

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 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.

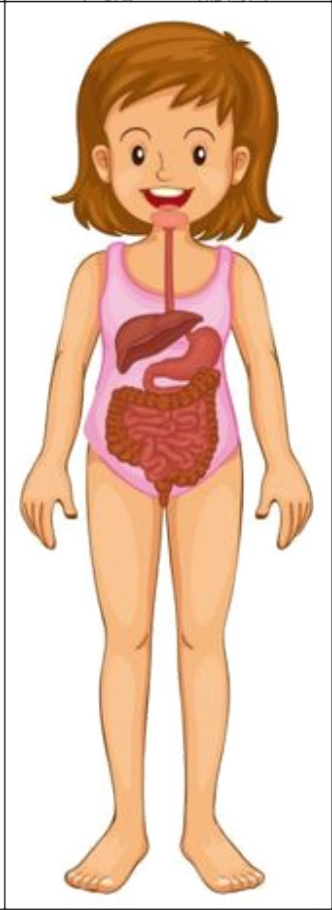
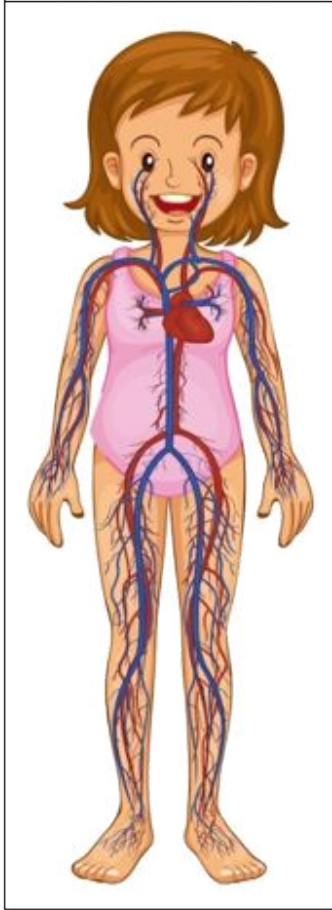
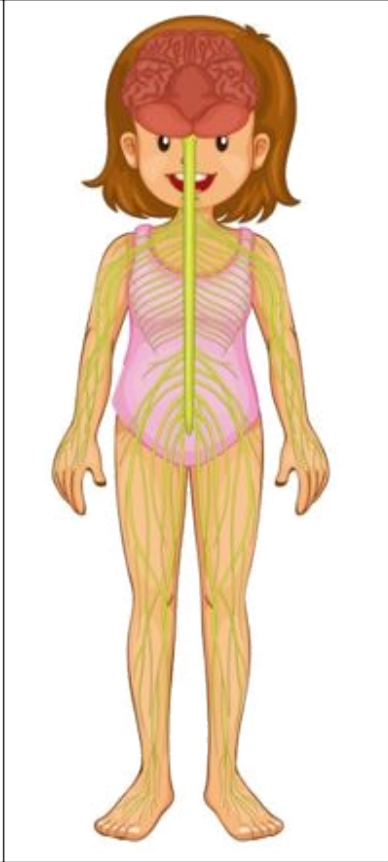
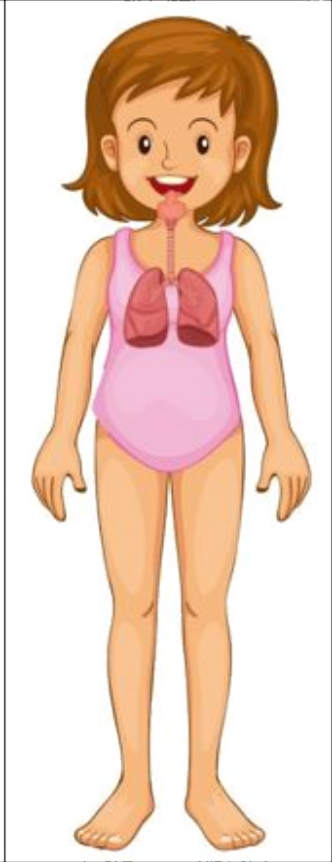
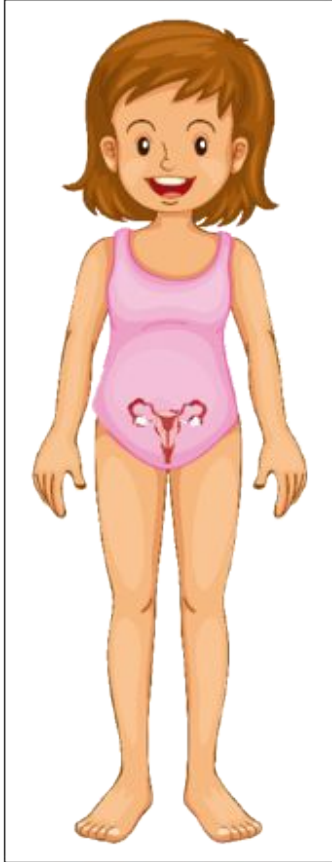
Ask: “How can you find out if someone else needs privacy or if you can be in their space?”

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.

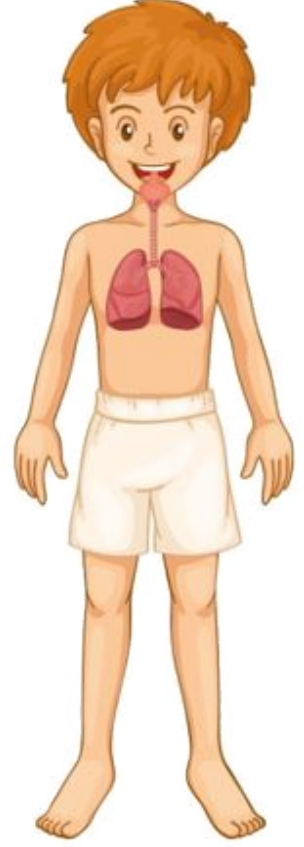
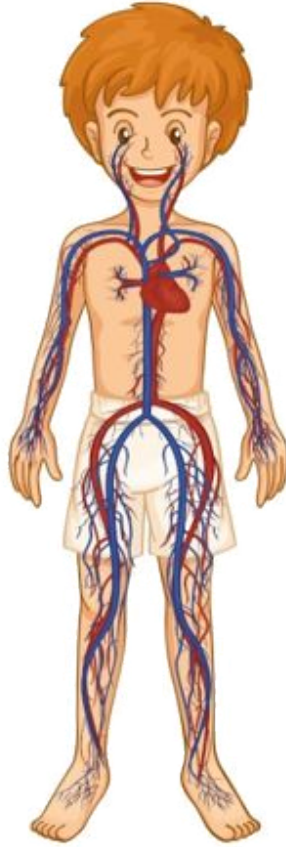
End

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.



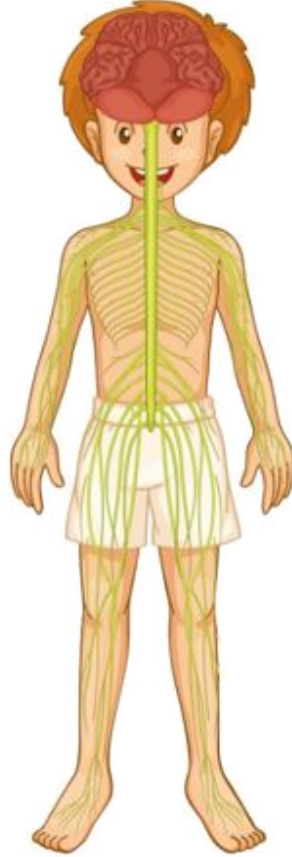
Circulatory system

Nervous system



Digestive system

Respiratory system



nose, windpipe, lungs

penis, testes

**mouth, throat,
stomach, intestines**

bones

Skeletal system

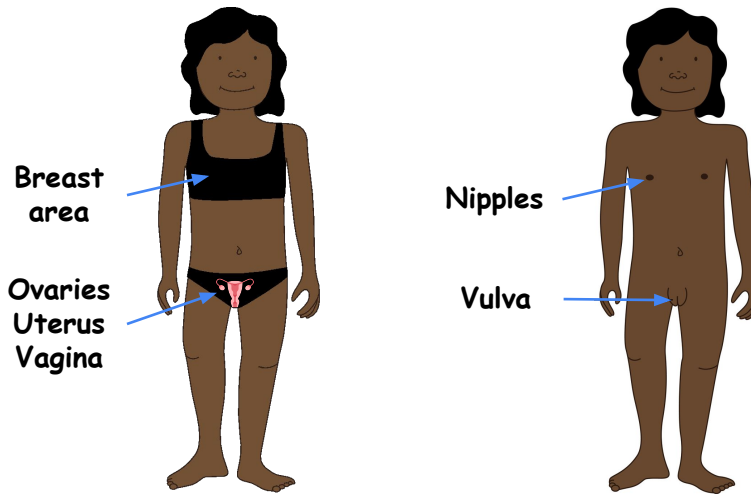
nerves, brain

**Reproductive
system**

heart, veins, arteries

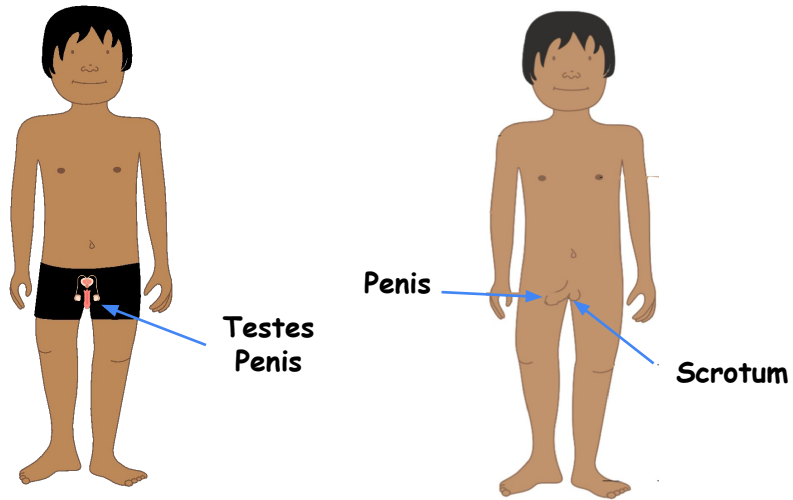
<p>Breathe in and out</p>	<p>Hold a body upright and protect the organs of the body</p>
<p>Break apart food and deliver it to the body</p>	<p>Brings blood to and from the heart and around the body</p>
<p>Produce sperm</p>	<p>Delivers messages to and from the brain</p>
<p>Produce eggs</p>	<p>ovaries,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

Reproductive System of someone with a Vagina



[Uterus icons](https://www.flaticon.com/free-icons/uterus "uterus icons")
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Reproductive System of someone with a penis



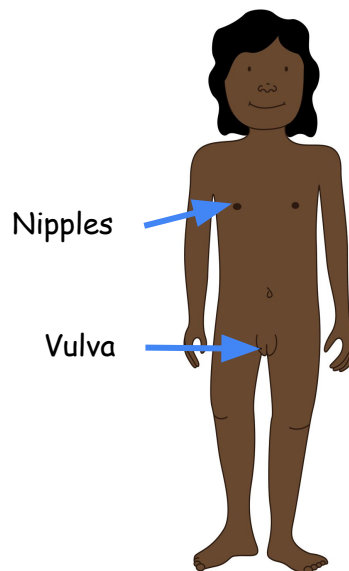
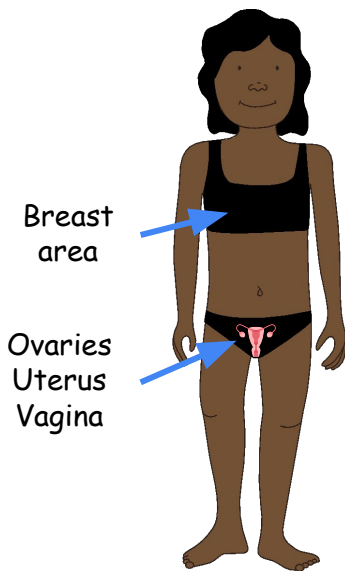
[Penis icons](https://www.flaticon.com/free-icons/penis "penis icons")
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My Body

Home Connections Handout

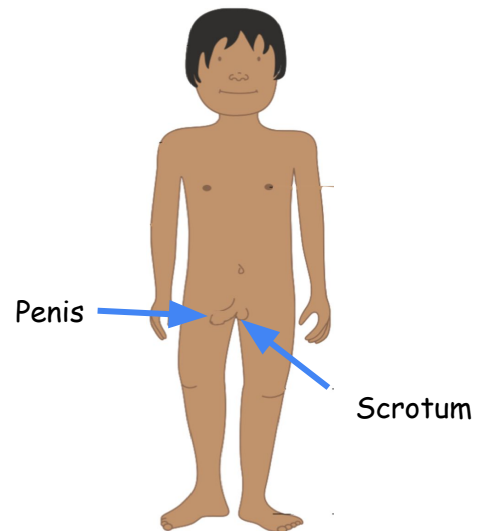
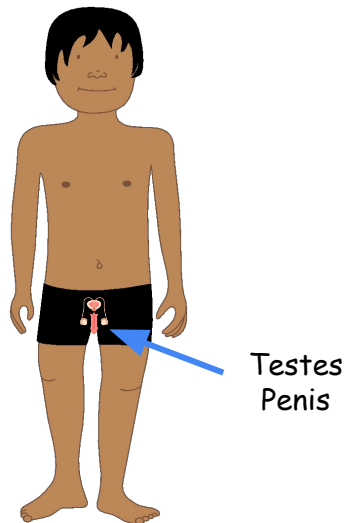
Two adults I trust to talk to about my body are:

- 1.
- 2.



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

Something else I want to know about bodies is:



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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.



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

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

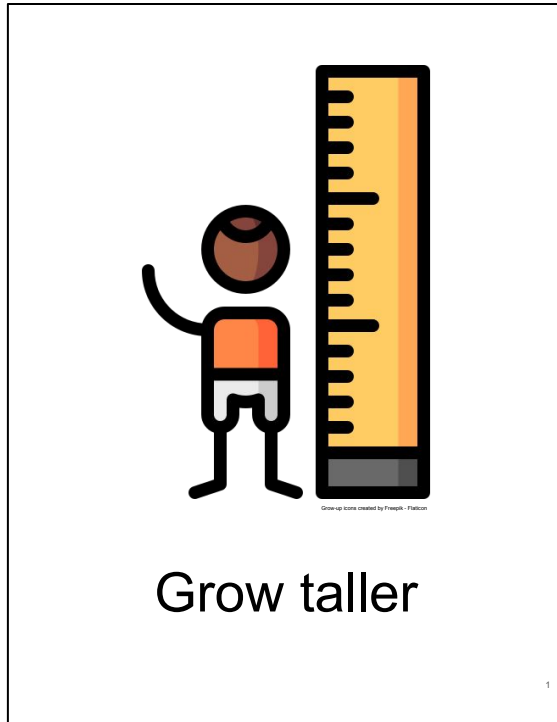


Diverse group photo created by rawpixel.com - www.freepik.com

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



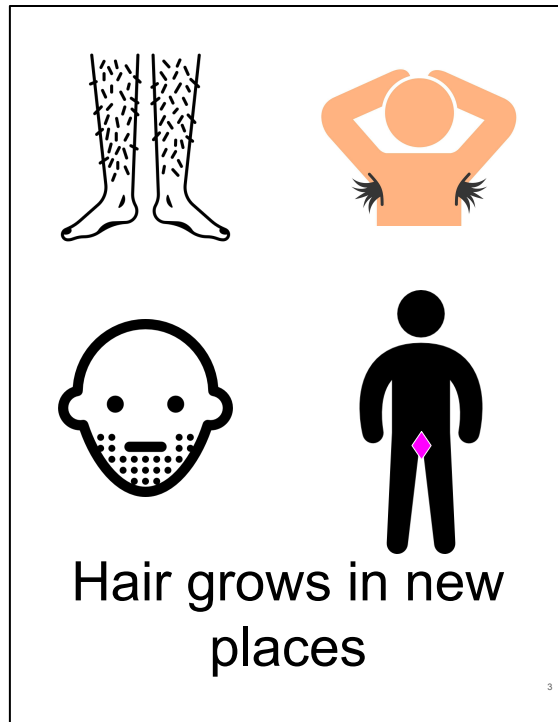
Lesbian couple photo
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Senior Image Artist: Monkey Business Images/[Shutterstock.com](https://www.shutterstock.com)



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

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

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



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

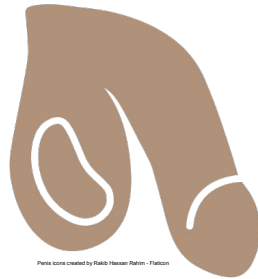
Skin and hair gets oily
and causes pimples
(acne)

4

Infographic vector created by
freepik - www.freepik.com



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



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")
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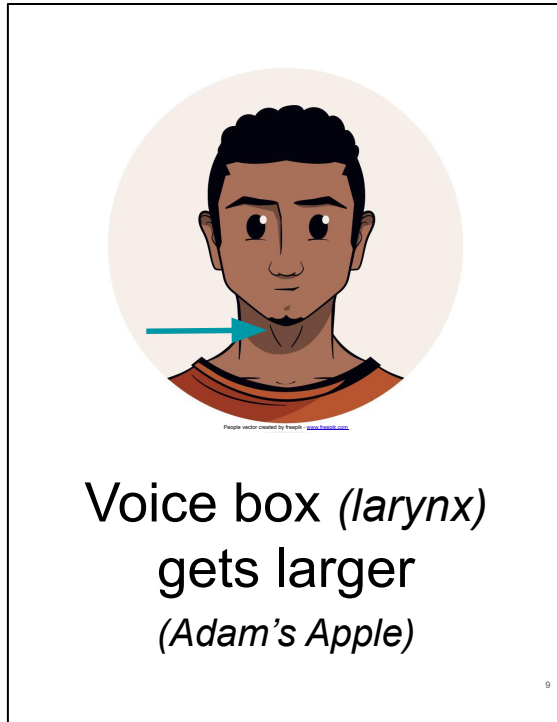
Muscles develop and
shoulders get wider

7

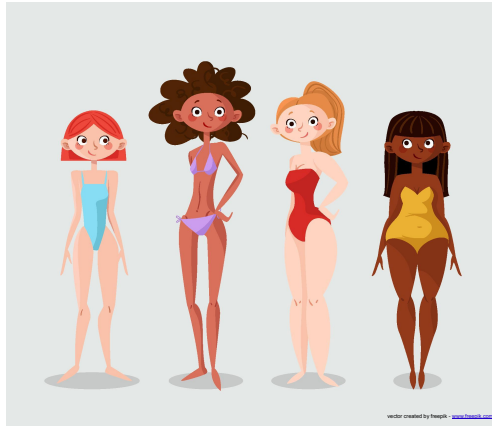
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Voice changes



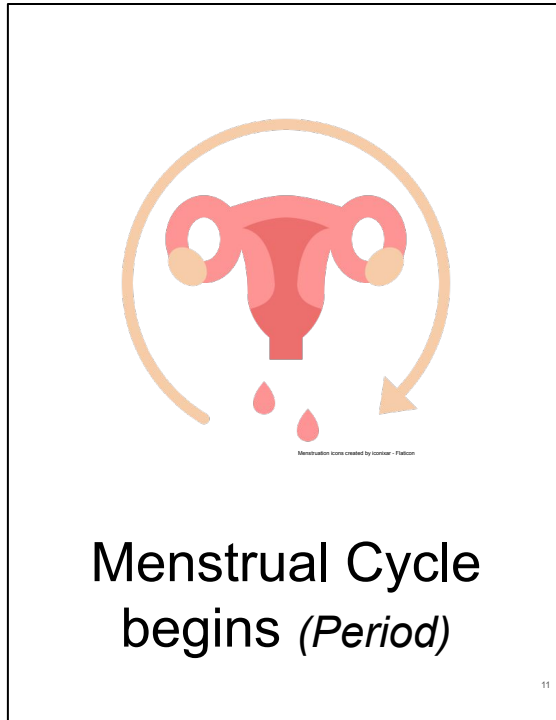
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Breasts develop
and hips get wider

10

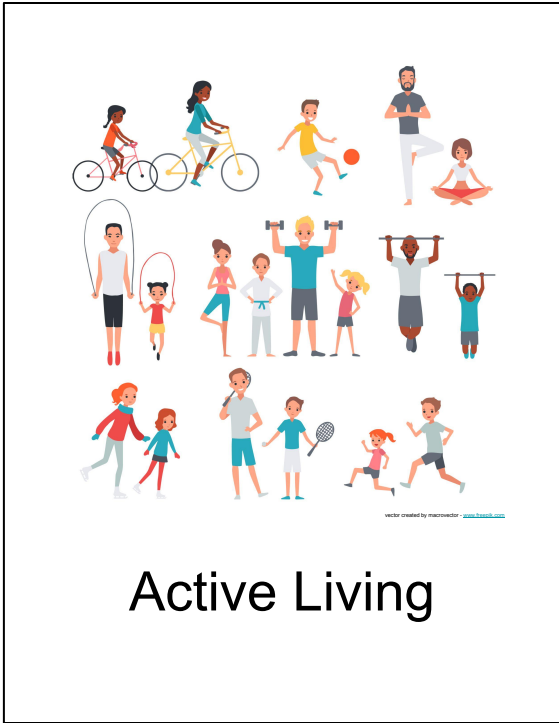
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**Menstrual Cycle
begins (*Period*)**

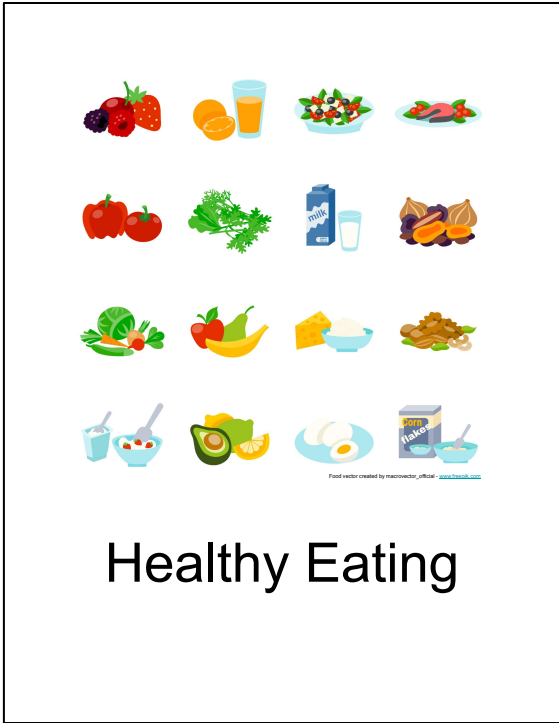
11

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Active Living

Abstract vector created by macrovector - www.freepik.com



Food vector created by macrovector_official - www.freepik.com



Wash face

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

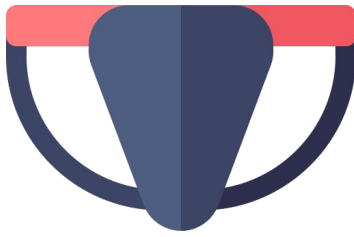


Deodorant/
Antiperspirant

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



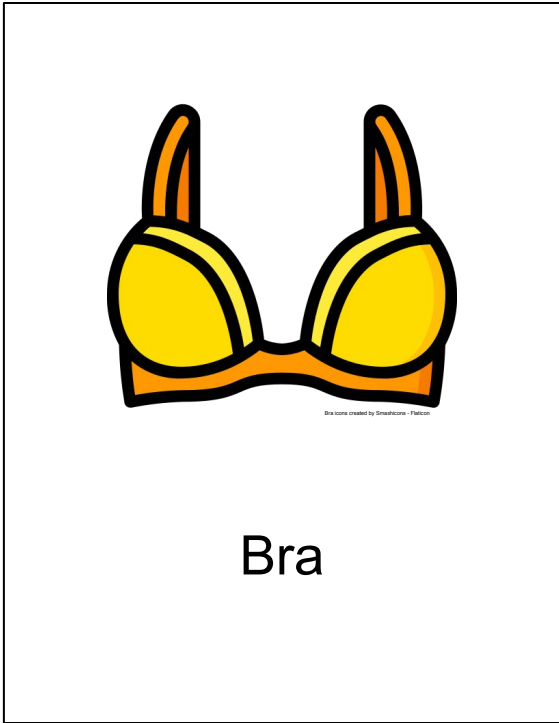
Underarm sweat image Artist: pokota/[Shutterstock.com](https://www.shutterstock.com)



icons created by Freepik - Flaticon

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")



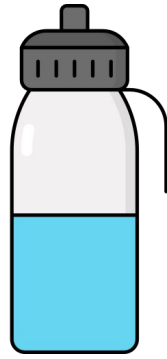
Razor and Shaving cream/gel

[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")
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[Hygiene](https://www.flaticon.com/free-icons/hygiene "hygiene icons")
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Drink Water

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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?

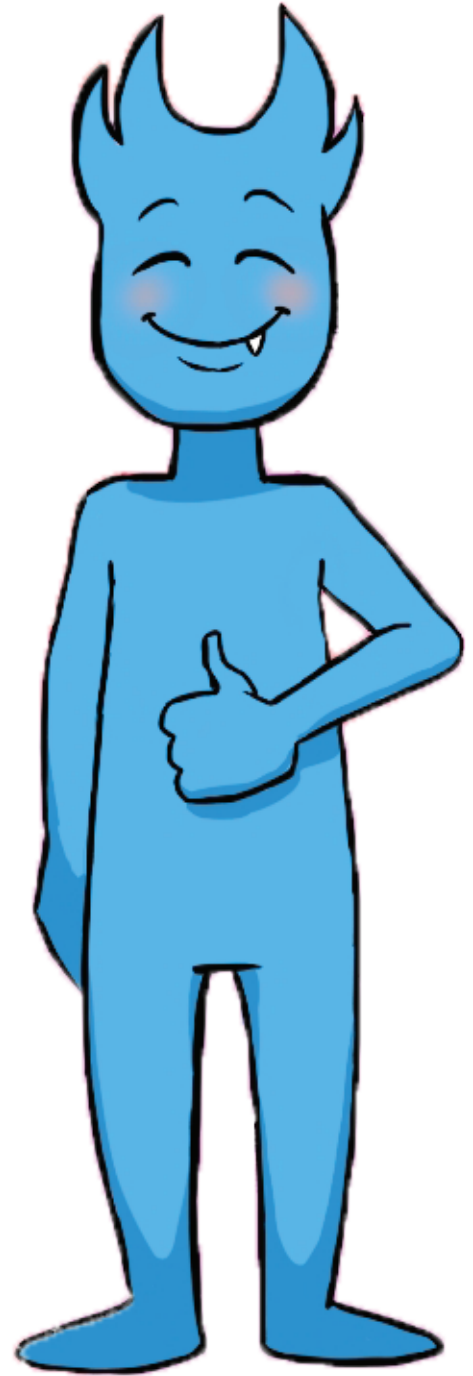
*(*NOTE TO THE TEACHER: If students cannot come up with their own examples, you can offer something from your own life. Or you can offer an example relating to hugging, since you've just been discussing that, and talk about a time when you hugged someone who wasn't a hugger. Another example is tickling.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

My Body, Their Body.

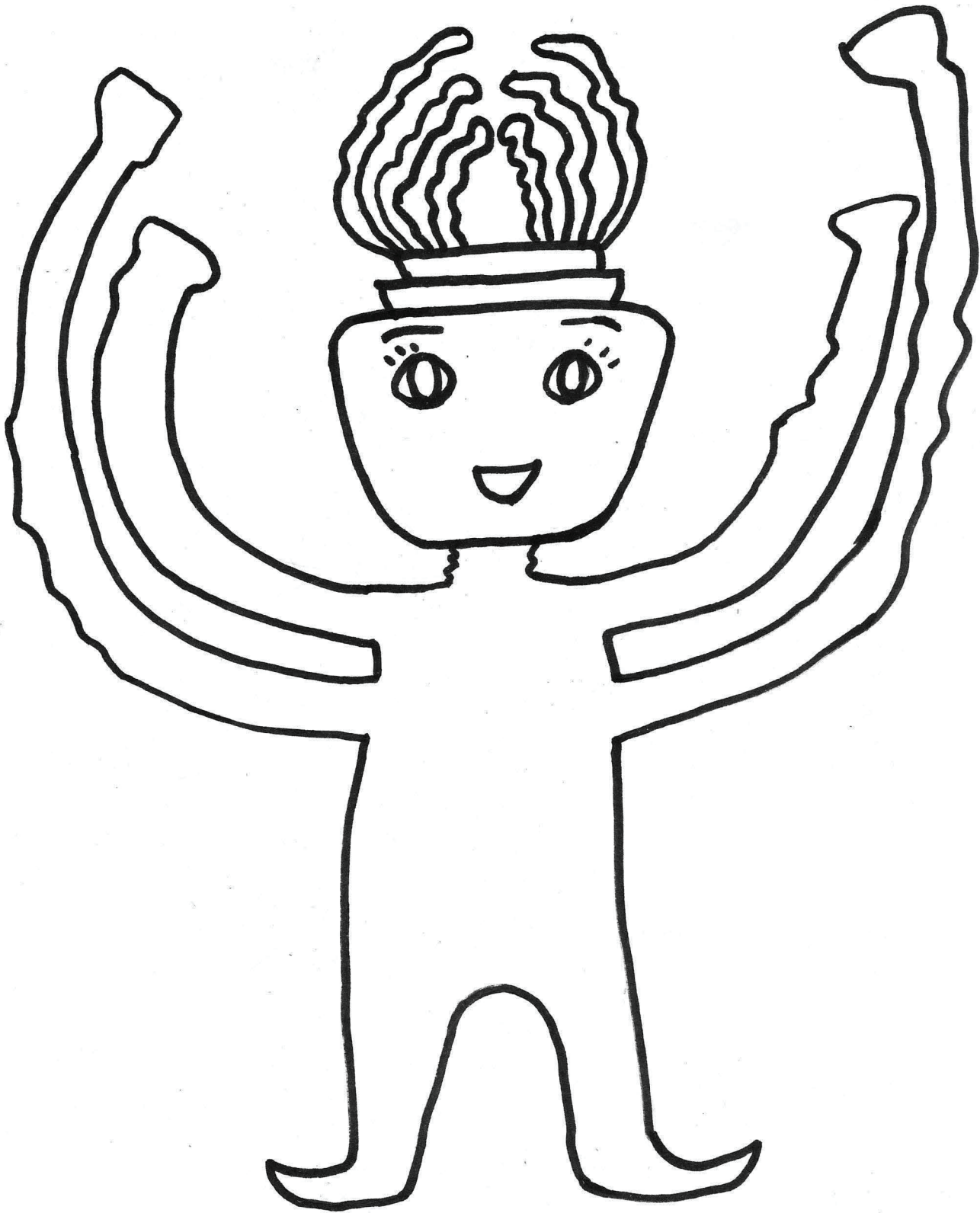


Written By: Isy Abraham-Raveson

Illustrated By: Rebecca Klein & Rachel Frome

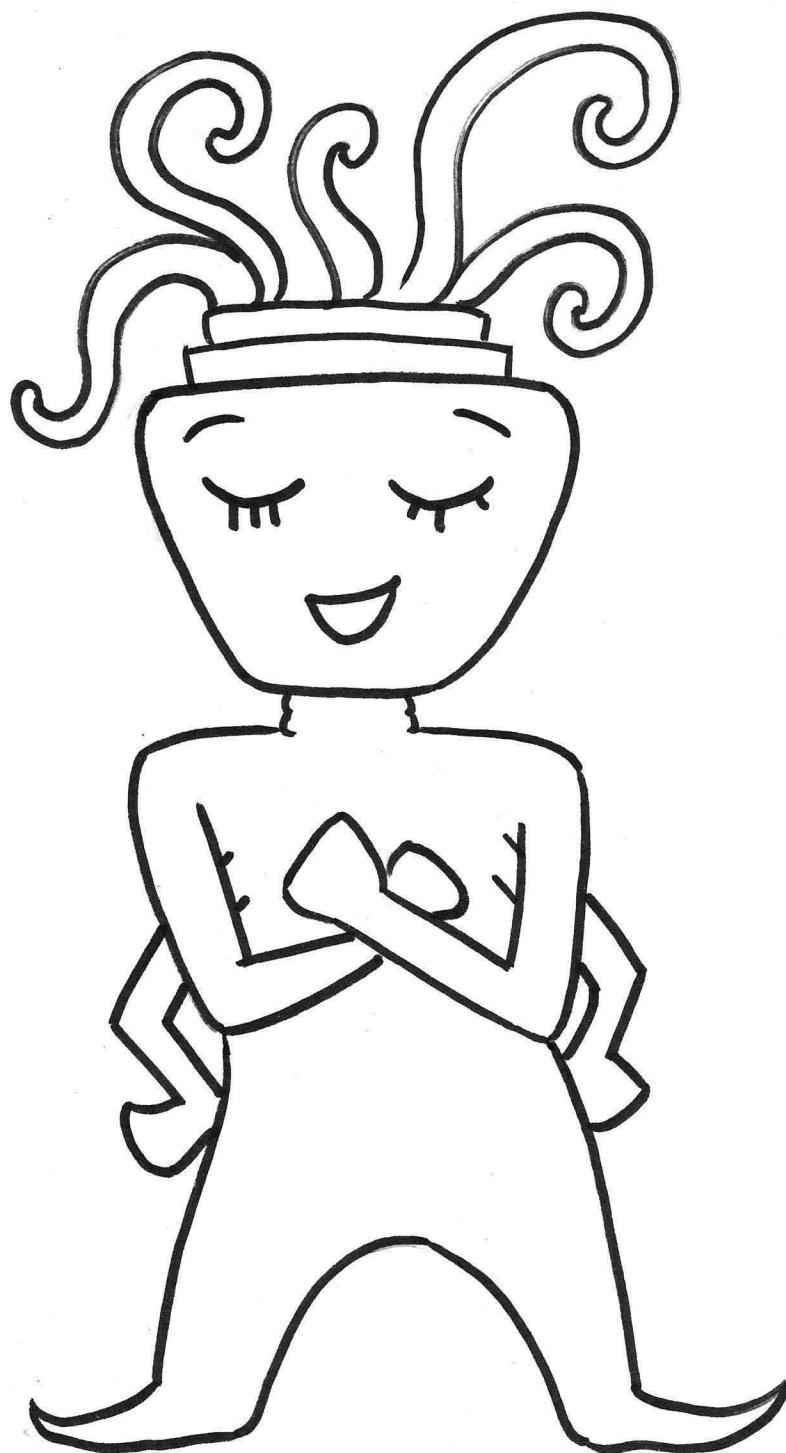
YES!

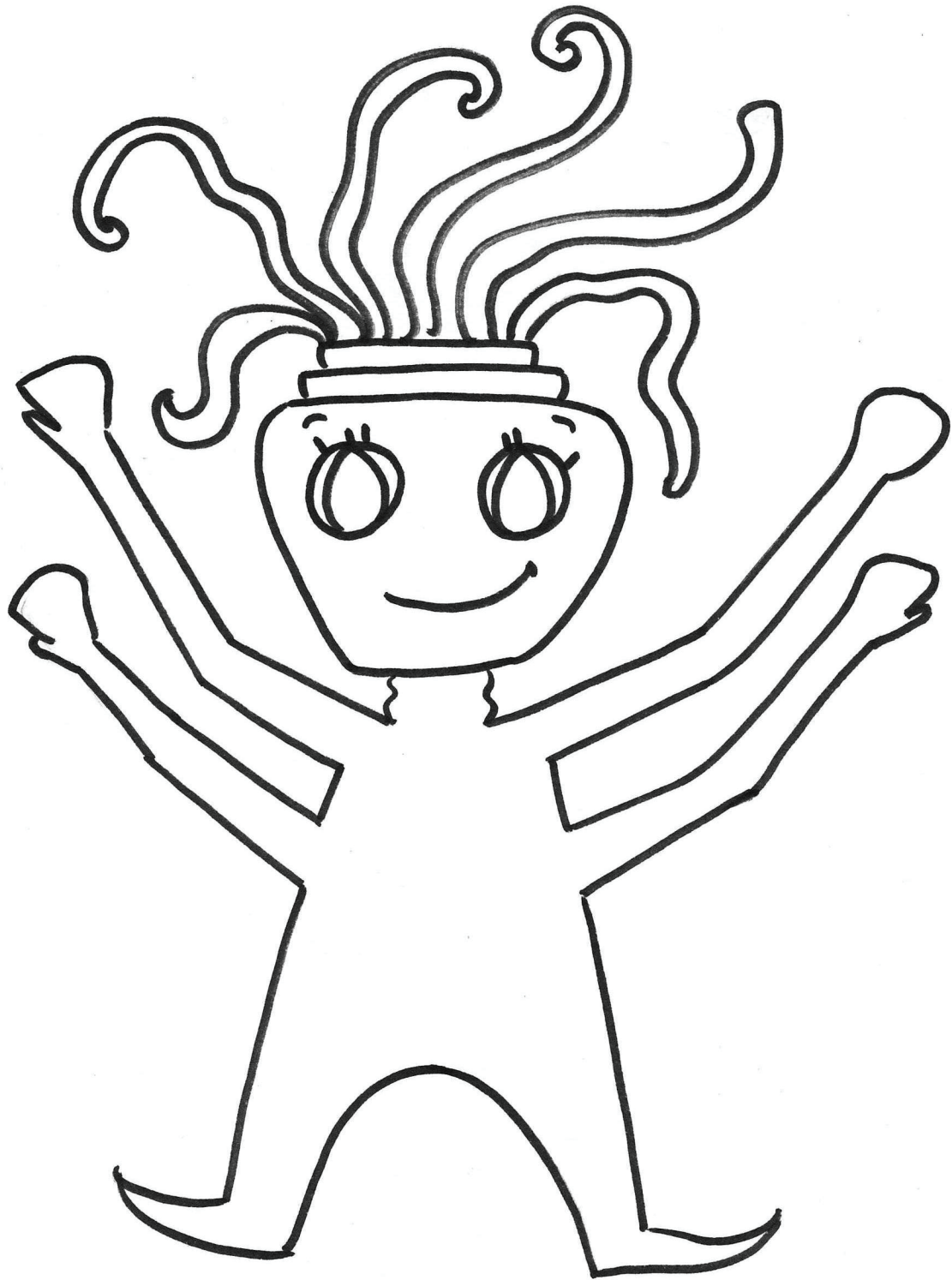
Your body is YOUR BODY!



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

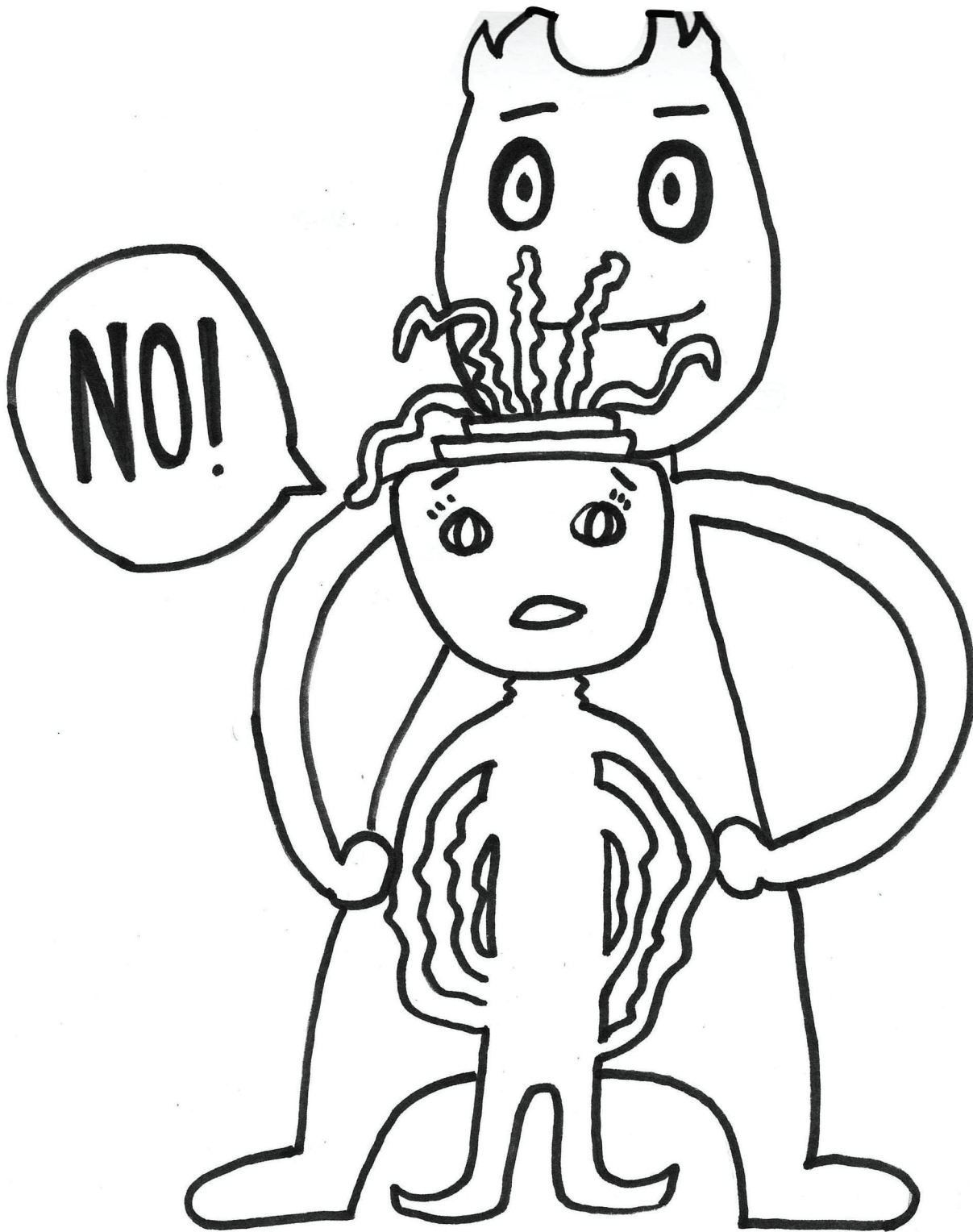
**That means that only you get to decide
what to do with your body, who gets to
touch it, and how.**





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.)

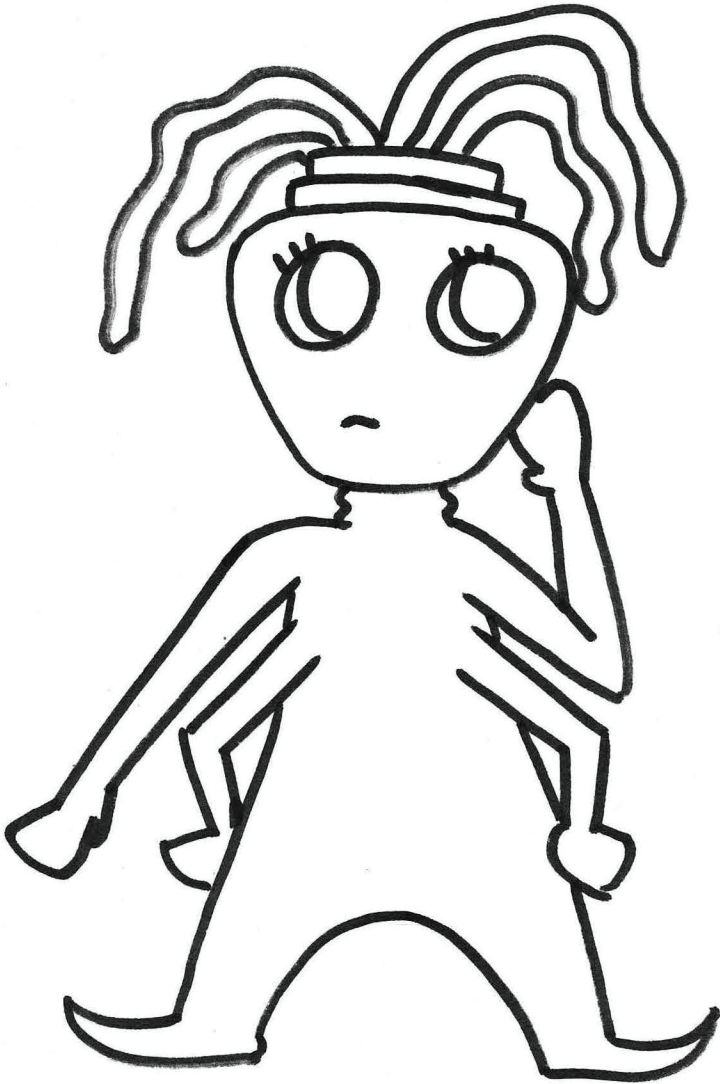


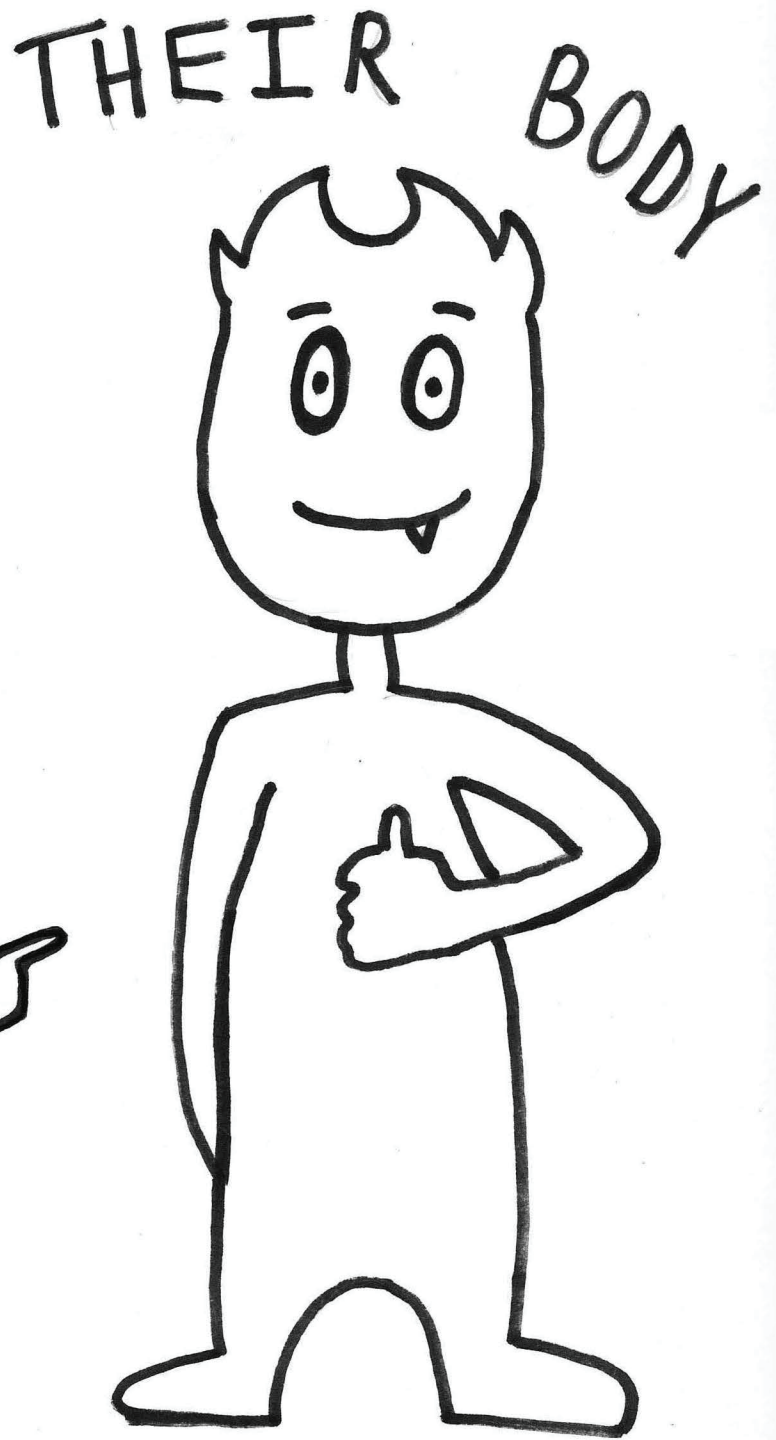
So, if someone says, "Go hug Grandma!"
You can say:



Or, you can say:

No,
thank you



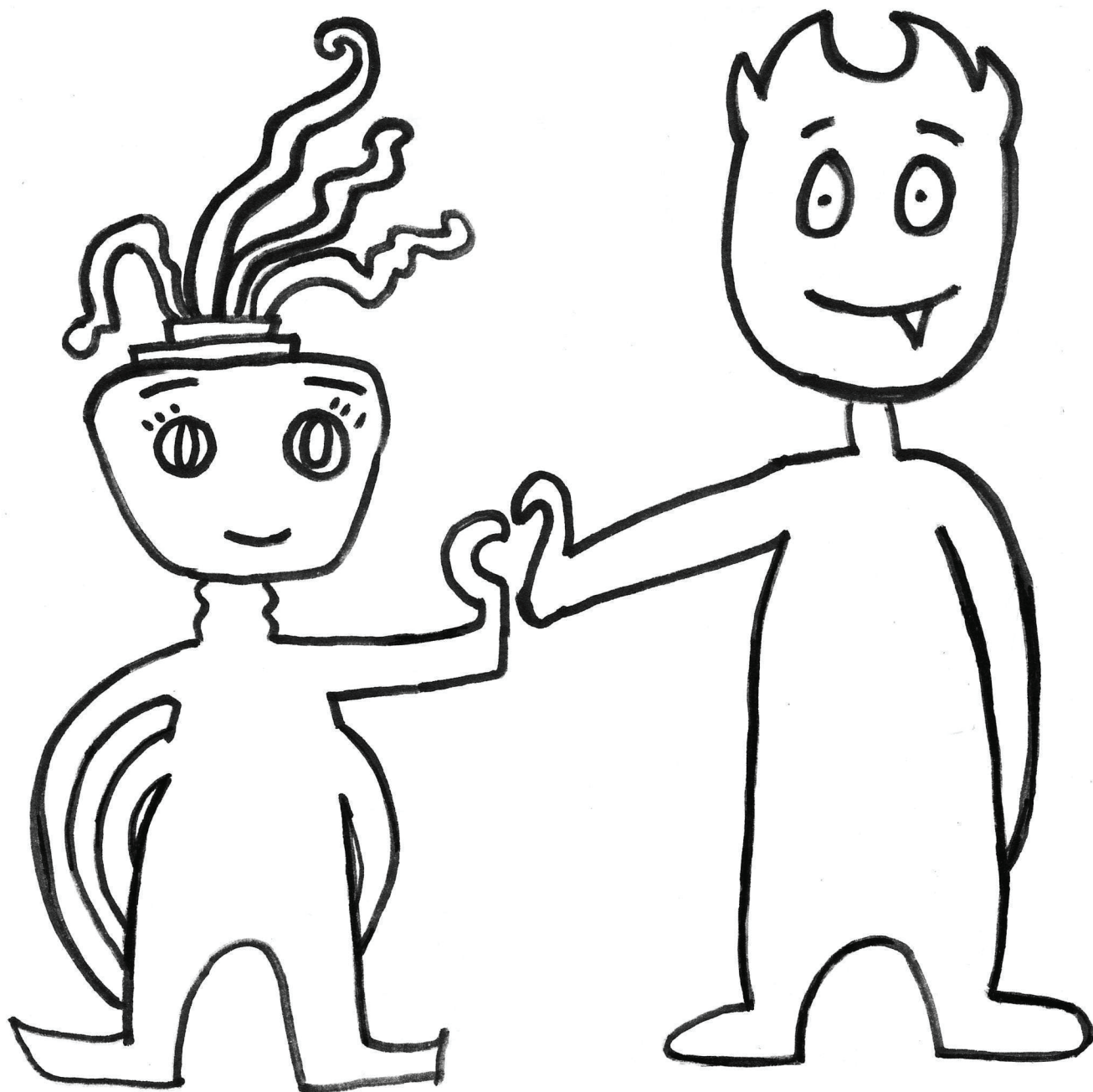


And if your body is your body, then
other people's bodies are THEIR
bodies.

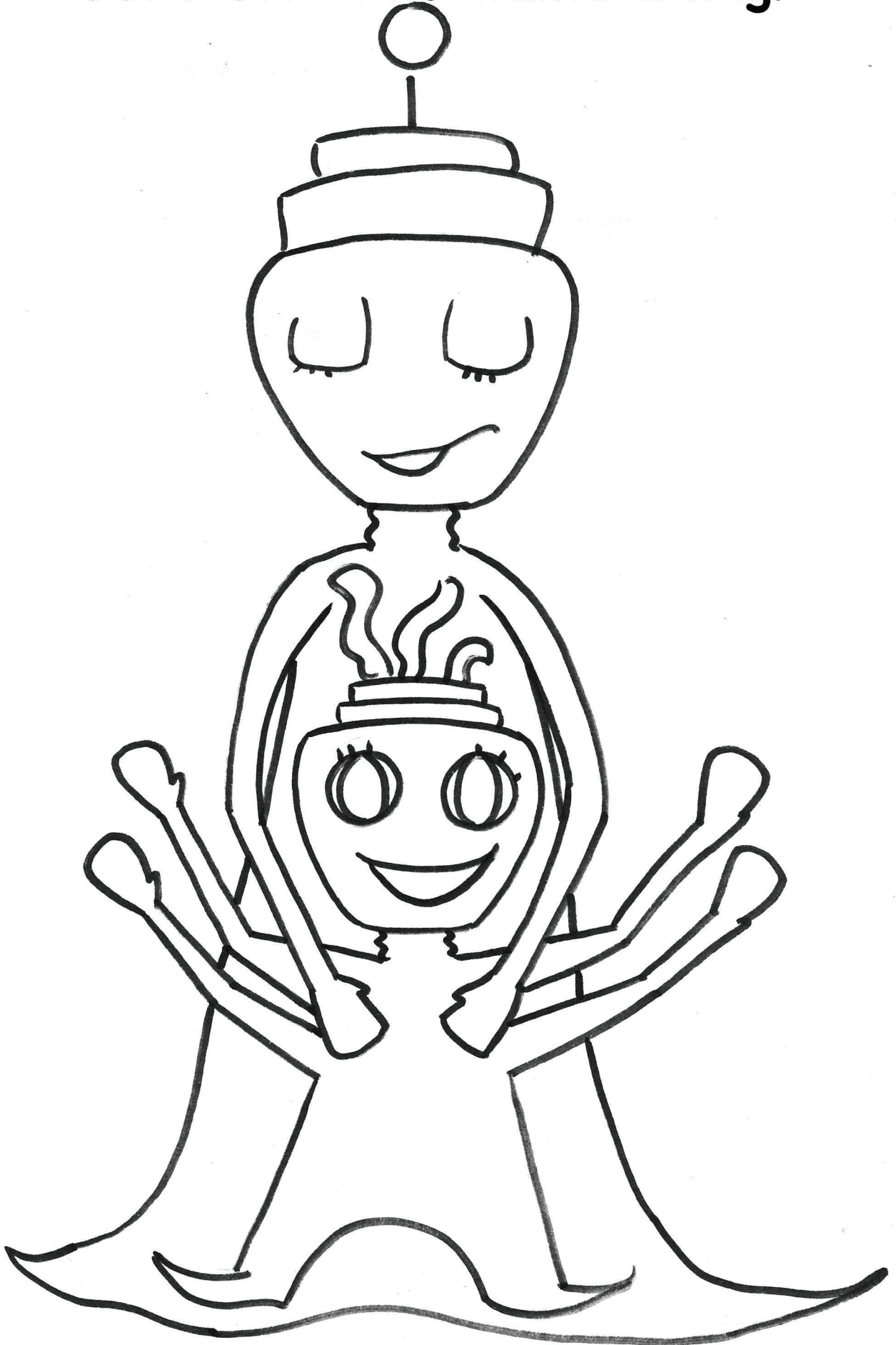


That means if you want to hug your friend, you should ask. And if your friend doesn't want a hug, THEY can say, "NO!"

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?



vector created by freepik - www.freepik.com

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: 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.

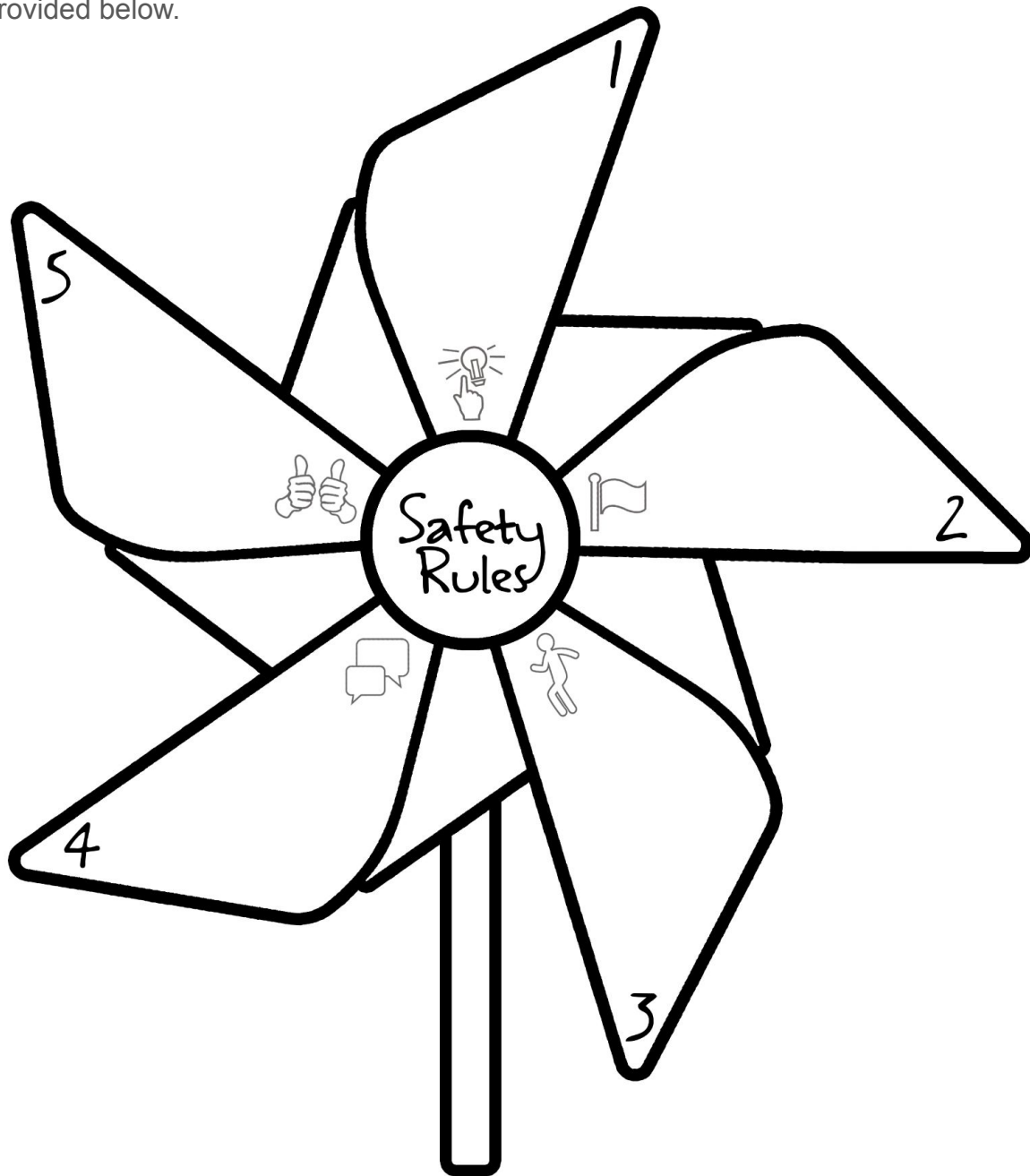
Remind students to use different colors and different types of writing for each word to make it look more interesting.

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 \(Grades 3-5\)](#)*

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



Teacher Script:

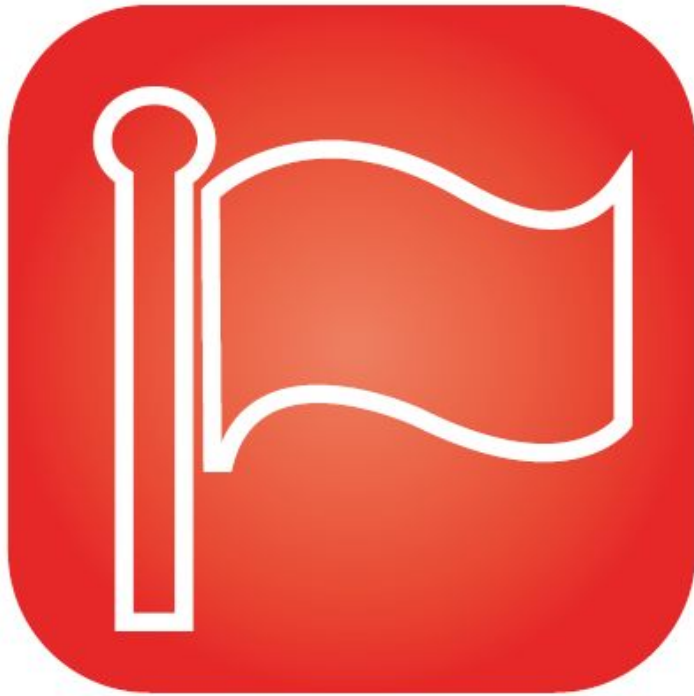
Safety Rule #1 is Know What's Up.

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.

“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.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Know What's Up
 2. Spot Red Flags
 3. Make A Move
 4. Talk It Up
 5. No Blame / No Shame | <ol style="list-style-type: none"> A. When you talk to a Safe Adult to get help.
 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.
 C. You are never to blame and you should never be ashamed to tell a Safe Adult.
 D. When you understand important safety information, that abuse is wrong and that telling is good.
 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!