

**Austin Independent School District  
NSES/Survey Results/Scope and Sequence  
Human Sexuality Curriculum**

**DRAFT**

**Grades 6, 7, 8**

**Healthy Relationships**

<b>NSES (6-8)</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Compare and contrast the characteristics of healthy and unhealthy relationships HR.8.CC.1	Compare and contrast the characteristics of healthy and unhealthy relationships HR.8.CC.1		Compare and contrast the characteristics of healthy and unhealthy relationships HR.8.CC.1
Describe the potential impacts of power differences such as age, status or position within relationships HR.8.CC.2			Describe the potential impacts of power differences such as age, status or position within relationships HR.8.CC.2
Analyze the similarities and differences between friendships and romantic relationships HR.8.CC.3		Analyze the similarities and differences between friendships and romantic relationships HR.8.CC.3	Analyze the similarities and differences between friendships and romantic relationships HR.8.CC.3
Describe a range of ways people express affection within various types of relationships HR.8.CC.4		Describe a range of ways people express affection within various types of relationships HR.8.CC.4	
Describe the advantages and disadvantages of communicating using technology and social media HR.8.CC.5	Describe the advantages and disadvantages of communicating using technology and social media HR.8.CC.5	Describe the advantages and disadvantages of communicating using technology and social media HR.8.CC.5	
Analyze the ways in which friends, family, media, society and culture can influence relationships HR.8.INF.1		Analyze the ways in which friends, family, media, society and culture can influence relationships HR.8.INF.1	
Analyze the impact of technology and social media on friendships and relationships HR.8.INF.2		Analyze the impact of technology and social media on friendships and relationships HR.8.INF.2	Analyze the impact of technology and social media on friendships and relationships HR.8.INF.2
Demonstrate communication skills that foster healthy relationships HR.8.IC.1	Demonstrate communication skills that foster healthy relationships HR.8.IC.1	Demonstrate communication skills that foster healthy relationships HR.8.IC.1	
Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others HR.8.IC.2		Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others HR.8.IC.2	Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others HR.8.IC.2
Demonstrate effective skills to negotiate agreements about the use of technology in relationships HR.8.IC.3			Demonstrate effective skills to negotiate agreements about the use of technology in relationships HR.8.IC.3
Develop a plan to stay safe when using social media HR.8.GS.1			Develop a plan to stay safe when using social media HR.8.GS.1

Explain the criteria for evaluating the health of a relationship HR.8.SM.1			Explain the criteria for evaluating the health of a relationship HR.8.SM.1
Describe strategies to use social media safely, legally and respectfully HR.8.SM.2	Describe strategies to use social media safely, legally and respectfully HR.8.SM.2		Describe strategies to use social media safely, legally and respectfully HR.8.SM.2
<b>Personal Safety</b>			
<b>NSES (6-8)</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence PS.8.CC.1			Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence PS.8.CC.1
Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong PS.8.CC.2			Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong PS.8.CC.2
Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched PS.8.CC.3	Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched PS.8.CC.3	Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched PS.8.CC.3	Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched PS.8.CC.3
Explain why a person who has been raped or sexually assaulted is not at fault PS.8.CC.4			Explain why a person who has been raped or sexually assaulted is not at fault PS.8.CC.4
Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted PS.8.AI.1	Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted PS.8.AI.1	Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted PS.8.AI.1	
Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault PS.8.IC.1			Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault PS.8.IC.1
Describe ways to treat others with dignity and respect PS.8.SM.1	Describe ways to treat others with dignity and respect PS.8.SM.1	Describe ways to treat others with dignity and respect PS.8.SM.1	
Demonstrate ways they can respond when someone is being bullied or harassed PS.8.SM.2		Demonstrate ways they can respond when someone is being bullied or harassed PS.8.SM.2	
Advocate for safe environments that encourage dignified and respectful treatment of everyone PS.8.ADV.1	Advocate for safe environments that encourage dignified and respectful treatment of everyone PS.8.ADV.1		Advocate for safe environments that encourage dignified and respectful treatment of everyone PS.8.ADV.1
<b>Identity</b>			
<b>NSES (6-8)</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.1	Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.1	Differentiate between gender identity, gender expression and sexual orientation ID.8.CC.1	
Explain the range of gender roles ID.8.CC.2		Explain the range of gender roles ID.8.CC.2	

Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.INF.1			Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity ID.8.INF.1
Access accurate information about gender identity, gender expression and sexual orientation ID.8.AI.1			Access accurate information about gender identity, gender expression and sexual orientation ID.8.AI.1
Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.IC.1	Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.IC.1	Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations ID.8.IC.1	
Develop a plan to promote dignity and respect for all people in the school community ID.8.ADV.1	Develop a plan to promote dignity and respect for all people in the school community ID.8.ADV.1	Develop a plan to promote dignity and respect for all people in the school community ID.8.ADV.1	Develop a plan to promote dignity and respect for all people in the school community ID.8.ADV.1
<b>Anatomy and Physiology</b>			
<b>NSES (6-8)</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Describe male and female sexual and reproductive systems including body parts and their functions AP.8.CC.1	Describe male and female sexual and reproductive systems including body parts and their functions AP.8.CC.1	Describe male and female sexual and reproductive systems including body parts and their functions AP.8.CC.1	Describe male and female sexual and reproductive systems including body parts and their functions AP.8.CC.1
Identify accurate and credible sources of information about sexual health AP.8.AI.1		Identify accurate and credible sources of information about sexual health AP.8.AI.1	Identify accurate and credible sources of information about sexual health AP.8.AI.1
<b>Puberty and Adolescent Development</b>			
<b>NSES (6-8)</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Describe the physical, social, cognitive and emotional changes of adolescence PD.8.CC.1	Describe the physical, social, cognitive and emotional changes of adolescence PD.8.CC.1	Describe the physical, social, cognitive and emotional changes of adolescence PD.8.CC.1	
Analyze how friends, family, media, society and culture can influence self-concept and body image PD.8.INF.1	Analyze how friends, family, media, society and culture can influence self-concept and body image PD.8.INF.1	Analyze how friends, family, media, society and culture can influence self-concept and body image PD.8.INF.1	Analyze how friends, family, media, society and culture can influence self-concept and body image PD.8.INF.1
Identify medically accurate sources of information about puberty, adolescent development and sexuality PD.8.AI.1	Identify medically accurate sources of information about puberty, adolescent development and sexuality PD.8.AI.1	Identify medically accurate sources of information about puberty, adolescent development and sexuality PD.8.AI.1	
Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make PD.8.DM.1	Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make PD.8.DM.1	Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make PD.8.DM.1	
<b>Pregnancy and Reproduction</b>			
<b>NSES (6-8)</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Define sexual intercourse and its relationship to human reproduction PR.8.CC.1	Define sexual intercourse and its relationship to human reproduction PR.8.CC.1	Define sexual intercourse and its relationship to human reproduction PR.8.CC.1	Define sexual intercourse and its relationship to human reproduction PR.8.CC.1

Define sexual abstinence as it relates to pregnancy prevention PR.8.CC.2	Define sexual abstinence as it relates to pregnancy prevention PR.8.CC.2	Define sexual abstinence as it relates to pregnancy prevention PR.8.CC.2	Define sexual abstinence as it relates to pregnancy prevention PR.8.CC.2
Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms PR.8.CC.3		Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms PR.8.CC.3	Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms PR.8.CC.3
Define emergency contraception and its use PR.8.CC.4			Define emergency contraception and its use PR.8.CC.4
Describe the signs and symptoms of a pregnancy PR.8.CC.5		Describe the signs and symptoms of a pregnancy PR.8.CC.5	Describe the signs and symptoms of a pregnancy PR.8.CC.5
Identify prenatal practices that can contribute to a healthy pregnancy PR.8.CC.6		Identify prenatal practices that can contribute to a healthy pregnancy PR.8.CC.6	Identify prenatal practices that can contribute to a healthy pregnancy PR.8.CC.6
Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors PR.8.INF.1		Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors PR.8.INF.1	Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors PR.8.INF.1
Identify medically accurate resources about pregnancy prevention and reproductive health care PR.8.AI.1		Identify medically accurate resources about pregnancy prevention and reproductive health care PR.8.AI.1	Identify medically accurate resources about pregnancy prevention and reproductive health care PR.8.AI.1
Identify medically accurate information about emergency contraception PR.8.AI.2			Identify medically accurate information about emergency contraception PR.8.AI.2
Identify medically accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care PR.8.AI.3			Identify medically accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care PR.8.AI.3
Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors PR.8.IC.1	Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors PR.8.IC.1	Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors PR.8.IC.1	Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors PR.8.IC.1
Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms PR.8.IC.2		Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms PR.8.IC.2	Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms PR.8.IC.2
Apply a decision-making model to various sexual health decisions PR.8.DM.1	Apply a decision-making model to various sexual health decisions PR.8.DM.1	Apply a decision-making model to various sexual health decisions PR.8.DM.1	Apply a decision-making model to various sexual health decisions PR.8.DM.1
Describe the steps to using a condom correctly PR.8.SM.1		Describe the steps to using a condom correctly PR.8.SM.1	Describe the steps to using a condom correctly PR.8.SM.1

## Sexually Transmitted Diseases and HIV

<b>NSES (6-8)</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
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Define STDs, including HIV, and how they are and are not transmitted SH.8.CC.1	Define STDs, including HIV, and how they are and are not transmitted SH.8.CC.1	Define STDs, including HIV, and how they are and are not transmitted SH.8.CC.1	Define STDs, including HIV, and how they are and are not transmitted SH.8.CC.1
Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each SH.8.CC.2	Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each SH.8.CC.2		Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each SH.8.CC.2
Describe the signs, symptoms and potential impacts of STDs, including HIV SH.8.CC.3	Describe the signs, symptoms and potential impacts of STDs, including HIV SH.8.CC.3		Describe the signs, symptoms and potential impacts of STDs, including HIV SH.8.CC.3
Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors SH.8.INF.1		Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors SH.8.INF.1	Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors SH.8.INF.1
Identify medically accurate information about STDs, including HIV SH.8.AI.1			Identify medically accurate information about STDs, including HIV SH.8.AI.1
Identify local STD and HIV testing and treatment resources SH.8.AI.2			Identify local STD and HIV testing and treatment resources SH.8.AI.2
Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV SH.8.IC.1		Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV SH.8.IC.1	Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV SH.8.IC.1
Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.GS.1	Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.GS.1	Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.GS.1	Develop a plan to eliminate or reduce risk for STDs, including HIV SH.8.GS.1
Describe the steps to using a condom correctly SH.8.SM.1		Describe the steps to using a condom correctly SH.8.SM.1	Describe the steps to using a condom correctly SH.8.SM.1

**Austin Independent School District  
Elementary Lesson Overviews (Grades 6-8)  
Human Sexuality Curriculum**



**School Year 2019-20**

**GRADE 7**

LESSON SUMMARY	NATIONAL SEXUALITY EDUCATION STANDARDS	LESSON OBJECTIVES
<p><b>Healthy Relationships</b></p> <p>Students learn about how to successfully navigate changing relationships among family members, classmates, and partners.</p>	<ul style="list-style-type: none"> <li>• HR.8.CC.3 Analyze the similarities and differences between friendships and romantic relationships</li> <li>• HR.8.CC.4 Describe a range of ways people express affection within various types of relationships</li> <li>• HR.8.CC.5 Describe the advantages and disadvantages of communicating using technology and social media</li> <li>• HR.8.INF.1 Analyze the ways in which friends, family, media, society and culture can influence relationships</li> <li>• HR.8.INF.2 Analyze the impact of technology and social media on friendships and relationships</li> <li>• HR.8.IC.1 Demonstrate communication skills that foster healthy relationships</li> <li>• HR.8.IC.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze friendships vs. romantic relationships;</li> <li>• Describe ways to express affection;</li> <li>• Describe the increasing use, effects, and impact of technology on relationships;</li> <li>• Analyze influences such as friends, family, media, technology on relationships;</li> <li>• Demonstrate communication skills and personal boundaries for healthy relationships.</li> </ul>
<p><b>Personal Safety</b></p> <p>Students learn about the need for personal safety.</p>	<ul style="list-style-type: none"> <li>• PS.8.CC.3 Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched</li> <li>• PS.8.AI.1 Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted</li> <li>• PS.8.SM.1 Describe ways to treat others with dignity and respect</li> <li>• PS.8.SM.2 Demonstrate ways they can respond when someone is being bullied or harassed</li> </ul>	<ul style="list-style-type: none"> <li>• Explain personal rights as to touches;</li> <li>• Identify parents or trusted adults to report abuse or assault;</li> <li>• Describe ways to treat people with dignity and respect;</li> <li>• Demonstrate how to react to bullying.</li> </ul>
<p><b>Identity</b></p> <p>Students learn fundamental aspects of people's understanding of who they are.</p>	<ul style="list-style-type: none"> <li>• ID.8.CC.1 Differentiate between gender identity, gender expression and sexual orientation</li> <li>• ID.8.CC.2 Explain the range of gender roles</li> <li>• ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations</li> <li>• ID.8.ADV.1 Develop a plan to promote dignity and respect for all people in the school community</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between and explain terms of gender and gender roles;</li> <li>• Communicate respectfully with and about people of all gender identities and sexual orientations;</li> <li>• Develop a plan to promote dignity and respect.</li> </ul>
<p><b>Anatomy and Physiology</b></p> <p>Students learn about body parts and body functions.</p>	<ul style="list-style-type: none"> <li>• AP.8.CC.1 Describe male and female sexual and reproductive systems including body parts and their functions</li> <li>• AP.8.AI.1 Identify accurate and credible sources of information about sexual health</li> </ul>	<ul style="list-style-type: none"> <li>• Describe male and female reproductive systems</li> <li>• Identify sources of information about sexual health.</li> </ul>

**Austin Independent School District**  
**Elementary Lesson Overviews (Grades 6-8)**  
**Human Sexuality Curriculum**



**School Year 2019-20**

**GRADE 7 CONTINUED**

LESSON SUMMARY	NATIONAL SEXUALITY EDUCATION STANDARDS	LESSON OBJECTIVES
<p><b>Puberty and Adolescent Development</b></p> <p>Students learn about changes of adolescence.</p>	<ul style="list-style-type: none"> <li>• PD.8.CC.1 Describe the physical, social, cognitive and emotional changes of adolescence</li> <li>• PD.8.INF.1 Analyze how friends, family, media, society and culture can influence self-concept and body image</li> <li>• PD.8.AI.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality</li> <li>• PD.8.SM.1 Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the medically accurate physical, social, cognitive, emotional changes;</li> <li>• Analyze the influences of self-concept and body image;</li> <li>• Identify sources of information about sexuality;</li> <li>• Develop a decision-making model and evaluate outcomes.</li> </ul>
<p><b>Pregnancy and Reproduction</b></p> <p>Students learn about human reproduction, abstinence, pregnancy, and decision making.</p>	<ul style="list-style-type: none"> <li>• PR.8.CC.1 Define sexual intercourse and its relationship to human reproduction</li> <li>• PR.8.CC.2 Define sexual abstinence as it relates to pregnancy prevention</li> <li>• PR.8.CC.3 Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms</li> <li>• PR.8.CC.5 Describe the signs and symptoms of a pregnancy</li> <li>• PR.8.CC.6 Identify prenatal practices that can contribute to a healthy pregnancy</li> <li>• PR.8.INF.1 Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors</li> <li>• PR.8.AI.1 Identify medically accurate resources about pregnancy prevention and reproductive health care</li> <li>• PR.8.IC.1 Demonstrate the use of effective communication skills to support one’s decision to abstain from sexual behaviors</li> <li>• PR.8.IC.2 Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms</li> <li>• PR.8.DM.1 Apply a decision-making model to various sexual health decisions</li> <li>• PR.8.SM.1 Describe the steps to using a condom correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Define sexual intercourse, human reproduction, sexual abstinence, pregnancy prevention;</li> <li>• Explain health benefits, risks, % effectiveness, of contraception;</li> <li>• Describe symptoms of pregnancy and healthy pregnancy practices;</li> <li>• Examine influences and how risk behaviors affect sexual behaviors;</li> <li>• Identify resources about prevention and health care;</li> <li>• Communicate effectively to maintain abstinence and use of contraception including condoms;</li> <li>• Apply a decision-making model.</li> </ul>
<p><b>Sexually Transmitted Diseases and HIV</b></p> <p>Students learn about sexually transmitted diseases and HIV.</p>	<ul style="list-style-type: none"> <li>• SH.8.CC.1 Define STDs, including HIV, and how they are and are not transmitted</li> <li>• SH.8.INF.1 Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors</li> <li>• SH.8.IC.1 Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV</li> <li>• SH.8.GS.1 Develop a plan to eliminate or reduce risk for STDs, including HIV</li> <li>• SH.8.SM.1 Describe the steps to using a condom correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Define STDs, HIV, transmission, prevention, risk behaviors;</li> <li>• Analyze the impact of risk behaviors;</li> <li>• Communicate and develop a plan to reduce the risk of STDs and HIV.</li> </ul>

# Guidelines for Discussion

- **Treat the subject seriously.** Sometimes, when people feel nervous or embarrassed, they giggle or laugh. It's okay to feel that way, but let's talk about puberty without getting silly. Humor is OK and fun as long as it isn't used to make fun of someone.
- **Use the correct terms for body parts and functions.** If you don't know the correct term, it is okay if you use the slang term to ask a question. Then, I will tell you the correct term, and you can use it from then on.
- **Respect other people and their ideas.** Avoid making fun of or laughing at others, or putting other people down. Avoid gossiping by not repeating with other people what they have said or shared. It is fine to talk about what you learn with your parents and other trusted adults.
- **Avoid personal questions and stories.** I will not ask you to share personal things, and I will not answer personal questions about myself. It's important NOT to tell personal stories or use people's names when asking questions. Instead of using someone's name, say "someone I know." That way you won't embarrass others.
- **Ask questions; questions are good.** If you have a question, there are probably other students who have it too. If you have a personal question or concern, you can always go to a trusted adult such as your mom, dad, another family member, teacher, counselor, or an adult friend.
- **Right to Pass.** Some topics can be challenging to talk about and may bring up strong and uncomfortable feelings. If you are uncomfortable sharing, then everyone has the right to pass.
- **Remember:** Abstinence is the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, infection with HIV or AIDS.

Lesson 7.1

Feedback	Response
<ol style="list-style-type: none"> <li>1. Provide discussion points for home</li> <li>2. Allows too much interpretation for the teacher</li> <li>3. Define sensitive subjects and healthy/unhealthy relationships</li> <li>4. Remove Break The Cycle activity</li> <li>5. Provide more thorough list of types of relationships</li> <li>6. Graphic of two white bodies appear to be naked</li> </ol>	<ol style="list-style-type: none"> <li>1. Created Parent one-pager with discussion questions for the entire unit</li> <li>2. Teacher directions in the lesson have been updated and clarified</li> <li>3. This was updated in the Lesson Objectives to indicate types of sensitive subjects. Healthy/Unhealthy relationships are defined later in the lesson.</li> <li>4. Break the Cycle is a resource used to provide content information</li> <li>5. The list of relationships will be developed by the student population in the classroom</li> <li>6. Graphic removed</li> </ol>

Lesson 7.2

Feedback	Response
<ol style="list-style-type: none"> <li>1. Promote trusted adults</li> <li>2. Caution against resisting family pressure</li> <li>3. Provide discussion points for home</li> <li>4. Include 6<sup>th</sup> grade 'toothpaste' activity</li> <li>5. Use current social media examples</li> </ol>	<ol style="list-style-type: none"> <li>1. Trusted adults are addressed in lesson 3</li> <li>2. Added a discussion of positive vs negative influence to lesson 7.1</li> <li>3. Created a Parent one-pager with discussion questions for the entire unit</li> <li>4. It is best practice to vary content and activities from one grade level to the next.</li> <li>5. Students will generate a list of ways that we use technology to communicate and will include technology current to their time</li> </ol>

Lesson 7.3

Feedback	Response
<ol style="list-style-type: none"> <li>1. Use materials from 6<sup>th</sup> grade lesson</li> <li>2. Expand the definition of respect to include "due regard for the feeling, wish, rights, or traditions of others" not just deep admiration</li> </ol>	<ol style="list-style-type: none"> <li>1. It is best practice to vary content and activities from one grade level to the next.</li> <li>2. Included multiple definitions with sources</li> <li>3. This is included in the scenarios provided.</li> </ol>

<ul style="list-style-type: none"> <li>3. Include examples of how to be assertive toward a bully and attempt a diplomatic solution</li> <li>4. The situation chart exercise is confusing</li> </ul>	<ul style="list-style-type: none"> <li>4. The situation chart exercise has been modified.</li> </ul>
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Lesson 7.4

Feedback	Response
<ul style="list-style-type: none"> <li>1. Not age appropriate</li> <li>2. Present this information as something that some people believe, NOT facts</li> <li>3. Broaden the discussion of stereotypes to address how to be truly respectful</li> <li>4. Create new, relevant scenarios that are not used in 6<sup>th</sup> grade</li> <li>5. Review the inclusion of the Genderbread Person</li> </ul>	<ul style="list-style-type: none"> <li>1. This content is included in the NSES approved by the Board of Trustees</li> <li>2. The content represents society as it exists.</li> <li>3. The stereotyping discussion and activities have been updated to include discussions of how we use generalizations in our everyday life and how to minimize the chance that students will use them as stereotypes.</li> <li>4. New relevant scenarios have been written</li> <li>5. Genderbread Person has been updated to include more specific examples</li> </ul>

Lesson 7.5

Feedback	Response
<ul style="list-style-type: none"> <li>1. Caution against sending students online to look for reliable information</li> <li>2. Clearly define reliable and unreliable sources of information --Parents are #1 source</li> <li>3. Gender neutral language is confusing in this lesson about anatomy</li> <li>4. Too graphic</li> <li>5. Confirm medical accuracy</li> </ul>	<ul style="list-style-type: none"> <li>1. Students do not need to go online to complete this activity</li> <li>2. Parents/Guardians added to the Reliability worksheet</li> <li>3. Appropriate terminology is used throughout this lesson.</li> <li>4. These graphics are anatomically correct.</li> <li>5. This is medically accurate</li> </ul>

Lesson 7.6

Feedback	Response
<ul style="list-style-type: none"> <li>1. Focus on self-esteem and confidence</li> <li>2. Improve medical accuracy</li> <li>3. Align discussions of puberty with biological sex</li> <li>4. Remove advertisement activity, instead use mental recall of something students have seen before</li> <li>5. Make relevant to 7<sup>th</sup> graders</li> </ul>	<ul style="list-style-type: none"> <li>1. The concept of body image with a focus on self-esteem is already included in this lesson.</li> <li>2. Medical accuracy was confirmed in this lesson.</li> <li>3. Discussions of puberty are aligned with biological sex throughout the lesson</li> </ul>

<ol style="list-style-type: none"> <li>6. Emphasize that each person's development is unique</li> <li>7. Equal weight given to body image for boys and girls</li> </ol>	<ol style="list-style-type: none"> <li>4. District provided advertisements to ensure consistency</li> <li>5. This content is relevant to 7th grader as indicated by the NSES</li> <li>6. This is included in the T/F game</li> <li>7. This is addressed in the media advertisement activity and later in the lesson when students do personal reflection</li> </ol>
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Lesson 7.7

Feedback	Response
<ol style="list-style-type: none"> <li>1. Give equal weight to abstinence and other forms of pregnancy prevention (contraception)</li> <li>2. Caution against shaming those who have sexual feelings</li> <li>3. Include discussion of the realities of parenthood</li> <li>4. Check images (foot in belly)</li> <li>5. Remove healthy prenatal practices (relevance/not age appropriate)</li> <li>6. Too Graphic</li> <li>7. Too long and more information than necessary at 7<sup>th</sup> grade</li> <li>8. Language: 'signs' of pregnancy NOT 'symptoms' of pregnancy</li> <li>9. Definition of sexual intercourse is hetero</li> <li>10. Teach age of consent laws</li> </ol>	<ol style="list-style-type: none"> <li>1. Abstinence and contraception are both discussed as forms of pregnancy prevention in the Human Sexuality &amp; Responsibility curriculum</li> <li>2. Addressed in the conclusion of the lesson</li> <li>3. Section included to discuss the cost of having a child</li> <li>4. Removed</li> <li>5. Section on healthy prenatal practices has been simplified</li> <li>6. The graphics are medically accurate</li> <li>7. Information has been simplified</li> <li>8. Symptoms is the medical terminology</li> <li>9. In the discussion on consent, sexual activity is defined in an all inclusive manner. A definition for sexual intercourse with regards to pregnancy is still provided.</li> <li>10. They have been included in the discussion about consent.</li> </ol>

Lesson 7.8

Feedback	Response
<ol style="list-style-type: none"> <li>1. Remove picture of the ring</li> <li>2. Check for clarity of language</li> <li>3. Check medical accuracy <ul style="list-style-type: none"> <li>--Terminology</li> <li>--Facts</li> </ul> </li> <li>4. Compare effectiveness of contraceptive methods</li> </ol>	<ol style="list-style-type: none"> <li>1. Removed</li> <li>2. Language used in the lesson is medically accurate</li> <li>3. Language used in the lesson is medically accurate</li> <li>4. Using the handout, students will compare the effectiveness of contraceptive methods</li> </ol>

<ol style="list-style-type: none"> <li>5. Give equal weight male and female methods of contraception and talk about the pros and cons of each</li> <li>6. Not age appropriate</li> <li>7. Too graphic</li> </ol>	<ol style="list-style-type: none"> <li>5. Both male and female methods of contraception are discussed. In addition, the images of girls becoming pregnant is removed so that the burden of pregnancy is not represented only on females.</li> <li>6. This content is included in the National Sexuality Education Standards.</li> <li>7. Students are given multiple methods for learning content specifically visual and auditory methods.</li> </ol>
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Lesson 7.9

Feedback	Response
<ol style="list-style-type: none"> <li>1. Expand discussions about substance use affecting ALL decisions not just sexual</li> <li>2. How to address realities of abortion in the discussion about sexual intercourse</li> <li>3. Investigate medical accuracy of STDs/STIs especially HPV</li> <li>4. Give equal weight to abstinence and contraception as ways to reduce risk of STDs</li> <li>5. Include statistics on STD prevalence in teens</li> <li>6. Check medical accuracy</li> <li>7. Remove images</li> <li>8. Include legal implications for teen sexual activity</li> </ol>	<ol style="list-style-type: none"> <li>1. This has been added to the Teacher Notes</li> <li>2. Abortion is not included in the NSES and Scope &amp; sequence</li> <li>3. Reviewed list</li> <li>4. Slide 17 reviews abstinence</li> <li>5. Statistics have been included from the CDC</li> <li>6. Medical accuracy is confirmed for this lesson</li> <li>7. There are no graphic images included in this lesson</li> <li>8. This has been addressed in a previous lesson on sexual intercourse and consent.</li> </ol>

**GRADE 7  
RELATIONSHIPS**

# Teacher Notes: Human Sexuality & Responsibility Unit Introduction

Estimated Time: 5 Minutes

Give an introduction to the unit, the lessons, and the general topics that will be learned throughout the unit.

# Human Sexuality & Responsibility

Lesson 1: Healthy/Unhealthy Relationships

Lesson 2: Communication & Social Media

Lesson 3: Personal Safety & Boundaries

Lesson 4: Gender Identity

Lesson 5: Anatomy & Physiology

Lesson 6: Puberty & Adolescent Development

Lesson 7: Reproduction & Pregnancy

Lesson 8: Pregnancy Prevention

Lesson 9: STIs & HIV

## LESSON 1 OBJECTIVES

- Set guidelines for discussing sensitive topics like relationships, body parts, puberty, and sex
- Define relationships and examine qualities of healthy and unhealthy relationships
- Analyze the influence of friends, family, media, and technology on relationships
- Describe the difference between friendships and romantic relationships
- Define affection

## WORD BANK

- Relationship
- Healthy
- Unhealthy
- Influence
- Positive
- Negative
- Self-Esteem
- Integrity
- Empathy
- Romantic
- Affection

## TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 10-15 minutes
  1. Begin lesson by establishing ground rules conducive towards a “safer” space.
  2. Students do small group discussions
  3. Teacher engages students in whole class discussion and gets suggestions from students on ground rules
    - Write ground rules on a poster that will be visible throughout the HSR unit
    - Ask students to explain what it means
  4. Ensure that all students can agree to ground rules before beginning lesson one.
  5. Describe the Questions Box -- students can anonymously put questions into the box at any time and they will be answered at the end of each class session.

## GROUND RULES

- Some ideas for ground rules
  - Respect
  - Confidentiality\*
  - What is said here, stays here
  - Equity of voice
  - Anonymous questions -- If you have a question, write it down and turn it in later
  - No names

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## CREATING A SAFE SPACE

### Turn & Talk

What are some ground rules we can agree upon to make this a safe space to talk about a sensitive topics like relationships, body parts, puberty, and sex?

## Teacher Notes: Confidentiality

Explain your role as a mandatory reporter to ensure the safety of all students.

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# CONFIDENTIALITY

- I promise to keep all discussions about these sensitive subjects **confidential** *unless:*
  - You tell me you are going to **hurt yourself or someone else**
  - You tell me about past or present **physical, sexual or emotional abuse or neglect**
  - You report **sexual activity** with a person **under the age of 14**
  - You report that a minor is having sexual activity with a person with an age **difference of 4 or more years**
- By law, teachers are **MANDATORY REPORTERS** to ensure the safety of all students

## Questions Box

Have a question about something?

Write it down on a piece of paper/sticky/index card/etc. and place it into the box.

We will ANONYMOUSLY answer any questions at the end of each class.

# TEACHER NOTES: Relationships

Estimated Time: 10-15 minutes

Ask students to think about the word RELATIONSHIP

## 1. Definition of Relationship

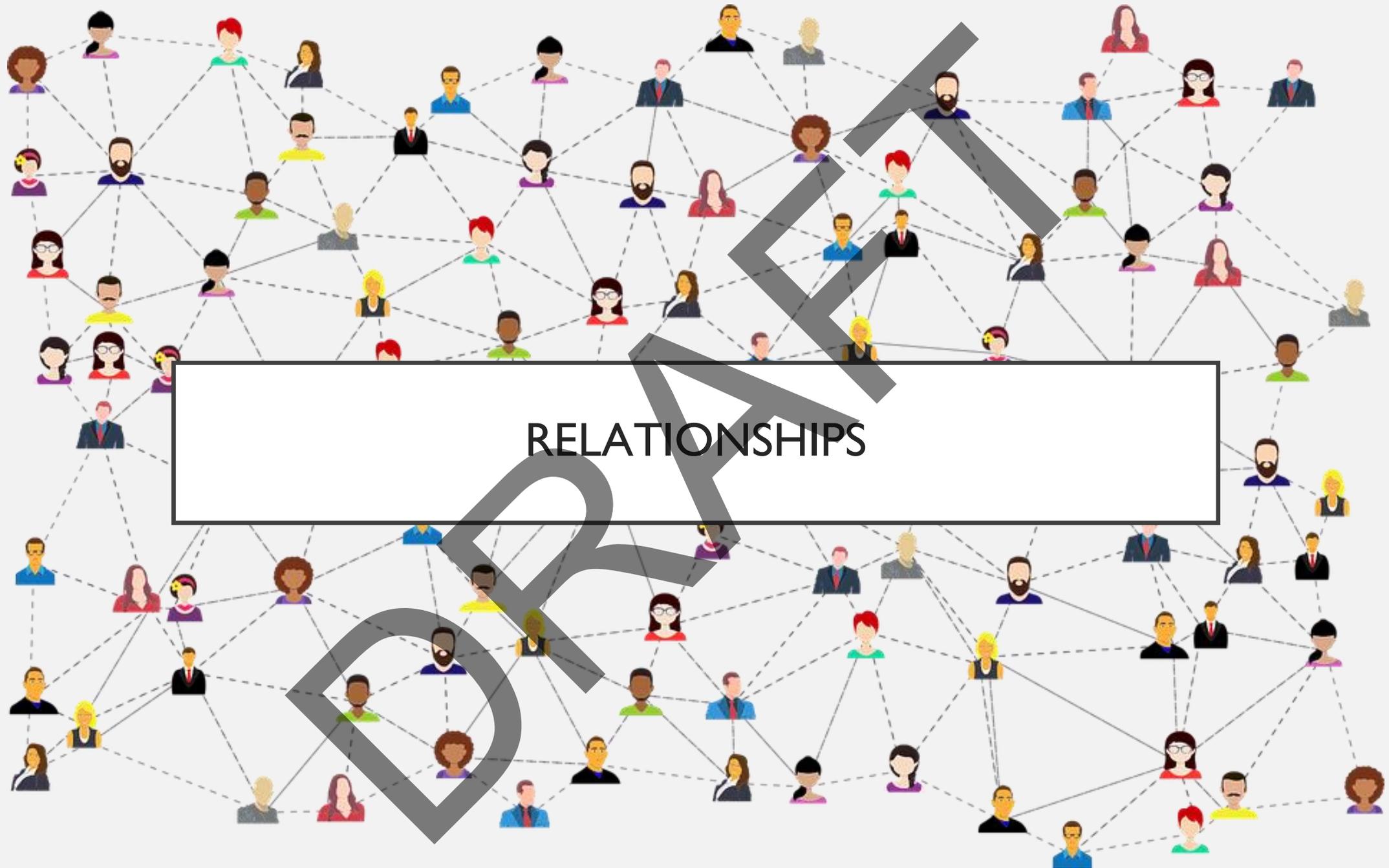
- Individually, students define relationship in their own words on worksheet
- Then discuss definition with partner of choice
- Teacher leads: Whole group share and development of common definition of relationship

## 2. List different types of relationships

- With partner, students identify different types of relationships on worksheet
- Whole group share out and add to worksheet

## 3. Characteristics of healthy and unhealthy relationships

- Teacher guides discussion on characteristics.



RELATIONSHIPS

# RELATIONSHIP

Write a definition for RELATIONSHIP in your own words.

The state of being related or interrelated (Merriam-Webster)

A connection, association, or involvement; Connection between persons by blood or marriage; An emotional or other connection between people (Dictionary.com)

The way in which things are connected or work together; A relationship is the way two or more people are connected, or the way they behave toward each other (Cambridge)

## Types of Relationships

What are some examples of different types of relationships? Work with your partner to list as many as you can think of...

partner

friend

Father

daughter

Grandma

Aunt

brother



## Characteristics of Healthy vs Unhealthy Relationships

HEALTHY RELATIONSHIP	UNHEALTHY RELATIONSHIP
Equality	Control
Honesty	Dishonesty
Physical safety	Physical abuse
Respect	Disrespect
Comfort	Intimidation
Sexual Respectfulness	Sexual Abuse
Independence	Dependence
Humor	Hostility

YOU SHOULD  
ALWAYS TRY TO BE  
THE KIND OF PERSON  
THAT YOU AND  
OTHERS RESPECT.



# TEACHER NOTES: Positive & Negative Influence

Estimated Time: 10 minutes

1. Influence
  - a. Whole group discuss how the relationships influence life choices
  - b. Sometimes influence is positive, sometimes it is negative
2. Identify Positive & Negative pressure in a relationship
3. Handling the pressure
  - a. Focus on self-esteem, integrity, empathy, and communication to make the right choices

## Relationship Influence

How do the relationships you have influence the choices you make in your life?

Do the relationships put POSITIVE or NEGATIVE pressure on you and your choices?

Think about one of the types of relationships you have listed...

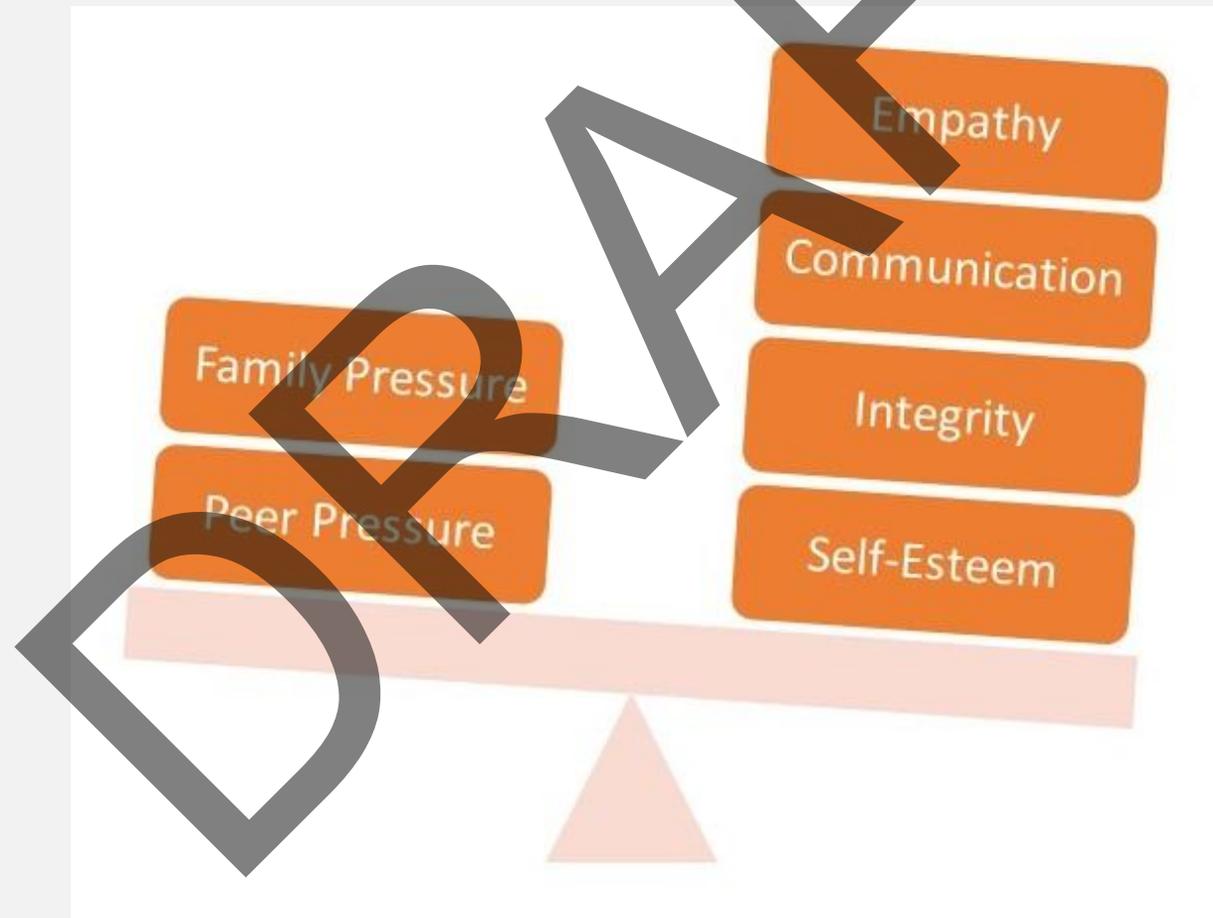
How could this relationship put positive pressure on you?

How could this relationship put negative pressure on you?

So much pressure...  
Makes it tough to just...

BE YOU!!!

You can handle the PRESSURE!!!



# Good Decision Making

## Self-esteem:

A measure of how much one values, respects, and feels confident about oneself.

## Integrity:

The characteristic of doing what one KNOWS is right.

## Empathy:

The ability to understand another person's feelings, behaviors, and attitudes

## Working on your self-esteem:

- Use Positive Self-Talk
- Act with Integrity
- Choose Supportive Friends
- Accept Yourself



## TEACHER NOTES: AFFECTION

Estimated Time: 10 minutes

1. Teacher facilitates discussion about affection
  - a. During adolescence, we often feel compelled to enter romantic relationships
  - b. In relationships, we may want to experience affection.
2. What is affection?

# Romantic Relationships



THINK: How do you feel about romantic relationships?

PAIR:

How is a romantic relationship similar to a friendship?

How is a romantic relationship different than a friendship?

## DEFINE AFFECTION

A feeling of liking and caring for someone or something ([Merriam-Webster](#))

Fond attachment, devotion, or love ([Dictionary.com](#))

A feeling of liking someone or something ([Cambridge Dictionary](#))

## Turn & Talk

What are some ways we show affection?

How might affection look different in different types of relationships?

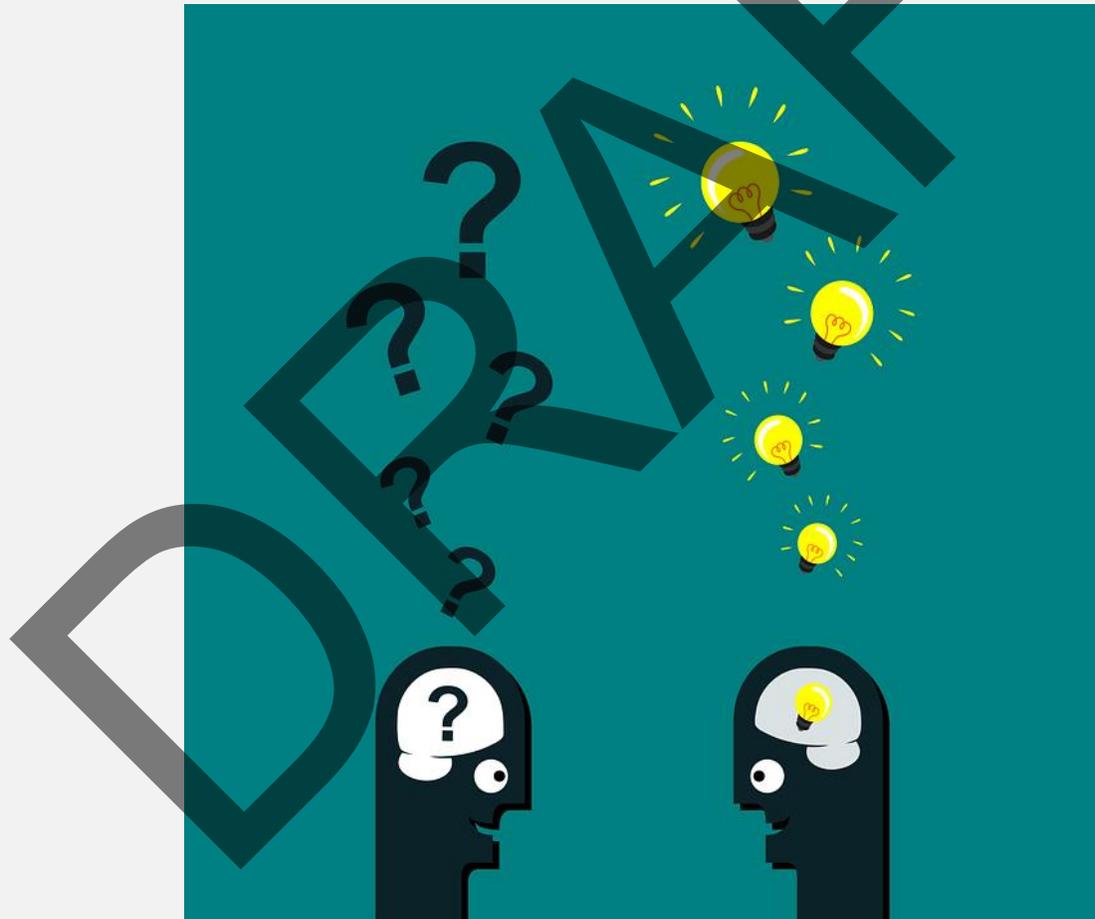
Who decides what affection looks like in YOUR relationships?

In relationships,

**YOU decide on YOUR boundaries:**

- Emotional Boundaries
- Physical Boundaries

# Questions Box



## Resources

<https://pixabay.com/vectors/social-media-connections-networking-3846597/>

<https://pixabay.com/photos/handshake-haendeschuettel-respect-442908/>

<https://www.dictionary.com/browse/relationship>

<https://www.merriam-webster.com/dictionary/relationship>

<https://dictionary.cambridge.org/us/dictionary/english/relationship>

<https://pixabay.com/photos/heart-card-pastels-figure-762564/>

<https://pixabay.com/vectors/question-questions-man-head-2519654/>

<https://pixabay.com/photos/chess-chess-pieces-chess-board-2730034/>

Name \_\_\_\_\_

# Relationships

Define "Relationship" in your own words:

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Types of Relationships	Characteristics of Healthy Relationships	Characteristics of Unhealthy Relationships

Pick a relationship from above. How could this relationship have a positive influence on you?  
How could this relationship have a negative influence on you?

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**GRADE 7  
RELATIONSHIPS - PART 2**

## TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 5 minutes
- Activate Prior Knowledge/Engage
  1. Begin lesson by reviewing ground rules conducive towards a “safe” space.
  2. Allow for an opportunity to add or modify ground rules as you begin a new lesson.
  3. Remind students about the Questions Box. Answer any questions that may be there.

## CREATING A SAFE SPACE

Read the ground rules or guidelines that we agreed on for when we have hard conversations about sensitive topics.

Do these still work? Would anyone like to make any changes or adjustments?

Questions Box



## Lesson 2: OBJECTIVES

- Review healthy relationships
- Describe the types of communication
- Describe the advantages and disadvantages of communicating using technology and social media
- Describe the effects and impact of technology on relationships

## WORD BANK

- Communication
- Passive
- Aggressive
- Assertive
- Boundaries
- Technology
- Social Media

## Pick 2 and Review

What are the characteristics of a healthy relationship?

What are the characteristics of an unhealthy relationship?

How might a healthy relationship make you feel?

How might an unhealthy relationship make you feel?

Who decides what affection looks like your relationships?

## Teacher Notes: Personal Boundaries

Estimated time: 5 minutes

- I. Teacher transitions from the turn & talk to a discussion of boundaries
  - a. “Last time, we learned about the various types of affection that can occur in romantic relationships. The limits that you set on affection are called Boundaries.”

## Personal Boundaries are...

Guidelines for how you want to be treated

Guidelines, rules or limits that a person created to identify reasonable, safe and permissible ways for other people to behave towards them and how they will respond when someone passes those limits

## Setting Personal Boundaries

1. COMMUNICATE your thoughts with one another
2. Never assume or guess your partner's feelings
3. Follow through on what you say
4. Take responsibility for your actions
5. Know when it's time to move on

YOU decide!!!

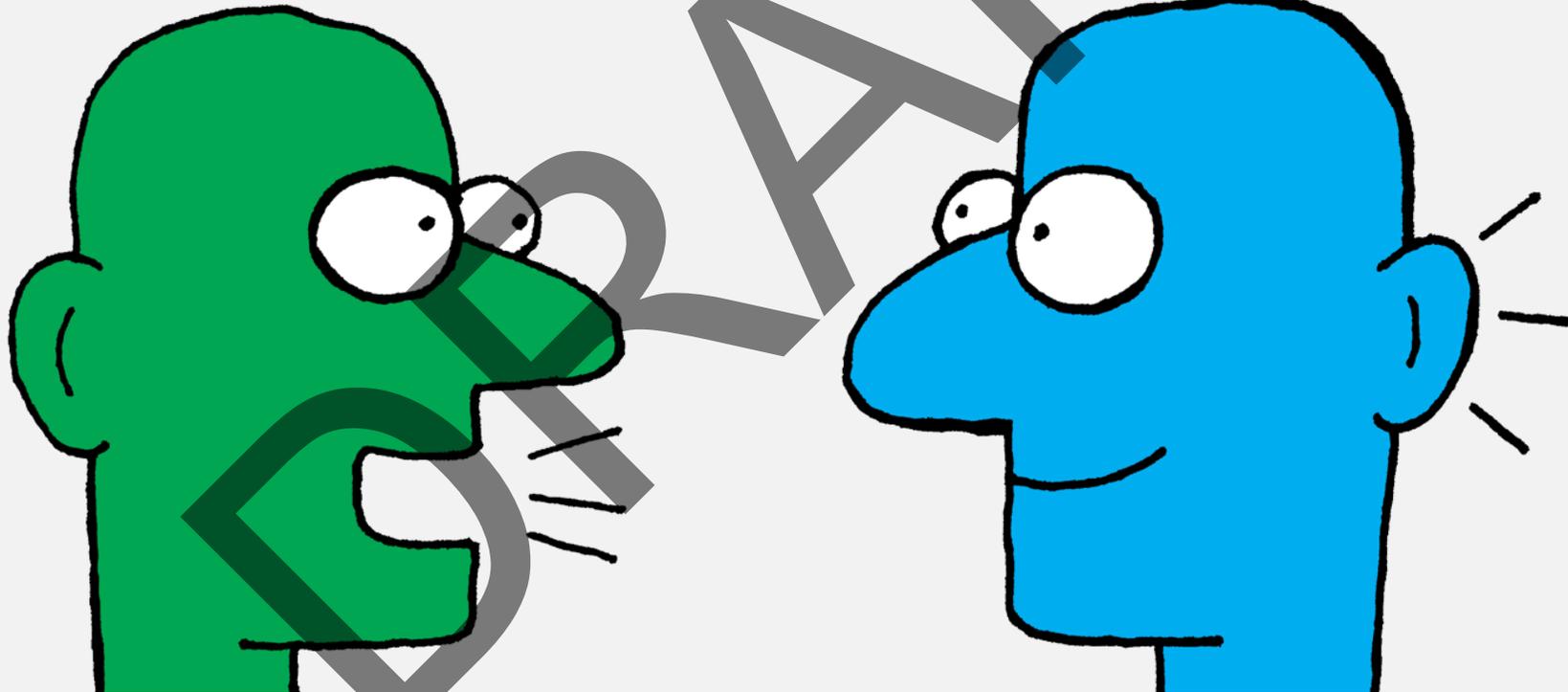
- Emotional Boundaries
- Physical Boundaries
- Digital Boundaries

# TEACHER NOTES: COMMUNICATION

- Estimated Time: 10-15 minutes
  
- 1. Teacher facilitates a class discussion about communication
  - What is communication? Why is it important?
- 2. Types of communication
  - Video
  - Worksheet
- 3. Analyze a personal scenario

THINK - PAIR - SHARE

WHAT IS COMMUNICATION?  
WHY IS COMMUNICATION IMPORTANT?



## WHY IS GOOD COMMUNICATION IMPORTANT?

- **Preventing Misunderstandings** Unclear communication can cause hurtful misunderstandings.
- **Building Healthy Relationships** Communication is a tool for building good relationships.
- **Expressing Yourself** Good communication skills allow you to let others know what you want and need.

GOOD COMMUNICATION WILL HELP  
*IMPROVE* YOUR RELATIONSHIPS  
WITH YOUR FAMILY, FRIENDS,  
TEACHERS AND OTHER ADULTS.

Good communication skills  
include listening and speaking  
effectively.



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BEING A GOOD LISTENER IS AS IMPORTANT AS  
BEING A GOOD SPEAKER!

How can you show or tell someone you are listening?

**Active Listening** means letting the speaker know you are listening and clarifying anything confusing.

**Paraphrasing** means using your own words to restate what someone else says.

To go from,

ASSERTIVE



to



Agressive

CREATED USING  
**Bitbox**

# TYPES OF COMMUNICATION

- Passive -- does not offer opposition when challenged or pressured
- Aggressive -- hostile, unfriendly, always has to be right
- Assertive -- direct and respectful

## COMMUNICATION SCENARIOS

Work with a group of 3 to complete the Communication Scenarios Worksheet.

Be prepared to demonstrate your responses to each scenario. We will examine all three types of communication.

## THINK – PAIR – SHARE

Describe a situation where poor communication resulted in an argument or disagreement.

What type of communication was used that created the argument or disagreement?

# TEACHER NOTES: Technology & Relationships Common Sense Media Lesson

Estimated Time: 15 Minutes

1. Teacher facilitates discussion about using technology for communication and its impact on relationships
  - a. Make a list of ways to use technology for communication
  - b. Identify advantages and disadvantages of using technology to communicate
2. Students will define digital footprint
  - a. Discuss how to be YOU on social media/online
  - b. Analyze Red Flag Feelings
3. Analyze the impact of social media on relationships

# How do we use technology to communicate?



What are the advantages/disadvantages to communicating with technology?

# Using Tech to Communicate

## Advantages

- Convenient
- Eliminates distance
- Accessible to people with speech or social problems
- Multimedia (text, video)
- Easy archiving and retrieval

## Disadvantages

- Loss of face-to-face interaction
- Constant need to 'check my phone'
- Lack immediacy
- Loss of tone and nonverbal cues
- Security and privacy concerns



RELATIONSHIPS & COMMUNICATION

We know the power  
of words & actions.

DIGITAL CITIZENSHIP | GRADE 7

# My Social Media Life

 common sense education®



# Essential Question

How does social media affect our relationships?



# Learning Objectives

1



2



3

Identify the role of social media in students' lives.

Reflect on the positive and negative effects of using social media on their relationships.

Recognize "red flag feelings" when using social media, and consider ways to handle them.



# Directions

What percentage of people in this class do you think are on social media, like Instagram, Snapchat, or something similar? Show what you think by raising your hand:

5 fingers = most or all



3 fingers = about half



1 finger = few or none





# Social media

---

Websites and applications that enable users to create and share content or to participate in social networking

DRAFT

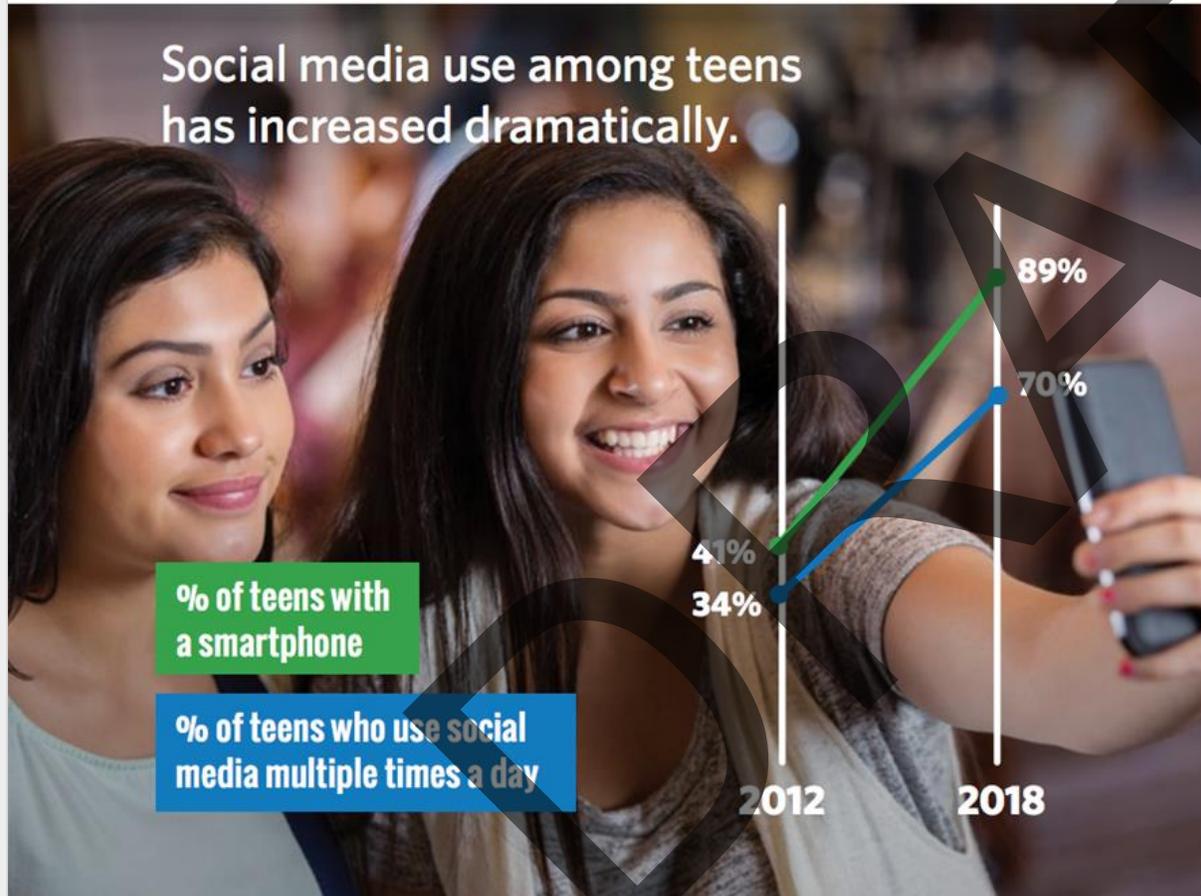


Image: Common Sense Media, 2018. [Social Media, Social Life infographic.](#)

# Social Media, Social Life 2018

Among 13- to 17-year-olds in the United States

Social media use among teens has increased dramatically.



Teens overwhelmingly choose Snapchat as their main social media site.

Percent of teens who say they use each social media site the most:



41%  
Snapchat



22%  
Instagram



15%  
Facebook





## WATCH + DISCUSS



To watch this video on the Common Sense Education site, click [here](#).

### Discuss:

- What did teens say were some benefits of social media?
- What did they identify as problems or drawbacks?



[commonsense.org/education](https://commonsense.org/education)

Shareable with attribution for noncommercial use. Remixing is permitted.



# Oversharing

Sharing personal feelings, information, or experiences that later make the sharer feel uncomfortable or regretful

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# Directions

1. Read the statement. Think about whether you agree or disagree.
2. Discuss with your group. Decide on a group statement that explains whether you agree or disagree and why.
3. Present your group's answer to the class -- one minute per group.
4. Listen and take notes as other groups share.
5. Think about whether you agree or disagree with the other statements. Share your thinking with the class.



# Red flag feeling

When something happens on digital media that makes you feel uncomfortable, worried, sad, or anxious

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# Feel-Identify-Reflect-Enact

**Feel.** Take stock of your emotions. Are you feeling sad, anxious, jealous, excluded, or uncomfortable? If not, what emotion captures how you feel?

**Identify.** Think about what caused you to have this feeling. What happened? Was it something you—or someone else—said or did?

**Reflect.** Consider possible responses. What choices of action are available to you? What are the benefits or drawbacks—for you and for others—of each step you might take?

**Enact.** Take steps to act. How can you move forward to address the situation in a way that is positive and productive—for you and for others?



## Directions

Write two things you learned about how social media can affect your relationships.

Write one strategy you can use moving forward to get the best out of social media.

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We know the power  
of words & actions.



## Define Digital Footprint

One's unique set of digital activities, actions, and communications that leave a data trace on the Internet or on a computer or other digital device and can identify the particular user or device.

One's overall impact, impression, or effect as manifested on the Internet; online presence or visibility, as of a person or company.

Your digital footprint is a reflection of you  
and NEVER goes away!

# How can you ensure your digital footprint reflects the truest YOU?

- Avoid Oversharing
  - Sharing personal feelings, information, or experiences that later make the sharer feel uncomfortable or regretful
- Notice Red Flag Feelings
  - When something happens on digital media that makes you feel uncomfortable, worried, sad, or anxious
- Focus on Integrity & Empathy
  - Do what you know is right and think about how what you say or post would make another person feel

## Resources

<https://pixabay.com/illustrations/banner-header-question-mark-1090830/>

<https://www.drtracyhutchinson.com/what-are-personal-boundaries-and-why-are-they-important/>

[https://en.wikipedia.org/wiki/Personal\\_boundaries](https://en.wikipedia.org/wiki/Personal_boundaries)

<https://www.youtube.com/watch?v=uaiqd911iXc>

<http://www.jasonyost.me/worksheets/>

<https://www.breakthecycle.org/blog/setting-boundaries-relationship>

<https://www.dictionary.com/browse/digital-footprint?s=t>

<https://pixabay.com/photos/smartphone-screen-android-1957740/>

<https://www.common sense.org/education/digital-citizenship/lesson/my-social-media-life>

## Types of Communication Scenarios

*There are three types of communication styles.*

**Directions:** Use the descriptors of each type of communication style to write a response for each scenario.

	<b>Passive Communicator</b>	<b>Aggressive Communicator</b>	<b>Assertive Communicator</b>
	<i>Does not offer opposition when challenged or pressured</i>	<i>Aggressive, hostile, &amp; unfriendly</i>	<i>Communicates with a direct and respectful way</i>
Your best friend tells someone else one of your secrets.			
Your partner tells you that you can't hang out with one of your friends.			

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

DRAFT

**GRADE 7**

# My Social Media Life

How does social media affect our relationships?



RELATIONSHIPS & COMMUNICATION

We know the power of words & actions.

## OVERVIEW

For most middle-schoolers, being on social media can mean connecting with friends, sharing pictures, and keeping up to date. But it can also mean big-time distractions, social pressures, and more. Help students navigate the different feelings they may already be experiencing on social media.

### Students will be able to:

- Identify the role of social media in students' lives.
- Reflect on the positive and negative effects of using social media on their relationships.
- Recognize "red flag feelings" when using social media, and consider ways to handle them.

### Lesson Snapshot

Estimated time: 45 mins.

Warm Up:	Social Media Bonds	5 mins.
Watch and Discuss:	Sharing It All	20 mins.
Analyze:	Noticing Red Flag Feelings	15 mins.
Wrap Up:	Social Media and Me	5 mins.

### Key Standards Supported

#### Common Core ELA

L.7.1, L.7.2, L.7.3, L.7.4, L.7.6, RI.7.1, RI.7.2, RI.7.4, RI.7.10, SL.7.1, SL.7.1a, SL.7.1b, SL.7.1c, SL.7.1d, SL.7.2, SL.7.3, SL.7.4, SL.7.6, W.7.4, W.7.10

#### CASEL

1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f

#### AASL

I.A.1, I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B.

#### ISTE

2a, 2b, 2d, 3b

### What You'll Need

Spanish-language student and family resources available soon!

- Lesson Slides
- Video: Teen Voices: Friendships and Social Media **Watch**
- Student Handout: Social Media: Good? Bad? Both? **Student Version**
- Student Handout: Noticing Red Flag Feelings **Student Version Answer Key**
- Lesson Quiz **Student Version Answer Key**

### Take-home resources

- Family Tips
- Family Activity
- Family Engagement Resources

## LESSON PLAN

### Key Vocabulary:

**oversharing**

sharing personal feelings, information, or experiences that later make someone feel uncomfortable or regretful

**red flag feeling**

when something happens on digital media that makes you feel uncomfortable, worried, sad, or anxious

**social media**

websites and applications that enable users to create and share content or to participate in social networking

**Warm Up: Social Media Bonds**

5 mins.

1. **Project Slide 4** and ask: *What percentage of people in this class do you think are on social media, like Instagram, Snapchat, or something similar? Hold up five fingers if you think most or everyone, three fingers if you think maybe around half, and zero or one finger if you think very few or none.*

If necessary, clarify that **social media** includes *websites and applications that enable users to create and share content or to participate in social networking.* (Slide 5)

Observe responses and tell students your estimate for the room, i.e., *Seems like most people think ... or Seems like about half the class thinks ...*

2. **Explain** that, legally, many social media sites require you to be at least 13 years old to sign up, and some even require you to be 17 or 18. Ask: *How do you think the percentage in this class compares with teens in general? What percentage of teens in the U.S. do you think are on social media?*

Call on students to respond. Project **Slide 6** and point out that 70 percent of teens use social media multiple times per day.

3. **Invite** students to share out other things they notice on the infographic. Ask them whether these results match their own experiences and those of their friends.

**Watch and Discuss: Sharing It All**

20 mins.

1. **Show** the **Teen Voices: Friendships and Social Media** video on **Slide 7**. After watching, have partners discuss the questions. Call on pairs to share out. They should identify some or all of the following responses:

- **Benefits:** *You can connect with friends, share pictures of what you are doing or thinking, share exciting things you're doing, stay up-to-date on the latest happenings.*
- **Problems or drawbacks:** *It's distracting, you feel you have to be on it, there's pressure to be perfect, there's pressure to look like your life is great, it can make you feel sad or even depressed.*

Follow up by asking students whether they themselves have experienced any of those benefits or drawbacks.

2. **Explain** that one negative part of social media, as shared by teens in the video, is the feeling that you have to be on social media all the time. Invite students to share how they feel when they are without their phones or devices for a period of time. Students might mention feeling *anxious, depressed, worried, or fearful they're missing out.*

3. **Say:** Using social media this much can sometimes lead to oversharing, which is sharing personal feelings, information, or experiences that later make someone feel uncomfortable or regretful. (Slide 8). Examples of oversharing include things like:

- sharing thoughts or feelings in the heat of the moment
- sharing things you wouldn't want everyone to see, such as photos from a party, or you acting silly or weird, but then it was shared with a bigger group of people
- sharing every detail of your life like what you ate for breakfast or every thought that comes to mind.

4. **Distribute** the **Social Media: Good? Bad? Both? Student Handout.** (Slide 9) Organize the class into six groups. Assign each group one of the statements to discuss whether they agree or disagree. Highlight that people have very different opinions about social media and they do not all need to agree. Call on each group to quickly present their ideas in front of the class. Each group has one minute to share out.

As each group shares, have students take notes on the handout. Ask: *Is there something that you hadn't considered as you listened?* Call on students who would like to complete the sentence "I hadn't considered ..."

**Analyze: Noticing Red Flag Feelings**

15 mins.

1. **Explain** that in the video, students talked about both positive and negative experiences using social media. Some of their negative experiences were caused by feelings of being isolated, anxious, or uncomfortable. Project **Slide 10** and say: *These feelings can be red flags. A red flag feeling is when something happens on digital media that makes you feel uncomfortable, worried, sad, or anxious. It is a warning that something might be wrong.*
2. **Project Slide 11** and explain that when you have a red flag feeling, it's important to slow down, pause, and think about the situation using the Feel, Identify, Reflect, and Enact steps. Have students read aloud the questions associated with each step.
3. **Distribute** the **Noticing Red Flag Feelings Student Handout**. Read the directions aloud and explain that you will do the first example together as a class. Call on students to provide responses for each column and model adding them to the handout. After you've completed the first example, allow students time to complete the rest of the handout with a partner. If time is limited, assign only one example to each pair.

**Invite** pairs to share out answers. Use the **Teacher Version** for support.

**Wrap Up: Social Media and Me**

5 mins.

1. **Project Slide 12** and read aloud the Exit Ticket prompt. On the **Noticing Red Flag Feelings Student Handout**, give students three minutes to write their responses.

Call on students to share out their responses.

2. **Have** students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.
- 



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DRAFT

# Noticing Red Flag Feelings

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Directions

For your assigned example, write down what *red flag feeling* you might get if that situation happened. Then, work with your partner to complete the other columns and discuss with the class.

When this happens ...	Slow down, pause and remember <b>Feel, Identify, Reflect, and Enact</b>			
	<u>Feel.</u> Take stock of your emotions.  <i>Are you feeling sad, anxious, jealous, excluded, or uncomfortable? If not, what emotion captures how you feel?</i>	<u>Identify.</u> Think about what caused you to have this feeling.  <i>What happened? Was it something you—or someone else—said or did?</i>	<u>Reflect.</u> Consider possible responses.  <i>What choices of action are available to you? What are the benefits or drawbacks—for you and for others—of each step you might take?</i>	<u>Enact.</u> Take steps to act.  <i>How can you move forward to address the situation in a way that is positive and productive—for you and for others?</i>
1. I checked my phone five times in the last 15 minutes to make sure I didn't miss an update from my friends.				
2. I haven't finished my homework because I've been texting and snapping with my friends.				
3. I see a post of my friends having fun without me and I feel left out.				



# Noticing Red Flag Feelings

NAME \_\_\_\_\_

DATE \_\_\_\_\_

4. I deleted several of my posts because they didn't get enough likes or shares.				
5. I posted so many videos and photos from my trip to the amusement park that I was embarrassed about it later.				

## Exit Ticket

Write your responses here.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



RELATIONSHIPS & COMMUNICATION

We know the power  
of words & actions.



# Social Media: Good? Bad? Both?

## Directions

Read your assigned statement about social media. Think about whether you agree or disagree. Share your thoughts with your group. Then, listen to what the other groups say about the other statements. Take notes. Think about whether you agree or disagree with what's been said.

Statement	Agree? Disagree? Why?	Statement	Agree? Disagree? Why?
1. Most posts on Instagram aren't really true. People choose to post what they think will get the most likes or comments.		4. Building real relationships with people is much easier face-to-face. Those relationships are stronger and last longer.	
2. Posting on social media allows me to connect with people who have the same interests I do.		5. Without social media, people wouldn't be able to post new and creative things as easily. Artists have an outlet for their work because of social media.	
3. If you're having a bad day, social media makes it worse. You scroll through and see how great everyone else's life seems. It's depressing.		6. Social media isn't really about connecting with other people; it's just about showing off who you want people to think you are.	



**GRADE 7  
PERSONAL SAFETY**

## TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 5 minutes
- Activate Prior Knowledge/Engage
  1. Begin lesson by reviewing ground rules conducive towards a “safer” space.
  2. Allow for an opportunity to add or modify ground rules as you begin a new lesson.

## CREATING A SAFE SPACE

What are the ground rules or guidelines that we agreed on for when we have hard conversations about sensitive topics?

Do these still work? Would anyone like to make any changes or adjustments?

## TODAY'S OBJECTIVES

- Explain rights as to personal space, your body, and touches
- Identify parents or trusted adults to report abuse or assault
- Describe ways to treat people with dignity and respect
- Demonstrate how to react to bullying

## WORD BANK

- Rights
- Dignity
- Respect
- Bullying
- Abuse
- Bystander
- Boundaries

## Teacher Notes: Respect

Estimated Time: 15 minutes

- Students will complete writing activity
- Teacher facilitates discussion about respect
- Students complete INNER CIRCLE activity

## WRITE - PAIR - SHARE

Define Respect in your own words.

Write about a situation in which you felt RESPECTED.

Who was involved?

Why did you feel respected?

# RESPECT

:admiration for someone or something that you believe has good ideas or qualities (Cambridge)

:the polite attitude shown toward someone or something that you consider important (Cambridge)

:to show regard or consideration for (dictionary.com)

:courteous regard for people's feelings (vocabulary.com)

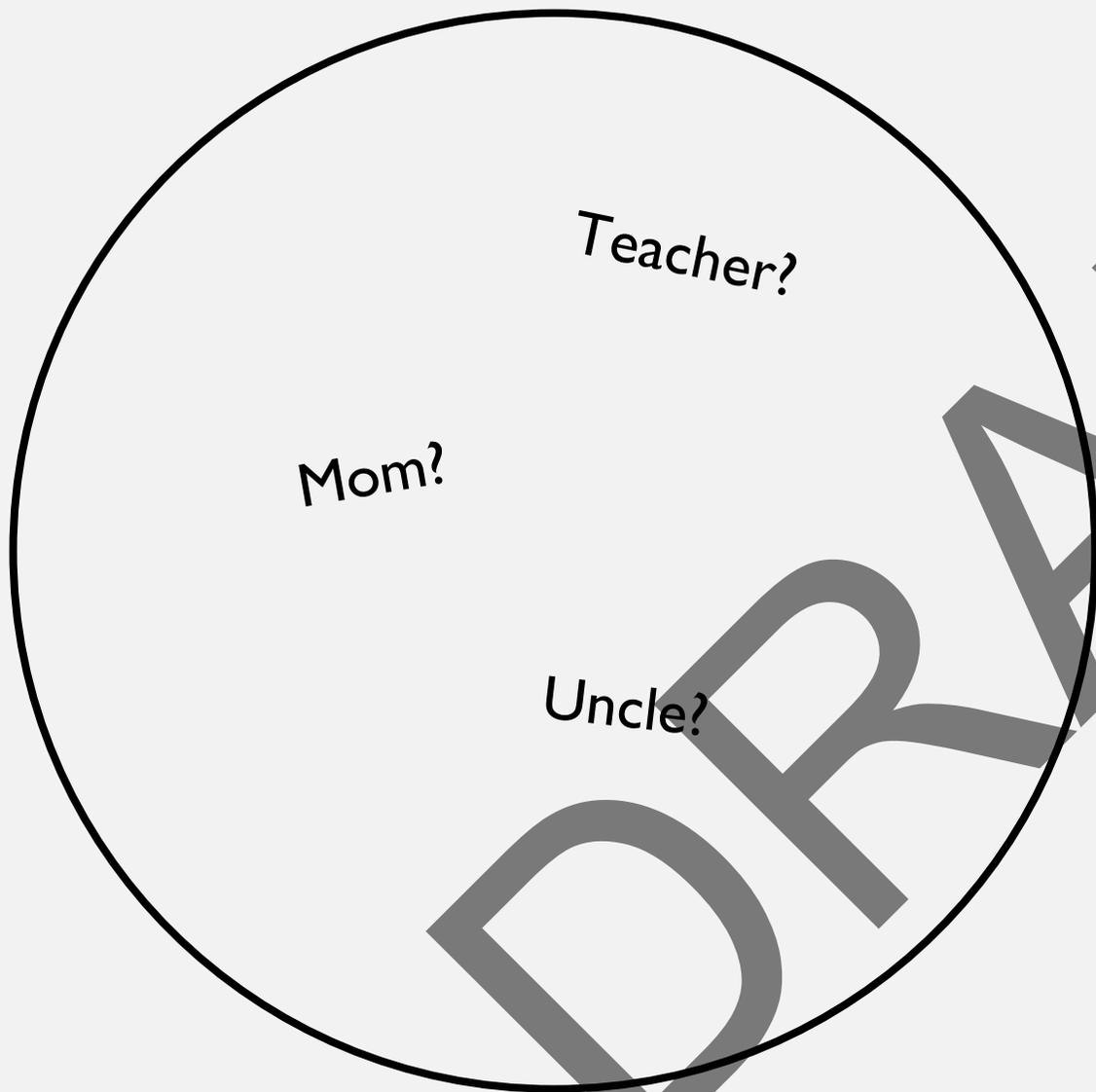
Is it possible to disagree with someone  
and still respect them?

What might that look like?

Can you give an example?

YOU SHOULD ALWAYS TRY TO  
BE THE KIND OF PERSON THAT  
YOU AND OTHERS RESPECT.

DRAFT  
RESPECT



## Who's in YOUR inner circle?

Using the space at the bottom of your paper, draw a circle.

Then fill the circle with the names (or titles) of the 2-3 people you respect.

These are people that you can ask for help in tough situations.

## Teacher Notes: Abuse & Bullying

Estimated time: 15 Minutes

- Students do a turn & talk to transition into a new topic
- Teacher facilitates discussion about abuse and bullying
- Bullying Scenarios
  - Students in groups of 3-4
  - They will read each scenario and choose the appropriate response.
  - Students should explain why they chose their answer

Turn & Talk

What does it feel like when you are NOT  
respected?

## Abuse & Bullying

Abuse: to treat in a harmful, injurious, or offensive way ([dictionary.com](https://www.dictionary.com))

Bully: to habitually intimidate, badger, or domineer smaller or weaker people ([dictionary.com](https://www.dictionary.com))

How might you feel if you were abused or bullied?

Give examples of different forms of bullying.

## What would you Do? THINK - PAIR - SHARE

Your friends start calling you names, sending you nasty text messages and forcing you to give them things. You don't feel good when these things happen. What would you do?

1. Nothing, You must have done something wrong to make your friends act like that.
2. Start calling them names in return and threaten them.
3. Speak to your parents or teacher and tell them what is happening.
4. Something else?

A group of older students like to pick on the younger ones from your school. They wait to catch them walking home or waiting for the bus to surround them and take their money, food, or toys. They also throw rocks and threaten to do worse. What would you do?

1. Be very careful to go to and from school in groups
2. Tell adults in your school what is happening and ask for help
3. Carry rocks to protect yourself
4. Something else?

You receive an email telling an embarrassing story about another student who has often been mean to you. What would you do?

1. Forward the email to your friends because you know they would think it's funny too
2. Speak to your parents or teachers and tell them what is happening
3. Reply to the sender and tell them that it isn't funny and delete the email
4. Something else?

## Responding to Abuse & Bullying

- Use assertive communication
- Focus on Integrity
- Demonstrate Empathy
- Seek help

### Bystander

a person present but not involved, onlooker, chance spectator ([Dictionary.com](https://www.dictionary.com))

## Teacher Notes: Boundaries

Estimated Time: 15 minutes

- Teacher facilitates discussion about boundaries including definition and different types of boundaries
- Display the question: Where do boundaries come from?
  - Elicit responses from students about how they determine their personal boundaries
    - Friends, Family, Religion, Media, etc.
- Students complete 'Understanding Boundaries' worksheet individually

# Boundaries

**Boundaries** are the limits we set for ourselves and others in our life.

## **Types of Boundaries**

Physical  
Emotional  
Sexual  
Relational  
Spiritual

- What does it feel like when someone crosses our boundaries?
- Who has an influence on how we set boundaries?
- Is there someone in your life with whom it is hard to set boundaries? What kind of boundaries are hard to set with them?

Boundaries are the basis for consent!



Consent = Ask, Listen, Respect

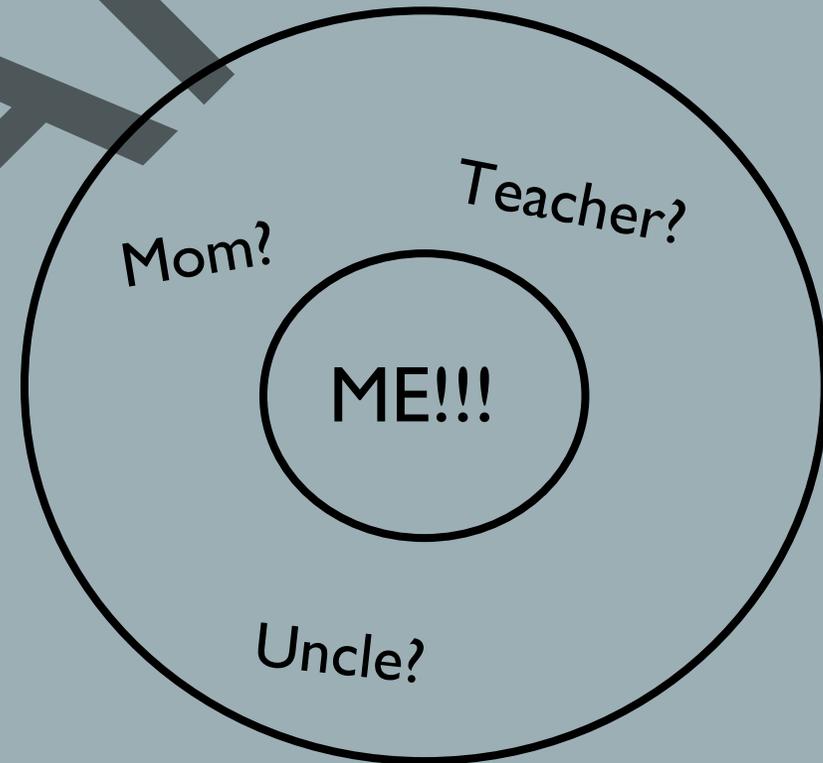
You have a right to be respected

Your Space

Your body

Your boundaries

YOU are at the center of your inner circle!!



## Resources

<https://www.dictionary.com/browse/respect?s=t>

<https://www.vocabulary.com/dictionary/respect>

<https://dictionary.cambridge.org/us/dictionary/english/respect>

<https://pixabay.com/illustrations/respect-acceptance-compassion-952439/>

<https://www.youtube.com/watch?v=h3nhM9UIJjc>

Name \_\_\_\_\_

Define RESPECT

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Describe a situation in which you felt RESPECTED. Who was involved? Why did you feel respected?

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DRAFT

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

Boundaries are the limits we set for ourselves and others in our life. Boundaries can be physical, emotional, relational, and sexual. The tasks below will ask you to think about your boundaries and what is comfortable for YOU.

**What does it feel like when someone or something crosses your boundaries? Think about both physical and emotional feelings.**

---

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**Do we all have the same boundaries?**

For each situation listed below: • Consider if it is a boundary for your life • Consider if the adult in your life would want this for you Put an X in the column to show if it is OK or NOT OK.	You		Adult	
	OK	NO	OK	NO
<b>SITUATION</b>				
A stranger sits very close to you on a bench.				
Trading food items at lunch.				
Getting a hug from someone you just met.				
Sharing passwords to social media sites.				
Holding hands with a partner at school.				
Being alone with a partner or crush.				
Staying out later than an expected curfew				
Kissing				

When someone crosses our boundaries, it can be challenging to bring it up to them. Pick out one of the situations from the table above and imagine someone has crossed it and made you uncomfortable. Practice using assertive communication by writing a firm, clear, response to that person that maintains your boundaries.

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**GRADE 7  
IDENTITY**

## TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 5 minutes
- Activate Prior Knowledge/Engage
  1. Begin lesson by reviewing ground rules conducive towards a “safer” space.
  2. Allow for an opportunity to add or modify ground rules as you begin a new lesson.

## CREATING A SAFE SPACE

What are the ground rules or guidelines that we agreed on for when we have hard conversations about sensitive topics?

Do these still work? Would anyone like to make any changes or adjustments?

## TODAY'S OBJECTIVES

- Differentiate between and explain terms of gender and gender roles
- Communicate respectfully with and about people of all gender identities and sexual orientation
- Develop a plan to promote dignity and respect

## WORD BANK

- Gender
- Gender Identity
- Sexual Orientation
- Gender Expression
- Gender Roles

## Teacher Notes: Review Respect

Estimated Time: 5

Teacher will engage students in a review of respect. Focus on respecting the beliefs of all others.

# RESPECT

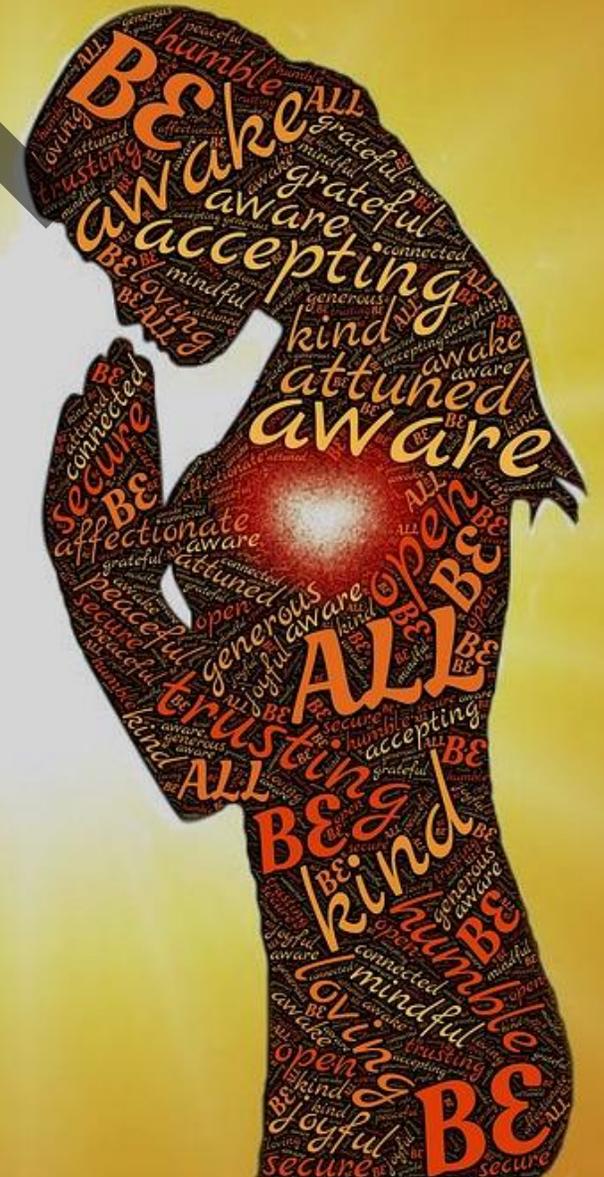
:admiration for someone or something that you believe has good ideas or qualities (Cambridge)

:the polite attitude shown toward someone or something that you consider important (Cambridge)

:to show regard or consideration for (dictionary.com)

:courteous regard for people's feelings (vocabulary.com)

YOU SHOULD ALWAYS TRY TO  
BE THE KIND OF PERSON THAT  
YOU AND OTHERS RESPECT.



## Teacher Notes: Stereotyping

Estimated Time: 10-15 minutes

- Teacher facilitates discussion of Stereotyping
  - How can we define stereotype?
- Separate students into 5 equal groups and give each group one Stereotyping worksheet.
- Students will work in groups to answer all questions.
- Each group elects one person to share out their stereotyping scenario and the group's response.
- Allow for other students to comment or ask clarifying questions of the presenters.

# Teacher Notes: Stereotyping Worksheet & Scenarios

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

**Define STEREOTYPE:** \_\_\_\_\_

**Examples of Stereotypes** -- In the left column, list examples of different stereotypes that you may know or have heard.

Example: All teenagers are rebels.	Group

Now, in the right column, go back through your list and identify if the stereotype is based on: Gender, Race, Culture, or Group

**Stereotyping Scenario** -- One person in the group read the scenario out loud. Then discuss and answer the following questions.

**Boys' Locker Room** Before gym class, the 7th grade boys all walk into the locker room to change into their uniforms. Javier does not like changing at the same time as the other boys because he is smaller than them and he knows the other boys have started puberty. Their voices are deeper and some of them even have hair on their face and armpits. Javier hangs out in the gym for a couple minutes and waits for most of the boys to finish before he goes into the locker room. When Javier has finished changing and comes back to the gym, the class has already started and all the students are working out. A group of boys standing near the door, say to Javier, "Hey slow poke! Maybe you should go workout with the girls!" What should Javier do? What could you do if you heard the group of boys who yelled at Javier?

**Football:** Tessa is one of two girls on the boys football team in 7th grade. She arrives at school on game day to find the term "Tessa Tomboy Sucks" written on her locker. The 7th grade team captain, Omar, is walking down the hall high-fiving the other football players. Omar is ready to high-five Tessa when he reads the slur on her locker. What should Omar do? What should Tessa do?

# STEREOTYPE

What is a stereotype?

What is an example of a stereotype?

Stereotypes are often unfairly based on Gender, Race, Culture, or Groups (such as people who are athletic)



## STEREOTYPE Worksheet

Working in a group of 2-3 list any stereotypes that you may know or have heard.

Then, label each stereotype based on whether it is based on Gender, Race, Culture, or Group.

How do stereotypes make people feel?

Are stereotypes always negative?

## Generalization vs Stereotype

### Generalization:

A broad statement about a group that may or may not apply to individual members of that group

Generalizations help us to understand the world and make sense of different groups of people.

### Stereotype:

An oversimplified standardized image of a person or group

Stereotypes are based on generalizations, however they often limit one person to being something that they may not.

What is the big difference between a generalization and a stereotype?

## An Example:

People who play sports are not very smart.

Have you heard this before?

Can this sometimes be a true statement?

Is this always a true statement?

The only way to avoid stereotyping is to be thoughtful, avoid being judgmental, and be open to differences or things that aren't as they appear.

## Teacher Notes: Gender Roles

Estimated Time: 10 Minutes

- With a partner, students will sort certain qualities, job, or characteristics based on whether they are traditionally viewed as male/female/masculine/feminine.
- Teacher facilitates discussion of gender roles.

Are the words/topics below MALE or FEMALE?

**PINK** **HOMEMAKER** **SCIENTIST**  
**PASSIVE** **DOCTOR** **LOGICAL**  
**STRONG** **BREADWINNER** **WEAK**  
**NURSE** **BLUE** **TEACHER**  
**AGGRESSIVE** **EMOTIONAL**

## Gender Roles ARE Stereotypes

How do gender roles affect relationships?

How are gender roles influenced by friends, family, and media?

## Teacher Notes: Gender

Estimated Time: 15-20 Minutes

- Watch video.
- Students work individually on gender match game after the video
- Students check work with others to define all gender terms
- Teacher facilitates “Question Box” Discussion
  - Each student anonymously writes down one question they might have about gender/sex and places it into a box.
  - Teacher draws a question and leads discussion about the question.
- Teacher shows The Genderbread Person
  - Demonstrates that gender expression is a combination of many components on a spectrum and can be fixed or fluid.

## Gender Terms & Matching

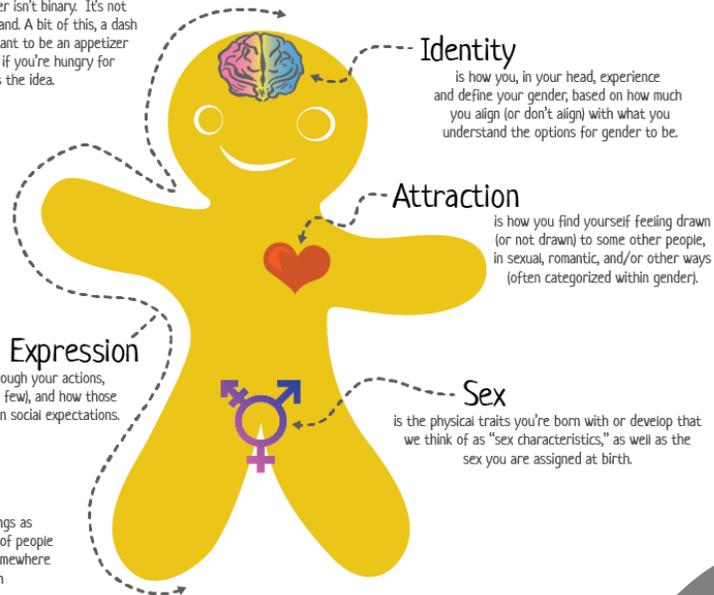


Follow along on the gender match game worksheet while watching the video. Match the term from the left with its definition on the right.

# The Genderbread Person

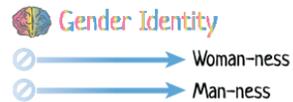
by its pronounced **METROsexual** com

Gender is one of those things everyone thinks they understand, but most people don't. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more after reading it. In fact, that's the idea.



We can think about all these things as existing on continuums, where a lot of people might see themselves as existing somewhere between 0 and 100 on each

⊖ means a lack of what's on the right side



personality traits, jobs, hobbies, likes, dislikes, roles, expectations  
common GENDER IDENTITY things



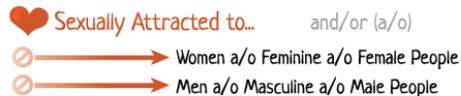
style, grooming, clothing, mannerisms, affect, appearance, hair, make-up  
common GENDER EXPRESSION things



body hair, chest, hips, shoulders, hormones, penis, vulva, chromosomes, voice pitch  
common ANATOMICAL SEX things

Identity ≠ Expression ≠ Sex  
Gender ≠ Sexual Orientation

**Sex Assigned At Birth**  
 Female  Intersex  Male  
Typically based solely on external genitalia present at birth ignoring internal anatomy, biology, and change throughout life. Sex Assigned At Birth (SAAB) is key for distinguishing between the terms "cisgender" (when SAAB aligns with gender identity) and "transgender" (when it doesn't).



## Teacher Notes:

The Genderbread Person is a tool that can help one to understand their own gender identity, gender expression, sexual attraction, and romantic attraction.

Gender expression is the outward appearance that we choose to show the rest of the world. It is a complete representation of one's biological sex, gender identity, and attraction.

Gender identity is how one feels about their own gender.

Biological sex is most often male or female. Sometimes, genetic irregularities occur in the chromosomes resulting in someone who is intersex.

Attraction can be broken down into two categories: Romantic attraction and Sexual Attraction.

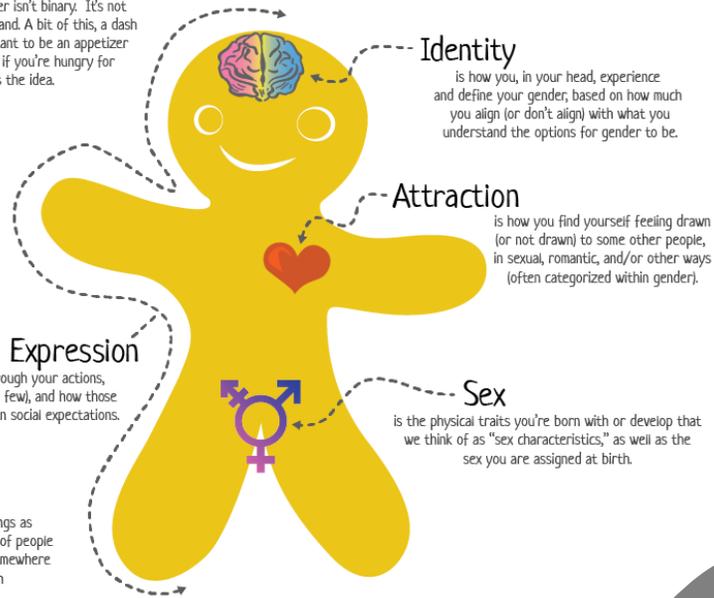
All of the attributes of Gender Expression have some component of both woman-ness and male-ness.

**Students may often feel both confused and curious about Gender. Remind them that it is OK to not know at this stage of their life. If they have questions, then they can communicate openly with a trusted adult in their life, often their parents or guardians.**

# The Genderbread Person

by its pronounced **METROsexual** com

Gender is one of those things everyone thinks they understand, but most people don't. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more after reading it. In fact, that's the idea.



We can think about all these things as existing on continuums, where a lot of people might see themselves as existing somewhere between 0 and 100 on each

⊖ means a lack of what's on the right side

## Gender Identity



personality traits, jobs, hobbies, likes, dislikes, roles, expectations

common GENDER IDENTITY things

## Gender Expression



style, grooming, clothing, mannerisms, affect, appearance, hair, make-up

common GENDER EXPRESSION things

## Anatomical Sex



body hair, chest, hips, shoulders, hormones, penis, vulva, chromosomes, voice pitch

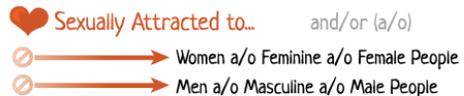
common ANATOMICAL SEX things

## Sex Assigned At Birth



Typically based solely on external genitalia present at birth (ignoring internal anatomy, biology, and change throughout life), Sex Assigned At Birth (SAAB) is key for distinguishing between the terms "cisgender" (when SAAB aligns with gender identity) and "transgender" (when it doesn't).

Identity ≠ Expression ≠ Sex  
Gender ≠ Sexual Orientation



The Genderbread Person is a tool that can help one to understand their own gender identity, gender expression, sexual attraction, and romantic attraction.

## Question Box

On a scrap piece of paper, write down a question you might have about gender, identity, expression, sexual orientation, etc.

Do not write your name.

## Promote Dignity & Respect for ALL

- Use correct pronouns
  - Don't know them, ASK!!!
- Avoid stereotypes
- Be an Ally
  - Use your gender privilege to support others
- Communicate

Deliberately misgendering someone by using the wrong pronouns is a refusal to respect and acknowledge these fundamentally important aspects of ourselves.

Intentionally misgendering someone is the same as telling someone they don't exist.

## Resources

<https://www.dictionary.com/browse/respect?s=t>

<https://www.vocabulary.com/dictionary/respect>

<https://dictionary.cambridge.org/us/dictionary/english/respect>

<https://pixabay.com/illustrations/aware-awake-accepting-attuned-1353780/>

<https://www.itspronouncedmetrosexual.com/2018/10/the-genderbread-person-v4/>

<https://youtu.be/ago78PhUofI>

## Gender Match Game!

Match each term to its correct definition by drawing a line

- |                      |   |
|----------------------|---|
| 1. Gender Identity   | 1. Being mean to or fearing someone whose gender identity does not match up with the sex that was given to them at birth  |
| 2. Transgender       | 2. A person who does not think of themselves as either a boy or a girl  |
| 3. Cisgender         | 3. A person whose gender identity does not match the sex that was given to them at birth  |
| 4. Gender Expression | 4. How a person feels about and relates to their gender identity  |
| 5. Pronouns          | 5. A person whose gender identity matches with the sex that was given to them at birth  |
| 6. Biological Sex    | 6. Words used to refer to someone (e.g. him, her, they)   |
| 7. Transphobia       | 7. How a person presents their gender on the outside, such as through their choice of clothes or the way they act   |
| 8. Non-binary        | 8. The male, female, or intersex label given to a person when they're born based on what their bodies and genitals look like. Many people think this is the same thing as gender, but it's not. |

## Gender Match Game Answer Key

1. Gender Identity: (4) How a person feels about and relates to their gender identity
2. Transgender: (3) A person whose gender identity does not match the sex that was given to them at birth
3. Cisgender: (5) A person whose gender identity matches with the sex that was given to them at birth
4. Gender Expression: (7) How a person presents their gender on the outside, such as through their choice of clothes or the way they act
5. Pronouns: (6) Words used to refer to someone (e.g. him, her, they, them)
6. Biological Sex: (8) The male, female, or intersex label given to a person when they're born based on what their bodies and genitals look like. Many people think this is the same thing as gender, but it's not.  
**Note: Intersex refers to people who are born with reproductive or sexual anatomy which does not fit with typical definitions of male or female.**
7. Transphobia: (1) Being mean to or fearing someone whose gender identity does not match up with the sex that was given to them at birth
8. Non-binary: (2) A person who does not think of themselves as either a boy or a girl.  
**Note: There are many other words that people who don't identify as either a boy or a girl use, such as genderqueer, agender, bigender, and gender fluid.**

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

**Define STEREOTYPE:** \_\_\_\_\_

**Examples of Stereotypes** -- In the left column, list examples of different stereotypes that you may know or have heard.

Example: All teenagers are rebels.	Group

Now, in the right column, go back through your list and identify if the stereotype is based on: Gender, Race, Culture, or Group

**Stereotyping Scenario** -- One person in the group read the scenario out loud. Then discuss and tell what you believe the characters should do.

### **Scenarios – Cut out each scenario and distribute**

**Boys' Locker Room** Before gym class, the 7th grade boys all walk into the locker room to change into their uniforms. Javier does not like changing at the same time as the other boys because he is smaller than them and he knows the other boys have started puberty. Their voices are deeper and some of them even have hair on their face and armpits. Javier hangs out in the gym for a couple minutes and waits for most of the boys to finish before he goes into the locker room. When Javier has finished changing and comes back to the gym, the class has already started and all the students are working out. A group of boys standing near the door, say to Javier, "Hey slow poke! Maybe you should go workout with the girls!" What should Javier do? What could you do if you heard the group of boys who yelled at Javier?

**Hallway Shenanigans:** Joey and Sean are walking in the hallway to 3rd period. As they pass the library they see Jacob a couple of classes down. Joey yells loudly down the hall, "Jacob, I'll see you at lunch, no homo though". Sean looks around and gages the reactions of his classmates. No one seems to be bothered at this expression. Sean is not gay himself, but he grew up in a household with two dads, and knows that being a homosexual is nothing to be ashamed of and that using the word is hurtful and wrong. What should Sean do?

**Football:** Tessa is one of two girls on the boys football team in 7th grade. She arrives at school on game day to find the term "Tessa Tomboy Sucks" written on her locker. The 7th grade team captain, Omar, is walking down the hall high-fiving the other football players. Omar is ready to high-five Tessa when he reads the slur on her locker. What should Omar do? What should Tessa do?

**Fashion:** After school one day, a group of girls is gathered looking at a bunch of fashion magazines. They are strategizing about what outfits they might wear to school for the next few days. Tasha is sitting near them, but she doesn't understand the big deal. She is happy in her sweatpants and t-shirt. When the other girls notice she isn't participating, they start making fun of her unfashionable outfit. She tries just shrugging her shoulders, but the other girls say, "Don't you know girls are SUPPOSED to care about clothes?" What should Tasha do?

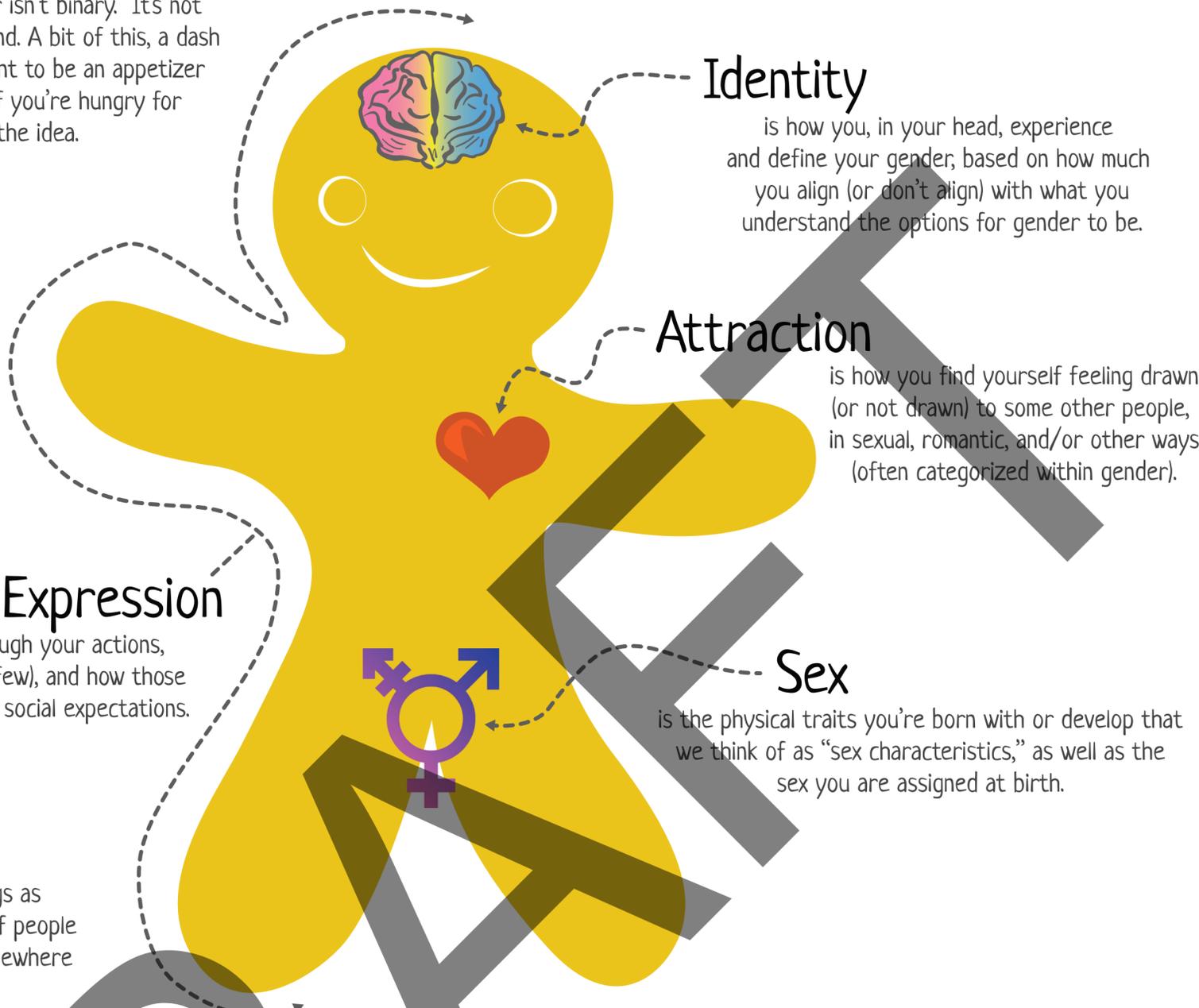
**Science Test:** The science teacher gave a really hard test, and several students feel badly about how they did. Jamal starts crying hard because he is worried he did badly and his parents will be mad at him. He knows he could have done better, and he feels so terrible that he just can't stop crying. In the hall on the way to lunch, several other students tell him they can't believe he's crying over something like that. Doesn't he know boys don't make a big deal over something silly like a science test? Doesn't he know that crying is for girls? What should Jamal do?

\*\*Adapted from: Teaching Tolerance

# The Genderbread Person

by its pronounced **METROsexual**.com

Gender is one of those things everyone thinks they understand, but most people don't. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more after reading it. In fact, that's the idea.



We can think about all these things as existing on continuums, where a lot of people might see themselves as existing somewhere between 0 and 100 on each

⊘ means a lack of what's on the right side

## Gender Identity

- ⊘ → Woman-ness
- ⊘ → Man-ness

personality traits, jobs, hobbies, likes, dislikes, roles, expectations

common GENDER IDENTITY things

## Gender Expression

- ⊘ → Femininity
- ⊘ → Masculinity

style, grooming, clothing, mannerisms, affect, appearance, hair, make-up

common GENDER EXPRESSION things

## Anatomical Sex

- ⊘ → Female-ness
- ⊘ → Male-ness

body hair, chest, hips, shoulders, hormones, penis, vulva, chromosomes, voice pitch

common ANATOMICAL SEX things

## Sex Assigned At Birth

- Female
- Intersex
- Male

Typically based solely on external genitalia present at birth (ignoring internal anatomy, biology, and change throughout life), Sex Assigned At Birth (SAAB) is key for distinguishing between the terms "cisgender" (when SAAB aligns with gender identity) and "transgender" (when it doesn't).

Identity ≠ Expression ≠ Sex  
Gender ≠ Sexual Orientation

## Sexually Attracted to... and/or (a/o)

- ⊘ → Women a/o Feminine a/o Female People
- ⊘ → Men a/o Masculine a/o Male People

## Romantically Attracted to...

- ⊘ → Women a/o Feminine a/o Female People
- ⊘ → Men a/o Masculine a/o Male People

# GRADE 7

## FEMALE & MALE REPRODUCTIVE SYSTEMS

In this lesson, the teacher will direct teach the male and female reproductive systems. Students will label the internal and external parts of the female reproductive system and explain the function and purpose of each part. Students will also label the internal and external parts of the male reproductive system and explain the function and purpose of each part. The teacher will engage students in a discussion about reliable and unreliable sources of sexual health information. The students will create a list of questions about their body for a family doctor

## TODAY'S OBJECTIVE

- Describe the male and female reproductive systems.
- Identify sources of information about sexual health

## TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 5 minutes
- Activate Prior Knowledge/Engage
  1. Begin lesson by establishing ground rules conducive towards a “safe” space.
  2. Due to the sensitive nature of these topics, remind students to avoid speaking about experiences of their fellow classmates.
  3. Let students suggest rules or limits of their own for the class to be mindful of throughout the discussion.

## CREATING A SAFE SPACE

What are some ground rules we can agree upon to make this a safe space to talk about a sensitive topic?

## TEACHER NOTES: FEMALE ANATOMY DIAGRAMS

- Estimated Time: 10 minutes
- ELL & SpEd Strategy: Mixed-Ability Partners, Word Bank

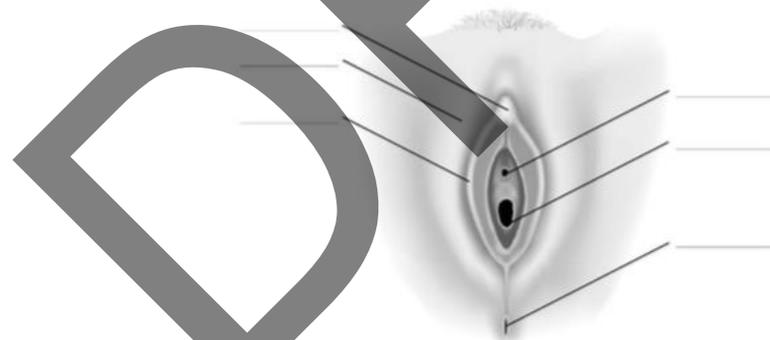
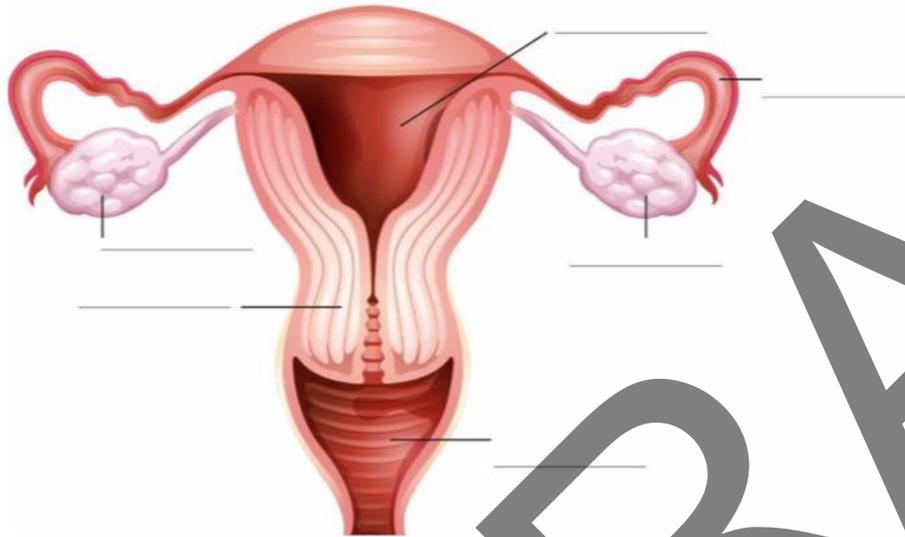
# TEACHER NOTES: FEMALE ANATOMY DIAGRAMS (CONT.)

## C. Female Anatomy Diagrams

*The diagrams of female anatomy help students learn the vocabulary associated with reproduction. Students may need help understanding the difference between the internal and external, or side and anterior views of the reproductive systems. Showing the diagrams that orient the internal organs inside the body help students understand what the diagrams represent.*

*To help students understand body and genital diversity, note that not everyone's genitals look the same, or like what is shown in diagrams and pictures. Variation in size and shape is normal.*

1. Distribute the **Female Reproductive System Diagrams** handout. Explain the relationship between the external and internal views of the reproductive system.
2. Ask the students to fill in as many of the blanks as they can. You may wish to have the students work individually, in pairs, or in their small groups from the previous activity. Emphasize that they will not know all the answers and that is ok.
3. Display the correct answers so all students can assess and correct their diagrams and discuss.
4. Consider asking the students to consider which parts of the female anatomy they think are the same for males and females, or which might have similar functions.



## Word Bank

Fallopian Tube

Cervix

Ovary

Uterus

Clitoris

Urethra

Anus

Vaginal Opening

Labia Majora

Labia Minora

## TEACHER NOTES: MALE ANATOMY DIAGRAMS

- Estimated Time: 10 minutes
- ELL & SpEd Strategy: Mixed-Ability Partners, Word Bank

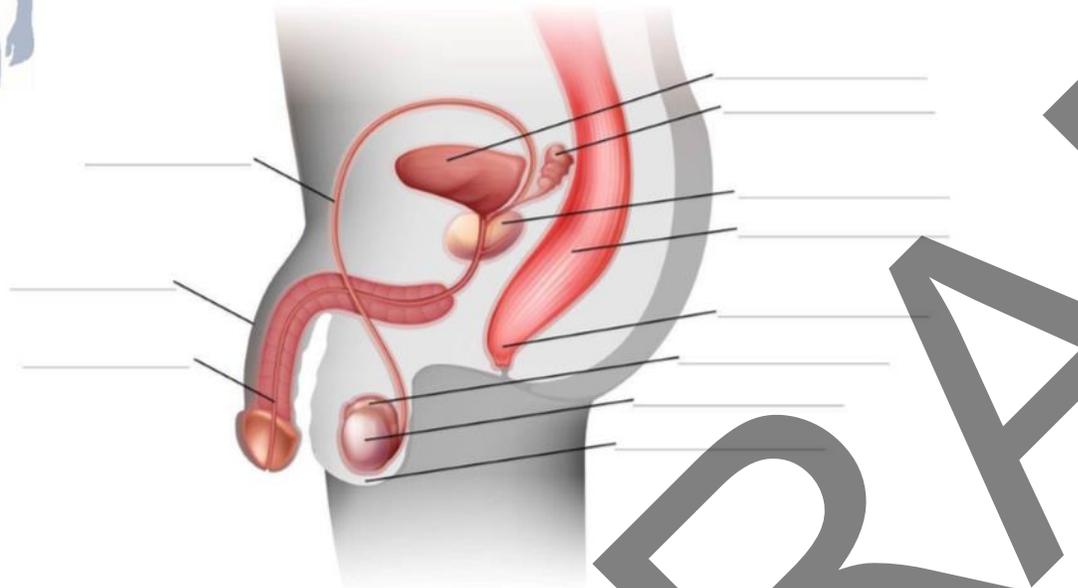
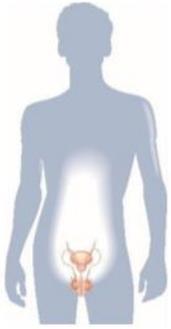
# TEACHER NOTES: MALE ANATOMY DIAGRAMS (CONT.)

## C. Male Anatomy Diagrams

*The diagrams of male anatomy help students learn the vocabulary associated with reproduction. Students may need help understanding the difference between the internal and external, or side and anterior views of the reproductive systems. Showing the diagrams that orient the internal organs inside the body help students understand what the diagrams represent.*

*To help students understand body and genital diversity, note that not everyone's genitals look the same, or like what is shown in diagrams and pictures. Variation in size and shape is normal.*

1. Distribute the **Male Reproductive System Diagrams** handout. Explain the relationship between the external and internal views of the reproductive system.
2. Ask the students to fill in as many of the blanks as they can. You may wish to have the students work individually, in pairs, or in their small groups from the previous activity. Emphasize that they will not know all the answers and that is ok.
3. Display the correct answers so all students can assess and correct their diagrams and discuss.
4. If the class has already completed the Female Reproductive System lesson, ask the students which parts of the female anatomy are the same for males and females, or which have similar functions. If that lesson has not been completed, ask them to predict which parts/functions will be the same.



## Word Bank

- Scrotum
- Penis
- Urethra
- Bladder
- Prostate Gland
- Rectum
- Testicle
- Vans deferens
- Anus
- Seminal Vesicle

## TEACHER NOTES: VOCABULARY MATCHING GAME

- Estimated Time: 10 minutes
- ELL & SpEd Strategy: Mixed-Ability Partners
- Combine the male and female vocabulary words into one game and remove the repetitive ones.

# TEACHER NOTES: VOCABULARY MATCHING GAME (CONT.)

## B. Male Anatomy Vocabulary Matching Game

*Students identify the basic components of the male human reproductive system and can describe the basic functions of the various components.*

1. Display the **Male Anatomy Definitions** posters around the room.
2. Divide students into teams of 3-4 students.
3. Distribute the **Male Anatomy Vocabulary** cards to each team.
4. Have teams decide which vocabulary word matches each definition. They post their word on the matching poster. Encourage groups to decide each match on their own and not worry if they make a different choice than another group.
5. Review the correct definition-word matches as a class, and move vocabulary words to the correct definitions as needed.

## B. Female Anatomy Vocabulary Matching Game

*Students identify the basic components of the female human reproductive system, and can describe the basic functions of the various components.*

1. Display the **Female Anatomy Definitions** posters around the room.
2. Divide students into teams of 3-4 students.
3. Distribute the **Female Anatomy Vocabulary** cards to each team.
4. Have teams decide which vocabulary word matches each definition, then post their word on the matching poster. Encourage groups to decide each match on their own and not worry if they make a different choice than another group.
5. Review the correct definition-word matches as a class, and move vocabulary words to the correct definitions as needed.

## VOCABULARY MATCHING GAME

Urethra

Semen

Where semen is  
produced and stored.

Testicles



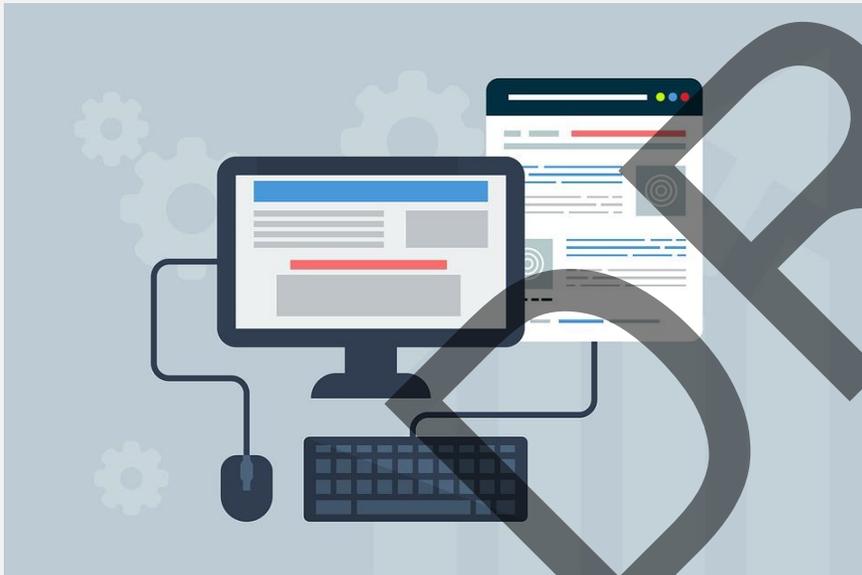
## Teacher Notes: Analyzing Health Resources

Estimated Time: 10-15 Minutes

- This section begins with a Turn & Talk. Give students a few minutes to discuss the question “How do you know if what you are reading or hearing is credible and reliable information?”
- Teacher facilitates discussion on how to identify credible sources of information
- Students work in partners to determine if a source is credible

# ANALYZING SOURCES OF HEALTH INFORMATION

Health information comes in all shapes and sizes.  
The internet has increased our access to all sorts of sources of health information.



## Turn & Talk

How do you know if what you are reading or hearing is credible and reliable information?

# Reliable Information

With a partner, complete the 'Understanding Reliability' worksheet. Each of you will do your own, but you may discuss each source of information together. When you are finished, find a new partner and compare your responses.

1. Author -- Is there an Author listed?
2. Date -- Is it recent or was it published long ago?
3. Sources -- Is the information supported with citations and sources?
4. Domain -- Is it the information from a .com/.org/.net OR is it .edu?
5. Writing Style -- Is it clear and understandable? Is it free from errors?



Questions???

Take Home Exit Ticket:

Write down 2-3 questions that you have about your sexual health. These are questions that you can take home to ask a parent/guardian, trusted adult or a family doctor.

## RESOURCES/SOURCES

Alberta Health Services/teachingsexualhealth.ca (see folder)

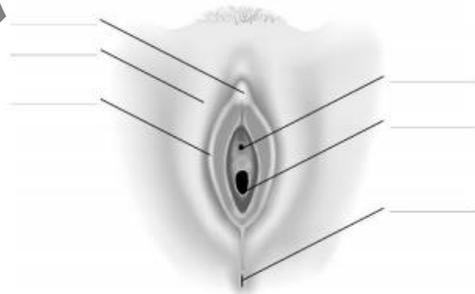
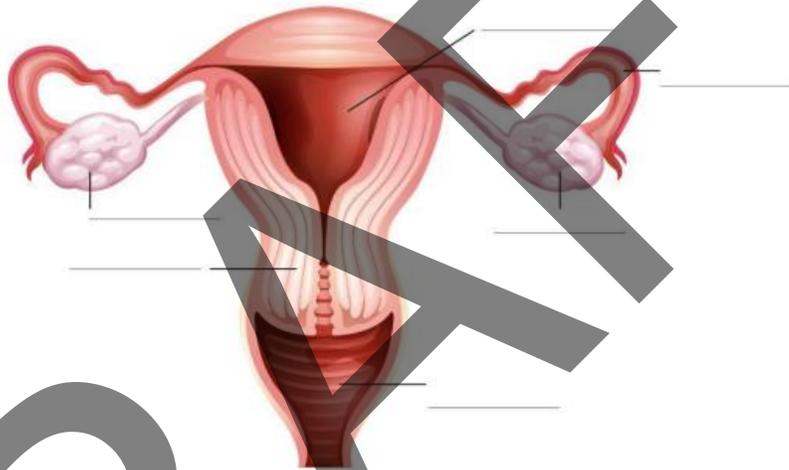
<https://pixabay.com/illustrations/webdesign-design-web-website-3411373/>

Adapted from: <https://uknowit.uwgb.edu/page.php?id=30276>

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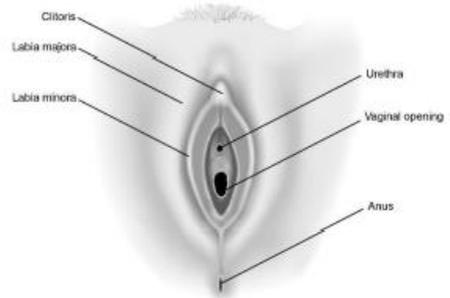
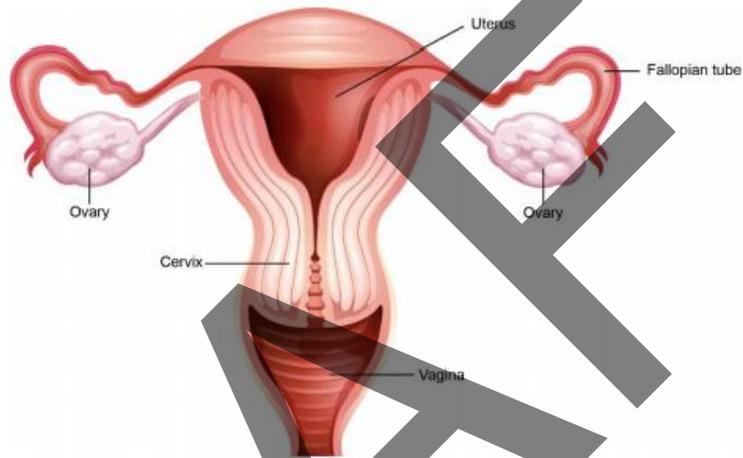
Label the FEMALE REPRODUCTIVE SYSTEM by filling in the blanks below.

# Female Reproductive System



DRAFT

# Answer Key



DRAFT

**The opening at the  
end of the digestive  
tract where feces  
leaves the body.**



**A sac inside the body  
that holds urine.**



**The bottom of the  
uterus that opens into  
the vagina.**



**Female sex organ that  
becomes larger and  
firmer during sexual  
arousal.**



**Tubes connecting the ovaries to the uterus. The egg travels through here after ovulation.**



**A membrane that  
surrounds or partially  
covers the opening to  
the vagina.**



**Monthly shedding of  
the lining of the  
uterus.**

DRAFT



**Female glands that  
produce and release  
an egg each month.**



**Process of releasing  
an egg from the ovary.**



**The female  
reproductive cell  
produced in the  
ovaries.**



**A passage leading  
from the uterus to the  
outside of the body.**



**The external female sex organ, includes the labia and the clitoris.**



**Urine passes through  
this tube to the  
outside of the body.**



**Where a developing  
baby grows.**





**Anus**

---

**Bladder**

---

**Cervix**

---

**Clitoris**

---

**Egg**

---

**Fallopian Tubes**

---



**Hymen**

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**Menstruation**

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**Ovaries**

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**Ovulation**

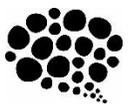
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**Vagina**

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**Vulva**

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# Urethra

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# Uterus

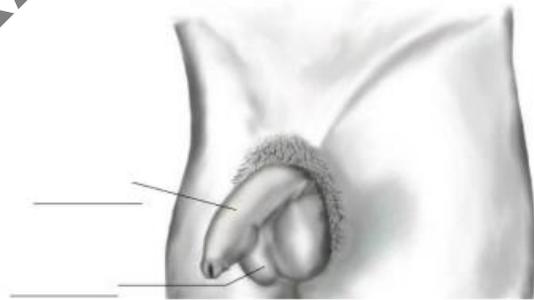
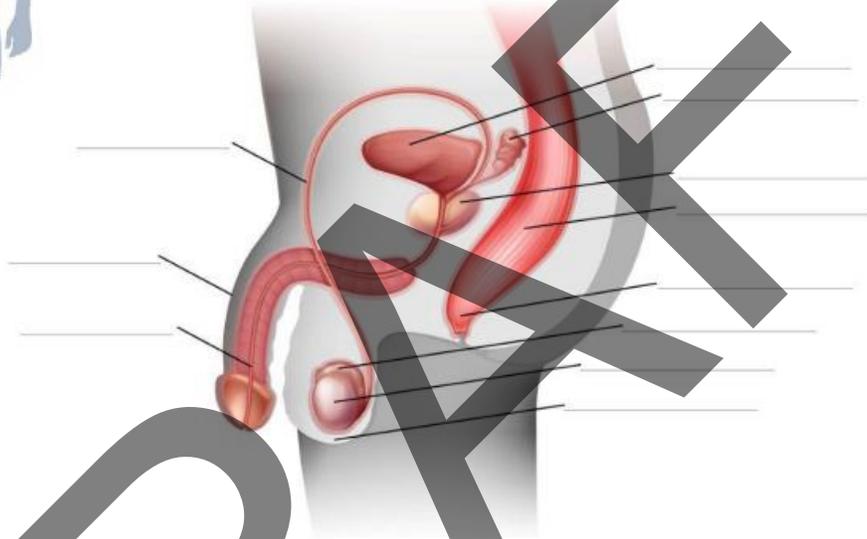
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DRAFT

Name \_\_\_\_\_

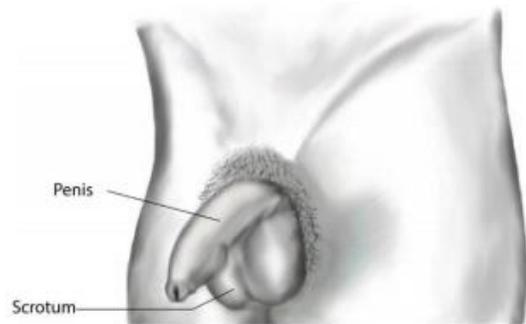
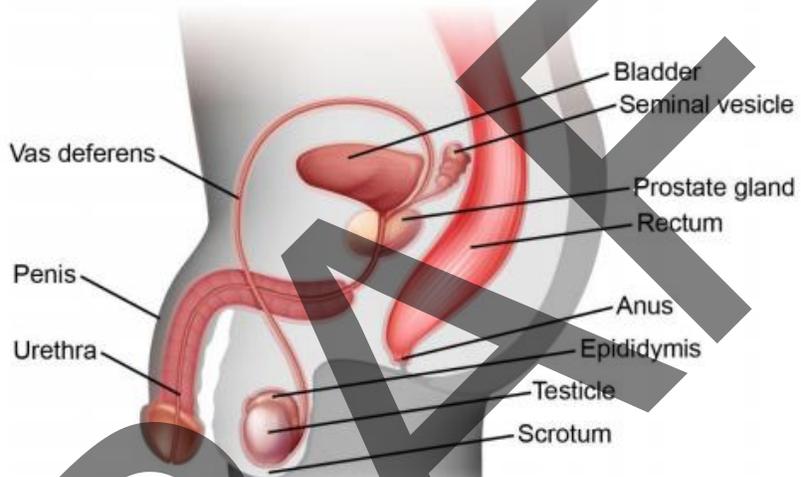
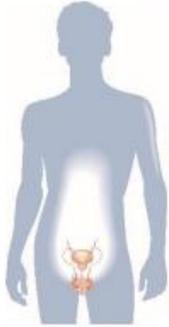
Label the MALE REPRODUCTIVE SYSTEM by filling in the blanks below.

# Male Reproductive System



DRY

# Answer Key



**The opening at the  
end of the digestive  
tract where feces  
leaves the body.**



**A sac inside the body  
that holds urine.**



**Release of semen from  
the penis.**



**The male sex organ that  
releases semen and can  
become erect.**



**The penis becomes  
larger, longer and  
firmer because of  
sexual arousal.**



**The skin of the  
penis tip.**



**External sac  
containing the  
testicles.**

DRAFT



**Thick fluid  
containing sperm.**



**Where semen is  
produced and stored.**



**Male reproductive cell  
made in the testicles.**



**Sperm producing  
glands.**



**Urine and semen pass  
through this tube to  
the outside of the  
body.**



**Narrow tubes that  
carry sperm from the  
testicles to the  
urethra.**





**Anus**

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**Bladder**

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**Ejaculation**

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**Erection**

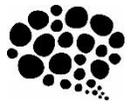
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**Foreskin**

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**Penis**

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**Scrotum**

---

**Semen**

---

**Seminal Vesicles**

---

**Sperm**

---

**Testicles**

---

**Urethra**

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# Vas Deferens

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DRAFT

# Understanding Reliability

When searching for information about sexual health, it is important to know if the information is reliable and can be trusted. To determine reliability, consider the questions for each of the following topics:

- **Author** -- Is there an Author listed?
- **Date** -- Is it recent or was it published long ago?
- **Sources** -- Is the information supported with citations and sources?
- **Domain** -- Is the information from a .com/.org/.net OR is it .edu?
- **Writing Style** -- Is it clear and understandable? Is it free from errors?

**Directions:** Think about the following sources of information. Check the box to indicate if it is a Reliable, Unreliable, or Unclear source of information about sexual health.

Source of Information	Reliable	Unreliable	Unclear
Your parents			
Your best friend			
WebMD.com			
wikipedia.com			
kidshealth.org			
Snapchat			
Your family doctor			
A show on TV			

Pick one of the sources above that is reliable or unclear. Explain your reasoning for why that source is reliable or unclear.

---

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

---

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DRAFT

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

# Take Home Exit Ticket

Write down 2-3 questions that you have about your sexual health. These are questions that you can take home to ask a parent/guardian, trusted adult, or a family doctor.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

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

# Exit Ticket

Write down 2-3 questions that you have about your sexual health. These are questions that you can take home to ask a parent/guardian, trusted adult, or a family doctor.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

# Grade 5

## Female Reproductive System



### Learner Outcomes

**W-5.3 Identify the basic components of the human reproductive system, and describe the basic functions of the various components; e.g. fertilization, conception**

### How To Use

---

This lesson plan contains several activities to achieve the learner outcome above. You may choose to do some or all of the activities, based on the needs of your students and the time available. Some of the activities build on the ones that come before them, but all can be used alone.

For a quick lesson, combine activities A, C, D and G.

If you choose not to do all the activities, use your professional judgement to assess which outcomes you have covered and which may need additional activities.

### Classroom Activities & Timing

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See also the [Differing Abilities](#) lesson plans on *Puberty and Reproduction*.

- A. Ground Rules (5-10 minutes)
- B. Female Anatomy Vocabulary Matching Game (15-20 minutes)
- C. Female Anatomy Diagrams (15-20 minutes)
- D. The Journey of an Egg (20-30 minutes)
- E. Class Discussion (5-15 minutes)
- F. Female Reproductive System Kahoot! Quiz (15-20 minutes)
- G. Question Box (5-10 minutes)

### Required Materials

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POSTERS: Female Anatomy Definitions

CARDS: Female Anatomy Vocabulary

HANDOUT and ANSWER KEY: Female Reproductive System Diagrams

## Grade 5 Female Reproductive System

HANDOUT: The Menstrual Cycle

HANDOUT: The Journey of an Egg

[KAHOOT! QUIZ](#) and ANSWER KEY: Female Reproductive System

All the student handouts are also available in the [Grade 5 Workbook](#).

All the diagrams are also available as slides in [Grade 5 Diagrams](#).

## Background Information for Teachers

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### Inclusive Language

Language is complex, evolving, and powerful. In these lessons, [gender-neutral language](#) is used to be inclusive of all students, including those with diverse gender identities and sexual orientations. This includes the use of 'they' as a singular gender-neutral pronoun. The lesson plans use the terms 'male' and 'female' when referring to biological sex (sex assigned at birth), such as when discussing reproductive anatomy. A person's reproductive system can be male, female or intersex (not clearly defined as either male or female).

People are assigned a sex at birth based on their reproductive anatomy. Sex assigned at birth is independent of gender identity. Gender identity is a person's internal sense of identity as female, male, both or neither, regardless of their biological sex assigned at birth.

For many people, their gender matches the sex they were assigned at birth (cisgender). Others may identify as being transgender or gender diverse if their gender identity does not match the sex they were assigned at birth. A person's gender identity can be girl, woman, boy, man, transgender, gender fluid, gender queer, agender or others. The intention in this material is to use language that reflects these many possibilities.

### The parts of the female reproductive system (anatomy)

#### External genitals

##### Vulva

- The vulva includes the labia majora, labia minora, clitoris, and the opening of the vagina.
- The labia majora and the labia minora are the outer and inner folds of skin surrounding the vaginal opening.
- Females have 'three openings': the anus, and the openings to the urethra and vagina. This is often surprising even to females, who think that the urethra and the vagina are the same passageway.

## Grade 5 Female Reproductive System

### Clitoris

- The female sex organ that becomes larger and firmer during sexual arousal.
- Located above the urethra.

### Anus

- The opening at the end of the digestive tract where feces or stool leaves the body.
- It is part of the digestive system, not part of the reproductive system.

### Internal reproductive organs

#### Ovaries

- The female egg-producing glands.
- These glands contain all the eggs (ova) from birth, and start releasing them sometime at the beginning of puberty.

#### Fallopian Tubes

- These are narrow tubes that connect the ovaries to the uterus.
- The egg travels through one of the tubes after ovulation.
- It is in the fallopian tubes that fertilization may occur.

#### Uterus

- The place in a female's body where a baby can grow.
- Also called the womb.
- It is very low in the pelvis (nowhere near the stomach).
- It is about the size of a fist.
- It is the uterus that enlarges during pregnancy, not the stomach.
- During the menstrual cycle, the uterus grows a lining of blood that would nourish a growing fetus if fertilization and implantation occur. This lining sheds approximately once a month if fertilization and implantation do not occur.

#### Cervix

- The bottom of the uterus that opens into the vagina.

#### Vagina

- The passageway leading from the uterus to the outside of the female body.
- Blood from the uterus passes through the vagina during menstruation.
- The baby passes from the uterus through the vagina during childbirth.
- It is not used for urination. The urethra (the opening just above the vagina) is used for this purpose.
- A thin membrane called the hymen surrounds the vaginal opening. It may not be noticeable.
- Once puberty begins, a female may notice some discharge from the vagina on underwear or toilet paper. It varies from whitish and pasty to

## Grade 5 Female Reproductive System

clear and slippery. This means a female's body is starting to mature and periods will be starting. It is normal and keeps the vagina clean and healthy. If the discharge smells bad or the area is itchy, it could be a sign of infection and require medical treatment.

### Other organs

#### Bladder

- The sac that holds the urine produced by the kidney.
- It is not part of the reproductive system, but the urinary system.

#### Urethra

- The tube through which urine passes from the body.
- It is the opening between the clitoris and the vagina.
- It is part of the urinary system, not the reproductive system.

### How the reproductive system functions (physiology)

#### Eggs

- The eggs are produced in the ovaries. Each ovary contains about 250,000 eggs from birth.
- The egg is a cell which, when fertilized by a sperm cell, can create a baby.
- An egg is released once a month after puberty begins (ovulation). Occasionally two or more eggs are released.
- The egg travels down the fallopian tubes to reach the uterus.
- If the egg is not fertilized in a day or so, it dissolves.

#### Ovulation

- Once ovaries start producing hormones, messages are sent to the pituitary gland in the brain, which sends a message to the ovaries to release one egg, once a month from one ovary.
- Ovulation usually alternates from one ovary to the other each month.
- Females can experience varying degrees of sensation during ovulation from nothing at all to pain similar to that of menstrual cramps.

#### Menstruation (Period)

- The uterus must prepare for growth of a baby each month, in case fertilization occurs.
- Hormones from ovaries send a message to the uterus to grow a thick, soft lining of tissue and blood.
- This lining contains nutrients that would be needed to nourish the fertilized egg.
- If the egg is not fertilized in the fallopian tube, the lining is not needed to nourish the baby, so the uterus will shed the lining.
- It takes 2 to 7 days to shed the lining. Five days is the average. This is called menstruation or having a period.

## Grade 5 Female Reproductive System

- The average amount of blood lost during a period is about 60-180 ml.
- Once the lining is completely shed, a new lining begins to grow.
- Soon, another egg is released. If fertilization does not occur, the egg dissolves and the lining is shed. This happens over and over again, which is why we call it the menstrual cycle.
- A cycle of 28 days is most common; however it can vary from 24-38 days. For the first year or two, periods can be very irregular.
- Menstruation is a normal part of puberty. It is not dirty or bad.
- Some females experience cramping during menstruation which can be relieved using a hot water bottle, mild to moderate exercise, or over-the-counter pain medication. If cramping is extreme, it may be helpful to see a doctor.
- Menstruation is not a sickness. Participation in regular daily activities such as physical education class, active play and extra-curricular activities like gymnastics or soccer is encouraged.
- Personal hygiene is even more important during menstruation because oil secretions from hair and skin can increase and menstrual blood flow may get dried in pubic hair.
- Sanitary pads, tampons or menstrual cups are used to absorb menstrual fluid. Teachers may want to use the [Puberty Kit](#) to demonstrate these products.
- Females continue having periods until menopause. Most females experience menopause between 40 and 58 years of age. After menopause, females no longer release eggs or have periods and cannot become pregnant.

### A. Ground Rules

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Ensure [ground rules](#) are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can help ensure a successful lesson.

### B. Female Anatomy Vocabulary Matching Game

---

Students identify the basic components of the female human reproductive system, and can describe the basic functions of the various components.

1. Display the **Female Anatomy Definitions** posters around the room.
2. Divide students into teams of 3-4 students.
3. Distribute the **Female Anatomy Vocabulary** cards to each team.
4. Have teams decide which vocabulary word matches each definition, then post their word on the matching poster. Encourage groups to decide each

## Grade 5 Female Reproductive System

match on their own and not worry if they make a different choice than another group.

- Review the correct definition-word matches as a class, and move vocabulary words to the correct definitions as needed.

Answer Key:

Word	Definition
<b>Anus</b>	The opening at the end of the digestive tract where feces leave the body.
<b>Bladder</b>	A sac inside the body that holds urine.
<b>Cervix</b>	The bottom of the uterus that opens into the vagina.
<b>Clitoris</b>	Female sex organ that becomes larger and firmer during sexual arousal.
<b>Fallopian Tubes</b>	Tubes connecting the ovaries to the uterus. The egg travels through here after ovulation.
<b>Hymen</b>	A membrane that surrounds or partially covers the opening to the vagina.
<b>Menstruation (Period)</b>	Monthly shedding of the lining of the uterus.
<b>Ovaries</b>	Female glands that produce and release an egg each month.
<b>Ovulation</b>	Process of releasing an egg from the ovary.
<b>Egg</b>	The female reproductive cell produced in the ovaries.
<b>Vagina</b>	A passage leading from the uterus to the outside of the body.
<b>Vulva</b>	The external female sex organ, includes the labia and clitoris.
<b>Urethra</b>	Urine passes through this tube to the outside of the body.
<b>Uterus</b>	Where a developing baby grows.

## C. Female Anatomy Diagrams

*The diagrams of female anatomy help students learn the vocabulary associated with reproduction. Students may need help understanding the difference between the internal and external, or side and anterior views of the reproductive systems. Showing the diagrams that orient the internal organs inside the body help students understand what the diagrams represent.*

*To help students understand body and genital diversity, note that not everyone's genitals look the same, or like what is shown in diagrams and pictures. Variation in size and shape is normal.*

1. Distribute the **Female Reproductive System Diagrams** handout. Explain the relationship between the external and internal views of the reproductive system.
2. Ask the students to fill in as many of the blanks as they can. You may wish to have the students work individually, in pairs, or in their small groups from the previous activity. Emphasize that they will not know all the answers and that is ok.
3. Display the correct answers so all students can assess and correct their diagrams and discuss.
4. Consider asking the students to consider which parts of the female anatomy they think are the same for males and females, or which might have similar functions.

## D. The Journey of an Egg

*This activity builds on the students' understanding on reproductive anatomy and links the anatomy to the physiology of how the reproductive system functions.*

1. Distribute the **Journey of an Egg** handout.
2. Have students complete the activity by filling in the blanks with the appropriate terms. This activity can be done individually or using a small group technique such as [think-pair-share](#).
3. You may wish to provide resources such as the **Female Reproductive System Diagrams** handout if students do not have them from the previous activity. You can also hand out or display the **Menstrual Cycle** diagram. The diagram shows a cycle of 28 days, which is the average. A normal cycle can be anywhere from 24-38 days long.
4. Correct the handout together.

### Answers

1. Uterus
2. Egg

## Grade 5 Female Reproductive System

3. Ovary
4. Fallopian Tubes
5. Cervix
6. Vagina
7. Menstruations

### E. Class Discussion

---

*Students review their knowledge of the female reproductive system and menstrual cycle, develop resiliency skills around female anatomy issues, and identify support people.*

Discuss the following questions as a class:

#### **What are some of the good things about being a female?**

- Encourage students to provide appropriate comments.

#### **How does a person know when they will get their first period?**

- Menstruation usually begins around the ages of 9 to 15. Every person has their own internal clock that determines when the events of puberty begin.
- Generally, a female can expect her first period about 2 years after breasts first start to develop, and soon after there is some hair under the arms and in the pubic area.
- Vaginal discharge is a sign that menstruation may begin soon.

#### **What are some of the things that might worry a female about menstruation?**

- Cramps
- Blood
- Smelling different
- Premenstrual syndrome (PMS)
- Getting their period unexpectedly, not having supplies available

#### **What are some ways to cope with menstruation?**

- Use pads, tampons or a cup for menstrual flow.
- Various sizes of pads, tampons and cups are available. Unscented ones are less likely to cause skin irritation.
- Check with an adult before using tampons or a cup for the first time and be sure to read the instructions.
- Tampons need to be changed every 3-4 hours. Cups need to be changed every 6-12 hours. Pads need to be changed before they are soaked through, which will depend on the thickness of the pad and the menstrual flow.
- Wash your hands after handling pads, tampons or cups.
- To relieve cramps, try a hot water bottle or moderate exercise. If severe cramps persist, it may be helpful to see a doctor.

## Grade 5 Female Reproductive System

- PMS (premenstrual syndrome) can occur any time in the two weeks before menstruation. It can make a female feel moody, irritable or have tender breasts or bloating. Exercising and avoiding caffeine and salt can help minimize the symptoms of PMS.
- If your period starts at school and you don't have supplies, ask a teacher or the office staff. Once you have started getting your period, keep menstrual supplies in your backpack, desk or locker to be prepared.

### What do you think is the most interesting thing about the menstrual cycle?

- Encourage students to provide appropriate comments.

### We have studied what happens when an egg is unfertilized. What if a sperm had fertilized the egg while in the fallopian tube?

- If the egg is fertilized, it may implant in the uterine lining (implantation). This could result in a pregnancy.
- Inform students that they will learn more about pregnancy and fetal development in grade 6.

### What needs to happen before a female is able to produce a baby?

- A female needs to ovulate and a sperm cell needs to fertilize the egg in order to produce a baby.
- Because a female will ovulate before her first menstrual bleed, it is possible for her to become pregnant even if she has never had a period.

### If you have questions about anatomy or physiology, puberty changes or sexuality, who can you ask?

- Parent
- Trusted adult
- Teacher or guidance counsellor
- Nurse or doctor

## F. Female Reproductive System Kahoot! Quiz

*This quiz can be a great review, wrap-up of the unit, or a fun energizer in between other activities. For more information on using Kahoot!, visit [getkahoot.com](http://getkahoot.com)*

1. Open the Kahoot! Quiz: [Grade 5 Female Reproductive System](#)
2. As a class, answer the quiz questions and discuss the answers together. You can play the quiz in individual or team mode.

## G. Question Box

*Answer any questions from the [question box](#) in the previous lesson. Have students submit any new questions and address them next class.*

## Grade 5 Female Reproductive System

*Addressing the questions at the next class allows you time to review the questions and prepare responses.*

### Self-Reflection

---

During the lesson, were:

- ground rules being followed?
- good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?

### Student Assessment

---

During the lesson, did students:

#### Knowledge:

- identify the parts of the female reproductive system using scientific terminology?
- describe the basic functions of the various parts of the female reproductive system?
- describe the menstrual cycle?

#### Skills:

- participate in class discussion and exhibit appropriate listening and speaking skills?
- discuss coping skills around female puberty issues?
- identify support people?

#### Attitudes:

- demonstrate awareness and understanding of the changes that occur during puberty?
- demonstrate acceptance that menstruation is a normal part of puberty and maturation?
- recognize that ovulation and menstruation could lead to pregnancy?

**The opening at the  
end of the digestive  
tract where feces  
leaves the body.**



**A sac inside the body  
that holds urine.**



**The bottom of the  
uterus that opens into  
the vagina.**



**Female sex organ that  
becomes larger and  
firmer during sexual  
arousal.**



**Tubes connecting the ovaries to the uterus. The egg travels through here after ovulation.**



**A membrane that  
surrounds or partially  
covers the opening to  
the vagina.**



**Monthly shedding of  
the lining of the  
uterus.**

DRAFT



**Female glands that  
produce and release  
an egg each month.**



**Process of releasing  
an egg from the ovary.**



**The female  
reproductive cell  
produced in the  
ovaries.**



**A passage leading  
from the uterus to the  
outside of the body.**



**The external female sex organ, includes the labia and the clitoris.**



**Urine passes through  
this tube to the  
outside of the body.**



**Where a developing  
baby grows.**





**Anus**

---

**Bladder**

---

**Cervix**

---

**Clitoris**

---

**Egg**

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**Fallopian Tubes**

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**Hymen**

---

**Menstruation**

---

**Ovaries**

---

**Ovulation**

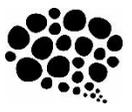
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**Vagina**

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**Vulva**

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# Urethra

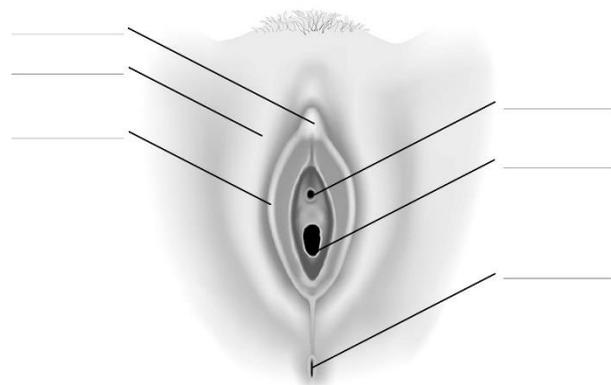
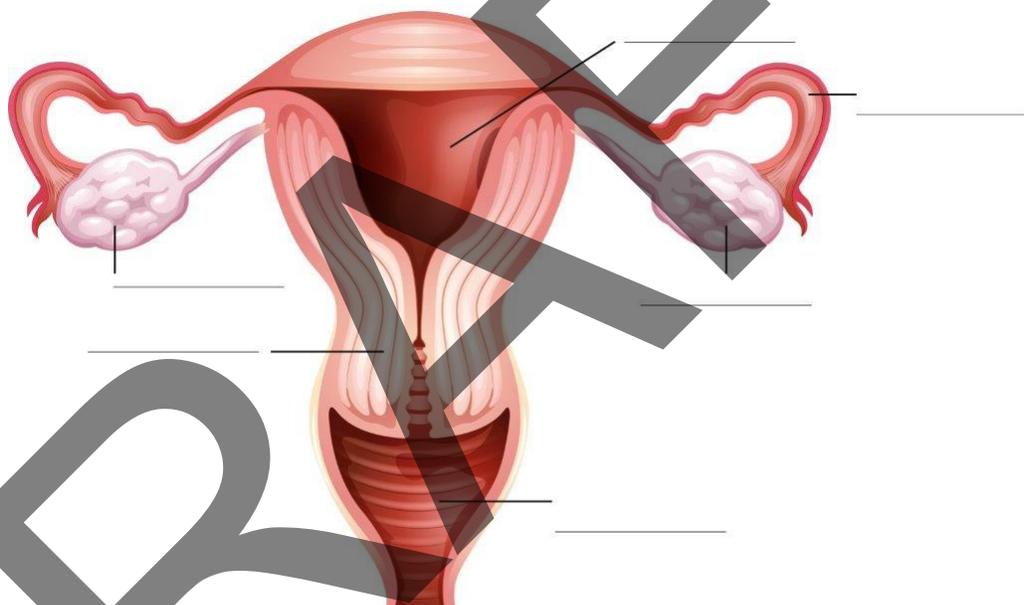
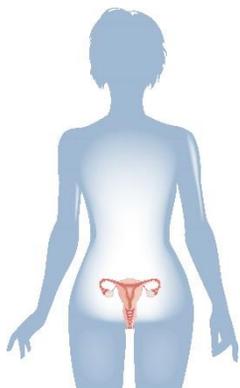
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# Uterus

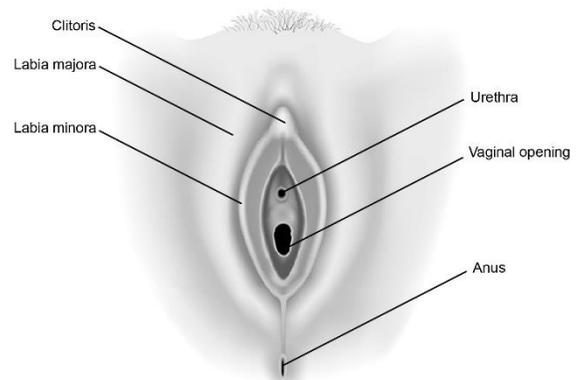
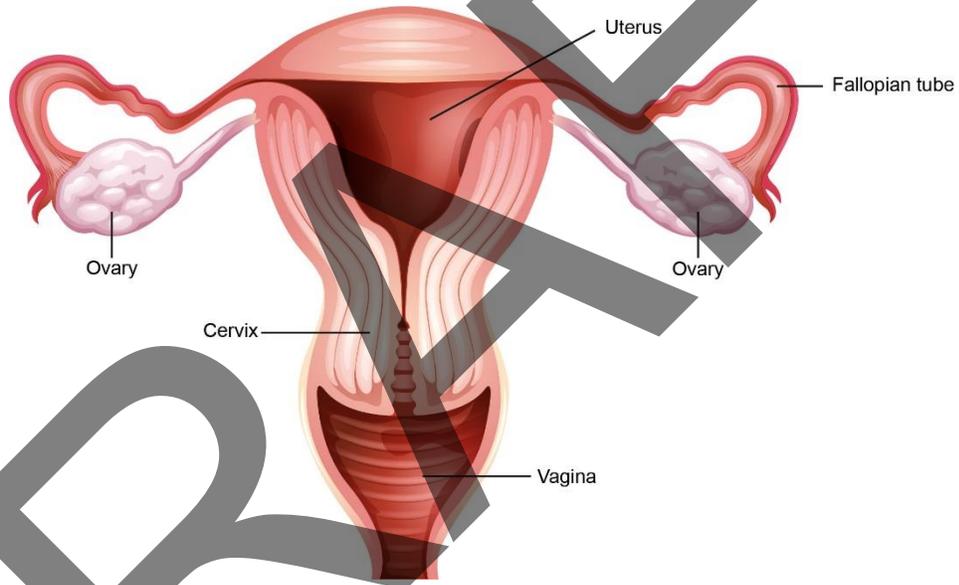
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DRAFT

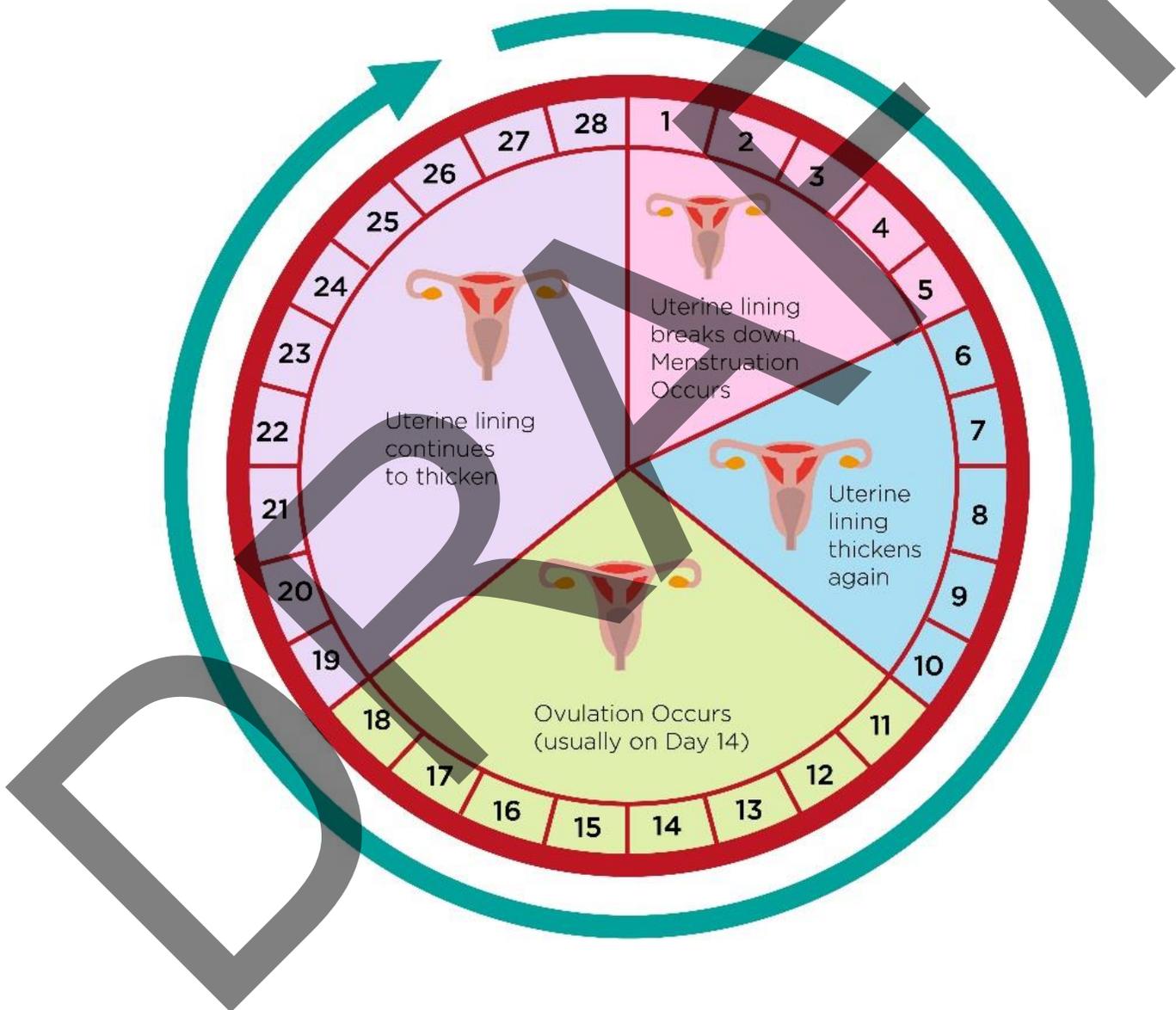
# Female Reproductive System



# Answer Key



# The Menstrual Cycle



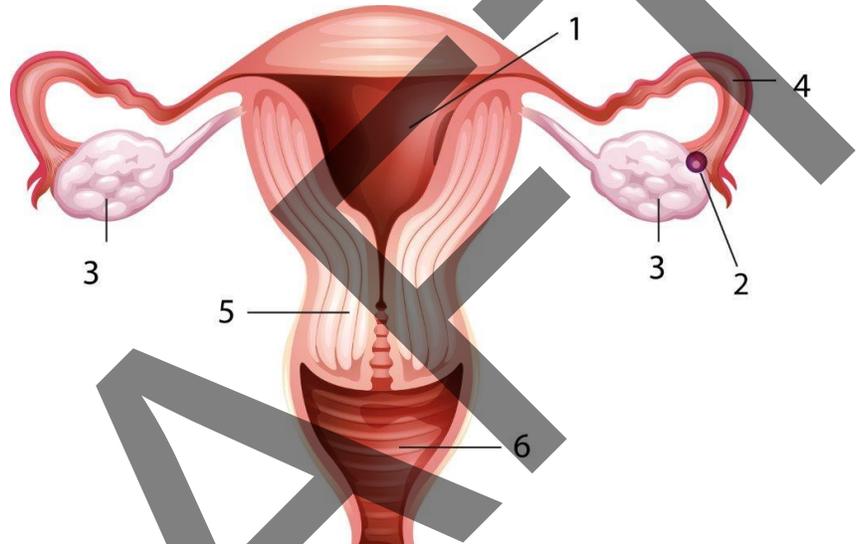
*This diagram shows an average menstrual cycle that is 28 days long. Cycles can vary in length from 24-38 days.*

# The Journey of an Egg

Read the following story and fill in the blanks using the words provided.

## Word Bank

*cervix*  
*fallopian tubes*  
*menstruation*  
*ovary*  
*egg*  
*uterus*  
*vagina*



Once upon a time, there was a female reproductive system. Each month, due to changes in hormones, the

\_\_\_\_\_ (1) invited a thick, soft lining made up of tissue and blood to grow along its walls. The lining contained nutrients that would be needed to nourish a growing baby if a pregnancy was to occur. Once the lining had grown, it waited for the ovaries to do their job.

The ovaries contained special reproductive cells, each cell called an \_\_\_\_\_ (2). Each month, one of these cells would reach maturity and be released from the \_\_\_\_\_ (3).

This month, it was the right ovary that got to release an egg. The left one would have to wait until the next month. The \_\_\_\_\_ (4), which wait for the ovaries to release an egg, waved their numerous arms. The waving arms grabbed the egg that was just released and gently guided it into one of the tubes. After about a day of travel, the egg began to dissolve. When it had disappeared, the brain sent a message to the lining of the uterus telling it that a fertilized egg wasn't going to arrive, so it could leave the uterus. Slowly, the lining passed through the \_\_\_\_\_ (5), into the \_\_\_\_\_ (6), and out of the body.

As soon as the lining was gone, the uterus invited a new lining to start to grow. This time around, it would be the ovary and fallopian tube on the left that would do all the work. Then, the process would start all over again. This process is called \_\_\_\_\_ (7).

## ANSWER KEY: Grade 5 Female Reproductive System

Correct answers are in bold text.

1. The internal parts of the female reproductive system include:

- the vulva, clitoris and anus
- **the uterus, ovaries and fallopian tubes**
- the bladder, urethra and uterus
- the vulva, vagina and ovaries

2. The external parts of the female reproductive system include:

- urethra, vagina, and clitoris
- Fallopian tubes, labia major and labia minor
- **labia minor, labia major and clitoris**
- uterus, urethra and vagina

3. The place where a baby grows is called the:

- stomach
- vagina
- ovaries
- **uterus**

4. The eggs (ova) are produced and stored in the:

- uterus
- fallopian tubes
- **ovaries**
- cervix

5. On average an ovary will release:

- **one egg each month**
- one egg each year
- one egg each time the person has sex
- seven eggs each month

6. Menstruation is:

- the release of an egg from the ovary
- **the shedding of the uterine lining each month**
- only necessary if there is a fertilized egg in the uterus
- **a normal and healthy part of growing up**

7. People who get cramps during menstruation (their period) should:

- avoid all exercise
- **try a hot water bottle to relieve cramps**
- **continue to do their daily activities**
- **try exercising to relieve cramps**

8. An egg travels from the:

- ovary through the uterus into the fallopian tubes
- **ovary through the fallopian tubes into the uterus**
- testes through the vas deferens into the urethra
- ovary through the vagina into the cervix

9. The average length of a menstrual cycle is

- 1 year
- 1 week
- **28 days**
- 7 days

10. The menstrual cycle includes:

- **ovulation, thickening and shedding of the uterine lining**
- ejaculation, fertilization, implantation
- ovulation, fertilization, implantation
- fertilization, thickening and shedding the uterine lining

# Grade 5

## Male Reproductive System



### Learner Outcomes

**W-5.3 Identify the basic components of the human reproductive system, and describe the basic functions of the various components; e.g. fertilization, conception**

### How To Use

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This lesson plan contains several activities to achieve the learner outcome above. You may choose to do some or all of the activities, based on the needs of your students and the time available. Some of the activities build on the ones that come before them, but all can be used alone.

For a quick lesson, combine activities A, C, D and G.

If you choose not to do all the activities, use your professional judgement to assess which outcomes you have covered and which may need additional activities.

### Classroom Activities & Timing

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See also the [Differing Abilities](#) lesson plans on *Puberty and Reproduction*.

- A. Ground Rules (5-10 minutes)
- B. Male Anatomy Vocabulary Matching Game (15-20 minutes)
- C. Male Anatomy Diagrams (15-20 minutes)
- D. The Journey of a Sperm (20-30 minutes)
- E. Class Discussion (5-15 minutes)
- F. Male Reproductive System Kahoot! Quiz (15-20 minutes)
- G. Question Box (5-10 minutes)

### Required Materials

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POSTERS: Male Anatomy Definitions

CARDS: Male Anatomy Vocabulary

HANDOUT and ANSWER KEY: Male Reproductive System Diagrams

HANDOUT: The Journey of a Sperm

## Grade 5 Male Reproductive System

HANDOUT: Sperm Production

[KAHOOT! QUIZ](#) and ANSWER KEY: Male Reproductive System

All the student handouts are also available in the [Grade 5 Workbook](#).

All the diagrams are also available as slides in [Grade 5 Diagrams](#).

## Background Information for Teachers

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### Inclusive Language

Language is complex, evolving, and powerful. In these lessons, [gender-neutral language](#) is used to be inclusive of all students, including those with diverse gender identities and sexual orientations. This includes the use of 'they' as a singular gender-neutral pronoun. The lesson plans use the terms 'male' and 'female' when referring to biological sex (sex assigned at birth), such as when discussing reproductive anatomy. A person's reproductive system can be male, female or intersex (not clearly defined as either male or female).

People are assigned a sex at birth based on their reproductive anatomy. Sex assigned at birth is independent of gender identity. Gender identity is a person's internal sense of identity as female, male, both or neither, regardless of their biological sex assigned at birth.

For many people, their gender matches the sex they were assigned at birth (cisgender). Others may identify as being transgender or gender diverse if their gender identity does not match the sex they were assigned at birth. A person's gender identity can be girl, woman, boy, man, transgender, gender fluid, gender queer, agender or others. The intention in this material is to use language that reflects these many possibilities.

### The parts of the male reproductive system (anatomy)

#### External Genitals

##### Penis

- The male external sex organ.
- Semen and urine are discharged from the penis.
- It is made up of spongy material that fills up with extra blood (becomes erect) when sexually aroused.
- There is no bone in the penis.
- During puberty, the penis grows as does the rest of the body. Size varies from person to person.

##### Foreskin

- The skin on the end of the penis that retracts during an erection.
- This skin may be partially removed in a procedure called circumcision. Circumcision is a procedure to remove the foreskin from the penis. It is usually done soon after birth by a doctor or

## Grade 5 Male Reproductive System

trained religious person. Some males are circumcised and some are not. It doesn't affect the function of the penis.

- If the penis has not been circumcised, it is necessary to clean beneath the foreskin of the penis regularly. It is important not to pull the foreskin back if it is still attached to the head of the penis. The foreskin will detach naturally.

### Scrotum

- The sac that holds the testicles.
- The testicles are kept just below body temperature in order to produce healthy sperm. The scrotum pulls the testicles closer to the body if it is cold and lowers away from the body if it is hot.

### Testicles

- The male sex glands that produce sperm and testosterone.
- They are held in the scrotum.
- They are on the outside of the body so that they can stay cooler than body temperature for healthy sperm production.
- It is normal for one to hang lower.
- This is a very sensitive area of the body. It is important to protect the testicles during contact sports, etc.

### Anus

- The opening at the end of the digestive tract where feces leaves the body.
- It is not part of the reproductive system, but is part of the digestive system.

### Internal reproductive organs

#### Epididymis

- A long coiled tube that connects a testicle to a vas deferens.
- Where sperm matures and is stored.

#### Vas Deferens

- A narrow tube that carries sperm from the testicles to the urethra.

#### Seminal Vesicles

- Two small pouches behind the bladder that produce and store seminal fluid.
- This fluid mixes with sperm and other fluid to produce semen.

#### Prostate Gland

- Enlarges to block urine from leaving the bladder when sperm is ejaculated.
- Produces fluid that is part of semen. The fluid feeds and protects sperm when they are ejaculated.

## Grade 5 Male Reproductive System

### Urethra

- Urine and semen pass through this tube to the outside of the body.
- Urine and semen cannot come out at the same time. There are two branches to the urethra, one from the bladder and the other from the vas deferens. When the penis is ready to release semen, a valve blocks off the branch to the bladder so urine cannot escape. Similar to the difference between swallowing and breathing. Air goes to the lungs and food goes to the stomach but both pass through the esophagus.

### Bladder

- The sac that holds the urine produced by the kidney.
- It is part of the urinary system, not the reproductive system.

### How the reproductive system functions (physiology)

#### Erection

- The brain can send a message to the penis causing it to become larger, longer and firmer. It will stand out from the body.
- Although people may experience erections when they are younger, they seem to occur more often and unexpectedly during puberty.
- Erections are a normal process of growing up.
- They can happen when you least expect them (first thing in the morning, during sleep, vibrations from riding a bicycle, sexual arousal).
- Erections can go away by themselves or after ejaculation.

#### Sperm

- The male reproductive cell.
- These cells are very small (over 300 million in 5 ml of semen).
- Millions are made every day in the testicles. Sperm that are not released through ejaculation are reabsorbed by the body.
- The sperm travel up the vas deferens and mix with fluid from the seminal vesicle and prostate to form white sticky fluid called semen.

#### Semen

- The combination of sperm and fluid from the seminal vesicle and prostate that is ejaculated from the penis.

#### Ejaculation

- Although people may experience erections at an early age, they are not able to ejaculate until their bodies begin producing sperm and semen during puberty.
- First ejaculation normally occurs around the ages 13 to 17.
- The volume of semen ejaculated is usually about 2-5 ml.

## Grade 5 Male Reproductive System

- Wet dreams (when a person gets an erection then ejaculates while sleeping) begin during puberty. This is the body's way of adapting to the commencement of sperm and semen production. Some people have wet dreams and others do not. Wet dreams end later in puberty once the body is used to producing sperm and semen.

### A. Ground Rules

Ensure [ground rules](#) are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can help ensure a successful lesson.

### B. Male Anatomy Vocabulary Matching Game

Students identify the basic components of the male human reproductive system and can describe the basic functions of the various components.

1. Display the **Male Anatomy Definitions** posters around the room.
2. Divide students into teams of 3-4 students.
3. Distribute the **Male Anatomy Vocabulary** cards to each team.
4. Have teams decide which vocabulary word matches each definition. They post their word on the matching poster. Encourage groups to decide each match on their own and not worry if they make a different choice than another group.
5. Review the correct definition-word matches as a class, and move vocabulary words to the correct definitions as needed.

Answer Key:

Word	Definition
<b>Anus</b>	The opening at the end of the digestive tract where feces leave the body.
<b>Bladder</b>	A sac inside the body that holds urine.
<b>Ejaculation</b>	Release of semen from the penis.
<b>Erection</b>	The penis becomes larger, longer and firmer because of sexual arousal.

## Grade 5 Male Reproductive System

<b>Foreskin</b>	The skin of the penis tip.
<b>Penis</b>	The male external sex organ that releases semen and can become erect.
<b>Scrotum</b>	External sac containing the testicles.
<b>Semen</b>	Thick fluid containing sperm.
<b>Seminal Vesicles</b>	Where semen is produced and stored.
<b>Sperm</b>	Male reproductive cell produced in the testicles.
<b>Testicles</b>	Sperm producing glands.
<b>Urethra</b>	Urine and semen pass through this tube to the outside of the body.
<b>Vas Deferens</b>	Narrow tubes that carry sperm from the testicles to the urethra.

### C. Male Anatomy Diagrams

*The diagrams of male anatomy help students learn the vocabulary associated with reproduction. Students may need help understanding the difference between the internal and external, or side and anterior views of the reproductive systems. Showing the diagrams that orient the internal organs inside the body help students understand what the diagrams represent.*

*To help students understand body and genital diversity, note that not everyone's genitals look the same, or like what is shown in diagrams and pictures.*

*Variation in size and shape is normal.*

1. Distribute the **Male Reproductive System Diagrams** handout. Explain the relationship between the external and internal views of the reproductive system.
2. Ask the students to fill in as many of the blanks as they can. You may wish to have the students work individually, in pairs, or in their small groups from the previous activity. Emphasize that they will not know all the answers and that is ok.
3. Display the correct answers so all students can assess and correct their diagrams and discuss.
4. If the class has already completed the Female Reproductive System lesson, ask the students which parts of the female anatomy are the same for males and females, or which have similar functions. If that lesson has not been completed, ask them to predict which parts/functions will be the same.

## D. The Journey of a Sperm

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*This activity builds on the students' understanding on reproductive anatomy and links the anatomy to the physiology of how the reproductive system functions.*

1. Distribute the **Journey of a Sperm** handout.
2. Have students complete the activity by filling in the blanks with the appropriate terms. This activity can be done individually or using a small group technique such as [think-pair-share](#).
3. You may wish to provide resources such as the **Male Reproductive System Diagrams** handout or **Sperm Production** handout if students do not have them from the previous activity.
4. Correct the handout together.

### Answers

1. Testicles
2. Scrotum
3. Sperm
4. Penis
5. Vas Deferens
6. Seminal Vesicle
7. Semen
8. Urethra
9. Ejaculation

## E. Class Discussion

---

*Students review their knowledge of the male reproductive system, develop resiliency skills around male anatomy issues, and identify support people.*

Discuss the following questions as a class and share the responses below if they are not mentioned by the class:

### **What are some of the good things about being a male?**

- Encourage students to provide appropriate comments.

### **What are some reasons males might get an erection?**

- Sexual arousal
- Excitement
- Vibrations
- Nocturnal emission

## Grade 5 Male Reproductive System

**How do you think a male might feel if they get a nocturnal emission or an unwanted erection?**

- Embarrassed
- Shy
- Excited

**What are some ways to cope with an unwanted erection?**

- Focus on something else until it goes away.
- Sit down.
- Put your hands in your pockets to try to hide it.
- Wear baggy pants if it keeps happening.
- Remember that it is probably more noticeable to you than to anyone else and this is a normal part of growing up.

**What are some ways to cope with a wet dream?**

- Change your sheets.
- Wash your pajamas or underwear.
- Remember that nocturnal emissions are a normal and healthy part of growing up.

**What do you think is most interesting about sperm production?**

- Encourage students to provide appropriate comments.

**What do males need to produce before they can produce a baby?**

- Males need to be producing sperm to be able to produce a baby.

**If you still have questions about anatomy or physiology, puberty changes, or sexuality who can you ask?**

- Parent or other trusted adult
- Teacher or guidance counsellor
- Nurse or doctor

## F. Male Reproductive System Kahoot! Quiz

*This quiz can be a great review, wrap-up of the unit, or a fun energizer in between other activities. For more information on using Kahoot!, visit [getkahoot.com](http://getkahoot.com)*

1. Open the Kahoot! Quiz: [Grade 5 Male Reproductive System](#)
2. As a class, answer the quiz questions and discuss the answers together. You can play the quiz in individual or team mode.

## G. Question Box

---

Answer any questions from the [question box](#) in the previous lesson. Have students submit any new questions and address them next class.

Addressing the questions at the next class allows you time to review the questions and prepare responses.

## Self-Reflection

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During the lesson, were:

- ground rules being followed?
- good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?

## Student Assessment

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During the lesson, did students:

### Knowledge:

- identify the parts of the male reproductive system using scientific terminology?
- describe the basic functions of the various parts of the male reproductive system?
- explain the process of sperm production?

### Skills:

- participate in class discussion and exhibit appropriate listening and speaking skills?
- discuss coping skills around male puberty issues?
- identify support people?

### Attitudes:

- demonstrate awareness and understanding of the changes that occur during puberty?
- recognize that sperm production could lead to pregnancy?

**The opening at the  
end of the digestive  
tract where feces  
leaves the body.**



**A sac inside the body  
that holds urine.**



**Release of semen from  
the penis.**



**The male sex organ that  
releases semen and can  
become erect.**



**The penis becomes  
larger, longer and  
firmer because of  
sexual arousal.**



**The skin of the  
penis tip.**



**External sac  
containing the  
testicles.**

DRAFT



**Thick fluid  
containing sperm.**



**Where semen is  
produced and stored.**



**Male reproductive cell  
made in the testicles.**



**Sperm producing  
glands.**



**Urine and semen pass  
through this tube to  
the outside of the  
body.**



**Narrow tubes that  
carry sperm from the  
testicles to the  
urethra.**





**Anus**

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**Bladder**

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**Ejaculation**

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**Erection**

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**Foreskin**

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**Penis**

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**Scrotum**

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**Semen**

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**Seminal Vesicles**

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**Sperm**

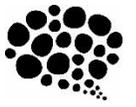
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**Testicles**

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**Urethra**

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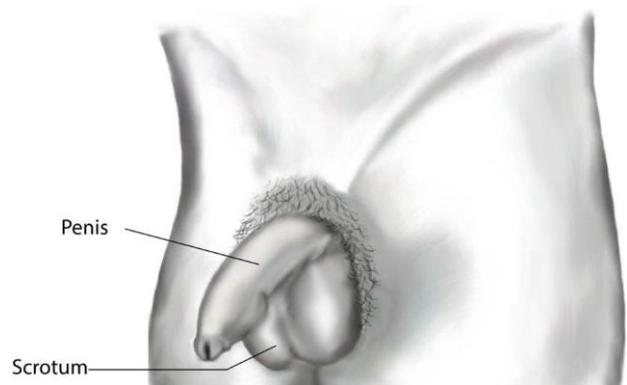
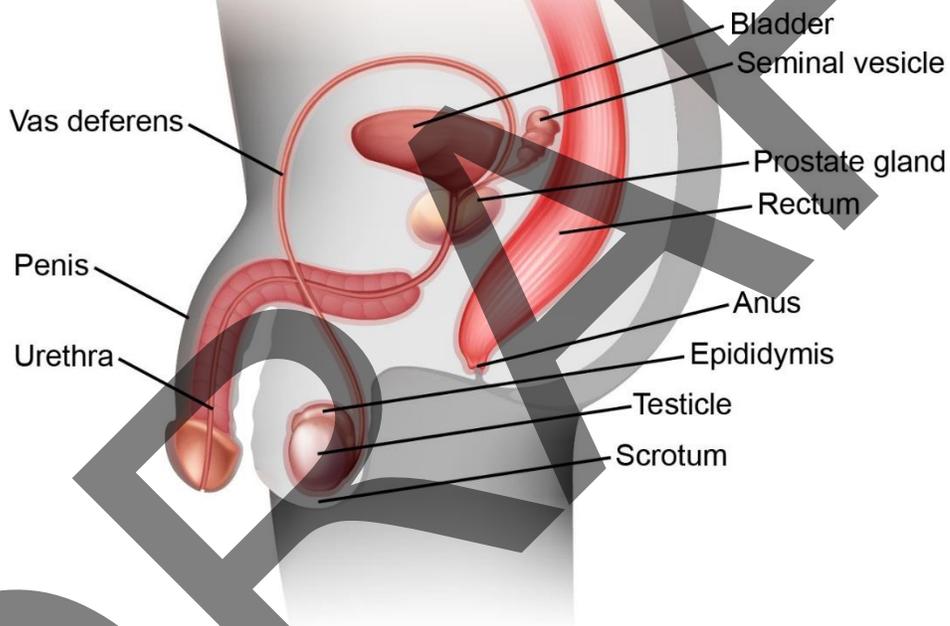
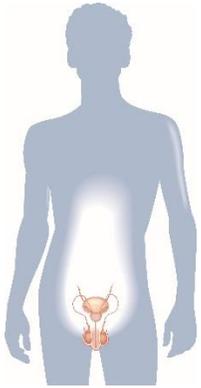
# Vas Deferens

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DRAFT



# Answer Key

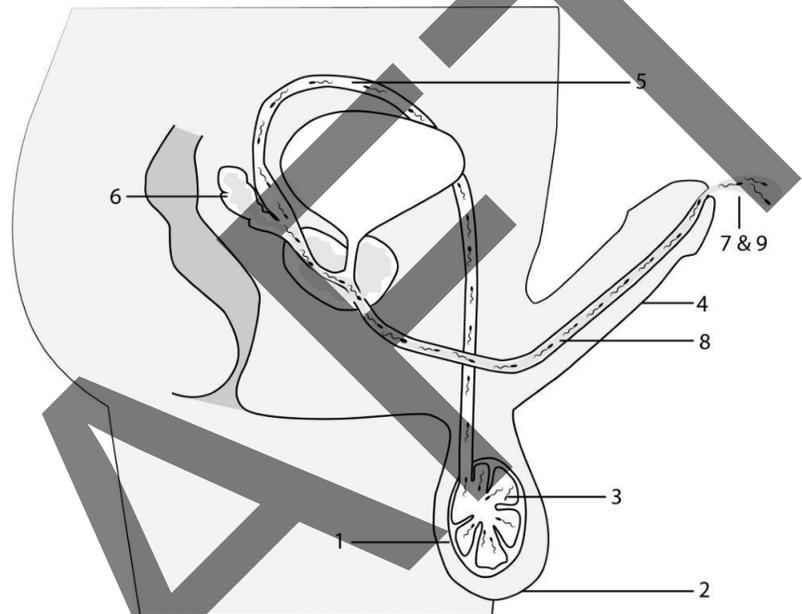


# The Journey of a Sperm

Read the following story and fill in the blanks using the words provided.

## Word Bank

*ejaculation*  
*penis*  
*scrotum*  
*semen*  
*seminal vesicle*  
*sperm*  
*testicles*  
*urethra*  
*vas deferens*

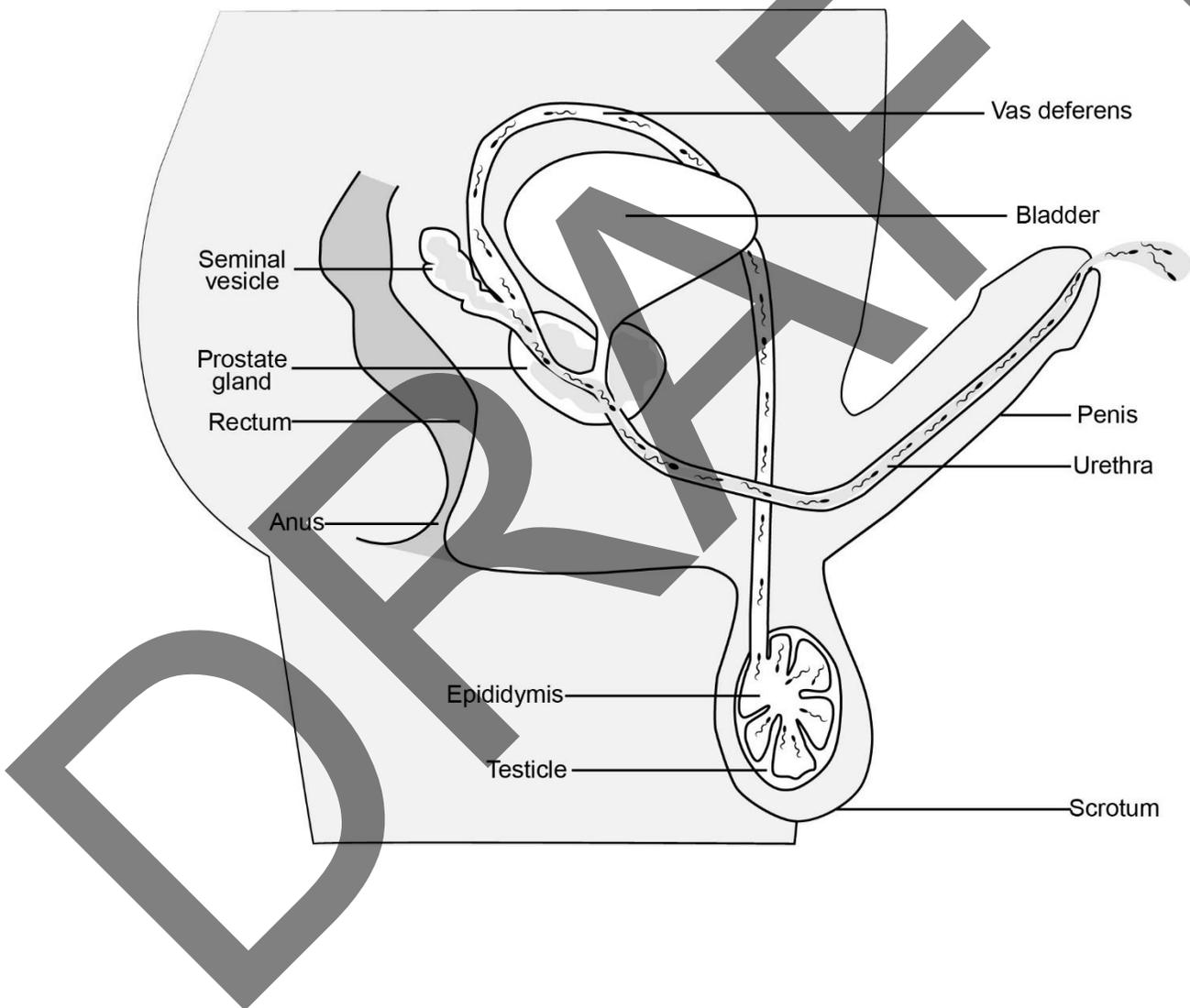


Once upon a time, there was a pair of \_\_\_\_\_ (1). They were held in a special sac called the \_\_\_\_\_ (2). This sac could hold the testicles close to the body to keep them warm, or let them hang away from the body to keep them cool. The testicles made special reproductive cells called \_\_\_\_\_ (3). Once these cells were made, they would wait to be released from the testicles. Sometimes, they would wait so long that they dissolved. Other times, they would be released from the testicles, make a journey through the male reproductive system and leave the male's body.

On the day in question, it just so happened that the sperm got to be released from the body. First, the \_\_\_\_\_ (4) became larger, longer and firmer until it stuck out from the body. When the penis gets this way it is called an erection. The sperm travelled up the \_\_\_\_\_ (5). Along the way, it mixed with fluid from the prostate gland, and with seminal fluid, which was made in the \_\_\_\_\_ (6). Once these fluids mixed, they decided to call themselves \_\_\_\_\_ (7). Together they travelled from the vas deferens into a tube called the \_\_\_\_\_ (8).

By this time, the semen was almost at the end of the journey. After travelling through the vas deferens and the urethra, the semen was released from the penis in a process called \_\_\_\_\_ (9). The erection went away and the penis became smaller and softer.

# Sperm Production



## ANSWER KEY: Grade 5 Male Reproductive System

Correct answers are in bold text.

1. The internal parts of the male reproductive system include the:

- bladder, kidneys and urethra
- scrotum, penis and testicles
- anus, penis and rectum
- **vas deferens, seminal vesicles and epididymis**

2. The external parts of the male reproductive system include the:

- testicles and scrotum
- urethra and penis
- **penis and scrotum**
- bladder and anus

3. The sac that contains the testicles is called:

- the vas deferens
- **the scrotum**
- the penis
- the testes

4. Release of semen from the penis is called:

- erection
- circumcision
- testicular
- **ejaculation**

5. The testicles:

- **are held in the scrotum**
- **produce sperm**
- **are a very sensitive area of the body**
- produce semen

6. Semen is:

- the same thing as sperm
- made of urine and sperm
- stored in the vas deferens
- **a thick fluid containing sperm**

7. Sperm are produced in the:

- **testicles**
- seminal vesicles
- urethra
- penis

8. Sperm travel from the:

- prostate gland through the vas deferens and out the rectum
- urethra past the penis and out the bladder
- **testis though the vas deferens and out the urethra**
- seminal vesicle through the vas deferens and out the urethra

9. Sperm that are not released by ejaculation are:

- released when urinating
- **reabsorbed into the body**
- held in the testicles forever
- released with feces

10. Wet dreams (nocturnal emissions):

- **are a normal and healthy part of growing up for males**
- **often begin in puberty**
- only happen when males dream about sex
- happen every night

**GRADE 7**  
**PUBERTY & ADOLESCENT DEVELOPMENT**

## TODAY'S OBJECTIVE

- Describe the physical, social, cognitive, emotional changes of adolescence.
- Identify medically accurate sources of information about adolescent development.
- Develop a decision-making model and evaluate outcomes.
- Analyze the influences of self-concept and body image

## TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 5 minutes
- Activate Prior Knowledge/Engage
  1. Begin lesson by establishing ground rules conducive towards a “safer” space.
  2. Due to the sensitive nature of these topics, remind students to avoid speaking about experiences of their fellow classmates.
  3. Let students suggest rules or limits of their own for the class to be mindful of throughout the discussion.

## CREATING A SAFE SPACE

What are some ground rules we can agree upon to make this a safe space to talk about a sensitive topic?

# Teacher Notes: Puberty

Estimated Time: 20 minutes

1. Teacher begins the discussion by defining puberty and why it occurs
2. Group Brainstorm
  - a. On the whiteboard/chalkboard/poster paper, write 'Things That Change' and 'Things That Stay the Same'
  - b. Students can share out what they already know about Puberty and the things that may happen to their bodies
3. Define Hormones
4. Students complete Brain Pop Worksheet in small groups

## Possible List for Things That Change

- Hair growth in places like our legs, armpits, genitals (pubic hair) and for some people, the face
- More active oil glands, which can lead to oily hair and oily faces (acne)
- More active sweat glands, which can lead to body odour
- Growth spurts
- Growth of the penis, testicles and breasts
- Wider hips and shoulders
- Nocturnal emissions (wet dreams)
- More frequent erections (these are very common when waking up, sometimes called morning wood)
- Vaginal discharge (clear or whitish liquid that comes out of the vagina)
- Menstruation

- Mood swings
- May become interested in romantic partnerships or develop crushes
- Might begin to have sexual feelings
- May want more independence and privacy

## WHAT IS PUBERTY?

*Puberty is when our bodies change into adult bodies.*

Why does puberty occur?

*To prepare our bodies to reproduce and create new life.*

Teacher Notes: Brain Pop Video

Watch this video:

<https://www.brainpop.com/health/geneticsgrowth/handdevelopment/puberty/>

## GROUP BRAINSTORM

Make a list of things that...

- *Change* during puberty
- *Stay the same* during puberty



## TEACHER NOTES: Physical & Emotional Changes

- Estimated Time: 10 minutes
  - I. Teacher leads the discussion about puberty by helping students to categorize their 'Change' list into physical and emotional changes

PHYSICAL CHANGES

Growth spurts

Active oil glands

Hair growth

Wider shoulders

Wider hips

Active sweat glands

Menstruation

DRAFT

EMOTIONAL CHANGES

Mood swings

Sexual feelings

Romantic interests

Want independence

Want privacy

DRAFT

## TEACHER NOTES: Hormones

Tell students that these changes are caused by hormonal changes in the body. Everyone has hormones called *testosterone*, *estrogen*, and *progesterone*. Most of the time, but not always, boys will begin to produce more testosterone and girls will begin to produce more estrogen during puberty. These hormonal changes are what cause the other changes we experience.

# HORMONES

- Testosterone
- Estrogen
- Progesterone

# Puberty Symptoms Sort



## Puberty Worksheet

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

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

Class: \_\_\_\_\_

### Fill in the Chart

Decide if each term is relevant to girls, boys, or both. Then place it in the correct column.

pubic hair   emotional changes   starts ages 12-13   eggs released   awkwardness   sperm produced   breasts develop  
genitals enlarge   larynx enlarges   menstruation   deeper voice   starts ages 10-11   testes produce testosterone  
underarm hair   hips widen   hormones released   facial hair

Girls	Both	Boys
_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

Investigate the symptoms of puberty listed in the box. Then decide if it is a symptom shown in girls, boys, or both.

When you are finished check with a partner and see if you both agree.

## TEACHER NOTES: TRUE OR FALSE GAME

- Estimated Time: 10 minutes
- ELL & SpEd Strategy: Mixed-Ability Partners

6. Next, to review the information, play a short True or False game with the class (see True or False Handout).

## TEACHER NOTES: TRUE OR FALSE GAME (CONT.)

7. Remind the students that puberty is something that almost everyone experiences, so they are not alone. Also remind that students that everyone is different, so everyone will experience puberty differently. Because of these changes, students need to take extra care with bathing and keeping themselves clean.
8. Discuss some strategies that can help the students cope with the changes they experience during puberty. Ask them what they do if they have bruises or muscle aches and connect these to growing pains and menstrual cramps. Offer examples like asking for painkillers, lying down, stretches, and exercise. Ask the students to describe activities they do to calm down or feel happier. Offer examples such as writing in a journal, taking a walk, drawing, talking with a trusted friend or parent, etc...

TRUE OR  
FALSE

1. If all of my friends have started puberty except me, I'm way behind. **True False**

2. I will start to notice more hair grow in places like my genitals and armpits. **True False**

3. Puberty is the process through which our bodies become adults. **True False**

4. We only experience physical changes during puberty. **True False**

5. Puberty is caused by hormonal changes in the body. **True False**

6. Everyone goes through puberty at the same speed. **True False**

Tell if the answer is True or False.  
Explain why.

## TEACHER NOTES: MY BODY IMAGE

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

## Teacher Notes: Influences on body image

1. Before class, collect a selection of highly sexualized advertisements from magazines or printed from the internet. Try to have about one per student. If you can, try to find ads that are directed at teens, not just adults.
4. Explain that the class is going to examine the advertising industry and study the messages about sexuality that this industry sends to kids and teens.
5. Divide the class into groups of 3-5 students.
6. Distribute the handout **Media and Body Image** to each group.
7. Provide the class with the selection of printed advertisements and have each group choose one advertisement to analyze.
8. Give groups time to analyze their advertisement based on the handout.

# Media Influence



# Body Image

## Class discussion:

What are some ways we can combat negative perceptions we have of ourselves?

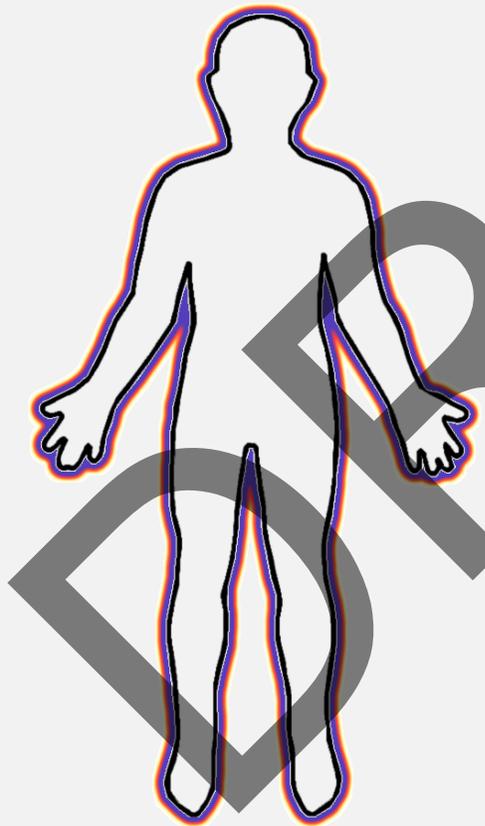
- Be mindful of the media you consume and the messages sent by media about body image.
- Remember that everyone has challenges with their body image at times. Use positive self-talk when you find yourself being critical or judging yourself.

- Treat your body with respect by keeping it strong and healthy.
- Eat well-balanced meals and exercise to feel strong and able, not to change your body's size or shape to fit someone else's ideal.
- Dress in clothes that fit the body you have and make you feel good about yourself.
- Spend time with friends and family who are positive and like you for who you are as a person.
- Write a list of the positive benefits of a body part or feature that you don't like. Focus on what your body can do.
- Write a short message that helps you feel good about yourself. Post it around your house or room, make it your screensaver or wallpaper on a device, or ask a friend to text you the message regularly.
- Be aware of how you talk about bodies with other people. Try to focus on positive attributes that aren't related to physical appearance.

## TEACHER NOTES: MY BODY IMAGE (CONT.)

4. Divide students into pairs and give each student a large piece of paper. Have students work in pairs and trace their partner's silhouette on the paper with a marker. If this isn't feasible, use the "My Body Image" printouts instead.
5. Ask students to use markers to draw or write down positive characteristics they have. Tell them these can be both physical and emotional characteristics that they are proud of or that make them feel good. Students can also include things they can do with their bodies that they're proud of. Encourage students to include characteristics related to puberty and growing up that they might be looking forward to, but be sure to let them know that they don't have to include anything that they're uncomfortable with or that feels private.
6. Put up the drawings in a "My Body Image" gallery. Invite students to briefly present why they are special and what they are proud of.
7. Conclude that bodily and emotional changes are a natural part of puberty. These changes are representations of our growth toward becoming adults. Feeling proud about these changes can help us appreciate our bodies, feel confident, and celebrate our uniqueness. It's important to respect and appreciate all body types.

# WHAT MAKES YOU SPECIAL?



What my body does for me:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

What I love about my body:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

What's unique about me:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

What I can do to help it stay strong and healthy:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

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**YOU ARE NOT ALONE!!!!**

There are lots of people who have gone through this before you. Think about the trusted adults in your life that you can talk to about the physical and emotional changes of puberty and adolescence.

## TEACHER NOTES: ASK AN ADULT

- Estimated Time: Homework

2) Ask the students to select an adult they know and trust, such as a parent, grandparent or family friend, and have them interview that person about their experiences with puberty (see Ask an Adult! Handout).

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Ask an Adult!

Choose an adult you know and trust (for example: a parent, grandparent or family friend) and ask them the following questions about their own experience with puberty.

1. How was your experience with puberty and growing up?

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2. What are some things you think I should know about puberty and growing up?

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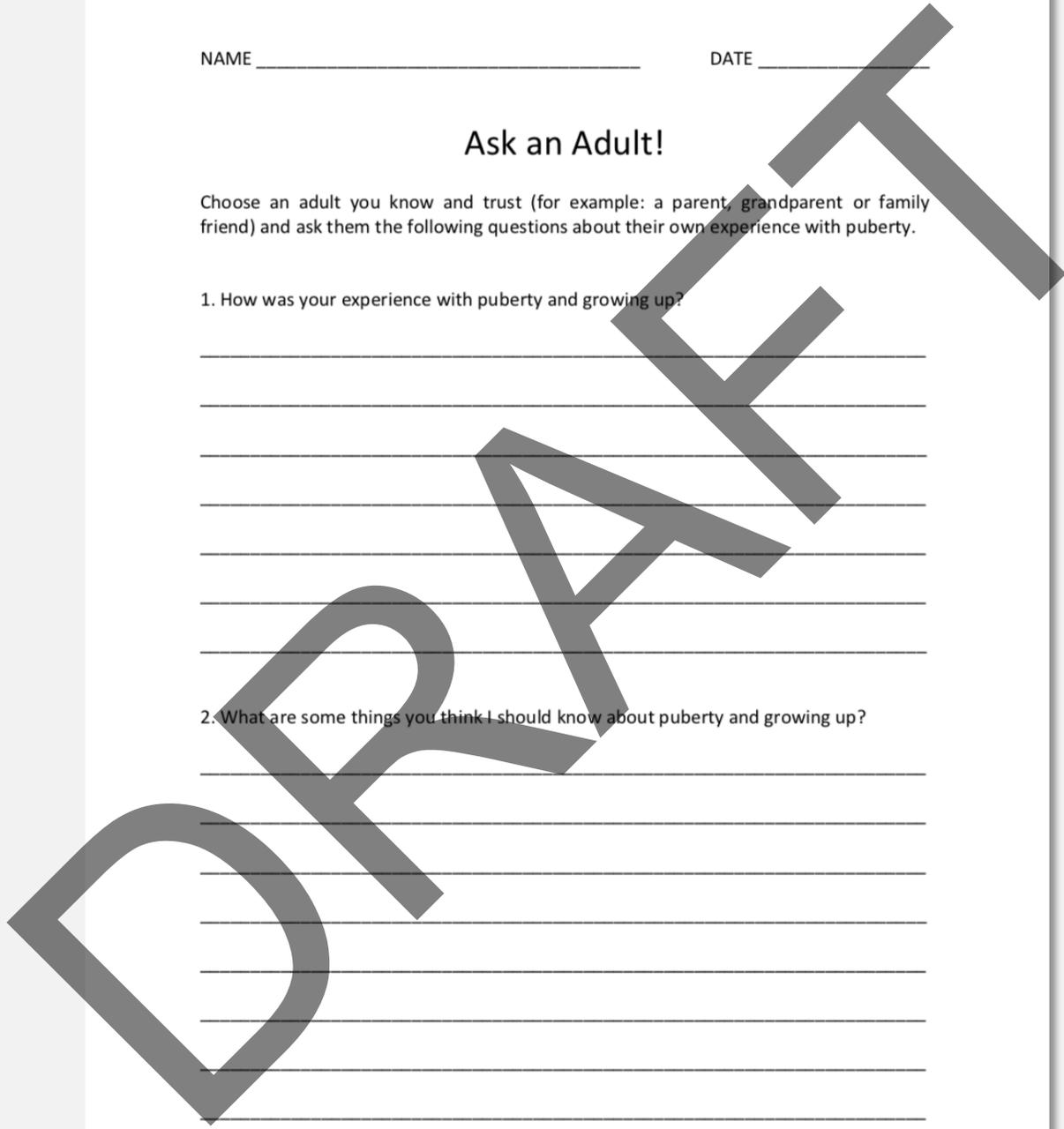
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## RESOURCES/SOURCES

- ACCM (see resource folder)
- <https://pixabay.com/illustrations/change-new-beginning-renewal-671374/>
- Image: [Body Outline](#)
- <https://advsoc2014.files.wordpress.com/2014/04/bd772-sofia-vergara25e225802599s-diet-pepsi-skinny-can-ad-campaign.jpg?w=470&h=635>
- <https://sites.psu.edu/yuhsuan/2016/02/10/advertising-between-men-and-women/>

# Elementary 6: Sexual Growth and Body Image

## Lesson 1: Adopting a Positive Attitude toward Body Image

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### Aim/Rationale

Students will learn about the physical and emotional changes that often happen during puberty and will be encouraged to adopt a positive attitude toward their own body image and diverse body types.

### Learning Content

#### Learning Content in Sexuality Education

- 1) Adopt a positive attitude toward diverse body types
  - a. Identify physical and emotional changes during puberty
  - b. Understand and appreciate diverse body types

#### Cross-Curricular Competencies

- 1) To use creativity
- 2) To construct identity
- 3) To cooperate with others

### Purpose

Children aged 10 to 12 have often started maturing physically. The first signs of development can appear at this age. Children at this age are often curious about their bodily changes and are becoming aware of simultaneous emotional changes. Therefore, an important task for teachers is to equip students with the appropriate knowledge of these changes, including how their body may change, why it changes, and how to adopt a positive attitude toward diverse body types. Doing so is

an important part of building children’s self-esteem and helping them maintain a positive body image throughout puberty.

Relevant to:

- Promoting a healthy body image

## Lesson

### Materials

- Projector and laptop or interactive white board
- A large roll of paper (each student needs a piece of paper large enough to trace themselves on) [QR](#) “My Body Image” printouts (1 per student)
- Construction paper or other thick paper (1 per student)
- Markers
- Video Option 1, “The Girl with the World in Her Hair” (3 mins)
  - <https://www.youtube.com/watch?v=EC-v30Ds92E>
- Video Option 2, “Girls Ages 5-18 Talk About What Beauty Means to Them”
  - <https://www.youtube.com/watch?v=j541ShtTSJU>
- A CD player or computer with speakers
- “Adult-Kid Communicator” handouts (1 per student)

### Essential Questions

- What does it mean to go through puberty?
- What are the physical and emotional changes that can happen during puberty?
- Why do we need to adopt a positive attitude toward our own body and how we feel about it?
- How can we respect diverse body types?

### Using Gender Inclusive Language

Avoid gendering people with certain anatomy or making assumptions about someone’s body based on their gender. The assumption that all people with penises are boys, for example, can make trans or intersex students feel excluded. Separating anatomy and gender is a way to make sure that all students feel included.

A way to do this is by referring to anatomy rather than someone’s gender. For example, instead of saying, “men grow facial hair”, say, “facial hair grows”. Another way to avoid gendering body parts is using phrases like, “people with penises” and “bodies that menstruate”. Similarly, it’s better to use nouns for body functions rather than verbs, for example, by saying “ejaculation can happen during sleep” instead of “boys can ejaculate during sleep”.

It is understandable that some students might feel shy when talking about sex organs. Students at this age are sometimes uncomfortable talking about the changes that they are experiencing. However, it is important to use accurate names for sex organs rather than euphemisms. When children are taught using inaccurate language, it is possible for them to misunderstand. Using proper terminology is the first step to teaching about sex accurately and accessibly. It can help them talk about these changes or health issues with doctors. It is also beneficial for the development of children’s healthy, positive body image.

## Terms

- Puberty
- Body image

## Development [60 minutes]

1. Tell students that today they are going to learn about their bodies and discuss how to feel good about them. Start by showing students the movie “The Girl with the World in Her Hair” or “Girls Ages 5-18 Talk About What Beauty Means to Them”.
  - a. “The Girl with the World in Her Hair”: Encourage students to discuss what they think about Jasmine and her attitude toward her hair. Ask questions to stimulate a discussion, for example, why does Jasmine feel she’s got the world in her hair? Is it good that she can laugh about it? Do you have similar experiences or feelings about a part of your own body that you feel comfortable sharing? Invite students to share and talk.  
Conclude by saying that Jasmine’s curly hair is just one of her unique characteristics, and it is part of what makes her who she is. Though taking care of her hair can sometimes be a nuisance and other people may have their opinions about it, it’s important that Jasmine feels like she can appreciate and celebrate her curly hair as part of her unique identity. We will also change and become different as we grow up. Tell the students that when someone starts puberty, their body and body image (i.e. how they see and feel about their body) can change a lot. During this time, it is especially important to do things that can help you feel positive and confident about your body.
  - b. “Girls Ages 5-18 Talk About What Beauty Means to Them”: Encourage students to list some well-known people they think are beautiful and discuss how they define beauty. Ask questions to inspire them, for example, does everyone on the list look the same or make you feel the same? Does everyone have the same definition of beauty? Is it good that there are different ideas about beauty? How can we accept and appreciate people’s differences? In the video, Joelle says becoming beautiful is “learning all the lessons of life, and you go from here to there, and you start to blossom.” Do you agree with her?  
Conclude that everyone has different types of beauty because everyone is unique. Tell the students that we all have our own specific characteristics, and we are all different. There is nothing wrong with our uniqueness. We will change and become different as we grow up. Tell the students that when someone starts puberty, their body and body image (i.e. how they see and feel about their body) can change a lot. Just as Joelle said, it is also a kind of beauty because you are growing from a kid to an adult, and you are blossoming. During this time, it is especially important to do things that can help you feel positive and confident about your body.
2. Review the changes that can happen during puberty. Ask students to list some of the physical and emotional changes that can happen during puberty and write them on the board. Some examples include:
  - Pubic hair grows.
  - Menstruation begins.
  - People get taller.
  - Body hair grows.
  - Testicles get bigger and start making sperm.

- The voice can change and facial hair begins to grow.
  - People can start developing romantic or sexual feelings for others.
  - People's moods can change. Sometimes people feel emotions more strongly or feel self-conscious or confused.
3. Tell students that the physical and emotional changes that may happen during puberty can make it harder to feel good about your body. Thinking about things that you like about your body, what you can do with your body or things that you like about yourself in general can make you feel better about going through puberty.
  4. Divide students into pairs and give each student a large piece of paper. Have students work in pairs and trace their partner's silhouette on the paper with a marker. If this isn't feasible, use the "My Body Image" printouts instead.
  5. Ask students to use markers to draw or write down positive characteristics they have. Tell them these can be both physical and emotional characteristics that they are proud of or that make them feel good. Students can also include things they can do with their bodies that they're proud of. Encourage students to include characteristics related to puberty and growing up that they might be looking forward to, but be sure to let them know that they don't have to include anything that they're uncomfortable with or that feels private.
  6. Put up the drawings in a "My Body Image" gallery. Invite students to briefly present why they are special and what they are proud of.
  7. Conclude that bodily and emotional changes are a natural part of puberty. These changes are representations of our growth toward becoming adults. Feeling proud about these changes can help us appreciate our bodies, feel confident, and celebrate our uniqueness. It's important to respect and appreciate all body types.

### **Culmination [20 minutes]**

1. Tape a piece of construction paper onto each student's back and give them a marker.
2. Turn music on. Have students mingle and walk around the room until the music stops.
3. When the music stops, have each student write something positive about other another student onto their piece of paper (ex. You have a nice smile; you are in great shape; you are funny).
4. Repeat step 2 until students' papers are full.
5. Allow them to take off their paper, read, and enjoy! Encourage them to keep it somewhere they'll remember and take it out if they're feeling low or insecure about their bodies or themselves.

## **Performance Objectives**

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

- Become aware of the physical and mental changes that occur during their puberty

- Gain knowledge and accept changes that are or potentially will be taking place in their bodies
- Adopt a positive attitude toward their changing body and diverse body types
- Identify things they like about their bodies and themselves

## Assessment Ideas

1. Give each student the “Adult-Kid Communicator” handout as a take-home assignment. Encourage students to complete it as an interview with an adult they feel comfortable talking with. Afterwards, have students share their thoughts and discuss what they could do to teach kids to adopt a positive attitude toward their body when they become adults.



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NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Ask an Adult!

Choose an adult you know and trust (for example: a parent, grandparent or family friend) and ask them the following questions about their own experience with puberty.

1. How was your experience with puberty and growing up?

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2. What are some things you think I should know about puberty and growing up?

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# Elementary 4: Sexual Growth and Body Image

## Lesson 1: Introducing and Understanding Puberty

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### Aim/Rationale

Students will learn about the physical and emotional changes that occur during puberty as well as healthy strategies to cope with these changes.

### Competencies

#### Learning Content in Sexuality Education

- 1) Learn how the main changes associated with puberty are part of the process of growing up
- 2) Share your feelings about growing up

#### Broad Areas of Learning

- 1) Health and well-being
- 2) Citizenship and community life

### Purpose

Learning about one's body and appreciating that body is an essential developmental task for children and adolescents. Puberty is a natural stage of development characterized by physical, emotional and social changes that can start young people on a path that can include romantic and sexual attractions, romantic relationships, sex, and having children.

Children at this age level are likely to begin experiencing the physical and emotional changes that occur during puberty and require accurate information that will help them understand the transformations their bodies are experiencing.

Relevant to:

- Promoting egalitarian relationships
- Promoting a healthy body image

## Lesson

### Materials

1. Worksheets
  - True or False Handout
  - Advice Column Handout
  - Ask an Adult! Handout

### Essential Questions

- What is puberty? What does it mean to, “go through puberty?”
- What kinds of changes will my body undergo?
- What are some healthy responses to feelings I may have during puberty?

### Using Gender Inclusive Language

Consider discussing puberty with terms such as “can,” “may,” or “might” to avoid excluding certain students such as those who are intersex, transgender, or gender non-conforming (e.g. “People with a penis may also grow hair on their face” or “Some people with a vagina may also develop breasts”). It may be helpful to explain to students that being a boy, a girl, or in-between is mostly about how someone feels, not their body parts.

When talking about sexual feelings, it also helps to not be specific about the gender that people might be attracted to. This lets you include anyone who could be or become attracted to boys, girls, non-binary genders, or more than one of these. In order to include youth who may grow up to be asexual (someone who does not experience sexual attraction) or aromantic (someone who does not experience romantic attraction or crushes) it’s also good to use “can,” “may,” or “might” when you talk about people developing romantic and/or sexual feelings.

### Terms

- Puberty
- Hormones (testosterone, estrogen and progesterone)

### Development/Teaching Methods [30 min]

1. Start the lesson with a brainstorm activity. Ask the students to break into groups of two or three people. Within their group, have the students come up with a list of things that change during puberty and things that stay the same. This introductory activity can help the teacher gauge what the students already know and dispel any myths they may believe.

2. Ask the students, “What does puberty mean?” Write some of the responses on the board. Create a definition the class agrees on, or give them one similar to this: “Puberty is when our bodies change to adult bodies.”
3. Explain that our bodies experience many changes during puberty, both physically and emotionally. Some of the physical changes that students may notice include:
  - Hair growth in places like our legs, armpits, genitals (pubic hair) and for some people, the face
  - More active oil glands, which can lead to oily hair and oily faces (acne)
  - More active sweat glands, which can lead to body odour
  - Growth spurts
  - Growth of the penis, testicles and breasts
  - Wider hips and shoulders
  - Nocturnal emissions (wet dreams)
  - More frequent erections (these are very common when waking up, sometimes called morning wood)
  - Vaginal discharge (clear or whitish liquid that comes out of the vagina)
  - Menstruation
4. Next describe the types of changes that can occur to our emotions, including:
  - Mood swings
  - May become interested in romantic partnerships or develop crushes
  - Might begin to have sexual feelings
  - May want more independence and privacy
5. Tell students that these changes are caused by hormonal changes in the body. Everyone has hormones called *testosterone*, *estrogen*, and *progesterone*. Most of the time, but not always, boys will begin to produce more testosterone and girls will begin to produce more estrogen during puberty. These hormonal changes are what cause the other changes we experience.
6. Next, to review the information, play a short True or False game with the class (see True or False Handout).
7. Remind the students that puberty is something that almost everyone experiences, so they are not alone. Also remind that students that everyone is different, so everyone will experience puberty differently. Because of these changes, students need to take extra care with bathing and keeping themselves clean.
8. Discuss some strategies that can help the students cope with the changes they experience during puberty. Ask them what they do if they have bruises or muscle aches and connect these to growing pains and menstrual cramps. Offer examples like asking for painkillers, lying down, stretches, and exercise. Ask the students to describe activities they do to calm down or feel happier. Offer examples such as writing in a journal, taking a walk, drawing, talking with a trusted friend or parent, etc...

## Culmination [5 min]

To end the lesson, ask the students to brainstorm things they are looking forward to about growing up (e.g. driving a car, having more freedom, staying up later, dating, etc.). Have the students write their responses on the board. Remind the students that experiencing puberty is one of the first steps towards becoming an adult.

## Performance Objectives

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

- Identify and describe the physical and emotional changes associated with puberty.
- Identify strategies to help manage these changes.

## Assessment Ideas

- 1) Have the students pretend that they are an advice columnist and “give advice” to those with questions about puberty (see Advice Column Handout). Ask the students to write short paragraph responses that provide accurate information.
- 2) Ask the students to select an adult they know and trust, such as a parent, grandparent or family friend, and have them interview that person about their experiences with puberty (see Ask an Adult! Handout).



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# Media & Body Image

Look at the advertisement you have received. As a group, use these questions to discuss the ad you are analyzing. You may take notes on this page to share with the class during discussion.

1. What product or service is the ad selling?
2. Who is the target audience for this ad? (Include age range, culture, gender, race, socio-economic level)
3. What can the product or service actually do vs. what does it promise to do?
4. What underlying message or value is being sold by the ad? Is it obvious or subliminal?
5. What do people in the ad look like?
6. What is this ad saying about beauty and body image?
7. Is this a positive or negative message about body image?

What my body does for me:

- ① \_\_\_\_\_
- ② \_\_\_\_\_
- ③ \_\_\_\_\_
- ④ \_\_\_\_\_
- ⑤ \_\_\_\_\_

What I love about my body:

- ① \_\_\_\_\_
- ② \_\_\_\_\_
- ③ \_\_\_\_\_
- ④ \_\_\_\_\_
- ⑤ \_\_\_\_\_



What's unique about me:

What I can do to help it stay strong and healthy:

- ① \_\_\_\_\_
- ② \_\_\_\_\_
- ③ \_\_\_\_\_
- ④ \_\_\_\_\_
- ⑤ \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- ③ \_\_\_\_\_
- ④ \_\_\_\_\_
- ⑤ \_\_\_\_\_



## TRUE OR FALSE

1. If all of my friends have started puberty except me, I'm way behind. **True False**

2. I will start to notice more hair grow in places like my genitals and armpits. **True False**

3. Puberty is the process through which our bodies become adults. **True False**

4. We only experience physical changes during puberty. **True False**

5. Puberty is caused by hormonal changes in the body. **True False**

6. Everyone goes through puberty at the same speed. **True False**

## TRUE OR FALSE (ANSWER KEY)

1. If all of my friends have started puberty except me, I'm way behind. (False) Everyone's bodies are different! Different people start puberty at different times, and it's okay to start later.

2. I will start to notice more hair grow in places like my genitals and armpits. (True) Most people experience hair growth in these places during puberty.

3. Puberty is the process through which our bodies become adults. (True) The hormones released during puberty target our reproductive systems and trigger them to begin functioning so that our bodies can reproduce.

4. We only experience physical changes during puberty. (False) During puberty, we experience both physical and emotional changes. Puberty can often come with mood swings, sexual feelings, and a desire for more independence.

5. Puberty is caused by hormonal changes in the body.

(True) The brain releases hormones during puberty that cause the changes people go through during puberty.

6. Everyone experiences puberty at the same rate.  
(False) Everyone's body is different, so people will go through changes at a different rate, and some people may not experience them at all.

DRAFT

# GRADE 7 PREGNANCY & REPRODUCTION

In this lesson, the teacher will direct teach the concept of human reproduction and pregnancy. Students will define sexual intercourse and the stages of reproduction from fertilization through birth. Students will research and write about the symptoms of pregnancy and practices for a healthy pregnancy. Then, students will complete the “Why Should I Wait” activity, when they will examine the various reasons people consent to sexual activity and reasons why people choose to wait. Finally, the teacher will engage the students in a discussion about abstinence and the benefits of choosing to wait.

## TODAY'S OBJECTIVE

- Define sexual intercourse and consent
- Define abstinence as it relates to human reproduction
- Describe signs and symptoms of pregnancy and healthy pregnancy practices.

## TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 5 minutes
- Activate Prior Knowledge/Engage
  1. Begin lesson by establishing ground rules conducive towards a “safe” space.
  2. Due to the sensitive nature of these topics, remind students to avoid speaking about experiences of their fellow classmates.
  3. Let students suggest rules or limits of their own for the class to be mindful of throughout the discussion.

## CREATING A SAFE SPACE

What are some ground rules we can agree upon to make this a safe space to talk about a sensitive topic?

## Teacher Notes: Sex, Consent & The Law

Estimated Time: 10 minutes

1. Define sexual intercourse
2. Teacher engages students in a discussion about consent
3. Students watch a video about consent
4. Teacher discusses legal implications of choosing to participate in sex

# SEXUAL INTERCOURSE

for the purpose of reproduction

The process in which a male reproductive organ, the penis, is inserted into a female reproductive organ, the vagina, and through which sperm cells are passed into the female reproductive system which may result in fertilization of an egg cell.

- 3 commonly recognized types of sexual activity:
  - genital to genital
  - oral sex (mouth to genital)
  - anal sex (genital to anus)

Fondling is digital (hand) manipulation of genitals and is **LEGALLY** considered as sexual activity

# CONSENT

- Sex, or Sexual activity, is a ***CONSENSUAL*** act between unimpaired adults
- Consent = Permission
- You both want it to happen



# NO MEANS NO

- **Consent** = Permission
- No Consent = Sexual Assault
  
- In Texas, the Age of Consent is 17
  - This means you are not able to legally provide consent to sexual activity until the age of 17
- *If you are under the influence of drugs or alcohol, you cannot legally give consent; you must be conscious to give consent.*
  
- 44% of sexual assault victims are under the age of 18
  - 47% of sexual assaults are committed by a friend or acquaintance
  
- National Sexual Assault Hotline
  - 800-656-HOPE (4673)
  - <https://ohl.rainn.org/online/> (confidential online hotline)

<https://rainn.org/statistics>

## Teacher Notes: Risks of Sexual Activity

Estimated Time: 5 minutes

1. Identify the risks of participating in sexual activity

## Risks of Participating in Sexual Activity

What are some things that could happen if you participate in Sexual Activity or Sexual Intercourse?

## Risks of Participating in Sexual Activity

- Getting pregnant before you are ready
- Getting a Sexually Transmitted Infection (STI)
- Getting HIV
- Making a friendship or relationship more complicated
- Creating a tension between you and your parents/guardians/trusted adult
- Unwanted attention and increased social pressures

...

## TEACHER NOTES: PREGNANCY

- Estimated Time: 20 minutes
  1. Identify early symptoms of pregnancy
  2. Identify the stages of pregnancy
  3. Discuss how to ensure a healthy pregnancy
  4. Discuss the costs of parenthood

# WHAT ARE SOME SYMPTOMS OF PREGNANCY?

## EARLY PREGNANCY SYMPTOMS



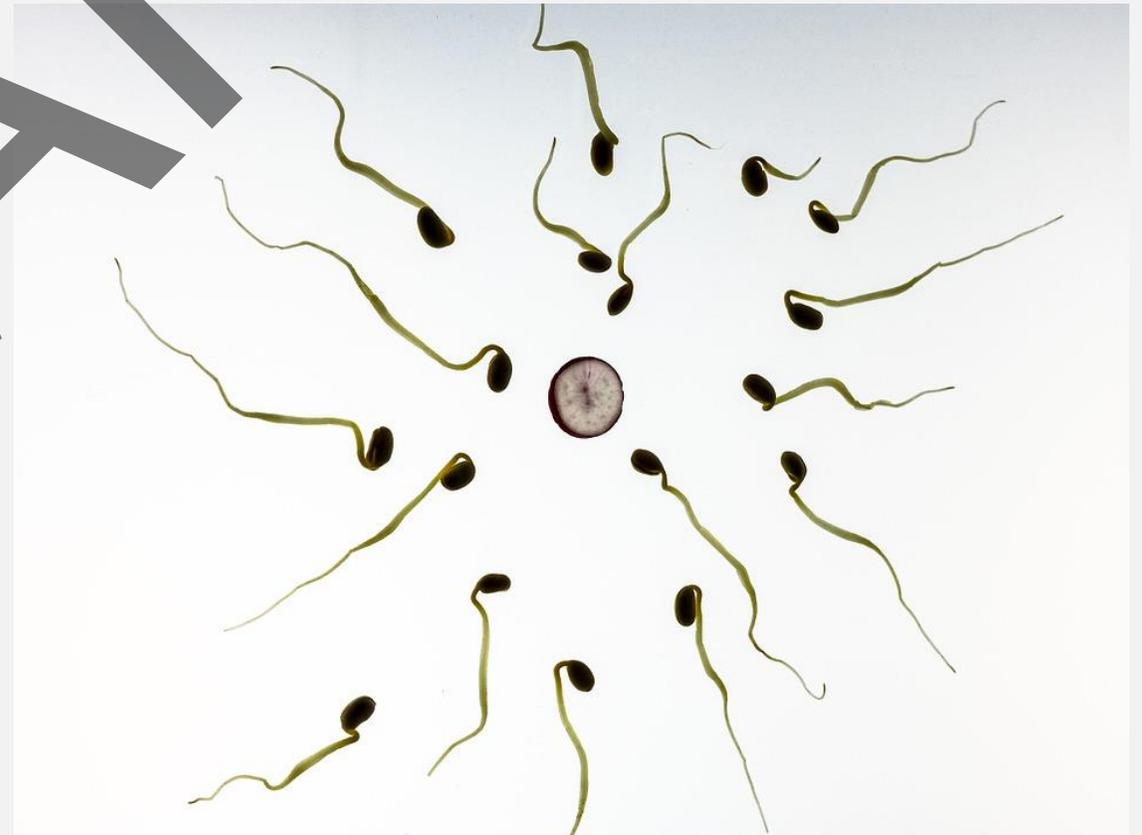
If you think you might be pregnant, what is the first thing you should do?

**TALK** to a  
trusted  
adult!

# STAGES OF REPRODUCTION

## Fertilization~

Joining of an egg and a sperm in the fallopian tube

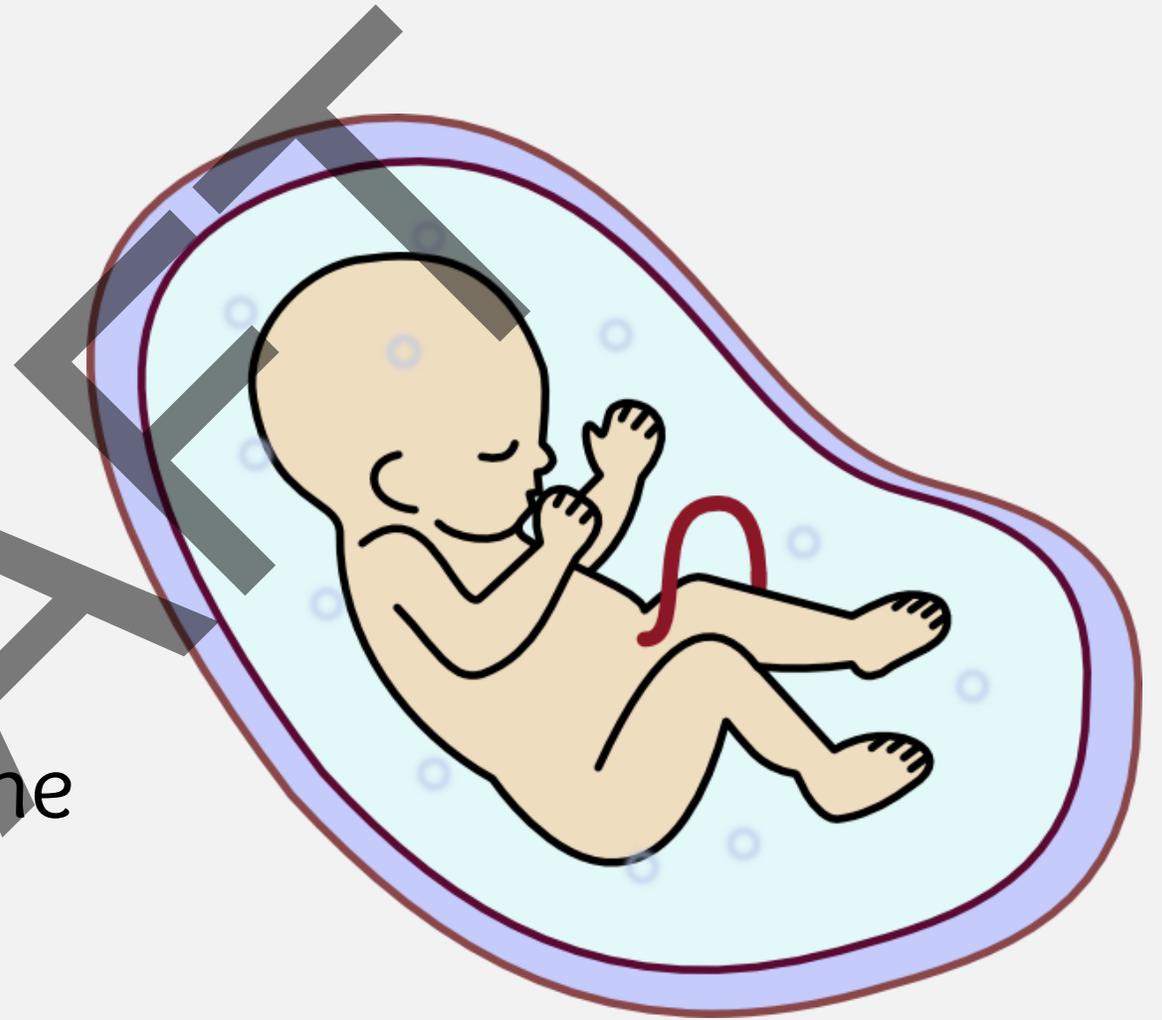


## Embryo:

A fertilized egg in the first 2 months

## Fetus:

From the 3<sup>rd</sup> month on the embryo is called a fetus.



# BABY DEVELOPMENT

## Pregnancy Stages

The 9 months of pregnancy are divided into **three stages**, or trimesters, each with distinct characteristics in terms of mother's experiences and fetal development.

### FIRST TRIMESTER

- **Mom:** Rapid influx of hormones causes intense pregnancy symptoms



- **Baby:** First heartbeat at 8 weeks; grows to 2.9" and 0.8 oz.

### SECOND TRIMESTER

- **Mom:** Most symptoms lessen; pregnancy starts to show



- **Baby:** Gender reveal at 18 - 20 weeks; grows to 14" and 1.7 lbs.

### THIRD TRIMESTER

- **Mom:** Extra weight makes it harder to sleep and move



- **Baby:** All organs finish maturing; grows to 20.3" and 8.1 lbs.

[www.shecares.com](http://www.shecares.com)

# A HEALTHY PREGNANCY

## Basic Tips for a Healthy Pregnancy

Don't forget to talk to a trusted adult and go see a Doctor as soon as you think you might be pregnant.

1. Eat right: Make sure you are getting the right mix of the six basic nutrients.
2. Maintain an active lifestyle, assuming you have a healthy pregnancy.
3. Avoid toxins including smoking, alcohol, illicit drugs, caffeine, and airborne chemicals such as household cleaners.

# Cost of Parenthood

## Raising A Child Is An Extremely Expensive Undertaking

Estimated expenses raising a child from birth to age 18 in the U.S. (2015)\*



\* Based on a married couple with an average income before tax of \$81,700

## TEACHER NOTES: DEFINING ABSTINENCE

- Estimated Time: 5 minutes
  - Activate Prior Knowledge/Engage
1. Define and discuss abstinence.

**DEFINE ABSTINENCE.**

What does abstinence mean? Define it in your own words.

# WHAT IS ABSTINENCE?

A conscious decision to not participate in sexual activity and the skills to support that decision, such as assertive communication and setting boundaries.

Teen relationships can focus on emotional intimacy, not just sexual intimacy.



<http://clipart-library.com/clip-art/silhouette-hand-holding-10.htm>

## TEACHER NOTES: HEALTH BENEFITS OF ABSTINENCE

- Estimated Time: 10 minutes
  - I. Discuss the health benefits of abstinence.

# BENEFITS OF ABSTINENCE

## Decrease your health risks...

- Reduce the chances you get an STI, STD, & HIV
- Reduce the chance of becoming pregnant before you are ready

## Improved relationships...

- Less complicated relationships
- Often improves relationships with parents/guardians and other trusted adults
- Freedom to pursue a variety of friendships
- Focus on what makes a good relationship

## Decreased social pressures...

- Easier to stand up to peer pressure
- Stay true to your personal beliefs and values
- More time to develop maturity to make big decisions

## Abstinence and Pregnancy

Abstinence is the only risk reduction method that is **100% effective** at preventing pregnancy before you are ready.

## TEACHER NOTES: Conclusion

- Estimated Time: 3 minutes
  1. Remind students that it is ok to have romantic and sexual attraction during adolescence
  2. Remind students that participating in sexual activities does involve risks
  3. Preview next lesson: Examine other methods of reducing risk

# RESOURCES/SOURCES

- All images and activities not noted below are from existing health and sexuality lessons or created by R. Witt-Malandruccolo.
- [https://www.youtube.com/watch?time\\_continue=12&v=pZwvrxVavnQ](https://www.youtube.com/watch?time_continue=12&v=pZwvrxVavnQ)
- <https://www.dreamstime.com/first-symptoms-pregnancy-sickness-constipation-first-symptoms-pregnancy-sickness-constipation-appetite-change-image130808608>
- <https://www.drsearswellnessinstitute.org/wp-content/uploads/2019/01/basic-tips-healthy-pregnancy-dswi-fb.jpg>
- [https://thumbor.forbes.com/thumbor/1280x868/https%3A%2F%2Fblogs-images.forbes.com%2Fniallmccarthy%2Ffiles%2F2017%2F01%2F20170112\\_Children.jpg](https://thumbor.forbes.com/thumbor/1280x868/https%3A%2F%2Fblogs-images.forbes.com%2Fniallmccarthy%2Ffiles%2F2017%2F01%2F20170112_Children.jpg)
- <https://pixabay.com/photos/sperm-fertilization-pregnancy-956480/>
- <http://clipart-library.com/clipart/469213.htm>
- <http://clipart-library.com/clip-art/silhouette-hand-holding-10.htm>
- <https://slideplayer.com/slide/3865486/13/images/5/BELIEF+VS.+REALITY.jpg>
- <https://www.shecares.com/pregnancy/pregnancy-stages-trimesters>

# GRADE 7 PREGNANCY PREVENTION

In this lesson, students will explore the various methods used to prevent pregnancy. The teacher will present medically accurate resources about pregnancy prevention and reproductive health care. The students will explain the health benefits, risks, and effectiveness of abstinence and contraception. The students will list the steps for effectively using a male condom and describe the advantages and disadvantages of its use. Finally students will demonstrate and practice using assertive communication to maintain abstinence and use of contraception.

## TODAY'S OBJECTIVE

- Define pregnancy prevention.
- Explain health benefits, risks, and % effectiveness of contraception.
- Examine influences and how risk behaviors affect sexual behaviors.
- Communicate effectively to maintain abstinence and use of contraception including condoms.

## TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 5 minutes
- Activate Prior Knowledge/Engage
  1. Begin lesson by establishing ground rules conducive towards a “safer” space.
  2. Due to the sensitive nature of these topics, remind students to avoid speaking about experiences of their fellow classmates.
  3. Let students suggest rules or limits of their own for the class to be mindful of throughout the discussion.

## CREATING A SAFE SPACE

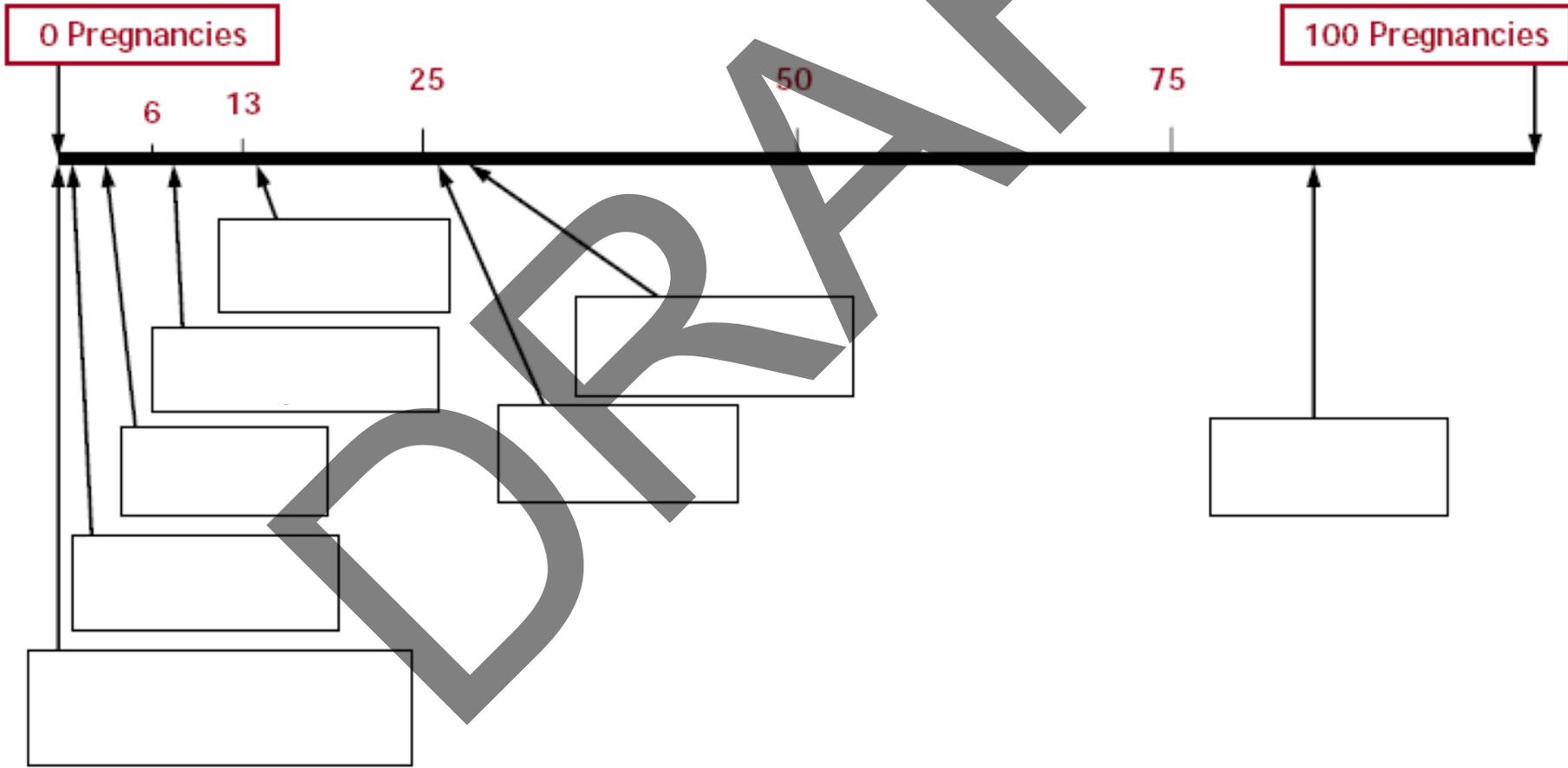
What are some ground rules we can agree upon to make this a safe space to talk about a sensitive topic?

## TEACHER NOTES: VARIOUS METHODS OF PREGNANCY PREVENTION

- Estimated Time: 15 minutes
- I. Students should complete the number line as teacher explains information to document risk and effectiveness of the various methods.

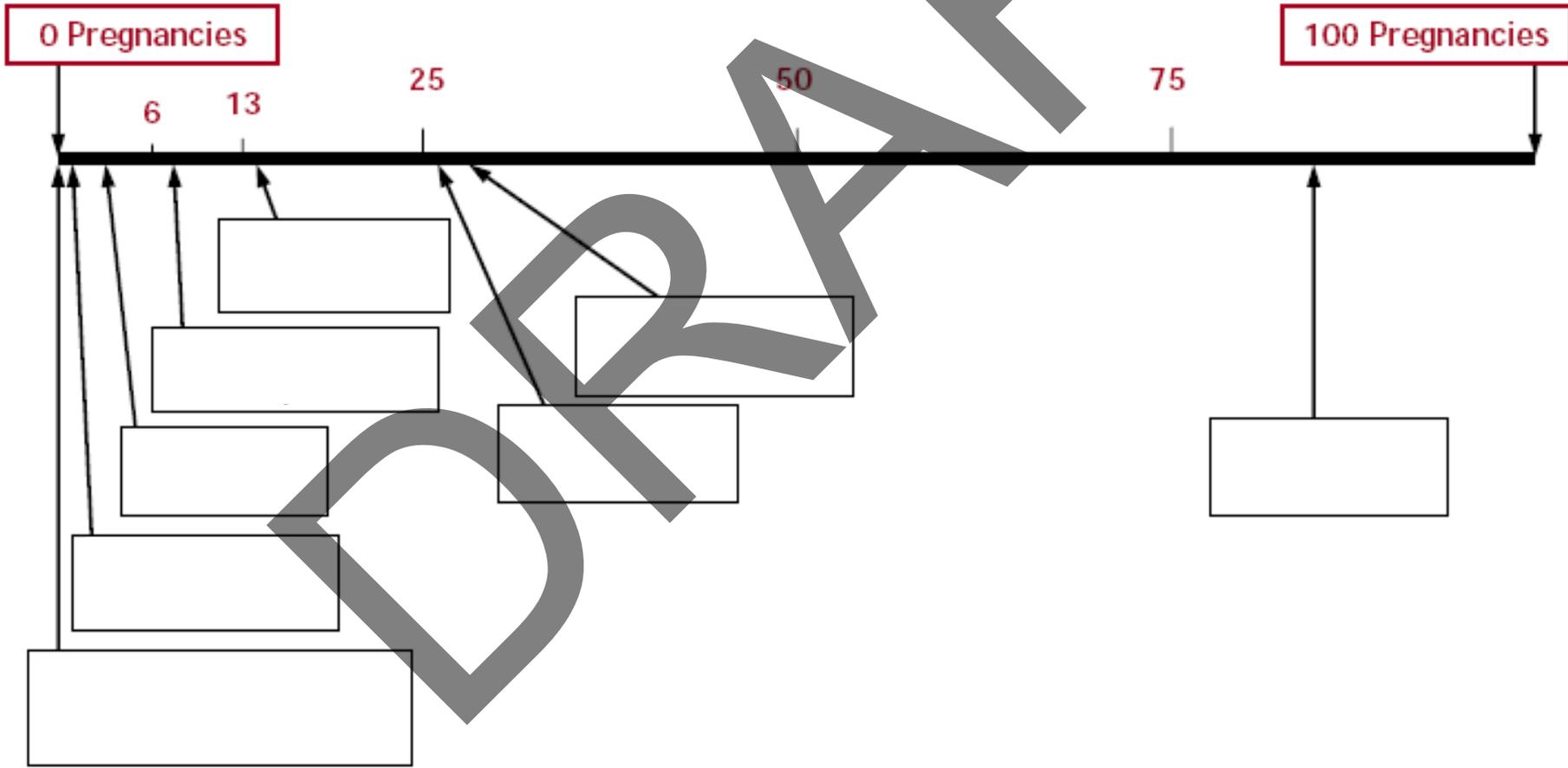
Facilitator Resource for Activities 6.4  
Protection from Pregnancy

Of 100 couples using this Method, how many will be PREGNANT by the end of the first year?



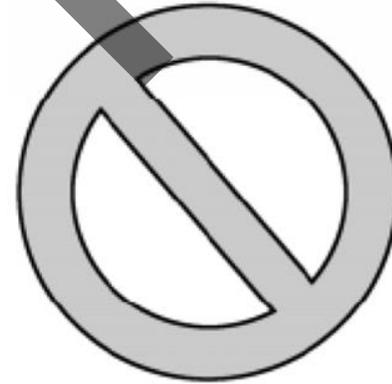
Facilitator Resource for Activities 6.4  
Protection from Pregnancy

Of 100 couples using this Method, how many will be PREGNANT by the end of the first year?



**ABSTINENCE**

# ABSTINENCE



What is it?

- Not having sex

How does it work?

- No sperm in vagina

Advantages

- Free
- 100% effective (if used consistently & correctly)

Disadvantages

- Any?



**ABSTINENCE**

*IF* used **CONSISTENTLY & CORRECTLY**

**ZERO / 100**

**0 of 100 Couples PREGNANT in the First Year**



Sex using  
**NO METHOD**  
("Wishing & Hoping")

# Having Sex using NO METHOD



What is it?

- ⊕ You have sex & just hope pregnancy won't happen

How does it work?

- ⊕ It doesn't work!

Advantages

- ⊕ OK if you are ready to be a parent

Disadvantages

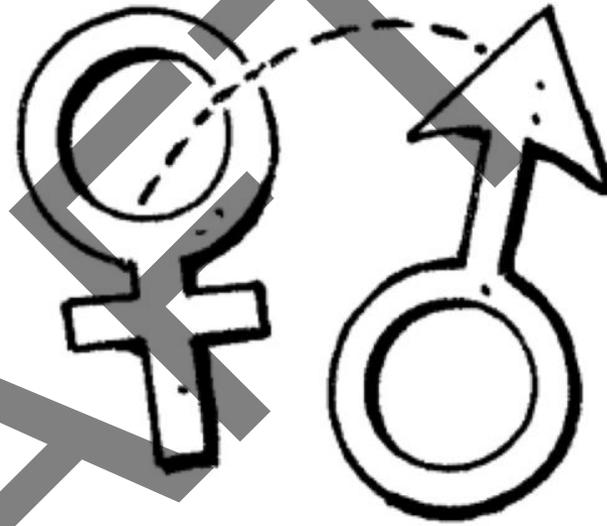
- ⊕ Not being in control
- ⊕ Pregnancy is likely before you are ready
- ⊕ No protection from STDs

**SEX using NO METHOD**  
"Wishing & Hoping"



**85 / 100**

85 of 100 Couples **PREGNANT** in the First Year



**WITHDRAWAL**  
**("Pulling Out")**

# WITHDRAWAL



What is it?

- ➔ Male pulls out before he "comes"

How does it work?

- ➔ Sperm not placed in vagina

Advantages

- ➔ Free

Disadvantages

- ➔ Not as effective as other methods
- ➔ Requires lots of male self-control
- ➔ No STD protection

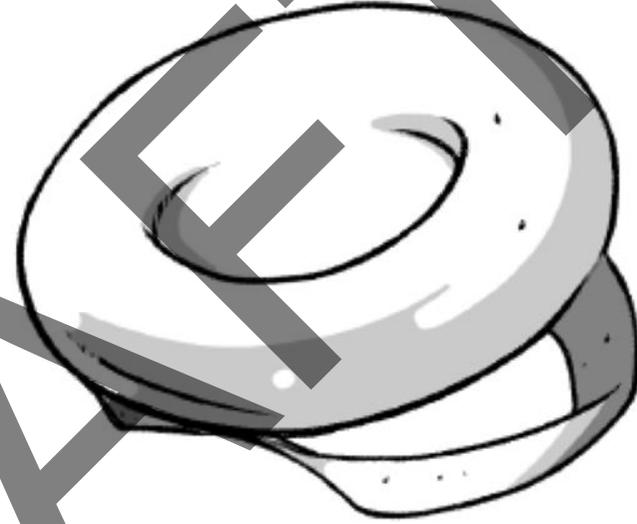


WITHDRAWAL ("Pulling Out")

**27 / 100**

27 of 100 Couples PREGNANT in the First Year

BIG  
DECISIONS  NS



**DRAFT**  
**SPONGE**

# SPONGE



## What is it?

- Soft sponge with spermicide
- Placed in the vagina before having sex
  - Stays in at least 6 hours after sex

## How does it work?

- Kills sperm, blocks sperm from the uterus

## Advantages

- No prescription needed

## Disadvantages

- Not as effective as other methods
- Less effective for females who have had children
- No STD protection

SPONGE



**16 / 100**

16 to 32 of 100 Couples PREGNANT in the First Year

BIG  
DECISIONS  NS



# CONDOMS

# CONDOMS



## What is it?

- Latex sheath
- Covers the penis during partner contact

## How does it work?

- Barrier: sperm are not placed in vagina

## Advantages

- Reduces risk of HIV and other STDs
- No prescription needed

## Disadvantages

- May slip or break (1 to 3 times in 100)
- Must be used correctly, EVERY time!

# CONDOMS: Other Things to Know



## What Kind?

- LATEX (rubber) are most effective
- "Skin" condoms do NOT prevent STDs
- Polyurethane condoms can be used by those allergic to latex

## The Female Condom

- Made of polyurethane
- Worn in the vagina
- More expensive, not quite as effective

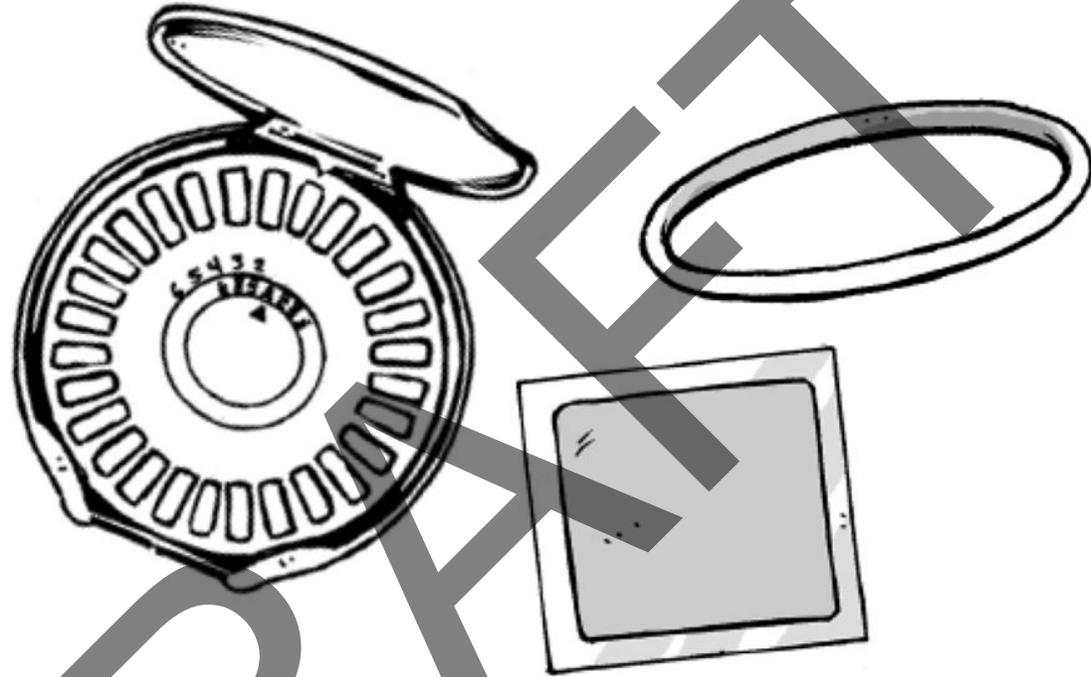
CONDOM



**15 / 100**

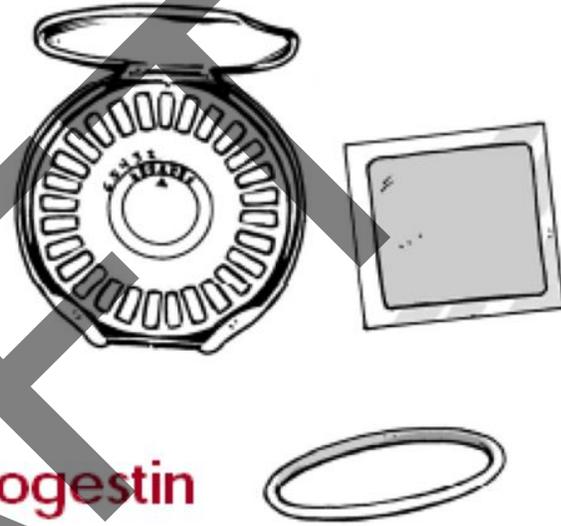
15 of 100 Couples PREGNANT in the First Year

BIG  
DECISIONS



PILL, PATCH,  
RING

# PILLS, PATCHES, and RINGS



## What is it?

- ⊕ 2 hormones: estrogen and progestin
- ⊕ PILL swallowed once a day
- ⊕ PATCH worn on skin for 1 week
- ⊕ RING worn in vagina for 3 weeks

## How does it work?

- ⊕ Hormones in bloodstream "turn off" the ovaries
- ⊕ Egg is not released from ovary

# PILLS, PATCHES, RINGS

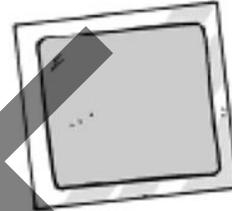
## Other Things to Know

### Advantages

- Very effective
- Serious side effects are rare
- Reduce the risk of 2 cancers, anemia
- Helps cramps, acne

### Disadvantages

- No protection from STDs
- Prescription needed
- Some females have side effects
  - Usually NOT weight gain





PILL, PATCH,  
or RING



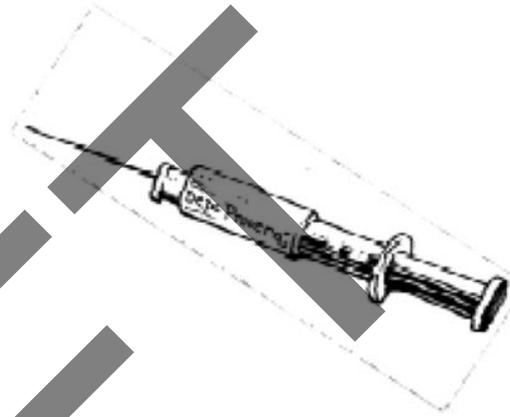
**8 / 100**

8 of 100 Couples PREGNANT in the First Year

BIG  
DECISIONS  NS



# SHOT



## What is it?

- Injection given every 3 months
- A large dose of progestin hormone

## How does it work?

- Hormone in the bloodstream "turns off" the ovaries
- Egg is not released from ovary

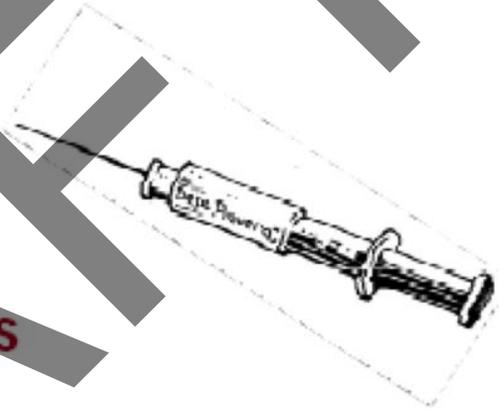
# SHOT: Other Things to Know

## Advantages

- ➔ Very effective
- ➔ One shot lasts 3 months

## Disadvantages

- ➔ No protection from STDs
- ➔ Prescription needed
- ➔ Some females have side effects
  - ➔ Irregular bleeding, weight gain





SHOT



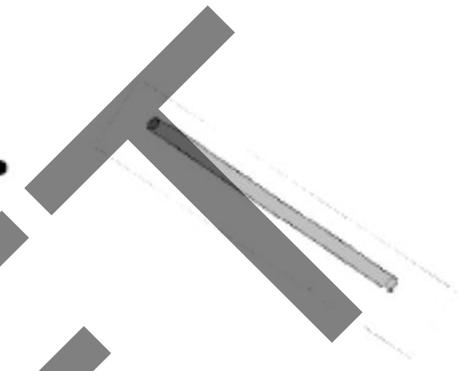
**3 / 100**

3 of 100 Couples PREGNANT in the First Year

DRAFT

**IMPLANT**

# IMPLANT



## What is it?

- Flexible plastic rod (matchstick size)
- Placed under the skin of the female's arm
- Releases progestin hormone over 3 years
  - Can be removed earlier, if desired

## How does it work?

- Hormone in the bloodstream stops the ovary from releasing an egg

# IMPLANT

## Advantages

- ➔ Extremely effective

## Disadvantages

- ➔ Requires a prescription and minor surgery
- ➔ No STD protection
- ➔ Irregular bleeding is common

IMPLANT

**0-1 / 100**

0 or 1 of 100 Couples PREGNANT in the First Year

BIG  
DECISIONS 



# INTRAUTERINE DEVICE (IUD)

# IUD

## What is it?

- ➔ Plastic "T" with copper or progestin
- ➔ Placed in the uterus by a medical provider

## How does it work?

- ➔ Prevents fertilization of the egg by sperm

## Advantages

- ➔ Extremely effective
- ➔ Works for 5 or 10 years

## Disadvantages

- ➔ Requires an office procedure
- ➔ No STD protection



## INTRAUTERINE DEVICE (IUD)

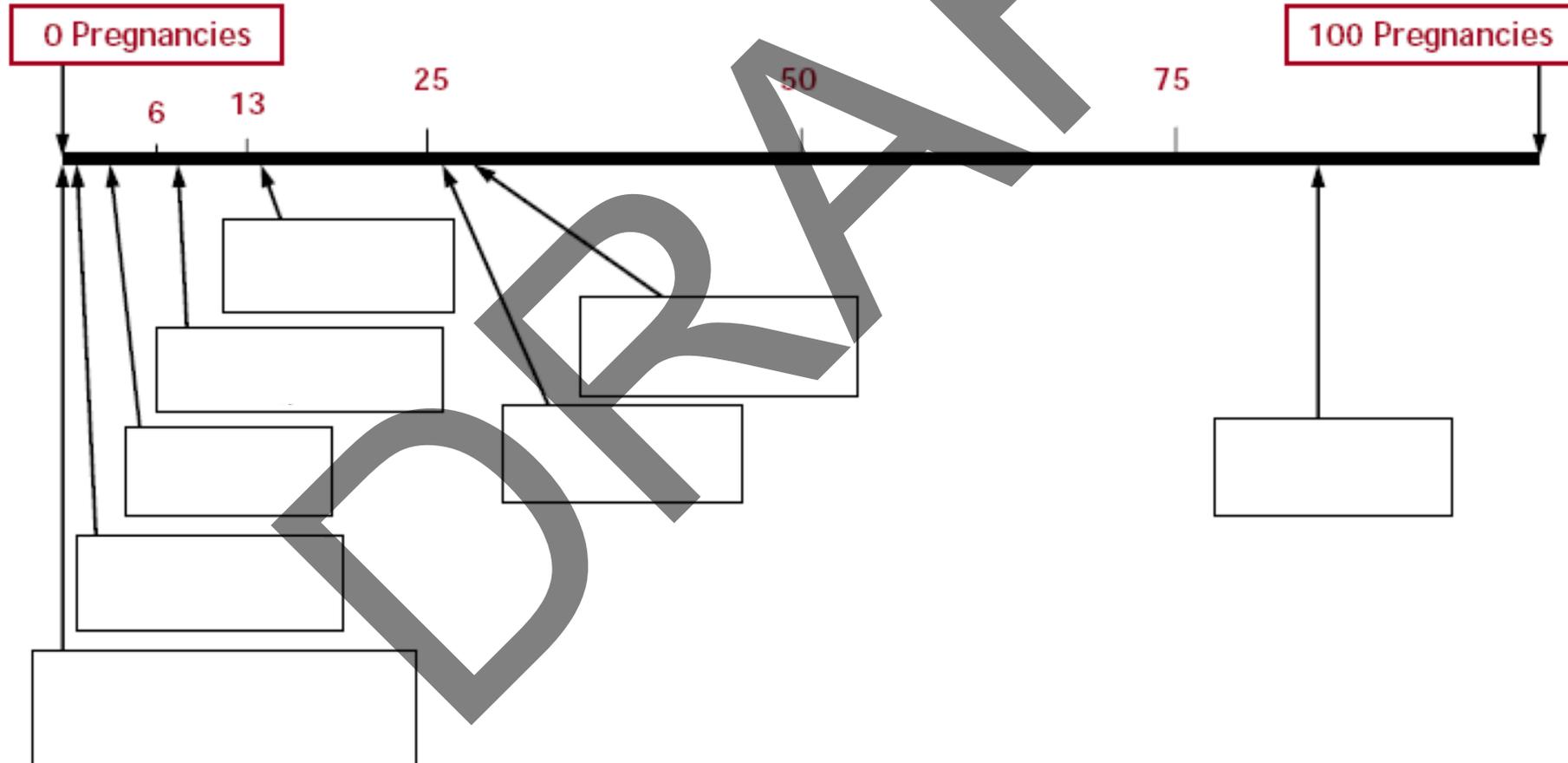


**0-1 / 100**

0 or 1 of 100 Couples PREGNANT in the First Year

Facilitator Resource for Activities 6.4  
Protection from Pregnancy

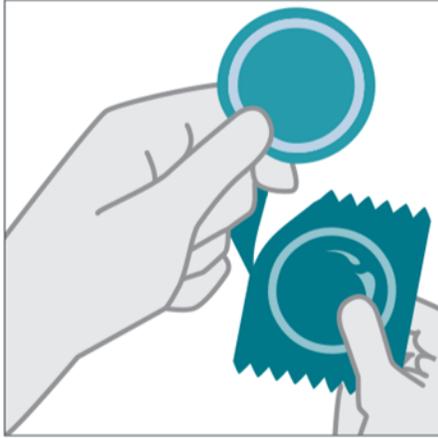
Of 100 couples using this Method, how many will be PREGNANT by the end of the first year?



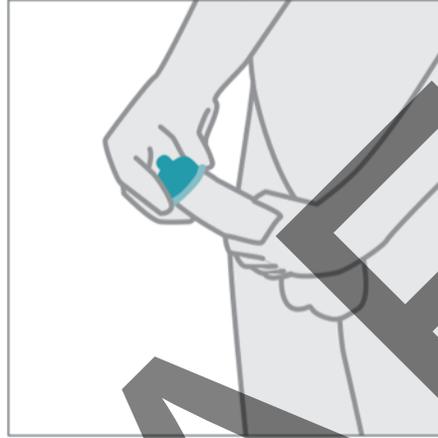
## TEACHER NOTES: HOW TO USE A CONDOM

- Estimated Time: 10 minutes
  1. No demonstration or hands-on activity should be completed for this activity.
  2. Provide class sets of cut out cards to allow students to determine the proper sequence. Then, reveal the correct order.

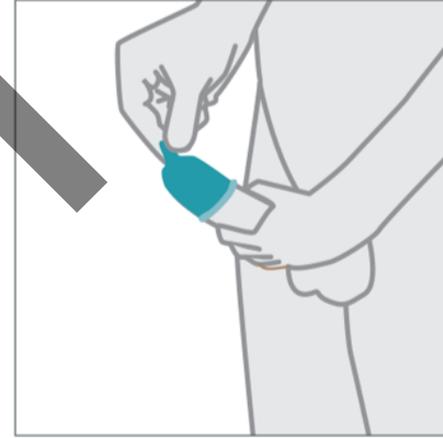
# How To Put On and Take Off a Male Condom



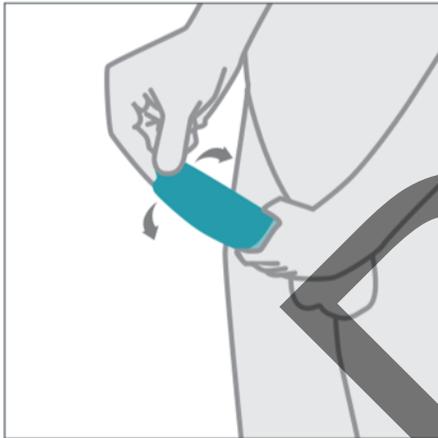
Carefully open and remove condom from wrapper.



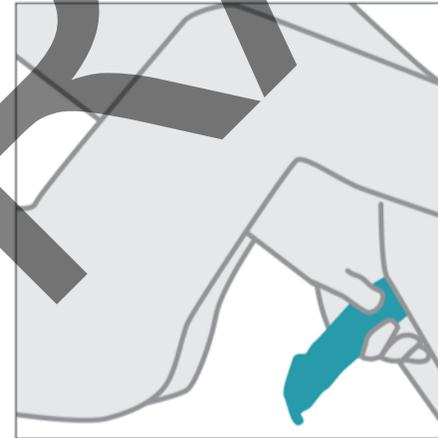
Place condom on the head of the erect, hard penis. If uncircumcised, pull back the foreskin first.



Pinch air out of the tip of the condom.



Unroll condom all the way down the penis.



After sex but before pulling out, hold the condom at the base. Then pull out, while holding the condom in place.



Carefully remove the condom and throw it in the trash.

# The Right Way To Use A Male Condom

## Condom Dos and Don'ts

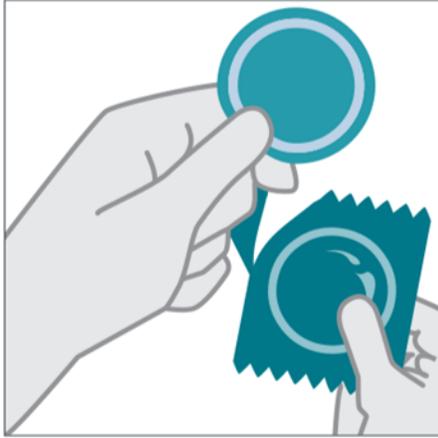
- **DO** use a condom every time you have sex.
- **DO** put on a condom before having sex.
- **DO** read the package and check the expiration date.
- **DO** make sure there are no tears or defects.
- **DO** store condoms in a cool, dry place.
- **DO** use latex or polyurethane condoms.
- **DO** use water-based or silicone-based lubricant to prevent breakage.
- **DON'T** store condoms in your wallet as heat and friction can damage them.
- **DON'T** use nonoxynol-9 (a spermicide), as this can cause irritation.
- **DON'T** use oil-based products like baby oil, lotion, petroleum jelly, or cooking oil because they will cause the condom to break.
- **DON'T** use more than one condom at a time.
- **DON'T** reuse a condom.

TIMELINE

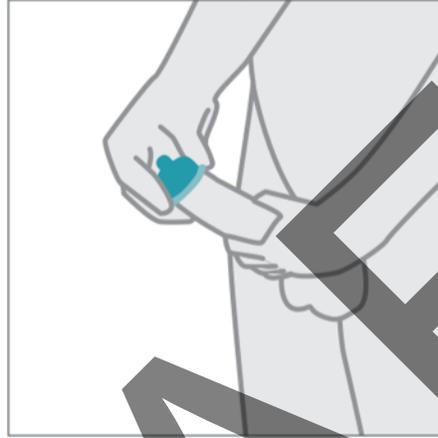
— **How To Put On and Take Off a Male Condom** —

DRAFT

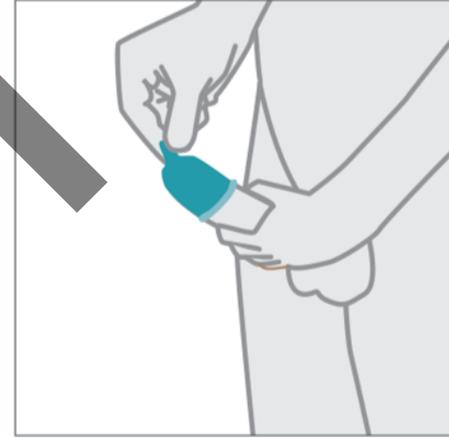
# How To Put On and Take Off a Male Condom



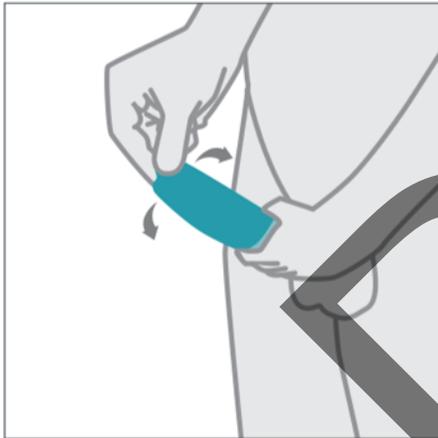
Carefully open and remove condom from wrapper.



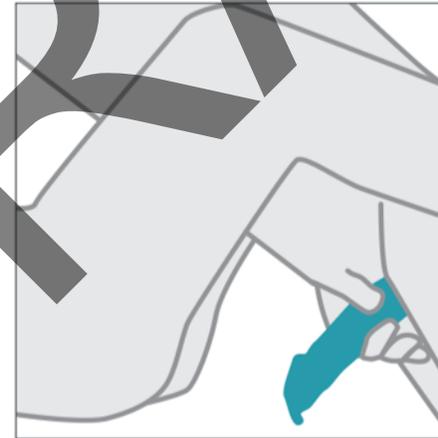
Place condom on the head of the erect, hard penis. If uncircumcised, pull back the foreskin first.



Pinch air out of the tip of the condom.



Unroll condom all the way down the penis.



After sex but before pulling out, hold the condom at the base. Then pull out, while holding the condom in place.



Carefully remove the condom and throw it in the trash.

## TEACHER NOTES: DISCUSSING REFUSAL SKILLS

- Estimated Time: 10 minutes
  - I. Discuss how to refuse unwanted behaviors.

## REFUSAL SKILLS



Refusal skills are strategies to avoid doing things that you feel pressured to do.

**Don't be Afraid  
to say NO...**

If you don't stand up for  
yourself who will?

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## VERBAL REFUSAL

- Clearly identify the problem.
- State your thoughts and feelings.
- Say what you would like to happen instead.
- Explain the results if the change in plans is made.
- Explain the results if the change in plans is not made.





## NON-VERBAL REFUSAL

- Match what you say with your body language.
- If your date keeps pressuring you, stop dating that person.

WHAT TYPE OF BODY LANGUAGE WOULD  
SEND  
THE MESSAGE “NO”?

Think – Pair – Share

THINK – PAIR – SHARE

List three ways that you can maintain your decision to reduce risky sexual behaviors.



## RESOURCES/SOURCES

- All images and activities not noted below are from existing health and sexuality lessons or created by AISD specialists.
- [How to use a male condom.](#)
- Image: [Stop Sign](#)
- Image: [No Symbol](#)
- Image: [Speaking Into Ear](#)
- Image: [Man with Arms Folded](#)

DRAFT

This document contains sexually graphic images and may not be suitable for some audiences.

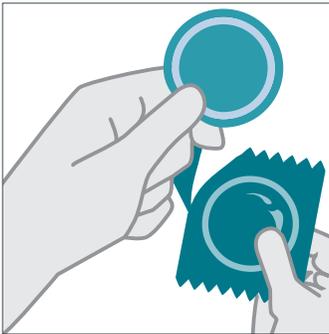


# The Right Way To Use A Male Condom

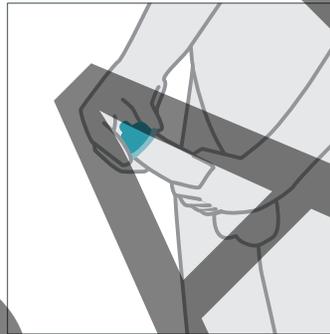
## Condom Dos and Don'ts

- **DO** use a condom every time you have sex.
- **DO** put on a condom before having sex.
- **DO** read the package and check the expiration date.
- **DO** make sure there are no tears or defects.
- **DO** store condoms in a cool, dry place.
- **DO** use latex or polyurethane condoms.
- **DO** use water-based or silicone-based lubricant to prevent breakage.
- **DON'T** store condoms in your wallet as heat and friction can damage them.
- **DON'T** use nonoxynol-9 (a spermicide), as this can cause irritation.
- **DON'T** use oil-based products like baby oil, lotion, petroleum jelly, or cooking oil because they will cause the condom to break.
- **DON'T** use more than one condom at a time.
- **DON'T** reuse a condom.

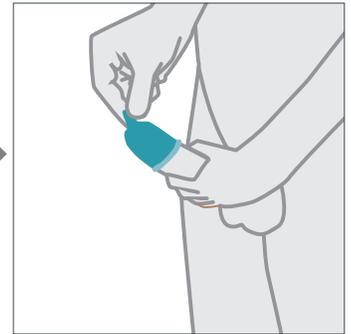
## How To Put On and Take Off a Male Condom



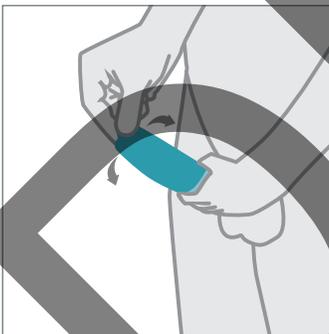
Carefully open and remove condom from wrapper.



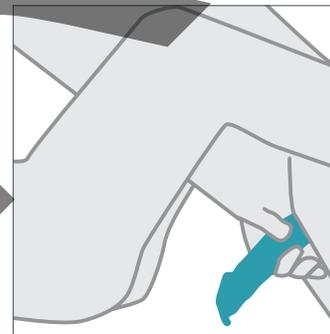
Place condom on the head of the erect, hard penis. If uncircumcised, pull back the foreskin first.



Pinch air out of the tip of the condom.



Unroll condom all the way down the penis.



After sex but before pulling out, hold the condom at the base. Then pull out, while holding the condom in place.



Carefully remove the condom and throw it in the trash.

For more information please visit  
[www.cdc.gov/condomeffectiveness](http://www.cdc.gov/condomeffectiveness)



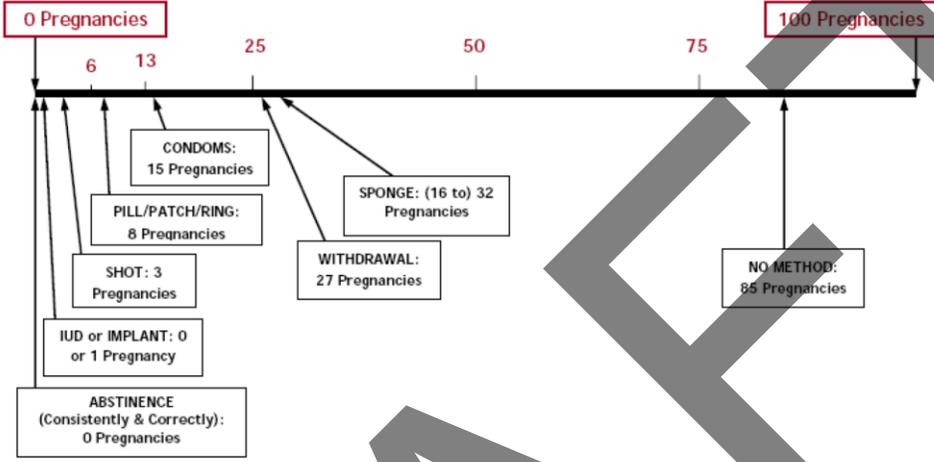


Name \_\_\_\_\_

Facilitator Resource for Activities 6.4  
Protection from Pregnancy



Of 100 couples using this Method, how many will be PREGNANT by the end of the first year?



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# GRADE 7

## SEXUALLY TRANSMITTED DISEASES & HIV

In this lesson, the teacher will present medically accurate information about STDs, STIs, HIV and AIDS. The students will list known facts about various types of STDs such as how they are spread, risk factors for acquiring an STD, and current medical treatments for STDs. The students will identify risky sexual behaviors that contribute to the transmission of STDs, including the impact of alcohol consumption and drug use on the ability to make safe sexual decisions. Finally, students will examine facts and myths about STDs and describe how abstinence is the only strategy that is 100% effective in preventing STDs and STIs.

## TODAY'S OBJECTIVE

- Define STDs, HIV, transmission, prevention, and risky behaviors.
- Analyze the impact of risk behaviors.
- Communicate and develop a plan to reduce the risk of STDs and HIV.

## TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 5 minutes
- Activate Prior Knowledge/Engage
  1. Begin lesson by establishing ground rules conducive towards a “safer” space.
  2. Due to the sensitive nature of these topics, remind students to avoid speaking about experiences of their fellow classmates.
  3. Let students suggest rules or limits of their own for the class to be mindful of throughout the discussion.

## CREATING A SAFE SPACE

What are some ground rules we can agree upon to make this a safe space to talk about a sensitive topic?

## TEACHER NOTES: COMMON MISCONCEPTIONS ABOUT STIs

- Estimated Time: 5 minutes
- ELL & SpEd Strategy: Sentence Stem
  1. Students complete the sentence to share out common misconceptions about STIs.

THINK – WRITE – SHARE

I think some common misconceptions about  
STD/STIs are...

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THINK – PAIR – SHARE

What is an STD/STI and HIV?

Infections that are spread by sexual contact.

## FACTS ABOUT STIs

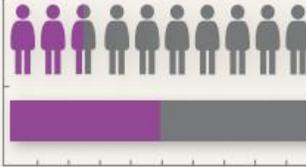
- Many STIs show few or no symptoms in the early stages of infection.
- Some STIs, but not all, can be cured by antibiotics.
- STIs can be serious risks to your health.

# SEXUALLY TRANSMITTED INFECTIONS AMONG YOUNG AMERICANS

## Youth bear disproportionate share of STIs

Americans ages 15-24 make up just **27%** of the sexually active population

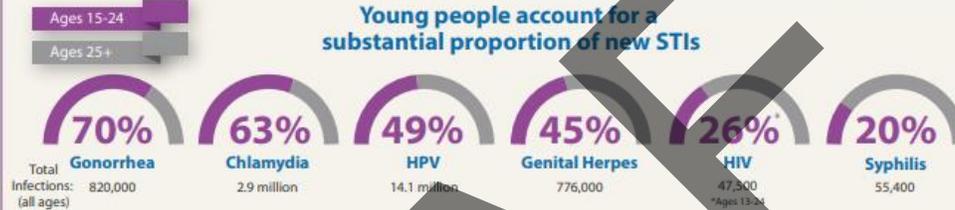
But account for **50%** of the **20M** new STIs in the U.S. each year



Consequences are particularly severe for young women



## Young people account for a substantial proportion of new STIs



Many do not know they're infected because STIs often have no symptoms

Data are cases among youth ages 15-24



## Unique factors place youth at risk

- Insufficient Screening:** Many young women don't receive the chlamydia screening CDC recommends.
- Confidentiality Concerns:** Many are reluctant to disclose risk behaviors to doctors.
- Biology:** Young women's bodies are biologically more susceptible to STIs.
- Lack of Access to Healthcare:** Youth often lack insurance or transportation needed to access prevention services.
- Multiple Sex Partners:** Many young people have multiple partners, which increases STI risk.

## Young people can protect themselves

### GET TESTED

### REDUCE RISK BEHAVIORS

### GET VACCINATED AGAINST HPV

### References

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U.S. Department of Health and Human Services  
Centers for Disease Control and Prevention

## TEACHER NOTES: FACTS ABOUT STDs

- Estimated Time: 15 minutes
  - ELL & SpEd Strategy: Fill-in-the-Blank Concept Maps, Mixed-Ability Partners
1. Students complete the missing components in each concept map as teacher reviews each slide.
  2. Teacher provides students with cut out class set of cards to match "Which STD Am I" with the appropriate STD concept map.

What Kind of Bug?

Bacteria

Curable?

Yes

How Common?

,  
especially  
Chlamydia

# Chlamydia & Gonorrhoea

Effects on Baby?

Eye Infection  
Pneumonia

Symptoms in Males?

- Drip (discharge) from penis
- 
- Many have NO SYMPTOMS

Symptoms in Females?

- 
- Pain in lower abdomen
- Many have NO SYMPTOMS

What Can it Lead To?

- 
- Hard to get pregnant

What Kind of Bug?

Bacteria

Curable?

Yes

How Common?

Less Common  
(but still important)

Effects on Baby?

Birth Defects;  
Death

# Syphilis

Symptoms in Males?

- 
- Rash
- May have NO SYMPTOMS

Symptoms in Females?

- Sores
- 
- May have NO SYMPTOMS

What Can it Lead To?

- Brain, Heart Disease
- 
- Easier to get HIV, if exposed

What Kind of Bug?

Virus

Curable?

No  
(but Treatable)

How Common?

Less Common  
(but very important)

Effects on Baby?

# HIV (Human Immunodeficiency Virus)

Symptoms in Males?

Symptoms in Females?

Most have NO SYMPTOMS

What Can it Lead To?

- 
- Death

What Kind of Bug?

Virus

Curable?

(but Treatable)

How Common?

Effects on Baby?

Birth Defects;  
Death

# Herpes

Symptoms in Males?

- 
- Many have NO SYMPTOMS

Symptoms in Females?

- Blisters, raw areas
- Many have NO SYMPTOMS

What Can it Lead To?

- in outbreaks

What Kind of Bug?

Virus

Curable?

(but Treatable)

How Common?

Effects on Baby?

Rarely, baby can get throat warts

# HPV

## (Human Papillomavirus)

Symptoms in Males?

- Warts, bumps
- Many have NO SYMPTOMS

Symptoms in Females?

- 
- Many have NO SYMPTOMS

What Can it Lead To?

- Some kinds of HPV can lead to  (of the cervix)

## WHICH STI AM I?

Any person can have me and not know it,  
because often they have NO SYMPTOMS

I cause blisters or sores in the genital area

If I am not treated, I might make it hard to get pregnant (or get  
someone pregnant) later on

## REDUCING THE RISK

- Abstinence is the only 100% effective way to prevent infection.

Other ways to reduce the risk of spreading STIs:

- Use male condoms effectively every time you engage in sexual activities
- Get vaccinated against HPV
- Reduce the number of partners with whom you engage in sexual activities
- Talk with your partner about STIs
- Get tested regularly

## TEACHER NOTES: BRAINSTORM – INFLUENCES OF SEXUAL DECISION-MAKING

- Estimated Time: 15 minutes
  1. Ask students in groups of 3-4 to brainstorm situations that might make it difficult to maintain a decision to be abstinent.
  2. Share out to class and list on board.
  3. Ask students to share out reasons why these influences would make it difficult to to maintain abstinence.

WHAT ARE SOME SITUATIONS THAT WOULD MAKE IT DIFFICULT TO MAINTAIN ABSTINENCE?



**GROUP SHARE OUT:  
INFLUENCES OF SEXUAL DECISION-MAKING**

**How might these situations make  
it difficult to be abstinent?**

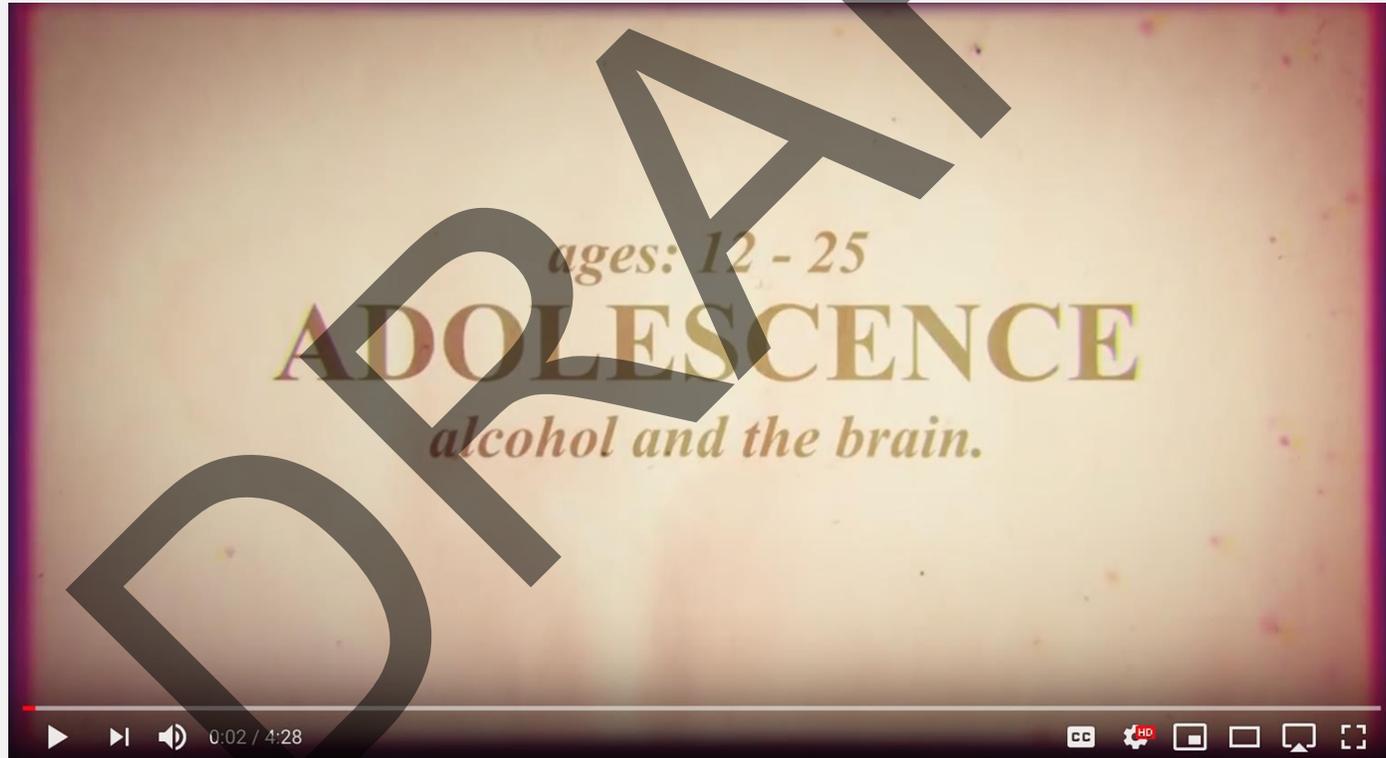
**GROUP SHARE OUT:  
INFLUENCES OF SEXUAL DECISION-MAKING**

**What could you do to prevent  
these situations?**

## TEACHER NOTES: VIDEO- UNDER CONSTRUCTION: ALCOHOL & THE TEENAGE BRAIN

- Estimated Time: 10 minutes
  - [Under Construction: Alcohol & the Teenage Brain](#)
1. Show the video.
  2. Create a list with students about alcohol's affect on the brain.
  3. Ask students how this affect could influence decision-making.
  4. Support students in thinking about ALL decisions and not just decisions related to sexual behaviors.

VIDEO



## TURN & TALK

What are some ways alcohol and drugs negatively affect the brain?

SHARE OUT

What are some ways alcohol and drugs negatively affect the brain?

SHARE OUT

How do alcohol and drugs  
influence decision-making?

## TEACHER NOTES: DEVELOP A PLAN

- Estimated Time: 5 minutes
- ELL & SpEd Strategy: Provide Sentence Starter
  - I. Students write a plan to eliminate or reduce the risk for STIs.

REFLECTION/QUICK WRITE:  
WHAT CAN YOU DO TO ELIMINATE YOUR RISK  
OF AN STI?

DRAFT

## Unit Review

Thinking about and planning for sexual health is important.

- Focus on building healthy relationships especially with a trusted adult
- Ensure your personal safety through assertive communication about boundaries
- Respect the beliefs of all
- Understand that our bodies will undergo a lot of physical and mental changes and you are not alone!

## RESOURCES/SOURCES

- All images and activities not noted below: existing health & sexuality lessons & Alberta Health Services/teachingsexualhealth.ca (see folder)
- Video: [https://www.youtube.com/watch?v=g2gVzVIBc\\_g](https://www.youtube.com/watch?v=g2gVzVIBc_g)
- <https://www.cdc.gov/std/products/youth-sti-infographic.pdf>
- adapted from: <https://www.cdc.gov/std/prevention/lowdown/>

STUDENT HANDOUT for ACTIVITIES 4.2 and 4.3:  
CHLAMYDIA and GONORRHEA

What Kind of Bug?

Bacteria

Curable?

Yes

How Common?

VERY Common,  
especially  
Chlamydia

Effects on Baby?

Eye Infection  
Pneumonia

# Chlamydia & Gonorrhea

Symptoms in Males?

- Drip (discharge) from penis
- Hurts to pee
- Many have NO SYMPTOMS

Symptoms in Females?

- Drip (discharge) from vagina
- Pain in lower abdomen
- Many have NO SYMPTOMS

What Can it Lead To?

- Painful Infection
- Hard to get pregnant

STUDENT HANDOUT for ACTIVITIES 4.2 and 4.3:  
TRICHOMONAS

What Kind of Bug?

Parasite

Curable?

Yes

How Common?

VERY Common

Effects on Baby?

Born too soon  
(premature)

# Trichomonas

Symptoms in Males?

Usually NO SYMPTOMS

Symptoms in Females?

- Drip (discharge) from vagina
- Itching, Odor
- May have NO SYMPTOMS

What Can it Lead To?

Irritation makes it EASIER  
to get HIV, if exposed

STUDENT HANDOUT for ACTIVITIES 4.2 and 4.3:  
SYPHILIS

What Kind of Bug?

Bacteria

Curable?

Yes

How Common?

Less Common  
(but still important)

Effects on Baby?

Birth Defects;  
Death

# Syphilis

Symptoms in Males?

- Sores
- Rash
- May have NO SYMPTOMS

Symptoms in Females?

- Sores
- Rash
- May have NO SYMPTOMS

What Can it Lead To?

- Brain, Heart Disease
- Death
- Easier to get HIV, if exposed

STUDENT HANDOUT for ACTIVITIES 4.2 and 4.3:  
HIV Infection and AIDS

What Kind of Bug?

Virus

Curable?

No  
(but Treatable)

How Common?

Less Common  
(but very  
important)

Effects on Baby?

Baby can be  
infected

# HIV (Human Immunodeficiency Virus)

Symptoms in Males?

Most have NO SYMPTOMS

Symptoms in Females?

Most have NO SYMPTOMS

What Can it Lead To?

- AIDS: Body can't fight infection
- Death

STUDENT HANDOUT for ACTIVITIES 4.2 and 4.3:  
Genital Herpes

What Kind of Bug?

Virus

Curable?

No  
(but Treatable)

How Common?

VERY Common

Effects on Baby?

Birth Defects;  
Death

# Herpes

Symptoms in Males?

- Blisters, raw areas
- Many have NO SYMPTOMS

Symptoms in Females?

- Blisters, raw areas
- Many have NO SYMPTOMS

What Can it Lead To?

- Pain and blisters can come back in outbreaks

STUDENT HANDOUT for ACTIVITIES 4.2 and 4.3:  
HPV (Human Papillomavirus)

What Kind of Bug?

Virus

Curable?

No  
(but Treatable)

How Common?

VERY Common

Effects on Baby?

Rarely, baby can  
get throat warts

# HPV (Human Papillomavirus)

Symptoms in Males?

- Warts, bumps
- Many have NO SYMPTOMS

Symptoms in Females?

- Warts, bumps
- Many have NO SYMPTOMS

What Can it Lead To?

- Some kinds of HPV can lead to cancer (of the cervix)

## “Which STD Am I?” Statements for Activity 4.3

*Each statement describes one, some, or none of the Sexually Transmitted Diseases in this Lesson*

Any person can have me and not know it, because often they have NO SYMPTOMS
I can be cured with antibiotics
I cause a discharge from the penis or vagina
Some types of me cause warts, and some types can lead to cancer
I cause blisters or sores in the genital area
I can affect a baby, if it is born to a mother that has me
I am very common among young people who have had sex
I kill the cells that protect the body from infection
I can infect people through oral or anal sex
If I am not treated, I might make it hard to get pregnant (or get someone pregnant) later on

## “Working Final” Bibliography GRADE 7

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