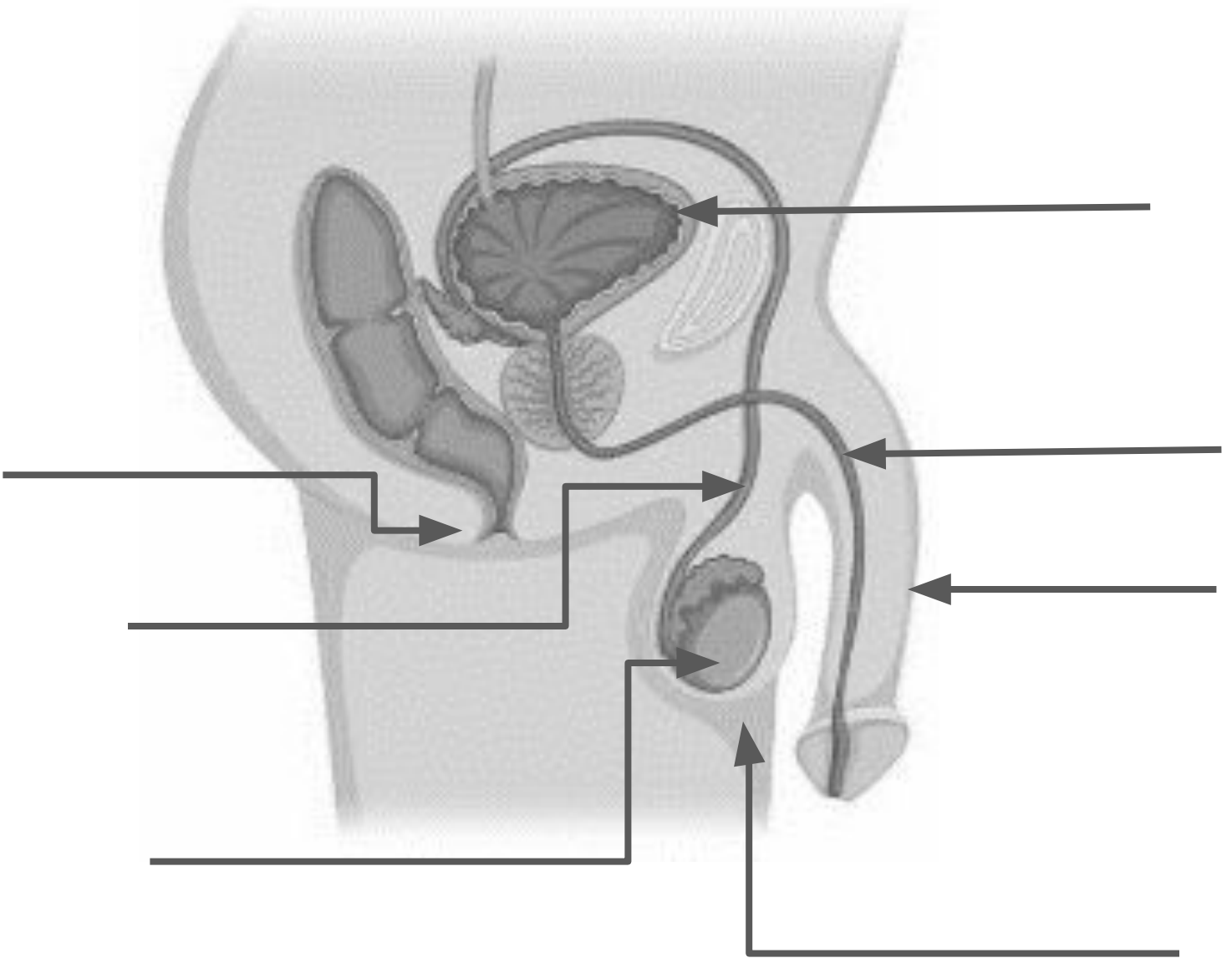
Read the list aloud together and ask students to show a thumbs-up or nod to signal agreement. **Post the chart where it will stay visible for all lessons.**

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.

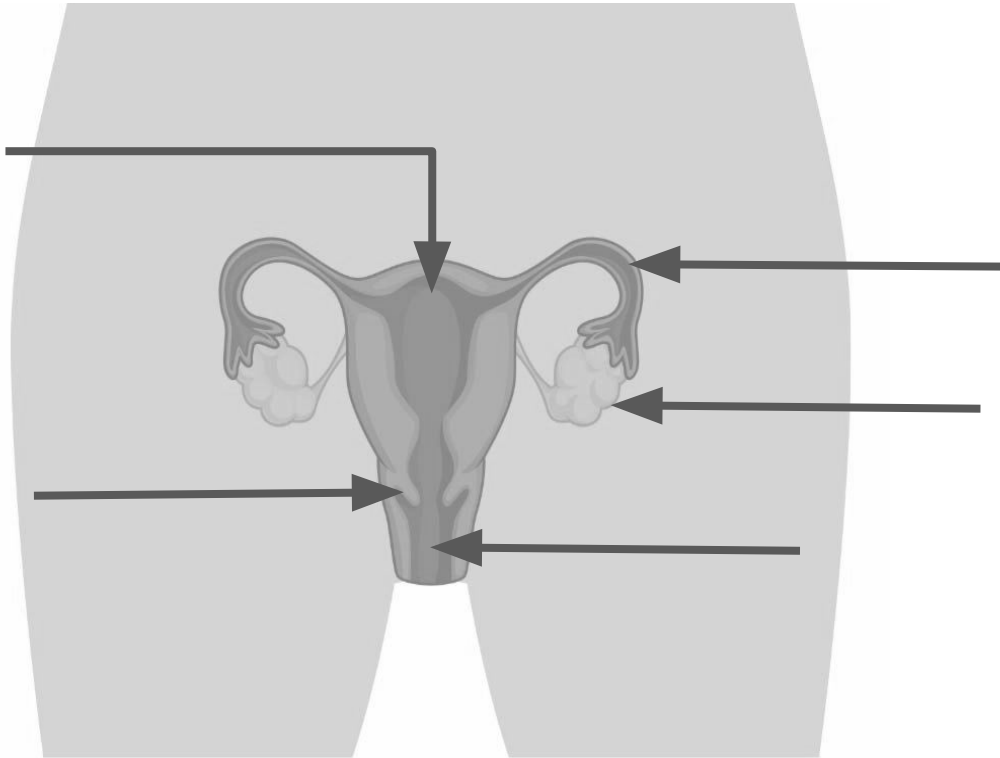


Word Bank

| | | |
|--------------|---------|---------|
| 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.

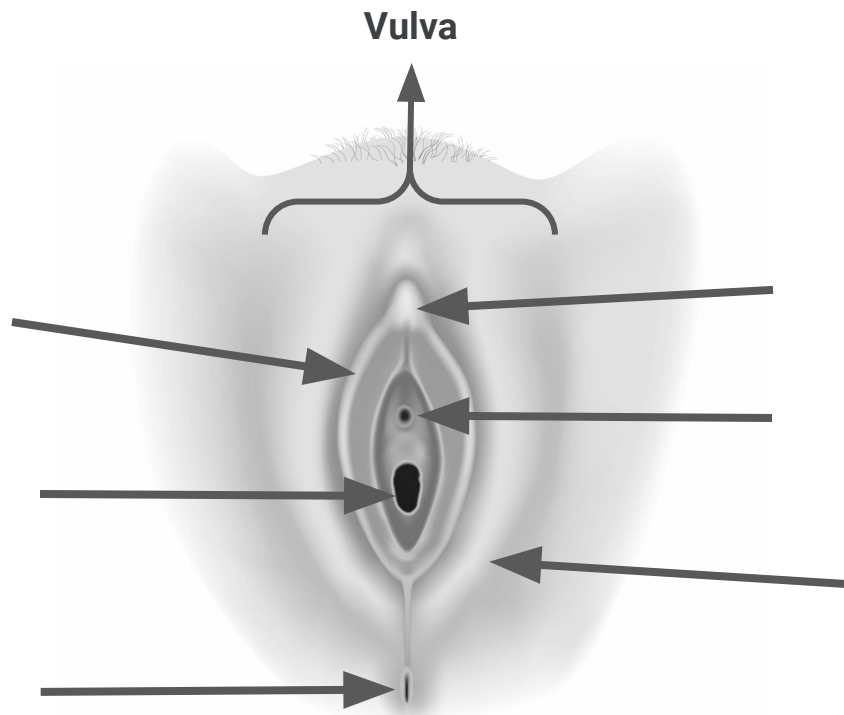


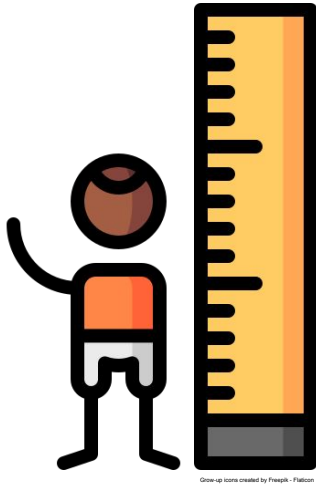
Internal Word Bank

| | |
|----------------|--------|
| vagina | uterus |
| ovary | cervix |
| fallopian tube | |

External Word Bank

| | |
|--------------|-------------------|
| labia majora | clitoris |
| urethra | opening of vagina |
| anus | labia minora |





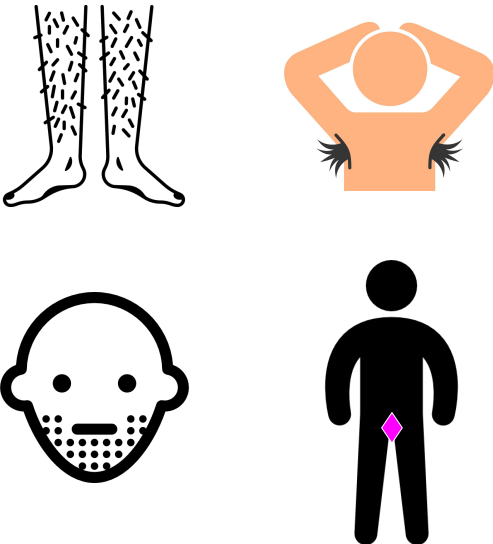
Grow taller

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

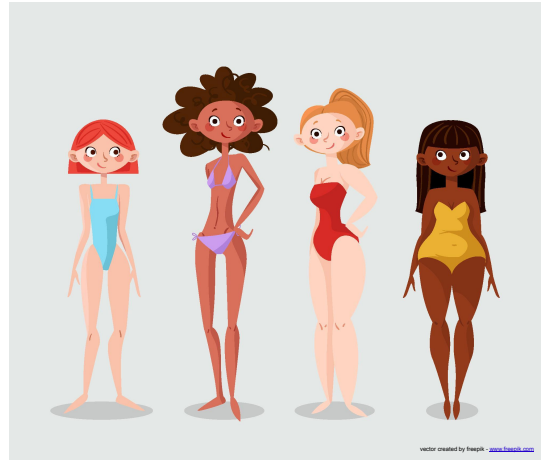
8



People vector created by freepik - www.freepik.com

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

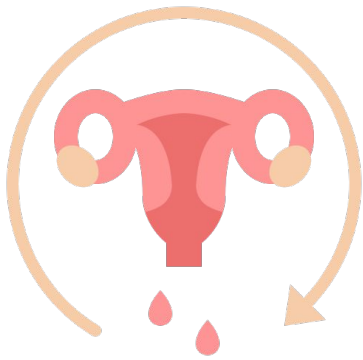
9



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 |
|--|--|
| 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

Human Sexuality & Responsibility



Lesson 2: Reproduction

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

“Last time, we learned about the reproductive parts of our bodies and the changes the body can go through during puberty. Today we’re moving forward to discuss reproduction and how puberty helps to prepare the body to one day be able to have children. We’ll explore hormones, the menstrual cycle, and pregnancy.”

Teacher 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.



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** how puberty helps the body prepare to reproduce.
- **Describe** how humans reproduce.
- **Identify** the main stages of pregnancy and how a baby grows over time.

Review the lesson objectives with students.

I can...

- Explain how puberty helps the body prepare to reproduce.
- Describe how humans reproduce.
- Identify the main stages of pregnancy and how a baby grows over time.

Reproduction

All living things reproduce.

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

Ask for a volunteer to read the statement on the slide: “*All living things reproduce*”

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

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

- *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)



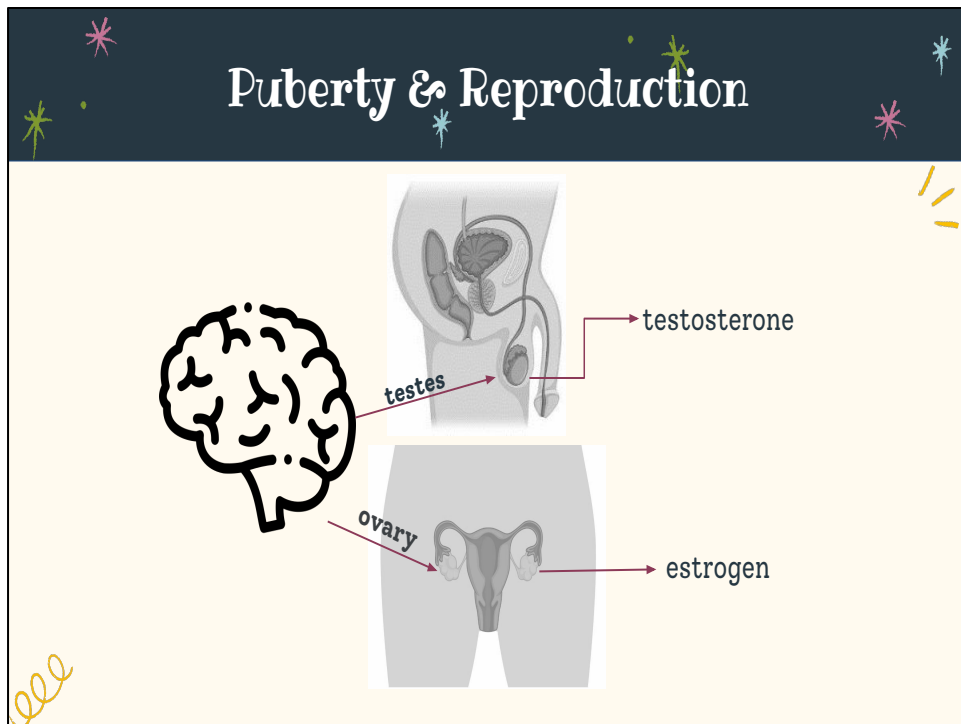
Remind students that in lesson one, they learned about the production of the sperm and the egg.

Ask if anyone can tell you what the sperm and egg have to do with reproduction.

CLICK

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.

<https://www.vecteezy.com/free-vector/sperm> Sperm Vectors by Vecteezy



Explain that 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.

CLICK

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

Testosterone, along with other hormones from the brain, helps make (**CLICK**) 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 (**CLICK**) egg and a uterus for reproduction and pregnancy and it does this by regulating the menstrual cycle



The Menstrual Cycle

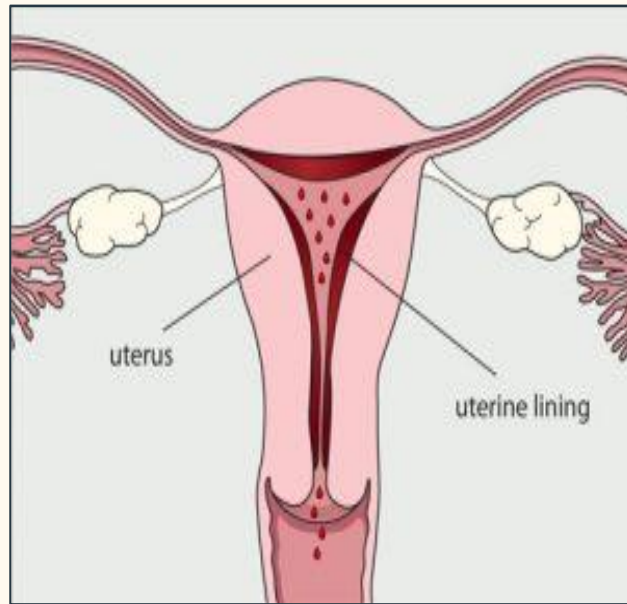
Print and distribute the [Menstrual Cycle Handout](#) and some colored pencils or crayons.

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.)

Start by explaining: “*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.

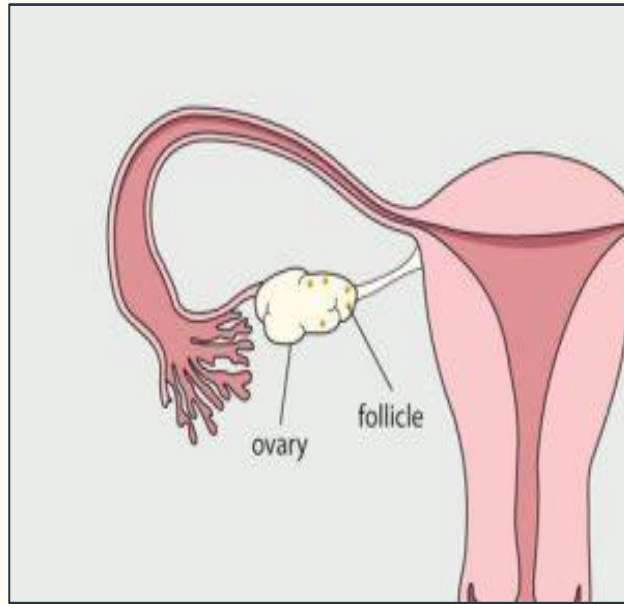


Day 1-5/7: The uterine lining is shed (aka the **period**)

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.

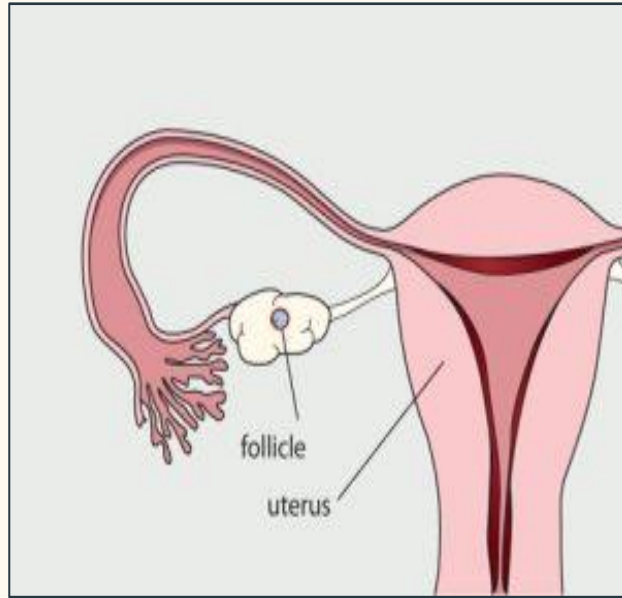


Day 7ish: Several eggs start to develop

Explain:

“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.”

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



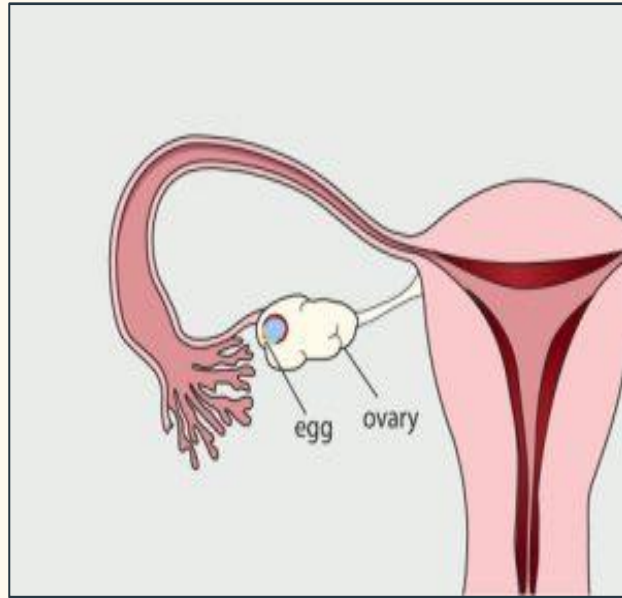
Day 7-14ish: One egg fully matures and uterine lining starts to build up

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

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

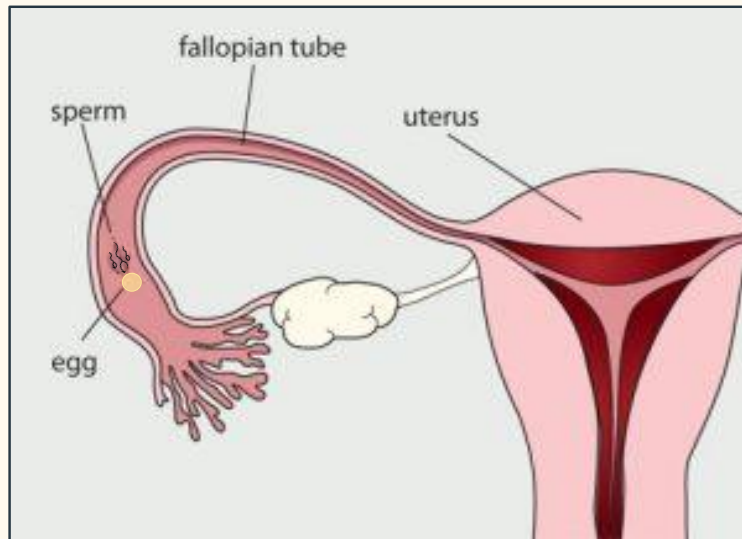


Day 14ish: The one egg is released from the ovary (aka **Ovulation**)

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.



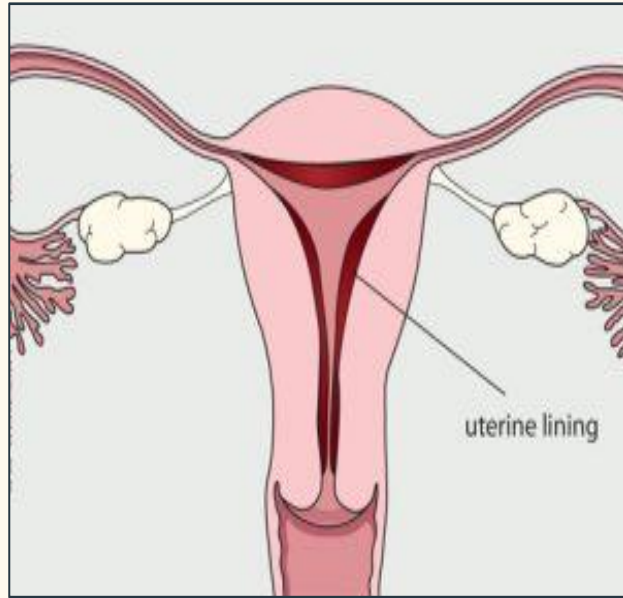
Day 14-18ish: Sperm could find the egg (aka **Fertilization**)

Explain:

*“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**.”*

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

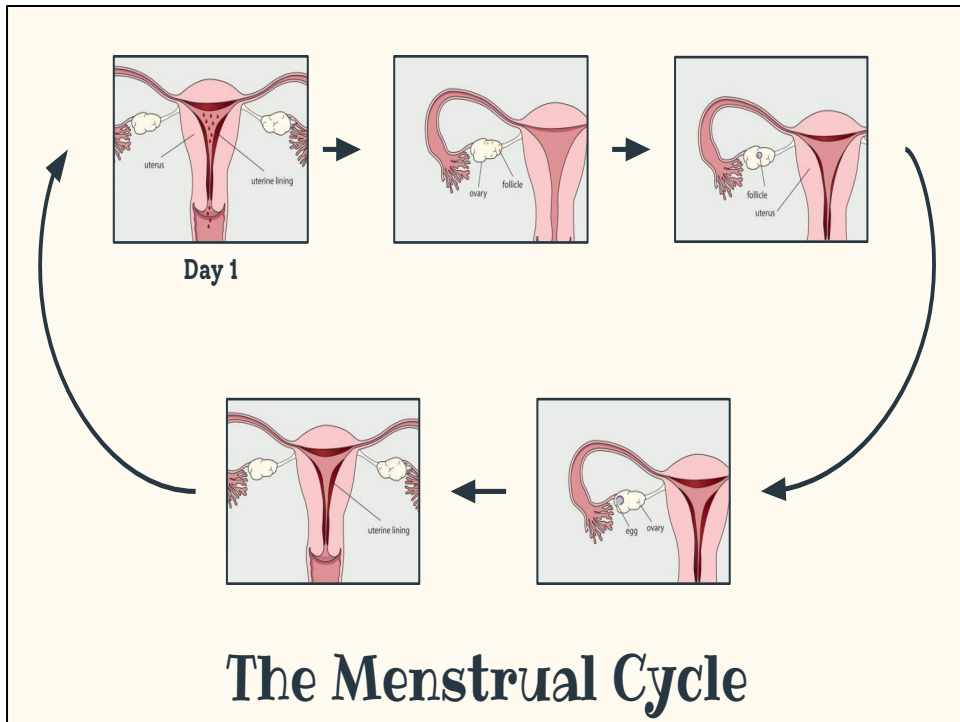


Day 19-28ish: The uterine lining continues to thicken in preparation

Explain:

“The lining of the uterus continues to build up in preparation for a pregnancy.”

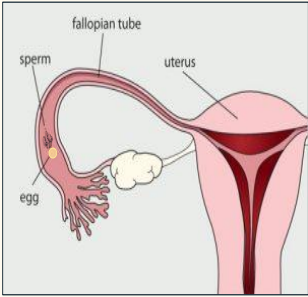
Remember to give students time to draw in or color the parts and functions.



Explain:

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

Fertilization



The diagram illustrates the female reproductive system. It shows the uterus, fallopian tube, and an egg. A sperm cell is shown entering the fallopian tube, where it meets the egg. Labels include 'fallopian tube', 'uterus', 'sperm', and 'egg'. There are decorative star symbols in the corners and a yellow squiggle at the bottom right of the slide.

- Sexual Intercourse
- In vitro Fertilization

Ask students if anyone knows how the sperm cells and egg cells might come together to lead to pregnancy.

CLICK to reveal and explain each of the ways.

- One way 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.
- Some times, 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**.



Transition to the activity by saying something like:

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

Break students into groups and distribute one set of the [Fetal Development Worksheets](#) to each. Working in 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.

Fetal Development Debrief

- 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?



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)

* Vocabulary *

| | |
|---|---|
| <p>Reproduction</p> <p><i>the action or process of making a copy of something</i></p> | <p>Menstrual Cycle</p> <p><i>the monthly process of preparing an egg and a uterus for reproduction and pregnancy</i></p> |
| <p>Ovulation</p> <p><i>when an egg is released from the ovary and travels into the fallopian tube</i></p> | <p>Fertilization</p> <p><i>when sperm joins with an egg in the fallopian tube</i></p> |
| <p>Pregnancy <i>occurs once a fertilized egg moves through the fallopian tube, into the uterus and implants into the uterine lining.</i></p> | |

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

CLICK to reveal the word “Reproduction” 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.

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

CLICK to reveal the phrase “Menstrual Cycle” 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.

- *The menstrual cycle is the monthly process of preparing an egg and a uterus for reproduction and pregnancy.*

CLICK to reveal the word “Ovulation” 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.

- *Ovulation is part of the menstrual cycle when an egg is released from the ovary and travels into the fallopian tube.*

CLICK to reveal the word “Fertilization” 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.

- *Pregnancy occurs once a fertilized egg moves through the fallopian tube, into the uterus and implants into the uterine lining.*

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.”*

Lesson Wrap-Up

Think about the future:


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



Wrap up the lesson by having students answer the questions on the slide. Students can answer these privately, in a journal, in pairs or as a full group.

Think about the future:

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



Home Connections Handout

Identify 2 trusted adults you can talk to about reproduction and pregnancy.

HSR Grade 5 Lesson 2

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#tab=topic>

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

Up Next...

...Healthy Relationships



Say: *“Coming up next, we’ll explore what healthy relationships look like and how to treat ourselves and others with respect.”*

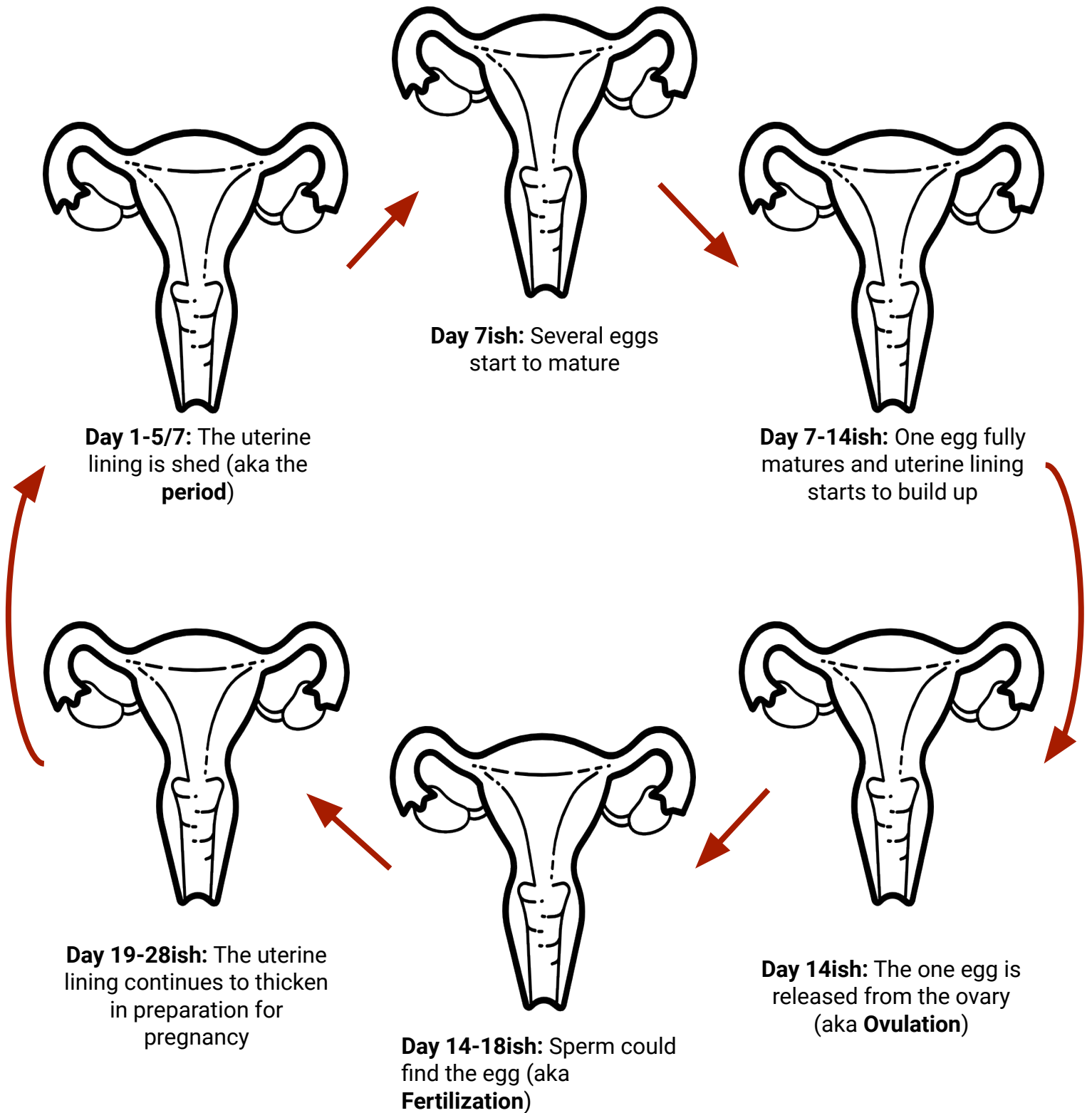
* Attributions

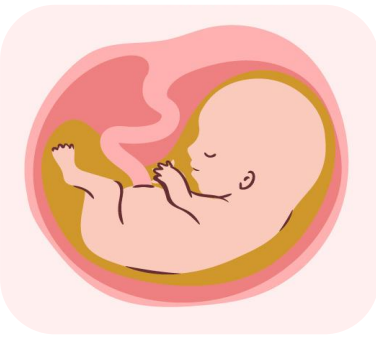
- Slide Template: [Feelings Check-In Education Presentation in Cream Blue Black Hand Drawn Style](#) by [Canva Creative Studio](#) via [Canva.com](#)
- Sperm and egg graphic from [Vecteezy.com](#)
- Menstrual cycle graphics from the Office on Women's Health in the U.S. Department of Health and Human Services



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.





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



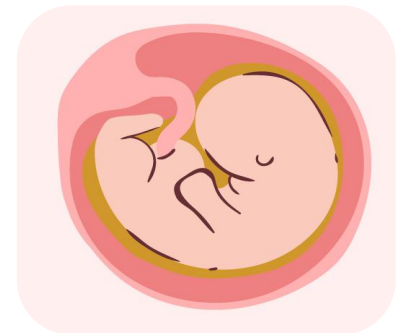
Reproductive parts are fully formed; can suck their thumb, yawn, stretch and make faces; about 6in



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

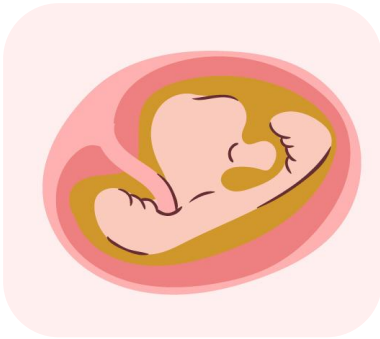
Month 7

Month 8

Month 9

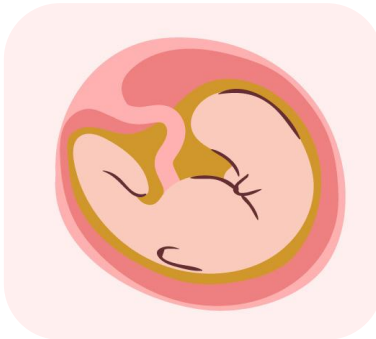
First Trimester

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

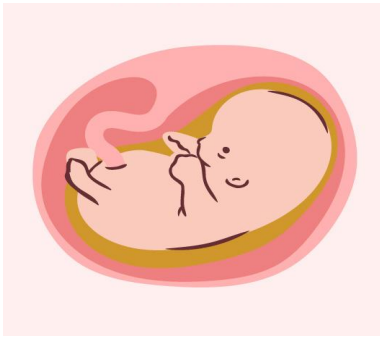
Month 3



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>

Human Sexuality & Responsibility



Lesson 3: Healthy Relationships

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

“Now that we’ve learned about how our bodies grow and change, we’re going to shift our focus to something just as important - our relationships. As we grow, the way we connect with friends, family, and others can change too. In this next lesson, we’ll explore what healthy relationships look like and how to treat ourselves and others with respect.”



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.

A colorful illustration of a girl with long purple hair, a yellow sun on her head, and a blue shirt. She is looking down at a green character with a wide, toothy grin. The background is light yellow with small starburst symbols.

I can...

- **Explain** what a crush is and why people might have them during puberty.
- **Show** ways to handle crushes in a healthy and respectful way.
- **Identify** trusted adults I can talk to about questions or feelings about crushes and relationships.

Review the lesson objectives with students.

I can...

- Explain what a crush is and why people might have them during puberty.
- Show ways to handle crushes in a healthy and respectful way.
- Identify trusted adults I can talk to about questions or feelings about crushes and relationships.

Relationship Vocabulary

Word Match

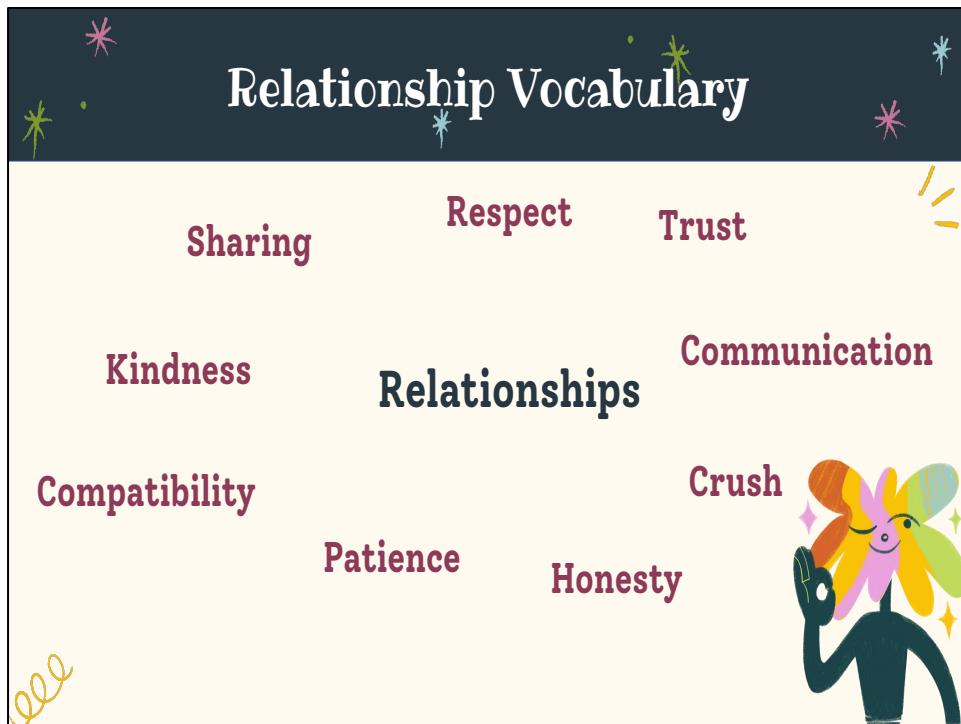
Directions:

- Walk around the room and read other students' cards.
- Find the person whose card matches yours.
- When you find your match, stand together as a pair.
- Stay with your partner until everyone has found their match.

Print and cut out the [Relationship Vocabulary Match Cards](#).

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.



Crush Station Rotation

Set up 5 stations around the room.

- 3 stations for Crush Cards
 - Print and cut out the [23 crush cards](#)
 - 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.
- 1 station for Crush Advice
 - Print and cut out the [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.
- 1 station for Healthy Relationship Video
 - Students will watch the Amaze Healthy Relationships video and respond to the questions on their handout.

- <https://www.youtube.com/watch?v=UB9anEZx9LU>

Crush Station Rotation

- Rotate through all the stations
- Write your answers or take notes on the handout.

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: _____

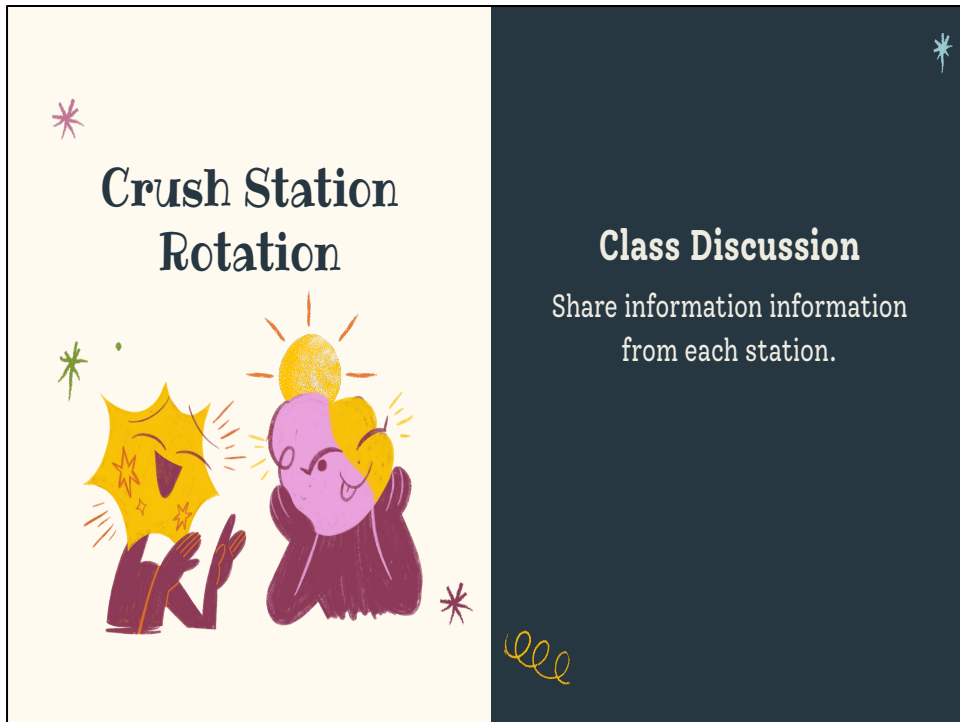
Crush Card Station #2
Question: _____
Answer: _____

Crush Card Station #3
Question: _____
Answer: _____

| | |
|---|--|
| <p>Crush Advice Station Follow the instructions at this station. What advice would you give this friend about their crush?</p> | <p>Healthy Relationship Video Watch the video What did you learn from this video about respect, equity and communication in a relationship?</p> |
|---|--|

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.

Once students have visited each station and have them return to their seats for class discussion.



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.
- 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!



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

Remind them that from crushes to dating to marriage, 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.



Home Connections Handout

Identify 2 trusted adults you can talk to about crushes and healthy relationships.

HSR Grade 5 Lesson 3

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.

| | |
|--|--|
| <p>Who was the first person you had a crush on?</p> <p>How old were you?</p> | <p>Why did you like that person?</p> |
| <p>When did you start dating?</p> | <p>What rules did your parents have about dating?</p> |
| <p>What do you think the definition of "love" is?</p> | <p>What are the three most important characteristics of a healthy relationship?</p> <ol style="list-style-type: none"> 1. 2. 3. |
| <p>What else do you want me to know about relationships?</p> | |

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.youthinaction.org/uk/blog/teens-use-emotions-good-among-bellies/201107/like-and-crushes>

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

Up Next...

...Boundaries and Consent



Say: *“Coming up next, we’ll learn how to set personal boundaries and understand consent so we can stay safe and respect others.”*

* Attributions

- Slide Template: [Feelings Check-In Education Presentation in Cream Blue Black Hand Drawn Style](#) by [Canva Creative Studio](#) via [Canva.com](#)
- Video: [What Makes A Relationship Healthy?](#) by [Amaze](#) on [YouTube](#)



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

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

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

Scenario #1:

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?

Scenario #2:

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?



Scenario #3:

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: *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?

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>

Human Sexuality & Responsibility



Lesson 4: Boundaries and Consent

Introduce lesson 4 of the HSR unit by saying something like:

“Today, we’ll explore what boundaries and consent mean and practice how to communicate them clearly and respectfully.”



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 boundaries, consent, and bodily autonomy mean.
- **Show** ways to communicate my boundaries, including how to say “no” when something feels uncomfortable.
- **Explain** why it’s important to respect other people’s boundaries.
- **Identify** trusted adults I can talk to about questions or concerns about boundaries and consent.

Review the lesson objectives with students.

I can...

- Explain what boundaries, consent, and bodily autonomy mean.
- Show ways to communicate my boundaries, including how to say “no” when something feels uncomfortable.
- Explain why it’s important to respect other people’s boundaries.
- Identify trusted adults I can talk to about questions or concerns about boundaries and consent.

Move to Your Greeting

For each scenario:

- Move to the greeting you would choose
- Share why you chose it

Post greeting signs around the room.

- Hug
- High Five
- Handshake
- Wave
- Nod/Smile
- Just Say “Hi” (no touch)

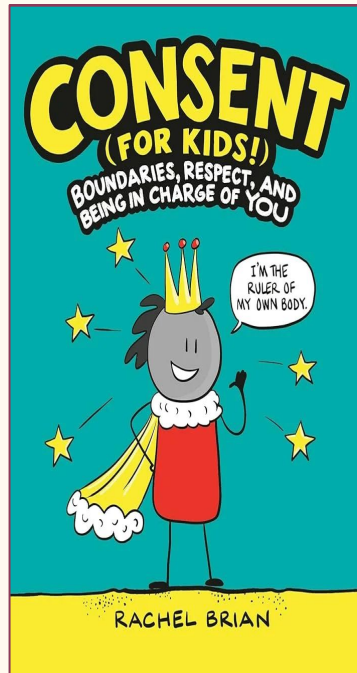
Introduce the activity by saying something like:

“Everyone greets people in different ways depending on the situation. Around the room are different ways to say hello. I’m going to read a situation, and you’ll move to the greeting you would choose. There are no right or wrong answers, just choose what feels right to you.”

Use the [Move to Your Greeting Activity document](#) for instructions.

Read Aloud

Chapter 1



Read *Consent for Kids! Boundaries, Respect, and Being in Charge of You*, by Rachel Brian, aloud.

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

(If the book is not available, you can use this video:
<https://youtu.be/Hyix6LDuXLo>, starting 1:45.)

[Teacher note: All campuses should have multiple copies of this book in both English and Spanish. Check with your Principal or counselor if you do not have one. Contact the [HPE Department](#) if your campus needs additional copies.]


Vocabulary

Boundary

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.



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

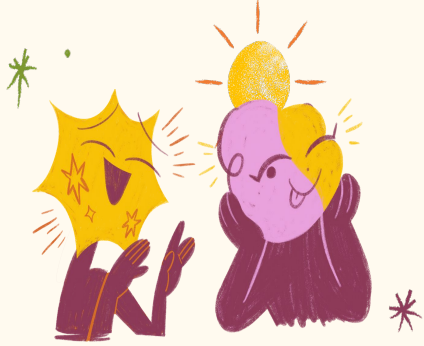
Start by asking if anyone remembers how the book defined “Boundary.” Take a few responses then **CLICK** to reveal the definition from the book and ask for someone else to read it aloud.

- *A boundary is a limit. It's like a line between what you are comfortable with and what you are not comfortable with.*

CLICK to reveal the phrase “Bodily Autonomy” 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.

- *Bodily autonomy means having a choice about what you do with your body.*

| | |
|---|--|
| <h2>Listening for “Yes” and “No” in the Body</h2>  | <p style="text-align: right;">*</p> <p>For each question:</p> <ul style="list-style-type: none">• Silently answer “Yes” or “No”, in your head• Notice how it feels in your body <p style="text-align: right;">eee</p> |
|---|--|

Introduce the activity by saying something like:

“Sometimes our bodies give us signals that help us understand how we feel. A ‘yes’ might feel comfortable or calm in our body, and a ‘no’ might feel tight or uncomfortable. Today we’re going to practice noticing those signals.”

Use the [Listening for "Yes" and "No" document](#) for instructions.

Read Aloud

Chapter 2



Next, read chapter 2, *Trust Your Gut*.

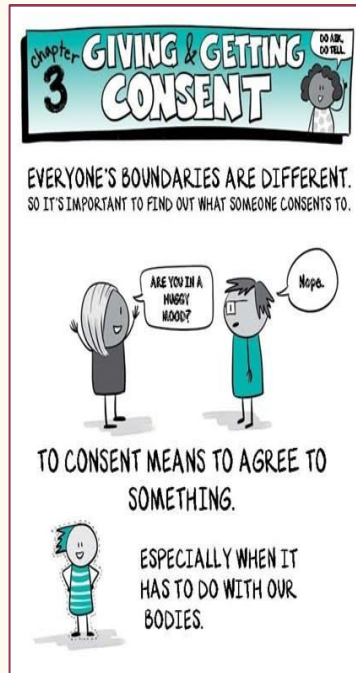
(If the book is not available you can use this video for Chapter 2:
<https://youtu.be/vN8OxsqHJTU>)

Pause to discuss as needed before moving on to chapter 3.

[Teacher note: All campuses should have multiple copies of this book in both English and Spanish. Check with your Principal or counselor if you do not have one. Contact the [HPE Department](#) if your campus needs additional copies.]

Read Aloud

Chapter 3



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

(If the book is not available you can use this video for Chapter 3:
<https://youtu.be/kVHbgykKIBk>; pause video at 4:13 before the tickling comic)

[Teacher note: All campuses should have multiple copies of this book in both English and Spanish. Check with your Principal or counselor if you do not have one. Contact the [HPE Department](#) if your campus needs additional copies.]

Vocabulary

Consent


To agree to something, especially when it has to do with our bodies.

Examples

- hugging
- helping someone across the street
- pinching
- dancing
- eating something
- tackling

2 Parts of Consent

1. Telling others how you feel
2. Listening to others



At the end of chapter 3, define consent and discuss the examples of consent that are used in the book.

Start by asking if anyone remembers how the book defined “Consent.” Take a few responses then **CLICK** to reveal the definition from the book and ask for someone else to read it aloud.

- *To consent means to agree to something, especially when it has to do with our bodies.*

CLICK

Ask if anyone remembers the examples given in the book. Take a few responses then **CLICK** to reveal the examples:

- hugging
- helping someone across the street
- pinching
- dancing
- eating something
- tackling

Ask if anyone remembers the 2 parts to consent. Take a few responses then **CLICK** to reveal the parts:

1. Telling others how you feel
 - Be clear and direct
2. Listening to others

Read Aloud

The Tickling



Next, read *The Tickling* comic at the end of chapter 3.

(If the book is not available you can use this video for Chapter 3:
<https://youtu.be/kVHbgykKIBk>; starting at 4:13.)

[Teacher note: All campuses should have multiple copies of this book in both English and Spanish. Check with your Principal or counselor if you do not have one. Contact the [HPE Department](#) if your campus needs additional copies.]

| | |
|--|---|
| <p>* The Tickling: Take 2</p>  | <p>* Pick a blank comic strip. Create a new ending to The Tickling that respects boundaries.</p> <p>eee</p> |
|--|---|

Print and make multiple copies of the [Blank comic strips document](#).

Introduce the activity by saying something like:

“In the first version of The Tickling, the person being tickled laughed, but they still did not like it. Laughing doesn’t always mean someone is having fun - it can just be a reaction their body has. Consent means that a person agrees to what’s happening and feels okay with it. If someone is tickled and doesn’t want to be, that means their consent is not given, even if they are laughing.”

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.

Lesson Wrap-Up

Think - Pair - Share

- A time when you weren't respectful of someone else's boundaries.
- How you interact with friends when making decisions.



Wrap up this lesson with time for the students to reflect on their own behaviors of respecting others through a Think, Pair, Share activity.

CLICK to reveal the first scenario:

- *A time when you weren't respectful of someone else's boundaries.*

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.

Give students about a minute to think about it quietly, then prompt them to turn to a partner to discuss.

After about 2 minutes, ask for a couple of volunteers to share.


CLICK to reveal the second scenario:

- *How you interact with friends when making decisions.*

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.)

Give students about a minute to think about it quietly, then prompt them to turn to a partner to discuss.

After about 2 minutes, ask for a couple of volunteers to share.



Home Connections Handout

Review the scenarios and answer the questions about respecting others' boundaries and listening for consent.

HSR Grade 5 Lesson 4

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.

| | |
|---|--|
| <p>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?</p> | <p>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?</p> |
|---|--|

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.

Tip from Chapter 7 You to the Rescue: In Consent (for K-12) 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?

Direct students to the [Home Connection Handout](#) and point out the scenarios and ask them to answer the questions about respecting others' boundaries and listening for consent.

Up Next...

...Personal Safety



Say: *"Next, we'll build on what we learned about boundaries and consent by talking about personal safety and how to recognize unsafe situations."*

* Attributions

- Slide Template: [Feelings Check-In Education Presentation in Cream Blue Black Hand Drawn Style](#) by [Canva Creative Studio](#) via [Canva.com](#)
- Book: [Consent for Kids! Boundaries, Respect, and Being in Charge of You](#), by Rachel Brian
- Video: [Consent for Kids by Rachel Brian \(CHAPTER ONE\)](#) by [ReadtoChildren](#) on [YouTube](#)
- Video: [Consent for Kids by Rachel Brian.\(Chapter Three\)](#) by [ReadtoChildren](#) on [YouTube](#)



Move to Your Greeting

5–10 minutes

Purpose:

Help students recognize that comfort levels and relationships influence how we greet others - leading into boundaries and consent.

Set-Up (1 minute)

Place signs around the room (or designate areas) for these greeting types:

- Hug
- High Five
- Handshake
- Wave
- Nod/Smile
- Just Say “Hi” (no touch)

Introduce the Activity (1 minute)

“Everyone greets people in different ways depending on the situation. Around the room are different ways to say hello. I’m going to read a situation, and you’ll move to the greeting you would choose. There are no right or wrong answers, just choose what feels right to you.”

“When I read each scenario, quietly walk to the greeting you would use. Once you’re there, be ready to share why you chose it.”

Scenarios (3–5 minutes total)

Read 3–5 of the following, pausing after each for movement and brief sharing:

- “A close family member you haven’t seen in a long time”
- “A good friend at school”
- “A friend of your family you see sometimes”
- “A new classmate you just met”
- “A neighbor you’ve talked to a few times”
- “A stranger walking down the sidewalk”

Quick Reflection Prompts (after each or at end, 2–3 minutes)

Ask a few students:

- *“Why did you choose that greeting?”*
- *“What made this situation different from others?”*
- *“Did everyone choose the same thing? Why or why not?”*

Transition to Lesson (30 seconds)

*“Not everyone feels comfortable with the same kinds of greetings—and that’s okay. Today, we’re going to learn about **boundaries and consent**, which help us understand and respect what feels comfortable for ourselves and others.”*

Listening for “Yes” and “No” in the Body - An Intuition Activity

5-10 minutes

Purpose

Students practice noticing how “yes” and “no” answers feel in their bodies. This helps them strengthen their inner listening skills and recognize body signals that can help them understand when something feels comfortable or uncomfortable.

Introduction (1 minute)

Tell students that their bodies can give them helpful clues about how they feel about something.

“Sometimes our bodies give us signals that help us understand how we feel. A ‘yes’ might feel comfortable or calm in our body, and a ‘no’ might feel tight or uncomfortable. Today we’re going to practice noticing those signals.”

Explain that you will ask questions and students should **answer silently in their heads**. They should also pay attention to how their body feels when they think of their answer.

Practice with Easy Questions (2 minutes)

Begin with questions where the answer is obvious. After each question, pause for a few seconds so students can notice how their body feels.

Remind students:

“Answer quietly in your head and notice what your body feels like.”

Ask questions such as:

- *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?*

Pause briefly between each question.

Try Slightly Harder Questions (2 minutes)

Next, ask questions that require students to think for a moment before answering.

Examples include:

- *Do you like pizza?*
- *Are you feeling cold right now?*
- *Do you like springtime?*
- *Do you like art?*

Again, give students a few seconds after each question to notice what their body feels like when they think of their answer.

Discuss Body Signals (2 minutes)

Invite a few volunteers to share what the **“yes” feeling** was like in their body.

Encourage students to describe:

- **Where** they felt it (chest, stomach, head, heart)
- **What it felt like** (warm, relaxed, light, fluttery, calm)

Next, ask students to think about how a **“no” feeling** might feel in their body.

Closing (1 minute)

Explain that these body signals can help them understand their feelings.

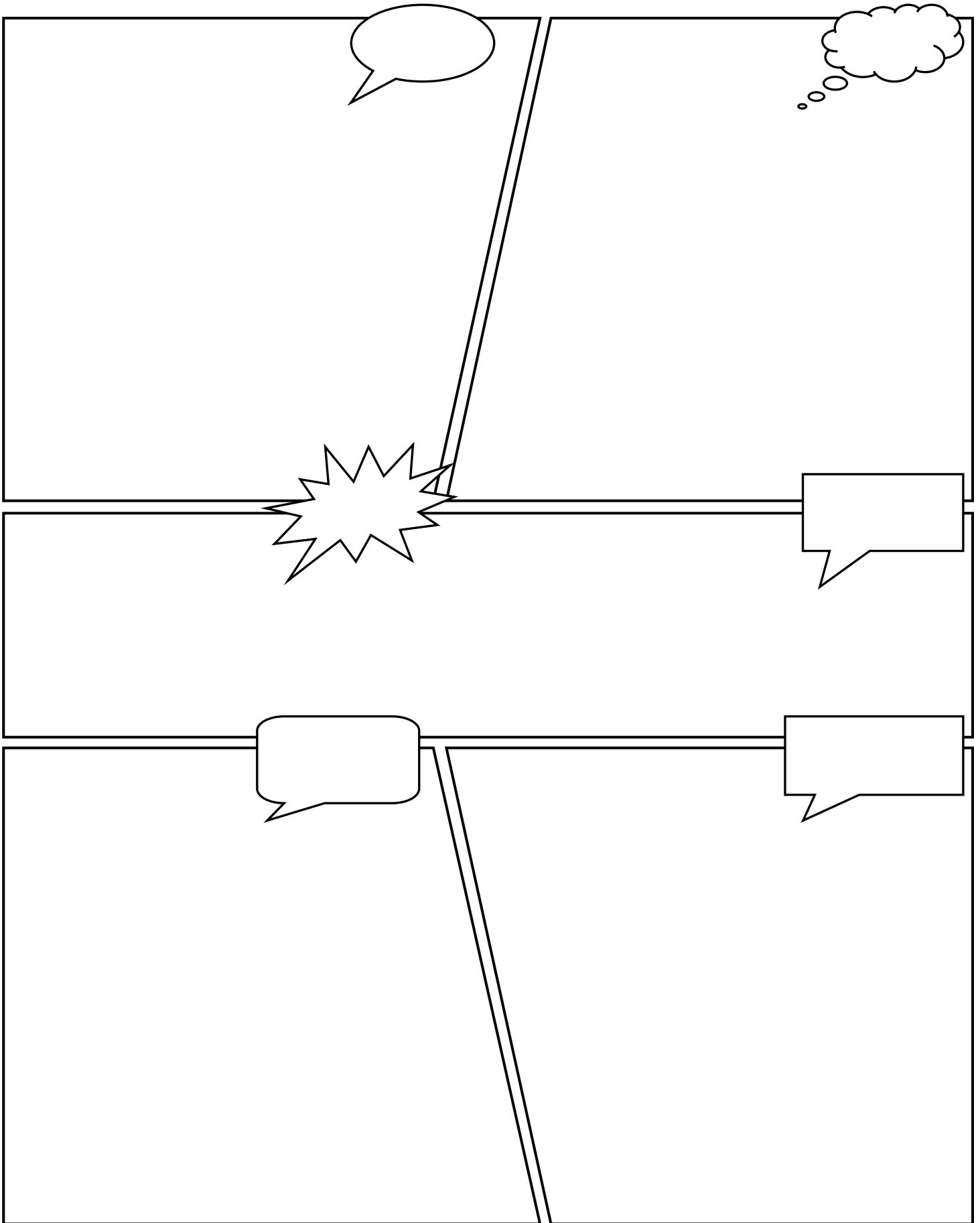
“Your body can give you helpful clues about how you feel. Sometimes your body feels calm and comfortable, which can feel like a ‘yes.’ Other times it might feel tight, worried, or uncomfortable, which can feel like a ‘no.’ Paying attention to these signals can help you make safe choices.”

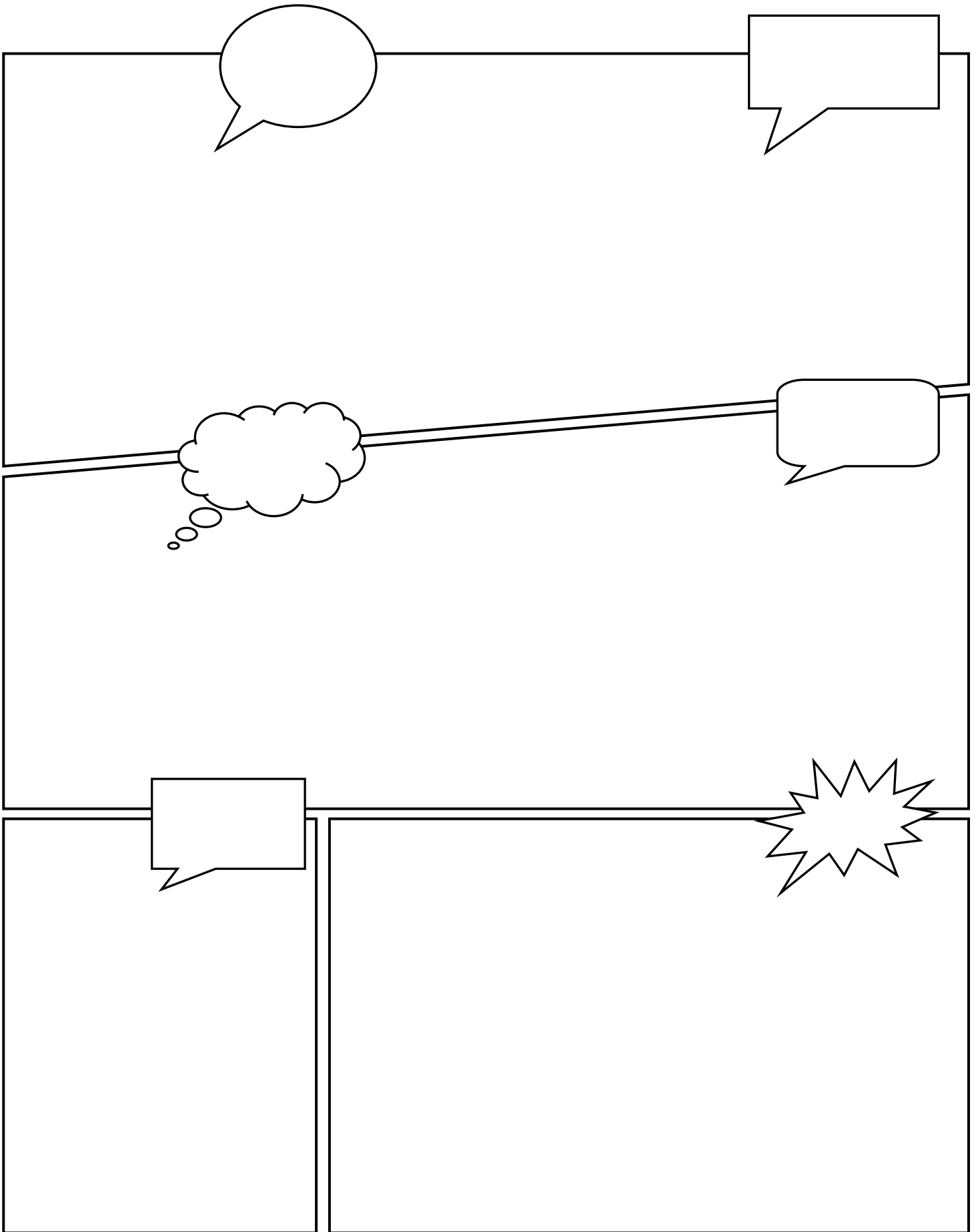
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Boundaries and Consent

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?

Human Sexuality & Responsibility



Lesson 5: Personal Safety

Start lesson 5 by explaining:

"We are going to be discussing a particularly sensitive topic today, sexual harassment and abuse. You may have learned a bit over the past few years about bullying and harassment in general. The main difference in today's lesson is that we are going to be talking about abuse and harassment that are sexual in nature."



Group Agreements

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.”*



I can...

- **Explain** what sexual abuse, sexual assault, sexual harassment, and sex trafficking mean
- **Share** facts about sexual abuse that help me understand how to stay safe.
- **Identify** a trusted adult I can talk to if I or someone I know feels unsafe or is being hurt.

Review the lesson objectives with students.

I can...

- Explain what sexual abuse, sexual assault, sexual harassment, and sex trafficking mean
- Share facts about sexual abuse that help me understand how to stay safe.
- Identify a trusted adult I can talk to if I or someone I know feels unsafe or is being hurt.

“Good Touch”
“Bad Touch”

What have you heard?

- **Good touch** is safe, *wanted*, and makes you feel comfortable or cared for—like a high five, a hug from someone you trust, or a pat on the back.
- **Bad touch** is unsafe, unwanted, or makes you feel uncomfortable, confused, or scared. It can also be a touch to private body parts that is not for health or safety reasons or a touch someone tells you to keep secret.

Remind student of possible previous learning by saying something like:

“When you were younger, you might have heard an adult talk about a ‘good’ touch vs. a ‘bad’ touch. Does anyone remember the difference between the two?”

Take a few responses then **CLICK** to reveal and discuss:

- **Good touch** is a touch that is safe, *wanted*, and makes you feel comfortable or cared for—like a high five, a hug from someone you trust, or a pat on the back.
- **Bad touch** is a touch that is unsafe, unwanted, or makes you feel uncomfortable, confused, or scared. It can also be a touch to private body parts that is not for health or safety reasons or a touch someone tells you to keep secret.

Say: *“At your age, even if the way someone touches your genitals feels good, no one should touch your genitals that is not for health or safety reasons – nor should they ask you to touch theirs.”*

Vocabulary

Sexual Harassment

A behavior designed to embarrass you or make you feel bad about yourself that relates to something sexual.

Sexual Abuse

Any sexual activity between adults and minors (under 17) or between two minors when one forces it on the other.



Define Sexual Harassment by saying something like:

“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.”

CLICK to reveal the definition of Sexual Abuse and explain it by saying something like:

“Sexual Abuse is any sexual activity between adults and minor (meaning someone who is under 17) 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.”

**What Do You Know
about Sexual
Abuse?**

Working in pairs, read through the questions and make your best guess at the answers.

Print copies of the [What Do You Know? worksheet](#).

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 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 talking points about each.



Introduce the video by saying something like:

“Another type of sexual abuse is called sex trafficking. Let’s watch a video about this one.”

Play video: <https://youtu.be/STdXo0qpwmo>

Sex Trafficking Video

- How did the video define sex trafficking?
- Who did the video say could be a trafficker?
- What were some of the things to look for that might be signs that something is wrong?
- If something doesn't feel right or you are worried, what can you do?

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.)

Lesson Wrap-Up

- What are some reasons why you think someone might not tell a trusted adult about sexual abuse at first?



Wrap up the lesson saying something like:

“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?”

Possible responses include:

- 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

An illustration on a light yellow background. On the left, a girl with purple hair and a yellow sun-like headpiece is being sexually abused by a boy in a blue shirt. The boy is holding her from behind, and there are blue raindrops falling from his hands. A green devil-like character with horns and a mischievous grin is peeking from behind the boy. The scene is surrounded by small starburst symbols.

No matter what...






- no one has a right to touch you in ways that feel uncomfortable or bad
- no one has a right to abuse or harass you sexually, whether at school, at home or anywhere else

Ask for a volunteer to read each statement aloud.

No matter what...

- *no one has a right to touch you in ways that feel uncomfortable or bad*
- *no one has a right to abuse or harass you 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.

| | |
|---|---|
| <p style="text-align: center;"> Imagine if...</p> <p>a friend comes to you and tells you they're being sexually abused and they want it to stop.</p> <p> •</p> <p style="text-align: center;">What are some things you can suggest they do if they're nervous about telling an adult? </p> | <p style="text-align: right;"></p> <p>Work in pairs:</p> <ul style="list-style-type: none">● Each list one adult you can talk to● List 5 ideas of how a young person could tell an adult they are being abused. <p style="text-align: right;"></p> |
|---|---|

Divide the class into different pairs.

Explain the wrap up activity by saying something like:

“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.’”*

Ideas for how to tell an adult

- 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

After about 2 minutes, or before then if most of the students have generated their lists quickly, ask for some to share examples.

Take a few responses then **CLICK** to reveal the list and discuss any that haven't already been mentioned.


- 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

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."



Explain: *“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 if they can't remember this number after this class ends, 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.



Home Connections Handout

Read the information about Secrets vs. Surprises

HSR Grade 5 Lesson 5

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://respositivefamilies.com/talking-to-kids-about-secrets/>

Direct students to the [Home Connection Handout](#) for information about secrets.

* Attributions

- Slide Template: [Feelings Check-In Education Presentation in Cream Blue Black Hand Drawn Style](#) by [Canva Creative Studio](#) via [Canva.com](#)
- Video: [Sex Trafficking: What is it?](#) by [Amaze](#) on [YouTube](#)

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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.

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Secret to TELL

Surprise that's OK to keep

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- 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.

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- 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

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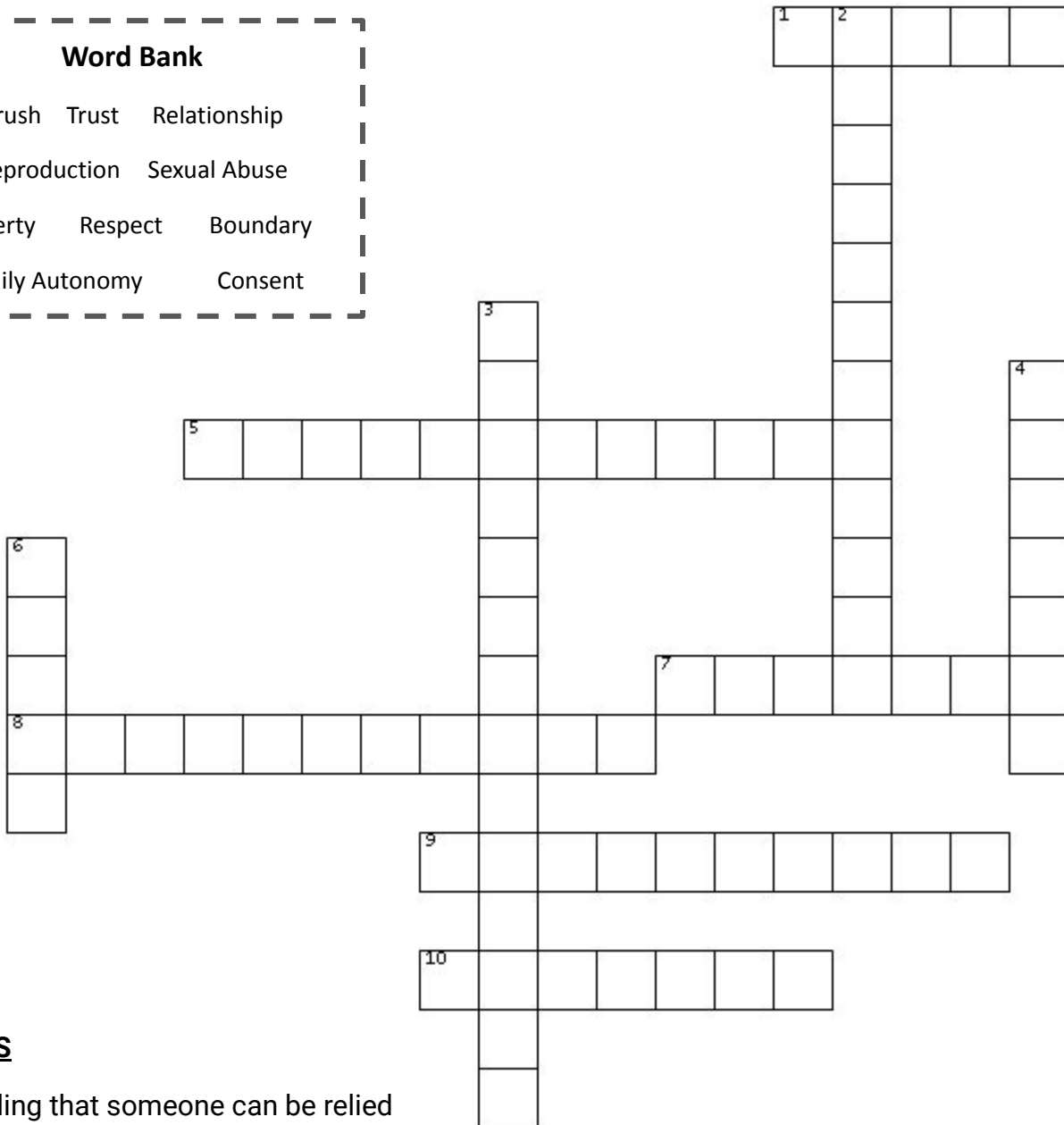
Human Sexuality and Responsibility

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

