

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 4: Anatomy and Physiology

LESSON SUMMARY: Anatomy and Physiology. Students learn that males and females have different reproductive anatomy.

NSES

AP.5.AI.1: Identify medically accurate information about female and male reproductive anatomy

LESSON OBJECTIVES

Identify male and female reproductive anatomy.

MATERIALS

Pre-cut out images, body system names, parts and functions

Image to project Reproductive Organs and Private Areas: Covered by a Swimsuit

Create a No! Go! Tell! poster or project the image

Student sheets Your Body Belongs to You

VOCABULARY

Human body systems: Body systems are an organized group of tissue that forms a particular function.

Reproductive system: The **system** of organs and parts which function in **reproduction** consisting in the male especially of the testes, penis, seminal vesicles, prostate, and urethra and in the female especially of the ovaries, fallopian tubes, uterus, vagina, and vulva.

Organs: A part of an organism that is typically self-contained and has a specific vital function, such as the heart or liver in humans.

BEGINNING: Engage (15-20 minutes)

Activity: Knowing your Body and Its Systems

Directions:

Say, "Today we are going to talk about our bodies. First, we are going to talk about the different systems in our bodies. A body system is a group of organs that work together to do a job. Your heart, blood, and blood vessels work together to circulate blood all over our bodies to deliver nutrients and oxygen to keep us alive. The heart, arteries, and veins make up our circulatory system because our blood circulates around our bodies."

Ask, "Can anybody name other systems of our bodies?"

As students share, list on the board; it is not necessary to have the names of all of the systems at this point. The students will have an opportunity to make the connection with the first activity.

Say, "Let's see if you can match the main the human body systems with the work that they do."

Have students work in table groups.

Create a table on the board to show what they are matching:

Body System Name

Function (what the system does)

Organs (the parts)

Male and Female Image

Distribute sets of pre-cut out images, body system names, parts and functions.

1. [Skeletal] System [bones]
2. [Nervous] System [nerves, brain]
3. [Circulatory] System [heart, veins, arteries]
4. [Respiratory] System [nose, windpipe, lungs]
5. [Digestive] System [mouth, throat, stomach, intestines]
6. [Reproductive] System [males: penis, testes] [females: ovaries, uterus, vagina]

Circulate to ensure the tables of students have matched the body systems correctly.

MIDDLE: Explain (10-15 minutes)

Activity: Understanding our Bodies and our Reproductive Systems.

Directions: Now that students have the systems in front of them, have students refer to the body systems handouts.

Ask the students if they notice how the male and female images lineup. Lead them to the discovery that all the systems for male and female bodies are the same EXCEPT for the reproductive system.

Start the discussion:

"Today we are going to focus on one of the body systems: The reproductive system. The reproductive system is that which allows human to create more humans or make babies. For another human or baby to be created an egg and a sperm must come together. Our bodies are designed so that some humans produce the sperm and others produce and carry the egg. The difference you see in the male and female reproductive body systems is due to the roles they take on.

The male body produces the sperm. The organs of the male reproductive system are mainly external, or on the outside, of the body. These are the scrotum (holds the testes that produce the sperm) and the penis (the organ that sperm travels out of the body).

The female body produces and holds the egg. The organs of the female reproductive system are mainly internal, or on the inside of the body. The ovaries produce the eggs, the uterus receives and holds the eggs, and the vagina connects the uterus to the outside of the body. The reproductive system of our bodies is part of us from the day we are born. However, as babies and through elementary school, the reproductive system is not ready to reproduce or make babies. It is not until our bodies start changing from children to young adults and then to adults that our bodies are ready to reproduce (create a baby). This change is called puberty. We will be discussing what happens during puberty tomorrow.

Everyone has had a reproductive system since birth. This determines if our body is that of a male or female or, the body of a girl or boy. The reproductive system is very personal and private for each person. The external parts of the system are usually protected by being covered. A good way to remember what areas are important to keep private are those covered by a swimsuit.”

Project the image *Reproductive Organs and Private Areas: Covered by a Swimsuit*
Continue discussion

“For boys it is the lower front area of the reproductive system—the scrotum and penis—and the lower back area—the buttocks (behind, bottom, derriere, butt) covered by their swim trunks. For girls it is the lower front area known as the vulva, the urethra (from where we urinate/pee) and the vagina (external/outside opening to the reproductive system) and the lower back area—the buttocks (behind, bottom, derriere, butt) that are covered. Usually females also cover their breasts for privacy.”

END: Evaluate (15-20 minutes)

Activities about **Anatomy and Physiology** 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.

Activity: Trust Your Feelings

Directions:

Start the discussion about what to do when students are touched or handled inappropriately by another person.

Make sure to have the private areas poster up during this discussion.

Say:

“Understanding one’s body and how it works is important to staying healthy. Our body belongs to us and we have a say over who may and may not touch or handle it. It does not matter who the person is or how they are or if you know them well. No one should touch you or handle you if it makes you uncomfortable, especially if the person is touching your private areas.”

Ask students what they should do if they are in an uncomfortable situation.

Project the No! Go! Tell! image where the students can see it.

Stress with the students that:

It is important to **trust your feelings**. If you feel “yucky” or uncomfortable:

- Say “No.”
- Go (remove yourself from the situation).
- Tell a trusted adult.



Have students practice saying “No!” turning, and leaving.

Read the following scenarios to students; discuss each and how the person handled the situation.

Scenario 1: Nickie loves to spend time playing video games at the local arcade. Gus, a man she and her friends know from the arcade, encourages her as she tries to get the highest score in a game competition. When Nickie feels discouraged after losing, Gus buys her a soda and sits down with her. At first Nickie is happy to have his company, but when Gus sits too close to her, puts his arm around her, and tells her he’s her favorite of all the kids, she feels uncomfortable. Nickie responds to her “yucky” feeling by telling Gus “No,” getting away from him, and going home, where she tells her mom about what happened.

Scenario 2: Jack’s sister tickles and wrestles with him beyond what he is comfortable with and when she doesn’t stop when he wants her to, his dad steps in to remind her that in their family “Stop” means stop.

Scenario 3: When Julie’s uncle visits, he has her sit on his lap, just like he has ever since she was little. Julie doesn’t like it, but is worried that it will hurt his feelings if she tells him no. Her mom encourages her to tell him no, the uncle is fine with it, and Julie realizes that he didn’t understand that she felt uncomfortable until she told him.

(Scenario 4 is rather sensitive and should be handled with the utmost care. Make sure that your students are at a place where they are ready to hear and discuss this scenario. Be aware of any students that may have a tell-tale reaction.)

Scenario 4: Mia’s mom has a friend that often plays with Mia and gave her a board game as a gift. After a while he asks Mia to play another kind of game with him. The game he asks her to play makes Mia feel uncomfortable. Whenever Mia tries to resist and not play with her mom’s friend he says things to her like, “But I played your game.... I thought we were friends.” He makes her promise to keep the game a secret, and even threatens her if she tells anybody. Mia is scared and doesn’t say anything because she made a promise. Finally, Mia figures out how to get around breaking her promise “not to tell” by telling her stuffed bear, Tikki, who then “tells” her mom.

Scenario 1 based on *No More Secrets* by Oralea Wachter

Scenarios 2 and 3 based on *My Body is Private* by Lina Wavloord Girard

Scenario 4 based on book *Mia’s Secret* by Peter Ledwon & Marilyn Mets

Emphasize with students:

- A seemingly friendly person may not actually be your friend.
- It might be hard to get the person to stop and that the person might try to trick you or scare you by saying it is a game or a secret just between you two; or they may scare or threaten.
- Being made to touch another’s private parts is abuse.

No matter what...tell someone. If the person you tell does not listen or believe you, keep telling until they find someone who does believe you and does something about it.

Have students practice saying “No!” turning, and leaving.

EXTENSION: Home Connection

Activity: **Your Body Belongs to You**

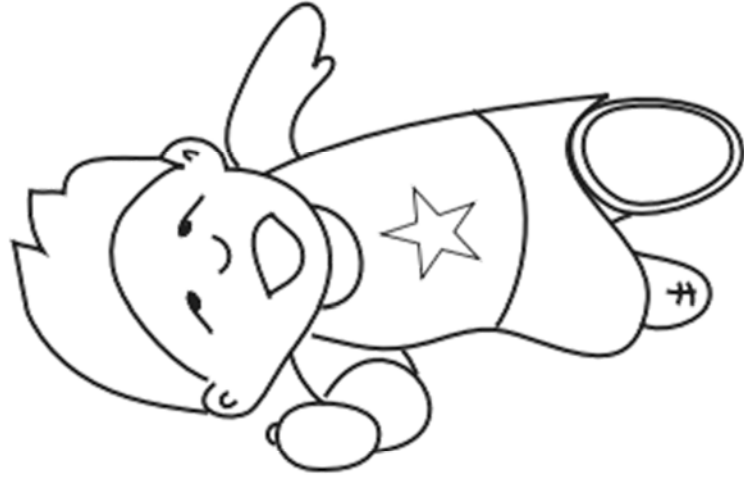
Directions:

Distribute a copy of Your Body Belongs to You.

Direct students to work on the booklet with their parents.

NO!

Just say no!



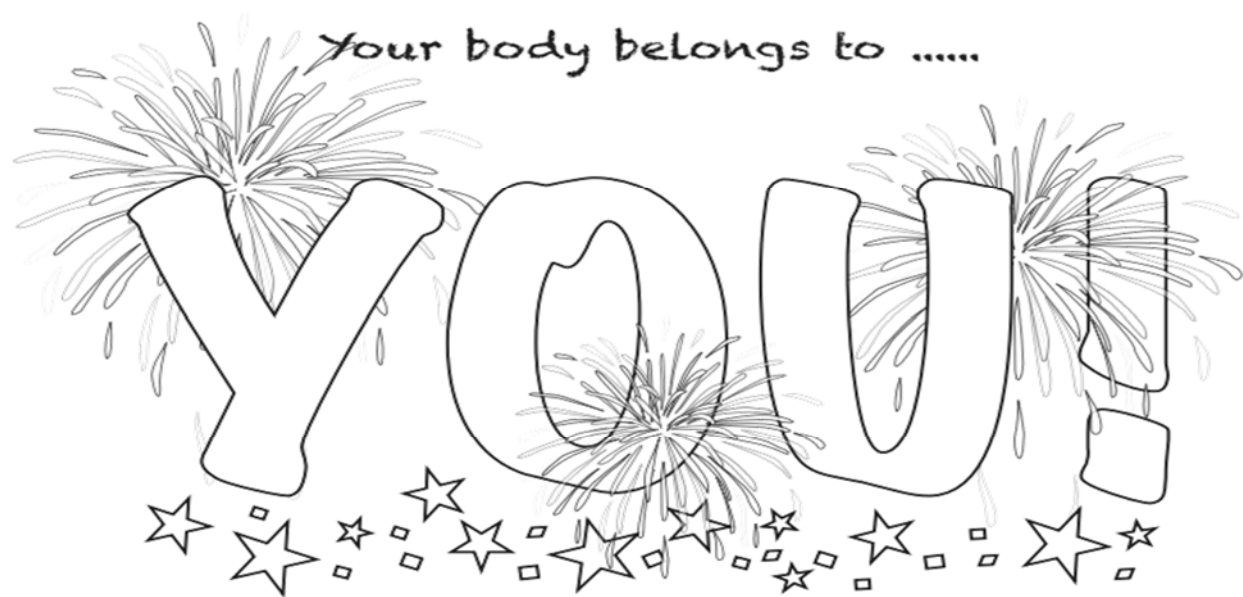
GO!

Get out of there!

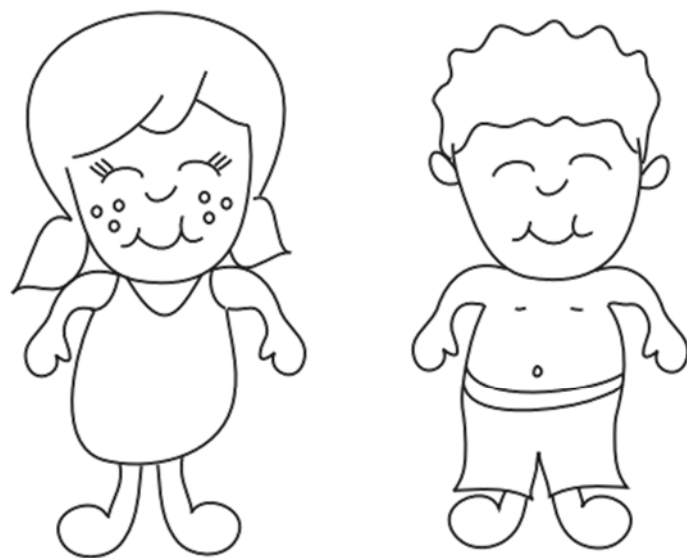
TELL!

Tell someone you trust!





Private parts are the areas
covered by my bathing suit.



My private parts belong to me!

Here are some examples of touches that may make you feel happy, content or safe.



Sometimes a doctor
may need
to check your
private areas to
keep you healthy.

A doctor's touches
will never be a secret!



Touches are always up to you!

Touches should always
make you feel safe.

Touches should never
be a secret!

If the touches make you feel
yucky that's your clue to.....

NO!

Just say no!

GO!

Get out of there!



TELL!

Tell someone you trust!

Finish your book with your parent...

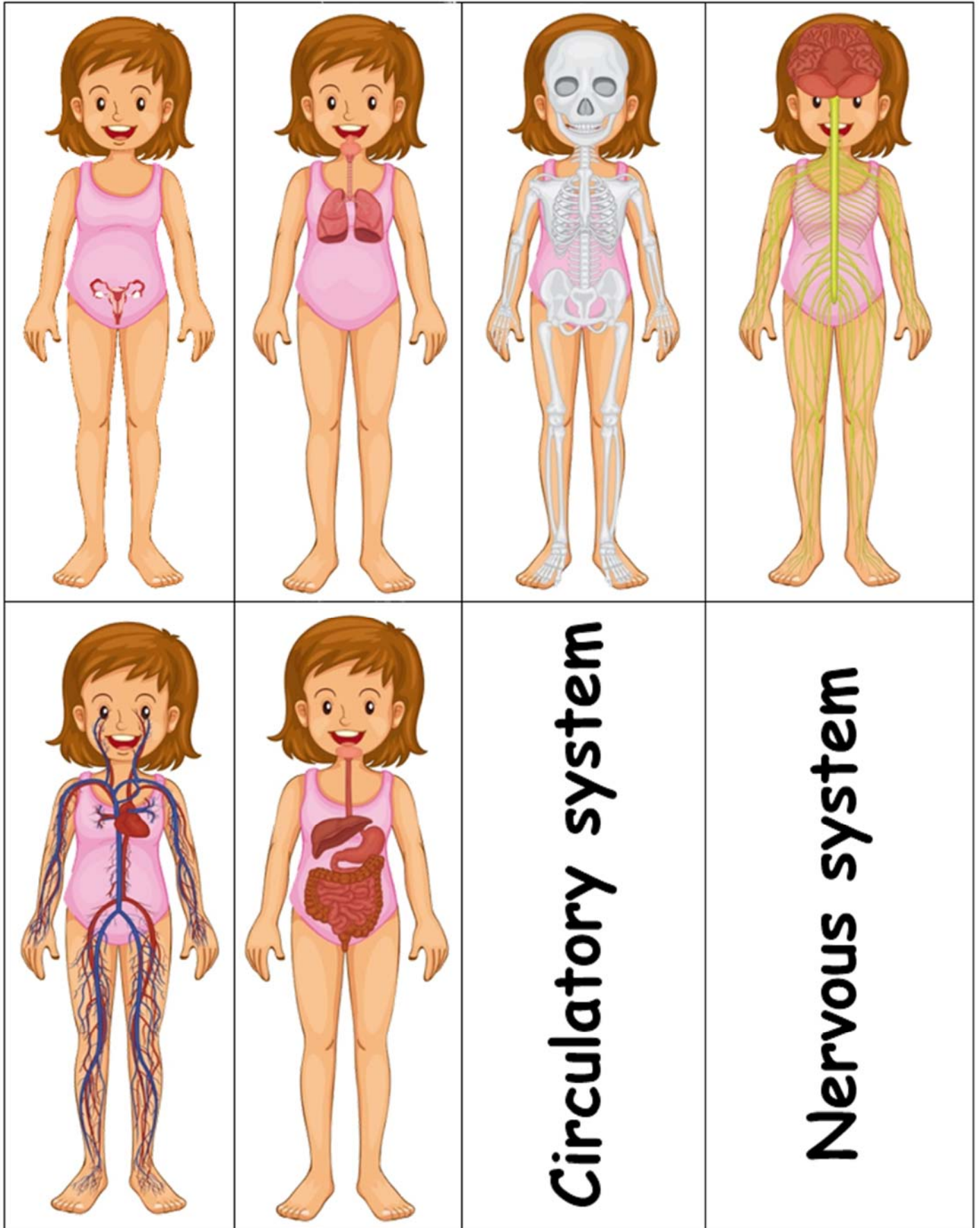



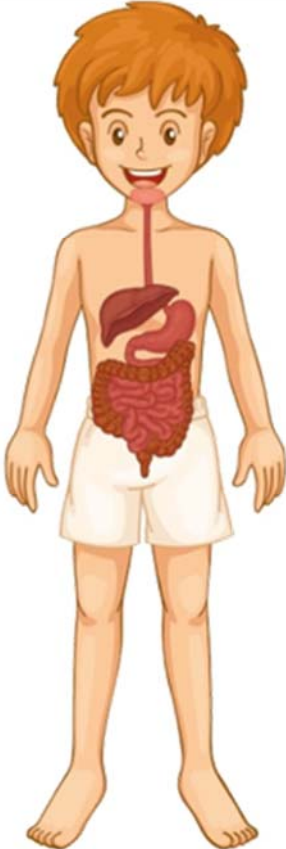
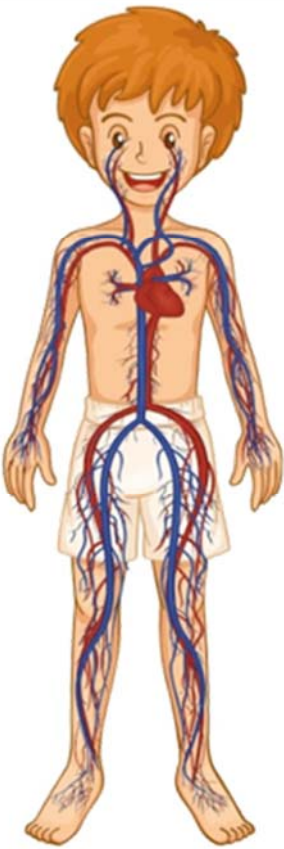

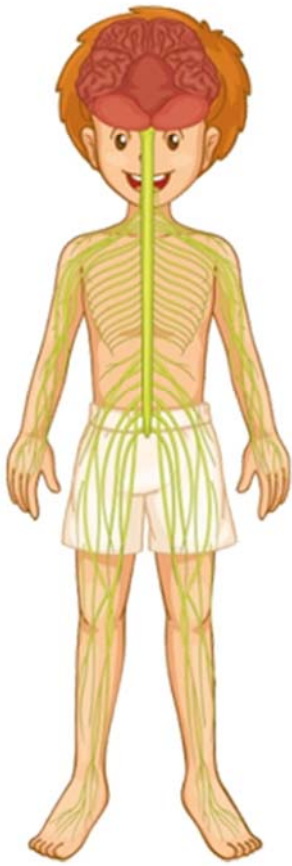

Draw the people at home and at school that you trust.

Practice ways you might tell someone you trust; draw a picture, write a note or a conversation you might have.



Name the Body Systems



			
<p>Digestive system</p>	<p>Respiratory system</p>		

Skeletal system	male: penis, scrotum
Reproductive system	bones
nose, windpipe, lungs	nerves, brain
mouth, throat, stomach, intestines	heart, veins, arteries

Breathe in and out	Hold a body upright and protect the organs of the body
Break apart food and deliver it to the body	Brings blood to and from the heart and around the body
Produce sperm	Delivers messages to and from the brain
Produce eggs	female: ovaries, uterus, vagina

Reproductive Organs and Private Areas: Covered by a Swimsuit

