

Austin ISD Human Sexuality and Responsibility

Grade Level: 3

Unit: Human Sexuality and Responsibility

Ground Rules

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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 Tips

- 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: Anatomy

LESSON SUMMARY: Students learn that there are two different types of reproductive anatomy.

NSES

AP.5.CC.1: Recall the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies

LESSON OBJECTIVES

Identify the internal and external parts of our reproductive anatomy.

MATERIALS

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

Image to project Reproductive Body Parts

Home Connections Handout

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 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)

Body Images

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 [penis, testes] [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, ask the students if they notice a body system where the organs look different on the two images.. Lead them to the discovery that all the systems for the two bodies are the same EXCEPT for the reproductive system.

Project the image of the reproductive body parts and 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 humans 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 two images of the reproductive body systems is due to the roles they take on.

The body with the penis and testes, mostly the male or boy, produces the sperm. The organs of this system are mainly external, or on the outside of the body. The scrotum holds the testes that produce the sperm and the penis is the organ that sperm use to travel out of the body).

The other body, usually the female or girl, produces the egg. The organs of this 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 outside part of this system is called the vulva.

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.

Privacy

Everyone has a reproductive system of some kind. The external parts are usually called “private parts”.

Ask: “Who can tell me what the word ‘private’ means?”

Explain that keeping something private means that it is just for you. Sometimes we can be in private places, like a bathroom or a bedroom. Most people knock before going into a bathroom or someone else’s bedroom because knocking is a way to respect privacy.

Our bodies are private too. There are some parts we show people and other parts we cover with clothes.

Ask, “how do different people in your family feel about what should be covered and what can be shown?” “Is this different in other families you know?”

Explain that just because we choose to keep some of our body parts private and covered most of the time, especially our reproductive system parts, doesn’t mean they are bad. All of our body’s parts are beautiful!

(Privacy talking points from *Sex is a Funny Word* by Cory Silverberg and Fiona Smyth)

Watch Kid Chats: [Privacy video](#)

Ask: “What were some examples of privacy you heard in the video?”

Responses might include privacy when changing clothes, when siblings are being rude or annoying, because someone is mad or sad or doesn’t want to talk, and when in the shower.

Ask: “How can you let others know you need privacy?”

Responses might include putting a sign on the door or asking people to leave.

Ask: “How can you find out if someone else needs privacy or if you can be in their space?”

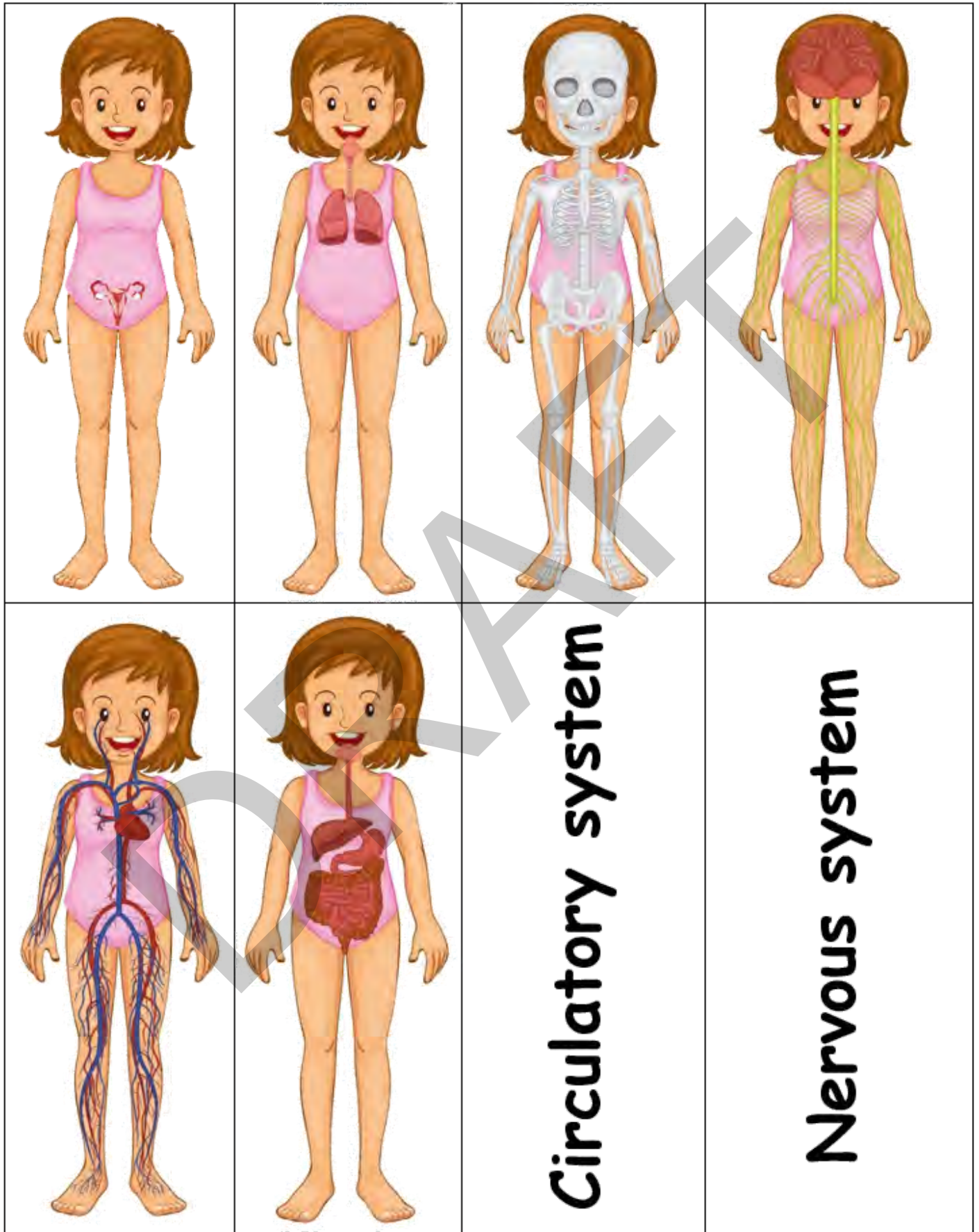
Responses might include knocking or asking for permission.

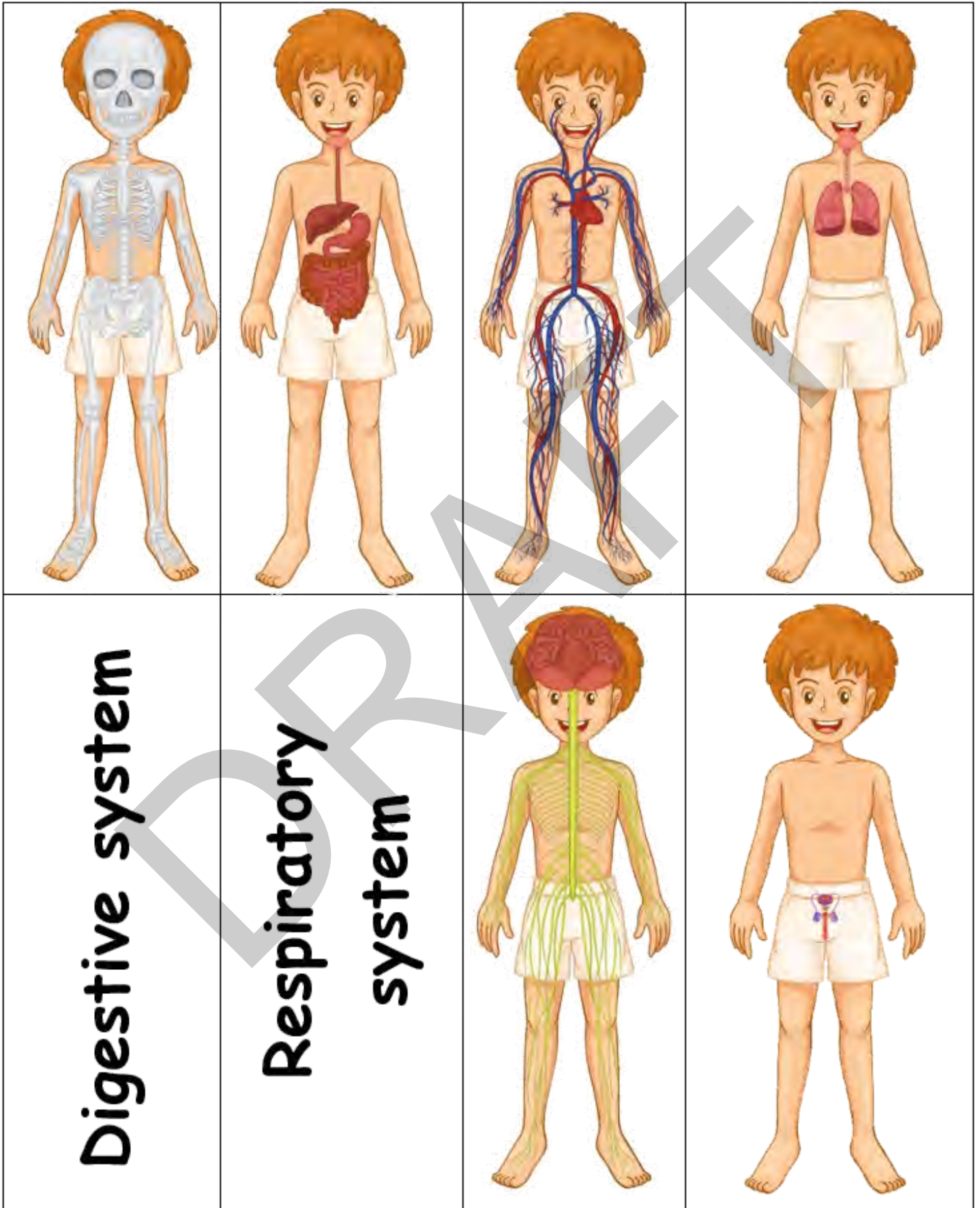
Explain that the same rules apply to any part of a person’s body. It’s important to ask permission before touching any part of a person’s body. And nobody should touch your body without asking you first.

End

It’s important to know something about all body parts, even the parts you don’t have. It’s ok to be curious about what the body parts look like and what they do. But when a body part is covered by someone, respecting their privacy means not trying to see something they don’t want to show you. Direct students to the Home Connections Handout and ask them to identify 2 trusted adults they can talk to about their body.

My Body





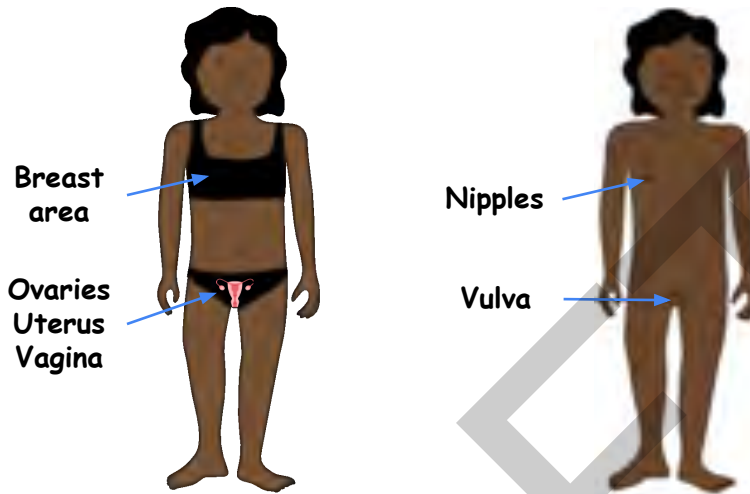
Digestive system

Respiratory system

<p>male: penis, testes</p>	<p>bones</p>	<p>nerves, brain</p>	<p>heart, veins, arteries</p>
<p>Skeletal system</p>	<p>Reproductive system</p>	<p>nose, windpipe , lungs</p>	<p>mouth, throat, stomach, intestines</p>

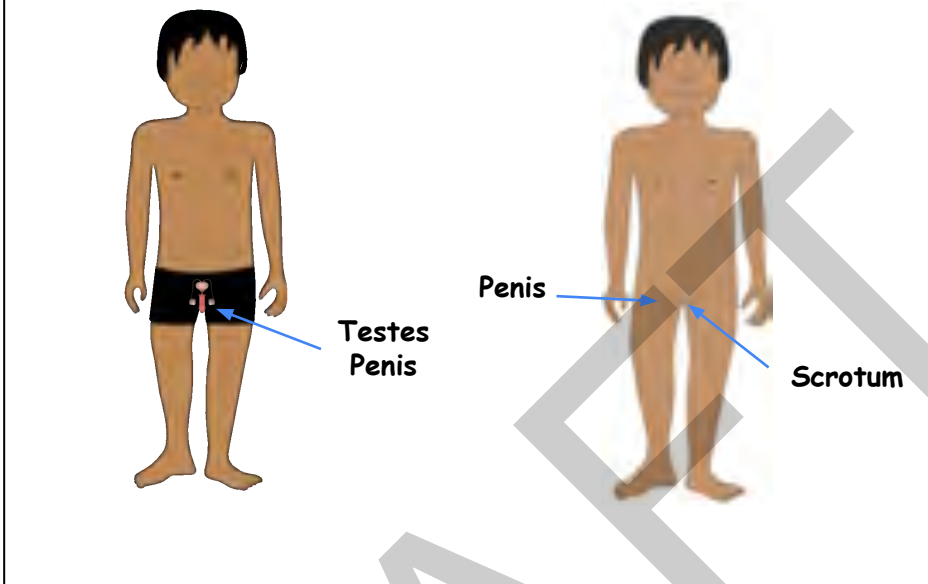
<p>Hold a body upright and protect the organs of the body</p>	<p>Brings blood to and from the heart and around the body</p>	<p>Delivers messages to and from the brain</p>	<p>female: ovaries, uterus, vagina</p>
<p>Breathe in and out</p>	<p>Break apart food and deliver it to the body</p>	<p>Produce sperm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

Reproductive System of someone with a Vagina



[Uterus icons](https://www.flaticon.com/free-icons/uterus "uterus icons")
created by Freepik - Flaticon

Reproductive System of someone with a penis

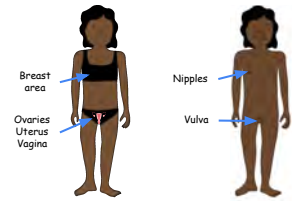


[Penis icons](https://www.flaticon.com/free-icons/penis "penis icons")
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My Body
Home Connections Handout

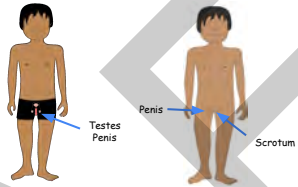
Two adults I trust to talk to about my body are:

- 1.
- 2.



Other words we've sometimes used for these body parts are:

Something else I want to know about bodies is:



DRAFT

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Lesson 2: Puberty and Adolescent Development

LESSON SUMMARY: Students learn about body changes that occur during puberty and ways to manage those changes.

NSES

PD.5.CC.1: Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset and progression of puberty can vary (*This lesson will focus on the physical changes.*)

PD.5.CC.2: Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce (*This lesson will not cover conditions that impact the ability to reproduce.*)

PD.5.AI.2: Identify trusted adults, including parents, caregivers, and health care professionals, whom students can ask questions about puberty and adolescent health

PD.5.GS.1: Make a plan for maintaining personal hygiene during puberty

LESSON OBJECTIVES

Explain the variations of timing for the physical changes of puberty;

Describe how to manage the changes and maintain personal hygiene during puberty; ;

Identify trusted adults to whom students can ask questions about puberty.

MATERIALS

Pre-cut set of LIFE STAGES PHOTOS

Sentence strip per student; colored pencils

Set of pictorial Puberty Changes cards

Set of pictorial Managing the Changes Cards

VOCABULARY

puberty

hygiene

BEGINNING: Engage (10-15 minutes)

Activity: Student Timeline and Diary Entry

Directions: Pass the *Puberty Changes in Me: Life Stages* photos around the group and ask students to look at the photos—how old are the people in the photos?

Ask for feedback about each of the photos. Arrange the photos youngest to oldest, in life stages.

Discuss some of the changes they notice. Also, share other things that might occur during a person's life.

Give each student a sentence strip.

In the middle of the sentence strip write the title, "My Timeline."

Have the students write at one end, "I was born." At the other end write, "Me today."



Ask the students to fill in their timeline with important changes that have happened so far in their lives.

Examples: spoke first words, learned to walk, learned to talk, learned to ride a bike/balance, big event(s) or celebration(s), general changes that have to do with their bodies, new siblings, etc. It may include sad events as well (e.g., illness, death, accidents).

MIDDLE: Explore (20-25 minutes)

Directions:

Say: Raise your hand if you are a child growing into an adult/grownup – ensure that students can make the connection that they are growing up and changing.

Growing up and changing from a child into an adult is called **PUBERTY**. Puberty means that you may experience changes with your body, your feelings and your relationships.

Puberty happens to everyone, even if you do not want to change. Your body knows what changes to go through and the changes happen when they are right for you. You can't speed up or slow down puberty; your body clock is set just right for you. Everyone is different.

It helps to know about the changes that puberty causes before they happen. That way, you know what to expect.

Puberty usually starts between ages 8 and 13 in people with a vagina and ages 9 and 15 in people with a penis.

This wide range in ages helps to explain why, soon, some of your friends will look like young kids and others will start to look more like adults.

When each person's body is ready to begin puberty, a part of the brain called the hypothalamus releases special hormones that tell your body it's time for puberty to begin. These hormones send messages to different parts of the body to signal it is time for the change to begin.

ACTIVITY: Use the pictorial Puberty Changes Cards to discuss the following:

First: It's a Growth Spurt (Pic. 1, 2)

A spurt is when something happens in a hurry. And a growth spurt is just that: The body is growing really fast!

When you go through puberty, it might seem like your sleeves are always getting shorter. That's because you're having a growth spurt that lasts for about 2 to 3 years. Some kids grow 4 or more inches in a year!

Not only are you growing in height during puberty, you will seem to always need new shoes! Your feet are growing faster than everything else. This can make you feel clumsy or awkward. This is normal, too! The rest of your body will eventually fill out and shape up, and you won't feel as clumsy and awkward.

Next: Hair, Oil and Sweat (Pic. 3, 4, 5)

Your body starts growing more hair on the legs, under your arms, and on the genitals. Some people start to grow hair on their faces. This usually happens to people with penises, but can happen to anyone.

Not only do you get more hair, but your skin also changes. The skin under your hair (known as the scalp) and the skin on your face starts to produce more oil. This can make your hair feel and look dirty, and can clog the pores in your skin, causing pimples, or acne.

The changes don't stop with more hair and oil. Your sweat glands also start to develop. So, when you get hot you sweat more, especially under your arms. And now that your body is going through puberty, the sweat makes you stink. Odor comes from under the arms, from your feet, from the genitals, and even the scalp.

And: Your Body Shape Can Change

(Pics 6, 7, 8, 9) For people with penises, the penis and testicles grow larger and the testicles start producing sperm. These same people may become more muscular and their shoulders might grow wider. They also might start to notice a change in their voice. As the larynx, or voice box, grows, the voice gets deeper. And while this is happening, the voice might "crack" as it's getting used to the new shape. In many people, the larynx will start to become a visible lump on the front of the neck. This is normal and is called an "Adam's apple".

(Pics 8, 10, 11) For people with vaginas, breast tissue starts to develop and the hips may get wider. Their voices can change as well, but the larynx typically doesn't get as large so no voice "cracking" or Adam's apple. This is also when the ovaries start to release eggs and the uterus starts to prepare for a pregnancy. This process is called the menstrual cycle, or some people call it a "period." This cycle, or period, happens every month.

(Pic 11) There is so much going on during puberty that your body needs more energy so your appetite increases. Many people experience weight gain during puberty, and that is normal, but it's important to eat healthy and avoid too much "junk food" so that the body has good nutrients to help it grow.

Note: The following activity can be done as a class, in pairs or individually.

Post the Puberty Changes Cards around the room on the wall(s).

Distribute the Managing the Changes picture cards.

Students will determine which tool can be used to manage which change and post the card near/under the Puberty Changes Card.

Explain that some tools may be used to manage more than one kind of change and some changes won't have any particular tool.

As a class, review the card placements, and make the necessary changes according to the Managing Puberty Changes answer key.

Explain changes and tools that students do not understand.

END: Explain (10-15 minutes)

Activities about **Puberty** 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.

Directions:

Ask students to define and use the vocabulary (puberty, hygiene).

Review today's talk about puberty.

Ask: "Do all humans change, grow, and develop at the same time?" [No, everyone has their own timeline.]

"Do all humans change, grow, and develop in the same way?" [No, everyone develops into their own person.]

"What are some ways girls and boys can practice hygiene?" [bath, shampoo, launder clothes, wear deodorant, brush your teeth.]

Direct students to the Home Connections Handout and ask them to identify 2 trusted adults they can talk to about puberty.

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Kid smiling photo created by rawpixel.com - www.freepik.com

Baby care photo created by freepik - www.freepik.com

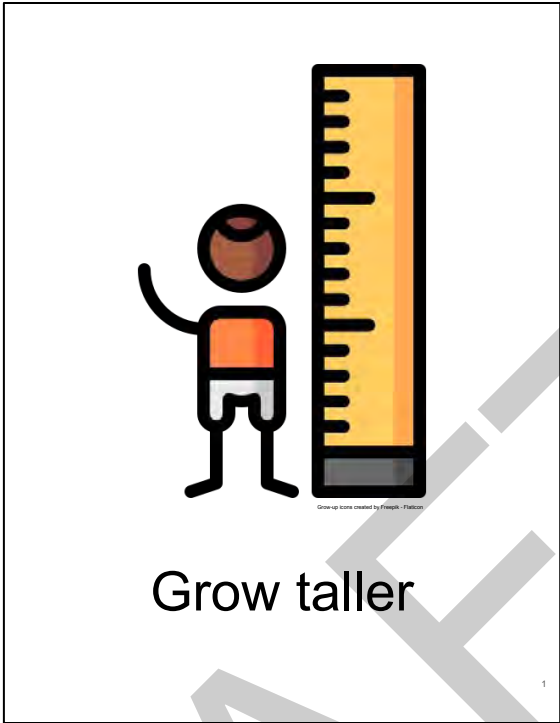


Diverse group photo created by rawpixel.com - www.freepik.com

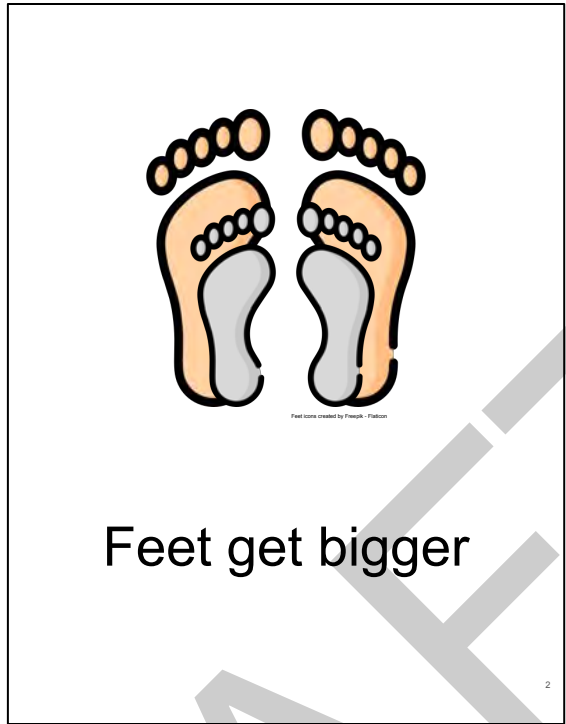
Teenage boy photo created by freepik - www.freepik.com



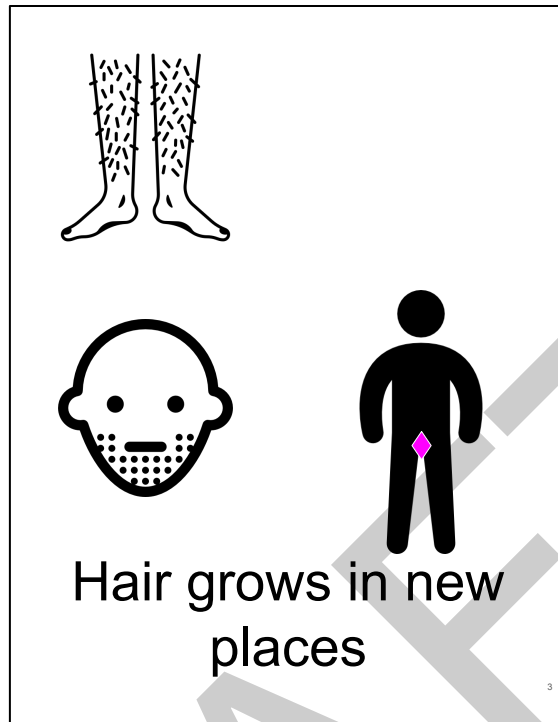
Lesbian couple photo
created by freepik - www.freepik.com
Senior Image Artist: Monkey Business Images/[Shutterstock.com](https://www.shutterstock.com)



[Grow-up icons created by Freepik - Flaticon](https://www.flaticon.com/free-icons/grow-up "grow-up icons")



[Feet icons created by Freepik - Flaticon](https://www.flaticon.com/free-icons/feet "feet icons")



[Epilation icons](https://www.flaticon.com/free-icons/epilation "epilation icons") created by Chattapat.k - Flaticon

Underarm hair image Artist: M-Sur/[Shutterstock.com](https://www.shutterstock.com)

[Man icons](https://www.flaticon.com/free-icons/man "man icons") created by Stockio - Flaticon

[Bald icons](https://www.flaticon.com/free-icons/bald "bald icons") created by Freepik - Flaticon



Clip art vector created by Freepik - www.freepik.com

Skin and hair gets oily
and causes pimples
(acne)

4

Infographic vector created by
freepik - www.freepik.com



Underarm sweat image Artist: pokota/[Shutterstock.com](https://www.shutterstock.com)



Penis icons created by Rakib Hassan Rahim - Flaticon

Penis and testicles
may begin to get
larger

6

[Penis icons](https://www.flaticon.com/free-icons/penis "penis icons")
created by Rakib Hassan Rahim - Flaticon



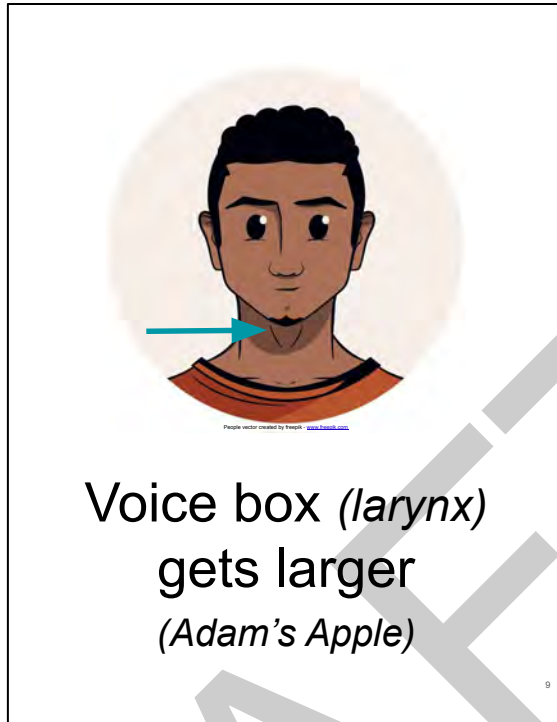
Muscles develop and
shoulders get wider

7

[People vector created by freepik -
www.freepik.com](https://www.freepik.com/vectors/people)



Voice changes



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

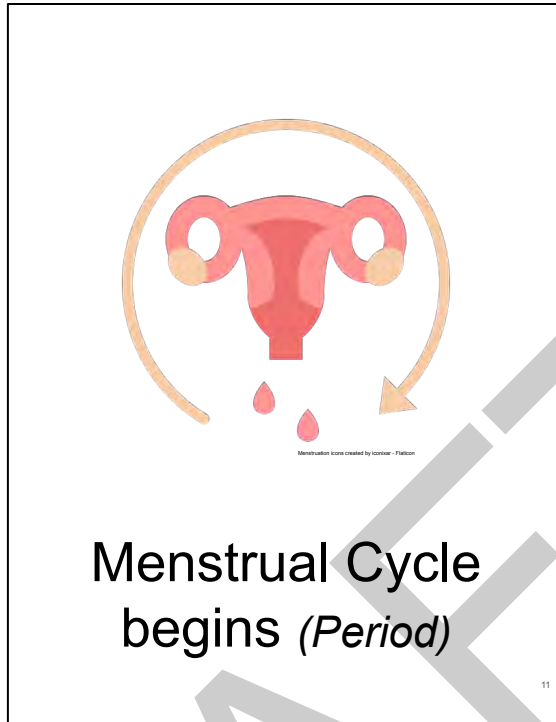
[People vector created by freepik - www.freepik.com](https://www.freepik.com/vectors/people)



Breasts develop
and hips get wider

10

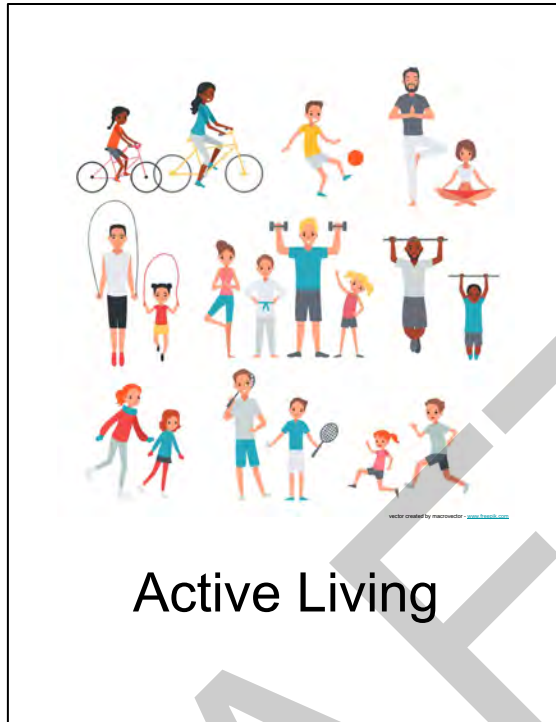
Hand drawn vector created by
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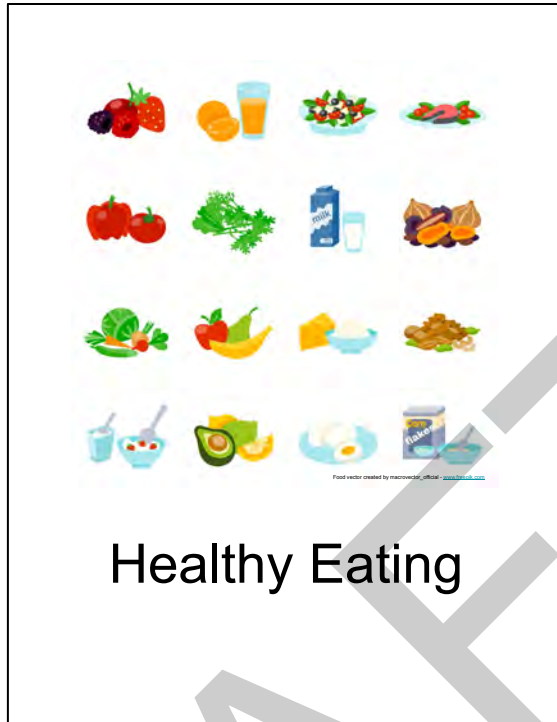
Menstrual Cycle
begins (*Period*)

11

[Menstruation icons created by iconixar - Flaticon](https://www.flaticon.com/free-icons/menstruation "menstruation icons")



Abstract vector created by
macrovector - www.freepik.com



[Food vector created by macrovector_official - \[www.freepik.com\]\(https://www.freepik.com\)](https://www.freepik.com/vectors/food)



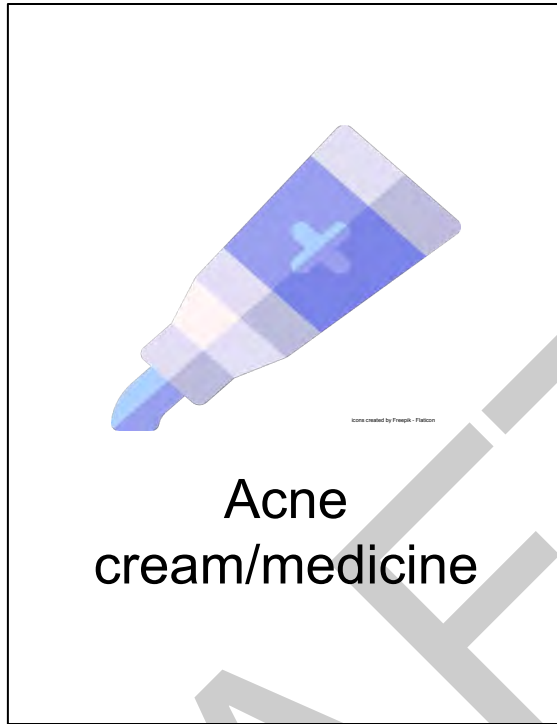
Wash face

[Man vector created by pikisuperstar - www.freepik.com](https://www.freepik.com/vectors/man)



Deodorant/
Antiperspirant

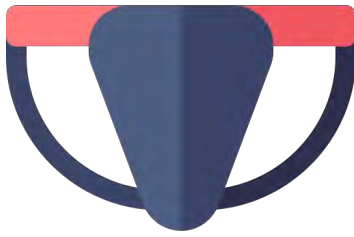
<https://www.flaticon.com/free-icons/hands-and-gestures>
title="hands-and-gestures icons">Hands-and-gestures icons created by Freepik -
Flaticon



Acne
cream/medicine

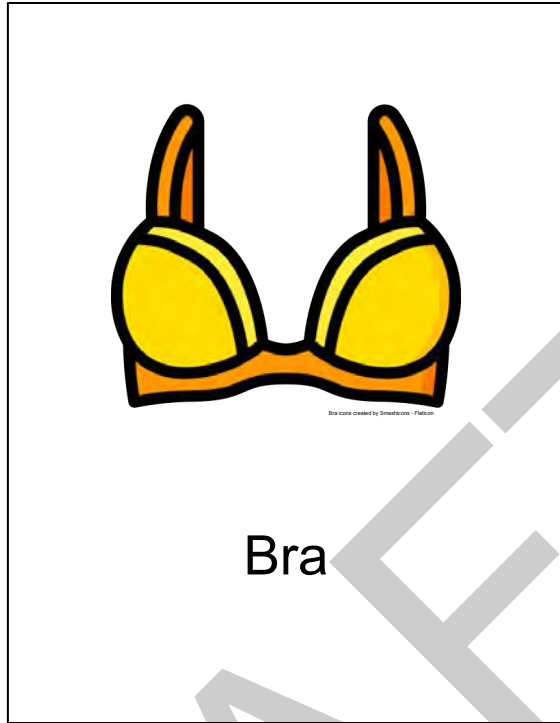
Underarm sweat image Artist: pokota/[Shutterstock.com](https://www.shutterstock.com)

DRAFT



Athletic support cup
(jock strap)

[Jockstrap icons created by Freepik - Flaticon](https://www.flaticon.com/free-icons/jockstrap "jockstrap icons")



[Bra icons created by Smashicons - Flaticon](https://www.flaticon.com/free-icons/bra "bra icons")



Razor and Shaving cream/gel

[Shaving cream icons created by bsd - Flaticon](https://www.flaticon.com/free-icons/shaving-cream "shaving cream icons")



[Bath icons](https://www.flaticon.com/free-icons/bath "bath icons")
created by Freepik - Flaticon

[Hygiene](https://www.flaticon.com/free-icons/hygiene "hygiene icons")
icons created by photo3idea_studio - Flaticon



Drink Water

[Water-bottle icons created by Triangle Squad - Flaticon](https://www.flaticon.com/free-icons/water-bottle "water-bottle icons")



Menstrual Products

Health vector created by pikisuperstar - www.freepik.com

Managing Puberty Changes - Answer Key

Puberty Change	Management Tools
1. Grow taller	<p>Active Living</p> <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. <p>Healthy Eating</p> <ul style="list-style-type: none"> Your growing body needs extra nutrition to fuel the changes that are happening
2. Feet get bigger	None
3. Hair grows in new places	<p>Razor and shaving cream/gel</p> <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.
4. Skin and hair get oily and causes pimples (acne)	<p>Wash face</p> <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. <p>Acne cream/medicine</p> <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 <p>Shower, shampoo, soap</p>
5. Sweat and body odor increase	<p>Deodorant/antiperspirant</p> <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) <p>Shower, shampoo, soap</p> <ul style="list-style-type: none"> 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 <p>Drink water</p> <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
6. Penis and testicles may begin to get larger	<p>Athletic support cup</p> <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

<p>7. Muscles develop and shoulders get wider</p>	<p>Active living</p> <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. <p>Healthy Eating</p> <ul style="list-style-type: none"> Your growing body needs extra nutrition to fuel the changes that are happening
<p>8. Voice changes</p>	<p>None</p>
<p>9. Voice box gets larger</p>	<p>None</p>
<p>10. Breasts develop and hips get wider</p>	<p>Bra</p> <ul style="list-style-type: none"> People can wear a bra for comfort, modesty, or support as their breasts develop <p>Healthy eating</p> <ul style="list-style-type: none"> Your growing body needs extra nutrition to fuel the changes that are happening <p>Active living</p> <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.
<p>11. Menstrual cycle begins</p>	<p>Menstrual products (pads, panty liners, period panties, tampons, menstrual cups)</p> <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.
<p>Additional Menstrual Product Information</p>	<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>

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.

- 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.

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.

- 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.

Menstrual cups are silicone or plastic cups that are inserted into the vagina and collect menstrual flow. Follow the instructions for how to insert.

- 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.

Puberty
Home Connections Handout

Two adults I trust to talk to about changes in my body during puberty are:

- 1.
- 2.

What are some things you can do on your own?

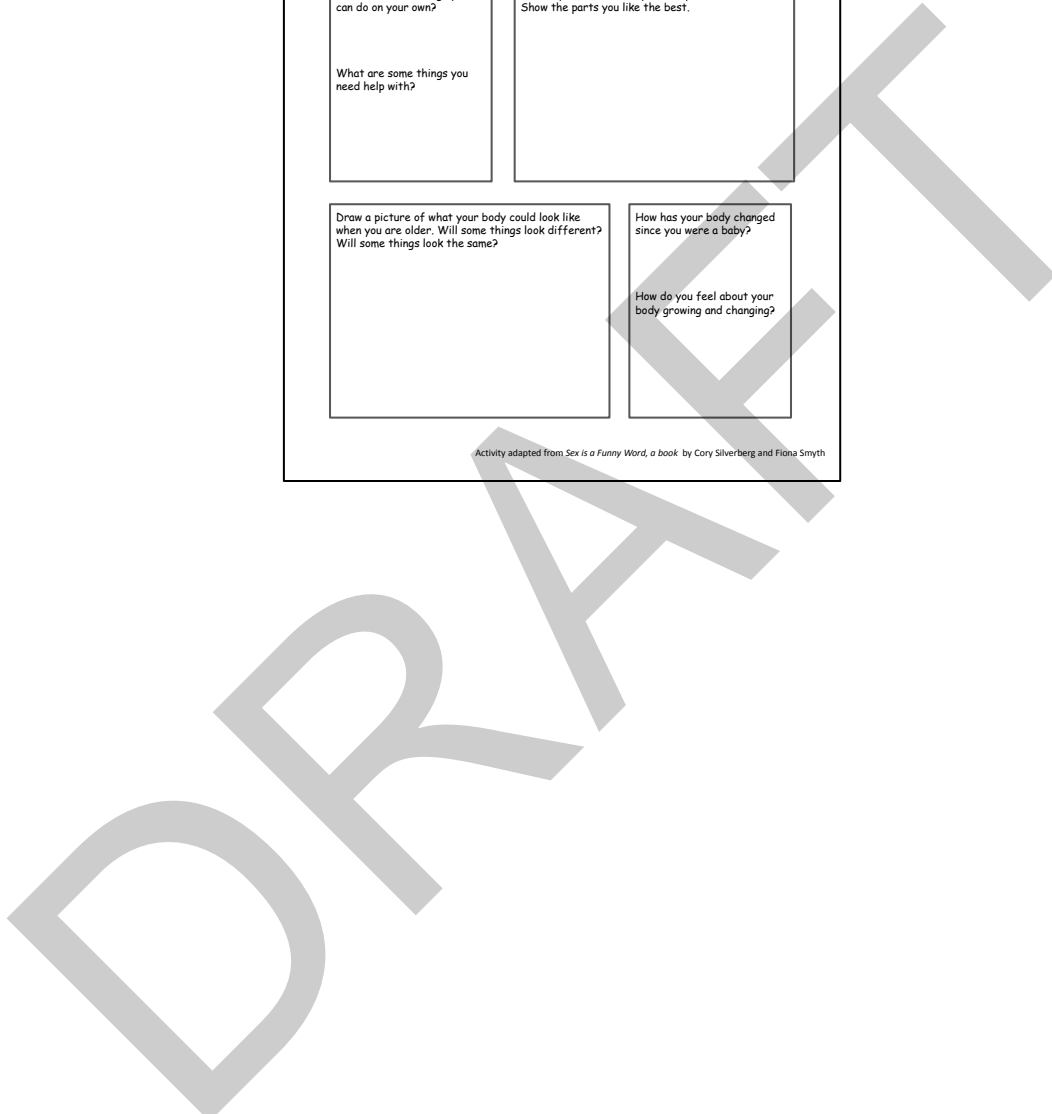
What are some things you need help with?

Draw a picture of what your body looks like now. Show the parts you like the best.

Draw a picture of what your body could look like when you are older. Will some things look different? Will some things look the same?

How has your body changed since you were a baby?

How do you feel about your body growing and changing?



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 3: Consent and Boundaries

LESSON SUMMARY: Students learn about consent, bodily autonomy, and personal boundaries.

TEKS

10(A): identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.

NSES

CHR.5.CC.2: Explain the relationship between consent, personal boundaries, and bodily autonomy

CHR.5.IC.1: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries

LESSON OBJECTIVES

Explain the terms consent, personal boundaries, and bodily autonomy;

Describe how to communicate personal boundaries, including how to say "no" when your personal boundaries aren't respected;

Identify trusted adults to whom students can ask questions about consent and boundaries.

MATERIALS

Two copies of the "My Body, Their Body" coloring pages (one entire copy on white paper, another entire copy on a pale color like pink or yellow); additional copies or random pages on white or the same colored paper will be needed if you have more than 22 students in your class.)

VOCABULARY

Consent

Personal Boundaries

Bodily Autonomy

BEGINNING: Engage (10-15 minutes)

Activity: [Consent for Kids video](#)

Directions: Start by asking students to recall from the first lesson about our bodies what is meant by the word “privacy.” Remind them that keeping something private means that it is just for you.

Explain that in this lesson, we are going to talk about this in a different way, because your body is YOUR body! Show the [video](#).

Discuss the video by starting with the term “bodily autonomy.”

Ask students to recall what the video said about what “bodily autonomy” is and write the phrase on the board.

The video explained it as “no one else is entitled to tell you what to do with your body.” Discuss this concept so that they understand the term “entitled” and whatever else they may not understand. You can also break it down to explain that “bodily” refers to your body, and “autonomy” means “you get to decide.”

Now ask what the video said about what “consent” is and write the word on the board.

Consent is about asking permission for something.

Discuss the examples in the video: hugs and holding hands.

Ask: because it’s your body, who needs to get consent before hugging or touching your body? (friends, strangers, and adults you know.)

Ask: and how do you know if you have consent to hug someone? (you have to ask!)

Ask: what are some things that kids can’t consent to? (legal contracts, voting, and sexual stuff)

Explain that “sexual stuff” is anything that has to do with your reproductive body parts or the reproductive body parts of other people.

MIDDLE: Explore (20-25 minutes)

Directions: Pass out one coloring page each to every student. Give them 5-10 minutes to color their page however they want.

After about 10 minutes, or when most students are done, call time. Ask students to look at the color of the paper they have, and to divide themselves into two groups based on that color – so all students whose copies are on white paper will go in one group, and all the students whose copies were made on the other color paper will go to the other group.

Once they are in that group, ask the students to take a few minutes to look at each other’s pictures and admire the drawings and how they colored them. After a few minutes, ask for everyone’s attention. Say something like, “*You may have noticed that at the bottom right-hand corner of your page you have a number. What I’m going to ask you to do is put yourselves in order from one to eleven and stand in that order. It’s possible that there may be more than one person with the same number in your group, and that’s okay!*”

*(*NOTE TO THE TEACHER: If movement is limited or not possible for any of the students, make sure the members of each group gather around that student.)*

Once the students have gotten themselves in order, explain that their pictures, together, tell a story. Starting with the person who has number one in one of the two groups, ask that person (or both people together) to read out loud what is written on their page. Then switch to the other group, and ask the student(s) with #2 on their page to read what is written on their sheet. Alternate back and forth until the entire story has been read.

Once everyone is done, ask them to give themselves a round of applause and to return to their seats with their drawings.

Once everyone is seated, ask for the students who didn't get a chance to read part of the story aloud to summarize for you what the story was about. Probe for the following key points:

- That everyone's body is their body
- That you get to decide who touches your body and who doesn't
- That you get to decide what kind of touch you're okay with and what kind you're not okay with
- That other people get to decide who touches their body and who doesn't – and that means we all have to respect other people when they say they don't want to be touched

Explain that how you feel about whether or how you wish to be touched is a “personal boundary” and write that phrase on the board. Tell students that “personal” means it is for each person to decide, and “boundary” means “a limit.” Say something like, *“So a personal boundary might mean you're okay with being hugged by one person but not by another; or it may be that you don't like hugs at all.”*

Again, discuss “consent” by explaining that if you say you are okay with being touched in a certain way, you have given your “consent,” and write that word on the board. Say something like, *“If you do not have someone's consent you need to ask for it before you hug them or touch them in any way. If someone tries to touch you when you have not given them permission to, you have the right to tell them to stop – and they have a responsibility to stop. If they don't, it's important to go tell your parent or another trusted adult right away.”*

END: Explain (10-15 minutes)

Ask students how they know what someone's personal boundaries are. Possible answers may include, “They have to tell you,” or “You should ask them first.” Tell them you're going to practice doing that right now.

Have each student turn to a partner (if you have an odd number of students, you can pair them up with the additional student). Write on the board, “Hugging.” Ask students to decide who will be student one and who will be student two for this activity.

Once every pair has chosen a person one, tell those students that in a moment, they will ask their partner how they feel about hugging. Student #2 should respond honestly – do they like to hug? Who do they like to get hugs from? When do they NOT like hugs? Say “go” so students can start their conversations.

After about 2 or 3 minutes, or once most of the conversations seem to have come to a natural end, call attention to the front of the room. Process the dyad conversations by asking the following questions:

- How did your person #2 feel about hugging?
- What did they say to let you know how they felt?
- Was anything they said unclear at all?
- What do you think someone should do if they've clearly set a personal boundary, and the other person doesn't respect it?

After a few responses, ask:

- Has anyone ever done something to another student that the other student hasn't liked? What are some examples?
- If you have, what did you do once you found out you did something that didn't respect that person's boundaries?

*(*NOTE TO THE TEACHER: If students cannot come up with their own examples, you can offer something from your own life. Or you can offer an example relating to hugging, since you've just been discussing that, and talk about a time when you hugged someone who wasn't a hugger. Another example is tickling. Whatever example you use, be sure to focus on a time when you violated someone else's boundary by mistake.)*

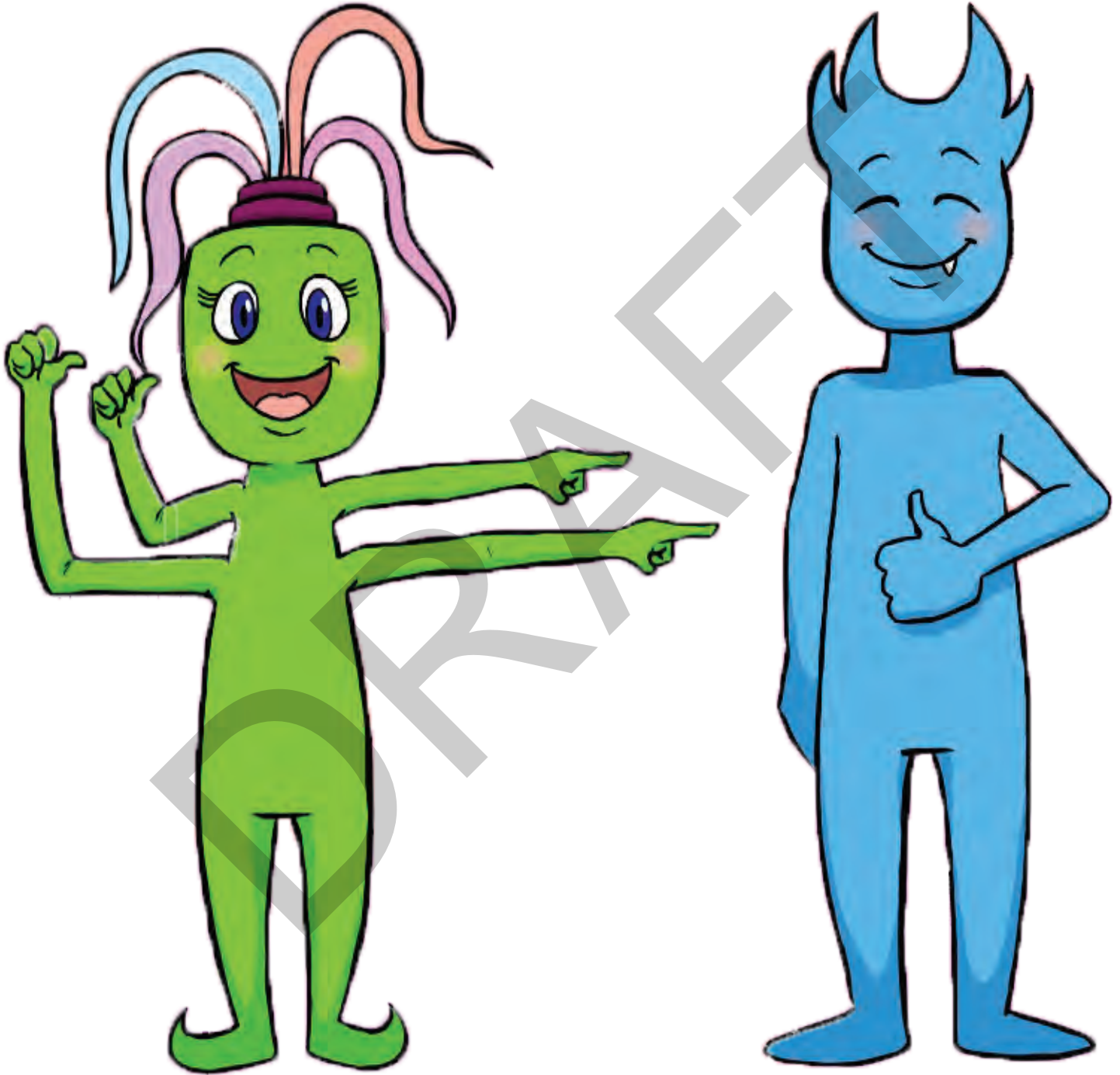
After hearing about what students did once they discovered they'd violated someone's boundary – or after sharing what you did – summarize with the following points:

- It's super important to be clear about your boundaries
- It's super important to ask someone else about their personal boundaries, if they haven't already told you what they are
- If someone doesn't respect your personal boundaries, even after you've told them what they are, you need to go find an adult you know well and trust and tell them so that they can make this behavior stop. You have the right to say who can and cannot touch you, and in what ways!

Direct students to the Home Connections Handout and ask them to identify 2 trusted adults they can talk to about personal boundaries and consent.

DRAFT

My Body, Their Body.

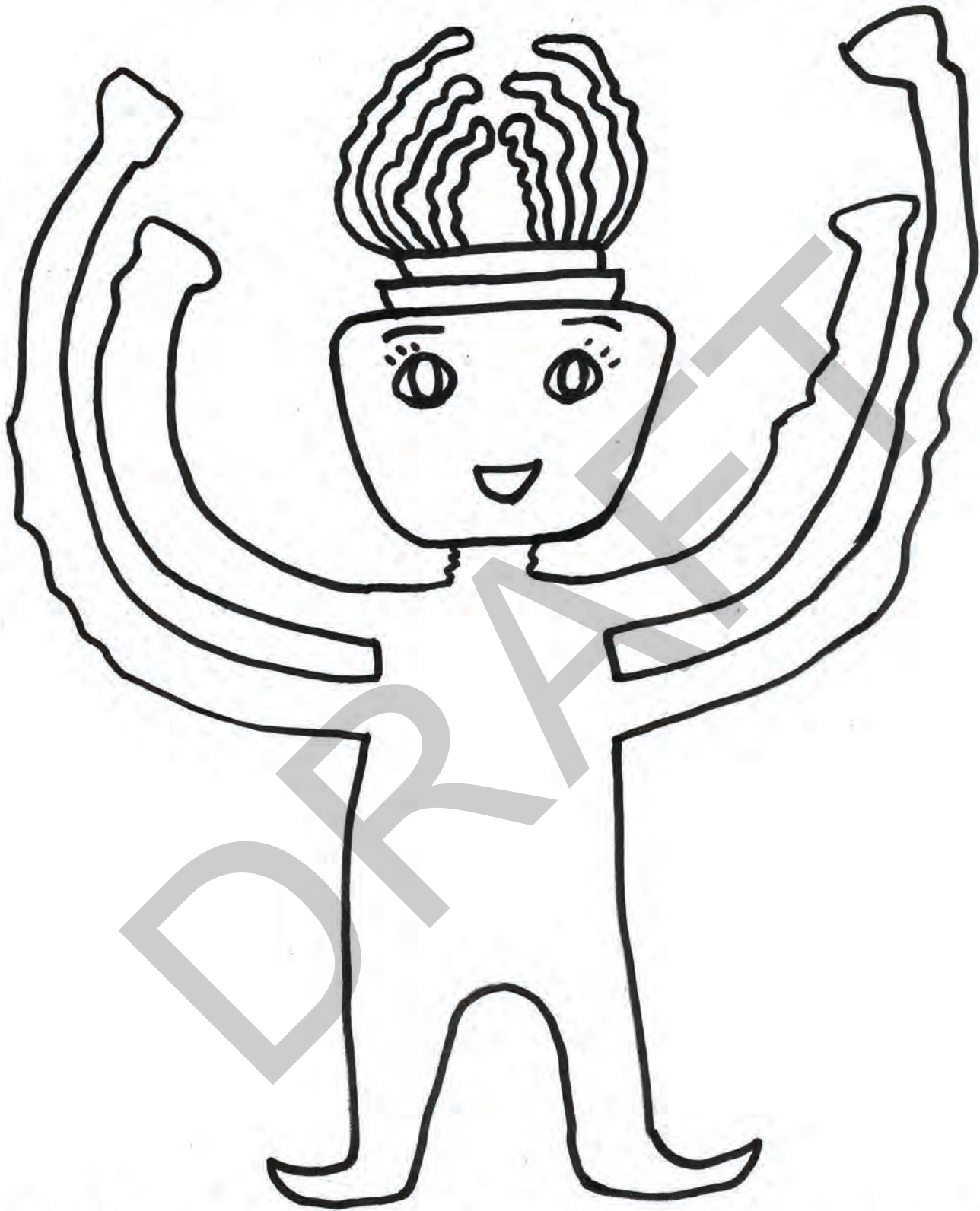


Written By: Isy Abraham-Raveson

Illustrated By: Rebecca Klein & Rachel Frome

YES!

Your body is YOUR BODY!



That's so important that I think we should say it again: It's YOUR BODY.

That means that only you get to decide what to do with your body, who gets to touch it, and how.





If you want a big hug, you can ask for one!

If someone touches your body in a way that you don't like, you can say, "NO!"



And you can touch your own body any way that you want! (But sometimes touching our own bodies is private, so we do it alone.)



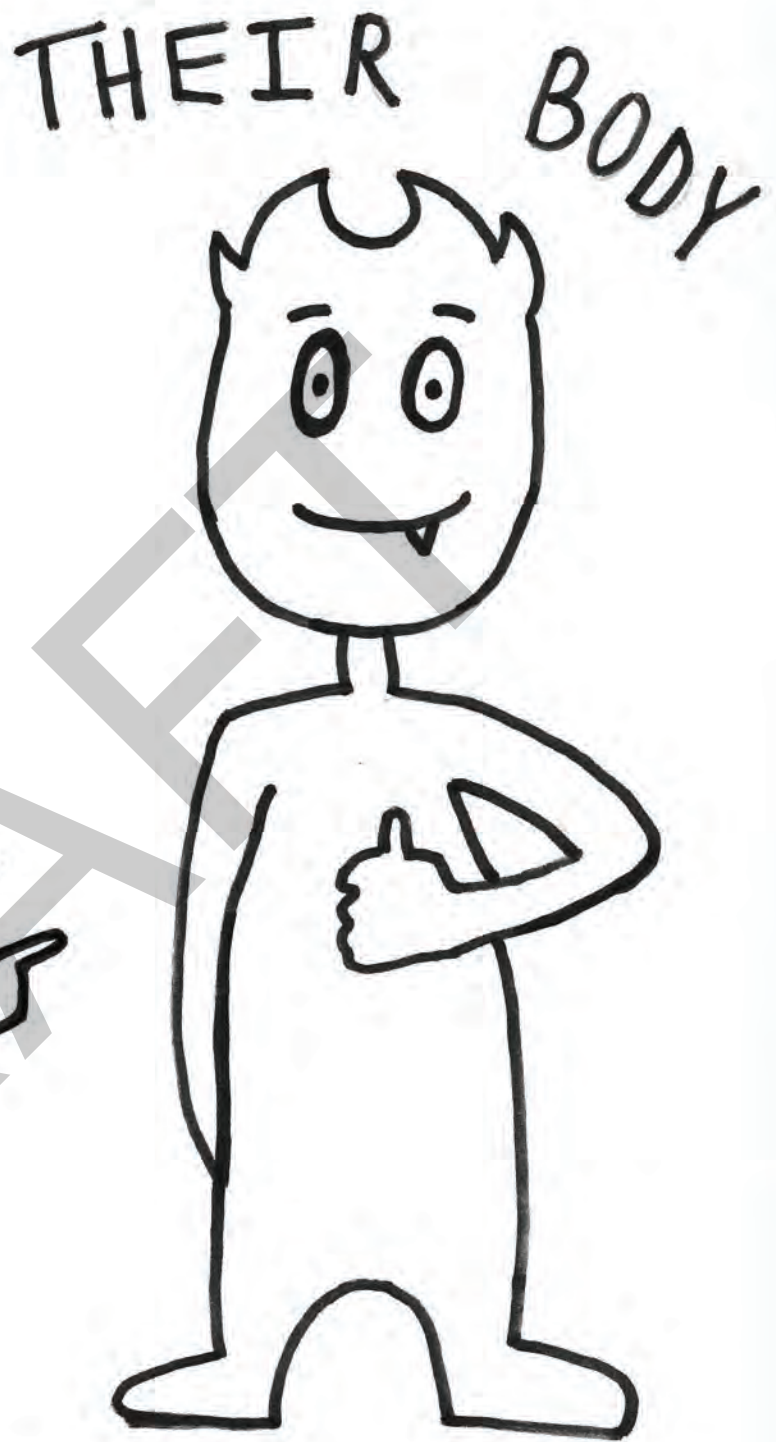
So, if someone says, "Go hug Grandma!"
You can say:



Or, you can say:

No,
thank you



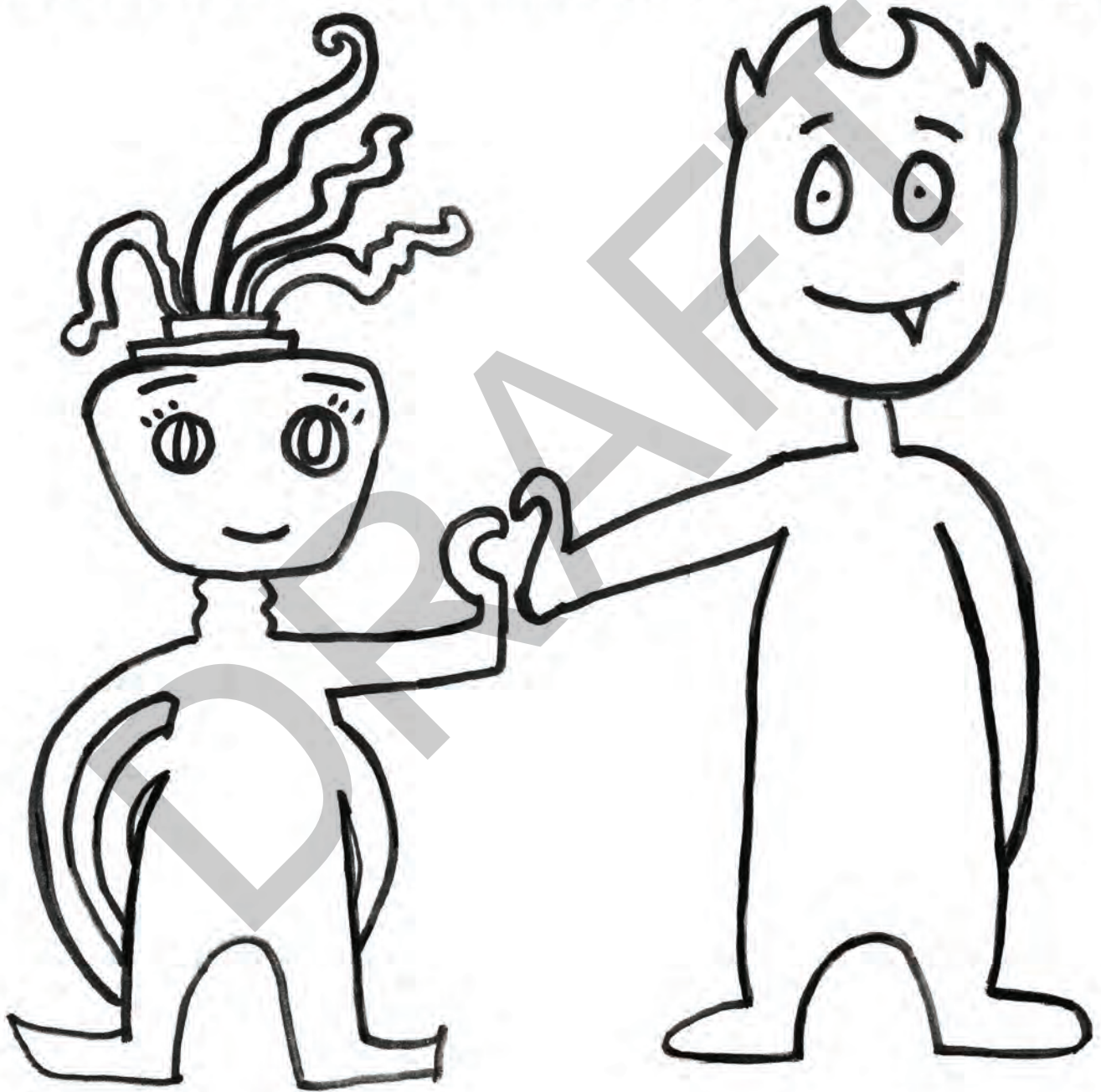


**And if your body is your body, then
other people's bodies are THEIR
bodies.**

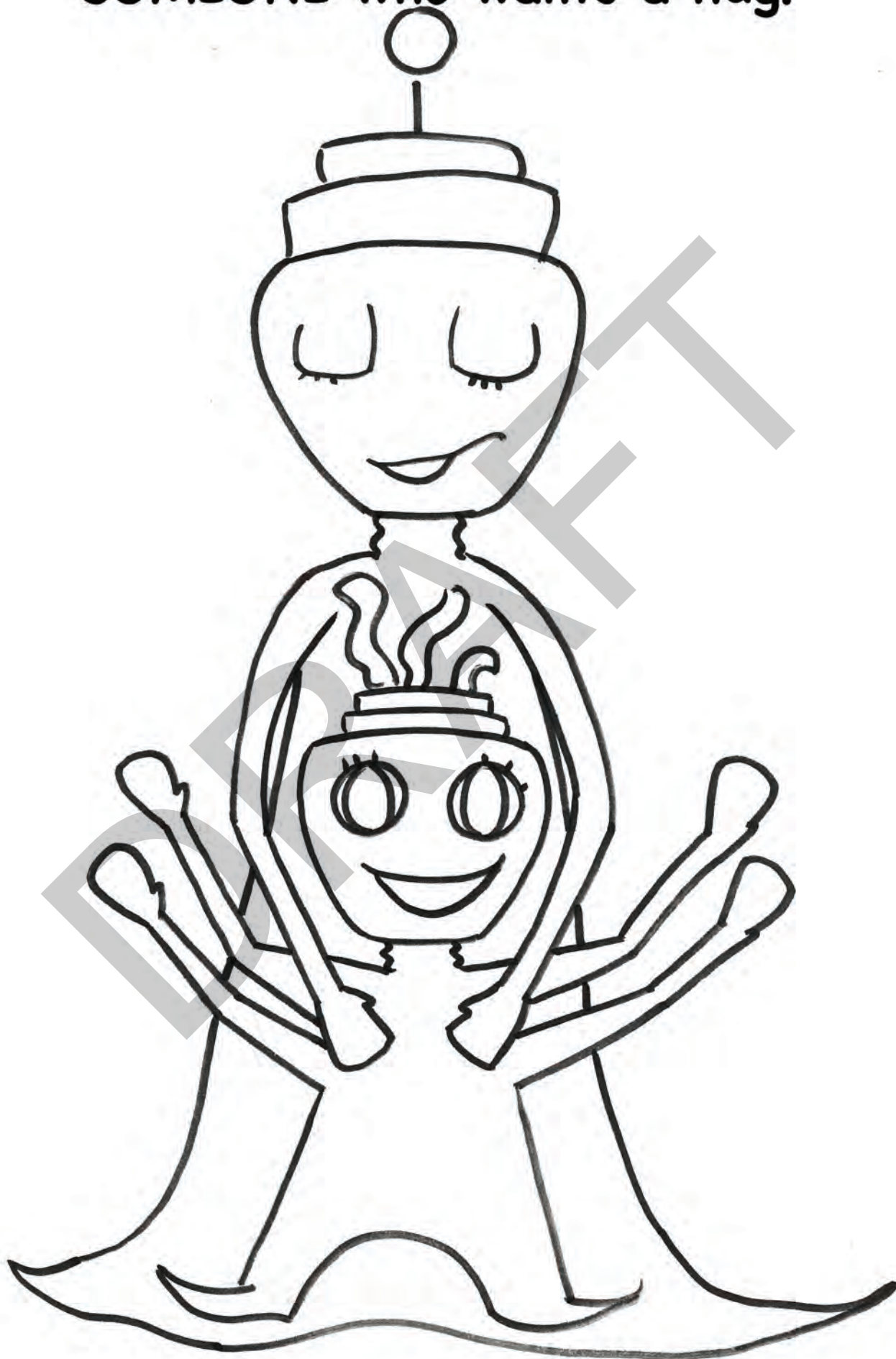


That means if you want to hug your friend, you should ask. And if your friend doesn't want a hug, THEY can say, "NO!"

And that doesn't mean that they don't love you. It doesn't mean they won't want a hug another time. But it means you cannot touch them. Because it's THEIR body!



But don't worry. You can always find
SOMEONE who wants a hug!



Boundaries and Consent
Home Connections Handout

Two adults I trust to talk to about my boundaries are:

1. _____
2. _____

Are there people in your life you don't feel comfortable hugging, kissing, or touching?



What could you do instead?



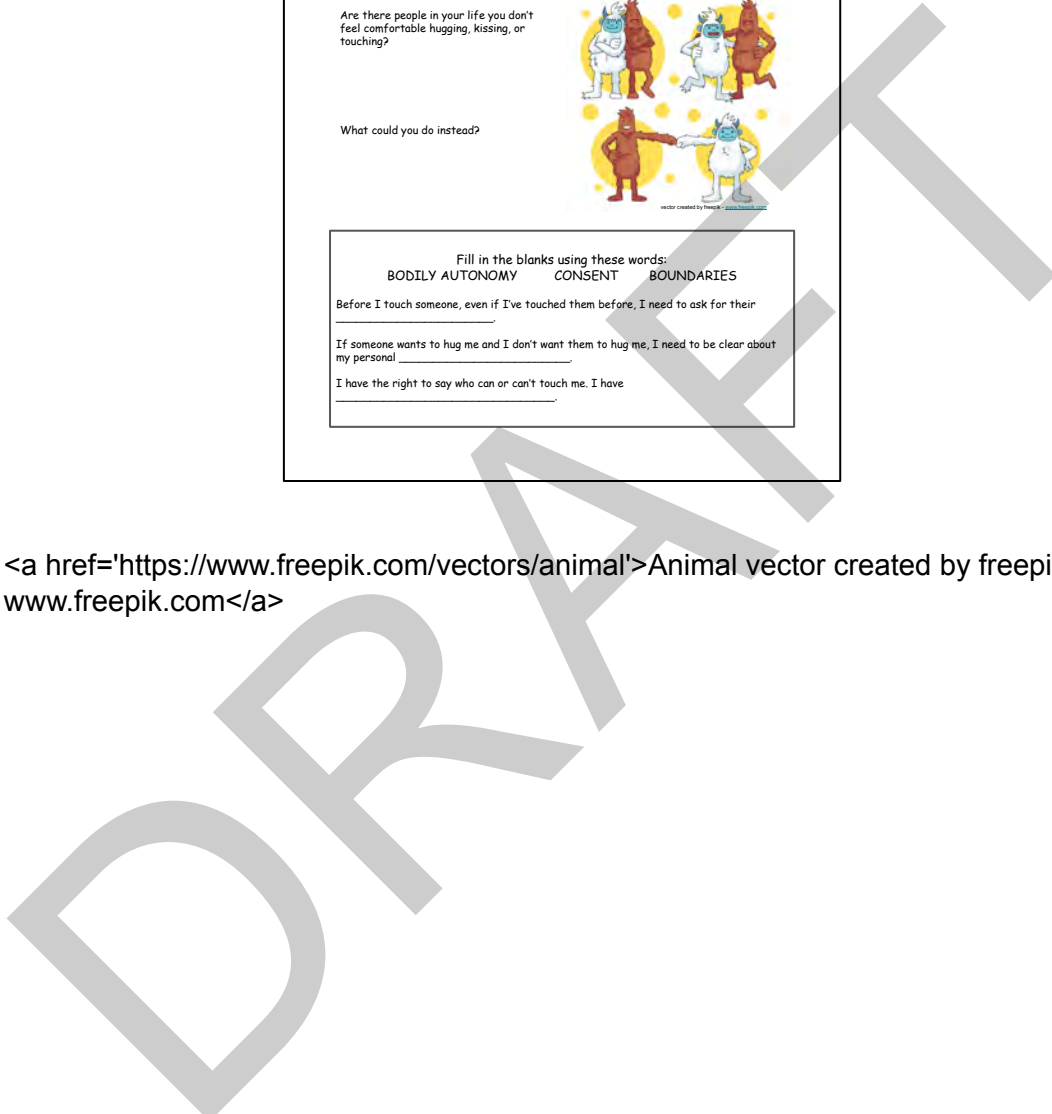
Fill in the blanks using these words:
BODILY AUTONOMY CONSENT BOUNDARIES

Before I touch someone, even if I've touched them before, I need to ask for their _____.

If someone wants to hug me and I don't want them to hug me, I need to be clear about my personal _____.

I have the right to say who can or can't touch me. I have _____.

<https://www.freepik.com/vectors/animal> Animal vector created by freepik - www.freepik.com



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 Tips

- 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: Personal Safety

LESSON SUMMARY: Students learn about abuse and neglect and how to stay safe.

TEKS

13(C) define abuse and neglect.

NSES

IV.2.AI.1: Identify situations that may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)

IV.2.AI.2: Identify trusted adults, including parents and caregivers, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)

(*Note: These are k-2 standards being met in grade 3. This lesson focuses only on child abuse prevention, not bullying or teasing. *)

LESSON OBJECTIVES

Explain the terms "abuse" and "neglect";

Identify red flag situations and ways to stay safe;

Identify trusted adults to whom students can ask questions about personal safety.

MATERIALS

Safety Rules Visual Cards

Pinwheel activity sheet

"What if" cards

VOCABULARY

Abuse

Neglect

BEGINNING: Engage (5-10 minutes)

Say: Today we are going to talk about personal safety and abuse prevention.

Who knows what **prevention** means? (*Elicit responses.*) To prevent something means to stop it from happening before it ever starts, to not let it happen. This lesson is all about making sure you are safe and that kids are not hurt. So, let's start by talking about how kids sometimes get hurt. What are some ways kids might get hurt? (*Elicit responses, such as skinning a knee, falling off a bike, being in a car accident, etc.*)

There are also a lot of kids who get hurt from child abuse. Who knows what **abuse** means? (*Elicit responses.*) Abuse is when an adult or older child hurts a child either physically, or with words, or if someone touches their reproductive body parts. It is also a kind of abuse, called **neglect**, if parents/guardians don't take care of their kids or don't provide them with what they need to be safe and healthy. Abuse can happen by strangers, and it can also happen by people who we know, love, and trust.

I know some of the information we are discussing may not be easy to talk about, but you are all doing very well listening and being serious about this very important topic. There are a lot of people doing great things to try to help stop abuse and help kids who have been hurt. There are a lot of people trying to make sure abuse never happens.

MIDDLE: Explain and Practice (15-25 minutes)

Activity: **Safety Rules**

Say: First, I want you to take a minute to think about safety rules that you've been taught by your parents or other adults. When I say "go," I am going to toss a paper ball (a balled-up piece of paper) to someone at random. If you catch the paper, I want you to share a rule with the group. Once you've shared a rule, toss the paper ball to a classmate and they can share another safety rule.

Distribute pinwheel handout.

Say something like: Next, I'm going to teach you about 5 Safety Rules (*from the MBF Child Safety Matters™ program*) that can help you identify abuse and help you know what to do if it ever happens to you or someone you know. After we discuss each rule, write the Safety Rule in the space provided on the pinwheel.

Use the 5 Safety Rules Visual Cards to display each rule to the students. Read the script on the back of each card to explain the rule.

Say: On the bottom of your pinwheel sheet, take a few minutes to answer the question, "How can you use the 5 Safety Rules to keep yourself safe?"

Allow students a few minutes to complete this activity, and if time allows, call on some students to share what they wrote. These can be displayed in the classroom, and/or encourage students to take them home and share with parent/guardian.

Activity: **Spot Red Flags**

Say: Finally, I want to make sure that you know what to do if you Spot Red Flags or unsafe situations. I will share some cards with you and you will work in pairs to read the situation on the card and discuss together what you would do. Remember that a Safe Adult can be a parent or guardian or any other

trusted adult that you know. When you are finished, we will discuss the situations as a class and hear what some of you decided.

Allow students to pair up, or randomly assign pairs. Distribute one “What If” card to each pair of students. Some of the situations may be distributed to more than one pair. Give the pairs approximately 5 minutes to discuss and decide what they would do. Call the class back to order. Read each situation from the list below and ask the students who had that card. Allow students to share their thoughts, reinforcing responses that reflect the 5 Safety Rules:

“What If” Question:	Possible Student Responses:
What if you're in the restroom and someone tries to touch you?	Say no, get away, and tell a Safe Adult
What if you're online and someone asks about you or your family in a chat?	Don't provide any information, log out, tell a Safe Adult
What if you're with a babysitter and they have a friend come over that you don't know?	Tell the babysitter that it's not allowed, call or text your parent/guardian
What if you're at a friend's house and her older brother wants you to go into the basement with him?	Say no, get away, and tell a Safe Adult
What if you're walking to school with a friend and a car pulls up next to you and the driver asks for directions to the school?	Get away and tell a Safe Adult (adults should not ask children for help)
What if someone knocks on the door when your parent/guardian is in the shower? Would you answer it?	No, ignore it and tell your parent/guardian
What if you're playing outside with a group of friends and a neighbor invites you into their house?	Go home and ask permission first
What if you're in the locker room and your coach or teacher asks you to undress in front of the them?	Say no, get away, and tell a Safe Adult

End: Explore(10-15 minutes)

Activity: **Word Cloud**

Say: To wrap up today, let's come up with a list of words that you think of when you think about preventing child abuse and about staying safe.

Starting with the 5 safety rules, make a list of the words as students share ideas.

Say: Now, let's use some of these words, or your own words, to create a Word Cloud.

Show the sample word cloud and explain that a word cloud is like a picture using words.

Students can work individually or in small groups to create their own word clouds and display them afterward.

Remind students to use different colors and different types of writing for each word to make it look more interesting.

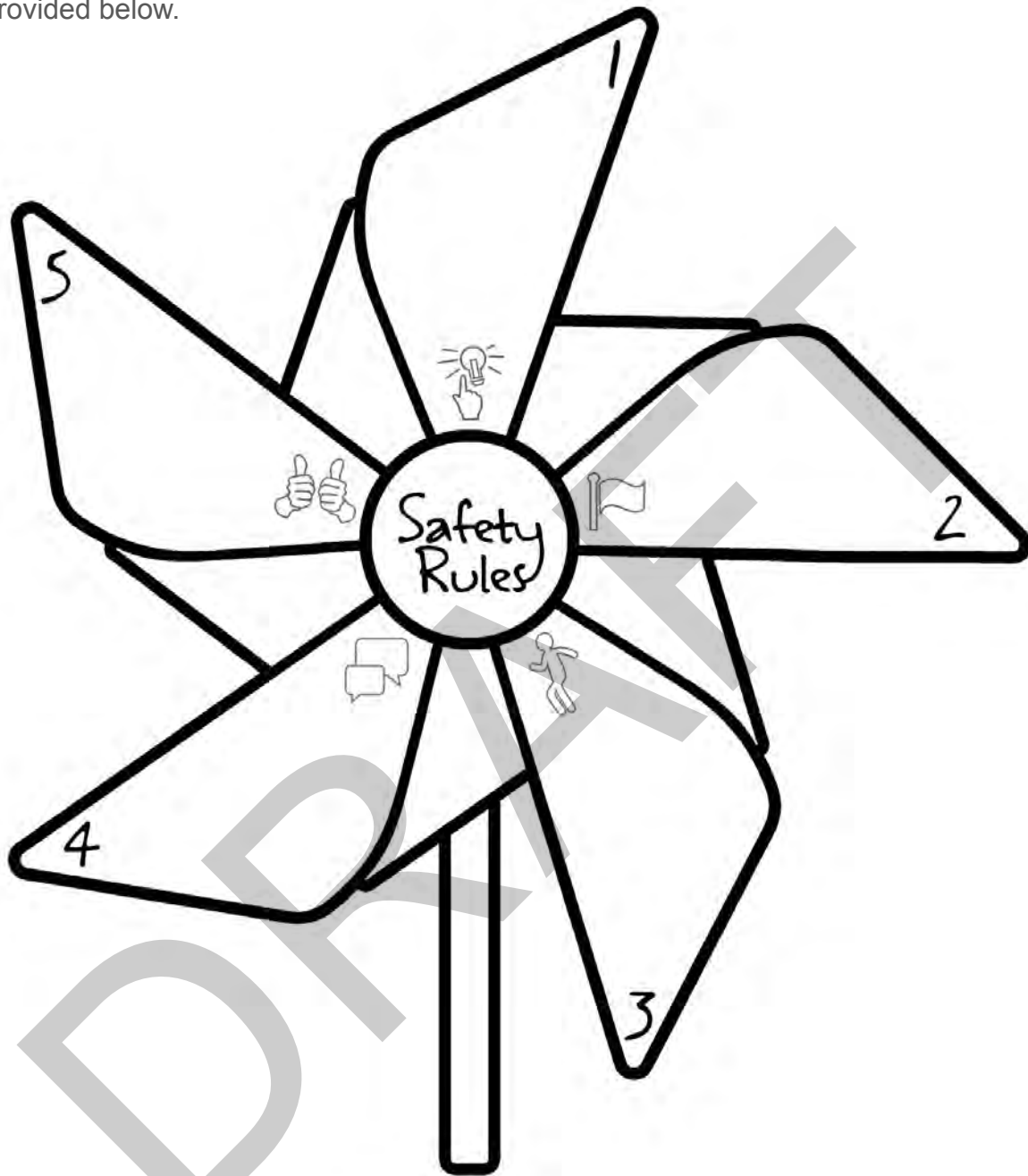
Direct students to the Home Connections Handout and ask them to identify 2 trusted adults they can talk to about personal safety.

**Lesson adapted from the [MBF Child Safety Matters™](#) program, [Child Abuse Prevention Month Lesson Plan \(Grades 3-5\)](#)*

DRAFT

My 5 Safety Rules

Directions: Write each Safety Rule in the space provided on the pinwheel. Then answer the question in the space provided below.



How can you use the 5 Safety Rules to keep yourself safe?

Safety Rule #1:

Know What's Up



DRAFT

Teacher Script:

Safety Rule #1 is Know What's Up.

This rule helps you to understand important safety information such as calling 911 and knowing safety procedures at school and home.

When talking about abuse, this rule helps us know that abuse is wrong and that telling is getting help and not tattling.

DRAFT

Safety Rule #2:

Spot Red Flags



DRAFT

Teacher Script:

Safety Rule #2 is Spot Red Flags.

Have you ever seen a traffic light with red, yellow, and green lights? Do you know that the red light means stop? (Yes or No)

When we are talking about Safety Rule #2, red flags are like red lights and mean stop or danger. Red flags are when you see something unsafe or you see someone being hurtful with either words or actions.

Some examples of Red Flags, or warning signs, are when an adult or another child:

- uses mean or hurtful words
- uses hurtful touches
- touches your reproductive body parts or asks you to touch their reproductive body parts
- plays games about reproductive body parts
- plays tricks to try to get you to do something unsafe, or something you do not want to do
- tells you that you have done something wrong or says you will get in trouble if you tell anyone about something they want you to do
- someone you don't know asking for your personal information

When you see these types of behaviors that are red flags, then you know you can use the other Safety Rules to help.

Safety Rule #3:

Make a Move



DRAFT

Teacher Script:

Safety Rule #3 is Make a Move.

This rule tells you that if you do spot red flags and see someone being abusive or hurtful, you can Make a Move.

There are ways you can Make a Move to help you or someone else be safe, such as Get Away from an unsafe or bad situation, or you can Stay Away from people or situations that you know are not safe.

DRAFT

Safety Rule #4:

Talk It Up



DRAFT

Teacher Script:

Safety Rule #4 is Talk It Up.

This rule tells you that you should talk to a Safe Adult to get help.

A Safe Adult is a trusted adult that you know well and that will listen and help you if you go to them to talk about an unsafe situation.

DRAFT

Safety Rule #1:

No Blame / No Shame



DRAFT

Teacher Script:

Safety Rule #5 is No Blame | No Shame.

If you are ever hurt or abused, you are never to blame and you should never be ashamed to tell a Safe Adult.

No matter what anyone does to hurt you or what they say to you, even if they say you are to blame or you will get in trouble if you tell, you are never to blame and it is never too late to tell.

DRAFT

“What If” Cards

Directions for Teacher: Cut out individual cards for pairs of students to read and discuss. Reproduce as needed.

Adapted from Darkness to Light Stewards of Children “What If?” Game. Used with permission.

<p>What if you're in the restroom and someone tries to touch you? What would you do?</p>	<p>What if you're online and someone asks about you or your family in a chat?</p>	<p>What if you're with a babysitter and they have a friend come over that you do not know?</p>	<p>What if you're at a friend's house and her older brother wants you to go into the basement with him?</p>
<p>What if you're walking to school with a friend and a car pulls up next to you and the driver asks for directions to the school?</p>	<p>What if someone knocks on the door when your parent/guardian is in the shower? Would you answer it?</p>	<p>What if you're playing outside with a group of friends and a neighbor invites you into their house?</p>	<p>What if you're in the locker room and your coach or teacher asks you to undress in front of them?</p>

Personal Safety

Home Connections Handout

Two adults I trust to talk to about staying safe are:

- 1.

- 2.

Match the Safety Rules. Draw a line from the Rule to the explanation.

- | | |
|------------------------|--|
| 1. Know What's Up | A. When you talk to a Safe Adult to get help. |
| 2. Spot Red Flags | B. When you get away from an unsafe or bad situation, or you stay away from people or situations that you know are not safe. |
| 3. Make A Move | C. You are never to blame and you should never be ashamed to tell a Safe Adult. |
| 4. Talk It Up | D. When you understand important safety information, that abuse is wrong and that telling is good. |
| 5. No Blame / No Shame | E. When you see something unsafe or you see someone being hurtful with either words or actions. |



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!

Austin ISD Human Sexuality and Responsibility

Grade Level: 4

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 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 1: My Body

LESSON SUMMARY: Students learn the internal and external parts and functions of the human reproductive systems.

NSES

AP.5.CC.1: Recall the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies

LESSON OBJECTIVES

Describe the reproductive body parts and their functions.

Explore the concept of privacy as it relates to our bodies.

MATERIALS

Teacher copies of Reproductive System Images or Reproductive System Slides

Student copies of the Reproductive Systems Handout.

Colored pencils or crayons

VOCABULARY

Reproduction, testicles/testes, sperm, scrotum, penis, vas deferens, semen, ovaries, fallopian tubes, uterus, cervix, vagina, labia, clitoris, urethra, anus, bladder.

Teacher note: Definitions of vocabulary terms are included in the body of the lesson.

BEGINNING – Engage (5-10 minutes)

Directions:

Share with students:

Over the next couple of 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. The purpose is to ensure that you have the correct information about your bodies and feel comfortable asking questions of your parents or doctors.

MIDDLE: Explore (20-30 minutes)

Activity: Knowing the Reproductive Organs

Directions:

Distribute the Reproductive Systems Handout and some colored pencils or crayons.

Use the images or slides to talk through the parts. *(Note: if using the slides, 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, have the students label and color that part, using a different color for each part. Students can choose which colors they would like to use.

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 a typical 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.*

The outside of this type of reproductive system has two parts.

Ask: Can anyone name them? That's right, "**penis**" and "**scrotum.**"

On the inside of this type of body, the scrotum holds the "**testicles**" or "**testes.**" There are 2 testicles and they produce **sperm**.

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.

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

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. Sperm are the cells that, when joined with an egg from a person with ovaries, create a baby.

A person with a penis has two openings in this part of the body, the urethra is one. The other opening is the anus, where a bowel movement ("poop") comes out (not actually part of the reproductive system).

Start by explaining that we are going to look at images of both the internal and external parts for people with this next type of reproductive system, starting with the inside. Display the front view of the internal uterine structures and explain what they are seeing (the front view of the inside of a person's body).

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, create a baby.

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.

Start by explaining that this is a typical 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.

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.

Privacy

Everyone has a reproductive system of some kind. The external parts are usually called "private parts".

Ask: "Who can tell me what the word 'private' means?"

Explain that keeping something private means that it is just for you. Sometimes we can be in private places, like a bathroom or a bedroom. Most people knock before going into a bathroom or someone else's bedroom because knocking is a way to respect privacy.

Our bodies are private too. There are some parts we show people and other parts we cover with clothes.

Ask, "how do different people in your family feel about what should be covered and what can be shown?"

"Is this different in other families you know?" (e.g. religious traditions of covering the head or all skin, being at a friend's house whose toddler sibling always runs around naked, or some people wear bikini swimsuits and others wear one piece to cover their whole mid section.)

Explain that just because we choose to keep some of our body parts private and covered most of the time, especially our reproductive system parts, doesn't mean they are bad. All of our body's parts are beautiful!

(Privacy talking points from *Sex is a Funny Word* by Cory Silverberg and Fiona Smyth)

Watch Kid Chats: [Privacy video](#)

Ask: "What were some examples of privacy you heard in the video?"

Responses might include privacy when changing clothes, when siblings are being rude or annoying, because someone is mad or sad or doesn't want to talk, and when in the shower.

Ask: "How can you let others know you need privacy?"

Responses might include putting a sign on the door or asking people to leave.

Ask: "How can you find out if someone else needs privacy or if you can be in their space?"

Responses might include knocking or asking for permission.

Explain that the same rules apply to any part of a person's body. It's important to ask permission before touching any part of a person's body. And nobody should touch your body without asking you first.

END: EVALUATE

It's important to know something about all body parts, even the parts you don't have. It's ok to be curious about what the body parts look like and what they do. But when a body part is covered by someone, respecting their privacy means not trying to see something they don't want to show you.

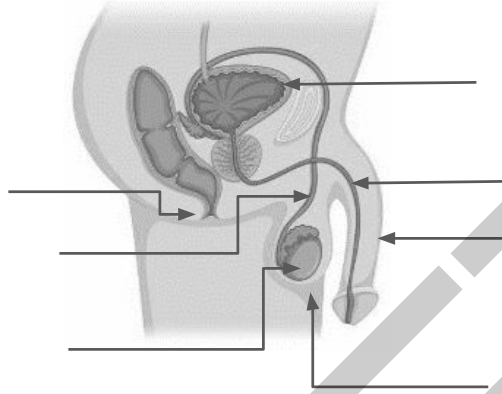
Direct students to the Home Connections Handout and ask them to identify 2 trusted adults they can talk to about their body.

NOTE: You may want to have an “Anonymous Question Box” set up for students to submit questions they have about the reproductive system but are embarrassed to ask in class. Prepare responses for the next classes based on the submissions.

DRAFT

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.

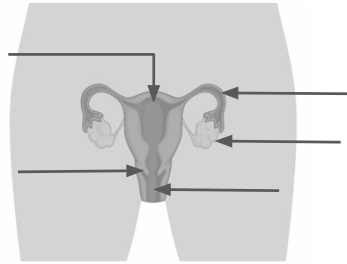


Word Bank			
vas deferens	penis	bladder	
testes	urethra	scrotum	anus

DRAFT

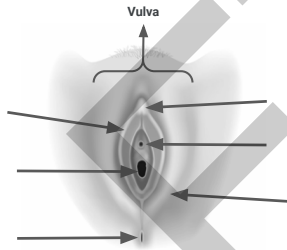
My Body: Reproductive Systems

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.

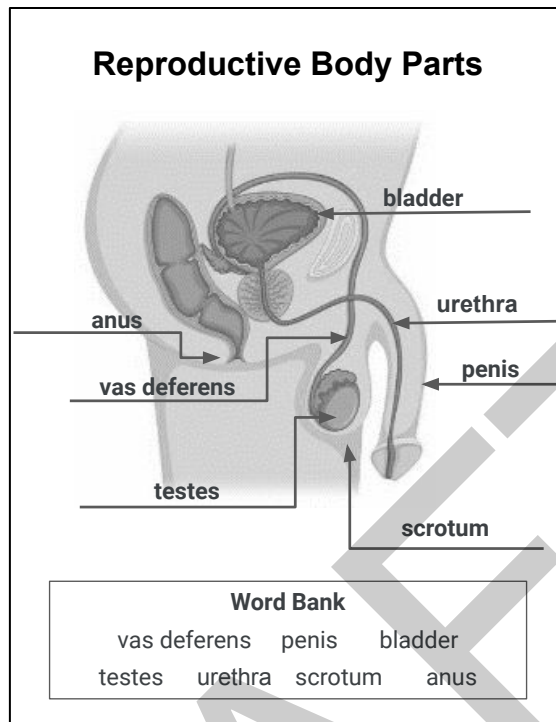


Internal Word Bank
vagina uterus
ovary cervix
fallopian tube

External Word Bank
labia majora clitoris
urethra opening of vagina
anus labia minora



DRAFT



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 a typical 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.

The outside of this type of reproductive system has two parts.

Click

Ask: Can anyone name them? That's right, "**penis**" and "**scrotum**."

On the inside of this type of body, the scrotum holds the (**click**) "**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 tube that goes from the testes (**click**) is called the **vas deferens**.

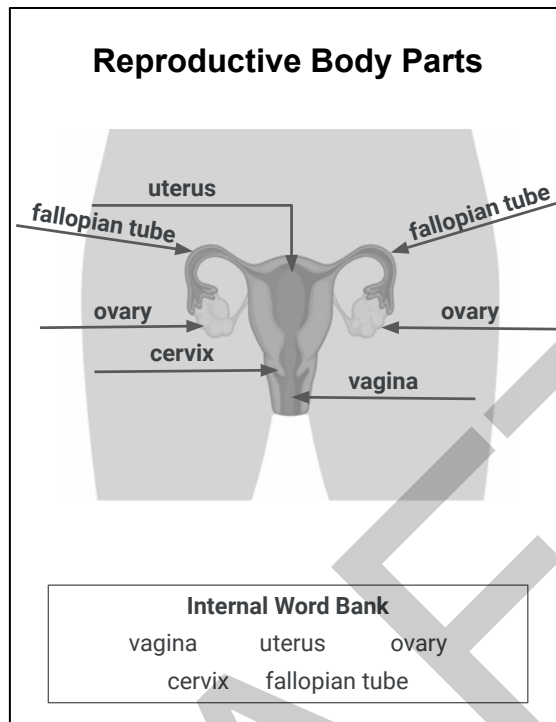
This tube travels up and around (**click**) the **bladder** where it joins with (**click**) the **urethra**. The urethra tube then runs through the penis and opens at the end to let fluid out of the body.

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

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 (**click**) is the **anus**, where a bowel movement (“poop”) comes out (*which is not actually part of the reproductive system*).

DRAFT



Start by explaining that we are going to look at images of both the internal and external parts for people with this next type of reproductive system, starting with the inside.

Display the front view of the internal uterine structures and explain what they are seeing (the front view of the inside of a person's body).

People with this type of system typically have **(click)** two **ovaries** that produce and store **eggs**. Eggs are the cells that, when joined with sperm from a person with a penis, create a baby.

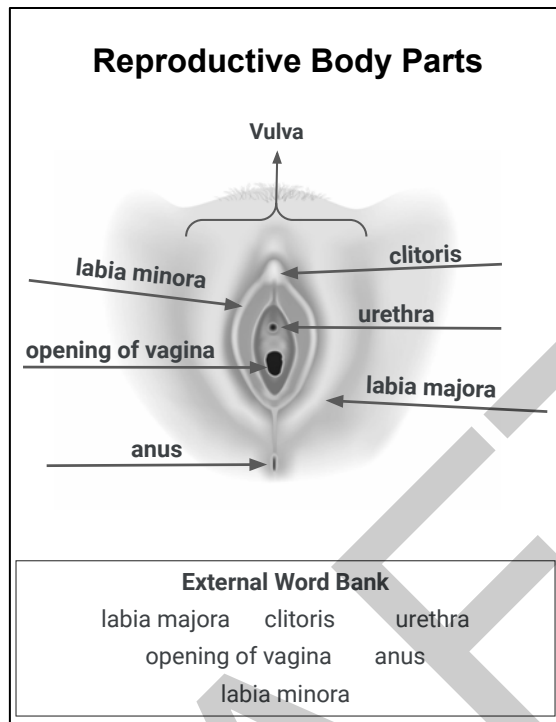
Attached to the ovaries are **(click)** the two **fallopian tubes**.

The fallopian tubes lead to the **(click)** **uterus**.

The bottom of the uterus is the **(click)** **cervix**.

The cervix connects the uterus to the **(click)** **vagina**, which opens to the outside of the body.

Now let's look at the outside structures of this system.



Start by explaining that this is a typical 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.

This outside structure with all of the different parts is called **(click)** the **vulva**.

The vulva is made up of two sets of **labia** or lips, the **(click)** **labia majora**, or outer lips, and the **(click)** **labia minora**, or inner lips.

At the top point where the labia minora meet is the tip of a structure called **(click)** 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: **(click)** 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 **(click)** the **opening of the vagina**.

And just like in the other system, **(click)** the **anus** is the opening a bowel movement comes out of.

My Body
Home Connections Handout

Two adults I trust to talk to about my body are:

1. _____
2. _____



Kids vector created by pikisuperstar - www.freepik.com

Identify the times when it's okay and times when it's not okay to talk about reproductive body parts.

Have you heard other names for the reproductive body parts?

What other questions do you have about your reproductive body parts?



People vector created by freepik - www.freepik.com

[People vector created by freepik - www.freepik.com](https://www.freepik.com/vectors/people)

[Kids vector created by pikisuperstar - www.freepik.com](https://www.freepik.com/vectors/kids)

Austin ISD Human Sexuality and Responsibility

Grade Level: 4

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: Puberty

LESSON SUMMARY: Students learn about the physical and emotional changes that can happen during puberty and ways to manage those changes.

TEKS:

20(A) explain changes that occur in males and females during puberty and adolescent development; and
20(B) define the menstrual cycle.

NSES

PD.5.CC.1: Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset and progression of puberty can vary
PD.5.CC.2: Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce
PD.5.CC.3: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset)
PD.5.CC.4: Describe the role hormones play in the physical, social, cognitive, and emotional changes during adolescence and the potential role of hormone blockers on young people who identify as transgender
PD.5.AI.2: Identify trusted adults, including parents, caregivers, and health care professionals, whom students can ask questions about puberty and adolescent health

LESSON OBJECTIVES

Explain physical, social, and emotional changes during puberty;
Identify trusted adults to talk to about puberty and hygiene.

MATERIALS

They Tell Me I'm Going Through Puberty Handout

Puberty Changes Cards

Puberty Changes Teacher Resource

Dear Chen Letter Handout

Home Connections Handout

VOCABULARY

Puberty

Adolescence

BEGINNING: Engage (5-10 minutes)

Activity: **Puberty Walk***

Directions:

- Ask students to move to one area of the room.
- Tell them that when you tap them on the shoulder they should walk (not run) to a designated location on the opposite side of the room. Note: If you have a large group or would like the activity to take less time, ask for a smaller group of volunteers.
- Tap students on the shoulder, starting with one student. Let the first student walk to the other side of the room, then tap another student. Continue tapping students, first slowly, then speeding up and tapping groups and individuals. Toward the end, slow down, again tapping individuals. Leave a few students to walk across alone at the end.
- When all students have walked to the other side of the room, ask students:
 - How did it feel to be the first one to walk?
 - How did it feel to be the last one to walk?
 - Did it feel better to walk alone or in a group? Why?
- Lead a discussion using the students' answers to make the transition that this walk is very much like puberty: just like everyone eventually walked across the room, eventually everyone will go through puberty. Some people start earlier and will finish before their peers, others will start later. And just like everyone walked at a different pace across the room, everyone moves through puberty differently.
 - Puberty is defined as development of secondary sex characteristics (such as pubic hair) and the beginning of reproductive capacity (being able to make a baby).
 - Adolescence is the transition from childhood to adulthood. These changes are exciting and fun, but at other times can cause a young person to become confused and awkward. There are social and emotional changes as well as physical ones. Remember each person goes through puberty and adolescence at his/her own pace.
- Transition by telling students that we will now discuss the physical and emotional changes that happen during puberty.

**Borrowed from the Chatham County Public Health Department; 4th-5th Grade Puberty and Hygiene Lesson Adapted from "Successfully Teaching Middle and High School Health" developed by the North Carolina School Health Training center and the North Carolina Center for the Advancement of Health Education*

MIDDLE: Explain (25-30 minutes)

Activity: **Great and Difficult Changes⁺**

This activity allows students to consider both the positive and difficult changes that accompany puberty and begin to identify their support systems for coping with the changes.

Write these titles on separate pages of chart paper, and post them on the wall or as 2 columns on the board:

- **The Great Things About Growing Up**
- **The Difficult Things About Growing Up**

As a class, come up with an example or two for each heading. An example of a difficult change could be moodiness. A great change could be more independence.

Discuss some changes that may fit in both categories. For example, more responsibility can be seen as both great (“I get to baby-sit!”) or difficult (“I have to baby-sit.”).

Have students walk around the room writing their ideas under each title.

Debrief the activity by discussing:

- Why do we develop?
 - Puberty happens to everyone. Changing from a child to an adult is called puberty.
- Why are some changes difficult? Great?
 - People react to change differently. Some changes may be listed as being both great and difficult. Feelings about change are personal. A difficult change (as identified by the students) does not have to be a problem. There are different ways to cope with change.
- What can we do to make change easier?
 - Focus on our strengths (e.g., communication, standing up for ourselves and independence) that will help us with puberty.
 - Identify support systems (i.e., family, school and community members) who can provide help/support.
- Are there any changes listed on the two lists that probably won’t happen to people when they are developing?
 - Identify any changes listed that are incorrect or unlikely and explain why the change is not likely.
 - For example, students may have listed a change such as “girls are more mature than boys”. This is a myth. Some girls may start puberty earlier than some boys, however they are not necessarily more mature.

Activity: They Tell Me I’m Going Through Puberty*

This activity helps students see that the majority of changes that happen in puberty are common to all, and only a few are specific to people with certain body parts.

Read *They Tell Me I’m Going Through Puberty* to the students. You can also give the students the handout to follow along as you read, or have volunteers take turns reading parts of the story.

When you are done, ask students “Can you tell Chen’s age or gender from this story?” Have students share their answers with a nearby classmate and discuss their reasons.

Post these titles on the wall:

- **Physical Changes**
- **Emotional and Social Changes**

Distribute the Puberty Changes cards to each student, 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.

Have students place each card under the title which best fits the puberty change described. (*See Puberty Changes Teacher Resource for answers*).

As a class, review the card placements, and make the necessary changes. Explain any changes that students don't understand. You may wish to give a fuller explanation of some of the physical changes that only happen to females/people with uteruses (menstruation, ovulation, vaginal discharge, hips get wider) vs. changes that only happen to males/people with testicles (erections, ejaculation, shoulders get wider, sperm production, testicles get bigger).

END: Evaluate (5-10 minutes)

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Re-read *They Tell Me I'm Going Through Puberty*.

Ask students if their ideas about Chen's age or gender have changed.

Follow up with a discussion emphasizing that :

- no change that is happening to Chen would indicate one sex or gender over another
- the changes Chen is experiencing are normal and could happen to anyone
- changes like those Chen is experiencing happen to different people at different times, and can begin as early as age 8 and continue until 18
- changing from a child to an adult is called puberty

*Adapted from the teachingsexualhealth.ca Grade 4 Puberty Changes; Alberta Health Services (2020)

Transition by telling students that we have reviewed many of the emotional and physical changes that occur during puberty. It is an exciting time with lots of change, but can often make us nervous or scared as these changes happen. Remember that the changes happening are normal, and that you can also plan for some wonderful changes in life! We are going to talk about managing these changes in the next lesson. And remember, your parents or other trusted adults are there for you if you have questions!

NOTE: Many times students have a lot of questions about these topics; however, there are some challenges in taking questions directly from students.

- o Some students might feel uncomfortable asking questions in front of their peers.
- o Some students may also ask questions that you are uncomfortable answering, or unprepared to answer on the spot.

Doing anonymous questions can help with both of the scenarios.

Provide students with slips of paper and explain that students can use the sheets to ask questions that they would like to ask in private.

At the end of the class, everyone will put a sheet in the box, that way we have no idea who asked what question.

You can either choose to:

- 1) Draw questions directly from the box and answer them in class,
- 2) Have another question session at a later date, or

3) Create an “answer sheet” that students can take home with all the answers on it.

Options two and three offer you the most flexibility in answering the questions and preparing your responses. Reading “[Puberty and Hygiene Frequently Asked Questions](#)” can help you prepare your responses.

Direct students to the Home Connection Handout and ask them to identify 2 trusted adults they can talk to about puberty.)

DRAFT

They Tell Me I'm Going Through Puberty

Hi, I'm Chen and I'd like to tell you about what's happening to me. It seems that every day brings a new change. It's almost like I'm getting a new body! They tell me I'm going through puberty.

One thing that's happening is this new hair that's growing in places it's never been before. Like under my arms. I know this is normal and all, but it still takes getting used to.

I don't mind some of the changes I'm seeing. In fact, some things I even like. I'm taller than I was last year. I know I'm smarter just because I'm able to think and write about what I'm going through now.

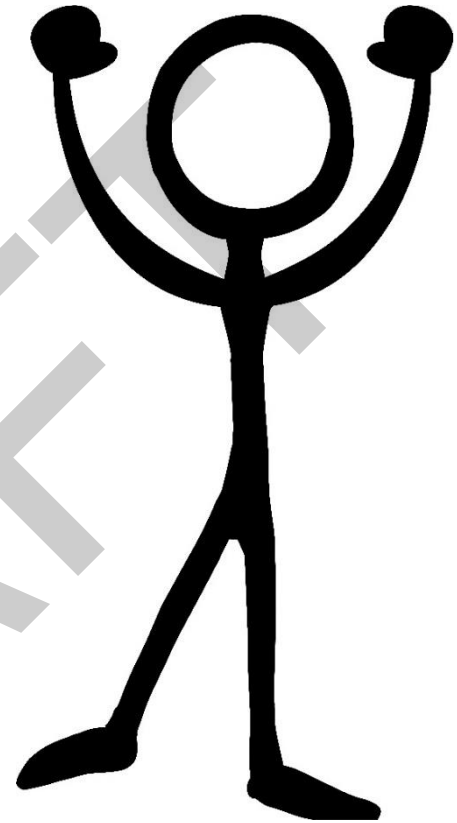
But then, there are some changes that aren't so good. Like B.O. (body odour). The first time I noticed it, I thought I had some kind of disease or something. Now I realize it's not too bad if I wash and use deodorant.

The worst part so far is acne. I remember I was getting ready to go to a birthday party, washing up and stuff, when I looked in the mirror and saw this big zit staring back at me. I held hot washcloths on it for a long time. It went down, but not the whole way. I went to the party anyway. I noticed that many other kids had the same or worse luck with their zits. I wonder how common this is.

There's one thing I get a little embarrassed about. It's even hard for me to say this. When I was at the party the other night, I was with someone I like (and I'm not mentioning any names). I got this new feeling. It was strange but kind of nice. They tell me it's normal. Is it?

They tell me I'm going through puberty. That means I have to go to school with my zits and my B.O. But, I'm taller and smarter. I think I'll survive.

Can you tell Chen's age or gender from this story?



Physical Changes

Social and Emotional Changes

Grow taller

Skin gets oily

Acne (pimples)

Voice changes

Hair gets oily

**Hair grows in
armpits**

**Pubic hair grows
on genitals**

**Sweat glands
develop**

Breasts develop

**Start making
sex hormones**

Mood swings

**Interested in
having a romantic
partner**

**Friendships
become more
important**

**Sometimes feel
lonely and
confused**

**Stronger feelings
of wanting to be
liked**

**Stronger
feelings of
wanting to fit in**

**Want more
independence**

**Thinking about
the future**

**Concerned about
appearance
(looks)**

**Hair grows on
face**

**Shoulders get
wider**

**Start producing
sperm**

Penis grows
bigger

Testicles grow
bigger

Nocturnal
emissions (wet
dreams)

Erections (penis
gets hard)

Ejaculation
(sperm released
from penis)

Hips get wider

Ovulation (eggs released from ovaries)

Menstruation (periods) begins

Vaginal discharge

Puberty Changes Answer Key¹

Physical Changes	Social and Emotional Changes
<p>Acne (pimples) Breasts develop² 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 hormones⁷ Start producing sperm⁸ Sweat glands develop Testicles grow bigger Vaginal discharge⁹ Voice changes</p>	<p>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</p>

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.

Puberty
Home Connections Handout

Two adults I trust to talk to about puberty are:

1. _____ 2. _____

DIRECTIONS: In class today, we read a letter from Chen, [They Tell Me I'm Going Through Puberty](#). Write a letter to Chen explaining what will happen to people during puberty. Remember, we don't know Chen's gender, so be sure to explain changes that happen to people of all genders.

Dear Chen,

Guess what? You are about to enter puberty! Congratulations. This means that...

There are lots of **physical** changes (changes to the body) that can happen. Here is a list of some changes you can expect to see happening to you and your friends:

As we grow up, our **thoughts, feelings and relationships** might change too! It's normal to experience:

It seems like a lot for anyone to go through, doesn't it? Puberty means a lot of change. Sometimes it's great. Sometimes it's difficult. The best thing is that we don't need to go through puberty alone. We can get help from lots of people. Here are some people you can go to for help:

Helper	How they can help

I hope this letter helps you out, Chen!

From,

Austin ISD Human Sexuality and Responsibility

Grade Level: 4

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 3: Puberty, Part 2

LESSON SUMMARY: Students learn about the physical and emotional changes that can happen during puberty and ways to manage those changes.

TEKS:

20(A) explain changes that occur in males and females during puberty and adolescent development; and
20(B) define the menstrual cycle.

NSES

PD.5.CC.1: Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset and progression of puberty can vary
PD.5.CC.2: Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce
PD.5.CC.3: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset)
PD.5.CC.4: Describe the role hormones play in the physical, social, cognitive, and emotional changes during adolescence and the potential role of hormone blockers on young people who identify as transgender
PD.5.AI.2: Identify trusted adults, including parents, caregivers, and health care professionals, whom students can ask questions about puberty and adolescent health

LESSON OBJECTIVES

Identify ways to manage the changes that come with puberty;
Identify trusted adults to talk to about puberty and hygiene;
Explain how the menstrual cycle prepares a body to reproduce.

MATERIALS

Managing Puberty Changes Cards
Managing Puberty Changes Teacher's Resource
The Menstrual Cycle Handout
The Menstrual Cycle Teacher's Resource Cards
Then, Now, and Beyond Worksheet
Home Connections Handout

VOCABULARY

Puberty

Adolescence

BEGINNING: Engage (5-10 minutes)

Activity: **Puberty Changes Review**

Directions:

Ask students to turn to a neighbor and work together to make a list of as many physical, social and emotional changes they can remember. (This can be done as a race/competition to see which teams of two remember the most in 2 minutes.)

Ask for groups to report out making sure to state all of the changes that were listed in the previous lesson. Add any that students missed.

MIDDLE: Explain (20-25 minutes)

Activity: **Managing Puberty Changes***

This activity encourages students to identify tools they can use to help with some of the more challenging aspects of puberty.

Pass out the Managing Puberty Changes Cards all are distributed.

Give students a few minutes to discuss their item in pairs or small groups.

Ask one student to hold up their item or picture and share what they think the item has to do with puberty.

Encourage them to guess if they are unsure. Encourage other members of the class to add their own ideas about the item.

Using the Managing Puberty Changes Teacher's Resource, add any information still missing, clarify any incorrect information and answer questions about each item, before going on to the next item.

Note: Review the Menstrual Products card last and use it to go into the next section of the lesson.

Activity: **The Menstrual Cycle**

Show the video  [Menstruation: What To Expect](#)

Ask for students to share something they learned from the video.

Next, distribute the Menstrual Cycle Handout and some colored pencils or crayons. Like you did with the reproductive anatomy in lesson 1, students will draw or color the parts and functions that are happening as you discuss. 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.)

Use the Menstrual Cycle Teacher’s Resource Cards to explain the following phases:

Pic #1: *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.*

Pic #2: *Around day 7, several egg cells start the race to see which one is going to grow and mature enough to be released from the ovary.*

Pic #3: *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, the lining of the uterus is starting to build back up again in preparation for a pregnancy.*

Pic #4: *Around day 14, the mature egg is released from the ovary and travels into the fallopian tube. This is called ovulation.*

Pic #5: *After the egg is released from the ovary, it travels through the fallopian tube where it looks for any sperm and the lining of the uterus continues to build up in preparation for a baby.*

Back to Pic #1: *If there is no sperm to meet the egg, then there will be no baby, the egg breaks down and the lining of the uterus is shed again. And the cycle continues.*

END: Evaluate (5-10 minutes)

Activity: **Then, Now and Beyond Worksheet***

Students may need encouragement to see the positive aspects of puberty and growing up. Envisioning who they hope to be in the future is part of this process.

Distribute the handout Then, Now and Beyond.

Have students complete the handout individually. They may need some prompting about using their memories to complete the Then column and using their imagination to complete the Beyond column. In the What I Look Like category, encourage them to think broadly and include aspects such as hairstyle, height, shoe size or favorite clothing.

When students are finished, have them share their answers with a partner or in a small group.

Debrief this activity by asking students:

- What did you learn about yourself?
- What do you like about the future you?
- Who are the people that will be part of your support system in middle school?

Direct students to the Home Connection Handout and ask them to identify 2 trusted adults they can talk to about puberty.

*Adapted from the teachingsexualhealth.ca Grade 4 Coping with Puberty; Alberta Health Services (2020)



vector created by macrovector - www.freepik.com

Active Living



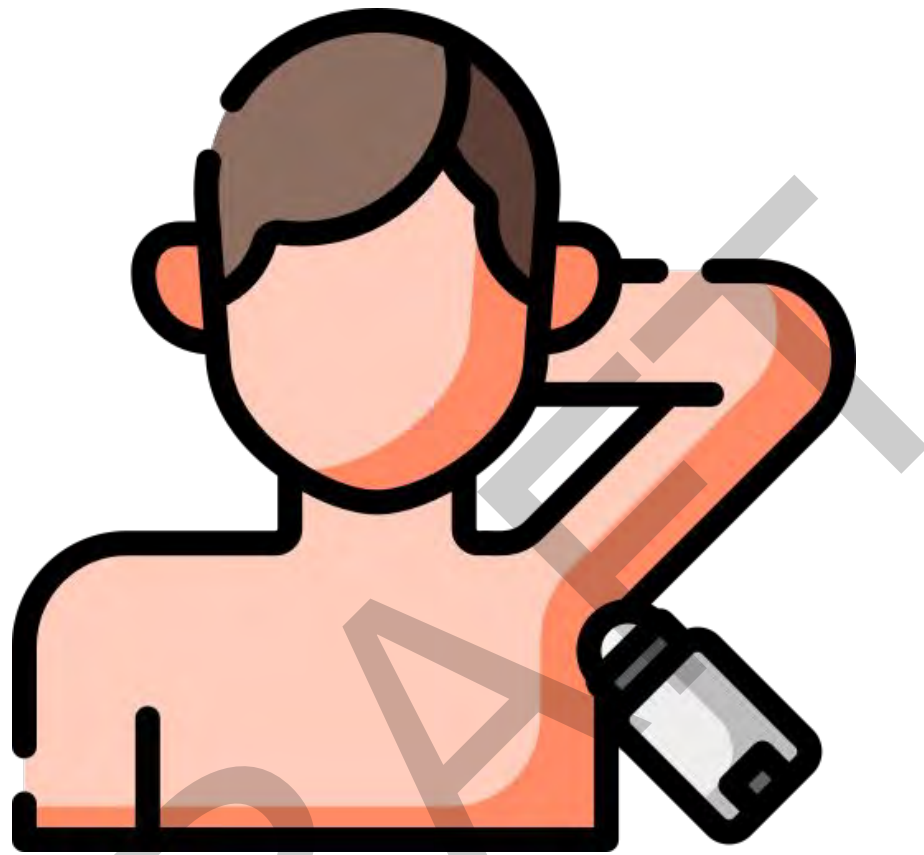
Food vector created by macrovector_official - www.freepik.com

Healthy Eating



Man vector created by pikisuperstar - www.freepik.com

Wash face



icons created by Freepik - Flaticon

Deodorant/ Antiperspirant



icons created by Freepik - Flaticon

Acne cream/medicine



icons created by Freepik - Flaticon

**Athletic support cup
(jock strap)**



Bra icons created by Smashicons - Flaticon

Bra



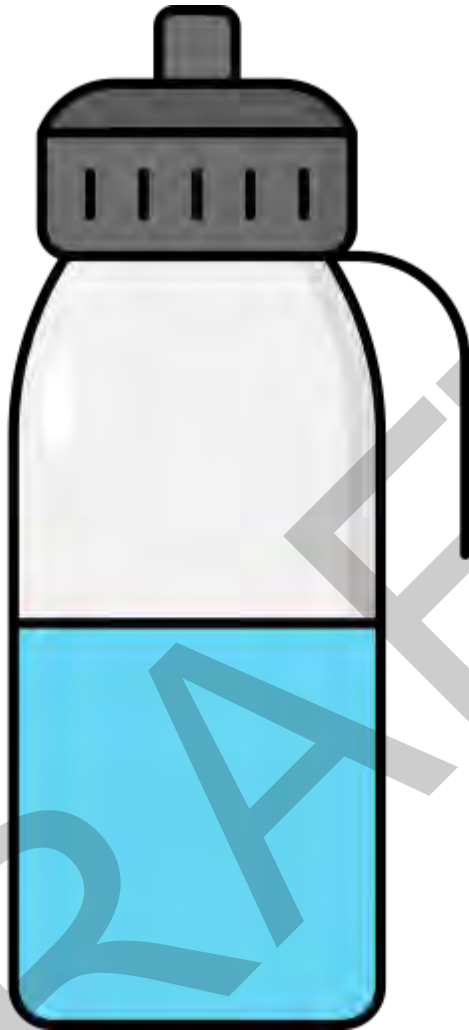
Shaving cream icons created by bsd - Flaticon

Razor and Shaving cream/gel



Bath icons created by Freepik - Flaticon

Shower Shampoo Soap



Water-bottle icons created by Triangle Squad - Flaticon

Drink Water



Health vector created by pikisuperstar - www.freepik.com

Menstrual Products

Managing Puberty Changes - Answer Key

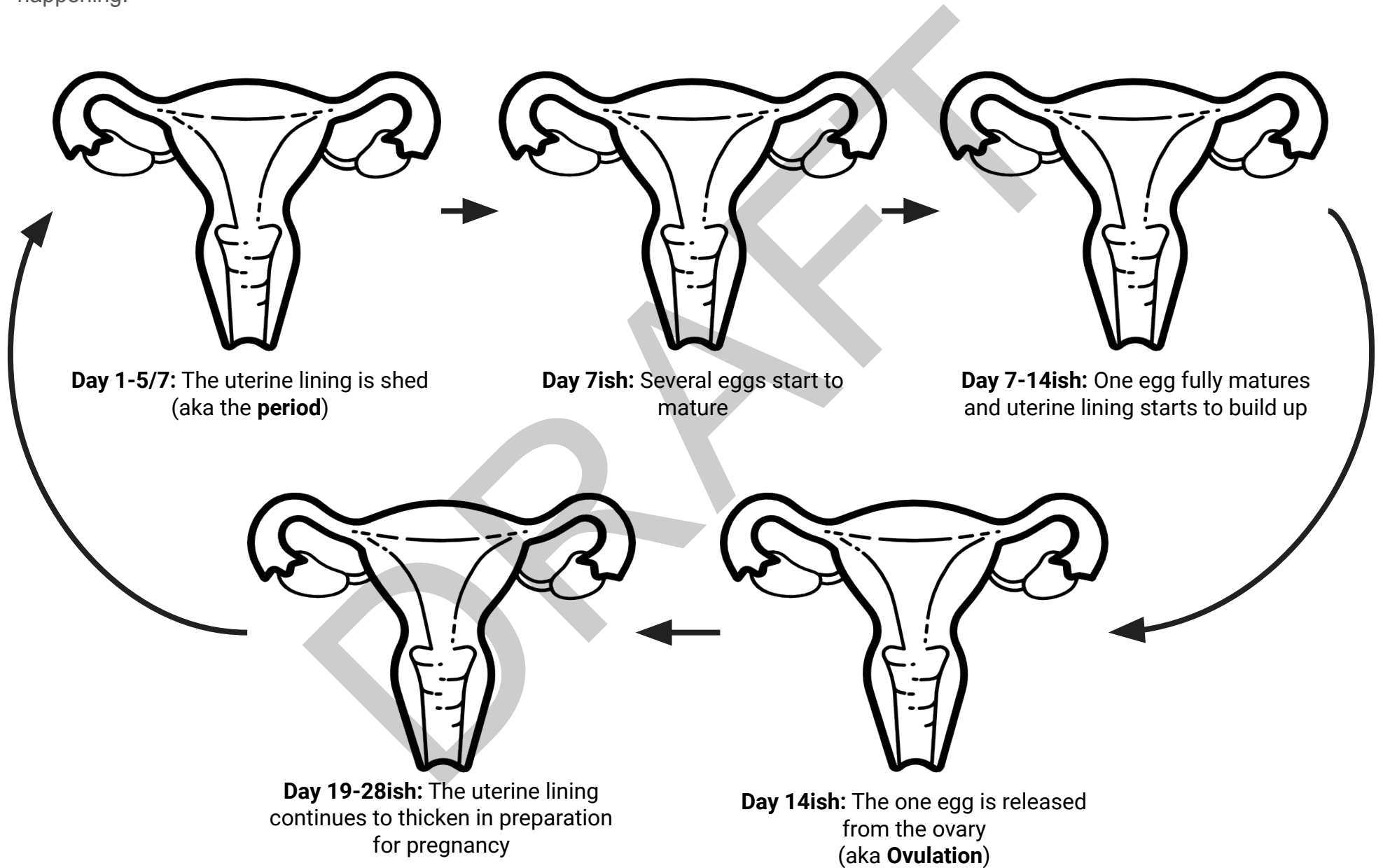
Management Tool	How it can be used to manage puberty changes
Active Living	<ul style="list-style-type: none"> • Physical and recreational activities such as sports, walking and having fun with friends outside can help keep your muscles and bones strong as they grow. • Helps improve energy levels and 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

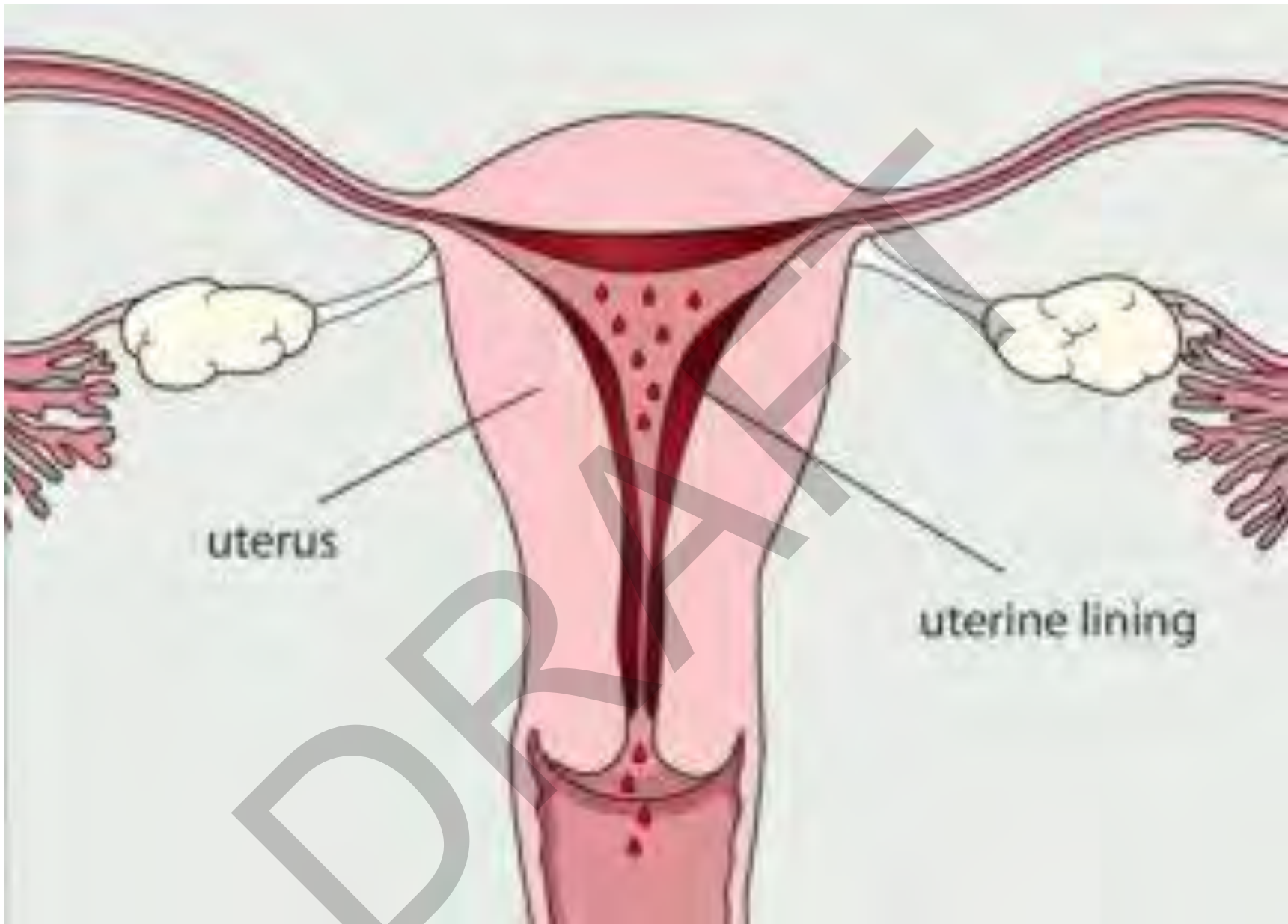
Bra	<ul style="list-style-type: none"> • People can wear a bra for comfort, modesty, or support as their breasts develop
Menstrual products (pads, panty liners, period panties, tampons, menstrual cups)	<ul style="list-style-type: none"> • Used to manage menstrual flow. • You can keep extra menstruation 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.

DRAFT

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.





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

Pic #1

Teacher script:

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..

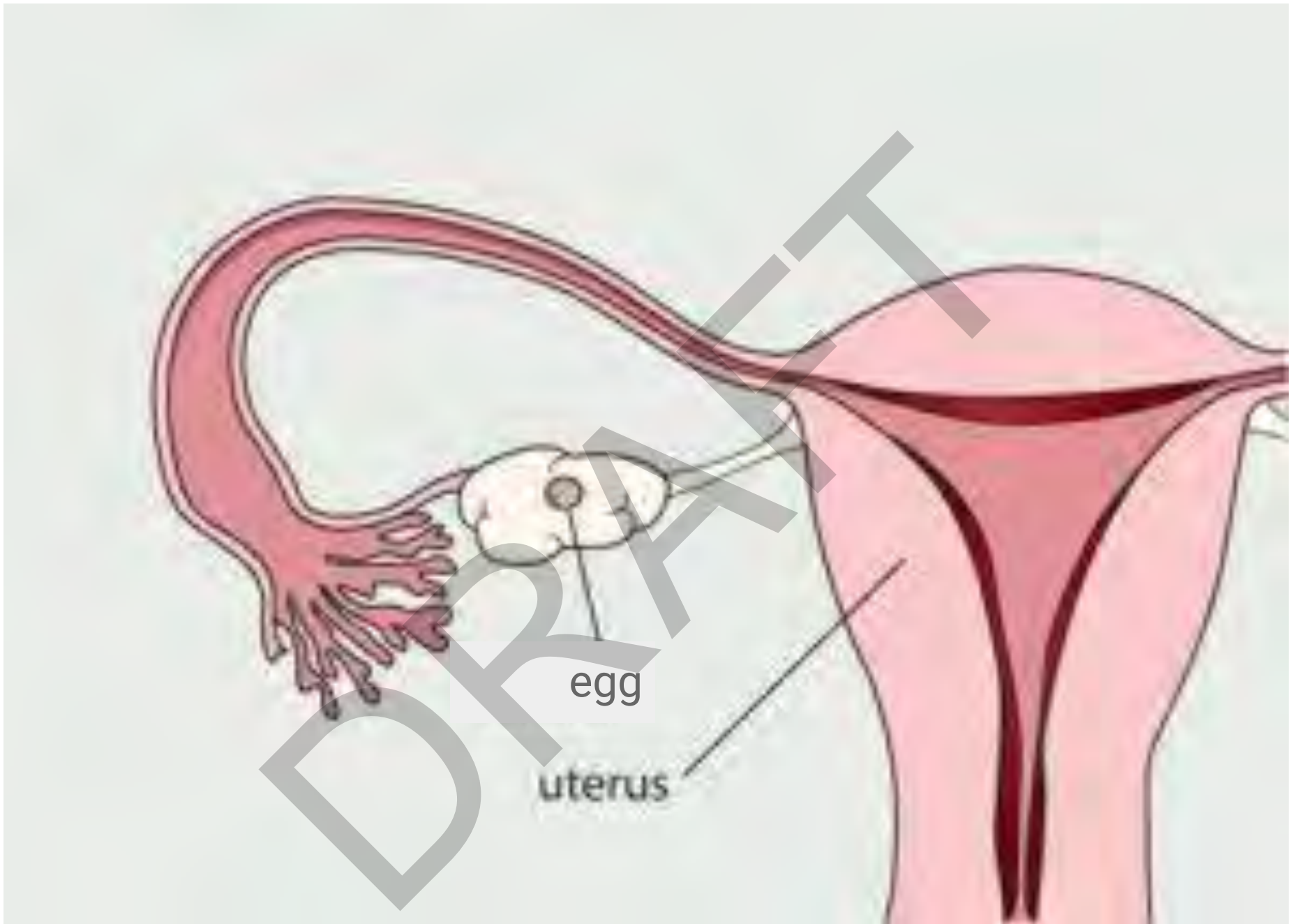


Day 7ish: Several eggs start to develop

Pic #2

Teacher script:

Around day 7, several egg cells start the race to see which one is going to grow and mature enough to be released from the ovary.



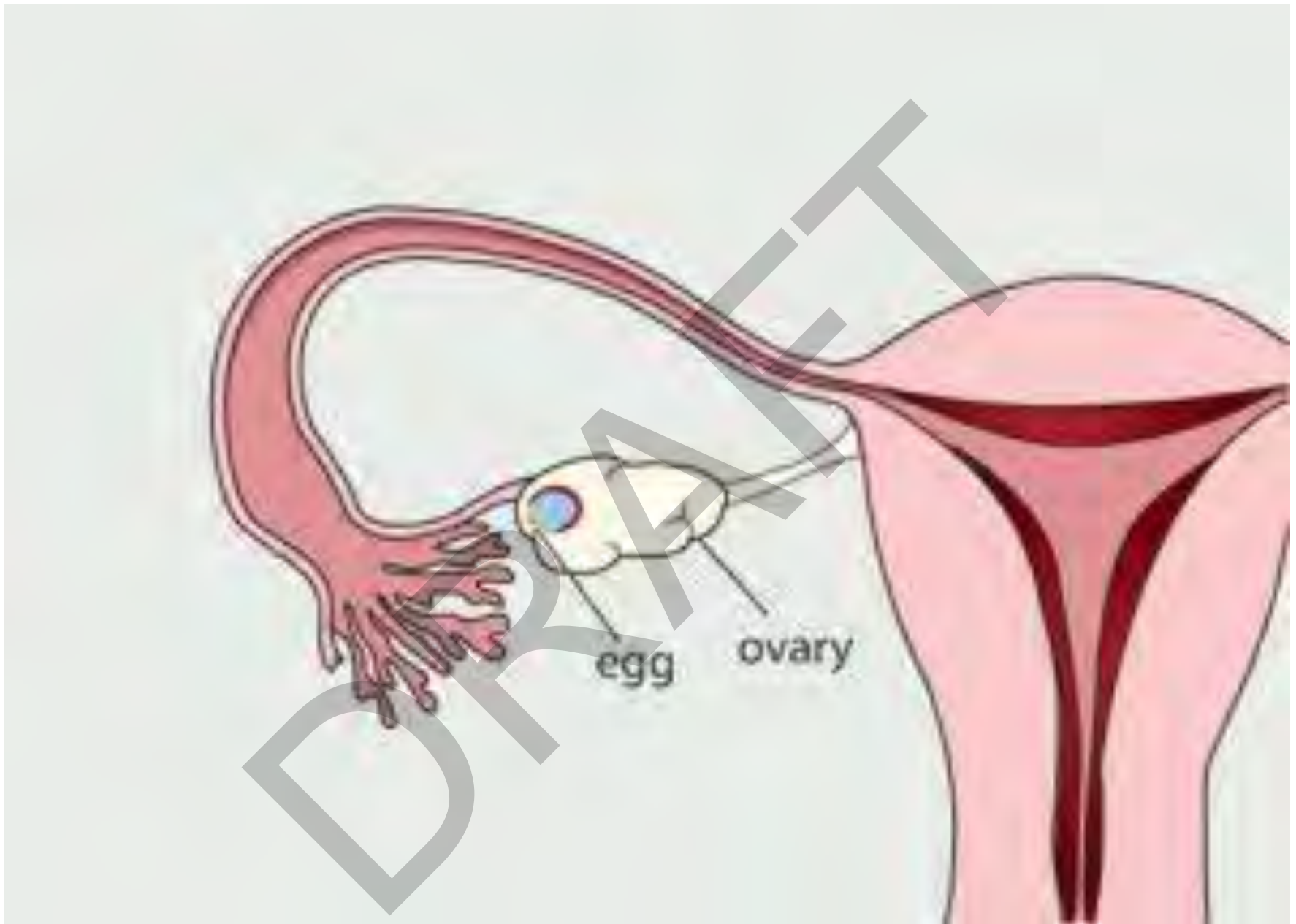
Day 7-14ish: One egg fully matures and uterine lining starts to build up

Pic #3

Teacher script:

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, the lining of the uterus is starting to build back up again in preparation for a pregnancy.



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

Pic #4

Teacher script:

Around day 14, the mature egg is released from the ovary and travels into the fallopian tube. This is called **ovulation**.



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

Pic #5

Teacher script:

After the egg is released from the ovary, it travels through the fallopian tube where it looks for any sperm and the lining of the uterus continues to build up in preparation for a baby.

If there is no sperm to meet the egg, then there will be no baby, the egg breaks down and the lining of the uterus is shed again. (**back to Pic #1**) And the cycle continues.

Then, Now and Beyond

Fill in the chart with information about yourself. Use your imagination to fill in what you think might be true for the grade 8 column.

	Then (grade 1)	Now (grade 4)	Beyond (grade 8)
The most important people in my life			
What I look like			
My favorite shows/movies			
My most prized possession			
How I behave			
My worst fear			

Puberty, Part 2

Home Connections Handout

Two adults I trust to talk to about puberty 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 of what your outside body looks like:

Draw a picture of 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

Austin ISD Human Sexuality and Responsibility

Grade Level: 4

Unit: Human Sexuality and Responsibility

Ground Rules

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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: Boundaries and Consent

LESSON SUMMARY: Students learn about consent, bodily autonomy, and personal boundaries.

TEKS

11(A): explain the importance of using refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.

NSES

CHR.5.CC.2: Explain the relationship between consent, personal boundaries, and bodily autonomy

CHR.5.IC.1: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries

LESSON OBJECTIVES

Explain the terms consent, personal boundaries, and bodily autonomy;

Describe how to communicate personal boundaries, including how to say "no" when your personal boundaries aren't respected;

Identify trusted adults to whom students can ask questions about consent and boundaries.

MATERIALS

Two copies of the "My Body, Their Body" coloring pages (one entire copy on white paper, another entire copy on a pale color like pink or yellow); additional copies or random pages on white or the same colored paper will be needed if you have more than 22 students in your class.)

VOCABULARY

Consent

Personal Boundaries

Bodily Autonomy

BEGINNING: Engage (10-15 minutes)

Activity: [Consent for Kids video](#)

Directions: Start by asking students to recall from the first lesson about our bodies what is meant by the word “privacy.” Remind them that keeping something private means that it is just for you.

Explain that in this lesson, we are going to talk about this in a different way, because your body is YOUR body! Show the [video](#).

Discuss the video by starting with the term “bodily autonomy.”

Ask students to recall what the video said about what “bodily autonomy” is and write the phrase on the board.

The video explained it as “no one else is entitled to tell you what to do with your body.” Discuss this concept so that they understand the term “entitled” and whatever else they may not understand. You can also break it down to explain that “bodily” refers to your body, and “autonomy” means “you get to decide.”

Now ask what the video said about what “consent” is and write the word on the board.

Consent is about asking permission for something.

Discuss the examples in the video: hugs and holding hands.

Ask: because it’s your body, who needs to get consent before hugging or touching your body? (friends, strangers, and adults you know.)

Ask: and how do you know if you have consent to hug someone? (you have to ask!)

Ask: what are some things that kids can’t consent to? (legal contracts, voting, and sexual stuff)

Explain that “sexual stuff” is anything that has to do with your reproductive body parts or the reproductive body parts of other people.

MIDDLE: Explore (20-25 minutes)

Directions: Pass out one coloring page each to every student. Give them 5-10 minutes to color their page however they want.

After about 10 minutes, or when most students are done, call time. Ask students to look at the color of the paper they have, and to divide themselves into two groups based on that color – so all students whose copies are on white paper will go in one group, and all the students whose copies were made on the other color paper will go to the other group.

Once they are in that group, ask the students to take a few minutes to look at each other’s pictures and admire the drawings and how they colored them. After a few minutes, ask for everyone’s attention. Say something like, “You may have noticed that at the bottom right-hand corner of your page you have a number. What I’m going to ask you to do is put yourselves in order from one to eleven and stand in that order. It’s possible that there may be more than one person with the same number in your group, and that’s okay!”

*(*NOTE TO THE TEACHER: If movement is limited or not possible for any of the students, make sure the members of each group gather around that student.)*

Once the students have gotten themselves in order, explain that their pictures, together, tell a story. Starting with the person who has number one in one of the two groups, ask that person (or both people together) to read out loud what is written on their page. Then switch to the other group, and ask the student(s) with #2 on their page to read what is written on their sheet. Alternate back and forth until the entire story has been read.

Once everyone is done, ask them to give themselves a round of applause and to return to their seats with their drawings.

Once everyone is seated, ask for the students who didn't get a chance to read part of the story aloud to summarize for you what the story was about. Probe for the following key points:

- That everyone's body is their body
- That you get to decide who touches your body and who doesn't
- That you get to decide what kind of touch you're okay with and what kind you're not okay with
- That other people get to decide who touches their body and who doesn't – and that means we all have to respect other people when they say they don't want to be touched

Explain that how you feel about whether or how you wish to be touched is a “personal boundary” and write that phrase on the board. Tell students that “personal” means it is for each person to decide, and “boundary” means “a limit.” Say something like, *“So a personal boundary might mean you're okay with being hugged by one person but not by another; or it may be that you don't like hugs at all.”*

Again, discuss “consent” by explaining that if you say you are okay with being touched in a certain way, you have given your “consent,” and write that word on the board. Say something like, *“If you do not have someone's consent you need to ask for it before you hug them or touch them in any way. If someone tries to touch you when you have not given them permission to, you have the right to tell them to stop – and they have a responsibility to stop. If they don't, it's important to go tell your parent or another trusted adult right away.”*

END: Explain (10-15 minutes)

Ask students how they know what someone's personal boundaries are. Possible answers may include, “They have to tell you,” or “You should ask them first.” Tell them you're going to practice doing that right now.

Have each student turn to a partner (if you have an odd number of students, you can pair them up with the additional student). Write on the board, “Hugging.” Ask students to decide who will be student one and who will be student two for this activity.

Once every pair has chosen a person one, tell those students that in a moment, they will ask their partner how they feel about hugging. Student #2 should respond honestly – do they like to hug? Who do they like to get hugs from? When do they NOT like hugs? Say “go” so students can start their conversations.

After about 2 or 3 minutes, or once most of the conversations seem to have come to a natural end, call attention to the front of the room. Process the dyad conversations by asking the following questions:

- How did your person #2 feel about hugging?
- What did they say to let you know how they felt?
- Was anything they said unclear at all?
- What do you think someone should do if they've clearly set a personal boundary, and the other person doesn't respect it?

After a few responses, ask:

- Has anyone ever done something to another student that the other student hasn't liked? What are some examples?
- If you have, what did you do once you found out you did something that didn't respect that person's boundaries?

*(*NOTE TO THE TEACHER: If students cannot come up with their own examples, you can offer something from your own life. Or you can offer an example relating to hugging, since you've just been discussing that, and talk about a time when you hugged someone who wasn't a hugger. Another example is tickling. Whatever example you use, be sure to focus on a time when you violated someone else's boundary by mistake.)*

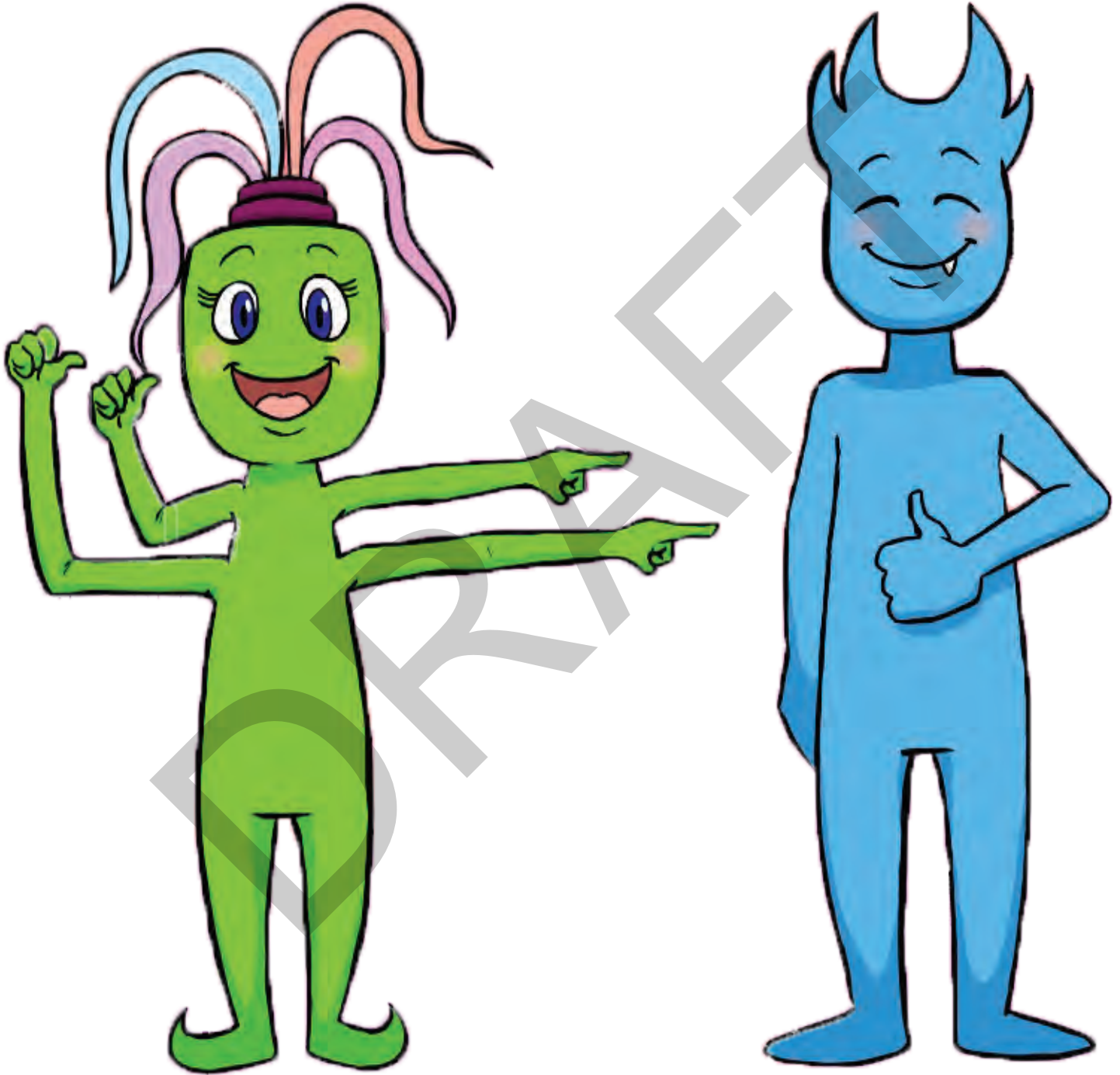
After hearing about what students did once they discovered they'd violated someone's boundary – or after sharing what you did – summarize with the following points:

- It's super important to be clear about your boundaries
- It's super important to ask someone else about their personal boundaries, if they haven't already told you what they are
- If someone doesn't respect your personal boundaries, even after you've told them what they are, you need to go find an adult you know well and trust and tell them so that they can make this behavior stop. You have the right to say who can and cannot touch you, and in what ways!

Direct students to the Home Connections Handout and ask them to identify 2 trusted adults they can talk to about personal boundaries and consent.

DRAFT

My Body, Their Body.

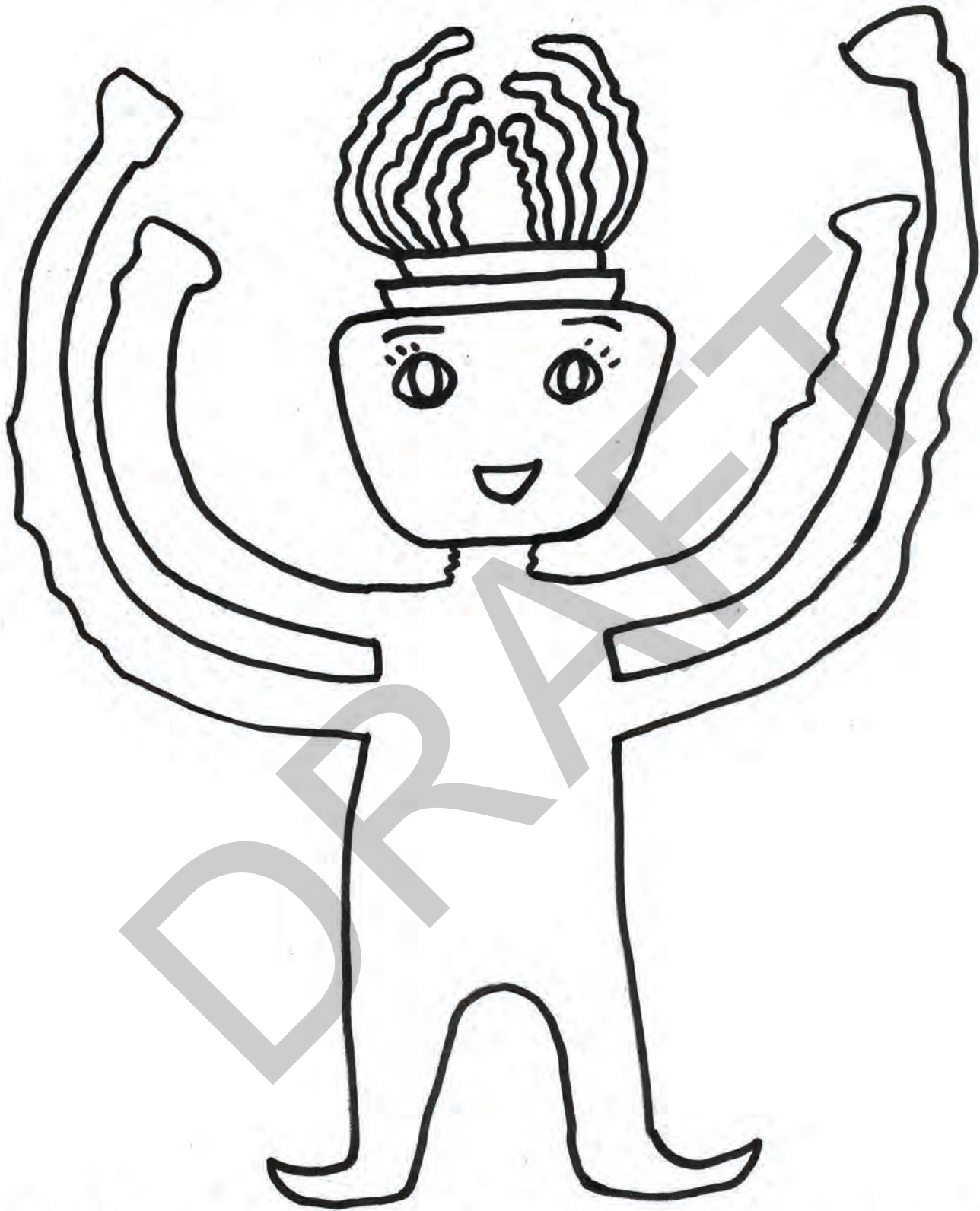


Written By: Isy Abraham-Raveson

Illustrated By: Rebecca Klein & Rachel Frome

YES!

Your body is YOUR BODY!



That's so important that I think we should say it again: It's YOUR BODY.

That means that only you get to decide what to do with your body, who gets to touch it, and how.





If you want a big hug, you can ask for one!

If someone touches your body in a way that you don't like, you can say, "NO!"



And you can touch your own body any way that you want! (But sometimes touching our own bodies is private, so we do it alone.)



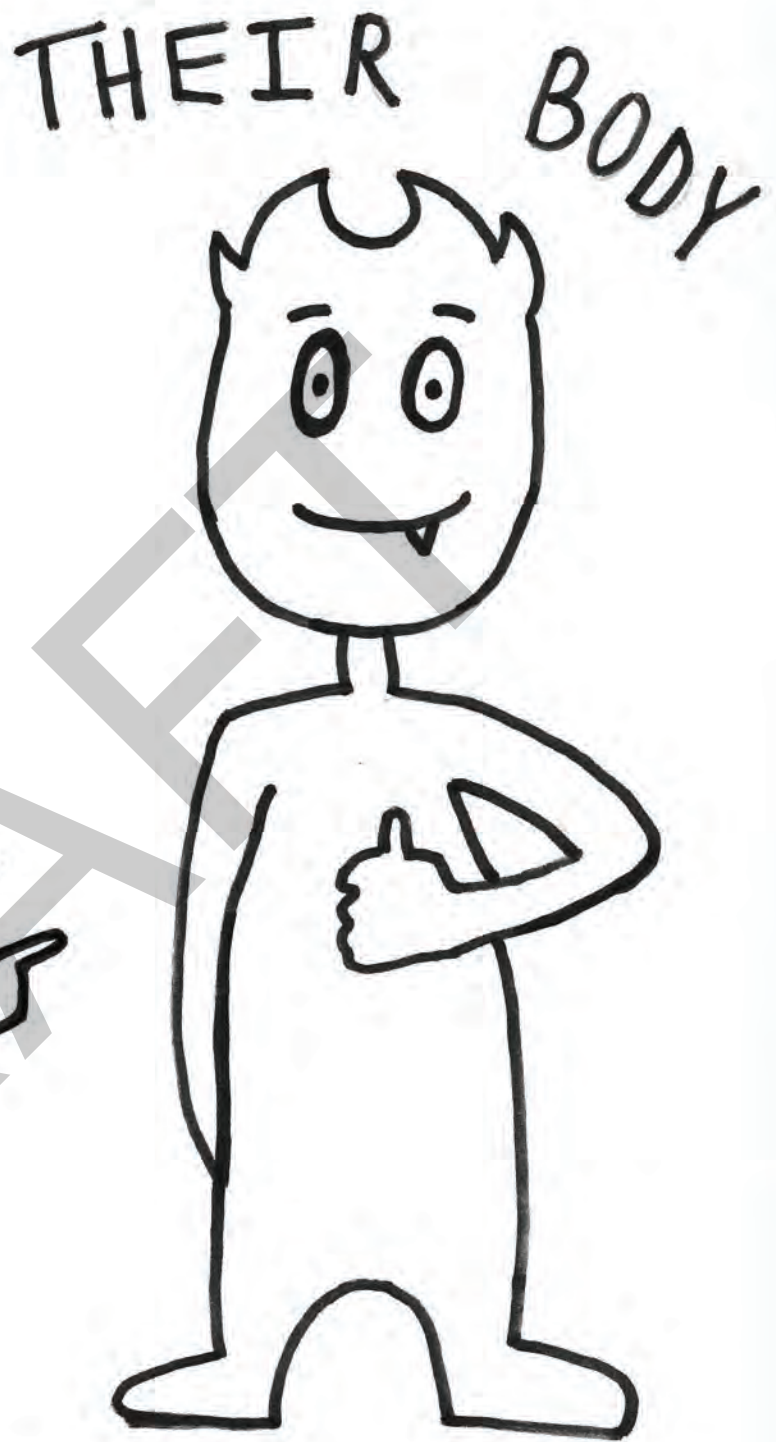
So, if someone says, "Go hug Grandma!"
You can say:



Or, you can say:

No,
thank you



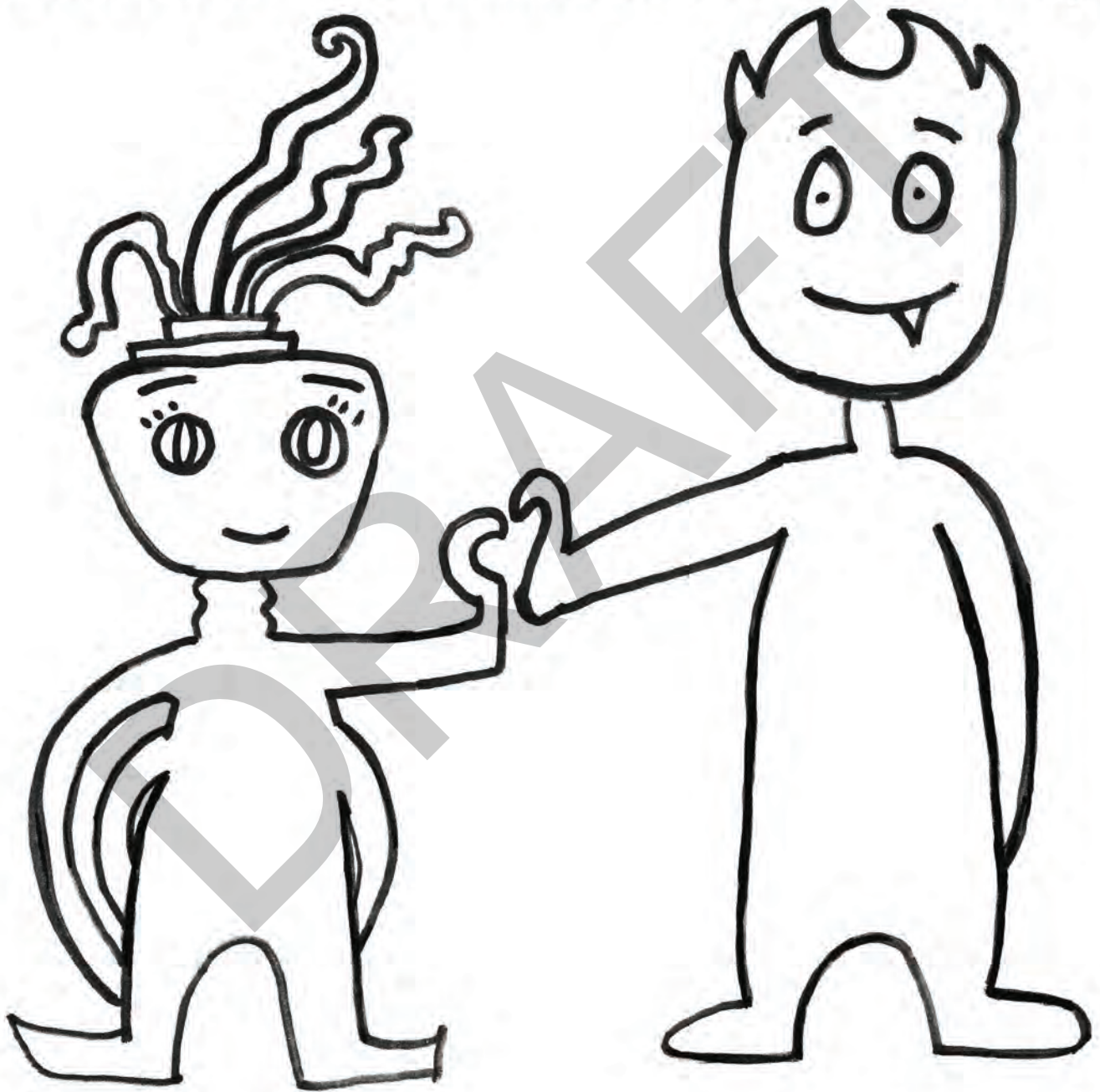


**And if your body is your body, then
other people's bodies are THEIR
bodies.**

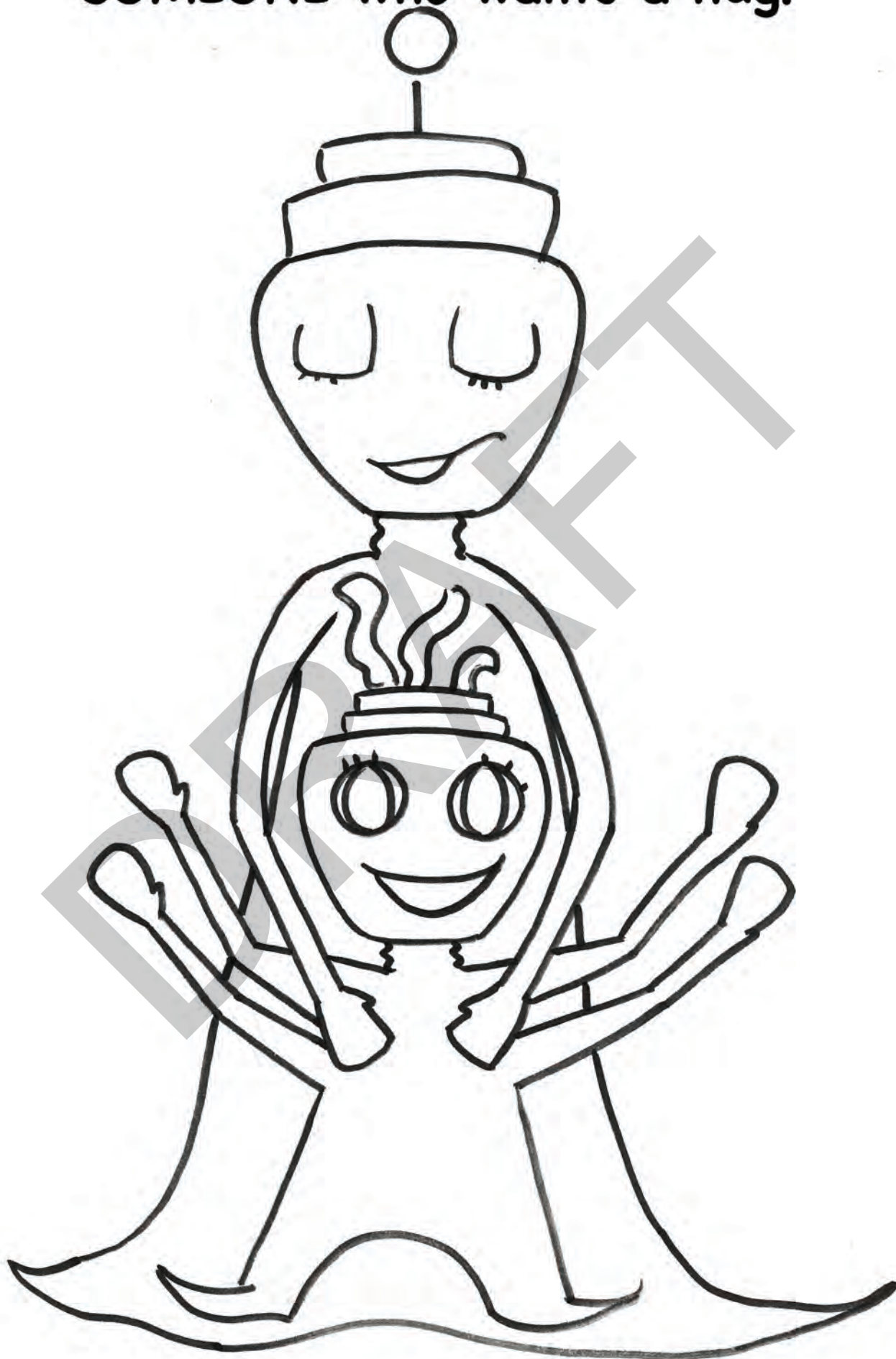


That means if you want to hug your friend, you should ask. And if your friend doesn't want a hug, THEY can say, "NO!"

And that doesn't mean that they don't love you. It doesn't mean they won't want a hug another time. But it means you cannot touch them. Because it's THEIR body!



But don't worry. You can always find
SOMEONE who wants a hug!



Boundaries and Consent

Home Connections Handout

Two adults I trust to talk to about my boundaries are:

- 1.
- 2.

Are there people in your life you don't feel comfortable hugging, kissing, or touching?



What could you do instead?



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Fill in the blanks using these words:

BODILY AUTONOMY CONSENT BOUNDARIES

Before I touch someone, even if I've touched them before, I need to ask for their _____.

If someone wants to hug me and I don't want them to hug me, I need to be clear about my personal _____.

I have the right to say who can or can't touch me. I have _____.

Austin ISD Human Sexuality and Responsibility

Grade Level: 4

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 Tips

- 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 5: Personal Safety

LESSON SUMMARY: Students learn about the types of abuse, including neglect, and how to stay safe.

TEKS

14(D) identify types of abuse and neglect and ways to seek help from a parent or another trusted adult.

NSES

IV.5.IC.1: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including sexual harassment (*This lesson does not cover sexual harassment*)

IV.5.IC.2: Explain that some survivors are not believed when they disclose sexual abuse or harassment and that it is important to keep telling trusted adults until one of the adults takes action

IV.5.SM.1: Describe steps a person can take when they are being or have been sexually abused

LESSON OBJECTIVES

Explain types of abuse, including neglect;

Identify ways they can help adults keep them safe;

Explain the 5 Safety Rules

Identify trusted adults to whom students can ask questions about personal safety.

MATERIALS

The 5 Safety Rules Handout or Cards

What Would You Do Worksheets (#1 or #2, depending on which option you choose; see middle activity)

What Would You Do Scenario Cards (For Option #1 only)

Coloring supplies

Home Connections Handout

VOCABULARY

Abuse
Emotional Abuse
Physical Abuse
Sexual Abuse
Neglect
Safe Adult

BEGINNING: Engage (15-20 minutes)

Say: Today we are going to talk about what abuse is and how you can use 5 Safety Rules to help keep you and others safe.

Ask: How many of you have heard of the term abuse? (*Raise hands*)

Ask: Who can share what they think abuse means? (*Elicit several responses*)

Child Abuse is when an adult, or another child, hurts a child on purpose. Abuse can happen by a stranger, but it can also happen by an adult you love and trust. A peer, someone who is your own age, can also hurt and abuse you.

There are four types of abuse:

- **Neglect** is when a child is not given things they need to be healthy and safe, such as food, clothing, shelter, medicine, or even love.
- **Physical Abuse** is when someone intentionally hurts a child leaving injuries like bruises, broken bones, burns, and scratches.
- **Emotional Abuse** is when a child is repeatedly told hurtful things, like an adult calling them “stupid,” or telling them “I never want to see you again.” Emotional abuse is repeated, and it’s hurtful and hateful.
- **Sexual Abuse** can happen in different ways and can involve someone touching your reproductive body parts, or showing you inappropriate pictures of people without their clothes on.

I know some of the information we are discussing may not be easy to talk about, but you are all doing very well listening and being serious about this very important topic. There are a lot of people doing great things to try to help stop abuse and help kids who have been hurt. There are a lot of people trying to make sure abuse never happens.

Adults are responsible for keeping kids safe from abuse, but there are things that you can do to help them. Let’s start by talking about the **5 Safety Rules** that can help you identify what abuse is, and help you know what to do if you or someone you know is ever hurt.

Distribute the 5 Safety Rules Handout or use the 5 Safety Rules Cards to discuss the following.

Safety Rule #1 is Know What’s Up. Knowing What’s Up means you know what abuse is. It also means knowing important safety procedures when you are at school, out in public, or at home.

Ask: What are some safety strategies you already know? *(Elicit several responses such as don't talk to strangers, follow the rules during fire drills, look both ways before you cross the street, don't share your personal information online with strangers.)*

Safety Rule #2 is Spot Red Flags. Spotting Red Flags means knowing if someone's behavior or a situation is unsafe or inappropriate. For example, if someone is asking you to do something bad or unsafe that may put you or others in danger. Or, if someone asks you to do something that breaks a rule or law.

Ask: What are some other examples of Red Flags? *(Elicit responses such as:)*

- *Bullying, cyberbullying, or other inappropriate online and offline behavior.*
- *Adults or other students trying to trick or force you into unsafe or inappropriate behaviors.*
- *Inappropriate pictures in a magazine or on a computer or phone.*

Safety Rule #3 is Make a Move. If you Spot a Red Flag, you can Make a Move and GET AWAY or STAY AWAY from an unsafe situation or person.

Ask: Can anyone think of an example when you, or someone you know, made a move to keep themselves safe? *(Elicit responses)*

Safety Rule #4 is Talk It Up. Talking It Up means using an assertive voice to speak up or say NO if you or others are in an unsafe situation. It can also mean talking to a **Safe Adult**, someone you *know* and *trust* to keep you safe, about unsafe situations or people, or talking to your peers to be a role model for creating a culture of kindness and safety.

Let's talk a little more about **Safe Adults**. A **Safe Adult** is an adult you can go to when you have been hurt or you are worried about your safety.

Ask: What characteristics would you want in that person? *(Elicit responses such as someone who is a good listener, someone they can talk to about difficult topics, someone who follows the rules and does not encourage them to break rules, and someone they trust to look out for them.)*

You should try to choose *at least two Safe Adults*, one in your home and one outside of your home.

Ask: Who would like to share one of your Safe Adults? *(Answers will vary, but encourage students to think of someone in their home and someone outside their home, in case there is not a Safe Adult in the home.)*

Safety Rule #5 is No Blame | No Shame. The last Safety Rule means if you are ever hurt or abused, you are never to blame and you should never be ashamed to tell a Safe Adult. No matter what anyone does to hurt you or what they say to you, even if they say you are to blame or you will get in trouble if you tell, **you are never to blame and it is never too late to tell.**

MIDDLE: Explain and Practice (25-30 minutes)

Activity: **What Would You Do Scenarios**

You will need to divide the class into 4 groups for this activity. Decide if you want to do Option 1 (that

allows the group to move around the room), or Option 2 (which keeps the students seated). You will need to print the appropriate handouts for the Option you choose. Research says it is important for students to think about how to respond to dangerous situations before they actually encounter the situation. This activity will allow them to think about this process and practice responding to Red Flags.

For this small group activity that follows the class discussion there are two options:

Option 1-Allows students to move about the room.

- *Post the four scenarios in different parts of the room.*
- *Divide students into 4 groups. Assign each of the 4 groups to start at a different scenario.*
- *Have each group select a Recorder and a Reporter.*
- *Provide each group with a copy of the **What Would You Do worksheet #1**.*
- *Allow each group to move around the room spending 3-5 minutes discussing each scenario, have them list Red Flags they spotted, and possible ways to respond to each situation.*

Option 2-Allows students to work in small groups, but remain seated.

- *Divide students into 4 groups.*
- *Have each group select a Recorder and a Reporter.*
- *Provide each group with a copy of the **What Would You Do worksheet #2***
- *Allow the groups 10-15 minutes to discuss the scenarios. Have them list Red Flags they spotted, and possible ways to respond to each situation.*

Say: Let's do an activity to see if you can Spot Red Flags related to abuse, and practice safe ways to respond to potentially dangerous situations. Each group needs to pick a group member to be a Recorder, the person who will write down your answers. Remember to use the 5 Safety Rules we just talked about in your answers if you can. Your group also needs to pick a Reporter, the person who will share your answers with the rest of the class at the end of the activity.

Option 1 Directions:

Each group will start at one of the scenarios that are posted on the wall. Read the scenario and talk about any Red Flags, or dangers, you see in the scenario. Also, talk about some safe ways you could respond to the situation. The Recorder for your group will write down your responses on your group worksheet. In about 4 minutes I'll ask you to move to the next scenario. We will repeat this process until you have talked about each of the scenarios.

Option 2 Directions:

Find a spot in the room where your group can work together on this activity. Read each scenario from the worksheet and talk about any Red Flags, or dangers, you see in the scenario. Also, talk about some safe ways you could respond to the situation. The Recorder for your group will write down your responses on your group worksheet. You have about 12-15 minutes to talk about the four scenarios. When time is up, ask the Reporter from each group to share the Red Flags they noticed in each scenario, and the safe ways their group came up with to respond to each situation.

Scenarios:

1. *Someone sends you an inappropriate picture online, and asks you to forward the picture to others. (Red Flags: someone sending inappropriate pictures, encouraging students to forward the picture.)*

2. *You are online and someone asks for your personal information, like your full name, address, or where you go to school; or they ask you to go into a private chat room. (Red Flags: Someone you do not know asking for personal information. Note: students need to be very careful about any personal information they share online: their full name, school, age, address, even pictures that show what school they attend.)*
3. *Someone gets physically close or touches you in a way that makes you feel unsafe or uncomfortable. This can include hugs, pats, kisses or “accidentally” touching you in ways that don’t really seem accidental. (Red flags: someone invading personal boundaries, touching, tickling, or kissing in a way that makes a child uncomfortable. Predators often groom children over time, often by slowly breaking down boundaries.)*
4. *Someone you don’t know very well wants to give you a gift. (Red Flag: A stranger wanting to give a child a gift.)*

End: Explore(5 minutes)

To wrap up, **say:** Every child deserves to be safe, and no child ever deserves to be abused. You can use the **5 Safety Rules** if you ever feel unsafe or worry that someone else is unsafe. You can also talk to a **Safe Adult** to get help for you or for someone else.

- *Allow students time to ask any questions they may have regarding the lesson.*
- *Have students do a quick review of the 5 Safety Rules*
 - 1. Know What’s Up**
 - 2. Spot Red Flags**
 - 3. Make A Move**
 - 4. Talk It Up**
 - 5. No Blame | No Shame**
- *Give each student a copy of the 5 Safety Rules Handout and Coloring Sheet*

Direct students to the Home Connections Handout and ask them to identify 2 trusted adults they can talk to about personal safety.

**Lesson adapted from the [MBF Child Safety Matters™](#) program, [April 2019 Child Abuse Prevention Month Lesson Plan \(Grades 3-5\)](#)*



I follow the Safety Rules

1. KNOW WHAT'S UP
2. SPOT RED FLAGS
3. MAKE A MOVE
4. TALK IT UP
5. NO BLAME
NO SHAME

Safety Rule #1:

Know What's Up



Teacher Script:

Safety Rule #1 is Know What's Up.

This rule helps you to understand important safety information such as calling 911 and knowing safety procedures at school and home.

When talking about abuse, this rule helps us know that abuse is wrong and that telling is getting help and not tattling.

Safety Rule #2:

Spot Red Flags



Teacher Script:

Safety Rule #2 is Spot Red Flags.

Have you ever seen a traffic light with red, yellow, and green lights? Do you know that the red light means stop? (Yes or No)

When we are talking about Safety Rule #2, red flags are like red lights and mean stop or danger. Red flags are when you see something unsafe or you see someone being hurtful with either words or actions.

Some examples of Red Flags, or warning signs, are when an adult or another child:

- uses mean or hurtful words
- uses hurtful touches
- touches your reproductive body parts or asks you to touch their reproductive body parts
- plays games about reproductive body parts
- plays tricks to try to get you to do something unsafe, or something you do not want to do
- tells you that you have done something wrong or says you will get in trouble if you tell anyone about something they want you to do
- someone you don't know asking for your personal information

When you see these types of behaviors that are red flags, then you know you can use the other Safety Rules to help.

Safety Rule #3:

Make a Move



Teacher Script:

Safety Rule #3 is Make a Move.

This rule tells you that if you do spot red flags and see someone being abusive or hurtful, you can Make a Move.

There are ways you can Make a Move to help you or someone else be safe, such as Get Away from an unsafe or bad situation, or you can Stay Away from people or situations that you know are not safe.

Safety Rule #4:

Talk It Up



Teacher Script:

Safety Rule #4 is Talk It Up.

This rule tells you that you should talk to a Safe Adult to get help.

A Safe Adult is a trusted adult that you know well and that will listen and help you if you go to them to talk about an unsafe situation.

Safety Rule #1:

No Blame / No Shame

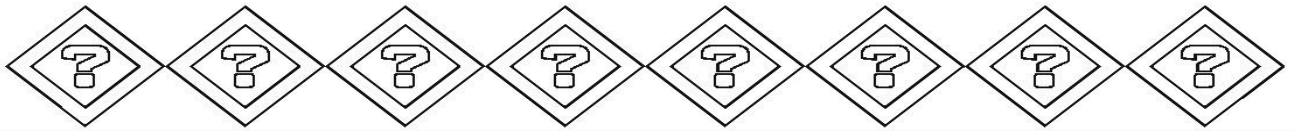


Teacher Script:

Safety Rule #5 is No Blame | No Shame.

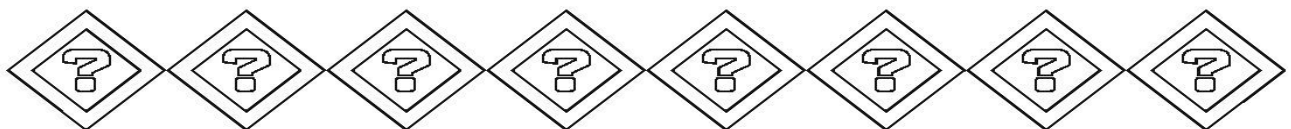
If you are ever hurt or abused, you are never to blame and you should never be ashamed to tell a Safe Adult.

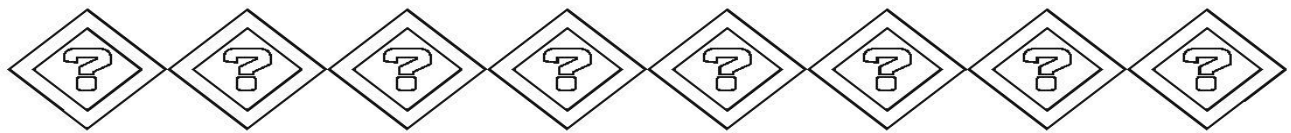
No matter what anyone does to hurt you or what they say to you, even if they say you are to blame or you will get in trouble if you tell, you are never to blame and it is never too late to tell.



Scenario #1

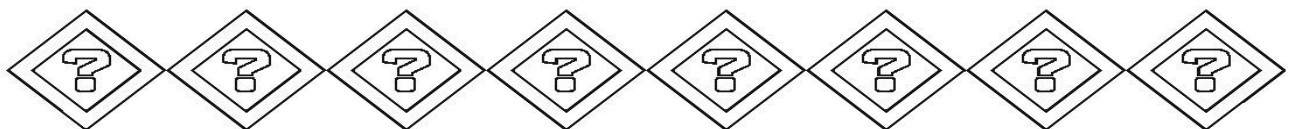
Someone sends you
an inappropriate picture
online, and asks
you to
forward the picture
to others.

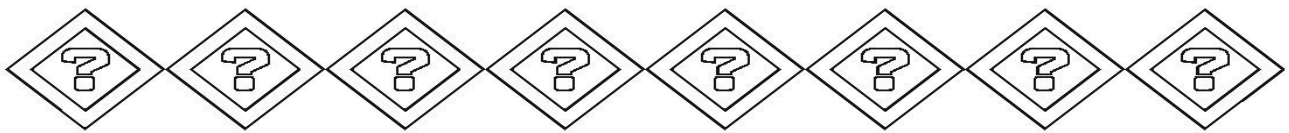




Scenario #2

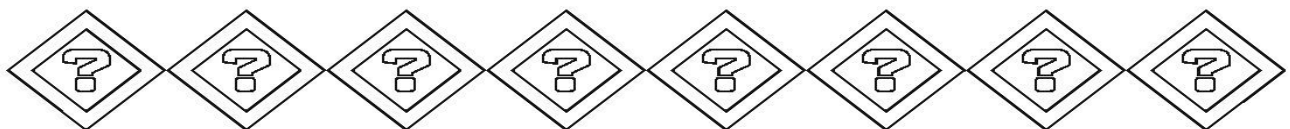
You are online and someone asks for your personal information, like your full name, address, or where you go to school, or they ask you to go into a private chat room.

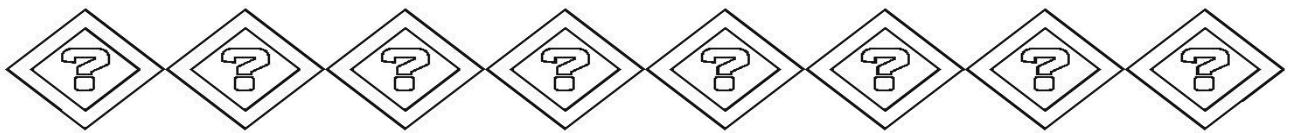




Scenario #3

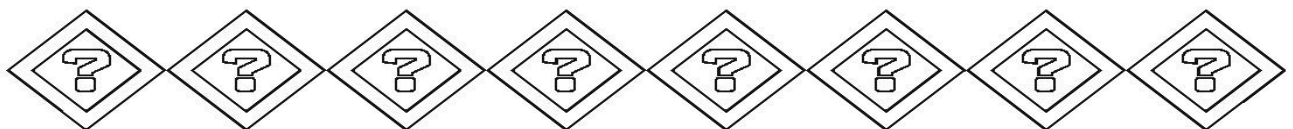
Someone gets physically close to you or touches you in a way that makes you feel unsafe or uncomfortable. This can include hugs, pats, kisses, or “accidentally” touching you in ways that don’t really seem accidental.





Scenario #4

Someone you don't
know well wants
to give you a gift.



What Would You Do Worksheet (Option 1)

Directions: As your group moves to the different scenarios, list any Red Flags you spot in the scenario, and as a group, decide how you could respond to each situation. Record your answers so you can share them with the class.

Scenario 1 - Red Flags:

What could you do?

Scenario 2 - Red Flags:

What could you do?

Scenario 3 - Red Flags:

What could you do?

Scenario 4 - Red Flags:

What could you do?

What Would You Do Worksheet -Option 2

Directions: As a group, discuss each scenario. List any Red Flags you spot in the scenario and decide how you could respond to each situation. Record your answers so you can share them with the class.

Scenario 1 - Someone sends you an inappropriate picture online, and asks you to forward the picture to others.

Red Flags and Responses:

Scenario 2 - You are online and someone asks for your personal information, like your full name, address, or where you go to school; or they ask you to go into a private chat room.

Red Flags and Responses:

Scenario 3 - Someone gets physically close or touches you in a way that makes you feel unsafe or uncomfortable. This can include hugs, pats, kisses or “accidentally” touching you in ways that don’t really seem accidental.

Red Flags and Responses:

Scenario 4 - Someone you don’t know well wants to give you a gift.

Red Flags and Responses:

Personal Safety

Home Connections Handout

Two adults I trust to talk to about staying safe are:

- 1.
- 2.

Choose one of your Safe Adults from above and ask them the following questions. Take notes about what you talked about. *Remember the 5 Safety Rules.*

1. What should I do if you (or another trusted adult or the bus) are not at school at pick-up time?
2. What should I do if someone I don't know wants me to help them look for their dog?
3. What should I do if I feel uncomfortable in a public bathroom?
4. What should I do if someone touched my body in a way that I didn't think was OK?

The 5 SAFETY RULES

1. Know What's Up

2. Spot Red Flags

3. Make a Move

4. Talk It Up

5. No Blame | No Shame

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 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 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 1: My Body and Puberty

LESSON SUMMARY: Students review the reproductive system parts and functions as well as the changes that occur during puberty.

TEKS

5.22.(A) explain the physical, social, and emotional changes that occur in males and females during puberty and adolescent development;

5.22.(C) identify and describe the role of hormones in the growth and development of secondary sex characteristics such as body hair growth and voice change in males;

NSES

AP.5.CC.1: Recall the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies

PD.5.CC.1: Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset and progression of puberty can vary

PD.5.CC.4: Describe the role hormones play in the physical, social, cognitive, and emotional changes during adolescence and the potential role of hormone blockers on young people who identify as transgender

PD.5.AI.1: Identify credible sources of information about puberty and personal hygiene

PD.5.AI.2: Identify trusted adults, including parents, caregivers, and health care professionals, whom students can ask questions about puberty and adolescent health

PD.5.GS.1: Make a plan for maintaining personal hygiene during puberty

LESSON OBJECTIVES

Increase comfort with using terms used for reproductive anatomy parts and functions

Demonstrate an understanding of the changes that occur during puberty

Identify credible sources of information, including trusted adults, related to puberty and personal hygiene

MATERIALS

Sticky notes or note cards and tape
Reproductive Systems Handout
Puberty Changes Cards
Puberty Changes Teacher Resource
Managing Puberty Changes Teacher Resource

VOCABULARY

Reproduction, testicles/testes, sperm, scrotum, penis, vas deferens, semen, ovaries, fallopian tubes, uterus, cervix, vagina, labia, clitoris, urethra, anus, bladder.

Puberty

Teacher note: Definitions of vocabulary terms are included in the body of the lesson.

BEGINNING – Engage (5-10 Minutes)

Activity: **The Words We Use**

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

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 on the board under the heading **Other Body Parts**.

Ask students to think of the real words for body parts related to reproduction (penis, breast, 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 on the board under the heading **Reproductive Body Parts**.

Discuss the following questions 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)?** Answers may include:
 - Comfortable, easy, familiar
- **How did it feel to say/hear the words on the second list (sexual body parts)?** Answers may include:
 - Embarrassing, uncomfortable, uneasy, unfamiliar
 - Private
 - Afraid someone will laugh
- **Why do people use slang for body parts related to sexuality?**
 - To hide embarrassment
 - Don't know the scientific word
- **What are the benefits of using scientific words instead of slang?**
 - 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 'bottom', but in the UK and Australia fanny means vagina.
 - Some slang terms are offensive or can perpetuate inequity or power imbalances.

MIDDLE: Explore(30-35 minutes)

Activity: Knowing the Reproductive Organs

Directions:

Distribute the Reproductive Systems Handout and some colored pencils or crayons.

Use the images or slides to talk through the parts. *(Note: if using the slides, 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, have the students label and color that part, using a different color for each part. Students can choose which colors they would like to use.

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 a typical 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.*

The outside of this type of reproductive system has two parts.

Ask: Can anyone name them? That's right, "**penis**" and "**scrotum.**"

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.

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

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 is the anus, where a bowel movement ("poop") comes out (not actually part of the reproductive system).

Explain that we are going to look at images of both the internal and external parts for people with this next type of reproductive system, starting with the inside. Display the front view of the internal uterine structures and explain what they are seeing (the front view of the inside of a person's body).

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, create a baby. (Note that we 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.

Start by explaining that this is a typical 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.

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.

Activity: **Changes in Puberty**

Directions: Start by giving 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 **What is puberty?** and **How old are people when puberty begins?**

Ask students to answer these two questions on their two pieces of sticky notes. 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.

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 end by writing:

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. End by summarizing the following:

- **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.**

Next, distribute the Puberty Changes Cards.

Write on the board or on two pieces of chart paper:

Physical Changes

Social/Emotional Changes

Either individually or working in pairs, 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.

Once the cards have all been placed in a category, discuss each change as needed for student understanding. See Puberty Changes Answer Key Teacher Resource for additional talking points.

END: Evaluate (10-15 minutes)

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.

See the Managing Puberty Changes Teacher Resource for ideas and talking points.

Wrap up the lesson by asking the following questions (students can answer these privately, in a journal, or in pairs or as a full group):

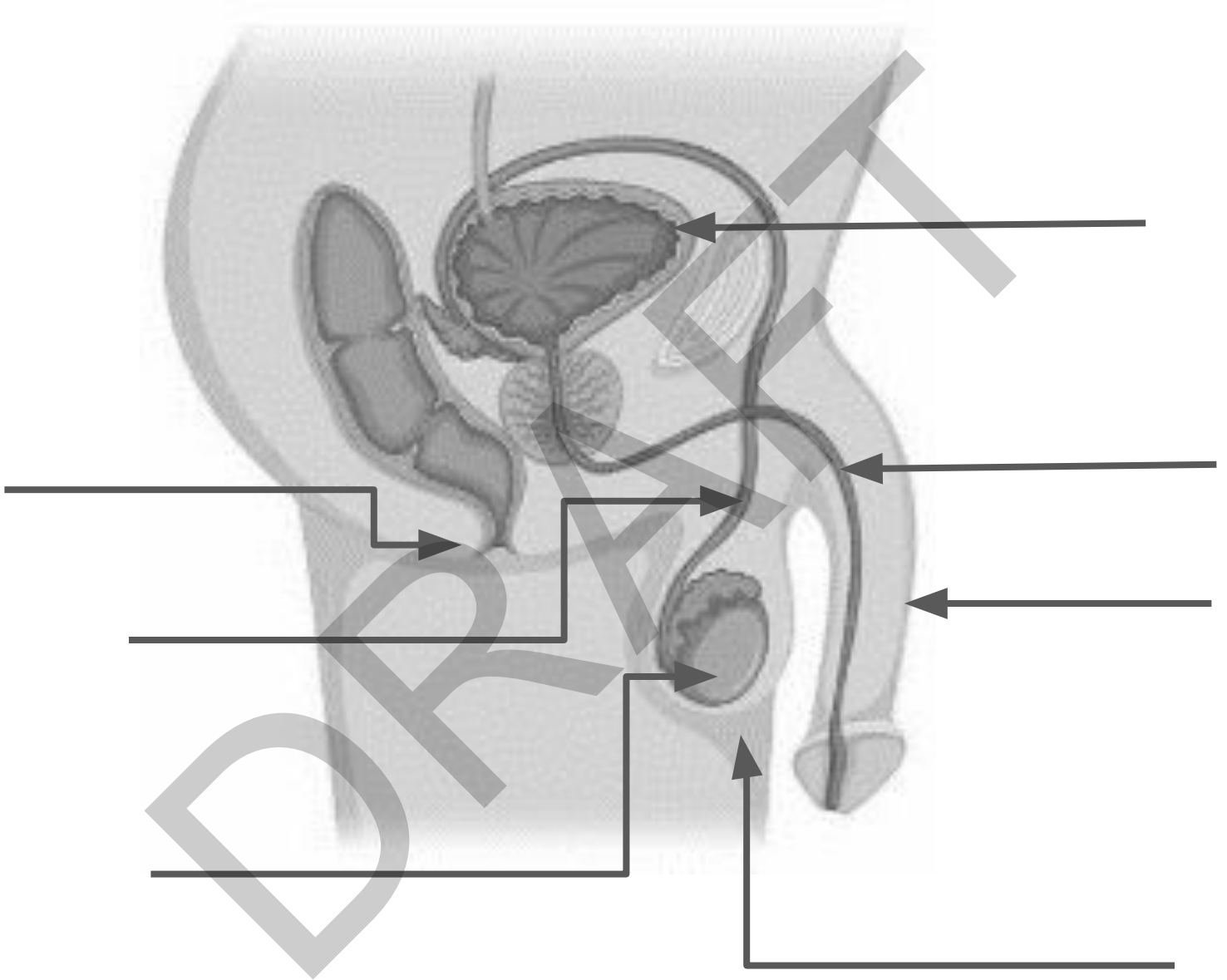
- What is one thing you learned today about how bodies change during puberty?
- What are you most looking forward to about your body growing and changing?

Direct students to the Home Connections Handout and ask them to identify 2 trusted adults they can talk to about their changing body.

DRAFT

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.

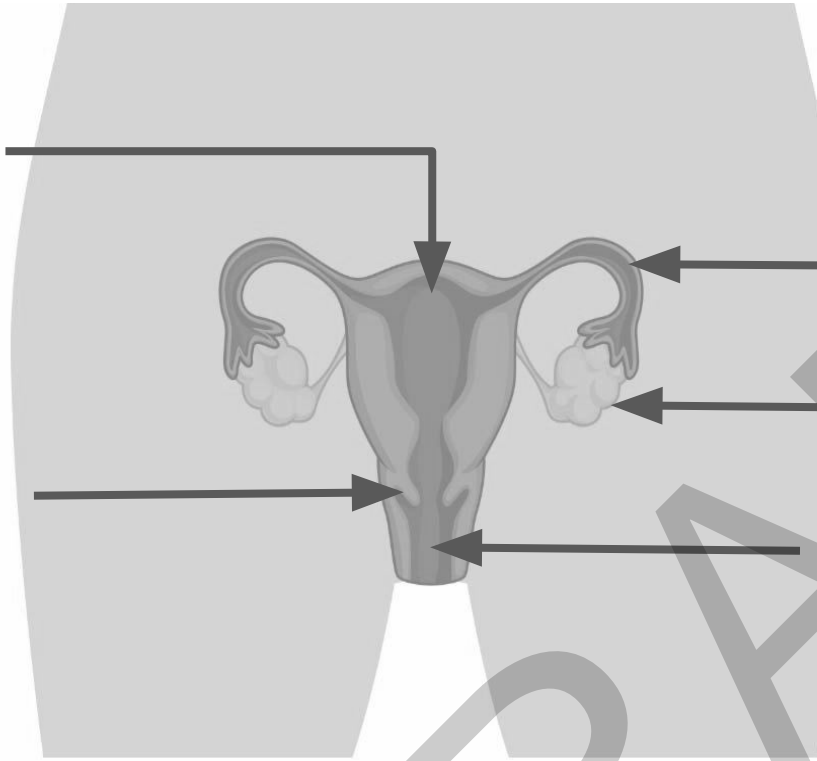


Word Bank

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.



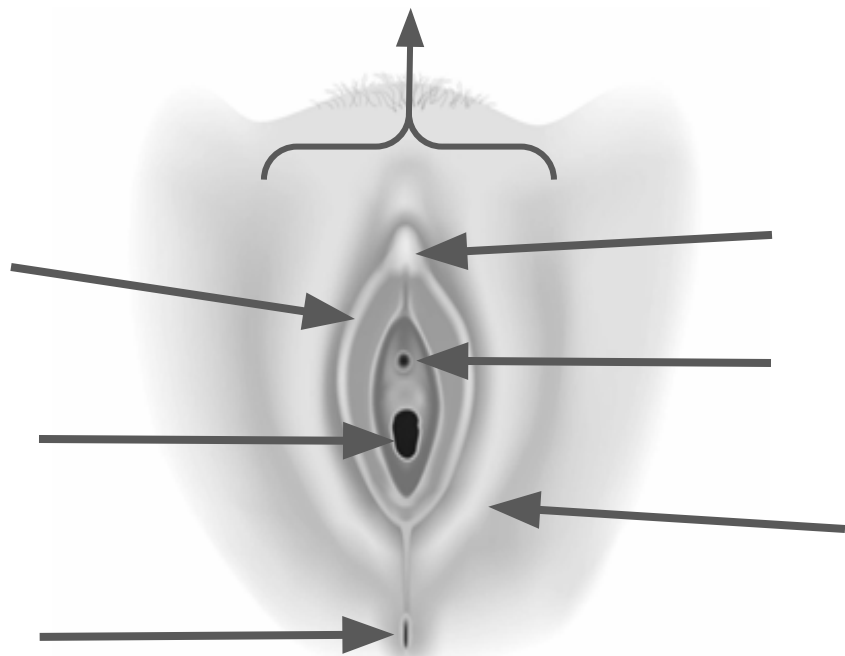
Internal Word Bank

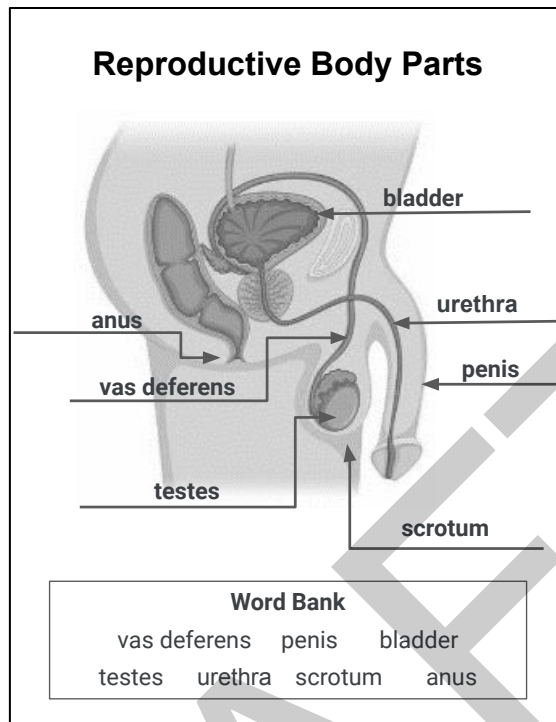
vagina	uterus
ovary	cervix
fallopian tube	

External Word Bank

labia majora	clitoris
urethra	opening of vagina
anus	labia minora

Vulva





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 a typical 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.

The outside of this type of reproductive system has two parts.

Click

Ask: Can anyone name them? That's right, "**penis**" and "**scrotum**."

On the inside of this type of body, the scrotum holds the (**click**) "**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 tube that goes from the testes (**click**) is called the **vas deferens**.

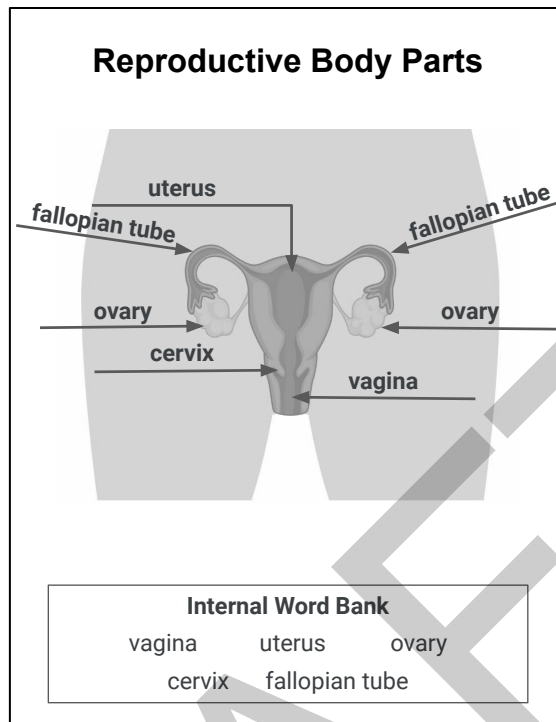
This tube travels up and around (**click**) the **bladder** where it joins with (**click**) the **urethra**. The urethra tube then runs through the penis and opens at the end to let fluid out of the body.

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

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 (**click**) is the **anus**, where a bowel movement (“poop”) comes out (*which is not actually part of the reproductive system*).

DRAFT



Start by explaining that we are going to look at images of both the internal and external parts for people with this next type of reproductive system, starting with the inside.

Display the front view of the internal uterine structures and explain what they are seeing (the front view of the inside of a person's body).

People with this type of system typically have **(click)** two **ovaries** that produce and store **eggs**. Eggs are the cells that, when joined with sperm from a person with a penis, create a baby.

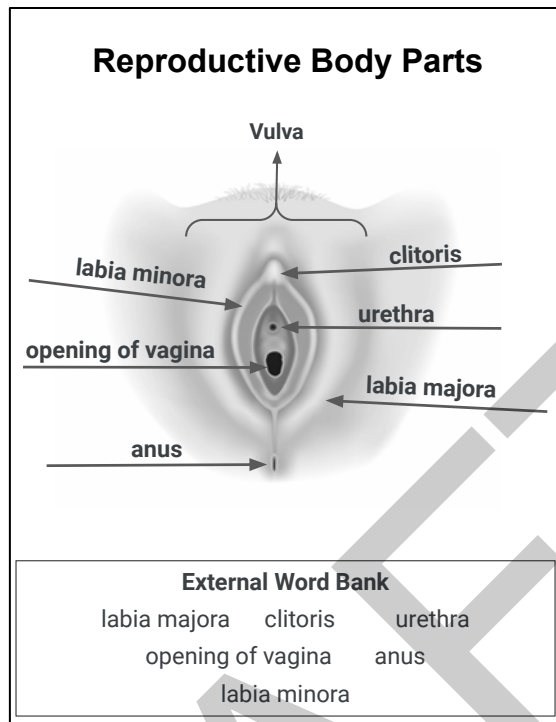
Attached to the ovaries are **(click)** the two **fallopian tubes**.

The fallopian tubes lead to the **(click)** **uterus**.

The bottom of the uterus is the **(click)** **cervix**.

The cervix connects the uterus to the **(click)** **vagina**, which opens to the outside of the body.

Now let's look at the outside structures of this system.



Start by explaining that this is a typical 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.

This outside structure with all of the different parts is called **(click)** the **vulva**.

The vulva is made up of two sets of **labia** or lips, the **(click)** **labia majora**, or outer lips, and the **(click)** **labia minora**, or inner lips.

At the top point where the labia minora meet is the tip of a structure called **(click)** 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: **(click)** 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 **(click)** the **opening of the vagina**.

And just like in the other system, **(click)** the **anus** is the opening a bowel movement comes out of.

Physical Changes

Social and Emotional Changes

Grow taller

Skin gets oily

Acne (pimples)

Voice changes

Hair gets oily

**Hair grows in
armpits**

**Pubic hair grows
on genitals**

**Sweat glands
develop**

Breasts develop

**Start making
sex hormones**

Mood swings

**Interested in
having a romantic
partner**

**Friendships
become more
important**

**Sometimes feel
lonely and
confused**

**Stronger feelings
of wanting to be
liked**

**Stronger
feelings of
wanting to fit in**

**Want more
independence**

**Thinking about
the future**

**Concerned about
appearance
(looks)**

Hair grows on
face

Shoulders get
wider

Start producing
sperm

Penis grows
bigger

Testicles grow
bigger

Nocturnal
emissions (wet
dreams)

Erections (penis
gets hard)

Ejaculation
(sperm released
from penis)

Hips get wider

Ovulation (eggs
released from
ovaries)

Menstruation
(periods) begins

Vaginal
discharge

Puberty Changes Answer Key¹

Physical Changes	Social and Emotional Changes
<p>Acne (pimples) Breasts develop² 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 hormones⁷ Start producing sperm⁸ Sweat glands develop Testicles grow bigger Vaginal discharge⁹ Voice changes</p>	<p>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</p>

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.

DRAFT

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

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 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 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 2: Reproduction

LESSON SUMMARY: Students learn the processes of fertilization and reproduction, as well as the significant milestones of fetal development.

TEKS

- 5.22(B) describe the process of the menstrual cycle;
5.22(D) define the processes of fertilization and reproduction; and
5.22(E) identify significant milestones of fetal development.

NSES

- PD.5.CC.2: Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce
SH.5.CC.1: Explain the relationship between sexual intercourse and human reproduction
SH.5.CC.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy)

LESSON OBJECTIVES

- Explain how puberty prepares the body for the potential to reproduce
Describe the way humans reproduce
Identify the phases of pregnancy and fetal development

MATERIALS

- Menstrual Cycle Handout
Menstrual Cycle Teacher's Resource Cards
Fetal Development Worksheets
Fetal Development Teacher Resource
Home Connections Handout

VOCABULARY

- Reproduction: the action or process of making a copy of something.
Menstrual cycle: the body's process of preparing each month for the possibility of a pregnancy
Ovulation: when an egg cell is released from an ovary and travels into the fallopian tube

Fertilization: the process in sexual reproduction in which sperm unites with an egg.

Pregnancy: the state of carrying a child within the uterus.

BEGINNING – Engage (10-15 Minutes)

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.

Activity: Reproduction

Directions:

Write on the board **“All living things reproduce”**

Ask for a volunteer to read the statement.

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

Take responses then write on the board:

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.

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.

Explain that along with the sperm and eggs, 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.

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

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

MIDDLE: Explain (15-20 minutes)

Activity: The Menstrual Cycle and Pregnancy

Directions:

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. 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 that 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.

Use the Menstrual Cycle Teacher’s Resource Cards to explain the following phases:

Pic #1: 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.

Pic #2: 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.

Pic #3: 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.

Pic #4: Around day 14, the mature egg is released from the ovary and travels into the fallopian tube. This is called **ovulation**.

Pic #5: 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/burrow into the lining and become a pregnancy.

Pic #6: The lining of the uterus continues to build up in preparation for a pregnancy.

Back to Pic #1: If there is no sperm in the fallopian tube 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. And the cycle continues.

Ask students if anyone knows how the sperm cells would get into the fallopian tubes to find an egg.

Explain that typically 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. Sometimes, 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**.

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

Distribute one set of the Fetal Development Worksheets to each table. Working in table 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.

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*)

END: Evaluate (15-20 minutes)

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

Ask students to think about their future.

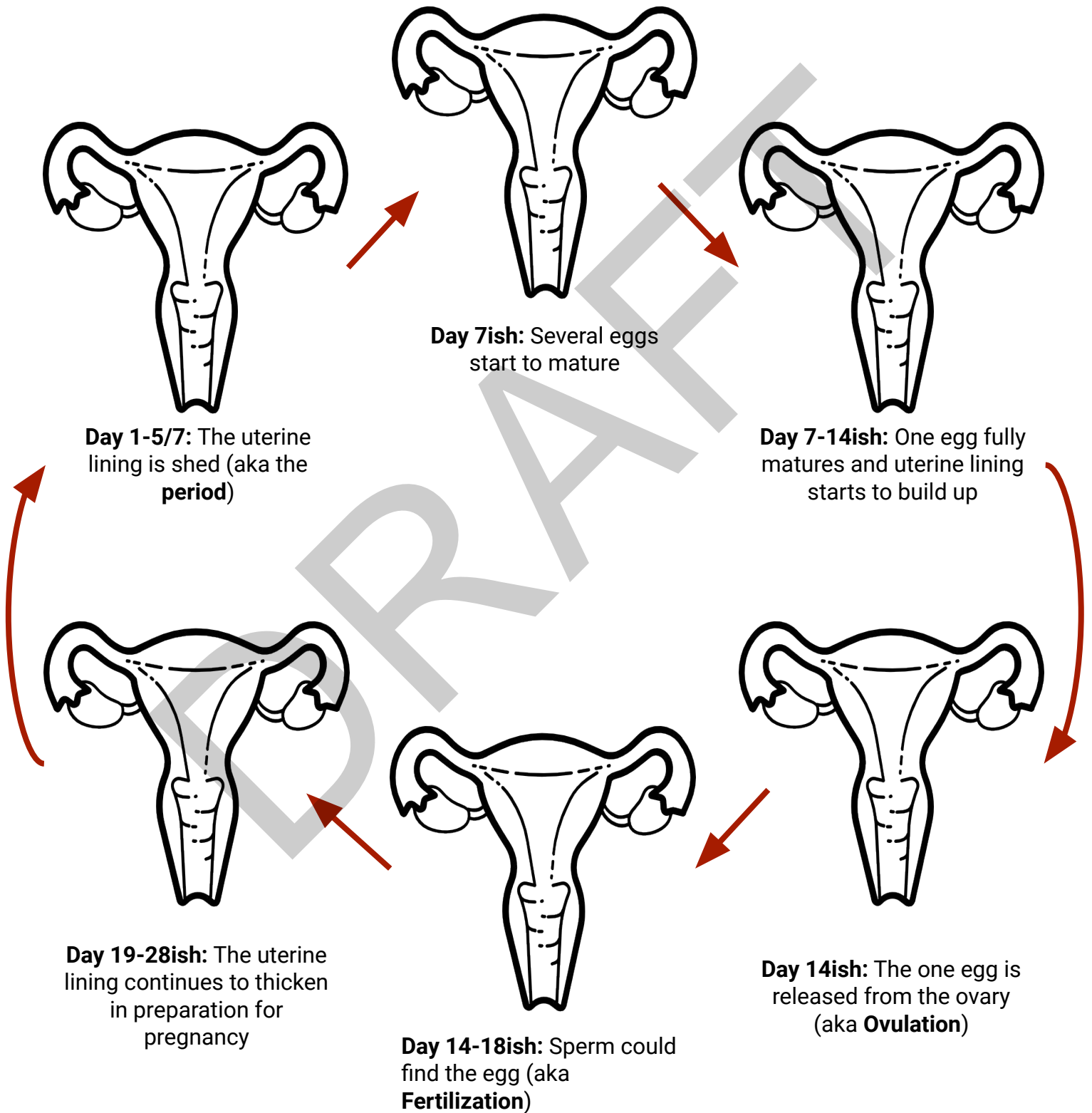
- Do they want to have children someday?
- How old do they think a person should be before having a child?

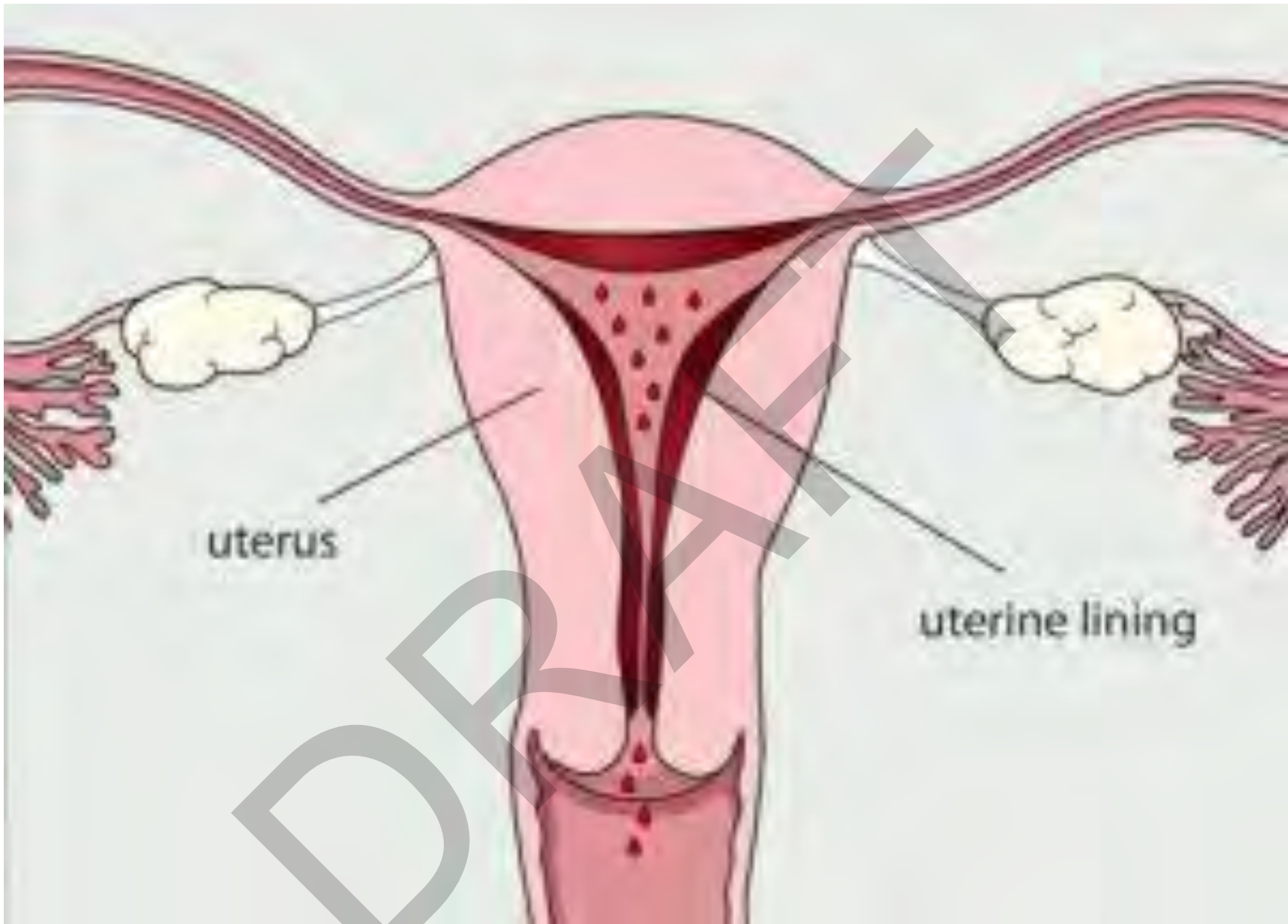
Direct students to the Home Connections Handout and ask them to identify 2 trusted adults they can talk to about reproduction and pregnancy.

DRAFT

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.





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

Pic #1

Teacher script:

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..

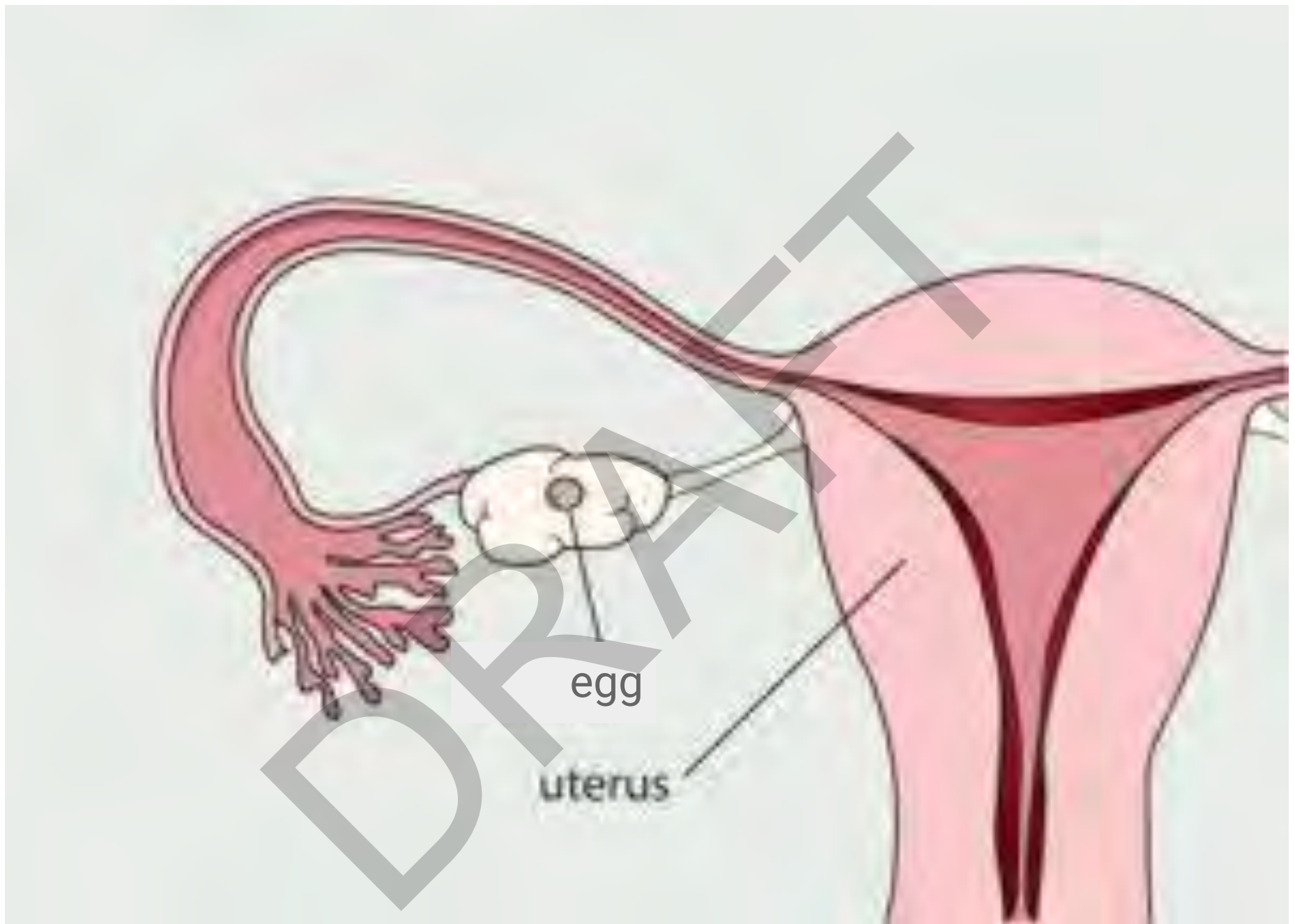


Day 7ish: Several eggs start to develop

Pic #2

Teacher script:

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.



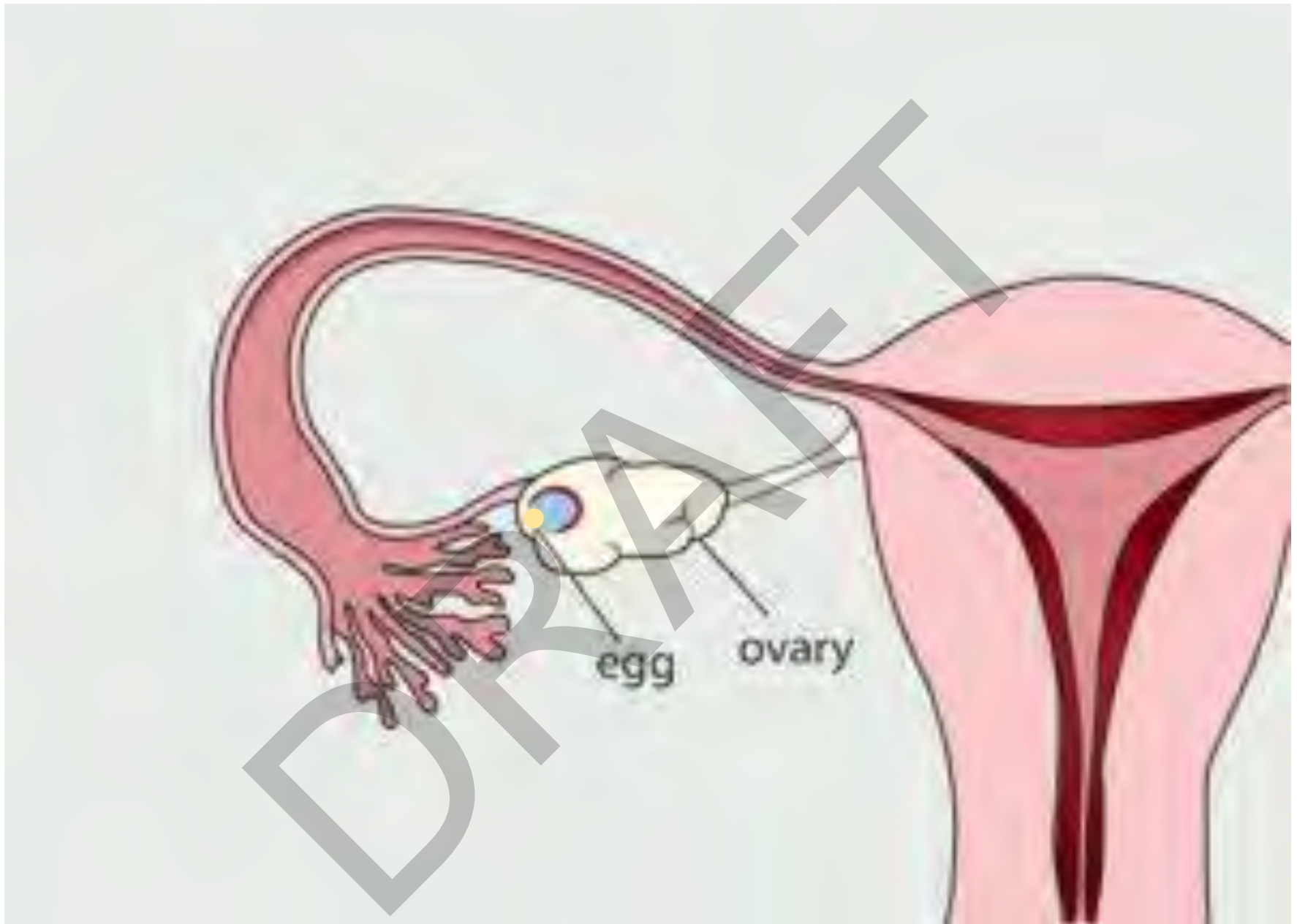
Day 7-14ish: One egg fully matures and uterine lining starts to build up

Pic #3

Teacher script:

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.

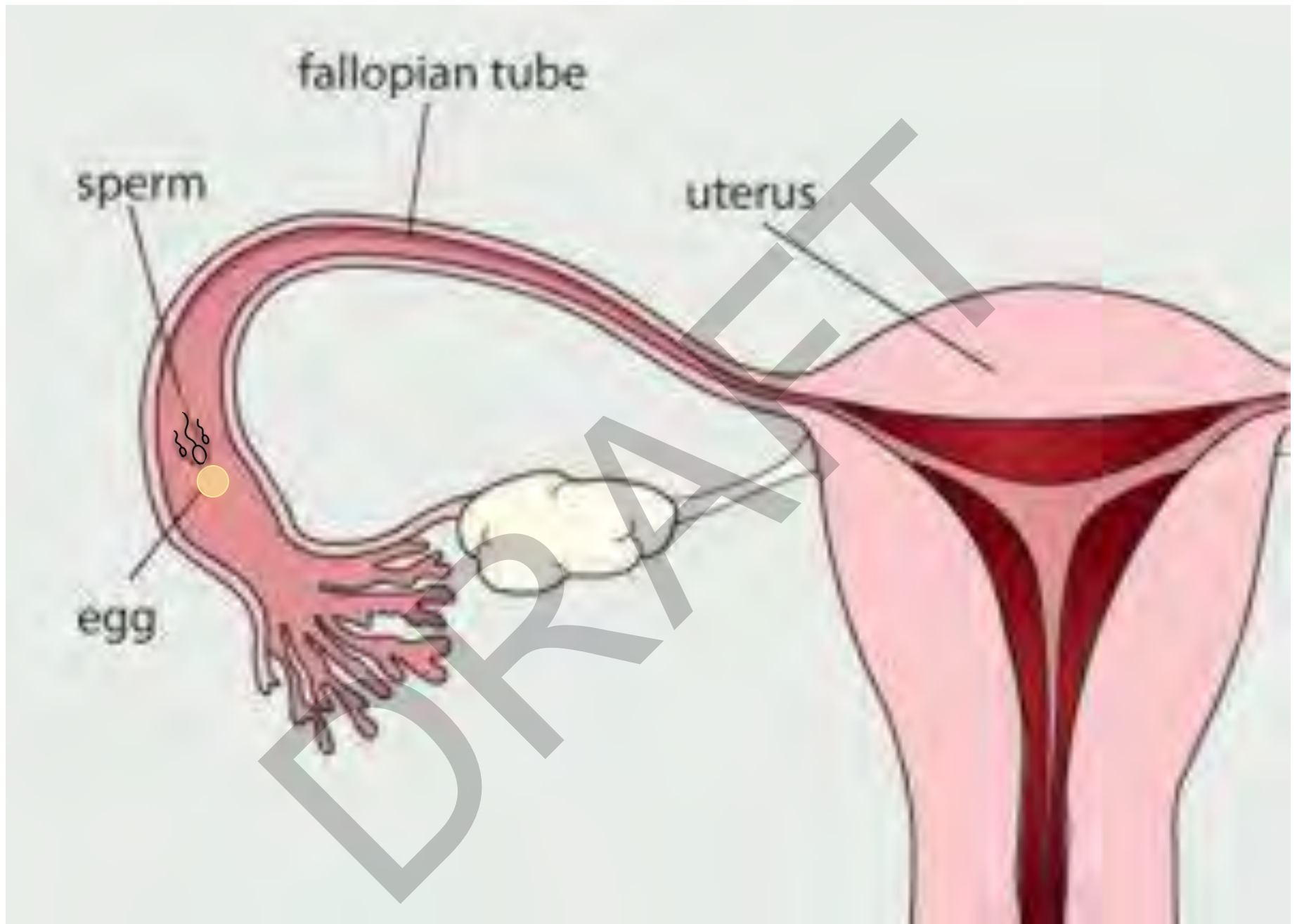


Day 14ish: The one egg is released from the ovary (aka **Ovulation**)

Pic #4

Teacher script:

Around day 14, the mature egg is released from the ovary and travels into the fallopian tube. This is called **ovulation**.



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

Pic #5

Teacher script:

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.



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

Pic #6

Teacher script:

The lining of the uterus continues to build up in preparation for a pregnancy. 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. (**back to Pic #1**) And the cycle continues.



Responds more to sound; gets hiccups, can open eyes; about 12in



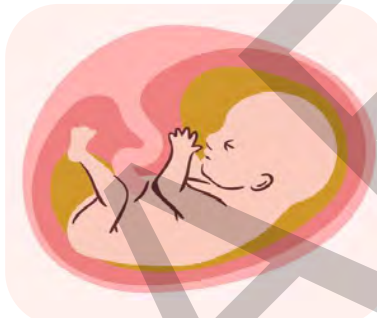
Arm and leg buds start growing; about 1 inch long



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



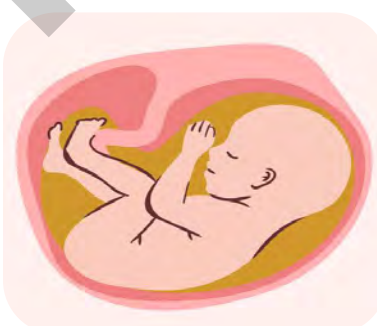
Brain is rapidly developing; lots of kicking; about 14in



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>

Austin ISD Human Sexuality and Responsibility

Grade Level: 5

Unit: Human Sexuality and Responsibility

Ground Rules

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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 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 3: Healthy Relationships

LESSON SUMMARY: Students learn about characteristics of healthy relationships and how they apply to crushes or any other type of relationship.

TEKS

5.20 identify characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility.

NSES

CHR.5.AI.1: Identify trusted adults, including parents and caregivers, that students can talk to about relationships

LESSON OBJECTIVES

Explore the concept of crushes that are common in puberty

Practice applying the concepts of healthy relationships to crush scenarios

Identify trusted adults to whom students can ask questions about crushes and relationships

MATERIALS

Relationship Vocabulary Word Match Cards

Healthy Relationships: Crushes Handout

Crushes Cards

Crush Advice Scenario Cards

Video: <https://amaze.org/video/healthy-relationships-makes-relationship-healthy/> or

 What Makes A Relationship Healthy?

VOCABULARY

Relationship: a connection between two people

Crush: a strong, usually temporary, feeling of liking someone

Sharing: to give something to another person

Trust: a feeling that someone can be relied upon

Respect: caring enough to consider how words and actions impact others

Communication: the act of giving, receiving, and sharing information

Compatibility: able to exist or function harmoniously with each other.

Honesty: the quality of being fair and truthful

Kindness: the quality or state of being gentle and considerate

Patience: the ability to remain calm when dealing with a difficult or annoying situation

BEGINNING: Engage (10-15 minutes)

Activity: **Relationship Vocabulary Word Match**

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.

MIDDLE: Explain (25-30 minutes)

Activity: **Crush Station Rotation**

Directions:

Set up 5 stations around the room.

3 stations for Crush Cards

1 station for Crush Advice

1 station for Healthy Relationship Video

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.

Crush Cards Stations

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.

Crush Advice Station

This station will have 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.

Healthy Relationship Video

Students will watch the Amaze Healthy Relationships video and respond to the questions on their handout.

<https://amaze.org/video/healthy-relationships-makes-relationship-healthy/> or <https://youtu.be/UB9anEZx9LU>

Once students have visited each station and have returned to their seats, 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.
- Some people are attracted to people of the opposite gender, some people are attracted to people of the same gender, some people are attracted to all genders. 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!

END: Evaluate

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

- Sharing, kindness, trust, respect, patience, honesty, communication, and compatibility

From crushes to dating to marriage, remind students that 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.

Direct students to the Home Connections Handout and ask them to identify 2 trusted adults they can talk to about crushes and healthy relationships.

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

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?

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

What if your friend has a crush on someone who is the same gender?

- A. Treat them the same
- B. Keep their crush private
- C. Know that it's normal
- D. All of the above

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

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?

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?



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?

DRAFT

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>

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 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 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: Boundaries and Consent

LESSON SUMMARY: Students learn about consent, bodily autonomy, and personal boundaries.

TEKS

5.21(C) identify refusal skills such as saying "no" to any unwanted touch that violates personal boundaries in relationships; and

5.21(D) discuss and explain the importance of making decisions regarding setting personal boundaries and respecting the boundaries of others

NSES

CHR.5.CC.2 Explain the relationship between consent, personal boundaries, and bodily autonomy

CHR.5.IC.1 Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries

LESSON OBJECTIVES

Define boundaries, consent, and bodily autonomy

Identify ways to communicate personal boundaries, including saying no to people/things that feel uncomfortable

Explain the importance of respecting the boundaries of others

Identify trusted adults to whom students can ask questions about boundaries and consent

MATERIALS

Book: **Consent for Kids! Boundary, Respect, and Being in Charge of You**, by Rachel Brian

Blank comic strip handouts

VOCABULARY

Boundaries: limits

Bodily autonomy: having a choice about what you do with your body

Consent: agreement or permission

BEGINNING: Engage

Start by asking students to think about how they say hello to people in different situations. How do they say hello to family during holidays? Friends they've not seen for a long time? Friends of their family? Strangers walking along the sidewalk in your neighborhood? Neighbors you've met a couple of times while walking the dog?

Responses might include hugging, kissing, waving, high fiving, nodding, etc.

Ask students to explain what is different about these situations and why they might choose a certain way to greet someone.

Responses might be about how well they know or trust the other person.

MIDDLE: Explain

Activity: **Read Aloud Consent for Kids! Boundaries, Respect, and Being in Charge of You, by Rachel Brian**

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

(Video of chapter 1: <https://youtu.be/Hyix6LDuXLo>)

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

Definitions from the book:

- A **boundary** is 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.

Next, facilitate an intuition activity. This activity consists of asking yes or no questions and having students answer each question silently in their heads while noticing how the answer feels in their body. This activity helps develop students' inner listening and intuition skills by practicing feeling "yes" and "no" in the body. By learning this, students will be able to use this information when more complex or challenging situations arise.

Start with questions that everyone will easily know the answers to. Make sure to give a little time after each question to let the students sit with their "yes" or "no" feelings in their bodies.

- 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?

Next, ask one or two slightly harder questions so that students need to consider their answers for a moment.

Again, ask the students to answer the questions silently in their heads and pay attention to what the answer feels like in their bodies.

- Do you like pizza?
- Are you feeling cold?
- Do you like springtime?
- Do you like art?

Ask for any volunteers to share how “yes” felt in their body. Guide them to describe specific attributes of this feeling, like location in the body (chest, stomach, head, heart), bodily sensation (hot, movement, pressure, fluttering), and so on. Continue the discussion by asking how “no” feels in their body. If time allows, ask more yes/no questions and make them more challenging, according to what is appropriate for the group.

Next, read chapter 2, *Trust Your Gut*. Pause to discuss as needed before moving on to chapter 3.

(Video for Chapter 2: <https://youtu.be/vN8OxsqHJTU>)

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

(Video for Chapter 3: <https://youtu.be/kVHbgykKlBk> ; pause video at 4:13 before the tickling comic)

Define **Consent** and discuss the examples of consent that are used in the book (eg. hugging, helping someone across the street, pinching, dancing, eating something, tackling)

Discuss the two parts of consent: telling others how you feel and listening to others.

Ask: How do you know if someone consents to something? (You ask.)

Next, read *The Tickling* (pg. 35) comic at the end of chapter 3. (If using the video, return to the video and read the tickling comic)

Discuss the fact that the person laughed while being tickled but they still did not like it.

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.

END: Evaluate

Wrap up this lesson with time for the students to reflect on their own behaviors of respecting others.

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.

Ask for a couple of volunteers to share.

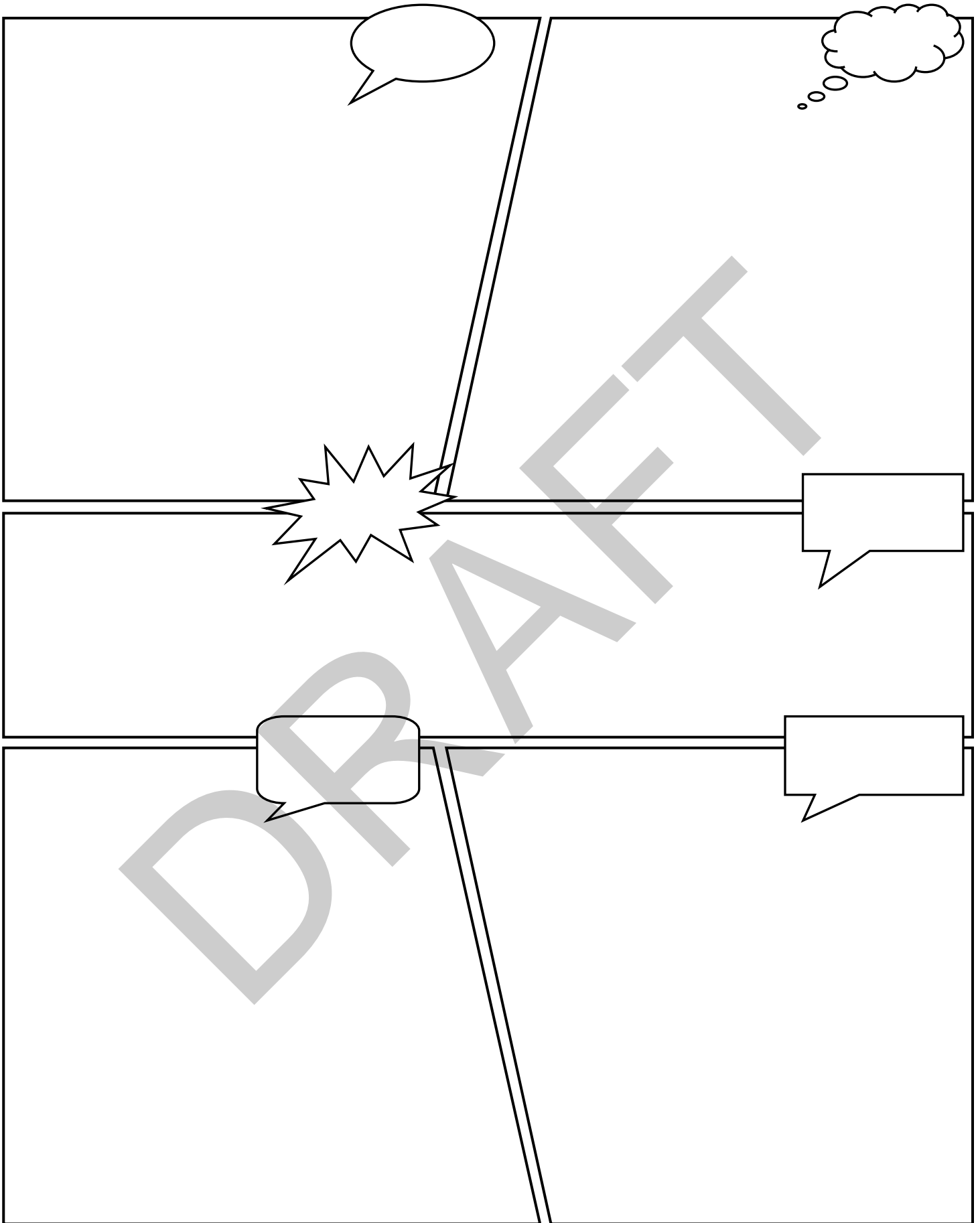
(*NOTE TO THE TEACHER: If students cannot come up with their own examples, you can offer something from your own life. Maybe a time when you hugged someone who wasn’t a hugger. Whatever example you use, be sure to focus on a time when you violated someone else’s boundary by mistake.)

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.)

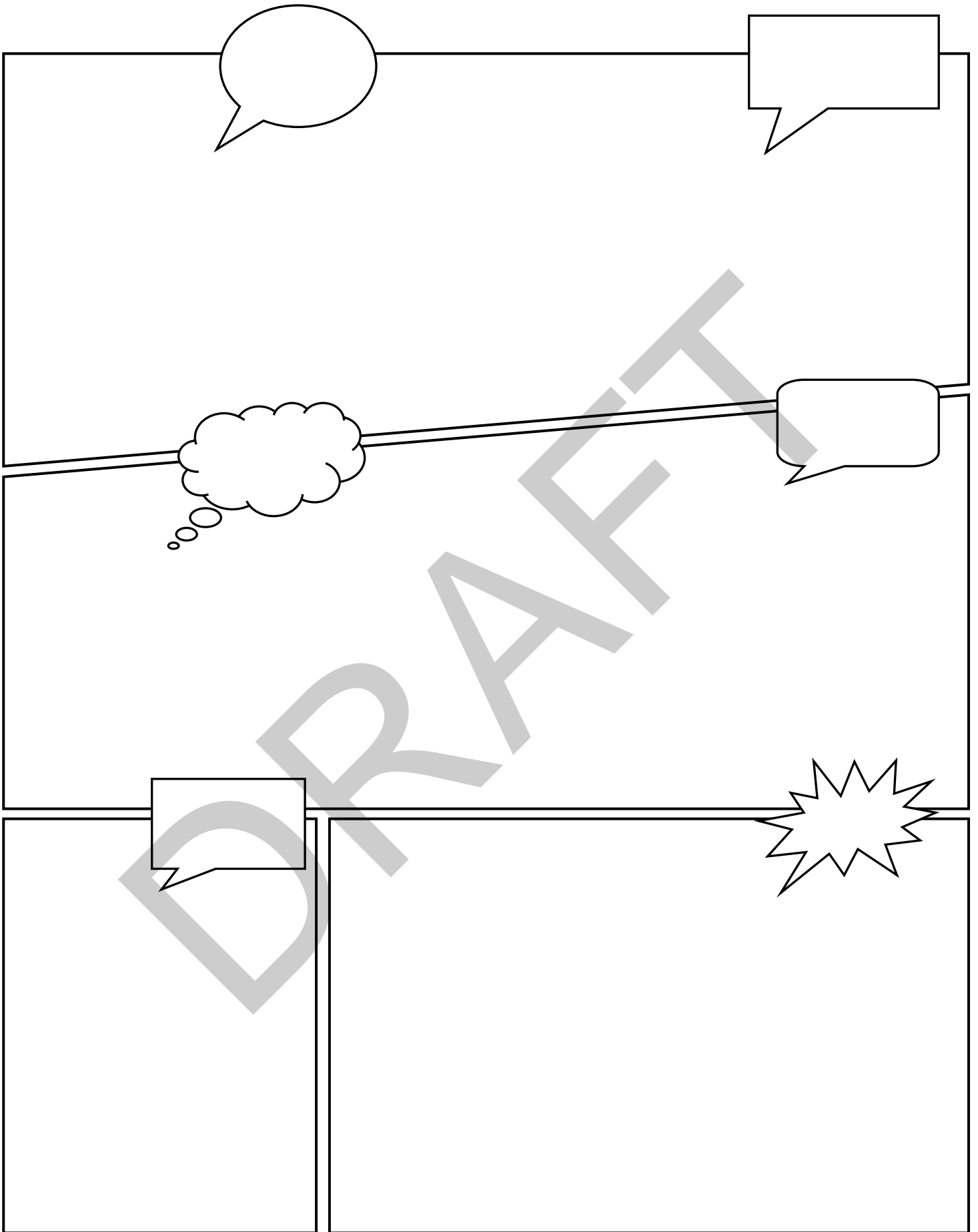
Direct students to the Home Connections Handout and point out the questions related to how they practice being better at respecting others' boundaries and listening for consent.

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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?

Austin ISD Human Sexuality and Responsibility

Grade Level: 5

Unit: Human Sexuality and Responsibility

Ground Rules

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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 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 5: Personal Safety

LESSON SUMMARY: Students learn about the need for a growing awareness, creation, and maintenance of personal safety.

TEKS

5.21(A) define sexual harassment, sexual abuse, sexual assault, and sex trafficking;

5.21(B) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult;

NSES

IV.5.CC.1: Define child sexual abuse, sexual harassment, and domestic violence and explain why they are harmful and their potential impacts

IV.5.IC.2: Explain that some survivors are not believed when they disclose sexual abuse or harassment and that it is important to keep telling trusted adults until one of the adults takes action

LESSON OBJECTIVES

Define the terms "sexual abuse", "sexual assault", "sexual harassment", and "sex trafficking."


List at least 3 accurate facts about sexual abuse among young people their age.

Demonstrate that they have a trusted adult with whom they can speak if they or someone they know is being sexually abused or harassed.

MATERIALS

What Do You Know About Sexual Abuse? Handout

What Do You Know About Sexual Abuse? Teacher's Guide

Video:  Sex Trafficking: What is it?

Home Connections Handout

VOCABULARY

Sexual harassment: unwelcome sexual advances made by an individual

Sexual abuse: any sexual activity between adults and a minor or between two minors when one forces it on another

Sexual assault: any physical sexual touching without consent

Sex trafficking: when one person causes another person to take part in sexual activity to get something of value in return

BEGINNING: Engage

Start the session by explaining that you are going to be discussing a particularly sensitive topic today, sexual harassment and abuse. Acknowledge that the students may have learned a bit over the past few years about bullying and harassment in general. Explain that the main difference in today's lesson is that you are going to be talking about abuse and harassment that are sexual in nature.

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."*

Say, *"When you were younger, you might have heard an adult talk with you about a 'good' touch vs. a 'bad' touch. Does anyone remember the difference between the two?"* Probe for: good touch is a touch that feels "right" – that makes you feel safe and loved - and bad touch is a touch that makes you feel uncomfortable, bad, scared or that physically hurts. In this case, a bad touch would include someone touching your body, especially your genitals, for any reason other than for a health issue.

Say, *"At your age, even if the way someone touches your genitals feels good, no one should touch your genitals – nor should they ask you to touch theirs."*

Say, *"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."*


Say: **"Sexual Abuse** is any sexual activity between adults and minor (meaning someone who is under 18) 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."

MIDDLE: Explain

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 **What Do You Know about Sexual Abuse?** 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 take-home points about each.

Say: *"Another type of sexual abuse is called **sex trafficking**. Let's watch a video about this one."*

Watch:  Sex Trafficking: What is it?

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.)

END: Evaluate

Tell the students, *"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?"* Probe for: "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," etc. After you've heard from a number of students, tell them that, no matter what, no one has a right to touch them in ways that feels uncomfortable or bad; that no one has a right to abuse or harass them 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.

Divide the class into different pairs. Tell them that one will be the writer but both will participate.

Say, *"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.’”

After about 2 minutes or before then if most of the students have generated their lists quickly ask for some examples. Write them up on the board or on flipchart paper, probing for or adding the following:

- 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

Write **1-800-4ACHILD** on the board. 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. 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 even though you’ll be erasing this at the end of class, 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.

Direct the students to the Home Connections Handout for information about secrets.

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.

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

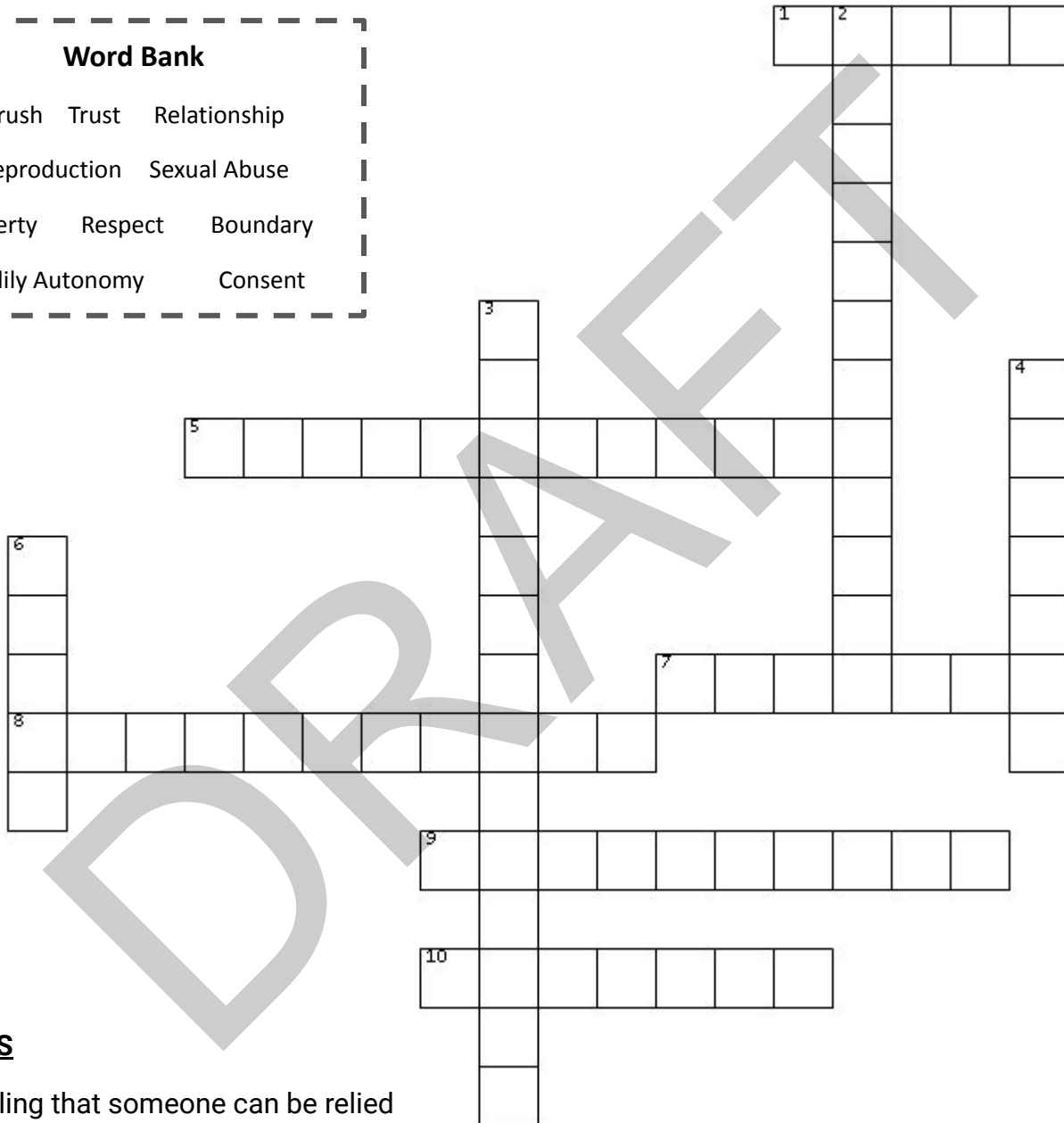
Human Sexuality and Responsibility

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

