

Austin ISD Human Sexuality and Responsibility

Grade Level: 3

Unit: Human Sexuality and Responsibility

Ground Rules

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

Students will describe or identify:

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

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

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

Lesson 1: Identity

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

NSES

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

LESSON OBJECTIVES

Demonstrate and promote dignity and respect for all people.

MATERIALS

Student sheets: My Identity Flower
Highlighters and chart tablet

VOCABULARY

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

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

Identity: the distinguishing character or personality of an individual.

BEGINNING – Engage

Activity: Classroom Identity Flower

Directions:

Have students form a circle around the room.

Tell students that you will be making some statements.

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

Begin making the statements: 1. I like apples.

2. I have a pet.

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

4. I have siblings.

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

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

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

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

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

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

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

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

Write these statements on the petals of the Flower.



MIDDLE – Explain

Activity: Our Identities

Directions:

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

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

Have them write any nicknames they are called.

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

Write some of the important statements shared

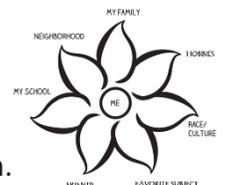
Ask students, “Can you remember a time when someone called you the wrong name or called you by a nickname that you did not like or that was said to you in a teasing way? How did that make you feel and what did you do?” Let students respond.

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

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

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

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



END - Evaluate

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

Directions:

Ask students to define and use the vocabulary.

Write the student responses and around the flower.



MY IDENTITY FLOWER

Name _____

Your identity is unique.

Fill in your identity on each petal of the flower.

