

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 2: Healthy Relationships

LESSON SUMMARY

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

NSES

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

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

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

LESSON OBJECTIVES

Identify characteristics of healthy relationships;

Identify trusted adults to talk to about relationships;

Demonstrate how to treat others with dignity and respect.

MATERIALS

Student Sheet: My Family of Relationships

White piece of paper, colored pencils

Soft sports ball

VOCABULARY

Relationship: a connection between two people.

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

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

Respect: to show regard or consideration for.

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

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

BEGINNING – ENGAGE (5-10 minutes)

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

Directions:

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

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

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

Wait for answers to be shared.

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

MIDDLE – Explore (10-15 minutes)

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

Directions:

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

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

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

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

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

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

Have students share out.

Call out random kids to assess their responses.

Repeat this for all questions.

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

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

Remind students:

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

END – Explore (15-20 minutes)

Activity: My Circle of Relationships: Family and Friends

Directions:

Distribute My Circle sheets and colored pencils.

Go over instructions:

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

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

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

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

Ask each of the questions in turn:

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

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

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

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

CHARACTERISTICS of a GOOD RELATIONSHIP

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

CHARACTERISTICS of a GOOD RELATIONSHIP

What characteristics can you bring to a friendship?

What characteristics are you looking for in a friendship?

What characteristics are you NOT looking for in a friend?

Name: _____

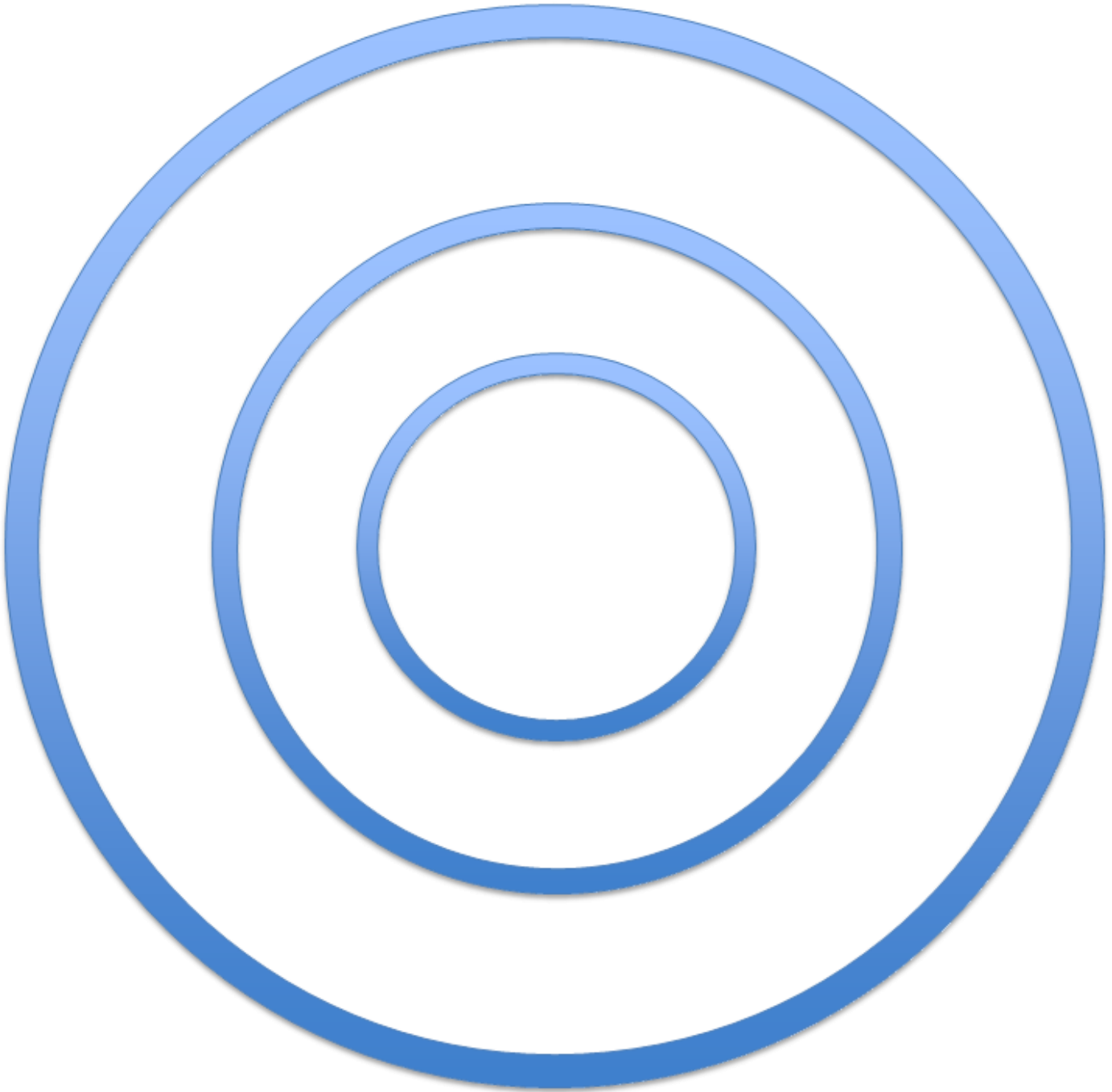
My Circle of Relationships: Family and Friends

Directions:

Put yourself in the center circle.

Draw or name family or trusted adult in the middle circle

Draw or name your friends in the outer circle.



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