HUMAN GROWTH AND DEVELOPMENT

HUMAN SEXUALITY

5th Grade

TUCSON UNIFIED SCHOOL DISTRICT
TUCSON UNIFIED
SCHOOL DISTRICT

FAMILY LIFE CURRICULUM

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**TUCSON UNIFIED SCHOOL DISTRICT**  
**FAMILY LIFE CURRICULUM**

**Table of Contents**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Acknowledgements</td>
<td>pg. 4</td>
</tr>
<tr>
<td>II. Philosophy</td>
<td>pg. 5</td>
</tr>
<tr>
<td>III. Goal Statement</td>
<td>pg. 6</td>
</tr>
<tr>
<td>IV. Curriculum Objectives</td>
<td>pg. 6</td>
</tr>
<tr>
<td>V. Course Overview</td>
<td>pg. 7</td>
</tr>
<tr>
<td>VI. Classroom Climate/Parent Participation</td>
<td>pg. 8</td>
</tr>
<tr>
<td>VII. Arizona State Guidelines</td>
<td>pg. 9</td>
</tr>
<tr>
<td>VIII. Grade Level Lessons Overview</td>
<td>pg. 11</td>
</tr>
<tr>
<td>IX. Grade Level Lesson Plans</td>
<td>pg. 12</td>
</tr>
</tbody>
</table>
TUCSON UNIFIED SCHOOL DISTRICT
FAMILY LIFE CURRICULUM

Acknowledgements

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<table>
<thead>
<tr>
<th>2019 Revision and Update</th>
<th>2017 Revision and Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cindy Coleman</td>
<td>Adrianna Moerkerken</td>
</tr>
<tr>
<td>Cheryl Gerken</td>
<td>Annabelle Nunez</td>
</tr>
<tr>
<td>Dr. Ravi Grivois-Shah</td>
<td>Timoteio Padilla</td>
</tr>
<tr>
<td>Bernadette Gruber</td>
<td>Shaun Pfund</td>
</tr>
<tr>
<td>Stephanie Hamilton</td>
<td>Kate Remlow Meyer</td>
</tr>
<tr>
<td>Grace Liatti</td>
<td>Kathy Shuppert</td>
</tr>
<tr>
<td>Elisa Medina</td>
<td>Magadelen Verdugo</td>
</tr>
<tr>
<td>Matt Merrill</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Previous Revisions and Updates</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Joe Abney</td>
<td>Dr. Marilyn Heins</td>
</tr>
<tr>
<td>Lorraine Aguilar</td>
<td>Kristin Homan</td>
</tr>
<tr>
<td>Dr. Mary Alexander</td>
<td>Dr. Pi Irwin</td>
</tr>
<tr>
<td>Laura Almquist</td>
<td>Bill Ismay</td>
</tr>
<tr>
<td>Walter Altman</td>
<td>Tamara Jackson</td>
</tr>
<tr>
<td>Linda Arzoumanian</td>
<td>Marcella Kitt</td>
</tr>
<tr>
<td>Toni Ashenbrener</td>
<td>Nancy Lebofsky</td>
</tr>
<tr>
<td>Dr. Linda Augenstein</td>
<td>Marilyn Ludwig</td>
</tr>
<tr>
<td>Barbara Benton</td>
<td>Jan Mapother</td>
</tr>
<tr>
<td>Doug Bowman</td>
<td>Ann Mapother</td>
</tr>
<tr>
<td>Patti Caldwell</td>
<td></td>
</tr>
<tr>
<td>Kathy Carroll</td>
<td>Kathi Orr</td>
</tr>
<tr>
<td>Sharon Cherry</td>
<td>Miguel Ortega</td>
</tr>
<tr>
<td>James Crawford</td>
<td>Amanda Phillips</td>
</tr>
<tr>
<td>Dr. Chris Crowder</td>
<td>Dr. Herb Pollack</td>
</tr>
<tr>
<td>Linda Cunningham</td>
<td>Lois Prosser</td>
</tr>
<tr>
<td>Lou Ann Daldrup</td>
<td>Dr. Ralph Rohr</td>
</tr>
<tr>
<td>Holly Davies</td>
<td>Liticia Romo</td>
</tr>
<tr>
<td>Virginia Dominguez</td>
<td>Rev. Larry Rosette</td>
</tr>
</tbody>
</table>
TUCSON UNIFIED SCHOOL DISTRICT
FAMILY LIFE CURRICULUM

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.
TUCSON UNIFIED SCHOOL DISTRICT
FAMILY LIFE CURRICULUM

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.
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 can not 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.
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.
TUCSON UNIFIED SCHOOL DISTRICT
FAMILY LIFE CURRICULUM

5th Grade
Grade Level Lessons

Growth and Development
*boys and girls taught together*

1. Communication with Family
2. Self-Concept
3. Decision-Making
4. Effective Communication Skills and Assertiveness
5. Belonging to Groups
6. Social Media / Bullying / Hazing

Human Sexuality
*boys and girls taught separately*

7. Personal Safety
8. Puberty / Reproductive System
9. Puberty: Hormones / Hygiene
Tucson Unified School District
Family Life Curriculum

Grade: 5  
Lesson: 1  
Lesson Title/Focus:  
Communication with Family  
Materials:  
• Lined paper for anticipatory set and closure

Lesson Objectives:  
Students will be able to  
• identify their personal responsibilities within their family or household

Academic Vocabulary:  
1. relationships: connections between two or more people  
2. responsibilities: social or emotional connection between people  
3. communication: sending and receiving messages. Good communication helps people in relationships know and understand each other.

Concept(s):  
1. Families and households have lots of moving parts.  
2. As kids get older, they take on more responsibilities in keeping the family moving smoothly. It’s important for them to understand how communication is important to family routine.

Anticipatory Set:  
• Write down all of the people that you have a relationship with.  
• Put them in categories: family, friends, others (teammates, classmates, distant relatives)

Direct Instruction:  
• Class discussion:  
  o Are there specific times each day that you are together with family or household members? (at breakfast, driving to school, at afterschool sports)  
  o When you think about those instances, is there a routine that you expect to occur? (someone cooks, someone always drives or takes you to the bus stop, someone does certain chores like washing the dishes after the meal)  
  o Who sets up these routines?  
  o How do you communicate these responsibilities or expectations? (Do you have a chart of chores? Does everyone just pitch in?)

Guided Practice:  
• Read this scenario to the class:  
  Tom gets home from school at 4:15 every day. The bus drops him off at the corner of his street. On Tuesday, his Mother worked until 5 p.m. but when she arrived home, she realized that Tom was not there. There were none of his books, and the kitchen showed no signs of his usual after-school snack. He hadn’t begun dinner. There was no note telling his Mom where he was. His Mom immediately began calling Tom’s friends. When no one seemed to know where he was, she became frantic and went to the police annex to file a report. Then, she spent the next hour driving around the neighborhood looking for him. After an hour of this, with not sign of Tom, she drove home. Tom was watching TV when she went in the house. It seems that he made friends with a new student in his class, and they went to his apartment to play video games. Tom’s Mom began yelling at him and told him that he would be punished.
# Family Life Curriculum

## FLC Grade 5 Lesson 1: Communication with Family

### Discussion:
- What were the decisions that Tom had made that created confusion in the entire afternoon?
- What were some of the clues of Tom’s presence was his Mom expecting to see when she came in from work?
- What did Tom’s Mom’s behavior tell Tom?
- How was she really feeling?
- What could Tom have communicated differently with his Mom after school?

### Independent Practice:
- Reflection:
  - What responsibilities do you have in your family or household? (specific cleaning, babysitting, picking up after the animals taking your little brother to school)
  - Do you do them regularly or just when you are told?
  - Does the household still run smoothly if you don’t “take care of business?”
  - What happens if you don’t fulfill your responsibilities?

### Closure:
- Think about the responsibilities and chores you may have within your family.
- Write a brief description of you resolving with an adult in your household, an issue similar to Tom’s. You wish to do something that is outside of your usual behavior or responsibilities. You want the adult to know that you want to change the family routine.
<table>
<thead>
<tr>
<th>Grade: 5</th>
<th>Lesson Title/Focus: Self-Concept</th>
<th>Materials: “I Am Creed” poem</th>
</tr>
</thead>
</table>

**Lesson Objectives:**
Students will be able to
- identify their strengths
- understand how self-talk enhances or detracts from their self-concept

**Academic Vocabulary:**
1. self-esteem: confidence in your own worth or abilities
2. self-concept: the way a person sees themselves in comparison to others
3. self-talk: the messages a person gives themselves

**Concept(s):**
1. Self-concept is often impacted by the cues and statements that we give ourselves.
2. How we praise or discount our talents and actions can become a strong determinant of our self-concept.

**Anticipatory Set:**
- Have students read: “I Am Creed” poem
- Discuss the meaning of the poem and how it relates to each student.
  - A. What is important to remember?
  - B. What personal qualities are special?
  - C. Name personal talents, strengths, and interests.

**Direct Instruction:**
- Have each student trace their hand on paper.
- In each finger list one thing that makes the student special (talent, quality, strength, interest, hobby).
- With a partner, share the information they put on their hands.
- Then, state one trait you think your partner should add to their positive traits. This can be designated as a bracelet around the wrist.
- Class Discussion:
  - o Was it easy to come up with 5 personal positive traits?
  - o How did you judge or know which traits to pick?
  - o Could you think of three things that you aren’t good at?
  - o Is it easier to find the negatives or the positives?

**Guided Practice:**
- Take the 6 positive traits from your hand tracing.
- Write a positive statement for each of them.
  - “I know that I am _____________ because ____________”

FLC Grade 5 Lesson 2: Self-Concept
On the back of the page, jot down those three negative traits.

- Write a “Not So Positive” statement for each of them.
  “I know that I am not good at ________ because ____________.”
- Example: I know that I am not good at tennis because I have a hard time seeing the ball.
- With those 3 negative traits, it’s time to “flip the script.”
- Example: I know that I am not good at tennis, but my serves are getting better with practice.
- The point is to find a way to take that negative and help it to feel like it can become a positive.
- Remind the students that what they say to themselves determines a lot about how they see themselves. Flipping the script can help you find positives when you need them.

**Independent Practice:**
- Students will take their hand-prints and traits and write their own “I Am Creed” poem.

**Closure:**
- Optional share-out of poems.
“I Am Creed”

I am unique in the world
I am capable of learning and growing daily;
I am a person who appreciates the difference in others;
  I am talented and I share my talents;
  I am unlike any other human being;
I am a dreamer who pursues personal dreams;
  I am an active participant in life;
  I am committed to my values;
I am the kind of person I enjoy being;
I am a one-of-a-kind human being and a celebration of life.

Mark Scharenbroich
<table>
<thead>
<tr>
<th>Grade: 5</th>
<th>Lesson: 3</th>
<th>Lesson Title/Focus: 3</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Decision-Making</td>
<td>• Steps to Making a Decision (posted in classroom)</td>
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**Lesson Objectives:**
Students will be able to

• identify logical steps to making a decision
• understand how decisions can have long-term and short-term impact on their lives

**Academic Vocabulary:**
1. alternatives: the different choices or actions possible
2. consequences: the final result of the decision (short-term and long-term)
3. good decisions: those that are made after you carefully examine the alternatives and act on the best one

**Concept(s):**
1. When a logical progression for making a decision is used, impulsive actions with negative consequences are less prevalent.

**Anticipatory Set:**
- What are some of the decisions you make during a typical day? (getting out of bed in the morning, eating breakfast, leaving on time to get to school on time)
- How would your day go differently if you made a different choice in each case?
- List student responses on the board.

**Direct Instruction:**
- Class Discussion:
  - Are there some decisions that are easy to make and others that require more thought?
  - What factors in a person’s life influence the action a person could take in resolving a decision. (peers, family members, values, religious upbringing, present and future goals)
- Review the Steps to Making a Decision: (Post in the classroom and have students record in their notes):
  - Steps to Making a Decision:
    - State the problem clearly.
    - Write down all of the ways that the problem can be solved (alternatives)
    - Examine each alternative. List all of the positive and negative things that could happen if that alternative is selected.
    - Decide which alternative to the problem seems best.
    - Outline the action steps that should be taken to complete the solution.
**Guided Practice:**
- Consider this scenario:
  Your Dad lets you use the computer for an hour of personal time after you complete your homework and chores. You took care of most of your responsibilities but still have to finish math. You know that your friends are going to be gaming online at 7 o’clock tonight. You really want to play, too. It’s 6:50 p.m.
- Apply the **Steps to Making a Decision** to determine what to do.

- Consider this scenario:
  Your Grandma works late on Thursday and Friday evenings, so your neighbor, Tracy keeps an eye on you and your younger sister. Usually you have dinner, finish your homework and watch some TV. For the last couple of weeks, Tracy’s girlfriend has been coming over. It’s no big deal although you’ve noticed that they’ve been drinking while they’re over. They’re really cool, but you’re Grandma doesn’t know about the company or the drinking. You really like Tracy and don’t want anyone to get in trouble.
- Apply the **Steps to Making a Decision** to determine what to do.

- While going through the steps to resolve each situation, discuss which alternatives have short-term or long-term consequences.

**Independent Practice:**
- Select one of your Lesson 2 challenges (negative traits) - one that you believe that you can change from a challenge to a positive in your life
- Once you select the trait, make some decisions about the actions you can take to improve this talent or situation.
- Write down each Step in the process.
- Write down your action steps.

**Example:**
- I don’t play basketball very well. I know that we will be playing basketball in PE in about 4 weeks. I really want to get better at it so that I won’t feel like a total LOSER when we get to the basketball unit in PE.
- After going through the Steps, I have decided that I will go to the playground and shoot for fifteen minutes four times a week, and will practice with my older sister twice a week. I will shoot 25 free throws each time. And, I will watch technique videos on YouTube.

**Always encourage your students to share their process with their parents or a trusted adult so that they take action in a supportive environment.**

**Closure:**
- With the Action Steps from the Guided Practice activity, have students add some specific numbers to each step.
  (Notice in the example that there was a specific amount of practices or free throws included in the Action Steps)
**Lesson Title/Focus:**
Effective Communication Skills and Assertiveness

**Materials**
- Whiteboard or chart paper
- “Effective Communication Skills” worksheet

### Lesson Objectives:
Students will be able to
- demonstrate the value of communication with parents
- explain the need of positive interpersonal relations
- describe the advantages of building relationships based on mutual respect
- discuss the need for the practice of communication, trust, honesty, and assertiveness
- discuss making decisions that do not hurt him/herself or others
- discuss the fact that making sexual comments or gestures to another person is hurtful and against the law

### Academic Vocabulary:
1. communication
2. peer pressure
3. dignity
4. respect
5. assertiveness

### Anticipatory Set:
- Quietly think about a person (or people) who you trust and know that you can go to if you needed help.
- If you don’t see them everyday, how do you reach out and connect with them?
- Why do you trust them?

### Direct Instruction:
- Brainstorm these questions with students while recording responses on whiteboard/chart paper:
  - What does “appropriate” communication mean?
  - What does it look like in our classroom?
  - How is it different from “inappropriate” communication?
  - Who decides whether communication is “appropriate” or “inappropriate?”
  - What are other examples of good communication?
  - With whom do you communicate well?

### Guided Practice:
- Discuss/guide group conversations on issues that cause problems with family members. Some ideas might be:
  - poor or failing grades in school
  - restricted privileges
  - curfew
  - chores
- Discuss different feelings each person has in these situations
Independent Practice:
- Have students read or role-play the scenarios on the worksheet “Effective Communication Skills.”
- Ask the class to choose the most effective response to each scenario and discuss the reasoning for the choice.

Closure:
- Leave the last 10 minutes of the class to ask: “What has been learned by 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 5 Lesson 4: Effective Communication Skills and Assertiveness
FLC Grade 5 Lesson 5: Belonging to Groups

<table>
<thead>
<tr>
<th>Grade: 5</th>
<th>Lesson Title/Focus: Belonging to Groups</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson: 5</td>
<td></td>
<td>• Whiteboard or chart paper</td>
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<tr>
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<td></td>
<td>• Lined paper for students</td>
</tr>
</tbody>
</table>

**Lesson Objectives:**
Students will be able to
- identify social, school and team groups
- understand that most people can belong to many groups
- recognize the importance in maintaining their individual values as they participate in groups or teams

**Academic Vocabulary:**
1. stereotype: a preconceived idea or image of people who belong to a certain group. These ideas may be based on social standards. These labels aren’t good or bad.
2. individuality

**Concepts:**
1. As kids become more social, joining a group allows them to develop social skills.
2. Some groups are positive and enhance their lives.
3. The secret is to not lose their individuality.

**Anticipatory Set:**
- We have lots of groups in our school and community. Write down the names of all of the groups you can identify in our school.

**Direct Instruction:**
- Have student’s share-out their lists as you record a class list on the whiteboard or chart paper.
- Note: Make sure that groups that reflect social standing are also included. Just be sensitive that this is where kids can be labeled and teased. Remind students of class norms regarding respecting classmates prior to discussion.
- Have students copy the list, or work as a class from the list on the board:
  - Mark each group that needs the member to pass a skill or knowledge test/requirement in order to belong to the group.
  - Underline all of the groups where you can tell a member by the clothes or uniforms they wear. Can you tell by other physical traits?
- Student Reflection:
  - Which Groups do you belong to?
  - Can being part of a group hurt who you are as an individual?

**Guided Practice:**
- Working in groups of 2 or 3:
  - Think of a Positive Group that a 5th or 6th grader would like to join.
  - Write a 3 minute skit that introduces the Positive Group.
## Independent Practice:
- Written response:
  - You want to do something new and different in the next year or so.
  - Is there a Positive Group that you can join that will help you accomplish this goal?
  - What steps should you take in order to join in?

## Closure:
- Optional sharing of written responses.

## Additional Resources:
John Green/Vlogbrothers “What is a Nerd Fighter?” video (4:03) and the Nerd Fighter series: focused on the coolness of being smart
FLC Grade 5 Lesson 6: Social Media / Bullying / Hazing
5. When the student arrived in class, what was the label worn by the student sitting next to the victim? (“I could help”) How did the other students in the class act? (ignored and isolated the student)

- Let’s change directions for a moment. Think about cyber-bullying.
  - How could cyber-bullying be similar to the bullying that is happening to the video victim? (It can be done quietly. The messages are usually in writing. Adults don’t usually know about them. When the victim goes to school or out in public they feel isolated.)
  - How does carrying all of those negative labels and messages, whether through technology or in person, make someone feel?

- Final point to students: If you were bullied or knew it was happening to another student, when is it important to discuss this with a parent or trusted adult? (If appropriate with your class, add some quick rehearsal of making that report.)

Guided Practice:
- Now it’s time to stop being a bystander.
- What was the first thing that happened to let the victim know that someone really cared? (Another student asked “What’s wrong.”)
- Jot down five words, phrases or questions you could use to let someone know that you had empathy for them and wanted to support them.
- Share these with an elbow-partner.

Independent Practice:
- Draw three or four cartoon cells depicting a bullying situation and intervention.
- It is okay to have Super Hero Bystanders but try to keep the dialogue realistic!

Closure:
- Personal challenge to students:
  - Do you know someone who is alone or isolated, in class or on the playground or at lunch?
  - Make a plan to reach out to them.

Additional Resources:
- Remind students that these concepts are included in the TUSD Code of Conduct.
- Students and parents can access this information on the TUSD website and also through the Code of Conduct App.
<table>
<thead>
<tr>
<th>Grade: 5</th>
<th>Lesson Title/Focus: Personal Safety</th>
<th>Materials:</th>
</tr>
</thead>
</table>
| Lesson: 7 |                             | - Whiteboard or chart paper  
             |                             | - Lined paper for independent practice activity |

**Lesson Objectives:**
Students will be able to
- understand giving permission, agreement or consent
- practice refusal skills
- understand sexual abuse and sexual harassment
- identify sources of help from abuse

**Academic Vocabulary:**
1. **Sexual abuse** is 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.
2. **Sexual harassment** is unwelcome sexual behavior and speech that makes an individual uncomfortable, in public, school or a work place situation.

**Anticipatory Set:**
- Make a list of different ways to show someone that you like or love them (high fives, hugs, holding hands, saying “I love you,” pat on the back)

**Direct Instruction:**
- **Class Discussion:**
  - What is respect?
  - How about affection?
  - Can you have affection without respect? (No)

- **Ask:**
  - When you look at your list (from anticipatory set), how do you know which technique for showing affection is appropriate?
  - When you like someone who’s your age is showing affection inappropriately, how do you let them know?
  - Do you feel awkward when you approach them? Do you say goofy things?

- **Explain:** When people feel awkward the may act inappropriately. That’s when situations that are considered sexually inappropriate, and even, illegal are likely to happen.
- **Note:** You, as the teacher who knows these students, should pick appropriate scenarios to depict sexual harassment and abuse. (tugging on someone’s clothing or underwear, taking photos, making suggestive comments about their physical appearance) Be firm in stating that being disrespectful is ALWAYS the way these actions will be taken by the victim. Often these incidences occur when someone is showing off in front of other people.

FLC Grade 5 Lesson 7: Personal Safety
Guided Practice:
- Class Discussion
  - What are some things you can do to stay out of difficult situations?
  - Who are the people to tell when personal safety has been threatened?
    (parents, friend, teacher, school nurse, principal).

- Review Refusal Skills: (post in classroom)
  Be sure to include:
  A. Get away from the person
  B. Go to public place
  C. Make noise
  D. Tell someone who is trusted.
  **Do not get into a vehicle. Fight.**

Independent Practice:
- Post the refusal skills practice scenarios below:
- Have students’ select one scenario and write how they will use the Refusal Skills.
  Write a script of what they would say.

1. The temperature is 106 degrees, and you are trying to keep cool. Your neighbor, Mr. Frank, invites you to go swimming in his pool. When you get there, he says you don’t need a swim suit.

2. Your sixteen-year old cousin comes to visit for two weeks during the summer break. One day when your parents are out, he shows you pictures on his phone of naked people. He says he will give them to you.

Closure:
- Review the student responses to the Refusal Skills Practice.
- Final points to emphasize:
  A. It is your body
  B. If YOU feel like something is wrong, you are right
  C. It is always better to tell a trusted person and keep telling until something is done

Additional Resources:
Definition: Sexual Abuse is the use of persuasion, inducement, enticement, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or any simulation of such conduct (definitions: USlegal.com Add information about Sexting and other appropriate social media concerns)
Grade: 5  
Lesson: 8  
Lesson Title/Focus:  
Puberty / Reproductive System  

Materials:  
- Female Reproductive System Diagram  
- Male Reproductive System Diagram  
- Adolescent Physical Development Chart  
(for teacher reference only)

Lesson Objectives:  
Students will be able to  
- describe the physical changes during puberty  
- identify the structure and function of the male and female reproductive systems  

Academic Vocabulary:  
1. puberty: the transition into adulthood. The body’s hormonal activity increases and begins the series of physical, mental and emotional changes.  
2. hormones: the chemicals produced in one part of the body that control a change in a different part of the body. Hormone activity begins (about 8-12 for females, 10-14 for males) to stimulate physical changes.

Concepts:  
1. The changes that occur during puberty will happen over a period of years.  
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.

Anticipatory Set:  
- Students examine the term “Puberty.”  
  - What is it?  
  - What are some of the physical changes happening to our bodies during puberty?  
  - How can we tell when puberty is happening?  
  
Stress that puberty will begin at different ages and continue over a period of years. Females typically experience changes between the ages: 8-13. Males will experience changes between 9 and 14 years old.  

See Teacher Reference: Adolescent Physical Development  

Direct Instruction:  
- Using the diagram handouts, have students label the male and female reproductive organs - penis - cervix - urethra - vagina - scrotum - uterus – testes/testis - fallopian tubes - vas deferens – ovaries  
- Add the terms sperm and egg and menstruation to vocabulary.  
- Beginning with production in the testis, follow the sperm through the Male Reproductive System.  
- Examine the two functions of the Female Reproductive System: producing the egg, and carrying out pregnancy. Also, review the menstruation cycle.
Guided Practice:
- Have a class discussion or have students write their responses:
  - What is the purpose of the reproductive system?
  - Why does the reproductive system need to change during puberty?
  - Why is it important to know the location of the organs?
  - Why is it important to know the proper names for the organs, both male and female?

Independent Practice:
- Pretend that you have a younger family member who is about to enter puberty and is nervous about the changes that they are about to experience.
- You will produce a brochure or hand out for your family member that explains what is happening.
- Include the physical, mental and emotional changes that they can expect.

Closure:
- Optional sharing of brochures.

Additional Resources:

Reference: Holt, Decisions for Health, Level Green, p. 192-195

- Male Reproductive System: The main function of the system is to make and store sperm, the male sex cells. The reproductive system also makes the hormone testosterone, which controls much of the growth and function of the male body. Sperm are produced in the testes. A healthy adult male makes several million sperm each day. Then, they are carried into the vas deferens, the long tubes leading to the urethra. The urethra is the tube running through the penis.
- Female Reproductive System: The two main functions are to make the female sex cell, the egg, and to carry out pregnancy. The ovaries are the organs that make the eggs and the hormones estrogen and progesterone. These hormones control much of the growth and function of the female body. The uterus is the organ that holds a fetus during pregnancy.
- Menstruation: Beginning at puberty, the lining of the uterus thickens every month in preparation for pregnancy. The monthly breakdown and shedding of the lining is called menstruation. During the menstrual cycle, blood and tissue leave the woman’s body through the vagina. The bleeding generally last about 28 days. Many young women have cycles that vary in length from month to month, or are irregular.
Female Reproductive System

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.

FLC Grade 5 Lesson 8: Puberty / Reproductive Systems
Male Reproductive System

Label the parts of the male anatomy.

urethra, urinary bladder, penis, scrotum, vas deferens, prostate gland, testes (testicle)

FLC Grade 5 Lesson 8: Puberty / Reproductive Systems
## Adolescent Physical Development Chart
(For teacher reference only)

<table>
<thead>
<tr>
<th>Aspects of Development</th>
<th>Age when change usually begins</th>
<th>Description of the change</th>
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<th>Description of the change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in height and weight</td>
<td>10-12</td>
<td>One of the earliest signs of puberty is an increase in height and weight gains. The growth spurt can last four years, but is most rapid during the first two.</td>
<td>Increase in height and weight</td>
<td>12-13</td>
<td>One of the earliest signs of puberty is an increase in height and weight gains. The growth spurt can last four years, but is most rapid during the first two.</td>
</tr>
<tr>
<td>Breast development</td>
<td>10-12</td>
<td>This stage begins with “budding,” an enlargement of the nipple and surrounding area. A year or so later the breasts will begin to enlarge.</td>
<td>Genital development and ejaculation</td>
<td>11-13</td>
<td>Hormonal activity at the start of puberty stimulates the growth of the testicles. The skin of the scrotum darkens and the penis lengthens and broadens. The ejaculation of the seminal fluid usually occurs within two years of this genital development.</td>
</tr>
<tr>
<td>Growth of pubic hair</td>
<td>10-11</td>
<td>Pubic hair first grows as light, soft hair in the external genital area. The hair darkens and covers a larger area during the next few years. Underarm hair begins to grow approximately 1-2 years after pubic hair.</td>
<td>Growth of pubic, underarm and facial hair</td>
<td>11-15</td>
<td>The growth of pubic hair normally starts first and is followed a year or so later by facial hair. Heredity will affect the growth of body and facial hair.</td>
</tr>
<tr>
<td>Underarm hair</td>
<td>12-13</td>
<td>Apocrine sweat glands become active in the underarm, in the groin and around the nipples. These glands produce a different type of sweat than other sweat glands (eccrine) that results in body odor if not regularly washed.</td>
<td>Development of apocrine sweat glands</td>
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</tr>
<tr>
<td>Onset of menstruation (First Period)</td>
<td>11-14</td>
<td>Deepening of the voice</td>
<td>Deepening of the voice</td>
<td>13-15</td>
<td>The voice box (larynx) begins to enlarge. An “Adam’s Apple” may develop. The voice deepens about a year after the enlargement of the larynx.</td>
</tr>
</tbody>
</table>

FLC Grade 5 Lesson 8: Puberty / Reproductive Systems
### Lesson Title/Focus:
Puberty: Hormones / Hygiene

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

### Lesson Objectives:
Students will be able to
- recognize the emotional and mental changes that will occur during puberty
- understand hygiene practices accompanying puberty
- understand the importance of confiding in a trusted adult or doctor

### Academic Vocabulary:
1. puberty
2. hygiene
3. hormone

### Concepts:
1. It is important to understand both the male and female reproductive systems.
2. Using correct terminology reduces confusion.

### Anticipatory Set:
- Students will make a chart recording the changes that happen for **Females, Only** and **Males, Only**. Also, keep a category of changes that occur with **Both**.
- Have students cite changes that occur during puberty.
  - They may include: Height growth, broadening shoulders, developing breasts and genitalia, menstruation, hair growth in underarms and in genital area, increased body odor, acne, facial hair, voice changes
- Next to each change, jot down which hormone might contribute to that change.

### Direct Instruction:
Tailor the information to girls or boys as is appropriate for your group of students.
- **Explain:** While your body is changing physically, expect that you will also grow mentally and emotionally.
  1. You will be able to understand and analyze more complex ideas and situations.
  2. You may begin to feel attracted to other people and become interested in romantic relations.
  3. You may experience mood swings.
  4. You may feel tempted to try new experiences.

### 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 Instruction:
- 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.