Family Life Curriculum

HUMAN GROWTH AND DEVELOPMENT
HUMAN SEXUALITY
GRADE 4

TUCSON UNIFIED SCHOOL DISTRICT
TUCSON UNIFIED
SCHOOL DISTRICT
FAMILY LIFE CURRICULUM

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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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Philosophy

Education is a lifelong 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.
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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State 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).
Grade Level 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 Family Life Curriculum is to provide students with information to

- Discuss and understand the physical, emotional and hormonal changes that occur at puberty.
- Discuss and understand personal hygiene.
- Discuss and understand key concepts of personal development, including: effective communication skills; decision making; self-confidence and empowerment; overcoming peer pressure; concept of self; refusal skills; and assertiveness.
- Discuss and understand healthy relationships, including: boundaries; families; friendships; dating; and the responsibilities within various relationships.
- Discuss and understand concepts of sexual characteristics and sexuality.
- Explain the anatomy of the female and male reproductive system.
- Identify and understand risks of sexual activity, including abstinence as the only 100% effective method of preventing pregnancy and sexually transmitted infections.
• Understand and describe advantages and disadvantages of different contraceptives.

• Discuss and understand the realities of teenage pregnancy and responsibilities of parenthood, including financial and legal responsibilities.

• Discuss conception and fetal development.

• Discuss and understand the roles media plays in society, including: social media; bullying and stereotyping.

• Discuss and understand personal safety concepts, including: consent; legal liabilities of sexual intercourse with a minor; sexual harassment and abuse; rape/sexual assault/sexual abuse; and how to report to a trusted adult.

• Discuss and understand the effects of substance use on decision-making and inhibitions.
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.
## Pacing Guide

### Grade 4

#### Week 1

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson</th>
<th>Health Standards</th>
<th>Lesson Objective</th>
<th>Lesson Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1 Lesson 1 Family</td>
<td></td>
<td>S2C1PO1 S2C1PO2</td>
<td>Students will be able to: discuss how family influences personal health practices and behaviors.</td>
<td></td>
</tr>
<tr>
<td>Day 2 Lesson 2 Family Dynamics</td>
<td>Health Standards</td>
<td>S2C1PO1 S2C1PO2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 3 Lesson 3 Decision Making</td>
<td>Health Standards</td>
<td>S2C1PO1 S2C1PO3 S2C1PO5 S2C1PO6 S4C1PO1</td>
<td>Students will be able to: identify changes that occur in families. identify effects of changes. identify responsibilities of a family member.</td>
<td></td>
</tr>
<tr>
<td>Day 4 Lesson 4 Effective Communication Skills</td>
<td>Health Standards</td>
<td>S4C1PO1 S4C2PO1</td>
<td>Students will be able to: practice respect for peers including those with different opinions. demonstrate effective verbal and nonverbal communication skills. demonstrate nonviolent strategies to manage or resolve conflict.</td>
<td></td>
</tr>
<tr>
<td>Day 5 Lesson 5 Self-Confidence / Empowerment</td>
<td>Health Standards</td>
<td>S4C1PO1 S4C3PO1 S8C1PO1</td>
<td>Students will be able to: identify individual strengths that lead to self-confidence, a feeling of self-worth, and success.</td>
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#### Week 2

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson</th>
<th>Health Standards</th>
<th>Lesson Objective</th>
<th>Lesson Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 6 Lesson 6 Assertiveness / Refusal Skills (day 1)</td>
<td>Health Standards</td>
<td>S4C1PO1 S4C1PO2 S8C1PO1</td>
<td>Students will be able to: recognize how their friends and experience’s may change as they grow. describe personal boundaries and their right to body autonomy. explain the human need to belong to a group.</td>
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<tr>
<td>Day 7 Lesson 6 Assertiveness / Refusal Skills (day 2)</td>
<td>Health Standards</td>
<td>S4C1PO1 S4C1PO2 S8C1PO1</td>
<td>Students will be able to: recognize how their friends and experience’s may change as they grow. describe personal boundaries and their right to body autonomy. explain the human need to belong to a group.</td>
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<tr>
<td>Day 8 Lesson 7 Brain Development and Puberty</td>
<td>Health Standards</td>
<td>S1C1PO1 S1C2PO1</td>
<td>Students will be able to: discuss emotional and physical changes that occur during puberty.</td>
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<tr>
<td>Day 9 Lesson 8 Puberty-Physiology</td>
<td>Health Standards</td>
<td>S1C1PO1 S1C2PO1</td>
<td>Students will be able to: identify physical changes to expect during puberty. identify male and female reproductive organs. understand what part hormones play in adolescent growth. prepare for the physical changes they will experience.</td>
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<tr>
<td>Day 10 Lesson 9 Puberty-Personal Hygiene</td>
<td>Health Standards</td>
<td>S1C1PO1 S3C2PO1</td>
<td>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.</td>
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</tbody>
</table>
# Lessons

<table>
<thead>
<tr>
<th>Grade: 4</th>
<th>Lesson Title/Focus: Family</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson: 1</td>
<td>taught together</td>
<td>• “My Family Has Taught Me” worksheet&lt;br&gt;• Question Box</td>
</tr>
</tbody>
</table>

## Health Standards:
S2C1PO1 Describe how the family influences personal health practices and behaviors.
S2C1PO2 Identify the influences of culture on health practices and behaviors.

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

## Academic Vocabulary:
- family
- basic needs
- values
- customs
- 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

What would you pass on to your children as a family tradition?
<table>
<thead>
<tr>
<th>Grade: 4</th>
<th>Lesson Title/Focus: Family Dynamics</th>
<th>Materials:</th>
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</thead>
<tbody>
<tr>
<td>Lesson: 2</td>
<td>taught together</td>
<td>• “Family Dynamics” worksheet</td>
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<tr>
<td></td>
<td></td>
<td>• Question Box</td>
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**Health Standards:**
S2C1PO1 Describe how the family influences personal health practices and behaviors.
S2C1PO2 Identify the influences of culture on health practices and behaviors.

**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:**
- dynamic
- change
- 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 (i.e.: 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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<tr>
<td>Grade: 4</td>
<td>Lesson Title/Focus: Decision-Making</td>
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| Lesson: 3 taught together | | - Paper, pencils  
- Student whiteboards/markers  
- Question Box |

**Health Standards:**
S2C1PO1 Describe how the family influences personal health practices and behaviors.  
S2C1PO3 Describe how peers can influence healthy and unhealthy practices.  
S2C1PO5 Explain how media influences thoughts, feelings, and health behaviors.  
S2C1PO6 Describe ways that technology can influence personal health.  
S4C1PO1 Determine effective verbal and nonverbal communication skills to enhance health.

**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:**
- decision  
- values  
- 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: What decisions have you made that made you feel proud?

**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 and 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 responses.  
  - 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 and adjust as necessary
Activity 2: Role-play situations that require decision-making.

**Independent Practice:**
- Students 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 affect choices?
### Grade: 4  
**Lesson: 4**  
*taught together*

**Lesson Title/Focus:** Effective Communication Skills

**Materials:**
- “Effective Communication Skills” worksheet
- Question Box

**Health Standards:**
S4C1PO1 Demonstrate effective verbal and nonverbal communication skills to enhance health.  
S4C2PO1 Demonstrate nonviolent strategies to manage or resolve conflict.

**Lesson Objectives:**
Students will be able to:
- practice respect for peers including those with different opinions.
- demonstrate effective verbal and nonverbal communication skill.
- demonstrate nonviolent strategies to manage or resolve conflict.

**Academic Vocabulary:**
- communication
- body language
- stereotype
- I-message
- tone
- tact
- validation

**Anticipatory Set:**
- 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:
  - expressing feelings and thoughts in a useful, tactful way (I – Messages)
  - knowing that feelings influence listening and communication
  - expressing wishes clearly and saying what you mean.
  - 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: I-Messages” worksheet, review the three parts of I-Messages with the class. Contrast I-Messages with You-Messages. Ask students to close their eyes and
remember a time in the past week that they felt a strong emotion.
- Ask them to answer the following questions on a piece of paper:
  A) Emotion – What were you feeling?
  B) Event – What was happening that led to you feeling that emotion?
  C) Thought – What were you thinking when it happened?
- Ask students to share a few examples of their I-statements (starting with a positive emotion).

<table>
<thead>
<tr>
<th>Independent Practice:</th>
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<tbody>
<tr>
<td>- Have students finish writing their own I-messages using the answers to the three questions.</td>
</tr>
<tr>
<td>- Partner and share I-messages, with the partner listening to the I-statement and deciding how they would respond to their partner’s I-message in a way that validates the speaker.</td>
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<table>
<thead>
<tr>
<th>Closure:</th>
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<tbody>
<tr>
<td>- De-brief as a whole group:</td>
</tr>
<tr>
<td>o “What have you learned from these activities?”</td>
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</table>
**Effective Communication Skills: I-Messages**

The I - Message consists of three parts:

a. I feel _____(emotion)_____

b. when _____(event)_____

c. because ___(thought about event)__.

Example: I feel excited when I have a basketball game because I love playing with my friends and being part of a team.

**Ask yourself these three questions:**

A) Emotion – What was I feeling?

B) Event – What was happening when I felt that emotion?

C) Thought – What was I thinking when it happened?

**I-Messages are NOT to be confused with YOU-Messages**

You-messages hurt feelings and put the receiver of the message on the defensive. Look at the difference between the following two statements. One is an I-Message and one is a You-Message.

**Statement 1:** You pushed me! You make me SO mad!

**Statement 2:** I feel angry when you push me because I want us to be friends and it hurts to be pushed.

**Which one would you rather hear?**
| Grade: 4  
Lesson: 5  
*taught together* | **Lesson Title/Focus:**  
Self Confidence | **Materials:**  
- Whiteboard and drawing paper |

**Health Standards:**
- S4C1PO1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- S4C3PO1 Demonstrate how to ask for assistance to enhance personal health.
- S8C1PO1 Express opinions and give accurate information about health issues.

**Lesson Objectives:**
Students will be able to:
- identify individual strengths that lead to self-confidence, a feeling of self-worth and success.

**Academic Vocabulary:**
- self-confidence
- self-worth
- self-talk
- resiliency
- adverse situation
- 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 ______________________________ 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.
  - 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?
| Grade: 4 |
| Lesson: 6 |
| (days 1 and 2) |
| taught together |
| **Lesson Title/Focus:** Assertiveness/Refusal Skills |
| **Materials:** |
| - Whiteboard or chart paper |
| - Lined paper for student writing |

**Health Standards:**
- S4C1PO1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- S4C1PO2 Demonstrate refusal skills that avoid or reduce health risks.
- S8C1PO1 Express opinions and give accurate information about health issues.

**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.
- demonstrate refusal skills that avoid or reduce health risks.

**Academic Vocabulary:**
- body autonomy
- consent
- refusal Skills

**Teacher Background:**
- 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, or 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).
- Exercising refusal skills.

**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.
Lesson Title/Focus: Brain Development and Puberty

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

Health Standards:
S1C1PO1 Demonstrate the relationship between healthy behaviors and personal health.
S1C2PO1 Describe ways in which a safe and healthy school and community environment can promote personal health.

Lesson Objectives:
Students will be able to
  - discuss emotional and physical changes that occur during puberty.

Academic Vocabulary:
- adolescence
- hormone
- puberty
- amygdala
- prefrontal cortex

For teacher reference: Any concerns about onset of puberty, guardians should contact their health care provider.

Teacher Background:
- 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.
    - 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.
  - Brain conversation- refer to interactive brain graphic below:
<table>
<thead>
<tr>
<th>Independent Practice:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>• Student Reflection: How do you think all changes you are experiencing during adolescence will impact you as an adult?</td>
<td></td>
</tr>
<tr>
<td>Closure:</td>
<td></td>
</tr>
<tr>
<td>• Optional share-out of reflections.</td>
<td></td>
</tr>
<tr>
<td>Grade: 4</td>
<td>Lesson Title/Focus: Puberty – Physiology</td>
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<td>-----------------------------------------</td>
</tr>
</tbody>
</table>
| Lesson: 8 taught separately | | • Female Reproductive System Diagram  
| | | • Male Reproductive System Diagram |

**Health Standards:**
S1C1PO1 Demonstrate the relationship between healthy behaviors and personal health.
S1C2PO1 Describe ways in which a safe and healthy school and community environment can promote personal health.

**Lesson Objectives:**
Students will be able to:
- identify physical changes to expect during puberty.
- Identify male and female reproductive organs.
- understand the part hormones play in adolescent growth.
- prepare for the physical changes they will experience.

**Academic Vocabulary:**
- puberty
- hormones
- growth spurts
- menstruation
- nocturnal emissions

**Teacher Background:**
- The physiology of the reproductive system is often the most difficult lesson in Family Life curriculum.
- Students will never be hurt by too much information when it come to their physical maturation.
- 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 a 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 produces 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.
Female Reproductive System

JOURNEY OF THE EGG (FRONT VIEW)

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

ANATOMY DRAWING (MALE)

Label the parts of the male anatomy.

urethra urinary bladder penis scrotum vas deferens
prostate gland testes (testicle)
<table>
<thead>
<tr>
<th>Grade: 4</th>
<th>Lesson Title/Focus: Puberty - Personal Hygiene</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson: 9 taught separately</td>
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</table>

**Materials:**
- Whiteboard or chart paper
- Paper for student to record information

**Health Standards:**
S1C1PO1 Demonstrate the relationship between healthy behaviors and personal health.
S3C2PO1 Locate resources from home, school, and community that provide valid health 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:**
- hygiene
- perspiration
- 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>
</tr>
</thead>
</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.
Lesson References

Glossary of Terms

Important Note: This glossary of terms is a comprehensive list of the academic vocabulary for the entire 4th through 12th grade Family Life Curriculum. For specific vocabulary introduced by grade level, please see each lesson.

Abstinence- Refraining from all forms of sexual activity and genital contact such as vaginal, oral, or anal sex.

Acne- An inflammatory disease resulting from excess sebum production, follicle plugging, and increased bacterial production.

Active Listening- A way of listening and responding to another person that improves mutual understanding.

Adjustment- The process of adapting or becoming used to a new situation.

Adolescence- The stage of life when humans grow from childhood to adulthood.

Adoption- The act of voluntarily taking a child, of other parents, as one’s own child.

Adverse Situation- Decisions, conditions or effects that are unfavorable to a person.

Affection- A feeling of liking, attraction or fondness.

AIDS: (taught separately in health education curriculum under communicable diseases): Usually abbreviated as AIDS. This is the most advanced stage of infection with the human immunodeficiency virus (HIV), which can severely weaken the immune system. People with AIDS get many infections, often from diseases that don't affect people with healthy immune systems.

Ally- A person who is not a member of a marginalized or mistreated group but who expresses or gives support to that group.

Alternatives- The different choices or actions possible.

Amygdala- Is one of two almond-shaped clusters of nuclei located deep and medially within the temporal lobes of the brain.

Aromantic- Having little or no romantic feeling toward others.

Asexual- Not having sexual feelings towards others- not experiencing sexual desire or attraction.
**Assertiveness**- The quality of being self-assured and confident without being aggressive. A method of critical thinking where an individual speaks up in defense of their views or in light of erroneous information.

**Bacterial Vaginosis**- A type of vaginal inflammation caused by the overgrowth of bacteria naturally found in the vagina. Bacterial vaginosis is the most common cause of abnormal vaginal odor and discharge.

**Basic Needs**- Essential items necessary to sustain life, like food, shelter, and clothing.

**Bisexual**- A person who experiences emotional, romantic and/or sexual attractions to, or engages in romantic or sexual relationships with, more than one sex or gender.

**Body Autonomy**- A person has the right to accept or reject physical touch (this concept is often tested when two people greet each other).

**Body Language**- The nonverbal messaging of gestures and movement.

**Bullying/Hazing**- Repeated threats meant to create fear or harm to a person by someone who has more power or status. Hazing is harassment or ridicule directed at members of a group or team.

**Chancre**- A painless, small sore that appears at the spot where bacteria entered the body. Often known as the first of Syphilis.

**Change**- To make different in some way.

**Chlamydia**- A common sexually transmitted infection (STI) caused by bacteria. Can cause serious, permanent damage to a women’s reproductive system.

**Cisgender**- Someone whose gender identity corresponds with expectations based on the sex they were assigned at birth. For example, a person who was assigned female at birth and identifies as a woman is regarded as cisgender or as a cisgender woman.

**Coercion**- The use of force to persuade someone to do something that they are unwilling to do.

**Communication**- Sending and receiving messages. Good communication helps people in relationships know and understand each other.

**Conception**- The process of becoming pregnant involving fertilization and implantation.

**Consent**- Permission, agreement or willingness to do something with another person (v) give permission for something to happen.

**Consequences**- The final result of a decision (short-term and long-term).
**Contraceptives** - A device or drug used to prevent pregnancy.

**Core Values** - The fundamental beliefs of a person.

**Custodial Arrangements** - The care, control and maintenance of a child awarded by a court.

**Customs** - A practice common to many, or to a particular place, class or individual.

**Cyber Bullying** - Mistreating a person through technology especially via social media.

**Cyber Sexual Harassment** - Uninvited or unwelcome verbal or physical behavior of a sexual nature via the web.

**Dating** - To regularly spend time with someone with whom you are romantically involved.

**Decision** - The act or process of making a final choice or judgement or selecting a course of action.

**Decontextualization** - The process of isolating a component from its normal or expected context.

**Depersonalization** - The process of taking away personal identity.

**Dignity** - The quality or state of being worthy, honored or esteemed.

**Dynamic** - A system of continuous change.

**Effective Communication** - Communication between two or more persons with the purpose of delivering, receiving and understanding the message successfully.

**Empathy** - The ability to understand and share the feelings of another person.

**Empowerment** - Becoming stronger and more confident of one’s ability to control one’s Life

**Esteem** - Respect and admiration.

**Evaluate** - To determine the value of something by careful appraisal and study.

**Explicit** - Fully revealed or expressed without vagueness.

**Family** - A group of parents and children living together in a household.

**Fertilization** - When a sperm and egg combine to form a zygote.

**Gay** - Sexual attraction to people of one’s own gender, especially men.

**Gender** - The behavioral, cultural or psychological traits typically associated with one’s sex.
**Gender Dysphoria**- One’s dissatisfaction with one’s gender.

**Gender Expression**- The ways in which a person outwardly expresses their gender, often through hair, makeup, clothing, and other aspects of appearance. Gender expression does not always correspond to gender identity.

**Gender Identity**- The inherent feeling within an individual of what gender they are; a person may identify as a man, woman, neither, in-between, both, or fluidly moving between these two binary categories.

**Gender Preference**- The attempt to control the sex of offspring.

**Gonorrhea**- A sexually transmitted bacterial infection of the urethra, rectum, throat or cervix in females.

**Good Decisions**- Those that are made after you carefully examine the alternatives and act on the best one.

**Group Dates**- A group of single men and women hang out in hopes of finding a romantic relationship.

**Growth Spurts**- A time in which a child has more intense periods of growth.

**Harassment**- Aggressive pressure or intimidation.

**Hazing**- embarrassing or harassing a member by a team.

**Hepatitis**- Inflammation or infection of the liver.

**Herpes**- A common sexually transmitted infection characterized by painful, itchy sores in the genital area.

**Heteronormative**- An attitude that heterosexuality is the only normal and natural expression of sexuality.

**Hormonal Birth Control**- A form of contraception used to influence a women’s hormone levels and prevent ovulation.

**Hormone**- A chemical that is made in one part of the body that causes a change in another part of the body- estrogen, testosterone.

**Human Papillomavirus (HPV)**- A viral infection that causes skin or mucus membrane growths (Warts).

**Hygiene**- Conditions or practices used to maintain health and prevent disease especially through cleanliness.
Immunizations- Vaccines used to protect against viruses.

Impaired/Impairment- Having a disability of a specified kind, for example hearing loss.

Implicit- Implied, not plainly expressed.

Individuality- Characteristics that distinguishes people.

Infant Mortality- The death of young children under the age of one.

Influence- The capacity to have an effect on the character development of someone or something.

Intersex- A general term used for the variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn’t seem to fit the typical definition of male or female.

Lesbian- Sexual attraction to people of one’s own gender, especially women.

LGBTQ- An abbreviation that stands for Lesbian, Gay, Bisexual, Transgender and Queer or (questioning).

Liking Yourself- Accepting yourself and coming to terms with those aspects of yourself that you cannot change.

Maslow’s Hierarchy- A five tier model of human needs – consisting of Psychological needs, Safety needs, Belonginess and Love needs, Esteem needs, and Self-Actualization.

Media- Means of communication that influence people widely such as, radio, televisions, newspaper, magazine, and internet.

Menstrual Cycle- The monthly hormonal cycle a female’s body goes through to prepare for pregnancy.

Menstruation- The process of a woman discharging blood and other material from the lining of the uterus.

Mutual Support- The act of respecting and assisting one another.

Nocturnal Emission- An involuntary ejaculation of semen during sleep.

Nonbinary- A gender or sexual identity that is not defined in terms of traditional binary oppositions such as male and female or homosexual and heterosexual.

Ovulation- The process in which a mature egg is released from the ovary.
**Pansexual** - A term that emerged in recent years as a descriptor of sexual orientation. The word pansexual is derived from the Greek prefix “pan”, meaning “all”, and encompasses all who feel that they are sexually, emotionally, or spiritually capable of having relations with all genders and sexual identities.

**Paternity** - The state of being someone’s father especially in legal context.

**Pediculosis (Pubic Lice)** - Tiny insects, that look like crabs, that live on the skin and course hairs around the genitals and feed on blood.

**Peer Pressure** - The feeling that you should act a certain way because your friends want you to.

**Pelvic Inflammatory Disease (PID)** - An infection of the female reproductive organs most often occurs when sexually transmitted bacteria spreads to the uterus, fallopian tubes, or ovaries.

**Perpetuate** - To make something continue indefinitely.

**Personal Boundaries** - Setting standards for how people can treat you.

**Perspiration** - The process of sweating; sweat.

**Physiological** - A branch of biology that deals with living organisms and their parts.

**Power Differential** - Situations in which one person is perceived or actually has more authority, agency or knowledge than another person.

**Prefrontal Cortex** - Is the front part of the frontal lobes of the brain. It lies in front of the motor and premotor areas.

**Pregnancy** - A term used to describe the period in which a fetus develops inside a woman’s womb.

**Pre-Natal Care** - Checkups women receive from a doctor, nurse, or midwife throughout pregnancy.

**Prescription Barrier Methods** - Devices used to block sperm from entering the uterus.

**Puberty** - The transition into adulthood. The body’s hormonal activity increases and begins the series of physical, mental and emotional changes.

**Queer** - Used to describe non-normative identities (both sexual identities and gender identities) that might not easily be classified under other terminology (gay, lesbian, etc.). Queer can also be used as an umbrella term to describe LGBTQIA identities as a whole.

**Refusal Skills** - A process where someone lets another person know that they aren’t giving permission to the action.
Refusal Strategies- Ways of saying “No”.

Relationships- Connections between two or more people.

Reproductive System- The system of organs involved in producing offspring.

Resiliency- The process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands. A number of factors contribute to how well people adapt to adversities, predominant among them (a) the ways in which individuals view and engage with the world, (b) the availability and quality of social resources, and (c) specific coping strategies. Psychological research demonstrates that the resources and skills associated with more positive adaptation (i.e., greater resilience) can be cultivated and practiced.

Respect- A feeling of deep admiration for someone or something.

Responsibilities- The state or fact of having duty or control over something.

Selective Abstinence- Choosing to have certain kinds of sex and not others.

Self-Actualization- The psychological process aimed at maximizing the use of a person’s abilities and resources. This process may vary from one person to another.

Self-Awareness- Conscious knowledge of one's own character, feelings, motives, and desires.

Self-Concept- The way a person sees themselves in comparison to others.

Self-Confidence- Self-assurance- trust in one’s abilities, capacities, and judgment. Because it is typically viewed as a positive attitude, the bolstering of self-confidence is often a mediate or end goal in psychotherapy.

Self-Empowered- Taking care of your own life through the decisions you make every day.

Self-Esteem- A measure of how much you value, respect and feel confident about yourself. “liking yourself”.

Self-Perception- A person’s view of his or herself or of any of the mental or physical attributes that constitute the self. Such a view may involve genuine self-knowledge or varying degrees of distortion. Also called self-percept. See also perceived self; self-concept.

Self-Talk- The messages a person gives themselves.

Self-Worth- An individual’s evaluation of himself or herself as a valuable, capable human being deserving of respect and consideration. Positive feelings of self-worth tend to be associated with a high degree of self-acceptance and self-esteem.
Sexual Abuse- When one is forced, tricked, or confused into touching or looking at parts of the body that would be covered by a swimsuit. It could be sexual mistreatment of another person.

Sexual Assault- Violent sexual penetration of an individual. It includes forced vaginal, oral, and anal penetration. See also rape.

Sexual Harassment- Making unwelcome sexual advances, requests for sexual favors, and other verbal, graphic, written, or physical conduct of a sexual nature where such conduct has the purpose or effect of creating an intimidating, hostile, or offensive educational environment. Sexual harassment can include nonverbal forms (e.g., “sexting,” tweeting, or otherwise sending messages through networking sites and/or telecommunication devices).

Sexual Violence- Forcing or manipulating someone into unwanted sexual activity.

Sexuality- All aspects of sexual behavior, including gender identity, orientation, attitudes, and activity.

Sexually Transmitted Infections (STIs)- An infection transmitted by sexual activity. More than 20 STDs have been identified, including those caused by viruses (e.g., hepatitis B, herpes, HIV) and those caused by bacteria (e.g., chlamydia, gonorrhea, syphilis). STDs are also known as venereal diseases, the term used traditionally for syphilis and gonorrhea.

Spermicide- A kind of birth control that has chemicals that stop sperm from reaching an egg.

Stereotype- A preconceived idea or image of people who belong to a certain group.

Syphilis- Bacterial infection spread by sexual contact that starts with painless sores. The infection can remain inactive in the body for years.

Tact- A keen sense of what to do or say in order to maintain good relations with others.

Tolerance- The ability to overlook differences and accept people for who they are.

Tone- The general character or attitude of a place or a piece of writing or situation.

Toxic Masculinity- A set of attitudes and ways of behaving associated with or expected of men regarded as having a negative impact on men and society as a whole.

Transgender- People whose gender identity defers from the gender they were assigned at birth.

Trichomoniasis- A common STI caused by a parasite. Symptoms may include; foul smelling discharge, or genital itching or painful urination in women but usually no symptoms in men.
**Two-Spirit** - A third gender found in some Native American cultures that involves birth assigned men or women taking on the identities and roles of the opposite sex.

**Vaginitis** - Inflammation of the vagina that can result in discharge, itching and pain.

**Validation** - Demonstrate or support the truth or value of something.

**Values** - A person’s principals or standards of behaviors; one’s judgement of what is important in life.

**Without Consent** - Arizona Revised Statute § 13-1401(A)(7) defines *Without Consent* as any of the following:

(a) The victim is coerced by the immediate use or threatened use of force against a person or property.

(b) The victim is incapable of consent by reason of mental disorder, mental defect, drugs, alcohol, sleep or any other similar impairment of cognition and such condition is known or should have reasonably been known to the defendant. For the purposes of this subdivision, "mental defect" means the victim is unable to comprehend the distinctively sexual nature of the conduct or is incapable of understanding or exercising the right to refuse to engage in the conduct with another.

(c) The victim is intentionally deceived as to the nature of the act.

(d) The victim is intentionally deceived to erroneously believe that the person is the victim's spouse.
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