

# 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**

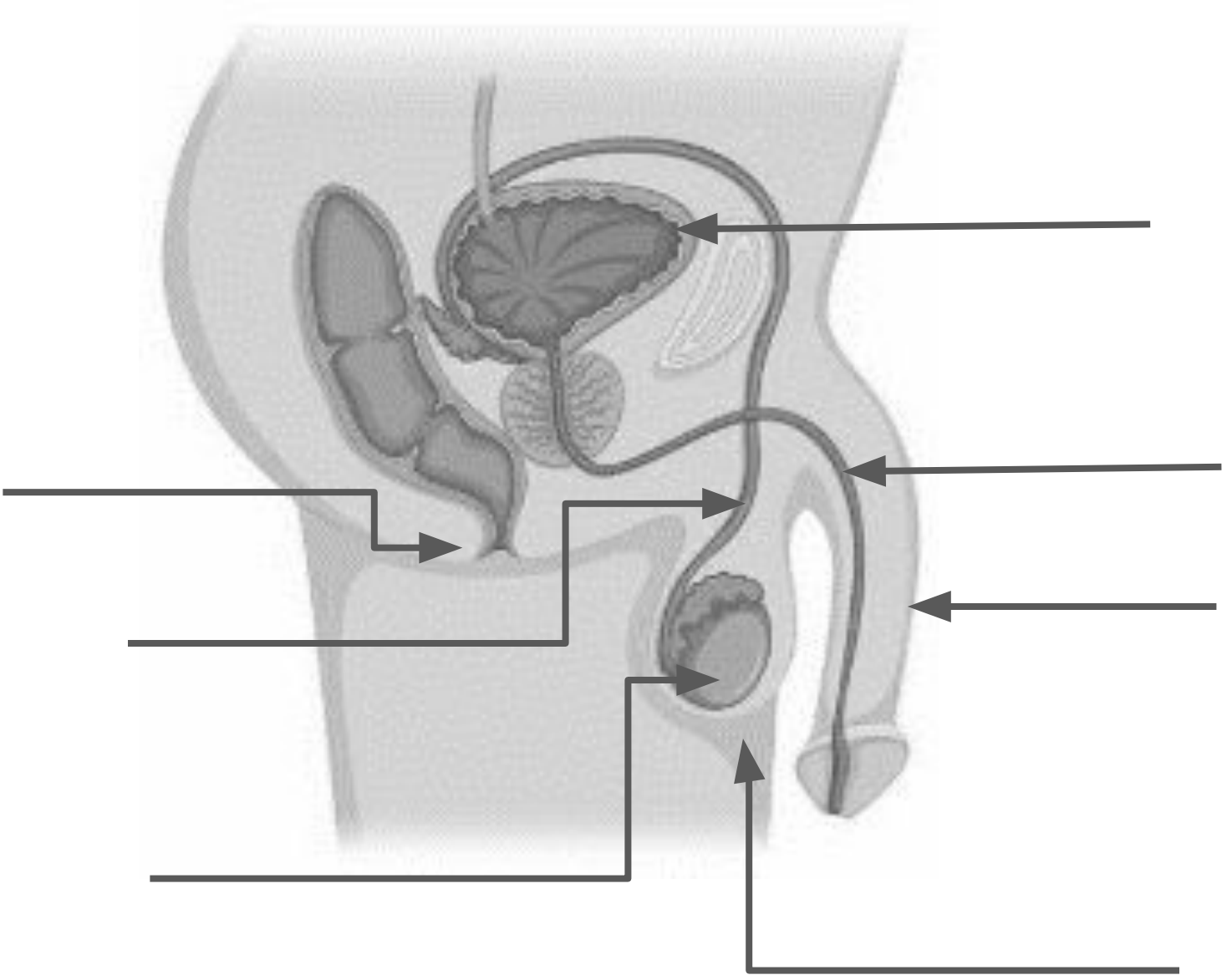
It's important to know something about all body parts, even the parts you don't have. It's ok to be curious about what the body parts look like and what they do. But when a body part is covered by someone, respecting their privacy means not trying to see something they don't want to show you.

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.

## 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.

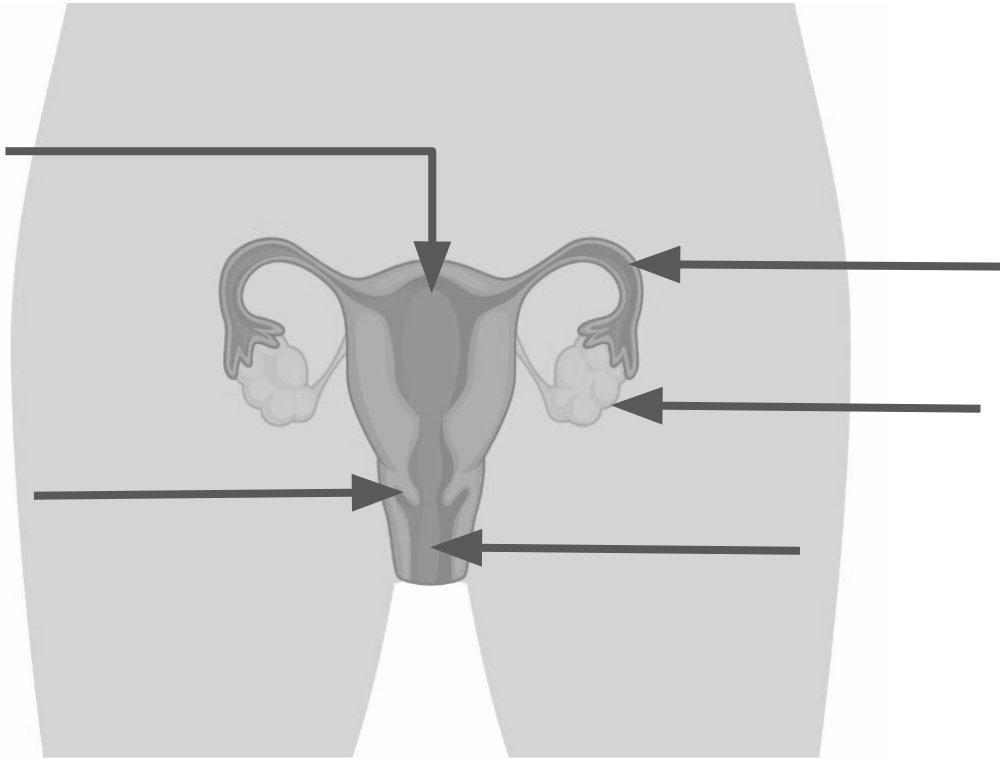


### Word Bank

vas deferens	penis	bladder	
testes	urethra	scrotum	anus

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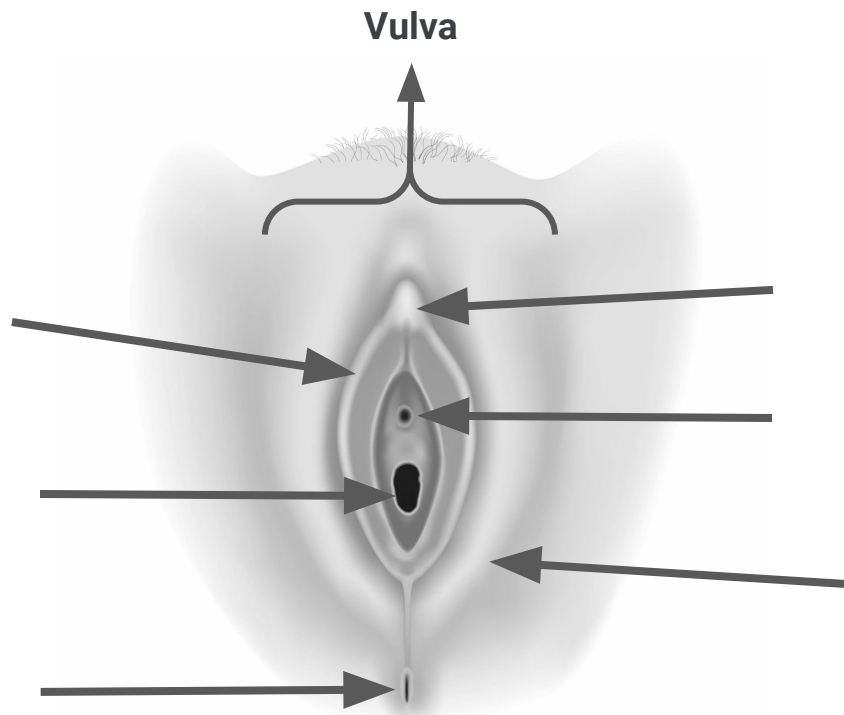


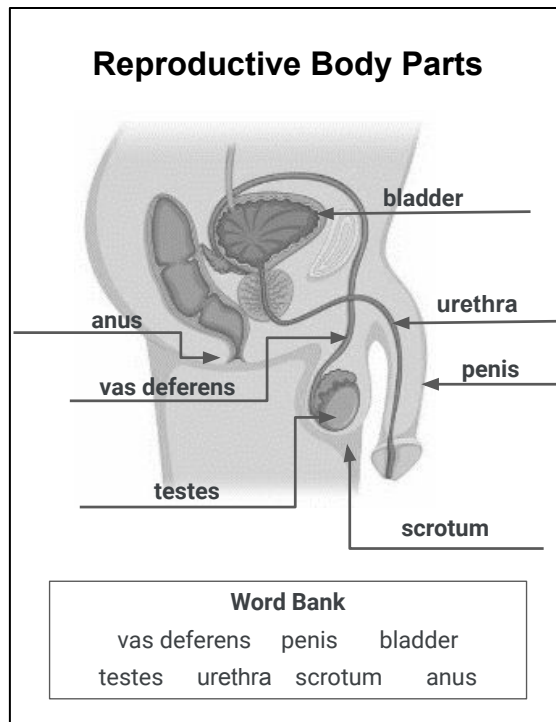
### Internal Word Bank

vagina	uterus
ovary	cervix
fallopian tube	

### External Word Bank

labia majora	clitoris
urethra	opening of vagina
anus	labia minora





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.

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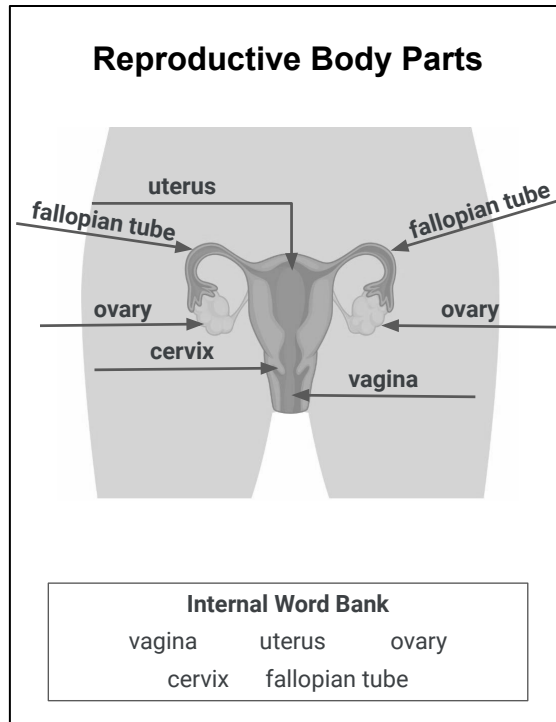
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There are actually two different fluids: one is **urine** that comes from the bladder. The other is called **semen**. This is fluid that carries sperm from the testes. A person with a

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*).





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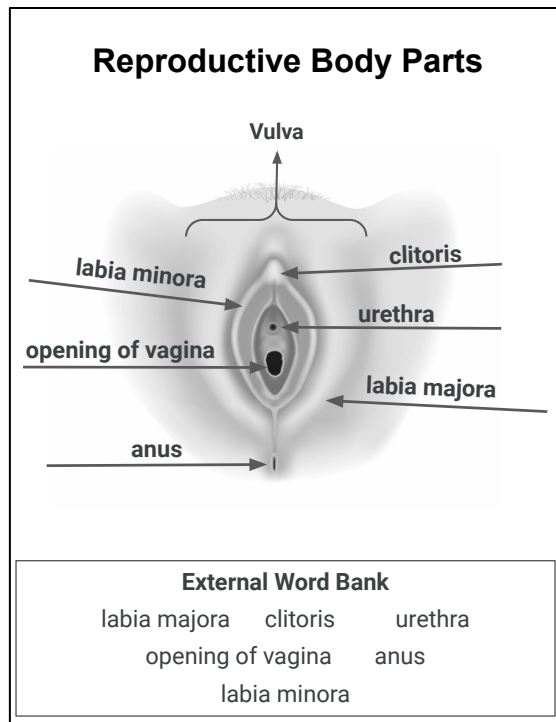
Attached to the ovaries are **(click)** the two **fallopian tubes**.

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

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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](http://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](http://www.freepik.com)

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**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.

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## **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; 4<sup>th</sup>-5<sup>th</sup> 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<sup>+</sup>**

*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.)



# 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.

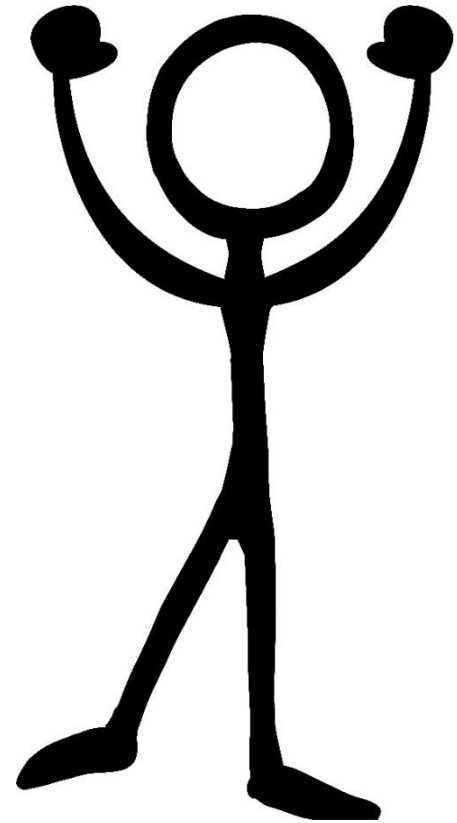
But then, there are some changes that aren't so good. Like B.O. (body odour). The first time I noticed it, I thought I had some kind of disease or something. Now I realize it's not too bad if I wash and use deodorant.

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 Key<sup>1</sup>

Physical Changes	Social and Emotional Changes
<p>Acne (pimples)  Breasts develop<sup>2</sup>  Erections (penis gets hard)<sup>3</sup>  Ejaculation (sperm released from penis)<sup>4</sup>  Grow taller  Hair gets oily  Hair grows in armpits  Hair grows on face  Hips get wider  Menstruation (periods) begins  Nocturnal emissions (wet dreams)<sup>5</sup>  Ovulation (eggs released from ovaries)<sup>6</sup>  Penis grows bigger  Pubic hair grows on genitals  Shoulders get wider  Skin gets oily  Start making sex hormones<sup>7</sup>  Start producing sperm<sup>8</sup>  Sweat glands develop  Testicles grow bigger  Vaginal discharge<sup>9</sup>  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>

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> An erection happens when the penis fills up with blood and hardens. The penis will become bigger and stand out from the body.

<sup>4</sup> Ejaculation is when the fluid that carries sperm (semen) leaves the body through the penis.

<sup>5</sup> 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.

<sup>6</sup> Eggs are the cells that, when joined with sperm, create a baby.

<sup>7</sup> Testosterone is made in the testes and estrogen is made in the ovaries.

<sup>8</sup> Sperm are the cells that, when joined with an egg, create a baby.

<sup>9</sup> 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?

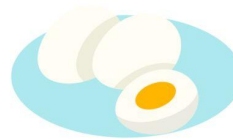
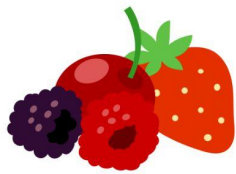
Direct students to the Home Connection Handout and ask them to identify 2 trusted adults they can talk to about puberty.

\*Adapted from the [teachingsexualhealth.ca](http://teachingsexualhealth.ca) Grade 4 Coping with Puberty; Alberta Health Services (2020)



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# Active Living



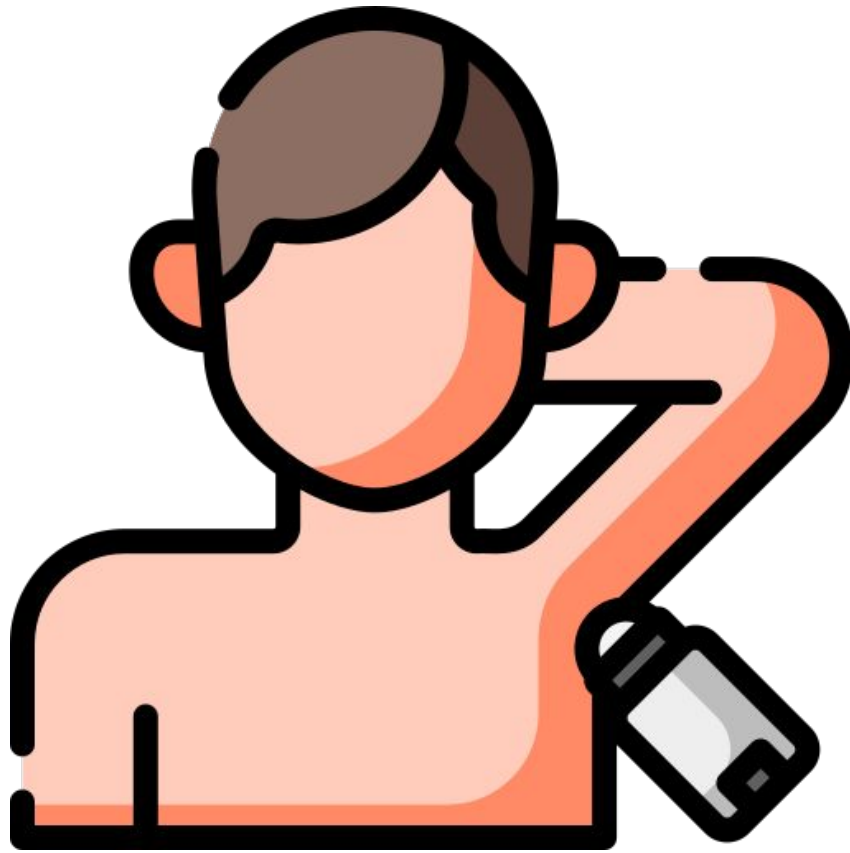
Food vector created by macrovector\_official - [www.freepik.com](http://www.freepik.com)

# Healthy Eating



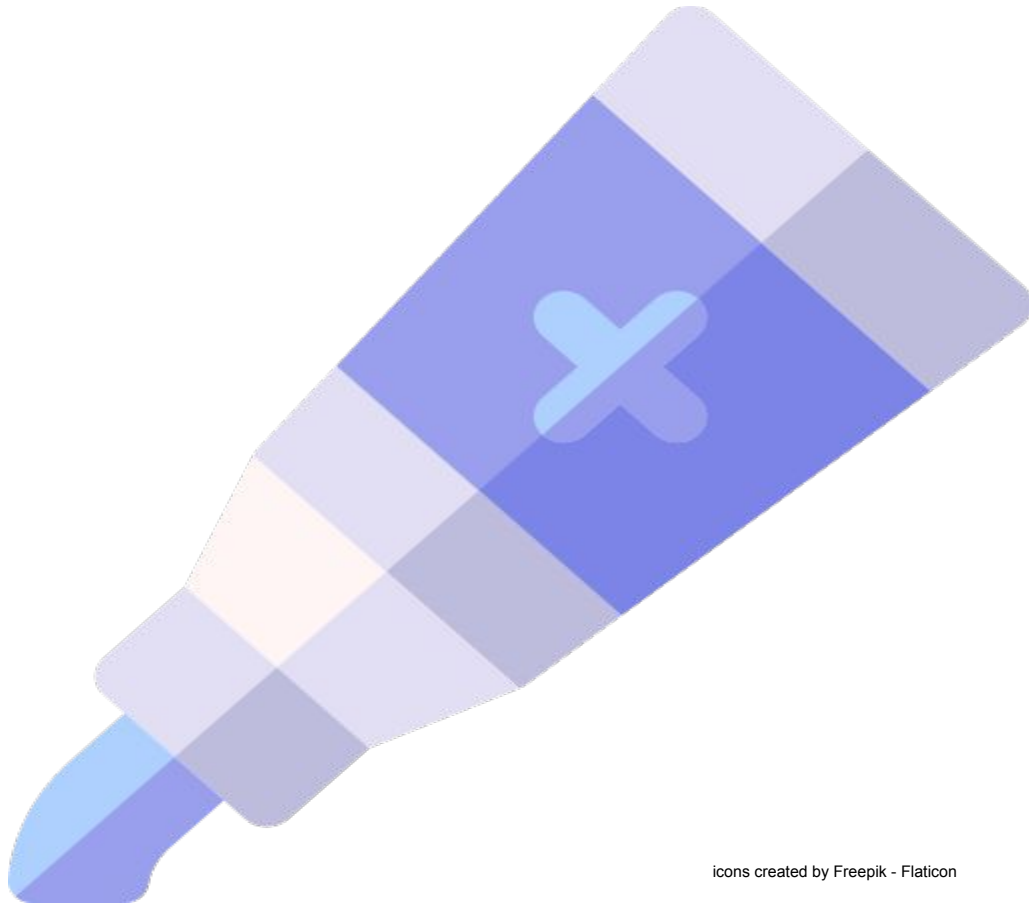
Man vector created by pikisuperstar - [www.freepik.com](http://www.freepik.com)

# 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



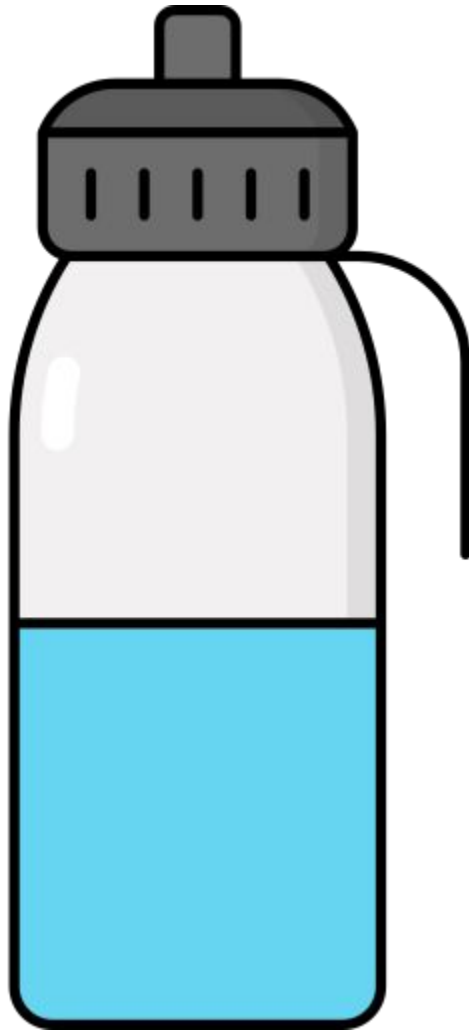
Shaving cream icons created by bsd - Flaticon

# 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](http://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"> <li>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.</li> <li>Helps improve energy levels and sleep</li> <li>Can clear the mind which can help with stress and mood</li> <li>Can lead to new friendship groups and social skills</li> </ul>
Healthy Eating	<ul style="list-style-type: none"> <li>The growing body needs extra nutrition to fuel the changes that are happening</li> <li>Eating healthy food improves energy, physical, and mental well-being</li> </ul>
Razor and shaving cream/gel	<ul style="list-style-type: none"> <li>Some people choose to remove the hair on their face and other parts of their body, others do not.</li> <li>If someone chooses to shave, using shave gel or cream helps to reduce friction and adds moisture in order to reduce skin irritation.</li> </ul>
Wash face	<ul style="list-style-type: none"> <li>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.</li> </ul>
Shower, shampoo, soap	<ul style="list-style-type: none"> <li>Can help prevent the oil from clogging the pores in the skin, which causes pimples.</li> <li>Helps reduce odor or skin irritation that can come with increased sweating</li> <li>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</li> </ul>
Deodorant/antiperspirant	<ul style="list-style-type: none"> <li>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)</li> </ul>
Acne cream/medicine	<ul style="list-style-type: none"> <li>Many types of creams or lotions have ingredients in them to help prevent and clear up minor acne or pimples</li> <li>Be sure to follow the directions closely.</li> <li>Some people experience more serious acne and see a doctor (like a dermatologist) who can prescribe stronger medications</li> </ul>
Athletic support cup	<ul style="list-style-type: none"> <li>This can be worn just as support (without a hard cup) or for protection of the genitals during contact sports</li> </ul>
Drink water	<ul style="list-style-type: none"> <li>Drinking water is important, especially during physical activity and hot weather, in order to replenish the fluids that are lost from sweating</li> </ul>

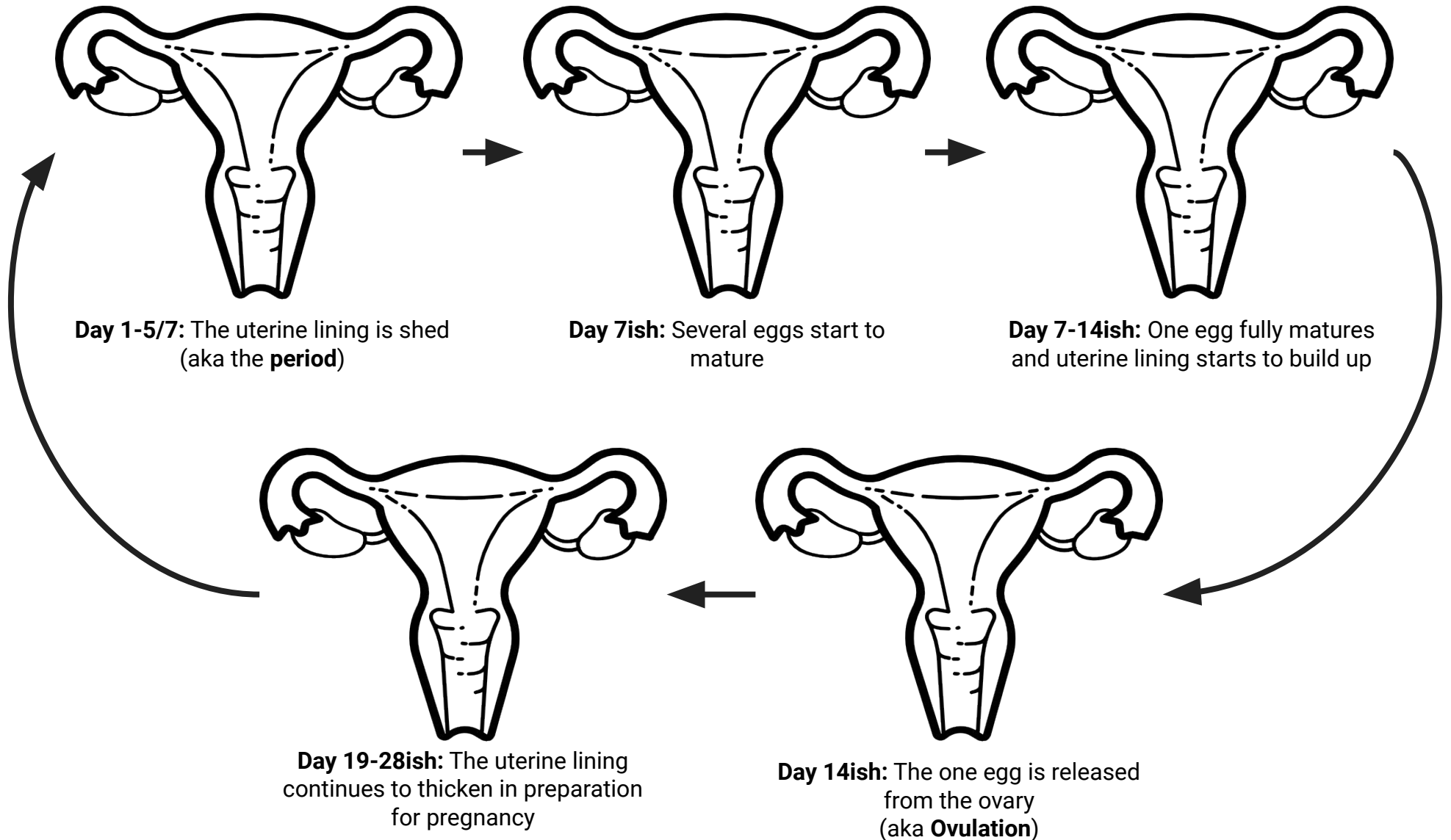
Bra	<ul style="list-style-type: none"> <li>• People can wear a bra for comfort, modesty, or support as their breasts develop</li> </ul>
Menstrual products (pads, panty liners, period panties, tampons, menstrual cups)	<ul style="list-style-type: none"> <li>• Used to manage menstrual flow.</li> <li>• You can keep extra menstruation supplies handy in a locker or bag.</li> <li>• Pads and sometimes tampons are usually available at school offices.</li> <li>• Menstruation supplies can be bought at drug, grocery, convenience and health stores or online.</li> <li>• Choose products that are unscented.</li> <li>• Always put used menstrual supplies in the garbage, not the toilet.</li> </ul>
Additional Menstrual Product Information	<p><b>Pads</b> are applied to underwear to absorb menstrual flow as it leaves the vagina.</p> <ul style="list-style-type: none"> <li>• Pads come in a variety of shapes and sizes.</li> <li>• Pads can be disposable or reusable.</li> <li>• 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.</li> <li>• Reusable pads have snaps to keep them in place.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Panty liners</b> are similar to pads and absorb light menstrual flow or vaginal discharge.</p> <p><b>Period panties</b> 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"> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Tampons</b> 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"> <li>• Use the lowest absorbency needed; if the tampon is still somewhat dry after 3 or 4 hours, use a lighter absorbency.</li> <li>• 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.</li> <li>• To dispose of used tampons, wrap them in toilet paper and put them into the garbage.</li> <li>• 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.</li> </ul> <p><b>Menstrual cups</b> 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"> <li>• Can be safely left in for up to 12 hours, but may need to be changed depending on menstrual flow.</li> <li>• Disposable cups are removed, wrapped in toilet paper and put in the garbage.</li> <li>• Reusable cups are removed, rinsed as directed and reinserted.</li> </ul>

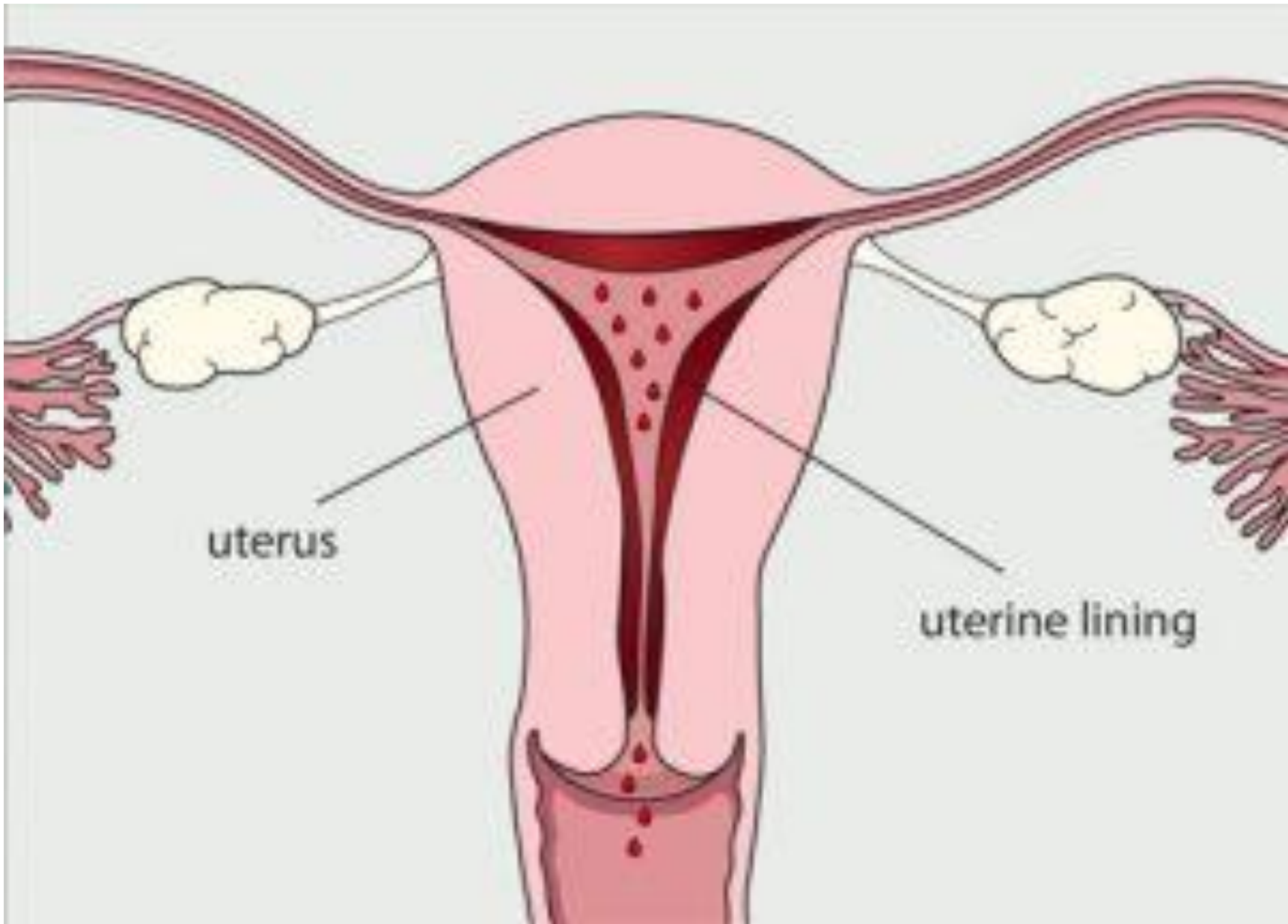




## The Menstrual Cycle

Follow along with the class discussion about the menstrual cycle. As each phase is described, use colored pencils to draw/color what is happening.



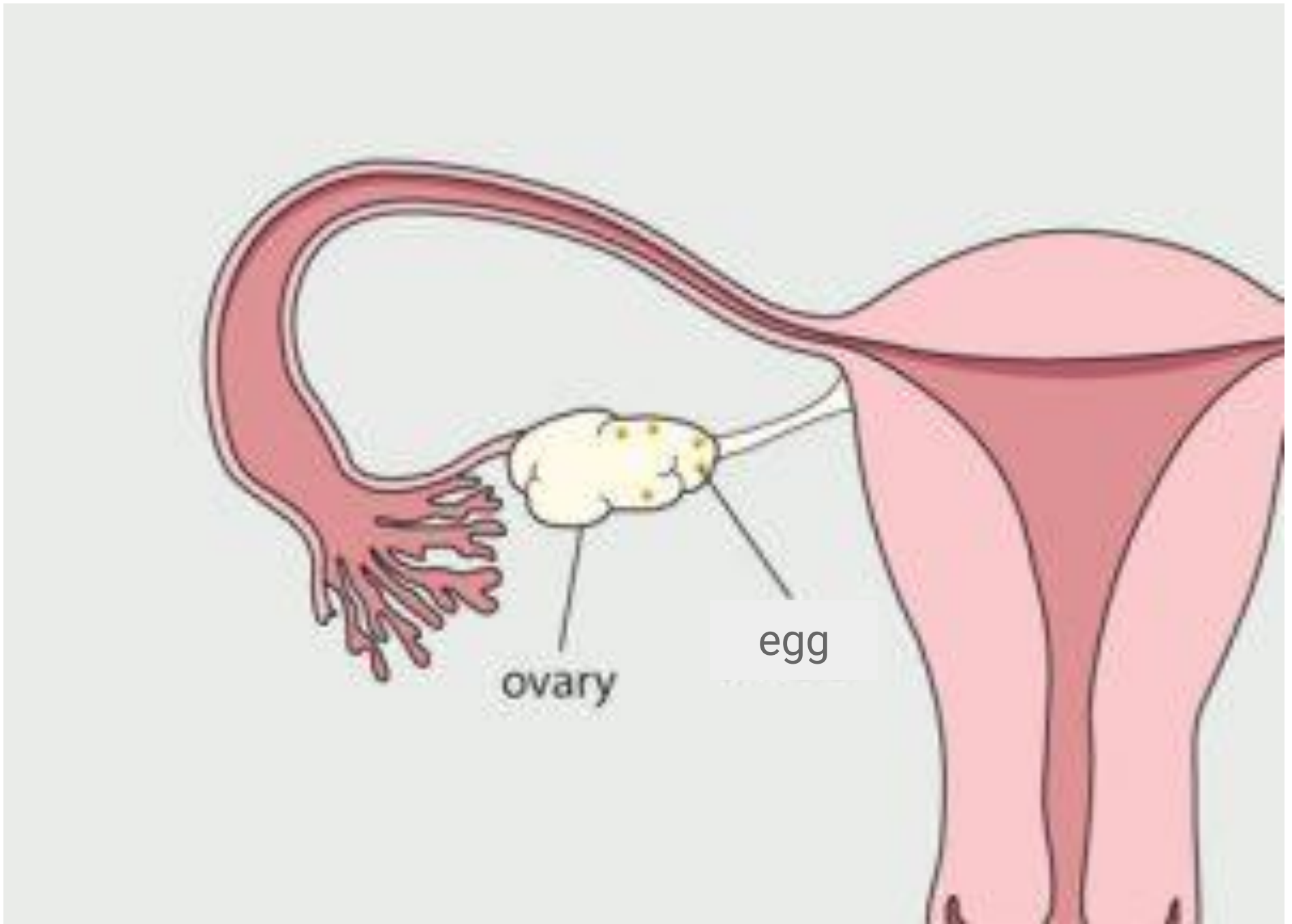


**Day 1-5/7:** The uterine lining is shed (aka the **period**)

## **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..

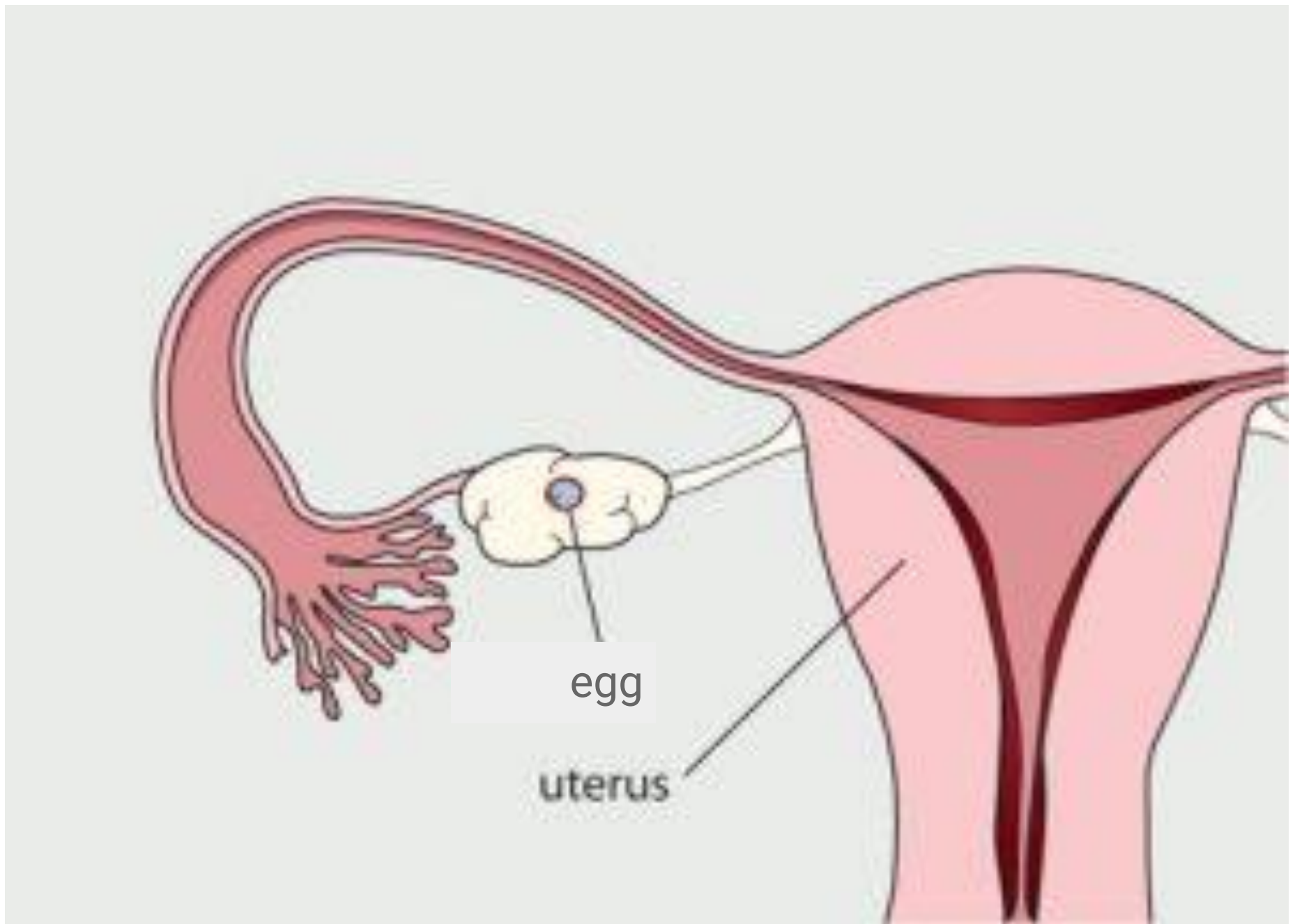


**Day 7ish:** Several eggs start to develop

## **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

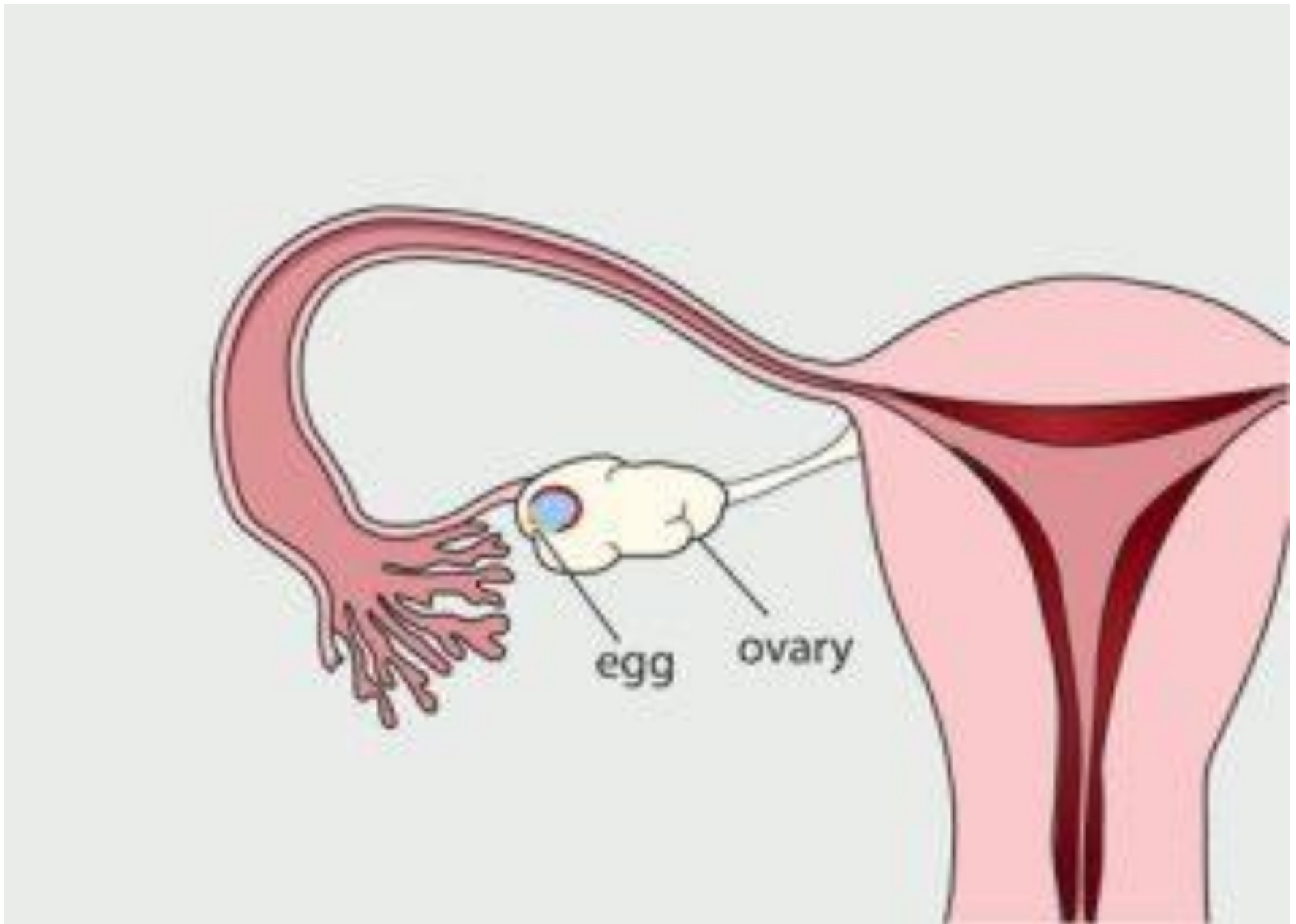
### **Pic #3**

*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.



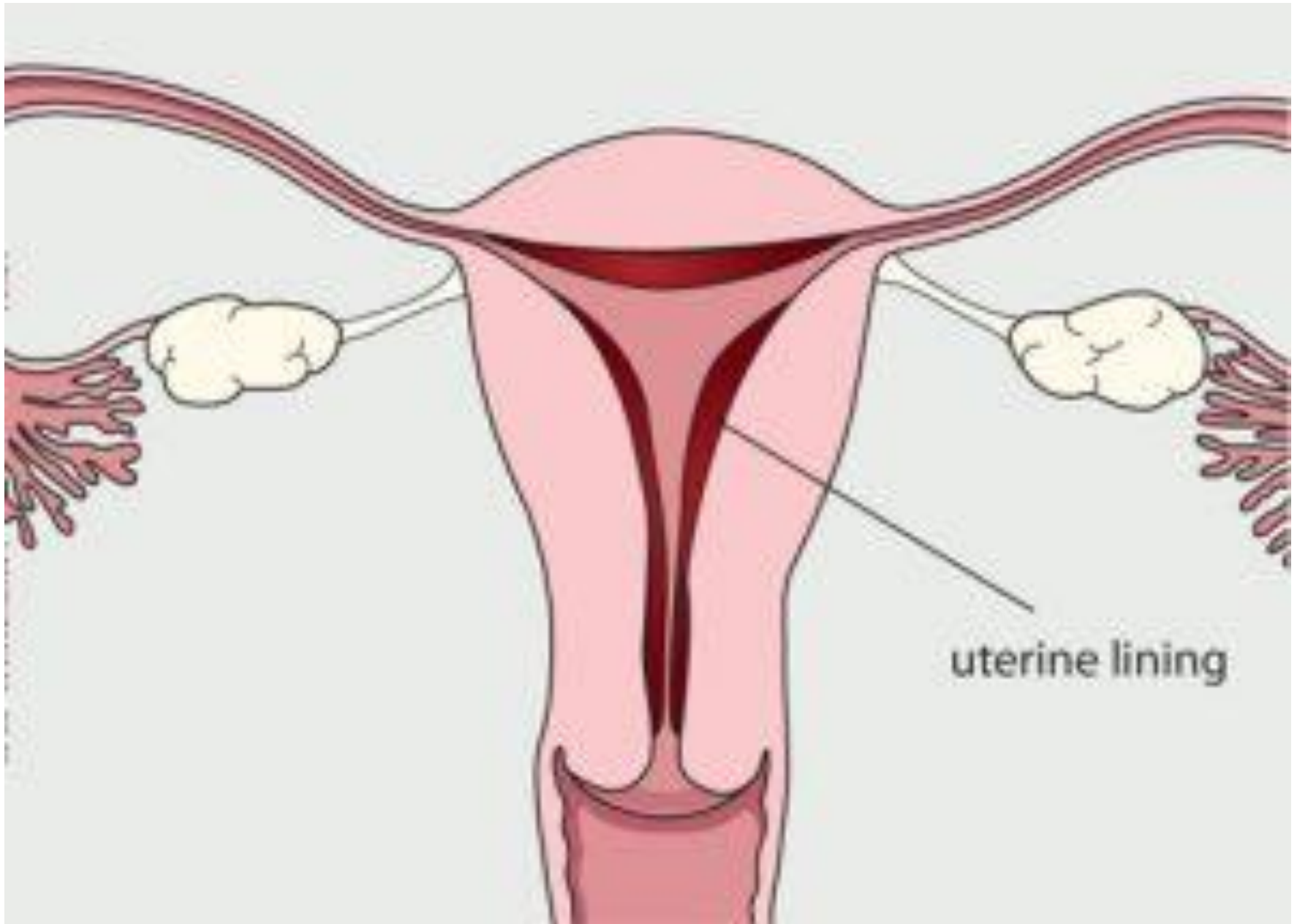


**Day 14ish:** The one egg is released from the ovary (aka **Ovulation**)

## **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.

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

## 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;
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**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?

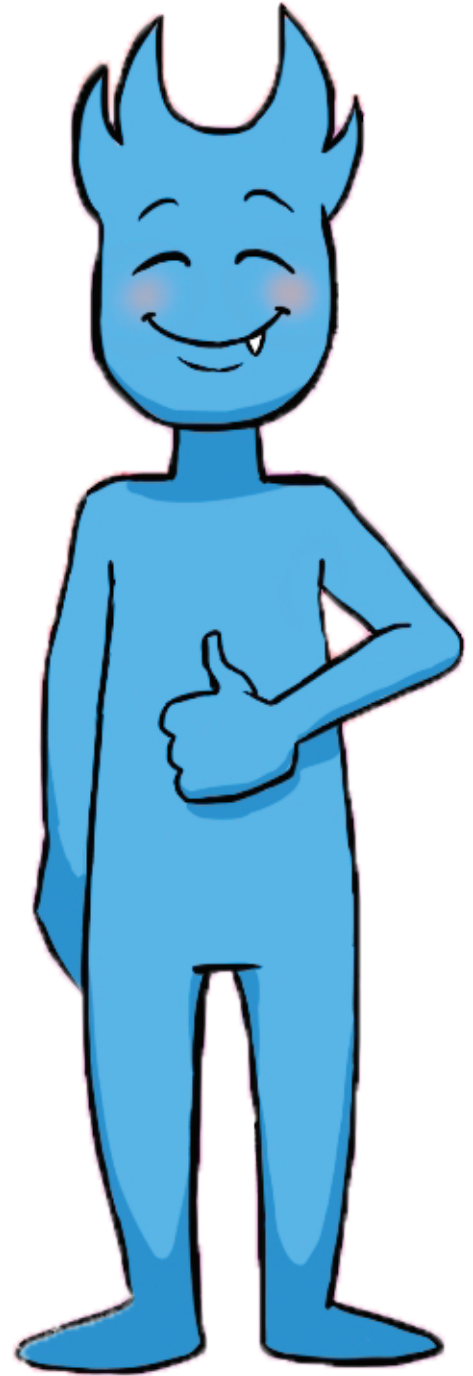
*(\*NOTE TO THE TEACHER: If students cannot come up with their own examples, you can offer something from your own life. Or you can offer an example relating to hugging, since you've just been discussing that, and talk about a time when you hugged someone who wasn't a hugger. Another example is tickling.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

# My Body, Their Body.

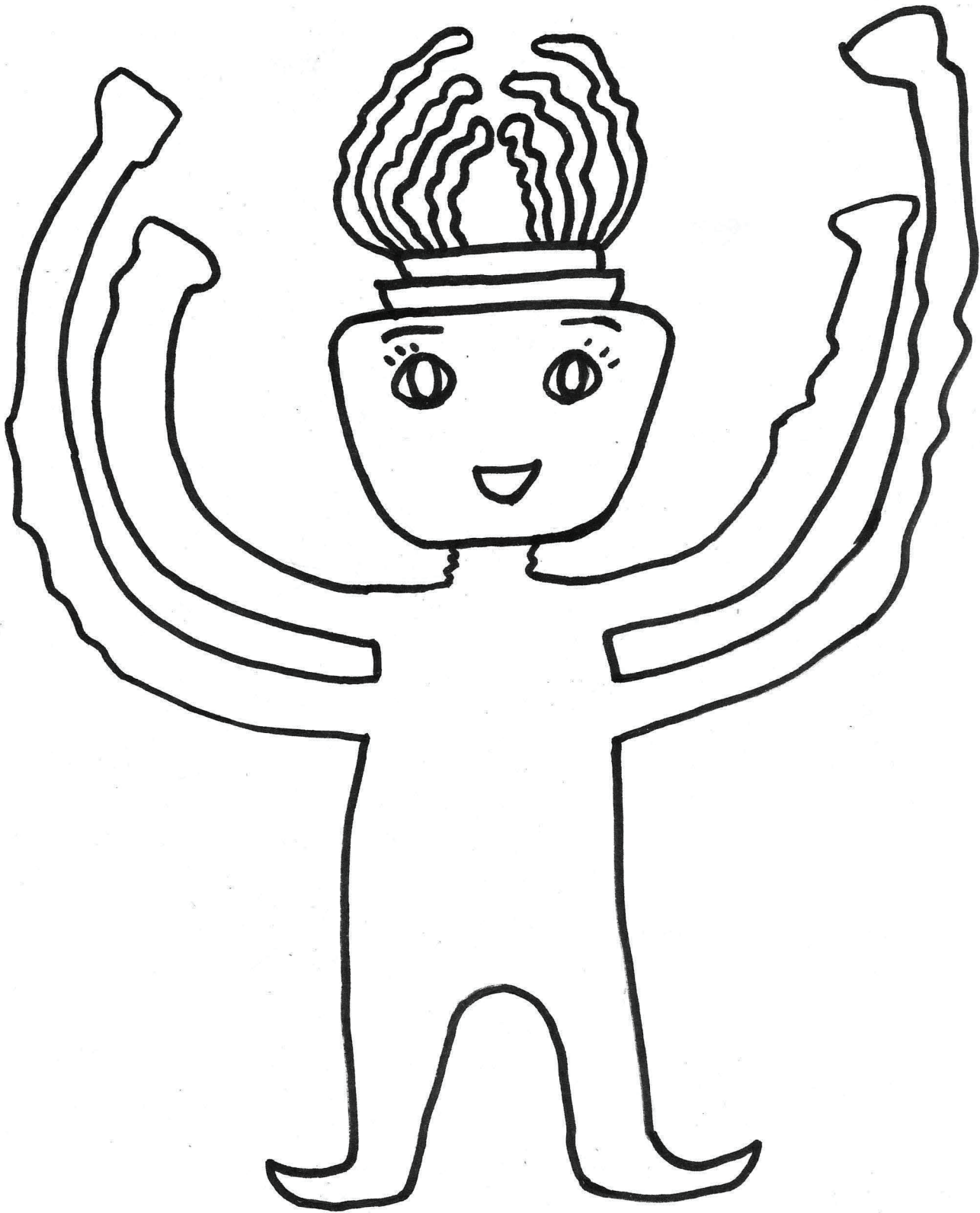


Written By: Isy Abraham-Raveson

Illustrated By: Rebecca Klein & Rachel Frome

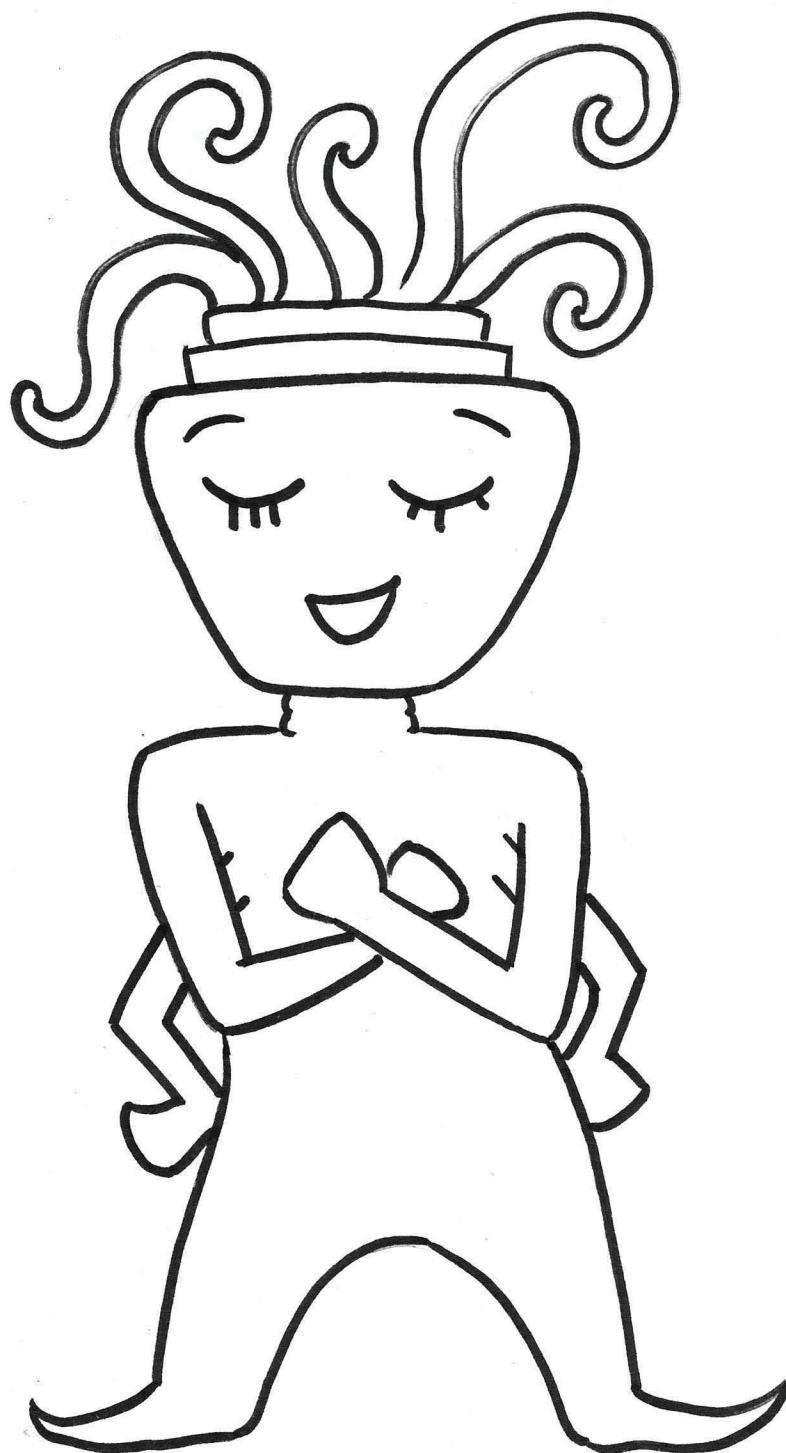
**YES!**

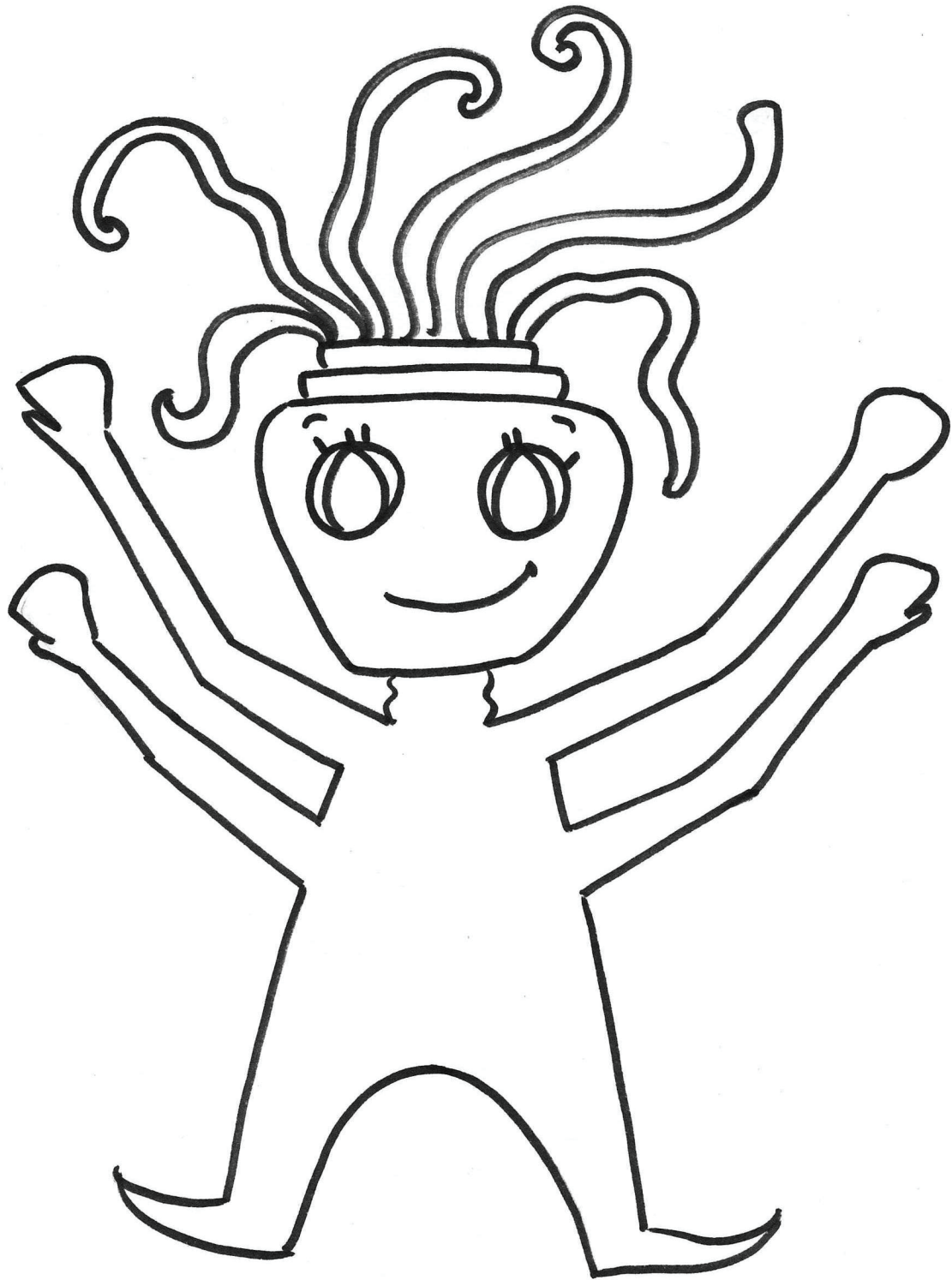
**Your body is YOUR BODY!**



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

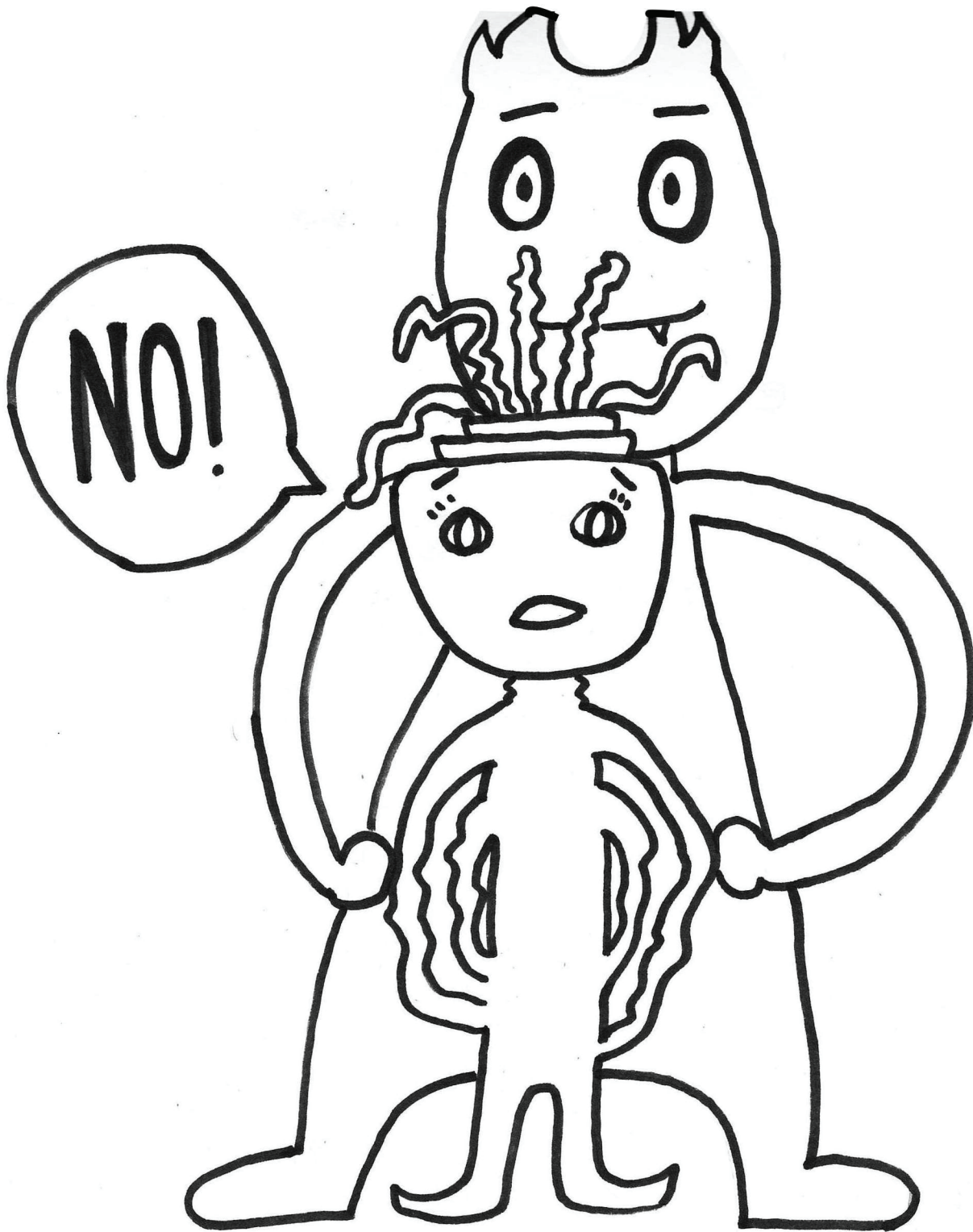
**That means that only you get to decide  
what to do with your body, who gets to  
touch it, and how.**





**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.)





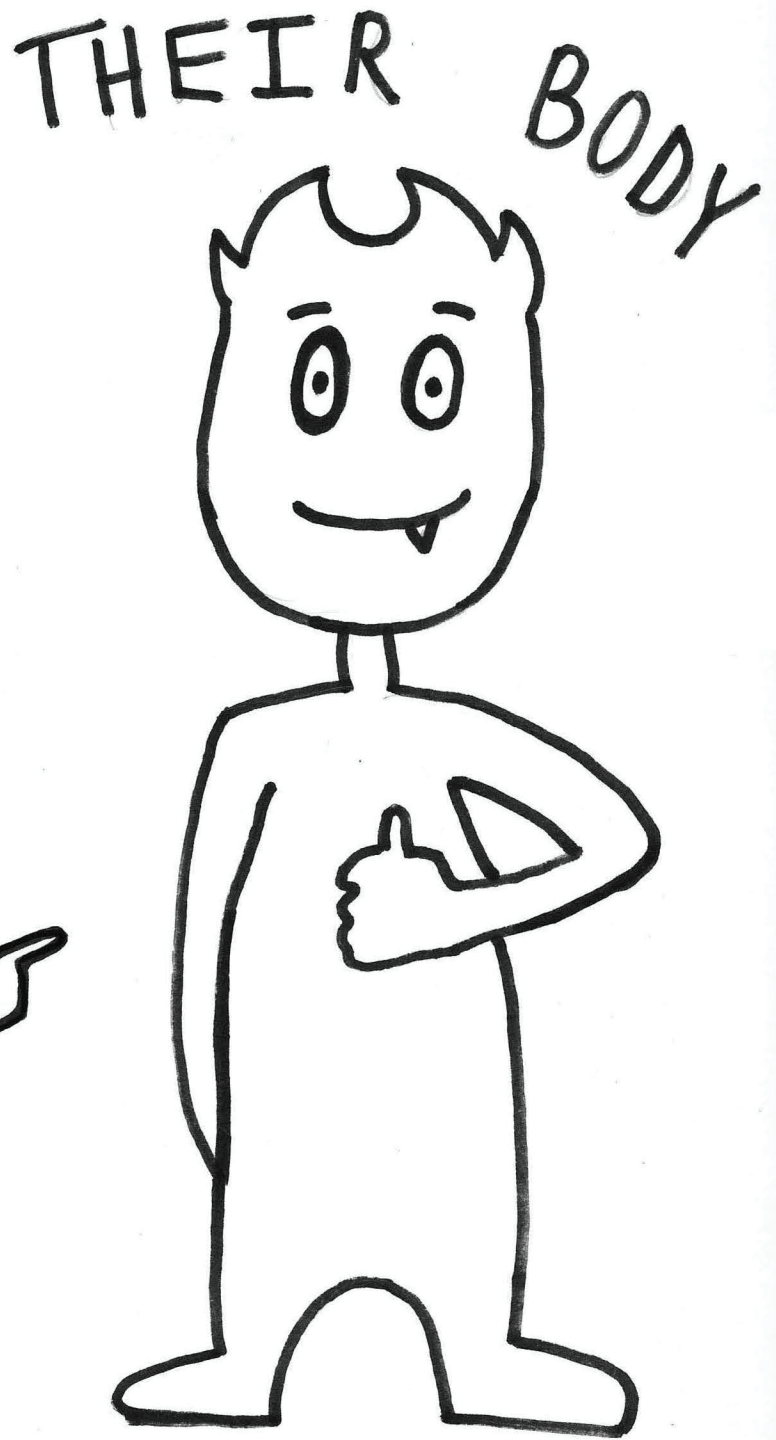
So, if someone says, "Go hug Grandma!"  
You can say:



Or, you can say:

No,  
thank you



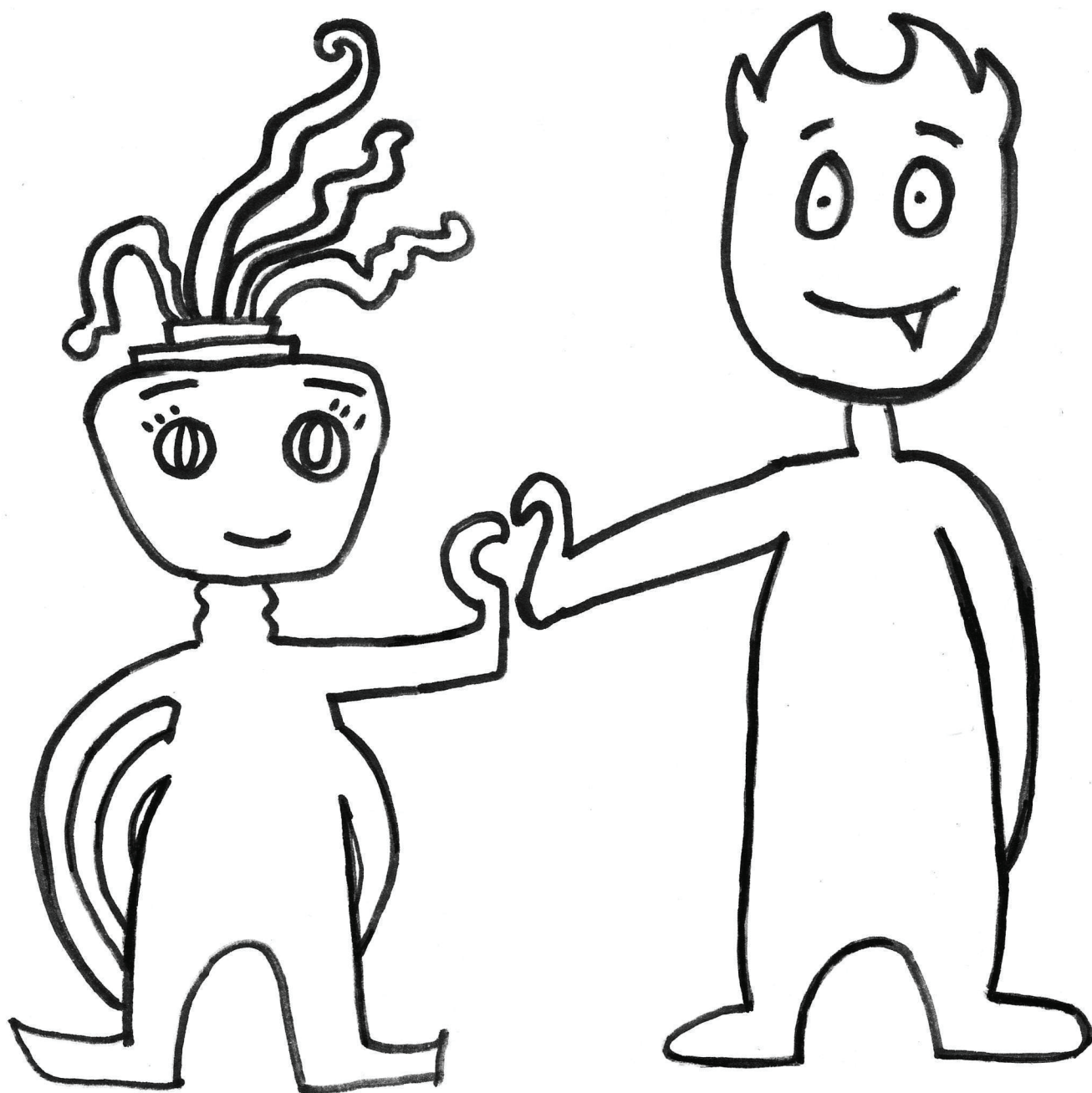


**And if your body is your body, then  
other people's bodies are THEIR  
bodies.**

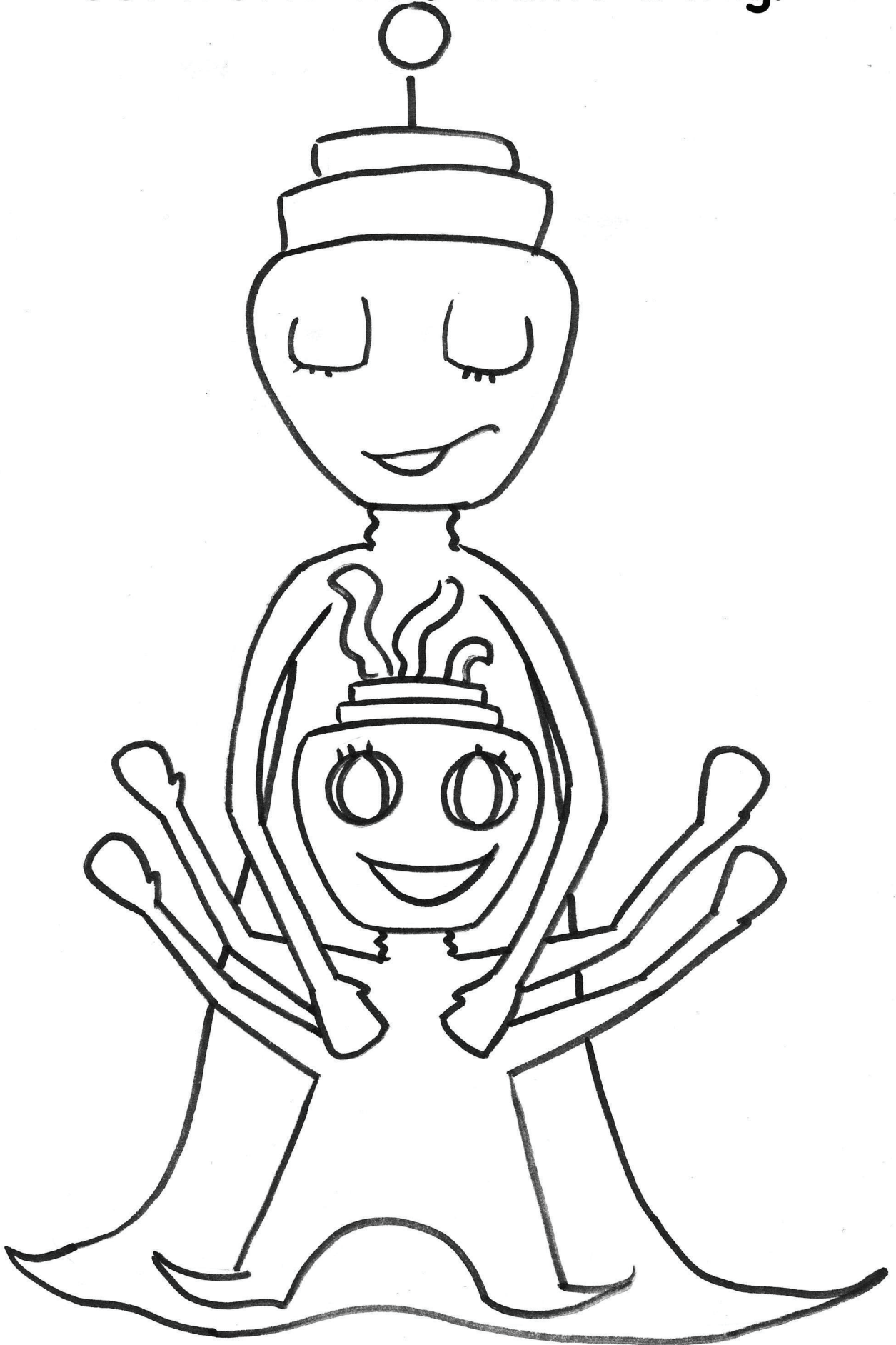


**That means if you want to hug your friend, you should ask. And if your friend doesn't want a hug, THEY can say, "NO!"**

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



Safety Rule #1:

*Know What's Up*



*Teacher Script:*

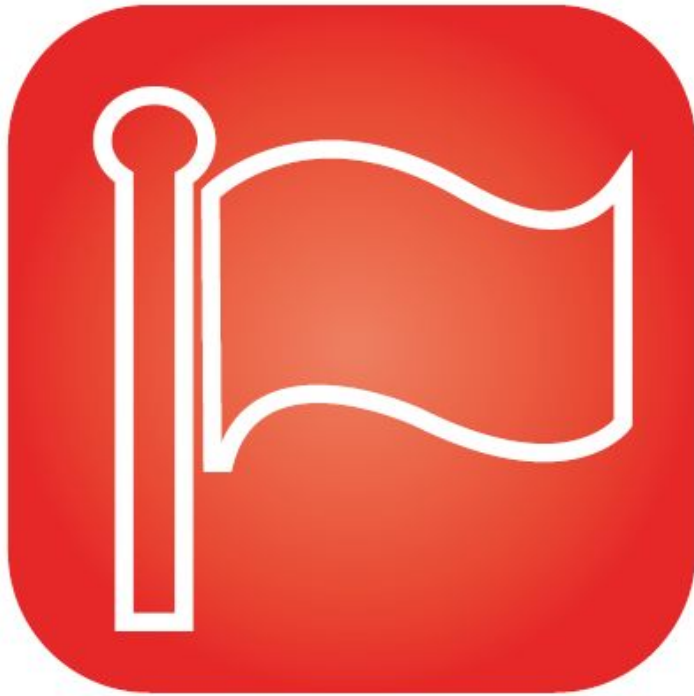
Safety Rule #1 is Know What's Up.

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 #5:

*No Blame / No Shame*

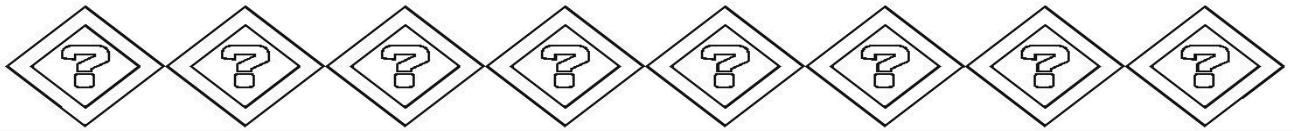


*Teacher Script:*

Safety Rule #5 is No Blame | No Shame.

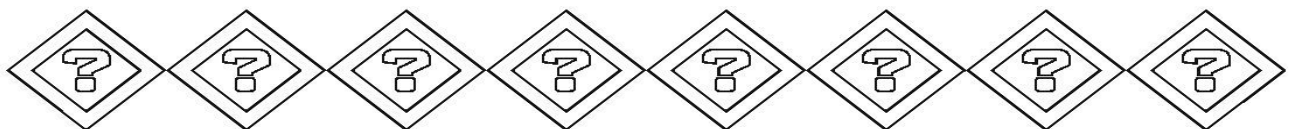
If you are ever hurt or abused, you are never to blame and you should never be ashamed to tell a Safe Adult.

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.

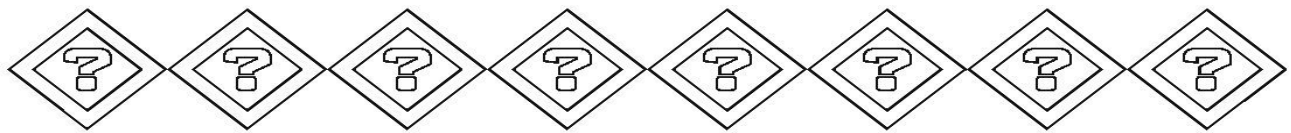


## **Scenario #1**

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

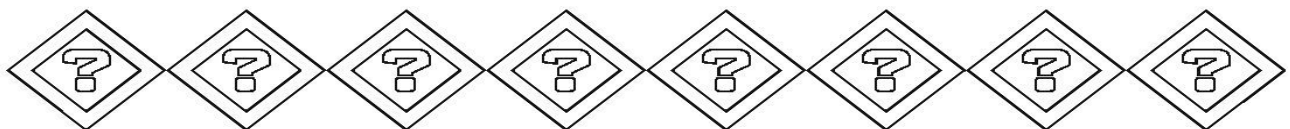


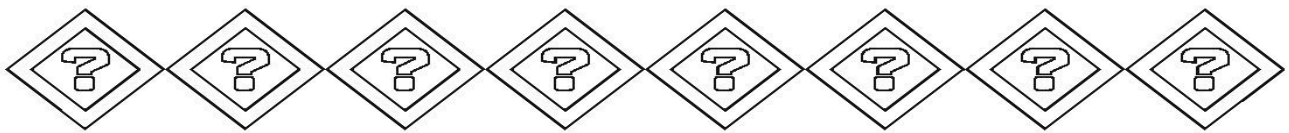




## Scenario #2

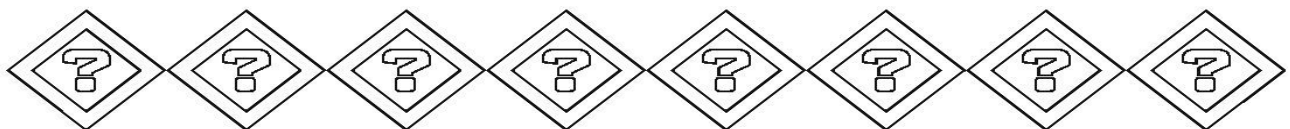
You are online and someone asks for your personal information, like your full name, address, or where you go to school, or they ask you to go into a private chat room.

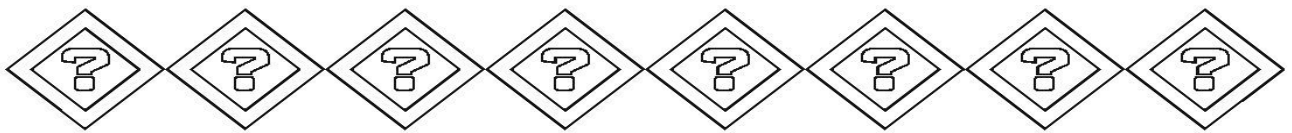




## Scenario #3

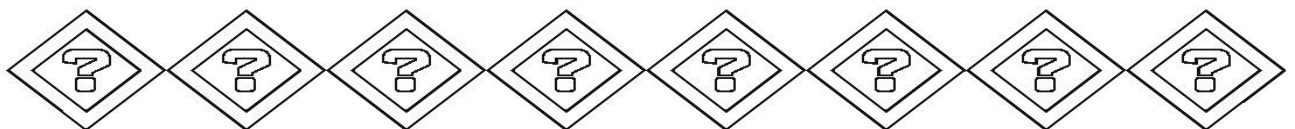
Someone gets physically close to you or touches you in a way that makes you feel unsafe or uncomfortable. This can include hugs, pats, kisses, or “accidentally” touching you in ways that don’t really seem accidental.





## 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?

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### 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