TUCSON UNIFIED
SCHOOL DISTRICT

FAMILY LIFE CURRICULUM

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Acknowledgements

This curriculum was developed through the efforts and support of many individuals from the Tucson Unified School District and the community. A special thanks to all who worked so diligently.

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Philosophy

Education is a life long process that begins with parents as the primary teachers. It is the parent’s right and responsibility to initiate a child’s education in all areas including sexuality. From the time a child begins formal education, the responsibility becomes a shared effort among home, school, and community.

This curriculum is designed to supplement each student’s personal family life education inclusive of an understanding of healthy attitudes, interpersonal relationships, decision making, understanding consequences of decisions, and growth and development which arise with emerging sexuality. Additionally, it is intended to encourage open parent-child discussions.

All curricula convey a set of values that are supported in a democratic society. Thus, sensitivity and respect for individual beliefs are of critical importance in presenting a sex education curriculum. The main values espoused by this curriculum include:

- Show respect for the values and uniqueness of each individual.
- Show respect for every family unit.
- Accept responsibility for one’s own actions.
- Accept responsibility to protect self and others.
- Accept responsibility as a member of society.
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Goal

Students will acquire scientifically accurate information about human maturation and will develop knowledge of physical, social and emotional aspects of personal maturation, human sexuality and family life. Students will develop critical thinking skills leading to positive self-esteem, effective communication skills, responsible decision-making, and personal safety strategies.

Curriculum Objectives

The purpose of the curriculum is to provide students with information to

- discuss the significance of parents’ roles and family life
- demonstrate an awareness of strategies for personal safety
- demonstrate self-worth, ownership of body, and rights of privacy
- explain the importance of human interdependence for mental, emotional, social, and physical health
- explain the different stages of human growth and development
- explain human reproduction
- describe the responsibilities involved in interpersonal relationships and in decision-making concerning sexuality
- identify abstinence/sexual risk avoidance as the only 100% effective method of preventing pregnancy and sexually transmitted infections
Overview

Growth is a life-long process. People grow in many different ways. Growth means positive change, and change brings challenge, excitement, apprehension and new problems to solve. Knowing what to expect eases anxiety, dispels misconceptions and facilitates adjustment to the changes that occur. This curriculum addresses these needs.

Sexuality is an inherent part of each individual’s personality and humanity. The Tucson Unified School District’s Family Life Curriculum (FLC) helps students learn more about themselves, refine communication skills and develop respect for themselves and others. Successful FLC are those that are a cooperative effort between parents, guardians, families and the school.

Tucson Unified School District’s curriculum encourages and stresses communication within the family to learn about sexuality and shared values that influence decisions. The concepts presented are based on the recommendations of the TUSD Family Life Curriculum Advisory Committees.

For those students who have open discussions about human maturation and sexuality with their families, this curriculum serves as a supplemental guide of factual information to be shared at home. For those students who do not have the same familial opportunities, this curriculum provides accurate information about sexuality and the growth processes, personal safety strategies and serves to foster respect for all people and their beliefs.
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Classroom Climate

In order to create a climate conducive to effective learning within a comfortable, non-threatening environment:

- clear rules and regulations of behavior must be emphasized.
- teachers need to introduce themselves as trained and knowledgeable about human growth and development.
- all students’ questions will be considered valid and answered using age-appropriate, scientifically-accurate information.
- proper terminology will be used by the teacher and student slang words or expressions will be interpreted to correct terminology.
- teachers will encourage students to discuss the course content and their questions with their parents, guardians and families.
- students’ questions or vocabulary that are not included in the grade-level lessons will be identified and the student will then be referred to their parents, guardians and family, if the questions cannot be answered using age-appropriate, scientifically accurate information.
- teachers will emphasize that students’ peers, social media, and the internet do not always have correct information about human growth and development.

Parent Participation

Parent participation is highly valued by TUSD. An informational meeting for parents, guardians and families will be held prior to classroom presentations to allow for a review of curriculum content, classroom processes and viewing of materials to be used in teaching the lessons. A content outline will be provided for parents/guardians with a letter requesting permission for students to participate. Information regarding alternative lessons will also be presented at this time.
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Guidelines

Arizona State Guidelines (State Board of Education R7-2-303) for sex education:

- Lessons will not exceed the equivalent of one class period per day for four weeks of the school year (K-4).

- Lessons will not exceed the equivalent of one class period per day for nine weeks of the school year (5-8).

- Alternative elective lessons(s) from the state adopted optional subject list (K-8).

- Lessons will be taught to boys and girls separately (K-8).

- Lessons will not be graded and teachers may not require homework (K-8).

- Lessons will be a supplement to the Health Course of Study (K-8).

- Evaluations are anonymous and shall not be retained or recorded (K-8).

- Questions about the students’ or his/her parents’ beliefs, morals or practices shall not be asked (K-8).

- Written parental permission will be secured (K-8), TUSD requires this for (K-12).
THE QUESTION BOX

At the beginning of the Family Life Curriculum, introduce the question box. Explain to the students that people of all ages have questions about sexual matters. Some may feel uncomfortable asking questions in public although it is very natural to have questions about sex. The question box should be available to all class members throughout the lessons to help address concerns and questions of students in a non-threatening way.

**Guidelines for submitting/answering questions in the question box:**

1. There is no such thing as a “dumb” question.

2. All questions are valid except for personal questions about the teacher or other students.

3. Questions are anonymous, unless the student wants to be identified.

4. If a question is not answered in class, it may be considered inappropriate for class discussion. (Questions might be answered privately should the student choose to raise this topic with the teacher.)

5. Correct and appropriate vocabulary will be used in the course, but students may use words they know or may have heard. Answers will be translated from the slang words used to correct terminology.

6. Questions will be read by the teacher daily or periodically to insure a prompt response. (The teacher may read them one day and answer the next to give time for response.)

7. Teachers will answer questions simply and in a scientifically accurate manner.
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4th Grade
Grade Level Lessons

Growth and Development
*boys and girls taught together*

1. Family

2. Family Dynamics

3. Decision Making

4. Effective Communication Skills

5. Self-Confidence / Empowerment

6. Assertiveness / Refusal Skills

Human Sexuality
*boys and girls taught separately*

7. Puberty - Anatomy

8. Puberty - Physiology

9. Puberty – Personal Hygiene
Tucson Unified School District  
Family Life Curriculum

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<thead>
<tr>
<th>Grade: 4</th>
<th>Lesson Title/Focus: Family</th>
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<tr>
<td>Lesson: 1</td>
<td>Materials:</td>
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</table>
| | • “My Family Has Taught Me” worksheet  
| | • Question Box |

**Lesson Objectives:**
Students will be able to
- discuss how family influences personal health practices and behaviors

**Academic Vocabulary:**
1. family
2. basic needs
3. values
4. customs
5. mutual support

**Anticipatory Set:**
- Students do a “quick draw” of their family and/or  
- Brainstorm “what is a family?”

**Direct Instruction:**
- Discuss anticipatory set brainstorm.  
  Student answers may include: two parent families, same sex families, single parent families, separated families (may include incarcerated or deported family members), step or blended families, extended families (may include grandparents, aunts, uncles, etc.), adopted families, foster families, joint custody (may mean two families)  
- Emphasize that families are different, not better or worse. Discuss similarities and differences, emphasizing that not one particular type is better than the other.

**Guided Practice:**
- Brainstorm the function(s) of a family:  
  Provide basic needs of life to those not able to provide for themselves  
  Teach values and customs  
  Provide love, security, nurturing  
  Model communication, cooperation and problem solving

**Independent Practice:**
- Have students complete the “My Family Has Taught Me” worksheet to help identify their family traditions. Add any additional categories.

**Closure:**
- De-brief as a whole group:  
  “What have you learned from this activity?”
MY FAMILY HAS TAUGHT ME

Special Foods

Recreation

Languages

Holiday Traditions

Traditions

What would you pass on to your children as a family tradition?
Grade: 4  
Lesson: 2  
Lesson Title/Focus: Family Dynamics  
Materials:  
- “Family Dynamics” worksheet  
- Question Box

Lesson Objectives:  
Students will be able to  
- identify changes that occur in families  
- identify effects of changes  
- identify responsibilities as a family member

Academic Vocabulary:  
1. dynamic  
2. change  
3. adjustment

Anticipatory Set:  
- Students define “change” by drawing or writing  
- Encourage students to share something that they value about a family member

Direct Instruction:  
- Brainstorm the roles of family members, including adults and children.  
- Discuss some changes that may occur in families and the adjustments that each family member has to make because of the change (ie: new child, separation, dual and blended families, moving, substance abuse, death, incarceration, unemployment, deportation, illness).  
- Project the “Family Dynamics” worksheet and fill in first few rows as a whole class.

Guided Practice:  
- Students work with a partner to fill in the next two rows of the “Family Dynamics” worksheet.

Independent Practice:  
- Have students complete the “Family Dynamics” worksheet.

Closure:  
- Share a row from the “Family Dynamics” worksheet with the class.
## FAMILY DYNAMICS WORKSHEET

<table>
<thead>
<tr>
<th>Change</th>
<th>Adjustment for Each Family Member</th>
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## FLC Grade 4 Lesson 3: Decision Making

<table>
<thead>
<tr>
<th>Grade: 4</th>
<th>Lesson Title/Focus: Decision Making</th>
<th>Materials:</th>
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<tbody>
<tr>
<td>Lesson: 3</td>
<td></td>
<td>• Paper, pencils</td>
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<tr>
<td></td>
<td></td>
<td>• Student whiteboards/markers</td>
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<td>• Question Box</td>
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### Lesson Objectives:
Students will be able to
- identify key steps of the decision making process
- recognize influence of parents, peers, and media
- understand the power of the individual to control personal behavior

### Academic Vocabulary:
1. decision
2. values
3. influence

### Anticipatory Set:
- Option 1) Look around the class. Do you see any tools that help you make good decisions? Make a list on your whiteboard.
- Option 2) Brainstorm: When have you made a decision that you feel very proud of?

### Direct Instruction:
- Review key steps for decision making:
  - Identify challenge
  - Brainstorm possible solutions
  - Consider outcome/consequences of each challenge
  - Recognize personal values and influence of their environment
  - Choose a solution
  - Implement solution
  - Reflect. Adjust as necessary
- Model the process for making good decisions

### Guided Practice:
- Activity 1: Pose situational challenges (home or school) when decisions are necessary.
  - Ask students to think about decisions they have made.
  - List student response
  - Have the class work through one of the above situations using the decision making process:
    - Identify challenge
    - Brainstorm possible solutions
    - Consider outcome/consequences of each challenge
    - Recognize personal values and influence of their environment (Media, parents, community influence {faith, teams, clubs, etc.}, peers/classmates, friends)
    - Choose a solution
    - Implement solution
    - Reflect. Adjust as necessary
- Activity 2: Role-play situations that require decision-making
Independent Practice:
- Student will make a 4-panel decision-making storyboard. Share.

Closure:
- Discussion items to bridge into next lesson (Communication):
  - Discuss the role of self-control in making a decision.
  - Discuss the consequences of a decision and how to live with them.
  - Ask students for examples of situations that they may be faced with during this time of increasing independence. How will peer pressure and parental values effect choices?
### Lesson Information

<table>
<thead>
<tr>
<th>Grade: 4</th>
<th>Lesson Title/Focus: Effective Communication Skills</th>
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<td>Lesson: 4</td>
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#### Materials:
- “Effective Communication Skills” worksheet
- Question Box

### Lesson Objectives:
Students will be able to:
- practice respect for peers including those with different opinions
- demonstrate effective verbal and nonverbal communication skill to enhance health
- demonstrate refusal skills that avoid or reduce health risks
- demonstrate nonviolent strategies to manage or resolve conflict
- demonstrate how to ask for assistance to enhance personal health

### Academic Vocabulary:
1. communication
2. hidden meanings
3. body language
4. stereotyping
5. dignity
6. refusal skills
7. tone

### Anticipatory Set:
- Option 1: Think about a person (or people) who you trust and know that you can go to if you need help. What makes this person trustworthy?
- Option 2: Brainstorm: What does good communication mean? What does it look like in our classroom? What are other examples of good communication? With whom do you communicate well?

### Direct Instruction:
- After the anticipatory set, review student responses. Add and discuss any of the below communication skills that have not been addressed:
  - knowing that feelings influence listening and communication
  - knowing how the feelings of others influence communication
  - looking for hidden meanings
  - expressing wishes clearly
  - exercising refusal skills
  - saying what is meant
  - understanding body language in conversation
  - respecting each other
  - demonstrating dignity and equality
  - awareness of stereotyping (e.g., sexual, gender, cultural, racial, etc.)
  - knowing the difference between flirting/teasing and sexual harassment
## Identify and discuss:
- need for self-confidence and self-respect
- need for effective communication skills
- need for respect for parents, guardians, families and all others
- need for awareness of own feelings and attitudes and how they affect behavior
- influence of parents, guardians, families and peers
- how responsibilities and privileges grow during the maturation process

## Guided Practice:
- Using the “Effective Communication Skills” worksheet, read through Scenario #1 and the response options. Ask the class to choose the most effective response and explain their thinking.

## Independent Practice:
- Have students work with a partner or a small group to read-through or act-out the remaining scenarios. Have them discuss which response option they would choose and explain their choice.

## Closure:
- De-brief as a whole group:
  “What have you learned from these activities?”
 Effective Communication Skills Worksheet

**SCENARIO #1:**
Your substitute teacher tells you to repeat an assignment you have already completed. How should you respond?
A. “I’m not going to do that, I’ve already done it.”
B. “Make me. You’re not my real teacher.”
C. “I think I have already done this assignment, it is in the folder on the desk.”
D. “Let me show you where we are at in the book.”

**SCENARIO #2:**
Your friend Sara asked you to come to their home after school, but someone in your family will need to pick you up after dinner. Which option should you select?:
A. You stop at home and say, “Mom, may I ask you something? Sara’s mom is outside in the car and Sara asked me to come over to play, but she can’t bring me back home. I really want to go. Could you please pick me up at 6:30?”
B. You go ahead and go to your friend’s home and just call home later to get someone to pick you up.
C. You stop at home and yell, “Hey Mom, I’m going over to Sara’s house. Pick me up about 6:30,” as you run out the door.
D. You call from school and say, “You better give me a ride home when I’m done playing at Sara’s house. I’ll call you when I want you to be there.”

**SCENARIO #3:**
Your grandpa asks you to take out the trash. You say you will, but forget and go off to ride bikes with your friends. When you come home, your grandpa reminds you to take out the trash. How should you respond?
POSSIBLE RESPONSES:
A. “Why do I always have to do it? I don’t see why I always get the yukky jobs.”
B. “YOU could have done it. You’ve just been watching TV.”
C. “Yeah. I’ll do it later.”
D. “I’m sorry that I forgot. Okay, I’ll do it now.”

**SCENARIO #4:**
You are waiting for school to start with a group of friends. Another student walks by and your friends say loudly, “what a loser.” What should you do?
POSSIBLE RESPONSES:
A. Laugh with the group and make a comment about the person’s looks.
B. Laugh with the group but don’t say anything.
C. Don’t laugh or say anything.
D. Speak up and help your friends understand that what they are doing is hurtful.
### FLC Grade 4 Lesson 5: Self-Confidence / Empowerment

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<th>Grade: 4 Lesson: 5</th>
<th>Lesson Title/Focus:</th>
<th>Materials:</th>
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<td></td>
<td>• Self-Confidence / Empowerment</td>
<td>• Whiteboard and drawing paper</td>
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#### Lesson Objectives:
Students will be able to
- identify individual strengths that lead to self-confidence, a feeling of self-worth, and success

#### Academic Vocabulary:
1. self-confidence
2. self-worth
3. self-talk
4. resiliency
5. adverse situation
6. assertiveness

#### Anticipatory Set:
- Have students brainstorm a list of characteristics that they consider strengths.
- Have students share out while you record a class list.

#### Direct Instruction:
- Using the list of strengths generated by the class:
  - have each student make an “I” statement applying one of the strengths to themselves.
  - OR
  - have students create sentences using the brainstormed strengths and the following sentence frame:
    “I feel I’m ______________________________ because________________.”

#### Guided Practice:
Guide a whole-group discussion with your students.
- Discuss how it feels to share these things about themselves with others.
- Discuss the benefits of self-confidence.
  A. Positive self-talk.
  B. Making a positive mental picture of yourself and others
  C. Resiliency and protection in adverse situations.
- Discuss how self-confidence and assertiveness help in dealing with parents, peers and others.

#### Independent Practice:
- Draw a picture of yourself as the center of power or in position of strength

#### Closure:
- Have volunteers share their drawings.
- Closing question: How could recalling such an image change a decision on how to handle difficult situations?
Lesson Title/Focus:
Assertiveness / Refusal Skills

Materials:
- Whiteboard or chart paper
- Lined paper for student writing

Lesson Objectives:
Students will be able to
- recognize how their friends and experiences may change as they grow up
- describe personal boundaries and their right to body autonomy
- explain the human need to belong to a group

Academic Vocabulary:
1. body autonomy: a person has the right to accept or reject physical touch
   (This concept is often tested when two people greet each other)
2. consent: to give permission, saying “yes” to letting someone do something
3. refusal skills: a process where someone lets another person know that they aren’t giving permission to the action

Concept(s):
1. Students are going to encounter more and more freedom as they grow up. Sometimes they will be with people who may push the boundaries of the student’s comfort zone. They must know the difference between consent and refusal. They must navigate how to use each.

Anticipatory Set:
- Question: What are some physical ways that people might greet others?
  - Jot down some techniques. (shaking hands, fist bumps, hugging, high fives, no physical contact….a good place to ask for “greeting rituals”….a series of movements two people have devised as a personal greeting!)
  - Develop a class list from the anticipatory set.
  - Questions to consider:
    - Do family members greet each other differently than friends? Strangers?
    - Have students devise three separate lists (family, friends, strangers) on the board or in their notes.
    - How might someone respond if they are uncomfortable with the way they are being greeted?

Direct Instruction:
Empowerment: Consent/Refusal
- Brainstorm: There are other times, besides greeting, when we might need to give permission. What are some other examples of when we should have permission? (borrowing something, sharing someone else’s secrets, can I “borrow” your homework?)
- More Brainstorming: What does “consent” or permission sound or look like? (Record affirmative answers.
- Add body language examples, focusing on the look on your face, the way that you stand, what you do with your hands)
Guided Practice:

- Class Discussion
  - When another person is putting you in a situation that feels uncomfortable, do not give consent.
  - Example: You arrived to school early and you see your friend Richard. Usually you play basketball when you both are early. Today, Richard tells you that he stayed up last night playing video games online. He didn’t finish his math homework. He says “Be a pal and lend me yours really fast, please. We can play basketball at lunch.” You’ve never shared your homework before. Isn’t that cheating? What do you say?
    - Refusal Skills:
      - Say No (add an alternative: Let’s sit down and you can finish it real fast.)
      - If you meet with resistance, repeat NO!
      - Leave the situation
  - Have students stand up. While you prompt, have them practice:
    - First: Say NO
    - Suggest an alternative:
      - If that doesn’t work, say NO again!
      - If that still doesn’t work, LEAVE
  - Have them repeat the role play with supporting body language to emphasize their point!

Independent Practice:

- Personal Writing Assignment
  - Write about a personal experience where you were asked to do something that made you uncomfortable. Jot down a few details about the situation. Why did you feel uncomfortable? Now, write two scripts:
    - One where you practice your Refusal Skills with the other person.
    - Next, try to rewrite the situation so that you are comfortable in giving your consent.
  - Note to students: You may give your characters aliases and keep their relationships confidential if it makes you more comfortable with this assignment.
  - (Realize that not all students will be able to do this easily.

Closure:

- Have students revisit/review refusal skills.
- They can repeat the steps verbally or write them down as an exit ticket.
Grade: 4  
Lesson: 7  
Lesson Title/Focus:  
Puberty - Anatomy  
Materials:  
- Whiteboard or chart paper  
- Lined paper for student reflection

Lesson Objectives:
Students will be able to
- discuss emotional and physical changes that occur during puberty  
- identify male and female reproductive organs

Academic Vocabulary:
1. adolescence: The stage of life when humans grow from childhood to adulthood  
2. hormone: A chemical that is made in one part of the body that causes a change in another part of the body: estrogen, testosterone  
3. puberty: The stage of life when a person’s reproductive system matures.  
   For teacher reference: Signs of puberty before age 8 in girls or age 9 in boys may not be healthy; or if there are NO signs of puberty by age 13 in girls or age 14 in boys, that may not be healthy either; for girls that do have breast development or other secondary sex characteristics, no start of menstruation by age 15 may not be healthy.

Concept(s):
1. Students need to have medically accurate information about their bodies and the changes they can expect during adolescence.  
Note: This is going to be a sensitive lesson with many students feeling discomfort.  
Although taught separately it is important for students to learn about the development of the opposite sex as well. It is important to be prepared to answer questions about the changes they may be experiencing. Remind students that people develop at different rates and ages. Students should not be alarmed if they have already developed in this area or if they have not.

Anticipatory Set:  
- Access prior knowledge/understanding of vocabulary terms: adolescence, hormone, puberty

Direct Instruction:  
- Explain the concepts of Adolescence and Puberty.  
- Have students brainstorm changes that occur during puberty.  
- List on the board. (They may give physical and emotional changes.)

Guided Practice:  
- After the list is constructed, mark each item that is uniquely male or female.  
- Discussion: Are there changes that both males and females experience during puberty?  
- Class Discussion:  
  - There are many changes that occur during adolescence. We’ll talk about the physical ones in the next lesson. Let’s look at some of the mental or emotional ones you may experience.  
    - You may be attracted to or have a crush on others

FLC Grade 4 Lesson 7: Puberty - Anatomy
**You may have big mood swings, where you feel happy and then feel a sudden change to sadness.**

- Because your body is going through so many changes during adolescence, expect to feel like you are going through big changes mentally or emotionally.

**Independent Practice:**
- Student Reflection: How do you think all of the changes you are experiencing during adolescence will impact you as an adult?

**Closure:**
- Optional share-out of reflections.
## Lesson Title/Focus:
Puberty - Physiology

### Materials:
- Female Reproductive System Diagram
- Male Reproductive System Diagram

### Lesson Objectives:
Students will be able to
- identify physical changes to expect during puberty
- understand the part hormones play in adolescent growth
- prepare for the physical changes they will experience

### Academic Vocabulary:
1. hormones
2. growth spurts
3. menstruation

### Concept(s):
1. The physiology of the reproductive system is often the most difficult lesson in Family Life curriculum.
2. Students will never be hurt by too much information when it come to their physical maturation.
3. Get through this lesson and your students will have much of the information necessary to keep them safe during the next few years.

**Note:** This is a lesson covering very sensitive and intimate materials. Be cognizant of the “personality” of your class and plan accordingly. There will be embarrassment. There may be confusion. Accept all reactions. Adjust the material to fit the focus of the class. If questions take a long time, or further discussion is needed on a concept, make those time adjustments.

### Anticipatory Set:
- **Student Reflection:**
  - Write down 5 questions that you would like answered regarding the changes that you anticipate during the next few years.
  - Are there already changes happening with your body that you think are related to puberty?

### Direct Instruction:
- **List the physical changes that will occur during puberty:**
  - For boys and girls: growth spurts, increased growth of underarm hair and pubic hair, sweat glands becoming more active, acne, emotional changes (moodiness, attraction to romantic relationships, feelings of awkwardness)
  - For boys: growth of facial hair, deepened voice, broader shoulders, elongated penis
  - For girls: developing larger breasts, wider hips
Discussion:
- There are a lot of changes going on in your body, and your classmates and friends.
- Are there any questions or concerns you might have about the Physical Changes that you are going to deal with? (Questions about hygiene and preparing for menstruation can be saved for the next lesson.)
- If they ask questions about issues covered in the Guided Practice, transition into that segment of the lesson.

Guided Practice:
- Use diagrams to explain the process of egg production and menstruation
- Discuss erections, ejaculation and nocturnal emissions
- Use diagrams to locate terms as needed

Independent Practice:
- Student Reflection:
  - You are going through a lot of changes. It may seem like your own special science experiment. You probably don’t feel like you’re totally in control of what you are experiencing.
  - Have you already spoken to your parent, a trusted adult or your doctor, about preparing for these changes?
  - If you have, write a couple of sentences reflecting upon that experience.
  - If not, write a couple of sentences that could be used as a starter for the conversation you want to have.

Closure:
- Optional share-out of reflections.

Additional Resources: Teacher Information
- The pituitary gland (and endocrine gland in the head) secretes hormones that signal the sex glands to trigger this stage of growth called puberty.
- The female sex glands are called ovaries. The male sex glands are called testes. In turn the sex gland produce hormones (estrogen in females, testosterone in male) that cause certain body changes.

Female Physiology:
- The female hormone estrogen stimulates the ovary to begin producing an ovum (egg cell) each month. When it matures, it travels through the fallopian tubes to the uterus. This release is called ovulation. The uterus is also called the womb and is the organ that would expand to hold the developing baby.
- If the ovum has not been fertilized, it dissolves and the lining is not needed. The lining then breaks down and is passed out of the body through the vagina or birth canal. The process is called menstruation. During menstruation the menstrual flow consists of blood, mucus and fragments of tissue lining the uterus. The flow comes out the uterus through the vagina gradually over a period of 3-7 days.
 Shortly afterward, more egg follicles begin to develop, a new lining begins to form and the cycle starts all over again.

- The menstrual cycle is about 28 days
- This cycle can vary in length
- Menstruation may also be called a period
- Some females have irregular cycles, especially at first
- Some females feel cramps or backaches during menstruation
- Menstruation usually lasts for 3–7 days

Male Physiology:

- The penis and the testes are the male reproductive organs. They are located outside the body.
- Male reproductive cells, called sperm, are produced in the testes or testicles located in the scrotum. The scrotum is located in a pouch of loose skin behind the penis.
- The sperm move from the testicles through a tube called the vas deferens to the prostate gland where they combine with fluids to form semen.
- This thin white fluid containing sperm then makes its way to the urethra in the penis. The urethra is the passageway for urine and sperm out of the body. When semen is ready to leave the body, a muscle closes off the urethra from the bladder, making it impossible for semen and urine to get into the urethra at the same time.
- Sperm leave the body through the penis in a process called ejaculation. The spongy tissue in the penis fills with blood causing it to become hardened and to stand out from the body. This is called an erection. Ejaculation occurs when muscle contractions in the erect penis push the semen through the urethra and out of the body.
- About 300 million sperm are released at this time in about a teaspoon of semen. This release happens during sexual contact and can also happen during sleep. It is called a nocturnal emission or “wet dream” when it happens during sleep. These occurrences may or may not be due to sexual dreams. They may occur due to an overproduction of sperm at this time. They are a common occurrence and a normal part of growing overproduction of sperm at this time.
Fill in the boxes with the correct term for the parts of the female reproductive system:

uterus  ovary  oviduct  vagina  cervix  egg

Draw a dotted line (---) showing how the menstrual blood leaves the body.

Draw a solid line (----) showing how the egg travels from the ovary through the vagina.
Male Reproductive System

Label the parts of the male anatomy.

urethra  urinary bladder  penis  scrotum  vas deferens
prostate gland  testes (testicle)
### Tucson Unified School District
#### Family Life Curriculum

**Grade:** 4  
**Lesson:** 9

<table>
<thead>
<tr>
<th>Lesson Title/Focus: 9</th>
<th>Materials:</th>
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| Puberty - Personal Hygiene | - Whiteboard or chart paper  
- Paper for student to record information |

**Lesson Objectives:**
Students will be able to
- understand the physical changes during puberty that will impact their hygiene routines
- adapt new hygiene practices as they experience changes

**Academic Vocabulary:**
1. hygiene  
2. perspiration  
3. acne

**Anticipatory Set:**
- Make a list of the typical hygiene practices you already do regularly (brush and floss teeth, clean clothes regularly, bathe or shower every day or every other day)

**Direct Instruction:**
Tailor the information to girls or boys as is appropriate for your group of students.
- Class Discussion:
  - As you move through the anticipated physical changes during puberty, what are your greatest concerns for being prepared?
  - Who is your parent or trusted adult who you can rely upon for information and support?

**Female students only:**
- Preparing for menstruation:
  - If you haven’t had your first period, you may be a bit nervous about what it will be like, but mostly, when will it happen.
  - If you have already had some of the first physical signs of puberty, like hair growth underarms or in the genital area or the development of breast, you are on your way.
  - In order to lessen the anxiety, or nerves, get some supplies so that you feel prepared.
  - You may have to talk to your parent or a trusted adult or an older sibling in order to purchase the right products.

**Guided Practice:**
- Record this activity on the board while students make a personal copy.
  - Using their answers from the anticipatory set, compile a class list of the changes.
  - In a second column, list the hygiene needs that each change will incur.
  - Finally, have the students make a third column on their personal list, noting who they will go to for help.
  - Personal hygiene techniques to include:
<table>
<thead>
<tr>
<th>Physical change(s) during puberty</th>
<th>Hygiene needs to address these changes</th>
<th>Who can I go to for information/support?</th>
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</table>
| increased perspiration and body odor | - Use of antiperspirant and/or deodorant  
- Reminder: body spray will not get rid of body odor |                                        |
| Increased moisture where hair grows | Clean underwear and clothes each day  
- Daily showering (at least after physical activity)  
- Carrying pre-moistened towelettes |                                        |
| Increased skin outbreaks (acne)   | - Cleansing face, checking with the doctor                                                                |                                        |

**Independent Practice:**
- Have students prepare a personal shopping list for the items they want to have on hand. They should include the parent or trusted adult they will speak with.

**Closure:**
- Have students complete an exit ticket listing what they view as the top three most important things they learned during the family life curriculum.