

# Austin ISD Human Sexuality and Responsibility

**Grade Level: 5**

**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

1. Two classroom ground rules;
2. Two ways rules are kept;
3. Identify a parent(s) or trusted adult to talk 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 students to talk 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: Body Image

**LESSON SUMMARY: Body Image.** Students learn how ideas about body image can be influenced by others.

## **NSES**

PD.5.INF.1: Describe how friends, family, media, society, and culture can influence ideas about body image

PD.5.AI.2: Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues

PD.5.SM.1: Explain ways to manage the physical and emotional changes associated with puberty

## **LESSON OBJECTIVES**

Describe factors that affect body image

Identify trusted adults to talk to about puberty, body image, and hygiene

Explain how to manage physical and emotional changes during puberty

## **MATERIALS**

copies My Self-Portrait

copies of This is ME

## **VOCABULARY**

body image: a subjective picture of one's own physical appearance established both by self-observation and by noting the reactions of others.

self-esteem: pride in oneself/one's abilities, faith in oneself

## **BEGINNING – Engage**

Activity: **Our uniqueness**

Directions:

Say: In our previous lesson, we were talking about how our bodies start to change during puberty. As our bodies start changing, we also start to become more aware of our looks and how other people look. Today, we are going to talk about healthy attitudes about our bodies and ourselves.

Point out...everyone has strengths and that these strengths are part of what make us unique and special. The fact that we are all different is also part of what makes the world interesting. Sometimes, however, our uniqueness makes us feel uncomfortable in situations or that we don't "fit in"

Have student think about a time when they felt that they did not "fit in" or you felt like you were not welcomed. You may, also, ask students to reflect on whether they may have ever picked on someone or made them feel unwelcomed because they saw the other person as different.

Ask for volunteers to share...What was it that made you feel like you didn't fit in or weren't welcomed?

How did it make you feel?

How did you deal with the situation?

Looking back at the situation, was it you or the other(s) that made you feel like you didn't fit in?

**NOTE:** Allow this to be a sharing time without a lot of processing or attempted problem-solving. Don't let it turn into a time to make fun of or further tease participants.

Acknowledge that being made to feel different or weird can hurt a lot.

Reinforce positive actions or thoughts that are shared.

If young people share things that are currently happening and are of concern, follow-up privately with them afterward to learn if they need additional support or intervention.

Our uniqueness is not something to be embarrassed about or ashamed of; it is something to be to be shared and celebrated; and to be proud.

## **MIDDLE- Explore**

Activity: **My Self -Portrait**

Directions:

Tell students that the physical and emotional changes that may happen during puberty can make it harder to feel good about your body. Thinking about things that you like about your body, what you can do with your body, or things that you like about yourself, in general, can make you feel better today and as you go through puberty.

Have students complete a My Self-Portrait, drawing an image of they see themselves.

After a few minutes of drawing begin

Do you ever wish you could change something about your body? If so, you're not alone. Lots of people feel unhappy with some part of their looks. But when you get stuck on what you don't like, it can really bring down.

You don't need a perfect body to have a good body image. When you like your body as it is, right now, you boost your happiness and you build pride in and value yourself. This pride and value is called self-esteem.

Direct students to complete table at the bottom of their portraits, listing 3 positive physical characteristics (their looks/body; the outside that people see) and 3 positive emotional/personality traits (who they are on the inside)

NOTE: Some students may not find anything positive on their self-portraits. Be prepared to encourage them and even offer suggestions.

**END: Evaluate**

Activity: **This is ME**

Directions:

Hand out This is ME sheet

Tell students “This is ME” is to help them identify their own positive traits and characteristics and to recognize their accomplishments.

Encourage students to think about each sentence and not to rush.

Invite students to bring their work home and share with their parent. Post it in their room (preferably, next to a mirror). This will help to remind them of the uniqueness and positivity they bring to the world.

# My Self Portrait

Draw a self-portrait below.

3 positive physical characteristics about me  
(outside)

3 positive emotional/personality traits I have  
(inside)

## This is ME...



My friends think I am terrific because...

My fellow students say I am great at...



Something that makes me unique is...

Something I am very proud of...



I make my family happy when I...

I feel very happy when I...



Adult(s) with whom I can talk: \_\_\_\_\_