

# Figuring Out Friendships

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

*Fostering respect and responsibility through age-appropriate sexuality education.*

## NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

**HR.5.CC.1** – Describe the characteristics of healthy relationships (e.g., family, friends, peers).

**HR.5.INF.1** – Compare positive and negative ways friends and peers can influence relationships.

**HR.5.AI.1** – Identify parents and other trusted adults they can talk to about relationships.

**TARGET GRADE:** Grade 4  
Lesson 2

**TIME:** 40 Minutes

## MATERIALS NEEDED:

- "Healthy and Unhealthy Friendships Quiz" – one per student
- "Healthy and Unhealthy Friendships – Answer Key" – one for teacher
- "Trusted Adults" – one per student
- Homework: "Circles of Trusts" – one per student
- Newsprint/Board and markers/chalk
- Markers/chalk
- "Positive and Negative Influences on Relationships" – one per student
- Computer with internet access and speakers, with the website, <https://www.youtube.com/watch?v=Gn7ZQ2x0cOE>

## ADVANCE PREPARATION FOR LESSON:

- Talk with the IT person at your school to be sure you can access the video, Healthy vs. Unhealthy Relationships (<https://www.youtube.com/watch?v=Gn7ZQ2x0cOE>)
- Have the video queued up to the start to avoid any ads or delays at the beginning.

## LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe at least 3 healthy and 3 unhealthy characteristics of relationships. [Knowledge]
2. Compare at least 2 positive and 2 negative ways friends and peers can influence relationships. [Knowledge]
3. Identify at least two trusted adults they would talk to about a relationship. [Knowledge]

## PROCEDURE:

**STEP 1:** Tell students that today you are going to talk about healthy and unhealthy aspects of relationships and who they can talk to about them. Ask students, "What do you think of when I say the word 'relationship?'" If students respond that it means dating or romance, ask "Does a relationship always have to mean two people dating?" (No). "What are some different kinds of relationships that people can have?" (Possible answers include: friendship, romantic, relationship between family members or between a child and an adult such as a parent, teacher, coach, doctor, etc.). Tell students that for this class you want to focus on relationships that children or teens might have with each other, whether friendships or dating relationships. (3 minutes)

**STEP 2:** Tell students that they are going to watch a video about healthy and unhealthy relationships. Next, hand out the Healthy and Unhealthy Relationship Quiz and ask students to pair up with someone and complete it together. Then have the pairs discuss those that they might not agree on. (10 minutes)

**STEP 3:** Bring students back together as a large group. Go over the quiz by asking for volunteers to give the correct answer and to explain their reasons for their answers. If there are disagreements or misunderstandings, provide explanations for correct answers included in the answer key. Then say, "Now that we know some traits of healthy and unhealthy relationships, let's think about ways friends and peers can influence a relationship in positive and negative ways. Hand out the worksheet, "Positive and Negative Influences on Relationships."

Allow students five minutes to fill these out. Then, reconvene the class and

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ask students to share some examples from their sheets.

*Note to the Teacher: The individual worksheets are intended for assessment purposes. After filling these out, students can add ideas to them as the lesson progresses and they continue to learn. After the lesson, have students hand these in.*

Say, "What are some examples of things that friends might do or say that can help a friendship in a positive way? That keep it healthy?"

*Note to the Teacher: Some possible responses are: They keep your secret; they help you learn a new game; they don't get upset with you if you cannot do things that they can do; they include you in games and other activities; they stay with you when they are sad; they listen to your ideas even if they are different from their own; they take turns in games or deciding what to do; they are honest with you; they care about your feelings, etc.*

Then say, "What are some examples of things that friends and peers might do or say that can influence a relationship in a negative way? That make it unhealthy?"

*Note to the Teacher: Some possible responses are: They ignore your feelings if you are sad or upset; They jump in front of you in line; They take things from you without asking; They don't invite you to play when a group is together; They hurt your feelings and do not apologize; They tease you even though you ask them not to; They stand by while you are being bullied and do not do anything or tell anyone; They talk about you behind your back; They lie to you; They pressure you to do things you do not want to do, etc.). (20 minutes)*

**STEP 4:** Tell students, "It can sometimes be hard to know if you are in a healthy or unhealthy relationship. It can be confusing. As we just talked about, even people in healthy, good relationships argue and disagree. Also, they can hurt each other's feelings without meaning to. What can you do if you are having a problem or trouble with a relationship?" Ask for student responses. These may include: Tell the other person how you feel; end the relationship; talk with someone about it. After collecting some responses, tell students you want to focus on talking with someone about it.

*Note to the Teacher: If students don't come up with this idea on their own, suggest it to them and then begin the follow-up discussion below. (2 minutes)*

**STEP 5:** Tell students that there are many different people they can talk with if they are having a problem in a friendship or other relationship. Sometimes people talk with other friends or classmates, but sometimes it can be really helpful to talk with a trusted adult. Pass out the "Trusted Adult" handout. Read and review it with students, then ask students to think of a few adults in their life who they have gone to with a question or a problem or who they can imagine going to with a problem in the future. Divide the board/newsprint into three categories: Family, adult neighbors and friends, and Adult helpers in the school or community. Ask students, "What types of people could possibly be trusted adults in your life? As students brainstorm suggestions, record their answers under the appropriate columns.

*Note to the Teacher: Possible answers may include: Under "Family" – parents or guardians, grandparents, older siblings or cousins aunts and uncles; under "Adult neighbors and friends" – family friends, next door neighbor, parent of a friend; under "Adult helpers in the school or community" – teachers, principals, school nurses, police officers, doctors, clergy. Tell students to remember that the most important thing is always to go to an adult who makes them feel safe and comfortable; someone who is trustworthy. If a person they trust does something to make them feel uncomfortable or unsafe, there are always other trusted adults they can go to. (8 minutes)*

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**STEP 6:** Pass out the "Circles of Trust" homework worksheet. Tell students that the purpose of this homework activity is to show that they are surrounded by adults who care about them and who can help them to solve a problem that may be too big to solve on their own. Tell students that the center circle is labeled "Me." Say, "Around you, you have your family, and each family is unique. For homework, write the names of the people in your family you can talk with or go to if you are having a problem in a friendship or relationship, or some other problem. In the next circle is "Adult Neighbors and Friends." In this circle, write the names of the trusted adults that would fall into this category who you could go to about

a friendship or relationship problem, or some other problem. The outside circle is labeled "Adult Helpers in the School and Community." These are the people who surround you when you are away from home. Write the names of people in school and the community who

you could ask to discuss a relationship issue or some other problem. On the bottom of the handout, have students fill out the following statement:

"If I wanted to talk with someone about a friendship or other relationship problem I was having, the two people from my circles of trust I would most likely go to first are:"

Encourage students to share their homework with a trusted family member. (2 minutes)

***Note to the Teacher:** Encourage students to fill out the "Circles of Trust" worksheet in consultation with a family member but tell them that this is not a requirement. It is possible that a student does not have a trusted adult in their home or family. In such a case, the student should feel empowered to fill out the worksheet on their own.*

### RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Learning objective one will be measured through student responses to the Healthy and Unhealthy Relationships Quiz.

Learning objective two will be assessed through the worksheet: "Positive and Negative Influences on Relationships" that students complete in Step 3.

Learning objective three will be measured through student completion of the Circles of Trust Homework assignment.

### HOMEWORK:

"Circles of Trust" worksheet as described above.

## TRUSTED ADULTS

**Who is a trusted adult?** A trusted adult is someone you can talk with about anything; someone you feel happy being around; someone who is a good listener; or someone who has helped you before.

**What kinds of things can you tell a trusted adult about?** Anything you want to; things that make you feel scared, uncomfortable, or confused; a problem you are having including a problem in a friendship or other relationship that is a problem. A trusted adult will try to help you no matter what the problem is.

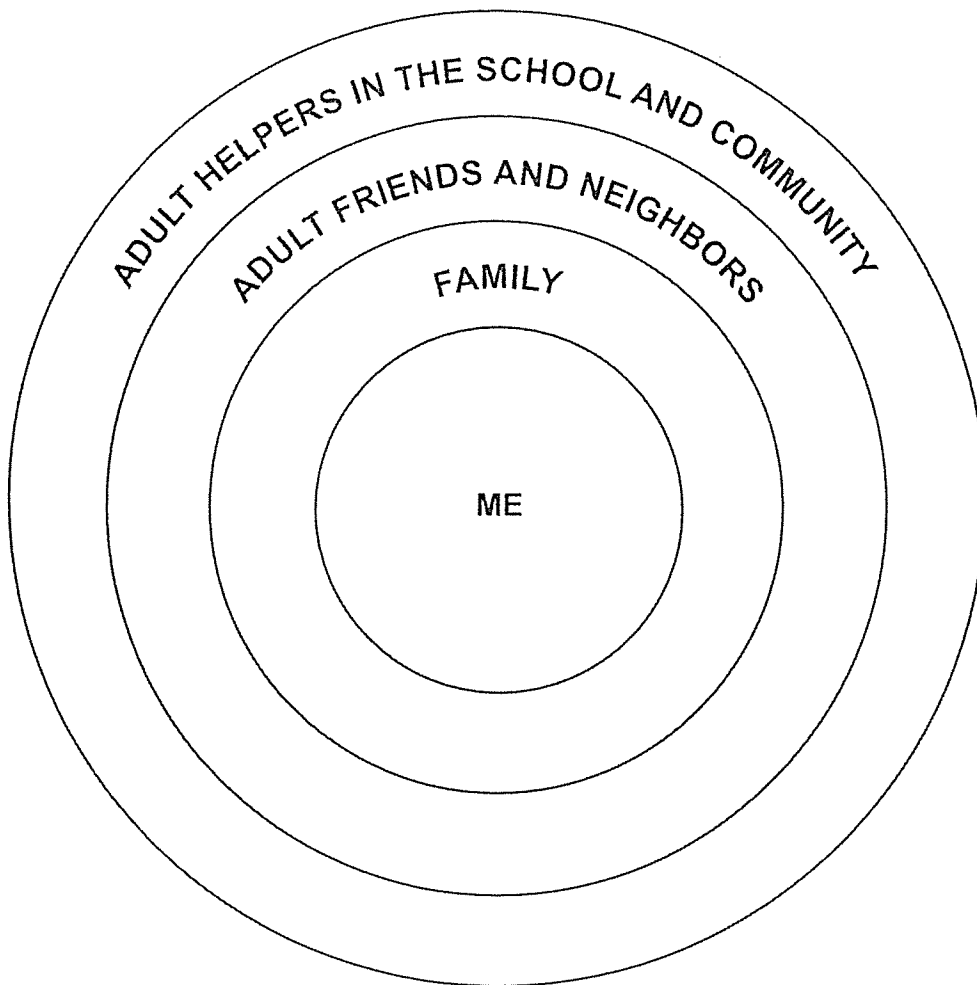
**What would a trusted adult do if you told them that something bad or dangerous had happened to you or you were worried that something might happen to you?** A trusted adult would try to help you solve the problem, be understanding, get help, and work hard to keep you safer.

**Do I only need one trusted adult in my life?** Some people have one person who they talk with about any issue or problem they are facing. Some people have different trusted adults they talk to depending on what they want to talk about. It is good to be able to identify who you would talk to in different situations.

**Circles of Trust**  
*Homework*

Name: \_\_\_\_\_

Directions: In each circle surrounding "Me," write the names of the trusted adults who you could go to about a friendship or relationship problem, or some other problem.



If I wanted to talk with someone about a friendship or other relationship problem I was having, the two people from my circles of trust I would most likely go to first are:

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**Positive and Negative Influences on Relationships**  
*Worksheet*

Name: \_\_\_\_\_

Things that friends and peers might do or say that can influence a relationship in a positive or healthy way:

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Things that friends and peers might do or say that can influence a relationship in a negative or unhealthy way:

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True or False  
Quiz

HEALTHY AND UNHEALTHY FRIENDSHIP QUIZ

*True or False: In a healthy relationship friends and or romantic partners...*

1. \_\_\_\_\_ Put pressure on each other to do something they may not want to do.
2. \_\_\_\_\_ Interested in how the other person is feeling, share personal information and trust each other.
3. \_\_\_\_\_ Do what the other person wants so they won't get mad at them.
4. \_\_\_\_\_ Don't get insulted or take it seriously when the other person teases them (like calling them names like stupid or lazy or swearing at them).
5. \_\_\_\_\_ Always think the same way and never argue.
6. \_\_\_\_\_ Do what the other person wants to do even if they don't want to or don't think it's a good idea.
7. \_\_\_\_\_ Support and encourage one another, and stand up for each other when they are being teased or bullied.

**True or False**  
*Answer Key*

## HEALTHY AND UNHEALTHY FRIENDSHIP QUIZ

1. **TRUE.** People in healthy relationships don't insist that the other person do what they want to do. Putting pressure on someone to do something is not a sign of respect or friendship.
2. **TRUE.** People in healthy relationships often share personal concerns, stories, and experiences with each other that they wouldn't share with other people who may not be close friends or who they just don't know very well. They should be able to have the expectation that the other person will keep that personal information private and not tell anyone, unless they feel that keeping the secret can be harmful or dangerous to their friend, in which case they may tell a responsible adult.
3. **FALSE.** Healthy relationships are equal relationships, meaning both people get to have a say in what they do together. If one person gets angry because the other won't do what they want, that is not respectful and is not an equal relationship. It's okay to be annoyed with someone who doesn't want to do what you want to do, but that doesn't mean the other person has to give in if they feel strongly about it.
4. **FALSE.** People in healthy relationships should never call other people names, or tease one another with words that can be hurtful. Healthy joking around doesn't include insults, put downs or threats.
5. **FALSE.** Disagreements are fine and perfectly healthy. It would be more unhealthy if there were never any disagreements because that might suggest that one person is getting their way all the time and the other person is giving in all the time. People in healthy relationships discuss their viewpoints and feelings together to reach a solution.
6. **FALSE.** Just like it is not okay to pressure someone into doing something they don't want to do, it is not healthy to do what another person wants if you don't want to. It is okay to compromise sometimes but if something just sounds like a really bad (or dangerous, or wrong, or just not at all interesting) idea, you shouldn't do it.
7. **TRUE.** It can be really difficult for someone, even a good friend, to stick up for someone who is being teased or bullied because they are afraid that they may then be bullied, too. When friends stick up for each other, however, they are less likely to be bullied. If it is impossible to stick up for them because it doesn't feel safe, it is important to find an adult to tell who can intervene. Helping a friend when they are in trouble is very important to a healthy relationship.



# Taking a Stand Against Bullying

## *A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum*

*Fostering respect and responsibility through age-appropriate sexuality education.*

### **NSES ALIGNMENT:**

By the end of 5th grade, students will be able to:

**PS.5.SM.1** – Students will be able to discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied.

**PS.5.ADV.1** – Students will be able to demonstrate skills for persuading others to take action when someone else is being teased, harassed or bullied.

**TARGET GRADE:** Grade 4  
Lesson 4

**TIME:** 40 Minutes

### **MATERIALS NEEDED:**

- Computer with internet access and speakers
- LCD projector and screen
- Handout: "Our Upstander Story" – one per every four students in the class, plus some additional copies if students feel they need to start over (Note: There are two versions of this handout for variety; each group should receive only one)
- Homework: "Making a Difference to Stop Bullying" – one per student
- Sheets of lined notebook paper (if students do not have their own) – at least 15 sheets
- Markers/chalk
- Flipchart paper or chalkboard/dry erase board
- Extra pencils in case students do not have their own

### **ADVANCE PREPARATION FOR LESSON:**

- Talk with the IT person at your school to be sure you can access YouTube for the lesson, or ask them to help you download the videos listed in the lesson to your desktop for remote use.
- Have the YouTube videos queued up to the start to avoid any ads or delays at the beginning.

### **LEARNING OBJECTIVES:**

By the end of this lesson, students will be able to:

1. Differentiate between the terms "upstander" and "bystander." [Knowledge, Skill]
2. Describe the four steps involved in being an upstander when bullying is happening. [Knowledge]
3. Demonstrate effective ways of intervening when someone else is being bullied by creating and acting out a skit that integrates the four upstander steps. [Knowledge, Skill]
4. Demonstrate an understanding of how being an upstander can inspire others to stand up against bullying. [Knowledge]

### **PROCEDURE:**

**STEP 1:** Explain that you know that the students have learned about bullying over the course of their time in elementary school, both at school and out in the world. Tell them that today you are going to quickly review the different types of bullying and then focus on what they can do if they see someone else being bullied. (1 minute)

**STEP 2:** First, show the following video on bullying:

<https://www.youtube.com/watch?v=KQZ9hDDz704>. Once the video is done, ask if anyone has any questions. Next, show the following video on Upstanding: <https://www.youtube.com/watch?v=eeqQCyQOCPg>. Once the video is done, say, "Okay, so Zed talked about something called an 'upstander.' Can someone remind me of what he said, and how that's different from being a 'bystander'?" Probe for the idea that they are both what they sound like – that a bystander sits or stands by while something else is going on and doesn't do anything about it. An upstander, however, will see something going on that's wrong and figure out a way to stand up for what's right – without putting themselves in harm's way or getting into trouble.

Say, "Zed also shared four things you can do if you see someone being bullied. Can someone remind me of what those were?"

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Probe for:

- Be a buddy
- Interrupt the bully
- Speak out
- Tell someone

As the students share these four messages, write them on the chalk or wipe-off board. Explain that people can do some or all of these to help someone who's being bullied – but that even doing just one makes someone an upstander.

Say, "What we just saw was a cartoon – but we want to take what they were talking about and apply it to real life." (11 minutes)

**STEP 3:** Tell the students they are now going to come up with their own scenes that put those four things into practice.

Divide the class into groups of 4. Once they are in their groups, distribute one of the two worksheets, titled, "Our Upstander Story." Ask them to decide who will be the recorder for their group. Have that person write all of the group members' names at the top of the sheet.

Next, ask them to think of a scene they could create where someone is being bullied – and where an upstander makes a difference. They are then to create an actual scene that their groups will act out in front of the class to show upstander behavior. Be sure to tell them that there may not be time for every group to act out their scene.

Give them the following guidelines for the activity:

- They must use at least two of the four upstander steps listed on the board.
- They cannot come up with a scene in which the upstander(s) bully the bully, or get physical in any way.

Tell them you are going to give them about 12 minutes in which to create their scene by completing the worksheet as a group. Emphasize that you are expecting them to take working on this activity seriously. As they start working, walk around the room to give guidance or pass out additional sheets of paper if any groups make mistakes or wish to start over.

***Note to the Teacher:** As you are walking around to check in, be sure to eavesdrop on the scenarios they are creating to ensure students do not use inappropriate language or create scenarios that are offensive or attempt to be funny or silly. (13 minutes)*

**STEP 4:** Call time and ask for groups to volunteer acting out their scenes. Remind the students that there may not be sufficient time to go through all of the scenes. After each, ask the class which of the four steps to being an upstander to bullying they noticed. (10 minutes)

***Note to the Teacher:** In some cases, some inappropriate language or humor you did not catch during their work time may come up. This could include profanity, such as the students calling the bully certain names. If this were to happen, interrupt the scene, ask the students in that group to sit down, and either "take over" the scenario – meaning, continue to discuss the example with the larger class – or simply move on to the next group. You can then*

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*address the inappropriate behavior with those students after class.*

**STEP 5:** Once all the groups have gone, or once there are 5 minutes remaining in class, ask: "What did all of the skits have in common?" The answers will be determined by what the students create; probe for, however, the concept that when there was an upstander in the situation, the bullying stopped.

Say, "Speaking up when you see someone else being treated badly or being hurt takes courage. It can be scary – but it's really important. Sometimes, all you need to do is have the courage to run and get an adult who can come and make the situation stop. If no one's nearby, however, now you have some other options for making this kind of behavior stop."

Collect the worksheets with the scenes written on them. Distribute the homework sheets and ask them to complete them for the next class session. (5 minutes)

### **RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

The discussion following the video, as well as the creation of the skits, will help the teacher determine whether the students understand the differences between being an upstander and a bystander. The skit creation will enable the teacher to determine whether students understood the four bystander steps based on how they apply them to their scenes, which will be handed in at the end of class. The homework assignment will provide individual feedback on whether the last learning objective was met.

### **HOMEWORK:**

Distribute the worksheet: "Making A Difference to Stop Bullying" and ask them to hand it in during your next class.

## Outstanding Young People Making a Difference to Stop Bullying

### Homework

Name: \_\_\_\_\_

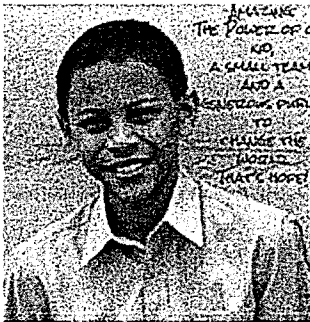
Date: \_\_\_\_\_

Directions: A lot of times, kids experience or witness bullying and don't feel like they can do anything to make a difference. That's not true! These are just a few of the many young people who have experienced or witnessed bullying, and used what they went through to work to reduce bullying toward other kids. Once you've read the descriptions, please answer the questions that follow.



Vanessa VanDyke

At 13, Vanessa was teased by other kids because she wore her curly hair natural, without any products or treatment. She was told that her hair was a "distraction" and that she needed to style it differently. This made Vanessa feel awful about herself – so she and her family stood up on behalf of people who are made fun of just because of how they wear their hair by creating a line of natural hair care products for girls with naturally coily, curly, wavy, and kinky textured hair. They call it Vanessa's Essence Hair Care, and their mission is to make sure that no one is made to feel badly about how their hair looks just because it may be different from others'.



Jaylen Arnold

When Jaylen was 8, he was teased at school because he had motor and vocal tics associated with Tourette's Syndrome. That's a condition that causes people to make unwanted twitches, movements, or sounds. Instead of being discouraged by it, he stepped up and became a leader, starting a campaign called "Jaylen's Challenge" to stop school bullying. He accepts donations and sells anti-bullying wristbands that fund educational programs that help schools address bullying and teach students about accepting and celebrating differences. Celebrities who have worn Jaylen's bracelets include Leonardo DiCaprio, Anthony Anderson and Sam Waterston. (<http://www.jaylenschallenge.org>)



Brigitte Berman

As a middle schooler, Brigitte was taller than a lot of the other kids, and describes herself as a "geek" who was really into science. Because of these things, she was teased and bullied -- and witnessed others being bullied as well. She decided to do something about it. She wrote a book called "Dorie Witt's Guide to Surviving Bullying," which also has a website: <http://www.doriewitt.com>. When she was in high school, this "geek" became the youngest person ever to become involved in a NASA mission, and now gives talks at different schools about making bullying stop.

### Questions:

1. All three of these students were harassed or bullied in some way. Their inspiration to make changes came from their experiences. How can students who are NOT being bullied stand up for those who are?
2. Vanessa created a hair care line; Jaylen sold money to support educational programs; Brigitte wrote a book. If you wanted to make a difference in bullying outside of your school, what would you do?

## Our Upstander Story

Names: \_\_\_\_\_

Instructions: Read the scene below about bullying. Fill in the blanks provided to create a scene in which people become upstanders. Please write clearly, as you will be handing these in when you are done.

Scene: Calvin is a 5th grader who is bigger than the other 5th graders. Whenever he's around teachers, he's very nice and respectful – but the minute adults aren't looking, he trips kids in the hallway and steals their lunches. He has three close friends who tell the kids that if they say anything, it'll get ten times worse for them. Kids are fed up, but they're scared about what will happen if they try to do anything about it.

Questions:

1. What is the name of the upstander in your scene? \_\_\_\_\_

2. What is the name of the student who's being bullied in your scene? \_\_\_\_\_

3. How does Calvin bully that student? \_\_\_\_\_

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4. What does the upstander do in your scene to make the bullying stop? \_\_\_\_\_

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5. What two upstander skills does your upstander use to try to stop the bully?

a. \_\_\_\_\_

b. \_\_\_\_\_

## Our Upstander Story

Names: \_\_\_\_\_

Instructions: Read the scene below about bullying. Fill in the blanks provided to create a scene in which people become upstanders. Please write clearly, as you will be handing these in when you are done.

Scene: Jenny, a 5th grader, is considered the most popular student at school. Everyone wants to be her friend. She doesn't like to focus on school work, and makes fun of anyone who actually likes and does well at school. For the past few months, she has focused on one student, who is very smart, but awkward. When that student gets a good grade, Jenny grabs the assignment after class, crumples it up, and throws it away. When the teacher's back is turned, Jenny throws something at the student or says something mean to them. Most of the other students in the class think this is funny and laughs along with her – but not everyone.

Questions:

1. What is the name of the upstander in your scene? \_\_\_\_\_

2. What is the name of the student who's being bullied in your scene? \_\_\_\_\_

3. How does Jenny bully that student? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What does the upstander do in your scene to make the bullying stop? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What two upstander skills does your upstander use to try to stop the bully?

a. \_\_\_\_\_

b. \_\_\_\_\_

# Being Clear With Your Friends

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Fostering respect and responsibility through age-appropriate sexuality education.

## NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

**HR.5.IC.1** – Demonstrate positive ways to communicate differences of opinion while maintaining relationships.

**PS.5.IC.2** – Demonstrate refusal skills (clear “no” statement, walk away, repeat refusal).

**TARGET GRADE:** Grade 5  
Lesson 5

**TIME:** 40 Minutes

## MATERIALS NEEDED:

- Worksheet: “Conflict Situations” - one situation for each pair of 2 students
- Board and chalk or markers and newsprint

## ADVANCE PREPARATION FOR LESSON:

Pre-print on the board or newsprint the instructions for the role play activity:

- Review the situation and decide what to do.
- Decide who will play the roles.
- Decide as a group how the person can be assertive and stand up to their friend.
- Plan a very short role-play about two minutes long.

Pre-print on the board or newsprint the following terms and definitions:

**AGGRESSIVE** communication: trying to get what you want by bullying the other person into it.

**PASSIVE** communication: being unclear in expressing your needs or afraid to express them.

**ASSERTIVE** communication: clearly saying what you want or mean without being hurtful to the other person.

## LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Successfully demonstrate assertive communication when expressing a difference of opinion with another person. [Skill]
2. Successfully demonstrate at least one appropriate refusal skill when facing peer pressure. [Skill]

## PROCEDURE:

**STEP 1:** Tell students that relationships aren’t always easy, whether they are relationships with family members, friends, classmates, or even romantic relationships. One of the things that happens, even in the best relationships, is that people have different opinions, likes and dislikes, and ideas about how to spend their time. Tell students that when conflict happens, it is very important to be able to communicate honestly. Ask, “*What can sometimes make communication difficult even with someone you really like?*”

Some possible responses might include:

- “I don’t want to upset them.”
- “I’m too embarrassed to talk about it.”
- “We don’t talk like that.”
- “I don’t want them stop being my friend.”

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- "It's too much work – I just want to have a friend I don't have to stress about."
- "It's none of their business."

Say, "While these are certainly all reasons that make it difficult to communicate in a relationship, no relationship can last without good communication of some kind. And HOW we express ourselves is just as important as WHAT we are trying to communicate. We are going to look at three ways that people communicate with each other: aggressively, passively, or assertively." Reveal the pre-printed definitions and review. Tell students:

"Being **AGGRESSIVE** is when someone tries to get what they want by bullying the other person into it.

Being **PASSIVE** is when a person is unclear in expressing their needs or afraid to. Sometimes this means that they won't speak up about what they want, but just go along with what the other person wants.

Being **ASSERTIVE** is when a person says what they want or mean without being hurtful to the other person. They express their needs or opinions clearly while being respectful of the other person."

Ask, "What if someone asked you to go see a particular movie that you really didn't want to see. How might you respond if you were passive?"

Possible responses might include:

- "I'd probably go anyway."
- "I'd say, 'Well, I've already seen it – but that's ok, I'll see it again if you really want to see it.'"

Ask, "What can be problematic about this kind of response?"

Possible responses might include:

- "Because you'd end up seeing a movie you didn't want to see."
- "Your friend might feel guilty for making you go."
- "You might go but be really annoyed with your friend."

Ask, "How would you respond to the same question using aggressive communication?"

Possible responses might include:

- "I'll go to the movies, but we're going to see THIS movie, not that one."
- "Oh, I hate that movie. It's so stupid."
- "Man, you have really bad taste in movies."

Ask, "What can be problematic about this kind of response?"

Possible responses might include:

- "Because it becomes all about what I want."
- "Because that's rude, and can make the other person feel bad."
- "Because your friend might get mad and you might lose them as a friend."



## Being Clear With Your Friends

### *A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum*

Ask, "How would you respond to the same question using assertive communication?"

Possible responses might include:

- "I'd love to go to a movie, but not that one. Let's see something we both want to see. What else is playing?"
- "I don't really want to see that movie but I want to hang out with you. Can we do something else?"
- "I think I'm going to skip that movie because I heard it was really scary, but you go and we can hang out later together."

Ask, "What makes this an effective way of responding?"

Possible responses might include:

- "Because both people's needs count."
- "Because the person says what they mean, but don't offend the other person."
- "Because they can find a compromise that they would both like."

**Note to the Teacher:** *It is possible that some students will insist that aggressive communication is the best especially if they really want to get their way. If this happens, try to facilitate a discussion about this. Some questions you can ask include: "If you can get what you want without hurting the other person, might it make more sense to do it that way? Why or why not?" "Would it be worth losing a friend to get your way?" "Would you stay friends with someone who answered you that way all the time to get what they wanted?"*

Summarize this discussion by making the following points:

- Being in a relationship does not mean that a person has to give up who they are and their own needs.
- In a healthy relationship, both people should be able to express themselves openly, and be able to listen to, appreciate, and accept the other person's needs.
- Compromise is a part of every relationship. This means that you give in sometimes, and the other person gives in at other times. But if one person is giving in more often than the other, it is an unequal, unhealthy relationship.
- It is important to stick to what you believe in and the decisions you make, even if they're different from what people around you are saying.
- No one should do anything in a relationship that they do not feel right about doing.

(10 minutes)

**STEP 2:** Explain to students that while most people in relationships respect one another when one of them doesn't want to do something and take each other's feelings into account, sometimes, people just don't take "no" for an answer. Say, "In these cases, it is really important to be able to stick to your beliefs and your decisions. But it can be hard, especially if the other person is putting pressure on you. So, let's discuss some good refusal skills for those situations." Explain that there are three good strategies they can use:

- Say "no" clearly and firmly.

## Being Clear With Your Friends

### A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

- Keep repeating your refusal until the person stops asking (tell the person that they are pressuring you and they should stop).
- If all else fails, simply walk away and refuse to discuss the issue further.

(5 minutes)

**STEP 3:** Tell students that you will now practice using assertive communication in responding to potential conflict situations. Explain that in this activity they will role play carrying out a decision they make and communicating it clearly and assertively. Divide students into pairs. Show the class the pre-written instructions so everyone can see:

- Review the situation and decide what to do.
- Decide who will play the roles.
- Decide as a group how the person can be assertive and stand up to their friend.
- Plan a very short role-play about two minutes long.

Hand out the scenarios from the "Conflict Situations" to each pair.

***Note to the Teacher:** Feel free to add specific scenarios that may related to something that has actually happened in your class or that you feel is appropriate for your students. Choose the ones that will have the most relevance and meaning for your class. You can also give the same scenario to more than one pair and see how different pairs decide to demonstrate assertive communication. (8 minutes)*

**STEP 4:** Give groups about 5 minutes to plan. Then have each Pair present its role-play. After each role play, discuss the following questions:

- Was the student assertive?
- What technique(s) did they use? (Said "No" clearly; Kept repeating refusal; Walked away)
- Do you think they were effective? Why or why not?

Finish by telling students that standing up for what they believe in or what they want without being mean or hurting their friend's feelings is not easy to do but is a very important skill to have. It is important to practice assertive communication whenever they can so they can get good at it. (17 minutes)

#### RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The role plays are designed to assess Learning Objectives one and two. Through role play, students should be able to demonstrate assertive communication and appropriate refusal skills.

#### HOMEWORK:

None.

## Being Clear With Your Friends Worksheet

### CONFLICT SITUATION – 1

Monique's parents expect her to come home directly from school each day. But today, Jamila wants Monique to come to her house for a little "get together" after school. Some of the other kids are coming over and Jamila's mother won't be home. Monique doesn't want to go because she knows her parents will be really angry if she goes and she isn't sure it is safe without any adults there. Jamila doesn't want to take "no" for an answer because Monique is her best friend.

**Question:** How can Monique use assertive communication skills to tell Perry how she feels?

*Write down some ideas for a role play that will demonstrate Monique using assertive communication to express her views. Think about some ways that Jamila might respond and what else Monique can do.*

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### CONFLICT SITUATION – 2

Santi asked Jared if he could borrow his bike to go to soccer practice. This is a brand new bike Jared just got for his birthday, and he really doesn't want to lend it to Santi. Santi promises to take good care of it and says he would lend his bike to Jared if he asked because they are friends so Jared should do the same thing.

**Question:** How can Jared use assertive communication skills to tell Santi how he feels?

*Write down some ideas for a role play that will demonstrate Jared using assertive communication to express his views. Think about some ways that Santi might respond and what else Jared can do.*

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### CONFLICT SITUATION – 3

It was a hot day and Ben and Maya had played hard. They both want to get cold drinks from the corner store but don't have enough money. Ben suggests they walk to his house since his Mom always leaves her purse around and they could take some money from there.

**Question:** How can Maya use assertive communication skills to tell Ben how she feels?

*Write down some ideas for a role play that will demonstrate Maya using assertive communication to express her views. Think about some ways that Ben might respond and what else Maya can do.*

### CONFLICT SITUATION – 4

It was a hot day and Ben and Maya had played hard. They both want to get cold drinks from the corner store but don't have enough money. Ben suggests they walk to his house since his Mom always leaves her purse around and they could take some money from there.

**Question:** How can Maya use assertive communication skills to tell Ben how she feels?

*Write down some ideas for a role play that will demonstrate Maya using assertive communication to express her views. Think about some ways that Ben might respond and what else Maya can do.*

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### CONFLICT SITUATION – 5

Michael invited Tracey to come over to his house after school. As they were walking to Michael's house they see a younger kid they know from school. The younger kid is by himself riding his skateboard. Michael wants to mess with this kid, jut to play around, but Tracey is uncomfortable with that idea.

**Question:** How can Tracey use assertive communication skills to tell Michael how she feels?

*Write down some ideas for a role play that will demonstrate Tracey using assertive communication to express her views. Think about some ways that Michael might respond and what else Tracey can do.*

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### CONFLICT SITUATION – 6

Noor's friend Taylor found her mother's cigarettes on the kitchen table. Taylor took them and said she always wanted to try one just to see what it was like. Taylor asked Noor if she would please try one with her so they could compare notes. Noor is a little bit curious but really doesn't want to try it. She is afraid she will become addicted and really can't stand the smell. What should Noor do?

**Question:** How can Noor use assertive communication skills to tell Taylor how she feels?

*Write down some ideas for a role play that will demonstrate Noor using assertive communication to express her views. Think about some ways that Taylor might respond and what else Noor can do.*

# Your Body, Your Rights

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

*Fostering respect and responsibility through age-appropriate sexuality education.*

## NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

**PS.5.CC.2** – Students will be able to define sexual harassment and sexual abuse.

**PS.5.AI.2** – Students will be able to identify parents or other trusted adults they can tell if they are being sexually harassed or abused.

**TARGET GRADE:** Grade 4  
Lesson 3

**TIME:** 40 Minutes

## MATERIALS NEEDED:

- Worksheet: "What Do You Know about Sexual Abuse?" – one per student
- "Teacher's Guide: What Do You Know About Sexual Abuse?" – one per teacher
- Homework: "What We Talked about Today" – one per student
- Markers/chalk
- Flipchart paper or chalkboard/dry erase board
- Extra pencils in case students do not have their own

## ADVANCE PREPARATION FOR LESSON:

- Speak with the school counselor and let them know that you will be addressing this topic in class today in case the topic triggers students to come forward about themselves or someone they know being abused or harassed.
- Review the "What Do You Know about Sexual Abuse?" teacher's guide

## LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define the terms "sexual abuse" and "sexual harassment." [Knowledge]
2. List at least 3 accurate facts about sexual abuse among young people their age. [Knowledge]
3. Demonstrate that they have a trusted adult with whom they can speak if they or someone they know is being sexually abused or harassed. [Knowledge]

## PROCEDURE:

**STEP 1:** Start the session by explaining that you are going to be discussing a particularly sensitive topic today, sexual harassment and abuse. Acknowledge that the students may have learned a bit over the past few years about bullying and harassment in general. Explain that the main difference in today's lesson is that you are going to be talking about abuse and harassment that are sexual in nature.

If you created groundrules at the beginning of the unit, remind students about them. If not, say, "As you will hear shortly, sexual abuse – even among students your age – is more common than you think. Please keep in mind that it is very possible that students in this class may know people who have experienced this. So let's be sure to ask questions and discuss this topic as sensitively and respectfully as we can." (3 minutes)

**STEP 2:** Say, "When you were younger, you might have heard an adult talk with you about a 'good' touch vs. a 'bad' touch. Does anyone remember the difference between the two?" Probe for: good touch is a touch that feels "right" – that makes you feel safe and loved and bad touch as being a touch that makes you feel uncomfortable, bad, scared or that physically hurts. In this case, a bad touch would include someone touching your body, especially your genitals, for any reason

## Your Body, Your Rights

*A Lesson Plan from Rights, Respect,  
Responsibility: A K-12 Curriculum*

other than for a health issue. Say, "At your age, even if the way someone touches your genitals feels good, no one should touch your genitals – nor should they ask you to touch theirs."

Say, "Sexual harassment is kind of like bullying. It's behavior that's designed to embarrass you or make you feel bad about yourself, but again, that relates to something sexual. This might include unwanted touching, telling sexual jokes that make you feel uncomfortable or passing you sexual drawings or notes. Many times, it's done by someone who has power over the person they're harassing. For example, the harasser may be an older student or adult, someone who is very popular at school, etc. It's sexual harassment if it goes on for a while and makes you feel uncomfortable or unsafe – or distracts you so much you find it hard to pay attention at school or enjoy the things you do outside of school." (3 minutes)

**STEP 3:** Divide the class into pairs. Tell them you are going to distribute a worksheet that you would like them to complete together that has some information about sexual abuse. Tell them that if they don't know the answer to a particular question they should just guess. Distribute the worksheet, "What Do You Know about Sexual Abuse?" and tell them they will have 5 minutes in which to complete it with their partner. (7 minutes)

**STEP 4:** After about 5 minutes, ask the students to stop wherever they are. Ask them whether they felt like they knew a lot of the answers, some or none. After a few responses, go through the worksheet, asking for different pairs to volunteer to answer each one. Use the "What Do You Know about Sexual Abuse?" teacher's guide to provide the correct answers, as well as some additional, important take-home points about each. (14 minutes)

**STEP 5:** Tell the students, "It might seem pretty easy to make sexual abuse stop, right? All you need to do is go tell an adult you know well and trust. But that doesn't happen all the time. What are some reasons why you think someone might not tell at first?" Probe for: "They might feel embarrassed," "they might feel like it's their fault," "they might not get that what's happening is abuse or wrong," "they might feel scared because the person said they'd hurt them or someone in their family if they told," etc. After you've heard from a number of students, tell them that, no matter what, no one has a right to touch them in ways that feel uncomfortable or bad; that no one has a right to abuse or harass them sexually, whether at school, at home or anywhere else. Explain that you are now going to work to come up with some ideas of how a person can talk with a trusted adult if they or someone they know is being sexually abused (5 minutes)

**STEP 6:** Divide the class into different pairs. Tell them that one will be the writer but both will participate. Say, "Talking about sexual abuse can be tough. Imagine a friend comes to you and tells you they're being sexually abused and they want it to stop. What are some things you can suggest they do if they're nervous about telling an adult?" Ask the pairs to each write down one adult they could talk to if this were happening to them or someone they know. Tell them it is okay if they both say the same person in their lives.

Then instruct them to come up with five ideas – or as many as they can in 2 minutes -- of how a young person could tell an adult they are being abused. Provide an example as a guide:

"Be direct. Just say, 'I have something to tell you but I don't know how to say it.'"

## Your Body, Your Rights

### *A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum*

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

- Draw a picture
- Text or email a parent or caregiver
- Tell it to your teacher in a class journal or assignment
- Write a note that says, "I need to talk" or "I need help"
- Write a note that tells the whole story
- Close your eyes or turn your back and tell
- Use a stuffed animal to do the telling
- Start by just talking about the feelings you are having before talking about why you're having them
- If your parent/caregiver has a car, wait until you're in the car so you don't have to talk about it face-to-face

Say, "These are some really good ideas. As you can see, there are many ways a person can bring this up. And please remember that the school counselor is always available to speak with you about this or any other issue you may need to talk about. One last idea is if you really feel like you cannot talk with an adult in your life, you can call this hotline: 1-800-4ACHILD." Tell the students that even though you'll be erasing this at the end of class, you will always have this number available if anyone wants it and didn't remember it or didn't feel they could write it down.

Distribute the homework assignment and provide instructions. Tell the students they need to bring this in to the next class you have together. (8 minutes)

#### **RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

- Since you will be providing definitions and the correct answers to the worksheet in class, students will have received at least three facts about sexual abuse, which are the first and second learning objectives.
- The in-class discussion of who they would tell about sexual abuse, as well as ideas for how they could tell, will be part of the assessment for the third learning objective. This will also be assessed by the completion of the homework activity.

#### **HOMEWORK:**

Have students bring home and complete the "What We Talked about Today" worksheet with a parent or caregiver. Collect during the next class session.

## What Do You Know About Sexual Abuse?

### Teacher's Guide

**Instructions:** Go through the teacher's guide, providing the correct answers to the students. After sharing the correct answer, share some of additional information and take-home messages outlined below. While this is formatted as a lecture, feel free to conduct this as a back-and-forth discussion with your students, which will help you get a sense of what they know coming into the lesson.

#### 1. At what age are kids MOST likely to be sexually abused?

- A. 2 to 5 years old
- B. 7 to 13 years old
- C. 14 – 18 years old
- D. Kids under 18 don't get sexually abused.

Say, "The information we have about sexual abuse is limited. We are pretty sure that even more kids are abused than we know about because so many are scared to come forward and say something. But from what we know, the most common age for sexual abuse to happen is 7 to 13 years old. Now, that does not mean that ALL children ages 7 to 13 will be abused – not at all! But when kids are this age, they tend to have more unsupervised time without the adults they know and trust around them. Also, they have not learned to speak up for themselves as much as older kids. That's something we're going to take care of later in this lesson."

#### 2. Which of the following statements is TRUE:

- A. Only girls can be sexually abused
- B. Only boys can be sexually abused
- C. Anyone can be sexually abused, no matter what their gender is
- D. Boys are more likely to be sexually abused

Say: "There's a myth out there that only girls are sexually abused, but that's not the case. As I shared before, we don't completely know how many people have experienced this as students. But based on the number of adults who were sexually abused as children, one estimate is that 1 in 4 girls and 1 in 6 boys is sexually abused during their lifetime."

#### 3. With which of these students can sexual abuse happen?

- A. Students whose parent(s) have more money or a nicer home than others
- B. Students whose parent(s) have less money or a more modest home than others
- C. Students who only have one parent or are being raised by another family member
- D. All of the above



## What Do You Know About Sexual Abuse? *Teacher's Guide (cont.)*

Say, "There's nothing about where you live, or how you're growing up, that means you will or won't experience sexual abuse. It can happen to anyone. It has to do with speaking up if anyone makes you feel uncomfortable in any way. It also means knowing that YOU can never touch anyone else in a way that makes them feel uncomfortable or bad, whether that's now or when you're older."

### 4. Which is true about the people who sexually abuse others?

- A. Most are men
- B. Most are people the child knows, not strangers
- C. Most have jobs where they can spend time around kids
- D. All of the above

Say, "All of these statements are true. I want to say again that just because most sexual abusers are men, that does NOT mean that ALL men are or will be sexual abusers. It's really important that you don't walk away scared of the men in your life. We just want you to be sure you are really aware of how the grown ups in your life are with you and how you feel about that – and again, to know who you can go to if anything does not make you feel comfortable."

### 5. If someone you know is being sexually abused, what might you notice?

- A. A change in mood – someone who's usually happy and outgoing becomes quiet or irritable
- B. They won't want to participate in fun things you used to do together and may not give a reason for that
- C. They might wear big, bulky clothes to cover as much of their body as possible – even in warmer weather
- D. All of the above

Say, "Someone who is being sexually abused might show some, all or none of these. Everyone is different. These can also happen when kids are going through something else really major at home – like if someone close to them has passed away or their parents or caregivers are separating. You all aren't counselors – I'm not even a counselor! But if you notice a change in a friend's behavior like what's named here, ask them if they're okay. Encourage them to go tell an adult if they need some support. Say that you'll go with her or him to talk with that adult if they want. Just don't keep it a secret – there's no reason why anyone should have to endure sexual abuse. But you need to speak up in order to make it stop."

## What Do You Know About Sexual Abuse?

### Worksheet

**Instructions:** Go through the worksheet with your partner and circle the correct answer. We will be going through the answers when you're done, so if you're not sure, feel free to make your best guess.

1. At what age are kids MOST likely to be sexually abused?
  - a. 2 to 5 years old
  - b. 7 to 13 years old
  - c. 14 – 18 years old
  - d. Kids under 18 don't get sexually abused.
2. Which of the following statements is TRUE:
  - a. Only girls can be sexually abused
  - b. Only boys can be sexually abused
  - c. Anyone can be sexually abused, no matter what their gender is
  - d. Boys are more likely to be sexually abused
3. With which of these students can sexual abuse happen?
  - a. Students whose parents have more money or a nicer home than others
  - b. Students whose parents have less money or a more modest home than others
  - c. Students who only have one parent or are being raised by another family member
  - d. All of the above
4. Which is true about the people who sexually abuse others?
  - a. Most are men
  - b. Most are people the child knows, not strangers
  - c. Most have jobs where they can spend time around kids
  - d. All of the above
5. If someone you know is being sexually abused, what might you notice?
  - a. A change in mood – someone who's usually happy and outgoing becomes quiet or irritable
  - b. They won't want to participate in fun things you used to do together and may not give a reason for that
  - c. They might wear big, bulky clothes to cover as much of their body as possible – even in warmer weather
  - d. All of the above

## What We Talked About Today

### Homework

Dear Parents/Caregivers: Today in class, we talked about the very important topic of sexual abuse and harassment. We encouraged students to talk with you if they ever feel uncomfortable with how someone acts with them, even if that person is an adult. For tonight's homework, we are asking you to have a conversation with your child and come up with the answers together. Please be sure your child hands this in the next time we have class so I know you did it. I will be sure to return it to you so you will always have it at home.

#### For Student to Share with Parent/Caregiver:

Here are three things I learned today in class about sexual abuse and harassment:

- 1.
- 2.
- 3.

#### For Student to Share with Parent/Caregiver:

If I or someone I know is being sexually abused or harassed and I told you about it, here's what I'd want you to say or do:

#### For Parent/Caregiver to Discuss with Student:

If for any reason you feel you can't tell me what's going on, here are some other adults we feel you could go to about this:

Student Signature: \_\_\_\_\_

Parent/Caregiver Signature: \_\_\_\_\_



# Making Sense of Puberty

## A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

### NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

PD.5.CC.1 – Students will be able to explain the physical, social, and emotional changes that occur during puberty and adolescence.

PD.5.SM.1 – Students will be able to explain ways to manage the physical and emotional changes associated with puberty.

PD.5.CC.2 – Students will be able to explain how the timing of puberty and adolescent development varies considerably and can still be healthy.

PD.5.AI.1 – Identify medically-accurate information and resources about puberty and personal hygiene.

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

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

TARGET GRADE: Grade 4 Lesson 1

TIME: 40 Minutes

### MATERIALS NEEDED:

- 3 Pre-titled newsprint sheets as described
- Teacher's Guide: "Changes of Puberty" – one copy
- Answer Key: "Changes of Puberty" – one per student (to be distributed at the end of class)
- Homework: "Remaining Questions" – one per student
- Handout: "Learning About Puberty Resources" – one per student
- Markers/chalk
- Flipchart paper or chalkboard/dry erase board
- Masking tape
- Extra pencils in case students do not have their own
- "Changes of Puberty" - one copy cut into strips

### ADVANCE PREPARATION FOR LESSON:

Take three sheets of newsprint paper. On the top of the first write, "Physical," on the top of the second write, "Social," and on the top of the third write, "Emotional." Post these at the front of the room with another blank sheet over each to hide what is written there.

Have approximately 30 one-inch pieces of masking tape pre-torn and partially stuck to the board or a desk at the front of the room to save time during the activity. Cut the "Changes of Puberty" sheet along dotted lines to form strips.

### LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe at least three changes that take place during puberty. [Knowledge]
2. Differentiate between what could be considered physical, social and emotional changes of puberty. [Knowledge, Skill]
3. Explain one thing they can do to manage a physical, emotional and a social change of puberty. [Knowledge, Skill]
4. Identify at least one reliable, accurate source of information about puberty. [Knowledge, Skill]

### PROCEDURE:

**STEP 1:** Tell the class that you are going to be talking about puberty today. Say, "Puberty is something everyone goes through starting at around your age and over their teen years. It has to do with all the ways our bodies change to prepare us for becoming adults. This includes how we change emotionally – and socially – as well as physically."

Reveal the three flipchart sheets and say, "Most people know something about the physical changes of puberty – what our bodies go through. But there are also emotional changes – ways in which we change that has to do with our feelings. And there are also social changes – ways in which we change based on the people we spend the most time with. We are going to do an activity now that looks at these changes."

## Making Sense of Puberty

*A Lesson Plan from Rights, Respect,  
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Divide the group into pairs. Once they are in their pairs, say, "I am going to give each pair two sheets of paper. On each sheet of paper you will see one of the changes of puberty. Please decide whether each one is a physical, an emotional or a social change of puberty. Once you have decided, bring your sheets up to the front of the room, take a piece of tape, and stick it on the sheet you've decided they go on."

Answer any questions, and then distribute two slips from Changes of Puberty to each pair. Tell them they have 5 minutes in which to decide and bring their sheets up to the front of the room and place them on the correct list. (7 minutes)

*Note to the Teacher: If you have a larger class, you may wish to break the students into groups of 3 as needed. As you distribute the sheets, try to mix them up so that the pairs/groups receive sheets that go on different lists when you can.*

**STEP 2:** Tell the students you are going to go through each characteristic on the physical changes of puberty to make sure everyone agrees that it is on the correct flipchart sheet. As you do this, provide the information described in the Teacher's Guide: Changes of Puberty through the physical changes.

*Note to the Teacher: As you go through the information with the students, emphasize whenever possible that the changes you are discussing are all normal, but some people go through them sooner than others and this is also normal. (12 minutes)*

**STEP 3:** Say, "Since we just did the physical aspects, we are now going to do social and emotional changes." Once done, double check the social and emotional changes against the answer sheet, and if anything is incorrect, move the misplaced characteristic to the correct newsprint sheet. Then tell the class that they will be talking about the social and emotional changes – and how they can deal with these changes. Say, "Managing the physical changes is pretty straight-forward – if you have acne, you can use medicine to help make it go away; if a girl has her period, she can manage that with different products. But there isn't medicine or other products to help with the social and emotional stuff. So how do we deal with those changes?" (2 minutes)

**STEP 4:** Break the class into new pairs or groups of 3. Distribute one of the social or emotional changes to each group by taking the individual sheets from the newsprint at the front of the room and handing them to the groups. Ask the students to read what is there, and to come up with three suggestions for how kids going through puberty can manage these. Tell them they will have about 8 minutes to work on this. (9 minutes)

**STEP 5:** Call time. Ask for one group that had a social change to read what was on their sheet and report back what ideas they came up with for managing that change. Then ask a group that had an emotional change to read what was on their sheet and report back what they came up with. With each presentation, ask the rest of the class for their reactions, and whether they have anything they would add. (8 minutes)

**STEP 6:** Explain that there is a lot of additional information about puberty they need to know. Distribute the answer key with the physical, social and emotional changes of puberty. Then pass out and explain their homework, along with the "Learning About Puberty Resources" handout they are to bring home, share with their parent(s)/caregiver(s), and keep handy if they have questions in the future and want to find the answers out for themselves. Tell the students that the homework is due the next class. (2 minutes)

**Making Sense of Puberty**  
*A Lesson Plan from Rights, Respect,  
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**RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION  
OF LESSON:**

The sorting activity will meet the first learning objective while their small group work will meet the second and third learning objective. The homework will meet the fourth learning objective.

**HOMEWORK:**

Ask students to complete the worksheet, "Remaining Questions" and return it during your next class session. Explain that the assignment involves both watching a short animated video and then selecting a parent or trusted adult to have a conversation with.

**Get taller**



**Grow breasts**

# Weight gain

**Grow hair under  
arms, on legs,  
around genitals**

**Get acne**

**Hair texture  
may change**

**Hormones are  
raging**

**Voice deepens**

**Spontaneous  
erections**



# Menstruation

**Wet dreams**

**Hips widen**

# Voice cracks

# **Muscle growth**

**sweat starts  
to smell**

**May want to  
try more and  
riskier things**

**More  
interested in  
being with  
friends**



**May have more  
conflict with  
parents**

**Start to become  
interested in others  
as more than friends/  
finding boyfriends,  
girlfriends**

**Peer pressure  
increases**

**Mood swings –  
feel great one  
minute, and then  
really sad or angry  
the next**

# **Anxiety and stress**

**Intense  
feelings**

**Feel self-  
conscious about  
how your body  
looks**

**Might have hard  
time making up  
your mind/feel  
unsure a lot**



**Feel “paranoid” –  
everyone’s looking  
at/talking about you**

**Might start thinking,**

**“Who Am I?” – try  
to define yourself as  
a person**

## Changes of Puberty

### Answer Key

#### PHYSICAL CHANGES OF PUBERTY

Get taller

Grow breasts

Weight gain

Grow hair under arms, on legs, around genitals

Get acne

Hair texture may change

Hormones are raging

Voice deepens

Spontaneous erections

Menstruation

Wet dreams

Hips widen

Voice cracks

Muscle growth

Sweat starts to smell

#### SOCIAL CHANGES OF PUBERTY

May want to try more and riskier things

More interested in being with friends

May have more conflict with parents

Start to become interested in others as more than friends/finding a boyfriend or girlfriend.

Peer pressure increases

#### EMOTIONAL CHANGES OF PUBERTY

Mood swings – you feel great one minute, and then really sad or angry the next

Anxiety and stress

Intense feelings

Feel self-conscious about how your body looks

Might have hard time making up your mind/feel unsure a lot

Feel "paranoid" – everyone's looking at/talking about you

Might start thinking, "Who Am I?" – try to define yourself as a person

## Learning about Puberty Handout

**Note to Parents/Caregivers:** *These resources all provide important, age-appropriate information about puberty and how our bodies change during this time. Please review these before sharing with your child so you feel ready to answer any questions they may have.*

### BOOKS

The “What’s Happening to My Body?” Book for Girls – Lynda Madaras

The “What’s Happening to My Body?” Book for Boys – Lynda Madaras

It’s Perfectly Normal: Changing Bodies, Growing Up, Sex and Sexual Health – Robie H. Harris

The Amazing Life of Birds: The Twenty Day Puberty Journal of Duane Homer Leech – Gary Paulsen

American Girl: The Care & Keeping of You: The Body Book for Younger Girls

The Boys Body Book: Everything You Need to Know For Growing Up You

### WEBSITES

PBS Kids: It’s My Life: Puberty – <http://pbskids.org/itsmylife/body/puberty/>

Healthy Kids from the American Psychological Association – <https://www.healthychildren.org/English/ages-stages/gradeschool/puberty/Pages/Whats-Happening-to-my-Body.aspx>

Kids Health from Nemours – [http://kidshealth.org/kid/grow/body\\_stuff/puberty.html](http://kidshealth.org/kid/grow/body_stuff/puberty.html)

## Changes of Puberty

### Teacher's Guide

#### Physical

##### *Get taller*

- Everyone goes through puberty at different rates. This is totally normal.
- How tall you will be is determined a lot by genes – or whether your biological family members were tall or short or somewhere in between.

##### *Grow breasts*

- It is normal for one breast to be slightly larger than the other
- Girls typically develop breasts. Some boys, however, may temporarily develop breasts. This is called “gynecomastia,” and it can be very embarrassing and sensitive to boys. A lot of teasing and bullying can take place when this happens, which is completely inappropriate and wrong. Breast growth among boys usually goes away by itself.

##### *Weight gain*

- All young people gain weight during puberty. Sometimes this is due to physical growth; sometimes this is due to an increase in fat on the body. Both are completely normal.
- Many young people try to diet to lose weight during this time – and while it's always important to eat healthy food and exercise, a lot of the weight gain during puberty is temporary and evens itself out if you maintain a healthy lifestyle.

##### *Grow hair under arms, on legs, around genitals*

- For people with darker hair, this hair growth may be more pronounced.
- Some people choose to shave this hair, whether it's on the face, legs, under the arms or elsewhere. There is no medical reason to shave, it is only about personal preference. If shaving anywhere near your genitals, it's really important to be extra careful.

### *Get acne*

- During puberty, your body starts producing more oil. The oil and dirt that gets trapped in the pores can lead to pimples or more widespread acne.
- Pimples can appear on the face or other parts of the body, like the back or shoulders.

### *Hair texture may change*

- Not everyone experiences a change in hair quality during puberty, but many people do.
- Previously straight hair will sometimes become curlier or coarser; lighter hair may darken.

### *Hormones are raging*

- Hormones are the natural chemicals found in our bodies. We all have them, whether we are kids or adults.
- Hormones are responsible for all of the physical changes in puberty (as well as some of the emotional ones). During puberty, they're present at really high levels – but they even out a bit once puberty is done.

### *Voice deepens*

- This is more pronounced in boys. But kids of all genders may experience a deepening of their voice during puberty.

### *Spontaneous erections*

- When penises stand up by themselves it's called an "erection." This has been happening since infancy and is totally normal. But during puberty and beyond, it can happen more often and can be more noticeable. Also, the erections can last longer.
- During puberty, erections can happen out of nowhere, or spontaneously. They don't even have to be thinking about or looking at anything in particular. While this can be embarrassing they also tend to go away on their own after a short period.

### *Voice cracks*

- Sometimes, kids' voices will deepen dramatically, going from higher to lower. Other times, there will be a transition between the two where the voice cracks. This can sound funny, but it usually makes the person feel self-conscious. The cracking is temporary, and the voice will be lower at the other end of it!

### *Menstruation*

- One of the most dramatic changes a girl's body goes through is menstruating or getting her period. This is part of the normal monthly cycle where her body is

preparing for a possible pregnancy by building up a lining of blood and body tissue in her uterus.

- Once a month, one of her ovaries releases an ovum or egg. This is a tiny egg, it's not like a chicken egg! This means her body is preparing for when she is older and may want to get pregnant. If she has unprotected penis-vagina sex after the egg is released, that egg will meet with a sperm and then attach itself to the wall of the uterus. When that happens, she is pregnant. If a girl or woman is not pregnant, the lining in the uterus is no longer needed, so it and the tiny egg leave her body during menstruation or her period. This lasts 5 to 7 days. We will talk about this more in another class.

### *Wet dreams*

- When guys' bodies start producing semen – that's the fluid that comes out of their penises that contains sperm, which as you just heard can cause a pregnancy if it meets a woman's egg in her uterus – it's normal for this semen to come out while they sleep. This is called a "nocturnal emission" or a "wet dream."
- Some guys think they've wet the bed, but they haven't. It's perfectly normal, and will happen less and less frequently as they get older.

### *Hips widen*

- This happens to girls, and can range from subtle to more pronounced. It is completely normal.

### *Acne*

- Young people of all genders experience this at some point.
- Usually, this is an occasional zit here and there; sometimes it can be more serious. If you get a lot of acne, talk with a parent or caregiver about seeing a dermatologist (skin doctor).

### *Muscle growth*

- Although girls' bodies and muscles develop during puberty, the greatest amount of muscle growth happens to boys.
- Everyone is different, and even after puberty some boys may be more or less muscular.

### *Sweat starts to smell*

- Puberty is when we tend to see a big increase in how frequently kids shower or take baths. This is also when a lot of young people start using deodorant.

## Remaining Questions Homework

Name: \_\_\_\_\_

Instructions: Watch the following two videos about the changes of puberty.

Top Signs Girls are in Puberty: [https://www.youtube.com/watch?v=r6oka\\_hqMJK](https://www.youtube.com/watch?v=r6oka_hqMJK)

Top Signs Boys are in Puberty: <https://www.youtube.com/watch?v=onggxBVI4qw>

After watching these videos, write down up to three questions you still have about puberty in the space below. Next, identify and write the name of a parent/caregiver or other trusted adult from whom you could get this information. If possible, with this adult, share your remaining questions. Discuss with them additional resources/ sources of information (website, book, magazine etc.) from where you could also get this information.

Remaining questions about Puberty:

- 1)
- 2)
- 3)

Name of parent/caregiver or trusted adult:

Additional resources/sources of information:



# Sexual and Reproductive Anatomy

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering respect and responsibility through age-appropriate sexuality education.

## NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

**AP.5.CC.1** – Describe male and female reproductive systems including body parts and their functions.

**AP.5.A1.1** – Identify medically-accurate information about female and male reproductive anatomy.

**TARGET GRADE:** Grade 5  
Lesson 1

**TIME:** 40 Minutes

## MATERIALS NEEDED:

- LCD projector and screen
- Desktop or laptop with PowerPoint on it
- PowerPoint: "Sexual and Reproductive Anatomy"
- "Male Diagram" and "Female Diagram" - one each per student
- Colored pencils (preferable) or crayons for each student
- Homework: "Body Parts" – one per student
- Homework: "Body Parts - Teacher's Guide" - one copy

## A NOTE ABOUT LANGUAGE:

The terms "boy" and "girl" are used intentionally in this lesson to make it accessible for 5th grade students, who are more concrete learners than students in middle or high school. While we use the terms "male" and "female" when referring to particular anatomy (the "male" or "female" reproductive systems, for example), it is important to remember that someone can have a penis even if they don't identify as a boy or a vulva even if they don't identify as a girl. The use of more inclusive terms related to gender identity and biological sex is introduced in subsequent grade levels.

## ADVANCE PREPARATION FOR LESSON:

Teacher should be familiar with the functioning of the reproductive systems and be prepared to respond to questions.

## LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Correctly identify at least two parts of the biological male reproductive system. [Knowledge]
2. Correctly describe the functions of at least two parts of the biological male reproductive system. [Knowledge]
3. Correctly identify at least two parts of the biological female reproductive system. [Knowledge]
4. Correctly describe the functions of at least two parts of the biological female reproductive system. [Knowledge]
5. Identify at least one reliable, accurate source of information about reproductive anatomy. [Knowledge]

## PROCEDURE:

**STEP 1:** Introduce the lesson by saying "We have hundreds of different body parts. Can someone tell me a body part that almost everyone has?"

*Note to the Teacher:* Possible responses will range from nose, ears, elbow, heart, lungs, etc. to skeletal or circulatory system. All answers are good as the point is to demonstrate how similar humans are to each other. A student may point out that not everyone has arms, fingers, etc. Acknowledge that this is certainly true, but that most people have these parts.

(2 minutes)

**STEP 2:** Say, "While there are hundreds of parts that almost everyone

## Sexual and Reproductive Anatomy

*A Lesson Plan from Rights, Respect,  
Responsibility: A K-12 Curriculum*

has in common, there are only a few parts that just biological males have that biological females don't have and there are only a few parts that just biological females have that biological males don't have. Today, we are going to talk about those biological male and biological female parts which are part of our reproductive system." Tell them that the reproductive system includes those body parts that are used in reproduction; that is, in making and having babies. Say, "Most people have either biological male reproductive parts or biological female reproductive parts and that most people who have biological male reproductive parts are boys and most people who have biological female reproductive parts are girls, but sometimes people can have reproductive parts that don't match who they are." (1 minute)

**STEP 3:** Distribute the male diagram handout and colored pencils or crayons. Ask the students to color each part as you discuss it and to write the name on their sheet by the correct part. Show the Male Body slide. Point to the penis, say the word and explain what it is.

***Note to the Teacher:** When the word "Penis" is first said out loud, there is likely to be a big reaction – giggling, laughter, embarrassment. This is perfectly ok. Allow the students a few moments to laugh and get it out of their systems, then ask: "Why do we laugh when we hear the word "penis?" Be prepared to have a brief discussion about this. It is important to acknowledge their discomfort and normalize use of the proper terms. Tell students, it is perfectly ok to feel embarrassed or uncomfortable since we hardly hear the word "penis" or some of the other words we will discuss but that it is important to learn them.*

Point to the opening in the penis and say, "This is the opening to the urethra. Does anyone know what comes out from here? Take a few responses and say, "It is the opening at the tip of the penis where the urine, or pee, comes out. Once a male goes through puberty, the urethra is also where semen comes out, semen contains sperm. Sperm are tiny cells that are needed if a male decides they want to make a baby.

Point to the testicles and pronounce the term. Say, "These are the testicles. Does anyone know what they do?" Take a few responses and say, "The testicles are two little round organs that make sperm. It takes a sperm and an egg to make a baby." Point to the scrotum and pronounce the term. Say, "The scrotum is the pouch of skin that holds the testicles and keeps them the right temperature to make sperm." Point back to the urethral opening and show on the diagram how sperm can be made in the testicles and travel through the male reproductive system to leave the body through the urethral opening. Also, point out the bladder and explain that this is where urine, or pee, is stored. Show how urine also travels from the bladder, through the urethra and out of the body. Explain that these parts of the body are called genitals. (15 minutes)

**STEP 4:** Distribute the female diagram handout. Ask the children to color each part as you discuss it and to write in each name by the correct part. Show the female anatomy slide.

Point out an ovary. Pronounce the word then say, "Does anyone know what the ovary does?" Take a few responses and say, "The ovaries are two little round organs that store ova. Ova is another word for eggs. The ova are very small, about the size of a period at the end of a sentence, and are needed if a grown female decides they want to make a baby. The female provides the egg, which can join with the male's sperm to make a baby. Once a female goes through puberty, the ovaries start to send out one egg each month to the uterus."

## Sexual and Reproductive Anatomy

*A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum*

Next, say, "Before a baby is born, it is called a fetus." Point to the uterus in the interior view. Say, "Inside the female's body is the uterus, the place where a fetus can grow if a person is pregnant."

Next, point out the vagina. Pronounce the word and say, "This is the passageway between the uterus and the vaginal opening through which a baby comes out when it is time to be born."

Next, point to the exterior view. Point out the vulva. Pronounce the word and say, "This is another term for the female's genitals. These parts are on the outside of her body." First, point to the urinary, or urethral opening. Say that this is the opening in the female body where urine leaves the body. Just like males, females have a urethra that connects to the bladder and carries urine outside the body through the urethral opening. Then, point to the vaginal opening and say, "This is the opening to the vagina through which a baby is born and through which blood passes when a girl menstruates each month." Then point to the clitoris and say "This is the clitoris, located above the urethral opening, it is very sensitive." (15 minutes)

**STEP 5:** Ask children to name the parts of the male and female genitals as you point to them. Help them to pronounce each word correctly by having the group say each word together several times and ask for a volunteer to say what the function is for each. Then ask: "What are some good places someone could go if they wanted to learn more about the reproductive system?"

**Note to the Teacher:** Responses that you want to encourage are: books from the library or the bookstore; films or DVDs that you see in school; the school nurse; your doctor. If students suggest the internet, make sure to reinforce that the internet does have some reliable and accurate information but it also has a lot of bad and wrong information and so the internet is only a good source if they find a reliable site. The same for television or even magazines. If students suggest friends or older siblings, tell them that, although we learn a lot from our friends, classmates and older siblings, they often don't have accurate information so they are not generally a good source. Tell students if they learn something about the reproductive system from someone their age or from an older child or teenager, to check it out with an adult or look in a book, to find out if it is accurate.

Conclude the lesson by encouraging students to learn about their bodies and tell them that it is good to know the names of their body parts, to take care of their bodies and to feel proud of them. (7 minutes)

### RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The homework assignment is designed to assess all five learning objectives from each student individually.

**Sexual and Reproductive Anatomy**  
*A Lesson Plan from Rights, Respect,  
Responsibility: A K-12 Curriculum*

**HOMEWORK:**

Distribute "Body Parts" worksheet. For homework, have students work with a family member to identify whether each part belongs to the male or female reproductive system, to identify the function for each part, and one source of accurate information about reproduction.

**Body Parts**  
Homework

**FRONT**

**Directions:**

1. Check the box that correctly identifies who has each part.
2. Put the letter from the list on the back of this sheet that correctly identifies the description or main function for each part.

BODY PART	BOYS HAVE THIS	GIRLS HAVE THIS	EVERYONE HAS THIS	DESCRIPTION OR FUNCTION (from list on back)
1. URETHRA				
2. PENIS				
3. TESTICLES				
4. VULVA				
5. SCROTUM				
6. VAGINA				
7. ANUS				
8. GENITALS				
9. CLITORIS				
10. OVARIES				
11. BLADDER				

One good place to get accurate information about the reproductive system is:

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BACK

**Descriptions and Functions:**

- a. Carries urine from the bladder to the outside of the body.
- b. Two small round organs that produce sperm, which are needed to make a baby.
- c. Opening where solid waste (poop) leaves the body.
- d. The reproductive system parts on the outside of the body.
- e. The organ that stores urine (pee).
- f. Store the eggs (ova).
- g. Part on the outside of the body that contains the vaginal opening, the urethral opening and the clitoris.
- h. The passageway between the uterus and the vaginal opening through which a baby comes out when it is time to be born.
- i. A very sensitive part.
- j. Part that contains the urethra through which urine and, in grown males, semen with sperm pass through to leave the body.
- k. Pouch of skin that holds the testicles.

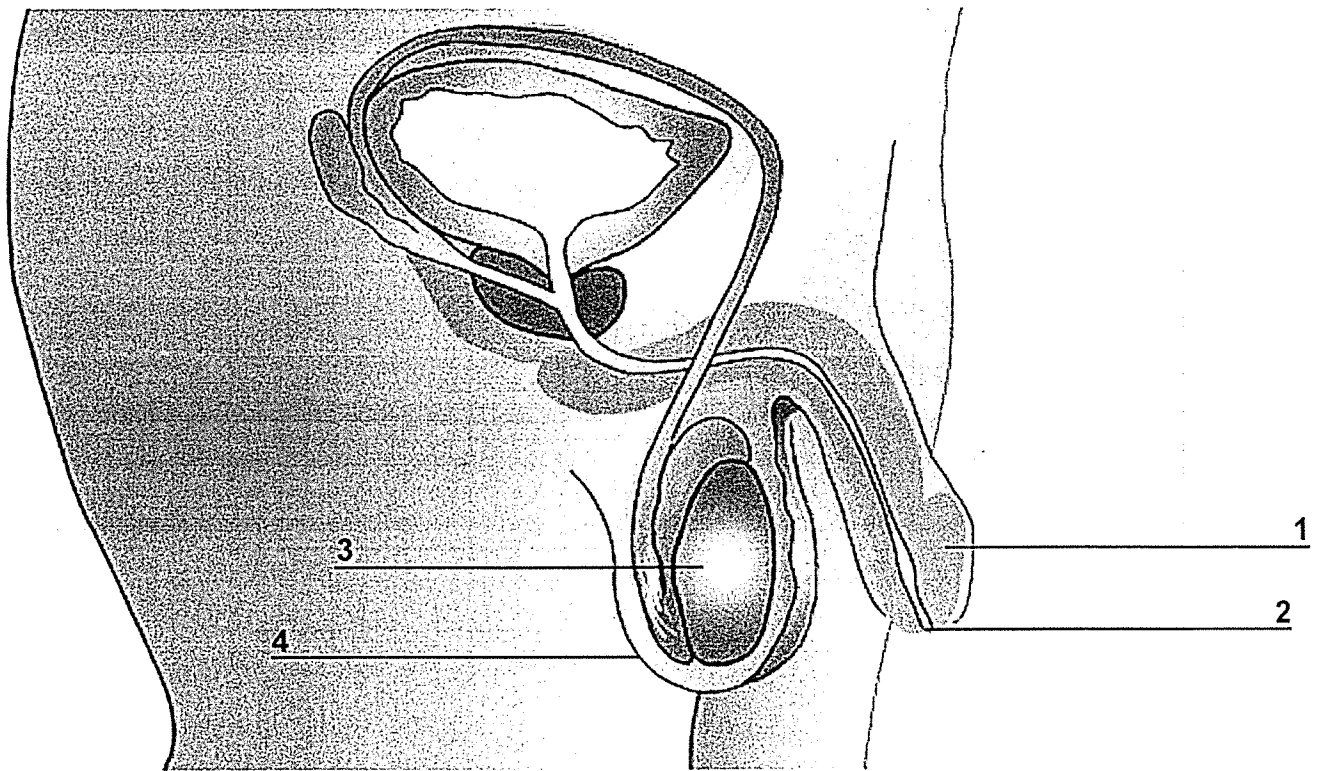
**Body Parts: Homework**  
*Teacher's Guide*

**Directions:**

1. Check the box that correctly identifies who has each part.
2. Put the letter from the list on the back of this sheet that correctly identifies the description or main function for each part.

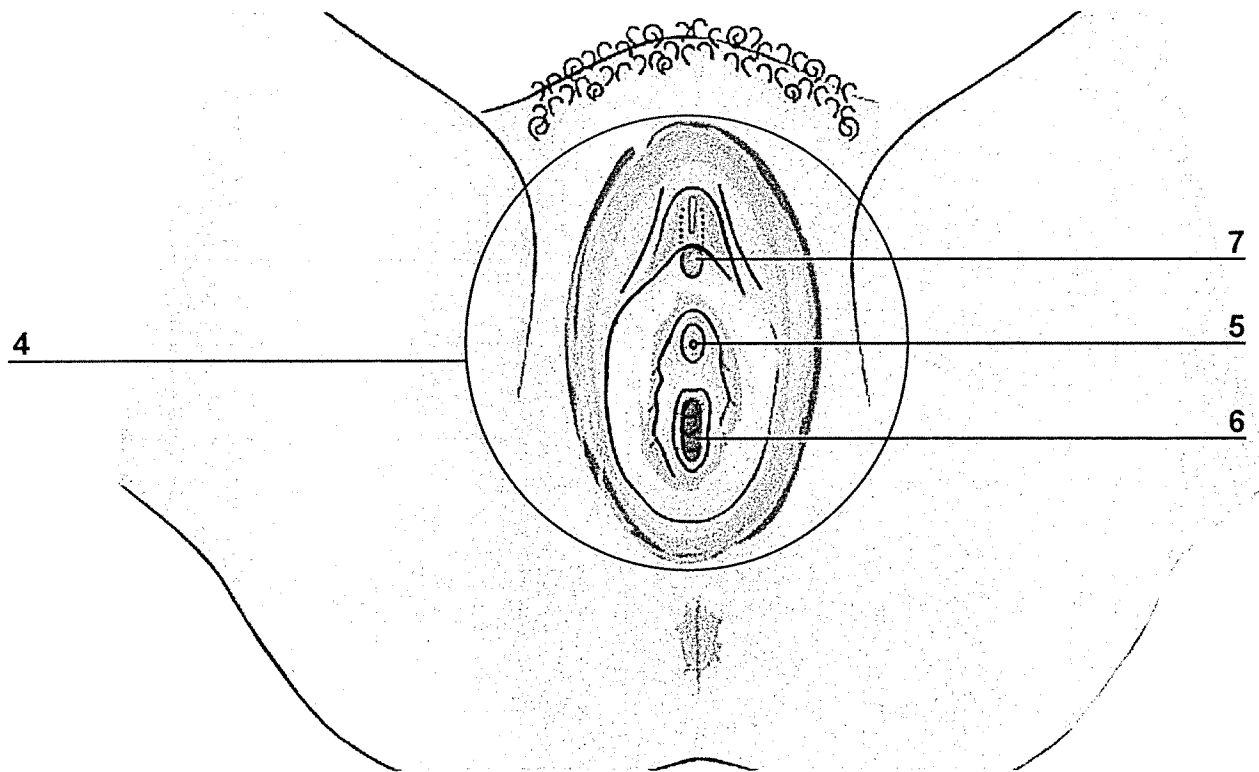
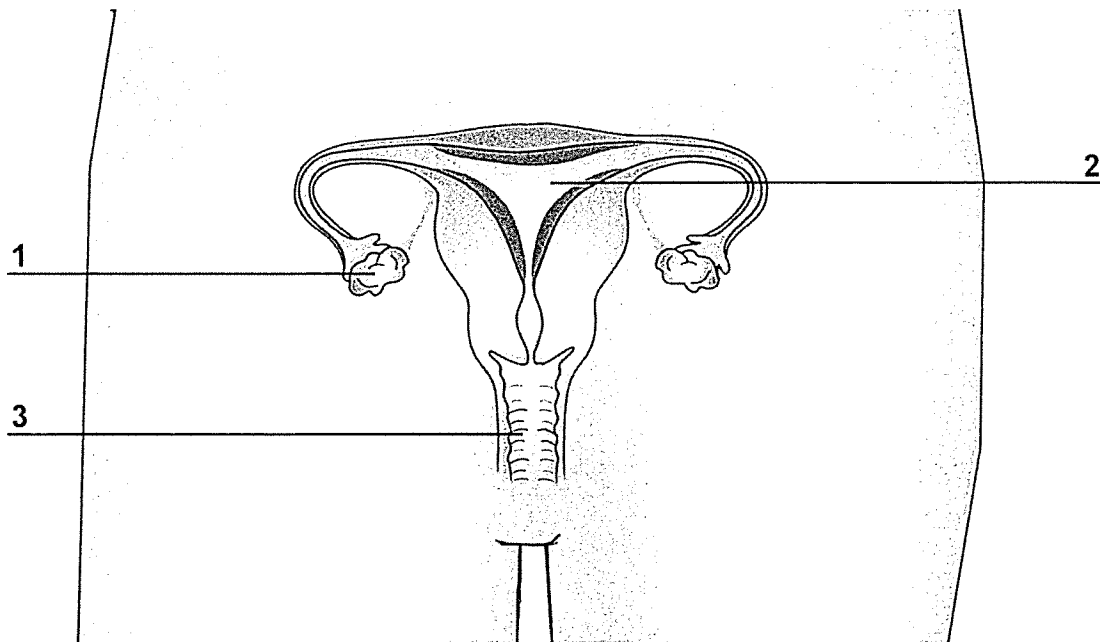
BODY PART	BOYS HAVE THIS	GIRLS HAVE THIS	EVERYONE HAS THIS	DESCRIPTION OR FUNCTION (from list on back)
1. URETHRA			✓	A.
2. PENIS	✓			J.
3. TESTICLES	✓			B.
4. VULVA		✓		G.
5. SCROTUM	✓			K.
6. VAGINA		✓		H.
7. ANUS			✓	C.
8. GENITALS			✓	D.
9. CLITORIS		✓		I.
10. OVARIES		✓		F.
11. BLADDER			✓	E.

# Male Diagram





# Female Diagram





# Puberty and Reproduction

*A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum*

*Fostering respect and responsibility through age-appropriate sexuality education.*

## NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

PD.5.CC.3 – Describe how puberty prepares human bodies for the potential to reproduce.

PR.5.CC.1 – Describe the process of human reproduction.

**TARGET GRADE:** Grade 5  
Lesson 2

**TIME:** 40 Minutes

## MATERIALS NEEDED:

- PowerPoint: "Sexual and Reproductive Anatomy"
- Worksheet: "Human Reproduction" – one per student
- Steps to Human Reproduction Cards – one set for each small group
- Answer Key: "Human Reproduction" – one copy for the teacher
- Board/newsprint
- Markers/chalk
- LCD projector and screen
- Desktop or laptop with PowerPoint on it

## ADVANCE PREPARATION FOR LESSON:

Print out the Steps to Human Reproduction Cards and cut them out. Make enough sets for each small group.

You should be familiar with the functioning of the reproductive system and human reproduction and be prepared to respond to questions. A review can be found at <http://www.sexualityandu.ca/sexual-health/all-about-puberty/sexual-reproduction>. It is also important for you to be aware of your district and/or state policies in place that may dictate what they can and cannot share about human reproduction.

## LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe how puberty prepares the human male body for the potential to reproduce. [Knowledge]
2. Describe how puberty prepares the human female body for the potential to reproduce. [Knowledge]
3. Describe the process of human reproduction by identifying the correct order of steps involved in conception. [Knowledge]

## A NOTE ABOUT LANGUAGE:

The terms "boy" and "girl" are used intentionally in this lesson to make it accessible for 5th grade students, who are more concrete learners than students in middle or high school. While we use the terms "male" and "female" when referring to particular anatomy (the "male" or "female" reproductive systems, for example), it is important to remember that someone can have a penis even if they don't identify as a boy or a vulva even if they don't identify as a girl. The use of more inclusive terms related to gender identity and biological sex are introduced in subsequent grade levels.

## PROCEDURE:

**STEP 1:** Tell students that today you are going to discuss how puberty can prepare the human body for the potential to reproduce. Ask: "Who remembers what puberty is?"

***Note to the Teacher:** Answers might include a normal part of growing up when our bodies change from being a child's body to an adult body. Remind students that puberty typically begins anywhere from age 8 – 16 – usually a little earlier for female bodies than male bodies – and continues all the way until a person reaches their full adult height, sometime in the later teens for female bodies and up to the early twenties for male bodies.*

## Puberty and Reproduction

### *A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum*

Say, "One of the biggest differences between a person who has gone through puberty and somebody who has not is that an adult body is the ability to reproduce, or make a baby. That is an important change that happens during puberty. The main changes that happen during puberty are the result of hormones: testosterone and estrogen mainly. Hormones are the natural chemicals our bodies make."

(3 minutes)

**STEP 2:** Start the PowerPoint with slide one and say "Who can remember the names of the male body parts that we talked about in a previous lesson?" Together with the students, name the parts on the diagram.

***Note to the Teacher:** You may want to provide a word bank on the board/newsprint to help students to remember the names.*

Next, show slides two and three of the female body and again ask "Who can remember the names of the parts of the female body parts that we talked about in a previous lesson?"

(9 minutes)

**STEP 3:** Tell students: "Puberty starts because a person's body starts to produce a very large quantity of hormones that they were only producing in small amounts before. Male bodies start to produce a lot more testosterone and a little bit of estrogen and female bodies start to produce a lot more estrogen and a little bit of testosterone. All of these changes happen because of the new surge of these hormones."

Show students slide four that has both the male and female interior diagrams on it together. Explain to students that only some of the male and female body parts are needed for reproduction and therefore are part of the reproductive system. Say, "On the male diagram, the parts that are used in reproduction are the testicles, penis, urethra and vas deferens." Say, "On the female diagram, the parts that are used in reproduction are the uterus, ovaries, fallopian tubes and vagina." (3 minutes)

**STEP 4:** Tell students: "Through the production of testosterone and estrogen, the reproductive system becomes able to reproduce or make a baby." Tell them that you are now going to explain to them how conception occurs.

***Note to the Teacher:** As you go through the process of conception, use the diagrams of the interior male and female bodies to help to explain each of these processes. The description below is a suggestion for explaining the process of human conception. Details can be added from the teacher's resource or excluded to meet the needs of the class and/or district and state policy.*

Say: "When puberty begins, testicles, which is where most of the hormone testosterone is produced, start to produce sperm. Sperm are tiny cells that are needed to reproduce. For reproduction to happen, the sperm exit the testicles and travel up through the two small tubes called the vas deferens. After they pass through the vas deferens, the sperm cells mix with semen. Semen is a fluid that helps to protect and nourish the sperm and make them able to fertilize an egg. After the sperm mix with the semen, they travel up through the urethra in the penis and out of the tip of the penis. This is called an ejaculation."

Next say: "When puberty begins, ovaries, which produce most of the hormone called estrogen, start to release an egg, called an ovum, about once a month. The process of the ovary releasing an ovum is called ovulation. When ovulation occurs, the egg or ovum enters

## Puberty and Reproduction

### *A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum*

the fallopian tube. (Remind students that once ovulation begins, the uterus, each month starts to prepare for a fertilized ovum because if a person becomes pregnant, the uterus is where the fetus will live and grow until it is born.) So, every month, the lining of the uterus thickens with extra blood and tissue. If no fertilized egg comes down to the uterus, which is most months, then the uterus sheds its lining, which flows out of the body through the vagina and this is called menstruation or having a period.)

Say "Conception, or reproduction, generally happens when the semen containing hundreds of millions of sperm cells leaves the penis (ejaculation) and enters the vagina through sexual intercourse.

***Note to the Teacher:** It is likely that some students will react with embarrassment, discomfort, or disgust from the mention of sexual intercourse. Explain to students that this is an adult behavior and that because they are only in fifth grade, it is perfectly normal for them to think it is yucky or funny.*

The semen with the sperm travels through the vagina and into the uterus through its opening called the cervix and then into the fallopian tubes. Even though hundreds of millions of sperm are ejaculated only one sperm can attach itself to the egg and fertilize it. The fertilized egg then travels back down to the uterus where if it attaches itself to the wall of the uterus a pregnancy has started. The fetus will stay in the uterus for about nine months before a baby is born." (10 minutes)

**STEP 5:** Tell students that they are now going to see what they remember about conception by placing the steps of conception in the right order on a diagram. Break up students into pairs or trios. Give each group a conception worksheet and a stack of cards or slips of paper with the steps of conception on them. Explain to students that on the part of the "Y" marked "Male," they are to put the cards relating to the male part of reproduction in the correct order starting from the top (the first step is already there to help them). On the part of the "Y" marked "Female," they are to put the cards relating to the female part of reproduction in order following the first step. As students work on their diagrams, go around and offer assistance or clues to help them. (Alternatives: Depending on the need to assess students, this activity can be done independently so the teacher can assess students on an individual basis. Another option is to do this as a large group activity with the whole class. In such a situation, the teacher can make a giant diagram on the floor with chalk and enlarge the signs to have the class build a giant conception diagram). (10 minutes)

**STEP 6:** Review the diagrams, correcting mistakes and reviewing information. With any time remaining, ask students if they have any questions. Take as much time as possible to respond to their questions. Close by telling students that it is okay if they still have more questions. Tell them that they should go home and ask their adult family members their questions. Remind them that they can always come to you or to the school nurse. (5 minutes)

### **RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

The activity in step five is designed to assess objectives one, two and three.

### **HOMEWORK:**

None.

## Steps to Human Reproduction Cards

**Sperm is made in the testicles**

**Sperm travel through the cervix, uterus, and into the fallopian tubes**

**Sperm exit the testicles and travel up the vas deferens**

**Sperm cells leave the penis and enter the vagina (ejaculation)**

**Sperm cells mix with other fluid to become semen**

**Ovulation occurs (egg is released from ovary around every 25-30 days)**

**If the male & female have sexual intercourse then the penis is inserted into the vagina**

**The fertilized egg travels down through the fallopian tube to the uterus**

**Egg enters the fallopian tube**

**Pregnancy begins**

**Fertilized egg attaches to the wall of the uterus (implantation) conception complete**

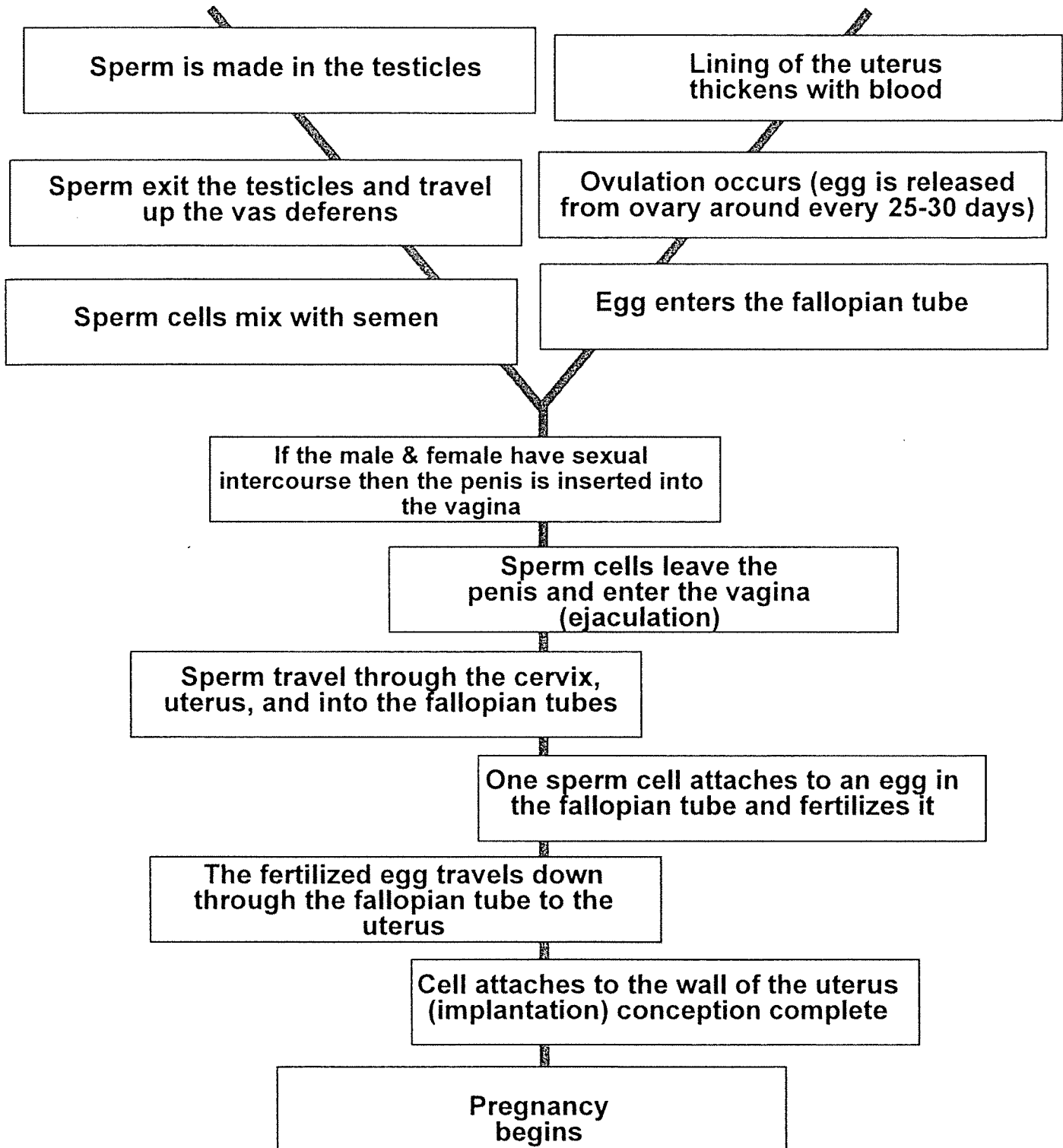
**One sperm cell attaches to an egg in the fallopian tube and fertilizes it**

**Lining of the uterus thickens with blood**



# MALE

# FEMALE





# Learning about HIV

*A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum*

*Fostering respect and responsibility through age-appropriate sexuality education.*

## NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

**SH.5.CC.1** – Define HIV and identify some age-appropriate methods of transmission, as well as ways to prevent transmission.

**TARGET GRADE:** Grade 5  
Lesson 3

**TIME:** 40 Minutes

## MATERIALS NEEDED:

- Newsprint/Board
- Markers/chalk
- Handout: "Facts about HIV" – one per student
- "Teacher's Resource: HIV Infection and AIDS" – one copy for the teacher
- Answer Key: "Facts about HIV" – one copy for the teacher

## ADVANCE PREPARATION FOR LESSON:

It is helpful for students to have a basic understanding of the human immune system, how it works, and the concept of germs. The teacher should also review the teacher's resource included with this lesson to make sure to be up to date on information about HIV and AIDS. Finally, the teacher should also be prepared not to discuss explicit sexual situations but to refer a student with such a question to ask an adult family member.

## LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define HIV as a virus that is transmitted through bodily fluids that weakens your immune system. [Knowledge]
2. Identify at least two ways in which HIV can be transmitted. [Knowledge]
3. Identify at least two ways in which HIV is not transmitted. [Knowledge]
4. Identify at least one way to prevent HIV transmission. [Knowledge]
5. Identify at least one treatment for HIV. [Knowledge]

## PROCEDURE:

**STEP 1:** Begin the activity by introducing the difference between communicable and non-communicable disease. Explain that communicable diseases are diseases that one person can give to another; or get from someone else. Ask students to raise their hands and give examples of communicable diseases (some responses may include: the common cold, stomach virus, the flu) Say "Communicable diseases are caused by tiny organisms or germs that are contagious. Not all infections, however, are contagious. Then say, "Non-communicable diseases are those that cannot be spread from one person to another." Ask for examples of non-communicable diseases, or infections (Some responses may include: appendicitis, an infected finger, asthma, cancer.) (3 minutes)

**STEP 2:** Tell students you are going to name some different medical problems people may have and they should tell you whether they are communicable or not. Ask:

## Learning about HIV

### *A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum*

- Can you get a sore throat from someone? (YES)
- Can you get allergies from someone? (NO)
- Can you get a broken arm from someone? (NO)
- Can you get lice from someone? (YES)
- Can you get cavities from someone? (NO)

Ask students if they have any questions about whether a certain illness is communicable (contagious). Respond to students' questions by giving the correct answer and then explaining why (if it is non-communicable, either it is caused by a germ that is not contagious or it is not caused by a germ at all.) If you are unsure, tell the student you are unsure and that you will find out and let them know. (3 minutes)

**STEP 3:** Tell students that today you want to talk about a particular communicable infection called HIV. Ask students what have they heard of HIV. As you write "human immunodeficiency" on the board, say, "'HIV' stands for 'Human Immunodeficiency Virus.' That's a big name, so let's break it down a bit. 'Human' means it is a people disease. You can't get it from a pet or give it to a pet. 'Immunodeficiency' is really two words put together. 'Immuno' refers to the immune system, or the system that enables us to fight diseases. A 'deficiency' refers to when something is lacking – so basically, HIV is a virus – a microscopic organism – that attacks our immune system and makes it weak so it's harder for the body to fight off other infections. HIV is the virus that causes AIDS." (5 minutes)

**STEP 4:** Tell students that the way we usually keep people from getting a virus is by giving them a vaccine, which is an injection or a shot that they get that protects them from getting a particular infection for many years. Say "Just like a lot of people get a flu vaccine, a lot of children get a vaccine for the chicken pox and for the measles." Explain that there is not a vaccine for HIV. Tell students that there are some effective treatments, called antiretroviral therapy, that can reduce the likelihood of transmitting HIV to others, slow the way HIV grows in a person's body and prolong the life of someone living with HIV. There are also treatments for the illnesses that HIV can cause. But once someone is living with HIV, there currently is no way to rid the body completely of HIV, although with treatment, people living with HIV can have a normal life expectancy. Since there is no vaccine to prevent HIV and there is no way to rid the body of HIV once someone has it, it is very important to know how HIV is transmitted—so we can know how to avoid getting it or manage the virus if we were born with it." (3 minutes)

**STEP 5:** Say: "Luckily, HIV is hard to get. It is not an easy infection to transmit like a cold or the flu. HIV is in some bodily fluids, like blood, and not in others, like sweat, tears, saliva or urine. HIV can only be transmitted through one of the infected body fluids. HIV can be passed through blood, semen or vaginal fluids. In addition, it can be passed through breastmilk if someone is breastfeeding an infant."

Say, "It is very important to remember that HIV can only be passed from a person who is living with HIV. If two people are not infected then neither one can give it to the other." (6 minutes)

## Learning about HIV

### *A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum*

**STEP 6:** Distribute the handout, "Facts about HIV." Have students work in pairs to complete the worksheet. Allow 8 minutes for students to do this. Once all have been completed, review the questions with the class. All answers are TRUE. For each question, provide the answer as well as an explanation for why it is true (See teacher's guide with explanations.) (16 minutes)

**STEP 7:** Tell students, "Now that you know that HIV is not easy to transmit, can anyone give an example of some things you can do with a friend or a family member who is infected with HIV that are perfectly safe, meaning they can't transmit HIV?" Provide the first few examples so students understand what you are asking. Say, "For example, you can hug someone with HIV, you can give someone a kiss on the cheek, you can share food with them. Who wants to give us another example?" (Possible responses can include a wide range of behaviors including sitting on a toilet someone with HIV has sat on, swimming in a pool together, sitting next to an HIV-positive person, going to school with someone who has HIV, etc.) (3 minutes)

**STEP 8:** Conclude the lesson by saying, "HIV is a serious infection and it is communicable but it is also very difficult to catch. As long as we know how HIV is and is not transmitted, we can protect ourselves and be good friends and family members to people we know with HIV or AIDS. All people are at some risk of HIV and the only way to know for sure if someone has HIV is to get tested." (1 minute)

#### **RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

The worksheet "Facts about HIV" is designed to assess objectives one, two, three and five.

Additionally, through step eight, the teacher can further assess students' understanding of HIV transmission by their responses to ways they can safely interact with people with HIV to assess objective four.

#### **HOMEWORK:**

None.

**Facts about HIV**  
*Answer Key*

**FACTS ABOUT HIV  
(TRUE OR FALSE)**

**Directions:** Write TRUE next to those statements that are true, and FALSE next to those statements that are false.

1. You cannot get HIV by being in the same room with a person who is living with HIV.  
**(True: HIV is not transmissible through the air)**
2. So far, there is no vaccine to prevent HIV.  
**(True: Researchers are working on a vaccine and there will likely be one in the future. There is an injection a person can take every day that can make it harder to contract HIV but it is not a vaccine)**
3. HIV cannot be transmitted by sneezing.  
**(True: HIV is not transmissible through the air through sneezing or coughing)**
4. HIV is a communicable (contagious) disease.  
**(True: But it is not an easy infection to transmit)**
5. You cannot get HIV from sharing a drink.  
**(True: HIV is not found in saliva)**
6. HIV affects the body's immune system.  
**(True: HIV attacks the immune system and makes it weaker, making it harder to fight infections)**
7. AIDS and HIV are two different things.  
**(True: AIDS describes when a person with HIV gets sick because their immune system can no longer fight off infections. It can take years, some times as much as 10 years for a person with HIV to develop AIDS).**
8. If you come into contact with the blood of someone who is NOT living with HIV you cannot get HIV.  
**(True: HIV can only be transmitted from a person who already is infected. If two people are not infected, then neither one can transmit it to the other.)**
9. Someone who uses the same needle as someone who is living with HIV to use drugs, can contract HIV.  
**(True: Sharing needles for drug use with someone living with HIV is one of the easiest ways to get HIV. Stopping injection drug use can lower the chances of getting HIV a lot as can using new, sterile needles instead of sharing needles. The only certain way to prevent HIV and other STDs is abstinence from sexual activity and drug use.)**
10. If someone with HIV is bleeding, they can transmit HIV to someone else.  
**(True: HIV infection is transmissible from infected blood. The other person would need to have a cut on their own skin, however, in order for the virus to get into their body.)**

FACTS ABOUT HIV  
(TRUE OR FALSE)

**Directions:** Write TRUE next to those statements that are true, and FALSE next to those statements that are false.

- \_\_\_\_\_ 1. You cannot get HIV by being in the same room with a person who is living with HIV.
- \_\_\_\_\_ 2. So far, there is no vaccine to prevent HIV.
- \_\_\_\_\_ 3. HIV cannot be transmitted by sneezing.
- \_\_\_\_\_ 4. HIV is a communicable (contagious) disease.
- \_\_\_\_\_ 5. You cannot get HIV from sharing a drink.
- \_\_\_\_\_ 6. HIV affects the body's immune system.
- \_\_\_\_\_ 7. AIDS and HIV are two different things.
- \_\_\_\_\_ 8. If you come into contact with the blood of someone who is NOT living with HIV you cannot get HIV.
- \_\_\_\_\_ 9. Someone who uses the same needle as someone who is living with HIV to use drugs, can contract HIV.
- \_\_\_\_\_ 10. If someone with HIV is bleeding, they can transmit HIV to someone else.

NOTE: This is for your use only, it is not a Handout. DO NOT DISTRIBUTE TO THE CHILDREN.

## STDs and HIV – CDC Fact Sheet



### Are some STDs associated with HIV?

Yes. In the United States, people who get syphilis, gonorrhea, and herpes often also have HIV, or are more likely to get HIV in the future.



### Why does having an STD put me more at risk for getting HIV?

If you get an STD you are more likely to get HIV than someone who is STD-free. This is because the same behaviors and circumstances that may put you at risk for getting an STD can also put you at greater risk for getting HIV. In addition, having a sore or break in the skin from an STD may allow HIV to more easily enter your body.

*People who have STDs are more likely to get HIV, when compared to people who do not have STDs.*

### What activities can put me at risk for both STDs and HIV?

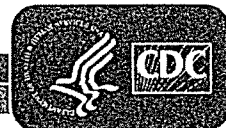
- Having anal, vaginal, or oral sex without a condom;
- Having multiple sex partners;
- Having anonymous sex partners;
- Having sex while under the influence of drugs or alcohol can lower inhibitions and result in greater sexual risk-taking.



### What can I do to prevent getting STDs and HIV?

The only way to avoid STDs is to not have vaginal, anal, or oral sex. If you are sexually active, you can do the following things to lower your chances of getting STDs and HIV:

- Choose less risky sexual behaviors.
- Use condoms consistently and correctly.
- Reduce the number of people with whom you have sex.
- Limit or eliminate drug and alcohol use before and during sex.
- Have an honest and open talk with your healthcare provider and ask whether you should be tested for STDs and HIV.
- Talk to your healthcare provider and find out if pre-exposure prophylaxis, or PrEP, is a good option for you to prevent HIV infection.



**If I already have HIV, and then I get an STD, does that put my sex partner(s) at an increased risk for getting HIV?**

It can. If you already have HIV, and then get another STD, it can put your HIV-negative partners at greater risk of getting HIV from you.

Your sex partners are less likely to get HIV from you if you

- Use antiretroviral therapy (ART). ART reduces the amount of virus (viral load) in your blood and body fluids. ART can keep you healthy for many years, and greatly reduce your chance of transmitting HIV to sex partners, if taken consistently.
- Choose less risky sexual behaviors.
- Use condoms consistently and correctly.

The risk of getting HIV may also be reduced if your partner takes pre-exposure prophylaxis, or PrEP, after discussing this option with his or her healthcare provider and determining whether it is appropriate.

**Will treating STDs prevent me from getting HIV?**

No. It's not enough.

If you get treated for an STD, this will help to prevent its complications, and prevent spreading STDs to your sex partners. Treatment for an STD other than HIV does not prevent the spread of HIV.

If you are diagnosed with an STD, talk to your doctor about ways to protect yourself and your partner(s) from getting reinfected with the same STD, or getting HIV.

**Where can I get more information?**

Sexually Transmitted Diseases  
[www.cdc.gov/std/](http://www.cdc.gov/std/)

HIV/AIDS and STDs  
[www.cdc.gov/std/hiv/](http://www.cdc.gov/std/hiv/)

PrEP  
(pre-exposure prophylaxis)  
[www.cdc.gov/hiv/basics/prep.html](http://www.cdc.gov/hiv/basics/prep.html)

CDC INFO Contact Center  
1-800-CDC-INFO  
(1-800-232-4636)  
TTY: (888) 232-6348  
<https://www.cdc.gov/dcs/ContactUs/Form>

CDC National Prevention Information Network (NPIN)  
[npin.cdc.gov/disease/stds](http://npin.cdc.gov/disease/stds)  
P.O. Box 6003  
Rockville, MD 20849-6003  
E-mail: [npin-info@cdc.gov](mailto:npin-info@cdc.gov)

American Sexual Health Association (ASHA)  
[www.ashasexualhealth.org/stdsstis/](http://www.ashasexualhealth.org/stdsstis/)

P.O. Box 13827  
Research Triangle Park, NC  
27709-3827  
1-800-785-9877





# What Is Love Anyway?

*A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum*

*Fostering respect and responsibility through age-appropriate sexuality education.*

## NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

**ID.5.CC.1** – Students will be able to define sexual orientation as romantic attraction to an individual of the same gender or of a different gender.

**ID.5.AI.1** – Students will be able to identify parents or other trusted adults to whom they can ask questions about sexual orientation.

**TARGET GRADE:** Grade 5  
Lesson 4

**TIME:** 40 Minutes

## MATERIALS NEEDED:

- Homework: "Defining Sexual Orientation" – one per student
- Index cards – one per student
- PowerPoint: "Sexual Orientation"
- Teacher's Guide: "Teaching about Sexual Orientation" – one copy for the teacher
- Desktop or laptop with PowerPoint on it
- Projector and screen
- Markers/chalk
- Flipchart paper or chalkboard/dry erase board

## ADVANCE PREPARATION FOR LESSON:

Be sure to go through the Teacher's Guide: "Teaching about Sexual Orientation."

## LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

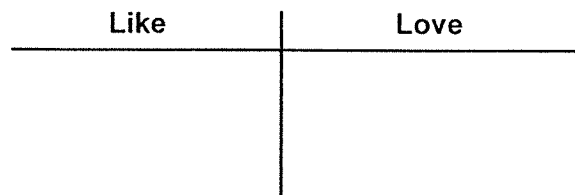
1. Describe the difference between "liking" and "loving."  
[Knowledge]
2. Define "sexual orientation" and its most common categories.  
[Knowledge]
3. Demonstrate that they have a trusted adult with whom they can speak about sexual orientation, among other sexuality-related topics. [Knowledge]

## PROCEDURE:

**STEP 1:** Start the session by asking students to take out a piece of paper and divide it in half by drawing a vertical line down the center.

*Note to the Teacher:* Students can also feel free to use their tablet or laptop if permitted.

Draw a similar line on the board. Then ask them to draw a horizontal line near the top, creating a "T". Do the same to demonstrate what you would like them to do. Then ask the students to write the word "Like" on the top of the left side of the division, and the word "Love" at the top of the right side. Do the same. When done, it should look like this:



(2 minutes)

**STEP 2:** Tell the students you are going to give them 60 seconds to come up with a list of 5 (or more) things they LIKE. Tell them these cannot be people, they have to be things – objects, activities, places etc. Have them write what they like on the left side of their sheet or screen. Tell them to keep writing until you call time – but that they need to have a minimum of five. Let them know they will have the option of sharing examples of these, but will not be required to.

## What Is Love Anyway?

### *A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum*

Stop them at 60 seconds. Next, ask them to come up with a list of 5 (or more) things they LOVE. Again, be sure to emphasize that these cannot be people, they have to be things – objects, activities, place, etc. Call time at 60 seconds. Say, “I am now going to ask for some volunteers to share something they said they like. Please remember that we always agree to respect our classmates, even if we disagree with something they may say. So if someone says they like something and you don't like it, please do not judge or make fun of their choice.” Ask for some responses and write those on the board on the left side of the line. After the “like” side is filled, ask for examples of things they said they love and write those on the right side.

Once the table has been filled on the board, ask the students what they notice about the lists. Sample responses might include, “Some people put things on the ‘like’ side while other people put those same things on the ‘love’ side;” “They’re very similar;” “They’re very different,” etc. Ask students:

“What was it like to do this?”

“Was it easier to think of things you like or things you love? Why?”

After students have shared some of their impressions of the experience of doing the activity, ask how they decided which things went on which list. Record key points from this feedback on the board, which may include references to the frequency with which they do something (the more they do it, the more they may like or love it); the duration relating to it (it could be something they've done every day after school or place they've visited for several years); emotional connection to it (a gift from or something that used to belong to a relative or friend), something they're good at (playing a video game or a sport), etc. (12 minutes)

**STEP 3:** Explain that you will now be talking about people. Write an identical “T” with “Like” and “Love” written at the top of each side and ask the students, “Who are some of the people in our lives we might like, and who are some of the people we would say we love?” (Note: the list will be different every time, and that's okay. Also expect students to say some people can be liked or loved; if that is the case, write the person on both sides. Also, some students may see a person put up and ask, “What if you don't like or love them?” – such as a sibling. Acknowledge that this is a list of who we might have these feelings for and that some people may like or love a brother or sister. Finally, be sure to tell them that this must be people they know PERSONALLY – it should not include celebrities).

The figure might end up looking something like this, although the people and their placement may change:

Like		Love	
- A new student	- A new friend	- A friend you've had since you were very young	- A sibling
- A cousin	- A teacher		- A parent
- A mail carrier	- A friend's parent	- A cousin	- A grandparent
- A coach	- Youth group leader		
- The custodian in your building or school	- Religious leader		
	- Camp counselor		

## What Is Love Anyway?

*A Lesson Plan from Rights, Respect,  
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Ask the students, "So, what's the difference? How do you know whether you like someone and when you love them?" Have a discussion about this highlighting, if it is not said, "you just know." Explain that our feelings are not something we decide to feel – we just like or dislike someone or something. Say, "While we may end up liking someone we didn't before – or liking an activity we hated at first – we can't sit down and say, 'I'm going to make myself like or love this activity or person.'" (12 minutes)

**STEP 4:** Say, "As we get older, our feelings start to change. We may experience a type of romantic love that we don't have when we're younger. It's really hard to explain, because just like the liking and loving we just talked about, it's something you know when you feel it." Explain that when people are older they may end up in romantic relationships with each other that are different from friendships. People might have boyfriends, girlfriends, partners – or, when they're older, they may choose to live together or get married. Sometimes, these adults will have children, and sometimes they won't.

Say, "Some people may want to have these types of relationships starting in middle school, and some aren't interested until high school or later." Ask, "What makes these types of relationships different from friendship or your relationships with your family members?" Probe for: "You do different things together," "you feel like being with that person all the time," "you like doing nice things for them and think of what they might want to do before what you might want to do," "you hold hands/kiss," "when you get older, you might want to have sex with that person," etc.

Say, "No matter at what age we start having these feelings of love and wanting to touch, kiss, etc., most people experience these feelings at some point in their lives – often, for different people over the course of their lifetimes." Start the PowerPoint and show the first slide as you say the following:

"Sometimes, we will feel this way about people who are a different gender than we are. This is called being 'heterosexual.' You may also hear the word 'straight.'" Advance to the second slide and then the third slide as you say, "Sometimes, we will have these feelings for people who are our same gender. This is called being 'gay.' Some gay women will call themselves 'lesbians.' And sometimes we might have feelings for people of all genders. This is called being 'bisexual.'" Explain that our understanding of which gender or genders we feel love and attraction for is called our "sexual orientation." Go to the fourth slide and say, "Even though the phrase 'sexual orientation' has the word 'sexual' in it, in many cases, people have strong feelings of love before feelings of sexual attraction or before acting on those feelings. You don't need to have done anything sexual with someone to know your sexual orientation."

Say, "As you start going through puberty, your hormones – those natural chemicals in your body – will start going up and down. This means you may feel really intense emotions from time to time – both positive and negative. This may also be when you start to feel more intense love. During puberty, it's common to have feelings for people of your same gender and for people of a different gender. Sometimes, that's part of understanding your sexual orientation. Sometimes, it's not, and you'll have feelings that come and go. So you may not know what your orientation is right away, or until you're older – and that's okay." (9 minutes)

## What Is Love Anyway?

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**STEP 5:** Explain that while love seems like a pretty straightforward term – we say “I love you” all the time; we talk about how we love this tv show, this shirt, is a really complicated topic and you only just touched on it. Distribute the index cards and ask students to write anonymously any questions they may have about sexual orientation.

***Note to the Teacher:** These should be collected and either answered in the next class as you would with an anonymous question box, put into a handout and shared at the next class session or put into a handout and shared with parents so they have some guidance as to what their kids know and want to know about this topic.*

Distribute the homework and explain the assignment. (5 minutes)

### RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The homework assignment will accomplish two things: first, it will check each student's understanding of the term “sexual orientation;” second, it will require students to identify a trusted adult with whom to share their definition.

In addition, the anonymous questions will, in the aggregate, give an overall impression of students' knowledge and understanding about sexual orientation.

### HOMEWORK:

Ask students to complete the worksheet: “Defining Sexual Orientation,” and return it during your next class session. Explain that the assignment involves both watching a short animated video and then selecting a parent or trusted adult with whom to have a conversation.

## What Is Love Anyway? Teacher's Guide

### Teaching About Sexual Orientation

Note: This teacher's guide is designed to accompany the PowerPoint presentation, "Sexual Orientation." Use it as a guide, or an actual script you can use to explain this topic to your students.

- As we get older, our feelings of romantic love are different from what we feel for friends or family members.
- If people feel this way about people who are a different gender than they are, they are called "heterosexual." You may also hear the word "straight."
- Sometimes, people will have these feelings for people who are the same gender as they are. This is called being "gay." Gay women are also sometimes called "lesbians."
- Some people might have romantic feelings for people of all genders. This is called being "bisexual."
- Our understanding of which gender or genders we feel romantic love and attraction for is called our "sexual orientation."
- Even though the phrase "sexual orientation" has the word "sexual" in it, in many cases, people have strong feelings of romantic love before they have feelings of sexual attraction – or before they act on them. You don't need to have done anything sexual with someone to know your sexual orientation.
- As you start going through puberty, hormones – those natural chemicals everyone has in their bodies – will start going up and down. This means you may feel really intense emotions from time to time – both positive and negative. This may also be when you start to feel more intense romantic love.
- During puberty, it's common to have feelings for people of your same gender and for people of different genders. Sometimes, that's part of understanding your sexual orientation. Sometimes, it's not, and you'll have feelings that come and go. So you may not know what your orientation is right away, or until you're older – and that's okay.

## Homework: Defining Sexual Orientation

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** View the short animated video from Amaze.org called, "Talking Sexual Orientation with Jane" available here: <http://amaze.org/video/talking-sexual-orientation-with-jane/>. Once you have watched the video, please write down your own definition of sexual orientation. Then, think of an adult you know well and trust who you could share this definition with. This could be a parent or other adult family member, a friend's parent, someone at school, etc. Tell this person what we discussed in class and share your definition so that they also know what sexual orientation is. See if they agree with your definition, or whether they have another take and add that to what you have. Make sure they sign below!

### 1) Sexual orientation is:

(What I say):

(What the adult I asked says):

### 2) Did you learn about sexual orientation when you were growing up?: If so, what did you learn?

(What the adult I asked said):

Name of adult: \_\_\_\_\_

Their signature: \_\_\_\_\_

Relationship to you: \_\_\_\_\_

# I Am Who I Am

## A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

### NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

**ID.8.CC.1** – Differentiate between gender identity, gender expression and sexual orientation.

**ID.8.IC.1** – Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

**TARGET GRADE:** Grade 7  
Lesson 6

**TIME:** 50 Minutes

### MATERIALS NEEDED:

- Laptop or desktop computer with PowerPoint on it
- PowerPoint presentation titled: "Understanding Gender Identity and Sexual Orientation"
- Regular letter-sized envelopes, one per student
- 8 ½ x 11 sheets of blank paper, one per student
- LCD Projector and screen
- Myth/Fact Quiz – one per student
- Myth/Fact Answer Key – one copy for the teacher
- Homework: "Fix This" – one per student
- Whiteboard
- White board markers
- Pencils in case students do not have their own

### LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define the terms sexual orientation, gender identity and gender expression. [Knowledge]
2. Describe how each term is different from the others. [Knowledge]
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender. [Knowledge]
4. List at least two respectful ways of communicating with or about LGBTQ individuals. [Knowledge]

### A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

### PROCEDURE:

**STEP 1:** Begin the class by explaining that you are going to be talking today about identity. Say, "Identity has to do with who we are – I am a teacher; that's part of my identity. Because we are talking about human sexuality, our class is going to be looking at parts of our sexual identity, including our sexual orientation and our gender identity."  
(2 minutes)

**STEP 2:** Distribute a piece of paper and envelope to each student. Tell them that they are going to be asked to write down two things on their sheet of paper, without putting their name on it.

Ask them to write down what they've heard about what the term "sexual orientation" means. Tell them that if they haven't heard anything, they should just try to guess what it means.

After about 4 minutes, ask them to write down what they have heard about the term "gender identity." Again, tell them that if they haven't heard anything, they should just try to guess what it means.

## I Am Who I Am

### *A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum*

Once they are done, ask them to fold their sheet of paper into thirds (you may need to model this for them), put it in their envelope and seal their envelope. Tell them not to open it until they're asked to. (8 minutes)

**STEP 3:** Go through the PowerPoint, "Understanding Gender Identity and Sexual Orientation." (12 minutes)

***Note to the Teacher:** This PowerPoint provides very basic information, so you may wish to allow additional time for questions. If these topics are newer or less familiar for you, you may wish to use your anonymous question box throughout class so you can look up any answers you don't know and provide them during the next class.*

**STEP 4:** Say, "Now that you've gotten a bit of an overview, let's see what you remember – as well as what else you know – about these topics." Distribute the worksheet, "Myth vs. Fact: Gender Identity and Sexual Orientation" to each student. Instruct them to complete all the questions on their own without asking for any help. After a few minutes (or when all the students have finished), ask them to turn to a student sitting near them so the two can compare their answers. Tell them that they do not have to agree, but that they can feel free to change any of their answers as they wish. (12 minutes)

**STEP 5:** Using the "Myth v. Fact Answer Key", go through the answers with the students, ask for volunteers to read each statement and provide their answer. As you go through these, ask whether there was any disagreement on the various questions and whether they ended up changing their answers, and why. (12 minutes)

***Note to the Teacher:** This is another place where using the anonymous question box may be useful, as students may have more questions than class time will allow you to answer in the moment.*

**STEP 6:** Ask the students to think about all of the terms and examples you have just gone through, and to open their own envelope. Ask the class, "How many of you wrote down something about sexual orientation or gender identity that was correct?" After students have raised their hands, ask, "How many of you wrote down something that ended up to be incorrect, but that you now know the correct information about?" After students have raised their hands, praise their work and distribute the homework assignment. (4 minutes)

#### **RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

Each of the in-class activities is intended to provide and reinforce the content taught, including the differentiation between the terms. The last activity in which students check their own perceptions of sexual orientation and gender identity from the beginning of class will help the teacher determine whether the objectives have been achieved. The homework assignment is designed to achieve the fourth learning objective.

#### **HOMEWORK:**

Students will view a brief video clip online and complete a worksheet relating to what they saw.



# Myth vs. Fact: Gender Identity and Sexual Orientation

## Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** Please read the following statements and indicate whether you think each is a myth or a fact by circling the appropriate answer.

1. People can choose their sexual orientation.

MYTH      FACT

2. People can choose their gender identity.

MYTH      FACT

3. People can choose their gender expression.

MYTH      FACT

4. You can usually tell a person's sexual orientation just by looking at them.

MYTH      FACT

5. A girl who is really athletic is either a lesbian or transgender.

MYTH      FACT

6. A person can look like a boy or a man and feel on the inside like they are a girl or a woman.

MYTH      FACT

# Myth vs. Fact: Gender Identity and Sexual Orientation

## Answer Key

**Instructions:** Please read the following statements and indicate whether you think each is a myth or a fact by circling the appropriate answer.

1. People can choose their sexual orientation.

MYTH       FACT

Sexual orientation has to do with the gender(s) of the people we're attracted to, physically and romantically. We don't choose our feelings just like we don't choose who we find attractive. What we CAN choose is whether to act on those feelings, as well as what we call ourselves based on those feelings (our identity).

2. People can choose their gender identity.

MYTH       FACT

Just like sexual orientation, a person doesn't choose to feel male, female or a combination of both. What we CAN choose is what we call ourselves, even if it doesn't match our physical body (male, female, transgender, etc.).

3. People can choose their gender expression.

MYTH       FACT

A person can choose to let people know their gender in whatever way feels comfortable or right to them. That includes girls who wear dresses and are stereotypically "feminine," and girls who wear jeans and t-shirts and work boots and present as more stereotypically "masculine." There are lots of ways to express ourselves, and that includes how we express our gender. No one has the right to tell us how we do this is right or wrong, it just has to be right to us.

4. You can usually tell a person's sexual orientation just by looking at them.

MYTH       FACT

Some people will stereotype another person based on their gender expression. Based on what they see, they will think they know that person's sexual orientation. For example, they will see a masculine guy and assume he is heterosexual. He may be, but he may not be. And while some people do fulfill stereotypes – that guy may very well be heterosexual – it does not mean, for example, that all masculine guys or all feminine girls are heterosexual. Sexual orientation has to do with who a person is attracted to; gender expression is separate from that.

5. A girl who is really athletic is either a lesbian or transgender.

MYTH

FACT

This is another example of stereotyping. Athleticism is a talent and a skill that a person of any gender can have. Some people who are athletic are heterosexual, some are lesbian or gay, and some are bisexual; similarly, some are female, some are male and some are transgender.

6. A person can look like a boy or a man and feel on the inside like they are a girl or a woman.

MYTH

FACT

Some people find the idea of being transgender easier to understand when what they see matches what they are being told. For example, when Caitlyn Jenner, who was assigned male at birth, announced she was transgender, many people struggled with understanding this because Bruce Jenner was a very masculine Olympic champion. Once she transitioned and looked like a woman, many people saw the connection. Another good example is Laverne Cox, who is a transgender actress. She is often accepted because she "looks feminine."

At the same time, however, it's important to remember that the outside doesn't always have to match the inside. Even before Caitlyn, for example, started altering her appearance, when she was still known as Bruce, she felt on the inside that she was a woman. We can look one way, and feel totally different. How we feel on the inside – our identity – always takes priority over what is on the outside.



# Gender Roles, Gender Expectations

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering responsibility by respecting young people's rights to honest sexuality education.

## NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

**ID.8.CC.2** – Explain the range of gender roles.

**TARGET GRADE:** Grade 6  
Lesson 2

**TIME:** 50 Minutes

## MATERIALS NEEDED:

- White board or flipchart pad
- White board or flipchart markers, two of which should be different colors
- Pencils in case students do not have their own
- Homework: "Gender in the World Around Us," - one per student

## LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least two characteristics that are stereotypically attached to boys, and two that are stereotypically attached to girls. [Knowledge]
2. Describe their own feelings about behaviors being ascribed to a particular gender. [Affect]

*Note to the Teacher:* This lesson is designed to look at social roles and characteristics assigned to people based on their gender. It is intentionally set up to explore the gender binary, so the use of "boys" and "girls" is intentional.

## A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

## PROCEDURE:

**STEP 1:** Ask the students, "When a baby is born, what is the first question we tend to ask?" Probe for, "Is it a boy or a girl?" Once you have heard this response, ask, "And to answer this question, where do we look – at the baby's nose?" If students don't feel comfortable responding (they may giggle because they know the answer but may not feel like they can say it), feel free to say, "We look at their genitals. If we see a penis, people will say 'it's a boy!' and if we see a vulva, people will say, 'it's a girl!' That moment will probably determine how the people in that baby's life will interact with that child." (2 minutes)

**STEP 2:** Say to the class, "Imagine for a moment that an alien landed from outer space who's doing some research on different creatures on our planet. One of these creatures the alien is researching is called a 'boy' (write the word "Boys" on the board or on a sheet of flipchart paper). How would we describe to someone who's never encountered a boy before what boys are like?"

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Ask the class to shout out answers to your prompt, "Boys are...", telling them they shouldn't worry about how any of them sound. Write all of the responses on the board or flipchart sheet. As you write, repeat the phrase, "boys are..." to continue to prompt the students. Continue to write until you have filled the flipchart sheet or board.

Thank the students for creating the list. Then say, "The alien appreciates all of the data you have shared. It just needs a bit more data before it heads back home. The alien would also like to be able to describe what a 'girl' is like (write the word "Girls" on the board or on a sheet of flipchart paper). How would we describe to someone who's never encountered a girl before what girls are like?" As before, ask the class to shout out answers to your prompt, "Girls are...", telling them they shouldn't worry about how any of them sound. Write all of the responses on the board or flipchart sheet. As you write, repeat the phrase, "girls are..." to continue to prompt the students. Continue to write until you have either filled the sheet of newsprint or have two columns filled with words that are as close to equal in length to what was generated by the class for the "boys are" list.

Thank them for their work, and let them know that the alien has left happy with all its data. (20 minutes)

**STEP 3:** Ask the students to look at both lists. Ask, "What do you notice about the two lists?"

***Note to the Teacher:** Since these lists are generated by the students, what is shared can be different each time you do the activity. In some cases, there will be all positive things about one of the genders, and all negative things about the other. In other cases, it will be a mix.*

Possible responses depend on what is recorded on the sheets. For example, "There are a lot of negative things about girls and more positive things about boys," or "The stuff about boys seems to focus on \_\_\_\_\_, while the stuff about girls seems to focus on \_\_\_\_\_."

As the students identify themes they have noticed, ask, "Are there things on these lists that are stereotypes? That apply to some, but not all, boys or girls?" The students will acknowledge that, yes, this is the case.

Go to the boys list. Ask, "Are there things on this list that can apply to girls?" An example of this might be, "be athletic." Ask, "Is it okay if a girl is [athletic; funny; strong]?" The class is likely to say it is.

Then go to the girls list. Ask, "Are there things on this list that can apply to boys?" An example of this might be, "Be sensitive." Ask, "Is it okay if a boy is [sensitive; sweet; dramatic]?" The response to this will be mixed; girls will be more likely to say it is okay for guys to express themselves in different ways, while boys will be more likely to say certain things are not okay for boys to be or do. Lastly ask, "How does this impact students who are transgender or gender non-conforming?"

***Note to the Teacher:** The most important question you can ask as you process these lists is, "Why do you think this is?" In asking them to reflect on what they generated on the lists, you help them to challenge the gender norms that have been taught to them from their earliest ages.*

*In addition, learned homophobia is likely to come up – where boys in particular will say that doing something on the "girl" list means that a boy is "gay." Again, challenge this idea by asking, "Why?" and pointing out that they didn't say the same about girls doing something that was on the boy list. (15 minutes)*

## Gender Roles, Gender Expectations

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Responsibility: A K-12 Curriculum*

**STEP 4:** Ask the students to take out a sheet of paper. On the front board, write the phrase, "If I were a \_\_\_\_\_, one thing I'd do that I can't do now is..." Say, "We've talked a bit about how we act – or are supposed to act or be – based on our gender. This is only the beginning of what's a really complex topic. What I'd like you to do now is think about what you perceive would be different if you were a different gender."

Ask them to copy down this phrase, fill in the name of a gender they are not and think about how they'd finish that sentence. Once they have come up with some ideas, ask them to complete the sentence stem with three things they perceive they'd be able to do if they were a different gender.

Ask whether any of the students would volunteer to read one of the ideas. After a few students have gone, ask them to write their names at the top and hand in their sheets. (8 minutes)

**STEP 5:** Explain the homework assignment: that they are to go home and do a mini scavenger hunt to find at least one thing that fulfills a stereotype for a particular gender, and one that breaks a stereotype for a particular gender. Let them know they can use technology as they wish; for example, taking a photograph using a smart phone or tablet. Explain that if they only have one gender represented in their homes, they can provide an example from a favorite tv show, book or something they've seen online. Distribute the homework sheets and close the class. (5 minutes)

### **RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

The students' participation in the all-class brainstorm and discussion that follows will help the teacher fulfill the first learning objective. The homework assignment will measure the second learning objective.

### **HOMEWORK:**

"Gender in the World Around Us," a worksheet they are to complete at home in which they provide examples of gender role stereotypes where they live.

## Homework: Gender in the World Around Us

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Go around your home and find examples of things or people that fulfill gender role stereotypes – for example, girls or women doing the kinds of things the class identified as being “for girls” or boys or men doing the kinds of things the class identified as being “for boys.” You can take pictures of these and attach them to your homework sheet, or provide examples from tv shows, books, the internet or just people who live at home or visit you.

Example One: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Example Two: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Now, find two examples of girls or women doing things that would more likely be listed on the “boy” list. Again, you can take pictures of these and attach them to this sheet, or provide examples in the space provided.

Example One: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Example Two: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



Now, find two examples where boys or men are doing things that would more likely be listed on the "girl" list. Again, you can take pictures of these and attach them to this sheet, or provide examples in the space provided.

Example One: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Example Two: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who do you think has more flexibility around gender, boys or girls? \_\_\_\_\_

Why do you think that is? How do you feel about it? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

