FAMILY LIFE CURRICULUM

HUMAN GROWTH AND DEVELOPMENT

HUMAN SEXUALITY

FOURTH AND FIFTH GRADE

TUCSON UNIFIED SCHOOL DISTRICT
This curriculum is School Board Adopted and Certified by the State of Arizona. Training may be requested from the Comprehensive Health Education Department, Tucson Unified School District.

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SUPERINTENDENT

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FAMILY LIFE CURRICULUM
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PHILOSOPHY

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

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

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

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

GOAL

Students will acquire accurate information about human maturation and will develop knowledge of physical, social and emotional aspects of personal maturation, human sexuality and family life. The primary goal is to provide opportunities for students to develop positive self-esteem, effective communication skills, responsible decision-making, and personal safety strategies.
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 as the only 100% effective method of preventing pregnancy and Sexually Transmitted Infections.
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OVERVIEW

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

Sexuality is an inherent part of each individual’s personality. The Tucson School District’s FAMILY LIFE CURRICULUM was developed to help students learn more about themselves, refine communication skills, and develop respect for themselves and others. Successful family life curricula are those that are a cooperative effort between parents (home) and the school.

The 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 recommendations of the Tucson Unified School District Sex Education Advisory Committees, the results of T.U.S.D.’s parent survey collected in May 1989 and the Arizona State Board of Education Policy R7-2-303 on Sex Education. Additionally, American Government Students from University High School made recommendations for the revision of the curriculum that were considered during the update process.

For those students who enjoy open discussions 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 process, personal safety strategies and serves to foster respect for all people and their beliefs.

The FAMILY LIFE CURRICULUM currently is implemented in grades K-12. The current K-3 Health Education Curriculum was determined to adequately incorporate the sex education objectives developed by the committee. These lessons are instruction for Elementary School grades 4 and 5, Middle School grades 6 and 7/8 and High School Health Class. The included Growth and Development lessons are about family relations, communication, decision-making, and assertiveness strategies. The human sexuality portion of this curriculum addresses emotional, physical and social changes that occur during puberty and adolescence, prevention of pregnancy and Sexually Transmitted Infections through abstinence, and facts concerning human reproduction.
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CLASSROOM CLIMATE

Research has shown the teacher to be the single most important resource in the classroom. The sensitive nature of sex education demands knowledgeable, well-trained and caring teachers who are cognizant of the needs of students. Teachers must be comfortable with the content of the material to be presented. Teacher selections and in-service training provided by T.U.S.D. are critical determinants to the effectiveness of the program.

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. 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 and family. Students’ questions or vocabulary that are not included in the grade level lessons will be identified and the student will then be referred to his/her family, if the questions can not be answered using age-appropriate information provided. Teachers will emphasize that students’ peers do not always have correct information about human growth and development. In addition, the “Question Box” will be available in class for students to ask questions anonymously.

PARENT PARTICIPATION

Parent participation is highly valued by T.U.S.D. A parent informational meeting will be held prior to classroom presentations to allow for a review of curriculum content 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).
ARIZONA STATE STANDARDS
ESSENTIALS LEVEL EsEleHea.html
(Grades 4-5)

Health-Enhancing Behaviors
Students comprehend concepts related to health promotion and disease prevention. 
*Students know and are able to do the following:*
- Explain the importance of assuming responsibility for personal health behaviors. (CH3-E1)
- Distinguish between responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of alcohol, tobacco, and other drugs). (CH3-E3)

Health-Influencing Factors
Students analyze the influence of culture, media, technology, and other factors on health. 
*Students know and are able to do the following:*
- Explain how messages from media and other sources influence health behaviors. (CH4-E3)
- Describe how information from peers influences health. (CH4-E4)

Interpersonal Skills
Students demonstrate the ability to access accurate health information. 
*Students know and are able to do the following:*
- Demonstrate ways to communicate care, consideration and respect of self and others. (CH5-E1)

Goal Setting and Decision-Making Skills
Students demonstrate the ability to use goal settings and decision-making skills to enhance health. 
*Students know and are able to do the following:*
- Apply a sound decision-making process that includes an examination of alternatives and consequences and determines a course of action to resolve health issues and problems individually or collaboratively. (CH6-E1)
- Explain how decisions regarding health behaviors have consequences for self and others. (CH6-E2)

Health Advocate
Students demonstrate the ability to advocate for personal, family and community health. 
*Students know and are able to do the following:*
- Research various media for language, subject matter and visual techniques used to influence health-related information and decision making. (CH7-E1)
- Identify barriers to effective communication of information about health issues. (CH-E3)
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 may want to use the glossary provided to help answer questions. Answer questions simply and in a scientific manner.

8. **Exceptional Education Inclusion Strategies**
   A. Provide a tape recorder for students to leave their questions orally.
   B. Allow students to write/type questions outside of class.
# FOURTH GRADE COURSE OUTLINE

## Section I. Growth and Development

*Girls and Boys Taught Together*

| I. | Family | 15 |
| II. | Changes in Families | 17 |
| III. | Decision Making | 19 |
| IV. | Effective Communication Skills and Assertiveness | 21 |
| V. | Self Confidence | 25 |
| VI. | Personal Safety | 26 |

## Section II. Human Sexuality

*Girls and Boys Taught Separately*

| VII. | Puberty | 28 |
| | A. Hormones | |
| | B. Anatomy of Reproductive System | |
| VIII. | Puberty and Personal Hygiene | 35 |
| IX. | Information Review | 36 |

*Exceptional Education Supplement*
1. Parent permission is not necessary for lessons I-VI.

2. Keep boys and girls together while teaching lessons I-VI.

3. Teach all lessons consecutively.

4. Each lesson has several activity choices to engage a variety of learning styles.

5. Order videos well ahead of planned viewing date.

6. For maximum effectiveness of videos, please preview them before showing them to students.
FAMILY LIFE CURRICULUM
FOURTH GRADE
OBJECTIVES

Students will:

1. Recognize differences in families based on culture, interests, and lifestyles

2. Explain that being part of a family can provide growth, happiness, success and security through mutual support.

3. Discuss families and the effects of change on relationships.

4. Identify people who influence decision-making.

5. Demonstrate an understanding of the power of the individual to control his/her own personal behavior.

6. Demonstrate responsible decision-making.

7. Practice effective communication skills

8. Explain good and bad touches and sexual abuse.

9. Identify sources from which to seek help from sexual abuse.

10. Describe personal boundaries and the right to privacy.

11. Explain the human need to belong to a group.

12. Demonstrate strategies and skills in assertiveness.

13. Demonstrate an understanding of heredity and a basic understanding of dominant and recessive traits.

14. Explain hormones and puberty and their effect on development.

15. Identify male and female reproductive organs.

16. Describe physical changes that occur at puberty.

17. Describe the reproductive process.

18. Demonstrate an understanding of personal hygiene.
FOURTH GRADE
LESSON I
FAMILY

Objectives
Students will
• Discuss how being part of a family can provide growth, happiness, success and security through mutual support.
• Recognize differences in families based on culture, interest and lifestyles.

Materials
• “My Family Has Taught Me” worksheet
• Question box

Activity Choices
1. Brainstorm “What is a Family”
   A. Two parent family
   B. Single parent family
   C. Step or blended family
   D. Extended family
   E. Adopted family
   F. Foster families
   G. Joint custody (may mean two families)
2. Emphasize that families are different, not better or worse. Highlight the similarities and differences, not that one particular type is better than the other.
3. Brainstorm the function of a family
   A. Provide basic needs of life to those not able to provide for themselves
   B. Teach values and customs
   C. Provide love, security, nurturing
   D. Model communication, cooperation and problem solving
4. Have students complete “My Family Has Taught Me” worksheet to help identify their family traditions. Add any additional categories. Share orally.
5. Exceptional Education Inclusion Activities:
   A. Find and cut out pictures of families in a magazine to make a collage. Discuss ways that these families are different and alike.
   B. Students who have difficulties with written language may draw pictures of family foods, recreation, and traditions.
MY FAMILY HAS TAUGHT ME

Special Foods

Recreation

Languages

Holiday Traditions

Traditions

What would you pass on to your children as a family tradition?
FOURTH GRADE
LESSON II
CHANGES IN FAMILIES

Objectives
Students will
• Identify changes that occur in families
• Identify effects of changes
• Identify responsibilities as a family member

Material
• “Family Changes” worksheet

Activity Choices
1. Brainstorm the roles of family members
   A. Parents
      1. Provide food, clothing, and shelter
      2. Provide love
      3. Provide supervision
      4. Teach
      5. Pass on values, culture, and tradition
   B. Children
      1. Do chores (list)
      2. Show respect for parents
      3. Do homework

2. Fill in the chart identifying some changes that occur in families and the adjustments that each family member has to make because of the change.
   a. divorce  b. mom going to work  c. death  d. unemployment
   e. illness  f. new baby  g. moving  h. alcohol abuse

3. Discuss the following concepts
   A. Responsibilities change at various stages of life. Older children may have different responsibilities than younger children.
   B. Learning to deal with change as a young person better equips him/her for adulthood.

4. Exceptional Education Inclusion Activities:
   A. Use an overhead of the changes chart and fill it in during the discussion to help students with written language difficulties.
   B. Role-play the different responsibilities of different family members.
## FAMILY CHANGES

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FOURTH GRADE  
LESSON III  
DECISION-MAKING

Objectives  
Students will  
• Demonstrate responsible decision-making  
• Know when a decision is necessary  
• Practice brainstorming techniques  
• Practice decision-making skills  
• Predict consequences and discuss the impact  
• Recognize influences of parents, peers and media  
• Understand the power of the individual to control his/her personal behavior

Concepts  
Steps for decision-making  
1. Define problem  
2. Consider alternatives  
3. Consider consequences of each alternative  
4. Consider personal values  
5. Choose one alternative  
6. Implement decision

Material  
• Paper, pencils, chalkboard, large bowl  
• Question box

Activity Choices  
1. Ask students to think about decisions they have made. Elicit situations (home or school) when decisions are necessary. List on chalkboard.
2. Pose situational problems  
   A. Which is least favorable?  
      1. Move to new school  
      2. Lose your allowance  
      3. Have a disagreement with your best friend  
   B. Which causes the most anger?  
      1. A friend who won’t listen  
      2. A teacher who is unfair  
      3. Parents giving instructions  
3. Have the class work through each of the above situations using the decision making process.  
   A. Identify steps  
   B. Discuss values related to making responsible choices
C. Discuss consequences of decisions and ways to accept them

4. Students write problem or situation requiring a decision
   A. Place all of above into large bowl
   B. Students select a problem, read to class and discuss process he/she would use in making a decision
   C. Present the situation below, or one suggested by students
      Mary has been wanting a new outfit for a special event coming up at school. She has been working to pay for it but the event is only 4 days away and she is still $10.00 short of the cost. Mary and Ann are at the mall together and Mary confides her problem to Ann. Ann tells Mary that she has shoplifted before and offers to show Mary how to get the outfit. What should Mary do?
   D. Have students work through the problem using the 6 steps previously introduced steps
   E. Identify who and how Mary is being influenced
      1. Media – need for the new outfit
      2. Parents – values of the family
      3. Peers – desire to impress them
      4. Friend – will she think I’m “chicken?”
   F. Discuss the role of self-control in making a decision
   G. Discuss the consequences of a decision and how to live with them
   H. Ask students for examples of situations that they may be faced with during this time of increasing independence. How will peer pressure and parental values effect their choices?

5. Exceptional Education Inclusion Activities:
   A. Role-play situations that require decision-making
   B. Model the process for making good decisions
   C. Have students role-play using the decision making steps
   D. Use tapes of TV programs or movies where children/adults are faced with a decision. Stop the tape and discuss the decision making steps and what choices they would make
FOURTH GRADE
LESSON IV
EFFECTIVE COMMUNICATION SKILLS
AND ASSERTIVENESS

Objectives
Students will
• Practice effective communication skills
• Practice respect for peers
• Demonstrate strategies and skills in assertiveness

Concepts
1. Good communication skills include
   A. Knowing that feelings influence listening and communication
   B. Knowing how the feelings of others influence communication
   C. Looking for hidden meanings
   D. Express wishes clearly
   E. Being assertiveness
   F. Say what is meant
   G. Understanding body language in conversation
   H. Avoiding sexual harassment
      1. respect each other
      2. demonstrate dignity and equality
      3. avoid sexual stereotyping
      4. know the difference between flirting/teasing and sexual harassment

Materials
• Worksheet “Effective Communication Skills”
• Worksheet “Case Studies”
• Question box

Activity Choices
1. Read or role-play some of the following situations in the worksheet “Effective Communication Skills.” After each situation, ask the class to choose the most effective response.
2. Leave the last 10 minutes of the class to ask, “What has been learned by these activities?”
3. Identify and discuss:
   A. Need for self-confidence and self-respect
   B. Need for effective communication skills
   C. Need for respect for parents and all people
   D. Need for awareness of own feelings and attitudes and how they affect behavior
   E. Influence of parents and peers
   F. How responsibilities and privileges grow during the maturation process.
4. When does sexual harassment happen at school? Who is hurt by it? Have students complete the worksheet "Case Studies" about sexual harassment. Discuss their answers.

EFFECTIVE COMMUNICATION SKILLS

SITUATION:
Your best friend asked you to come to his/her home after school, but someone in your family will need to pick you up after dinner. What would you do?
POSSIBLE RESPONSES:
A. You stop at home and say, “Mom, may I ask you something? Sally’s mom is outside in the car and Sally 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 Sally’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 Sally’s house. I’ll call you when I want you to be there.”

SITUATION:
Father asked Armando to take out the trash. Armando said he would, but forgot and went off to ride his bike with friends. When he came home, his father had to remind him. What would you do?
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. “Are you angry with me because I forgot? Okay, I’ll do it now.”

SITUATION:
You and your mother are shopping. You want to buy a tape that costs $8.00. You say “Will you buy it for me?” She says, “No!” What would you do?
POSSIBLE RESPONSES:
A. You wait until you get home, then say, “I really want that tape. I know $8.00 is a lot, but I could do some special chores for you this week.”
B. When you are still in the store. You say, “Mom, I have to have it! Please, please, please buy it for me!”
C. “You always buy something for yourself and never for me.”
D. “Mom, why won’t you ever buy me what I want? You always say no. You didn’t even look at it. Come over here and just look at it.”
SITUATION:
Your teacher returned a paper to you that had a bad grade on it. You had two problems marked wrong. You checked with your friends. They had the same answers as you, and their answers were not marked wrong. What would you do?
POSSIBLE RESPONSES:
A. You tell all your friends that the teacher never liked you, and she’s an old witch.
B. You tell the teacher, “You never liked me, and you’re an old witch.”
C. You go up to the teacher during class and say, “You marked these two problems wrong, and they are right.”
D. You wait until after class and say, “I checked my paper with some of the other students, and I think two of the problems marked wrong are right. Would you check them again, please?”

SITUATION:
Your mother says to you, “I don’t want you hanging around with the big kid anymore. He’s a creep and too old for you.” What do you do?
POSSIBLE RESPONSES:
A. "You can’t tell me with whom to be friends.”
B. “I really like Fernando. I know he is older than me, but he’s been teaching me how to play basketball. Why do you think Fernando is a creep?”
C. “You never like my friends. You never want me to have any fun.”
D. “Dad says it’s ok.”

SITUATION:
David wants to go to the concert at the community center with a friend. The concert starts at 9:00 pm. and probably won’t be over until 11:30 pm. They plan to take the bus and go by themselves. David’s parents say he can’t go without an adult. David says he wants to go with his friend or not at all. What would you do?
POSSIBLE RESPONSES:
A. “You always treat me like a baby!”
B. “You better let me go, or I won’t do anymore work around here!”
C. "I really want to go someplace with just my friends. Could we take the bus to the mall or to a movie?"
D. "Jeff’s mother said he could go. Why can’t I?"

SITUATION:
You are waiting for school to start with a group of friends. A cute girl/boy walks by and your friends say out loud “What a Babe.” What would 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, and try to help your friends understand that what they are doing is hurtful and against the law.
Case Studies
Sexual Harassment

The last situation in the previous activity leads into this activity.

Directions: Sexual harassment is something said or done, of a sexual nature, that is unwanted. Read the following case studies and answer the questions about the examples below:

Is this sexual harassment?
Why?
Who is the harasser?
Who is harassed?
What should be done?

1. A boy tells dirty jokes in front of girls. The girls ask him to stop but he replies that they don’t have a sense of humor.

2. Some girls make up “love notes,” sign other students’ name to them, and pass them around the classroom.

3. Boys snap girls’ bras.

4. A boy gets mad at a girl and won’t speak to her.

5. A girl called a boy a fag because of his clothes.

6. A girl tells a boy that she likes him.

7. A boy starts a rumor that another girl and boy are having sex.

8. Some students started a rumor that another student has AIDS.
FOURTH GRADE
LESSON V
SELF CONFIDENCE

Objectives
Students will
• Discuss self-confidence as a feeling of self-worth and success.

Materials
• Chalkboard and drawing paper

Activity Choices
1. Brainstorm a list of about 20 characteristics that students consider strengths.
   A. Have each student make an “I” statement applying one of the strengths to him/herself.
   B. They can also relate an incident where they have demonstrated that strength.
   “I feel I’m ______________________________ because_______________”.
2. Discuss how it feels to share these things about themselves with others.
3. Discuss the benefit of self-confidence in one’s strengths and how it helps in times of disappointment, fear or frustration.
   A. Positive self-talk.
   B. Making a positive mental picture of yourself.
   C. Draw a picture of yourself as the center of power or in position of strength.
   D. Practice seeing it in your mind when things are not going well-when kids are calling you names on the playground.
   E. How could recalling such an image change a decision on how to handle difficult situations?
   F. Brainstorm other situations when seeing yourself successful could help-when having difficulty with a new assignment; when messing up in a ball game.
   G. Discuss how self-confidence and assertiveness help in dealing with parents, peers and others.
4. Exceptional Education Inclusion Activities:
   A. Role-play ways for students to get out of a situation that makes them uncomfortable.
   B. Have students make a poster or a book of things he/she does well.
   C. Role-play positive self-talk.
FOURTH GRADE
LESSON VI
PERSONAL SAFETY

Objectives
Students will
• Explain good and bad touches
• Identify sources of help from sexual abuse
• Describe personal boundaries and the right to privacy
• Explain the human need to belong to a group

Concepts
1. Background on why sexual abuse occurs
   A. Sometimes people who are not emotionally and mentally healthy misuse or abuse people around them.
   B. Sometimes people are nice just to get what they want.
   C. Some people abuse alcohol and do not have self-control.
   D. Sex, which is natural and beautiful, can be misused.
2. Facts to bring out:
   A. A molester may be male or female
   B. A molester may be a stranger or someone known
   C. If anyone attempts to get overly familiar or makes one uncomfortable in any way, get away and tell someone. Keep telling until someone acts on it.
   D. It is not the victim’s fault
   E. Most people are friendly and like children. Only worry if someone causes uncomfortable feelings.

Materials
• Video Better Safe Than Sorry (15 minutes) English and Spanish
• Pictures from magazines of various types of touches or other sources
• Question box

Activity Choices
1. Show video Better Safe Than Sorry. English or Spanish
2. Discuss simple rules created to help prevent and/or deal with potential abuse- (say no, get away, tell someone and be believed)
3. Identify community resources available to children. Give KIDLINE (795-8855) and Help-On-Call (323-9373) crisis phone numbers.
4. Brainstorm different types of touches
   A. Identify who would use them
   B. Differentiate between touches that are liked and received and touches not liked
GRADE 4      SECTION 2

HUMAN SEXUALITY

Reminders:

1. Hold a parent meeting for curriculum and video review.

2. Lessons VII-VIII need to be taught to students in groups separated by gender.

3. Students must have a signed parent permission form on file.

4. Alternative programs need to be provided for students not attending this portion of the curriculum.

5. Teach all lessons consecutively.

6. Order videos well ahead of date planned for viewing.

7. Preview videos before classroom use to maximize video effectiveness.

8. Use only materials provided as they are School Board approved.
Objectives
Students will
• Discuss the effects of hormones
• Discuss emotional and physical changes that occur during puberty
• Identify male and female reproductive organs
• Describe menstruation and nocturnal emissions

Concepts
1. Puberty is the stage of life between childhood and adulthood when a person’s body undergoes special changes that result in physical growth and emotional changes. These changes occur gradually. Each person’s body clock is different. Generally boys go through puberty between the ages of 10 to 18, and girls go through puberty between the ages of 8 and 16.
2. The pituitary gland (and endocrine gland in the head) secretes hormones that signal the sex glands to trigger this stage of growth called puberty. The female sex glands are called ovaries. The male sex glands are called testes. In turn the sex gland produce hormones (estrogen in females, testosterone in male) that cause certain body changes.
3. The 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.
   Additional information for discussion.
   • 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 last for 3–7 days
   • There are many myths surrounding menstruation (example: You should not wash your hair while menstruating).
4. 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
deferen to the prostate gland where they combine with fluids called semen. This thin white fluid containing sperm then makes its way to the urethra in the penis. The urethra is the passage way 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.

5. Sperm leave the body through the penis in a process called ejaculation. Before ejaculation, the penis is usually soft and limp. At certain times, however, 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 intercourse and can also happen during sleep. This occurrence 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 up.

Materials
- Overhead transparencies and/or individual copies of male/female body changes
- Question box
- Overhead transparencies of reproductive organs
- “Journey of the Egg” worksheet
- “Anatomy Drawing” worksheet
- Video (Girls) It’s a Change Thing (15 minutes)

Activity Choices
1. Explain the concept of puberty. Have students brainstorm changes that occur during puberty. List them on the board in two columns, one for physical changes and one for emotional changes. After the list is made, mark each item that is uniquely male or female. Note that males and females share common experiences during puberty.

2. Physical Changes
   A. underarm hair
   B. facial hair
   C. larger breasts
   D. broader shoulders
   E. wider hips
   F. acne
   G. pubic hair
   H. deepened voice
   I. elongated penis
   J. growth spurt
   K. sweat glands become more active

3. Emotional Changes
   A. mood changes
   B. interest changes
   C. feelings of independence increase
   D. feelings toward the opposite sex changes
   E. some feelings of awkwardness

4. Use diagrams to explain the process of menstruation
5. Discuss nocturnal emissions. Use diagrams to locate terms as needed.
6. Show video It’s a Change Thing. This video may be shown in third grade by the nurse to help those girls who begin their cycle earlier than 4th grade.

7. Exceptional Education Inclusion Activities:
A. Have students bring in pictures of themselves as they have grown. Discuss bodily changes that occur during growth.
B. Cut out pictures from magazines of children, teens, and adults. Discuss the body differences.
C. Write the diagram labels on an overhead for students to copy.
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.
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.
Label the parts of the male anatomy.

urethra  urinary bladder  penis  scrotum  vas deferens  
prostate gland  testes (testicle)
Label the parts of the male anatomy.

urethra  urinary bladder  penis  scrotum  vas deferens  prostate gland  testes (testicle)
FOURTH GRADE
LESSON VIII
PUBERTY AND
PERSONAL HYGIENE

Objectives
Students will
• Discuss the effects of physiological changes and different rates of development
• Identify personal hygiene strategies

Materials
• For girls-Video Growing Up For Girls (15 minutes)
  Girl to Woman Spanish
• For Boys-Video Growing Up For Boys (15 minutes)
  Boy to Man Spanish
• (Optional) Pads and tampons for girls - the school nurse may have pamphlets “It’s a
  Girls Thing”

Activity Choices
1. Review physical changes of puberty
2. Discuss personal hygiene that parallels these changes
   A. Daily washing of face, hair and body to eliminate oils and odors
   B. Change clothing daily
   C. Use deodorant
   D. Good nutrition
   E. Exercise
   F. Girls only – Use and care of pads and tampons (identify toxic shock syndrome
      [TSS] and potential danger involved)
3. Show video Girl To Woman or Boy to Man. Discuss and answer questions.
4. Exceptional Education Inclusion Activities
   A. Bring in nutritious snacks, soap, shampoo, and deodorant to use as props
   B. Do some fun physical exercises with the students
   C. Discuss the need for hygiene products
FAMILY LIFE CURRICULUM
FOURTH and FIFTH
INFORMATION INVENTORY

Directions: Answer the following questions in complete sentences. These questions may be used to review information learned or to see how much students know at the beginning of the course.

1. Name three things learned during this study on human growth and development or human sexuality.

2. What questions do you have about the topics?

3. What would you like to learn about during this unit of study?
**INFORMATION REVIEW**  
**FOURTH GRADE**

Directions: Place the letter of the correct definition in the space before each vocabulary word listed in the left column.

<table>
<thead>
<tr>
<th><strong>_____</strong></th>
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<th><strong>_____</strong></th>
<th><strong>_____</strong></th>
<th><strong>_____</strong></th>
<th><strong>_____</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hygiene</td>
<td>Urethra</td>
<td>Menstruation</td>
<td>Hormones</td>
<td>Ovum (egg)</td>
<td>Puberty</td>
</tr>
<tr>
<td>a. fluid containing sperm</td>
<td>b. female reproductive cells</td>
<td>c. body chemical that causes physical and emotional changes</td>
<td>d. release of sperm during sleep</td>
<td>e. organ that produces female reproductive cells</td>
<td>f. external male reproductive organ</td>
</tr>
<tr>
<td>Testicles</td>
<td>Sperm</td>
<td>Ovary</td>
<td>Nocturnal Emissions</td>
<td>Vagina</td>
<td>Fallopian Tubes</td>
</tr>
<tr>
<td>g. male reproductive cell</td>
<td>h. female organ where the baby grows</td>
<td>i. monthly discharge of the uterine lining</td>
<td>j. organs that produce male reproductive cells</td>
<td>k. tubes that carry the eggs from the ovaries to the uterus</td>
<td>l. time between childhood and adulthood characterized by rapid physical and emotional changes</td>
</tr>
<tr>
<td>Uterus</td>
<td>Penis</td>
<td>Semen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. passageway that leads from the uterus to the outer body</td>
<td>n. passageway for the urine and sperm out of the body</td>
<td>o. healthful practices that prevent disease</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FAMILY LIFE CURRICULUM
FIFTH GRADE
COURSE OUTLINE

GROWTH AND DEVELOPMENT
*Girls and Boys Taught Together*

I. Self Concept ........................................ 41
II. Changing Relationships ......................... 46
   A. Family ...........................................
   B. Responsibility .................................
III. Communication/Sexual Harassment ............ 48
IV. Decision Making ................................. 51
V. Stereotyping ...................................... 56
VI. Birth Order ...................................... 58
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HUMAN SEXUALITY
*Separate Boys and Girls*

VIII. Puberty ......................................... 63
IX. Reproductive Systems/STIs .................... 66
X. Fertilization-Heredity .......................... 72
XI. Information Inventory/Review .................. 77

*Exceptional Education Supplement*
GRADE 5          SECTION

HUMAN
GROWTH
AND
DEVELOPMENT

1. Parent permission is not necessary for lessons I-VII.

2. Keep boys and girls together while teaching lessons I-VII.

3. Teach all lessons consecutively.

4. Each lesson has several activity choices to engage a variety of learning styles.

5. Order videos well ahead of planned viewing date.

6. For maximum effectiveness of videos, please preview them before showing them to students.
FIFTH GRADE
OBJECTIVES

The Student will:

1. Demonstrate the value of communication with parents.

2. Discuss changes in families and the effect on relationships.

3. Discuss different types of problems that affect the family.

4. Explain the concept of birth order.

5. Recognize stereotyping and the consequences (sex roles).

6. Discuss the need for and practice communication, trust, honesty, and assertiveness.

7. Identify advertising and the influence of the media.

8. Cite the importance of responsible social behavior.

9. Discuss stages of boy/girl relationships-friends, dating, and marriage.

10. Describe the advantages of building relationships based on mutual respect.

11. Discuss emotional, social and physical risks of sexual activity for teenagers.

12. Identify puberty and menstruation as part of the life process.

13. Demonstrate respect for changes in own body and that of the opposite sex.

14. Identify and appreciate emotional and social changes during puberty.

15. Explain the need for increased personal hygiene.

16. Describe the anatomy and physiology of the reproductive system.

17. Describe fetal development.

18. Identify the need for abstinence and the risks involved in sexual intercourse.

19. Identify abstinence as the only 100% effective method for avoiding pregnancy and Sexually Transmitted Infections.
FIFTH GRADE
LESSON I
SELF-CONCEPT

Objectives
Students will
• Explain the need for positive interpersonal relationships
• Describe the advantages of building relationships based on mutual respect
• Cite the importance of responsible social behavior

Materials
• Copies of the “I Am” poem or poster
• Video Don’t Stop Before You Get Started (19 minutes)
• Construction paper, markers or pens
• Question box
• Paper bags

Activity Choice
1. Share “I Am” poem or poster, read, or choral read, to students.
2. 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.
3. Show video Don’t Stop Before You Get Started and discuss.
   A. Have each student trace their hand on construction paper (teacher demonstrates on the chalkboard). In each finger list one thing that makes the student special (talent, quality, strength, interest, hobby).
   B. Break into groups of four. Share information on the hands and discuss. Think about yourself and others. Do others see you as you do? How?
   C. Give each student a paper bag and several strips of paper.
   D. Each student should write their name on their bag.
   E. Write one positive comment about each person in class and place it in that person’s bag (stress the need to have positive comments only). Teacher may model acceptable remarks
      1. I like your smile
      2. You are a good athlete
      3. Your handwriting is pretty
      4. I like to work with you in science
      5. You have a good sense of humor
   F. Each person reads own “Bag of Hugs”
   G. Think about what was learned about how others see you. Are there qualities that are appreciated by others which you did not consider before?
   H. If time permits, display and discuss the following quotes:
      1. “You are a unique story. Let yourself be heard.” Leo Buscaglia
2. “Self-trust is the first secret to success.” Emerson

4. **Exceptional Education Inclusion Activity**-students who have difficulty writing a positive comment about other students may need to be paired with a partner for this activity.

“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
“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;
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I am unlike any other human being;
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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
SPIRITUAL SELF
Knowledge about what you value

PERSONAL SELF
Knowledge about your emotions and feelings

FINANCIAL SELF
Knowledge about your future and how you will earn a living

SOCIAL SELF
Knowledge about how you relate to your family and friends

PHYSICAL SELF
Knowledge about your body

COMMUNAL SELF
Knowledge about interests and the groups to which you belong
FIFTH GRADE
LESSON II
CHANGING RELATIONSHIPS

Objectives
Students will
• Discuss changes in families and the effects on relationships
• Demonstrate respect for changes in one’s self and peers
• Identify and appreciate emotional and social changes

Materials
• Video Trust Me: Learning to be Responsible (19 minutes)
• Overhead of “Wheel of Fortune” worksheet; blank copies of worksheet for each student
• Question box

Activity Choices
1. Show video Trust Me: Learning to be Responsible and discuss
2. Discuss the term self-knowledge
3. Ask students for their definition of self-knowledge
5. Self-knowledge: what a person thinks and feels about him/herself.
6. Review list on board to compare
7. Complete “Wheel of Fortune” worksheet. Use the overhead to describe each section of the worksheet. Ask students to participate by sharing their knowledge and feelings of each section.
   A. Teacher models completion of personal wheel by sharing one positive aspect of self-application to each component of wheel.
   B. Distribute “Wheel of Fortune” worksheet. Have students complete individual wheel by adding one or more personal characteristics about themselves.
   C. Voluntary sharing and discussion
8. Summarize lesson by stressing
   A. Clarification of individual/family values
   B. Self-discipline
   C. Individual right to choose
   D. Responsibility to self and others
9. Discuss how knowing one’s own values and beliefs helps in relationships with parents, family, peers, and friends.
10. Students may role-play situations which require clear demonstrations of positive self-concept and decision making strategies. Ask for situations that require students to make decisions.
11. Exceptional Education Inclusion Activities

A. Role-play situations to show a student’s self worth in each of the areas on the wheel. Example, a student gets $10.00 for his birthday. How can he show he is considering his future?

B. Have students create a book with a page for each of the points on the wheel. They may draw pictures or write a sentence or two on each page telling of something that they do well in that area.
FIFTH GRADE
LESSON III
COMMUNICATION

Objectives
Students will
• Demonstrate the value of communication with parents
• Discuss changes in families and the effects of relationships
• Discuss different types of problems that effect families
• 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

Materials
• Question box
• “Difference Between Flirting and Sexual Harassment” worksheet

Activity Choices
1. Read the following situation to class:

   Tom gets home from school at 3:15 p.m. every day. The school bus drops him off at the corner of his street. On Tuesday, his mom worked until 4:00 p.m. and upon her arrival home realized Tom was not there. There were none of his books around, no note, and the kitchen showed no signs of his usual after-school snack. These were strong indications that Tom had not been home.

   His mom immediately began calling Tom’s friends. When no one seemed to know where he was, she became frantic and called the police. She followed their advice of driving through the neighborhood to look for Tom. After an hour of this with no sign of Tom, she drove home.

   Tom was watching TV when she went in the house. It seems he made friends with a new student who had a Nintendo and went home with him to play. Tom’s mother began yelling at him and told him he would be punished.

Discuss the following:
A. What did Tom’s mother’s behavior tell Tom?
B. How was she really feeling?
C. Why did she act angrily?
D. How could she have shown her true feelings?
E. What did Tom’s behavior tell about him?
F. What should be done now?
2. Discuss issues that cause problems with family members. Some ideas might be:
   A. poor or failing grades in school
   B. restricted privileges
   C. curfew
   D. chores
3. Role-play situations where students take turns being mother, father, sister, brother
4. Discuss different feelings each person has in a given situation
5. Have student talk about situations at school when sexual harassment might occur
   (give examples of name calling, whistling, commenting on looks, body, clothes, or
   talking about others without respect). Use the worksheet “Difference Between
   Flirting and Sexual Harassment” to stimulate a discussion.
## Difference Between Flirting and Sexual Harassment

Directions: Read the following list, add additional differences.

<table>
<thead>
<tr>
<th>Flirting/Teasing</th>
<th>Sexual Harassment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes me feel good about Myself</td>
<td>Makes me feel bad</td>
</tr>
<tr>
<td>Makes me feel attractive</td>
<td>Is degrading</td>
</tr>
<tr>
<td>Is a compliment</td>
<td>Makes me feel cheap</td>
</tr>
<tr>
<td>Is two-way</td>
<td>Is one-way</td>
</tr>
<tr>
<td>Is positive</td>
<td>Is negative</td>
</tr>
<tr>
<td>I like it</td>
<td>Makes me feel helpless</td>
</tr>
</tbody>
</table>
FIFTH GRADE
LESSON IV
DECISION MAKING

Objectives
Students will
- Discuss and practice good communication, trust, honesty, and assertiveness
- Describe the advantages of building relationships based on mutual respect
- Cite importance of responsible social behavior
- Discuss making decisions that do not hurt him/herself or others

Materials
- “Steps To a Decision” for teacher
- “Steps To a Decision” worksheet
- Paper, pencils
- Comments and considerations for teachers
- Question box

Activity Choices
1. Discuss types of decisions students make routinely (distinguish between conscious and automatic decisions)
2. List responses on board
3. Discuss different feelings resulting from decisions made
4. Compare types of decisions (easy to make/more thought required)
5. Have students list 10 things that are important to them. When complete, have them cross off (give up) all but 3 items (to increase awareness of personal values)
6. Brainstorm serious problems that require decisions
7. Review steps for decision making
8. Distribute “Steps to a Decision” worksheet
9. Apply the 6-step process to resolve a problem as a total group
10. Ask students to identify a problem in their own life that needs a solution. Apply the decision making process to their problem by completing the worksheet
11. Ask students who are willing to share what they have done

12. Exceptional Education Inclusion Activities
   A. Have students cut out pictures from magazines of family situations. Have them sort them into situations that give positive or negative feelings
   B. Have students list positive and negative situations in families
   C. Role-play decision making situation with the group
It is important to refer your students to their parents and/or clergy when it appears that a decision impinges on the realm of moral values or parental expectations.

Below is a description of the decision-making model for background information.

A. **Define the problem.** State exactly what the problem is or the situation around which a decision needs to be made.

B. **Consider all alternatives.** List all possible ways to resolve the problem or possible decisions that could be made. Information may need to be gathered so that all alternatives can be considered. You may wish to consult with others to make sure you have not overlooked any alternatives.

C. **Consider the consequence of each alternative.** List all the possible outcomes, both positive and negative, for each alternative, or each course of action, that could be taken. It is important to have correct and full information by this point.

D. **Consider personal and family values.** Be particularly aware of personal and family values when considering the consequences of alternatives. Decisions are not made in a vacuum. Consequences of decisions include impact on significant relationships, (example: parents, siblings, friends, partners). They also include feeling experienced when decisions are consistent with moral/religious upbringing or with what significant others would want him/her to do.

E. **Choose one alternative.** After carefully considering each alternative, choose the alternative that is most appropriate. Include knowledge, values, morals, religious upbringing, present and future goals, and effect of the decision on significant others.

F. **Implement the decision.** Do what is necessary to have the decision carried out. It may be necessary to develop a step-by-step program with a time-table to make sure things get done.
STEPS TO A DECISION

Directions: The purpose of this exercise is to help students become aware of a process for problem solving. Read over each of the steps in the decision-making process outlined below. Choose a situation or problem to solve. Do each of the six steps for the particular problem chosen.

1. The first step is to know what the problem is and to state it clearly.
2. Think of all the ways the problem could be solved (alternatives).
3. Take each alternative and list all the things that would happen, positive and negative, if that alternative were chosen.
4. Think of all the values (right and wrong) that parents have taught. Think of how family and friends will be affected by the decision. (Add to the list made in step 3.)
5. Decide on the alternative to the problem that seems best.
6. Outline the steps that need to be taken to act on that decision.

- State the problem clearly-

- Think of all the ways the problem could be solved (alternatives).
  a. 
  b. 
  c. 
  d. 
  e. 

53
• Take each alternative and list all the outcomes, positive and negative, that would occur if that alternative were chosen and followed. Save room to add more information from Step 4.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>a._________________________________________</td>
<td>a._________________________________________</td>
</tr>
<tr>
<td>___________________________________________</td>
<td>___________________________________________</td>
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<tr>
<td>b._________________________________________</td>
<td>b._________________________________________</td>
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<td>___________________________________________</td>
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<tr>
<td>c._________________________________________</td>
<td>c._________________________________________</td>
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<tr>
<td>d._________________________________________</td>
<td>d._________________________________________</td>
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<tr>
<td>e._________________________________________</td>
<td>e._________________________________________</td>
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<tr>
<td>___________________________________________</td>
<td>___________________________________________</td>
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</tbody>
</table>

• Think of all the values (right and wrong) that parents have taught. Think of how family and friends will be affected by your decisions.
• Decide on the alternative that seems best and write it out.

• Outline the steps that need to be taken to activate that decision.
  a.______________________________________________
b.___________________________________________________________________
c.___________________________________________________________________
d.___________________________________________________________________
e.___________________________________________________________________
f.___________________________________________________________________
FIFTH GRADE
LESSON V
STEREOTYPING

Objectives
Students will
• Describe the advantages of building relationships based on mutual respect
• Recognize stereotyping and its consequences
• Discuss the need for and practice of communication, trust, honesty, and assertiveness.
• Identify advertising and the influence of the media
• Recognize cultural variations in gender roles

Concepts
Definition: A stereotype is a preconceived idea; a belief that all people that belong to a certain group (gender, age, race) do or should act alike

Materials
- Optional: MP3391 Stereotyping People
- Question box

Activity Choices
1. Using the lines from the nursery rhyme as an introduction

“What are little boys made of?
Snips and snails and puppy dogs’ tails.
And what are little girls mad of?
Sugar and spice and everything nice.”

2. Elicit definitions of gender roles and stereotypes
3. Make a list of gender roles and stereotypes
4. Separate class into groups. Have one group list what men or fathers do. Have the other group list what women or mothers do. Include occupations, recreation, and interests. Compare and discuss the results.
5. Ask students to identify stereotypical attitudes during discussion
6. Discuss sex role differences in a variety of cultures
7. Discuss the following questions:
   A. Why did sex roles start?
   B. Are there things today that are still traditionally male or traditionally female?
   C. How are boys and girls raised differently in this country? In other countries?
   D. Is stereotyping harmful? How?
8. Exceptional Education Inclusion Activities
   A. Group inclusion students with student who can assist them
   B. Have students list jobs and state who usually fills this job, a male, a female, or either
   C. Have students draw pictures of what fathers do and what mothers do
FIFTH GRADE
LESSON VI
BIRTH ORDER

Objectives
Students will
• Demonstrate the value of communication with parents
• Discuss changes in families and the effects on relationships
• Explain the need for positive interpersonal relationships
• Describe the advantage of building relationships based on mutual respect
• Recognize stereotyping and its consequences
• Discuss the concept of birth order

Concepts
1. Research about birth order has shown that personality characteristics and abilities are affected by whether a person is oldest, middle, or youngest child. Oldest children tend to take on parent-like roles while second are more interested in friendships. Oldest children also seem to get more attention from parents and are more pressured to achieve. Fathers tend to be more involved with oldest children.
2. Other children born five or more years after the oldest children tend to act similar to the oldest child.
3. The importance of birth order is widely disputed among professionals of child development. It is recognized that as parents have children they are changing and developing also, and thus treat each child somewhat differently.

Materials
• Markers, 4 large pieces butcher paper
• Teachers use “Birth Order Summary”
• Question box

Activity Choices
1. Ask, “how many students have brothers and sisters?”
2. Discuss what students like about having brothers and sisters.
3. Identify students who have no siblings. “What is it like to be an only child?” (If none, ask what they think it might be like)
4. Group students according to their birth order-only, oldest, middle, youngest. Have each group:
   A. Use chart paper to list advantages of that particular birth order
   B. Be ready to share responses through one spokesperson for each group
   C. Compare and contrast each group’s responses
   D. Discuss how siblings make one another happy
   E. Ask if they think sons and daughters are treated differently in families. Discuss how they are treated differently.
F. How do parents show they care about their sisters and brothers?
G. Discuss jealousy among siblings and possible reasons for these feelings. Refer to chart made by students in their birth order group.
H. Discuss research about birth order and elicit responses from students.
I. Define stereotyping as a preconceived idea; a belief that all people belonging to a certain group act in a certain way.
J. Ask, “How does this apply to birth order?” Example: the “baby” of the family is often perceived as a baby (even at age 40?) and a bit helpless.

5. Exceptional Education Inclusion Activities
A. Group inclusion student with students who can assist them
B. Have students draw pictures of what they do with their siblings
C. Have student bring in photos of their brothers and sisters (or family photo, if they have no siblings)

Birth Order Summary

Research about birth order has shown that personality characteristics and abilities are affected by one’s birth order position. It could affect personality, marriage, children, occupational choice and how one gets along with others.

A simple version of the three main birth order positions are:

   The eldest (and along with them the “only” born)
   The second (or middle-born)
   The babies (last born, the youngest)

Some general characteristics of each birth order are:

The eldest or only children are; perfectionistic, reliable, conscientious, list makers, well organized, critical, serious, and scholarly.

The second born children are; mediators, independent, extreme loyalty to the peer group, mavericks and have the fewest pictures in the family photo album.

Characteristics of babies are; manipulative, charming, shows off, people person, good salesperson, precocious, and engaging.
FIFTH GRADE
LESSON VII
PERSONAL SAFETY

Objectives
Students will
• Discuss the need for and practice communication, trust, honesty, and assertiveness
• Explain good and bad touches and sexual abuse
• Identify sources of help from abuse

Concepts
Definition: 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. Or it could be sexual mistreatment of another person.

Materials
• Video Break the Silence: Kids Against Child Abuse (30 minutes)
• Question box
• “I think – I feel – I do” worksheet

Activity Choices
1. Discuss the human need to be touched. Caring and respectful touching help people feel good. Ask students to identify good touches, (hugs, holding hands, pat on back).
3. Each individual has the right to privacy with his/her own body.
4. Show video Break the Silence, review film and answer questions.
5. Ask students for ways to protect themselves. Be sure to include:
   A. Getting away from the person
   B. Go to public place
   C. Make noise
   D. Tell someone who is trusted.
6. Have students do “I think – I feel – I do” worksheet. Discuss with class. Identify people to tell when personal safety has been threatened (parents, friend, teacher, school nurse, principal).
7. End lesson by emphasizing following:
   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
8. Exceptional Education Inclusion Activity–Have students make a poster of ways to protect themselves
“I THINK – I FEEL – I DO”

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.
You think_______________________________________________________________

_____________________________________________________________________

You feel________________________________________________________________

_____________________________________________________________________

What would you do?_______________________________________________________

_____________________________________________________________________

Your sixteen-year old cousin comes to visit for two weeks. One day when your parents are out, he shows pictures of naked people touching each other. He says he will give them to you.
You think_______________________________________________________________

_____________________________________________________________________

You feel________________________________________________________________

_____________________________________________________________________

What should you do?_______________________________________________________

_____________________________________________________________________
Reminders:

1. Hold a parent meeting for curriculum and video review.

2. Lessons IX-XI are to be taught to students in groups separated by gender.

3. Students must have a signed parent permission form on file.

4. Alternative programs need to be provided for students not attending this portion of the curriculum.

5. Teach all lessons consecutively.

6. Order videos well ahead of date planned for viewing.

7. Preview videos before classroom use to maximize video effectiveness.

8. Use only materials provided as they are School Board approved.
FIFTH GRADE
LESSON VIII
PUBERTY

Objectives
Students will
• Identify puberty as part of the life process
• Demonstrate respect for changes in own body and that of the opposite sex
• Identify and appreciate emotional and social changes during puberty
• Explain the need for increased personal hygiene

Concepts
1. Define puberty as the time in life when rapid physical and emotional changes take place to prepare the body for reproduction.
2. Toxic Shock Syndrome—girls using tampons during their menstrual period are susceptible to the risk. Symptoms: sudden fever, vomiting, diarrhea, fainting, dizziness, rash. See a physician immediately.

Materials
• Video (Girls) It’s a Change Thing (15 minutes) available from the school nurse
• Video (Boys and Girls) Feelings: Inside, Outside, Upside Down (19 minutes)
• Question box
• Worksheet “Body Changes”

Activity Choices
1. Discuss changes expected during puberty? (List under Boy/Girl heading on board.)
3. Discuss emotional changes that occur during puberty.
4. Discuss the need for increased personal hygiene.
   A. Girls only – use and care of pads and tampons. (Identify toxic shock syndrome and the potential danger involved)
   B. Need for thorough daily washing of face, hair, and body to eliminate oils and odors
   C. Need to change clothes daily
   D. Need to use deodorant or antiperspirant
   E. Discuss the importance of good nutrition and exercise

5. Exceptional Education Inclusion Activities
   A. Have students bring in pictures of themselves at different stages of life
   B. Have them state how boys and girls feel about each other in Kindergarten, in fourth grade, eighth grade, and in high school
ACTIVITY 3.1: BODY CHANGES

ADULT FEMALE BODY: broader hips rounding of body contours.

ADULT MALE BODY: broader shoulders and chest; greater muscle development.
ADULT FEMALE BODY: broader hips and rounding of body contours.

ADULT MALE BODY: broader shoulders and chest; greater muscle development.

- Facial hair
- Deepening voice
- Chest hair
- Underarm hair
- Breast development
- Menstruation and ovulation
- Pubic hair
- Sperm production and ejaculation
FIFTH GRADE
LESSON IX
REPRODUCTIVE SYSTEMS
STIs

Objectives
Students will
• Discuss abstinence and the emotional, social and physical risks of sexual activity for teenagers
• Describe the anatomy and physiology of the reproductive system
• Discuss the causes and effects of Sexually Transmitted Infections and community resources for help
• Discuss abstinence as the only 100% effective way of preventing pregnancy and Sexually Transmitted Infections

Materials
• Video (girls) Girl to Woman - Spanish and English (20 minutes)
• Video (boys) Boy to Man - Spanish and English (20 minutes)
• Worksheet “Anatomy Drawing” male
• Worksheet “Journey of the Egg” female
• question box

Activity Choices
1. View the video Girl to Woman (for girls) or Boy to Man (for boys).
2. Use the worksheet “Anatomy Drawing” and “Journey of the Egg” to describe the functions of the male and female reproductive system.
3. Discuss the films and answer questions. Discuss abstinence and the need for physical, emotional, social and economic readiness for sexual activity and reproduction.
4. Begin asking students to predict how an 8th grader, a high school senior, and a 21 year old might feel about dating and about boy/girl relationships. Recall how as physical changes occur, emotional and social changes take place also. Ask students to suggest situations where this is evident.
5. Identify risks of diseases resulting from sexual activity (STIs and AIDS). Discuss need for abstinence as the only way to avoid risks. Define STIs as Sexually Transmitted Infections that are communicable (passes to) through sexual contact with an infected person.
   A. Stress the seriousness of the risks. Many are controllable or curable with medical care, but some are incurable.
   B. No immunity except abstinence from sexual intercourse
   C. Identify the following STIs:
      1. Gonorrhea – caused by bacteria
         • Men – yellowish discharge from penis and burning during urination
         • Women – few symptoms but may have discharge or burning during urination. If not treated, it can cause sterility in men and women or blindness in newborns
2. Syphilis – caused by bacteria
   - Open sores and body rash; later stages attack vital organs
3. Herpes Type II – caused by virus
   - No cure: blisters and sores in genital area
   - Reappears periodically
   - Not life threatening except in newborns
   - AIDS – caused by HIV virus
4. AIDS – caused by HIV virus
   - No known cure at this time
   - Weakens immune system
   - Complications usually result in the death of the infected person
   - The virus is present in semen and blood
   - For further instruction, use AIDS curriculum, AZ. Department of Education
5. Chlamydia – caused by microorganisms similar to bacteria
   - Women and men may or may not have symptoms
   - Symptoms may include discharge or bleeding from vagina or penis, or burning during urination
   - Can lead to serious infection, damage to reproductive organs or sterility
   - Can be passed to baby during birth process

6. Exceptional Education Inclusion Activities
   A. Have students bring in pictures of themselves at different stages of life, talk about them and how the body changes as one grows
   B. Make an overhead of “Journey of the Egg” and “Anatomy Drawing” and write in the words for the students to copy
JOURNEY OF THE EGG (FRONT VIEW)

1. 

2. 

3. 

4. 

5. 

6. 

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.
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.
Label the parts of the male anatomy.

urethra  urinary bladder  penis  scrotum  vas deferens
prostate gland  testes (testicle)
Label the parts of the male anatomy.

urethra  urinary bladder  penis  scrotum  vas deferens
prostate gland  testes (testicle)
**FIFTH GRADE**  
**LESSON X**  
**FERTILIZATION-HEREDITY**

**Objective**  
Students will  
- Discuss sexual intercourse and fertilization  
- Understand fetal development  
- Describe how gender is determined  
- Demonstrate an understanding of heredity and dominant/recessive traits

**Concepts**  
1. Explain that when genes from the sperm cell (male) and egg cell (female) come together, they combine in a unique recipe that creates a particular person. As the genes combine to form particular characteristics, one of the genes is more influential in the final result. It is called the **dominant gene**. The less influential gene is called the **recessive gene**.  
2. Explain that a human has 46 chromosomes, a structure in the cell that carries the genes. Each person begins as one cell when the egg meets the sperm. That one cell gets 23 chromosomes from the egg, 23 chromosomes from the sperm. One of those chromosomes carries the genes that determine gender. (It might be helpful to draw a cell and label the chromosomes in it with various genetic characteristics.) Each egg has chromosomes called X, which determines gender. A sperm contains either an X or Y gender chromosome. If two X chromosomes unite when the new cell is formed, the result is a female. If the X from the egg combines with a Y from the sperm the result is a male. Gender is determined by the sperm.  
3. Fertilization occurs when an ovum and a sperm combine to form a new cell. For this to happen, a man places his erect penis in the woman’s vagina. Semen containing sperm cells is ejaculated into the vagina. Millions of sperm cells are deposited at one time. If an ovum (egg) is in the woman’s fallopian tube, a sperm may combine with the ovum and fertilize it. A single cell is formed. This cell divides into two cells and continues to divide. The fertilized ovum travels down the fallopian tube to the uterus where it attaches itself to the lining of the uterus. The developing ball of cells is called an embryo. This attachment of the embryo to the lining is the beginning of pregnancy.  
4. Discuss the development of natural relationships between men and women—meeting, friendship, dating, growth of love based on mutual respect, trust, caring, commitment, and marriage. Part of beginning love is the desire to be physically close. The closest a man and woman can be physically is during sexual intercourse. This is one way for a man and woman to express love.
Materials

- “Genes: What I Look Like” worksheets
- Chart (or overhead) “A New Life Begins, Fertilization to Birth”
- 2 plastic bowls
- Tape, stapler, construction paper
- Question box

Activity Choices

1. Discuss dominant/ recessive traits
2. Duplicate and distribute “Genes: What I Look Like” worksheet
3. Discuss genetic characteristics
4. Inventory their own characteristics and indicate if they are dominant or recessive
5. Compare similarities with family members
6. Have students predict outcome of the combination of genes
7. Have students make this or have it ready for their analysis. Take 2 plastic bowls of the same size. Place 23 pieces of construction paper inside. Label some of the pieces with genetic characteristics (eye color, hair-line, finger length, etc.). Also label one of the “chromosomes” to represent the gender chromosome. Tape the 2 bowls loosely together to represent the egg. Make several “sperm” cells out of the six-inch strips of construction paper. Draw 23 chromosomes on each “sperm” and label some specific genetic characteristics. Make some of the sperm with the X gender chromosome. Make some with a Y. Fold and staple the sperm so that the notations are not visible.
8. To demonstrate fertilization, choose 1 “sperm” and drop it into the “egg.” Open the bowls and sort out the “chromosomes.” See what the resulting “baby” would look like in terms of the characteristics labeled and also what gender it would be.
9. Define and describe growth and stages of fetal development using “A New Life Begins.” Include:
   A. nourishment of the fetus
   B. importance of pre-natal care
   C. heredity

10. Exceptional Education Inclusion Activity
    A. Have student bring in pictures of each of their parents
    B. Have them list the physical characteristics they got from each
"GENES: WHAT I LOOK LIKE"

Directions: Pair up with another student and look for the following characteristics in one another. Then, follow your teacher’s instructions for marking on your worksheet the genetic characteristics you observe in yourself.

DARK HAIR
- CLOCKWISE HAIR WHORL

WIDOW’S PEAK

LARGE EYES

LONG EYE LASHES (3/8" OR MORE)

EYE COLOR:

- BROWN, HAZEL OR GREEN
- BLUE OR GREY

TURNED-UP NOSE

BROAD LIPS

D= dominant, R= recessive
"GENES: WHAT I LOOK LIKE"
(continued)

FREE EARLOBES

EAR POINTS

HAIR ON MIDDLE
JOINTS OF FINGERS

STRAIGHT LITTLE FINGERS

SHORT FINGERS

FRECKLES

TONGUE ROLLING

TONGUE FOLDING

ABILITY TO HOLD
TONGUE IN A U-SHAPE

ABILITY TO BEND THE
TIP BACK SHARPLY
WITHOUT TOUCHING
THE TEETH

D = dominant, R = recessive
FAMILY LIFE CURRICULUM
FIFTH GRADE
INFORMATION INVENTORY

Directions: Answer the following questions in complete sentences. These questions may be used to see how much students know at the beginning of the course or to review information learned.

1. Name three things you have learned during the study on human growth and development or human sexuality.

2. What questions do you have about the topic?

3. What would you like to learn about during this unit of study?
INFORMATION REVIEW
FIFTH GRADE

Directions: Place the letter of the correct definition in the space provided.

_____STI a. attitude, defined by society, about what one should or should not do because one is male or female

_____Menstruation b. sac-like pouch containing the testicles

_____Hygiene c. period of physical and emotional growth between childhood and adulthood.

_____Sex Role d. passing of biological characteristics from parents to child

_____Birth Order e. the joining of the egg and the sperm cells

_____Reproduction f. the stiffening of the penis

_____Abstinence g. hormones that trigger puberty

_____Fertilization h. refraining from sexual activity

_____Heredity i. monthly discharge of the uterine lining

_____Scrotum j. the development of new life

_____Erection k. healthful practices that help prevent disease

_____Estrogen/Testosterone l. release of semen from the penis

_____Ejaculation m. a fertilized egg

_____Embryo n. basic unit of heredity, determines physical characteristics

_____Gene o. one’s place in the family-oldest, middle, youngest

_____Adolescence p. Sexually Transmitted Infection
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DEVELOPMENTAL STAGES
OF THE SECONDARY SEX
CHARACTERISTICS
Teacher Resources

1. Male Genital Development
   A. Pre-puberty-usually none
   B. Initial enlargement of the scrotum and testes; reddening and texture changes of the scrotum.
   C. Initial enlargement of the penis; further growth of testes and scrotum.
   D. Further enlargement of the penis, testes and scrotum; growth in breadth and development of the glans.
   E. Adult in size and contour.

2. Pubic Hair Development
   A. Pre-puberty-hair over the pubic area similar to that on the abdomen.
   B. Sparse growth of long, straight, downy hair at the base of the penis or along the labia.
   C. Hair becomes darker, more coarse and curly; spreads sparsely over the entire pubic area.
   D. Further spread of hair distribution not extending to the thighs.
   E. Adult in amount and type.

3. Female Breast Development
   A. Pre-puberty-increased pigmentation of the papilla only.
   B. Enlargement of areolar diameter; small area of elevation around the papillae.
   C. Further elevation and enlargement of breasts and areolas, with no separation of the contours.
   D. Areolas and papillae project from the breast to form a secondary mound.
   E. Adult, with projection of the papillae only, recession of the areolas into the general breast contour.

4. Other Changes
   A. Pre puberty-usually none.
   B. Usually time of peak height velocity for girls.
   C. Usual point of onset of menstruation. Facial hair begins to grow and voice deepens for boys.
   D. Usual time of peak height velocity for boys; axillary hair begins to grow

* The A’s are corresponding time periods, as well as the B’s, C’s, etc.
BASIC PUBERTY RESOURCE INFORMATION

1. Fertilization occurs when an ovum and a sperm combine to form a new cell. A man places the erect penis in the woman’s vagina. Semen, containing sperm cells, is ejaculated into the vagina. Millions of sperm cells are deposited at one time. If an ovum (egg) is in the woman’s fallopian tube, a sperm may combine with the ovum and fertilize it. A single cell is formed. The cell divides into two cells and continues to divide. The fertilized ovum travels down the fallopian tube to the uterus where it attaches itself to the lining of the uterus. The developing ball of cells is called an embryo. This attachment of the embryo is the beginning of pregnancy.

2. Male Reproduction-While the female has a cycle that only produces one (97% of the time) egg per month, the male can produce about 150 million sperm per day. There is no monthly cycle for sperm. They begin to develop in the testes when the hormones become active in the male body (10-16 years), usually closer to 12-14 years of age. The same hormones that cause female eggs to start developing are active in the male and cause sperm to be produced in the testes.

3. Sperm start out in the testes where it is cool (1-8 degrees) lower than body temperature. The scrotum keeps the testes outside the body so they are cool. It takes about six weeks for sperm to develop in the testes. From there, they move into a coiled tube called the epididymis where they get lots of nourishment and mature so they can fertilize; this takes 10-20 days. Now they are ready for a long journey to the outside of the body. Sperm move through the vas deferens by muscle contractions of the tube. They cannot swim until they get into liquid. They travel from the scrotum into the body and to a holding area at the end of the vas deferens. When the male is sexually aroused, some sperm, sugary liquid from the seminal vesicle, and a little milky fluid from the prostate gland mix in the area called the ejaculatory duct. When the sperm (only about 5% of the mixture) and the liquid mix together, the sperm are able to swim. This mixture is called semen. Now the semen is ready to come out of the penis. By this time, the male has an erection (the penis is filled with blood and sticks out straight). Before the semen comes out, called ejaculation, little glands called Cowpers glands send out a few drops of liquid that clean out the pathway. Both urine and semen come out the same tube. When a male gets an erection, he cannot urinate at the same time. A muscle closes off the bladder. The Cowpers glands squirt out their cleaning fluid and the urethra is clean and ready for semen. When the male ejaculates, the semen (with sperm in it) shoots out the penis. This can happen during wet dreams, during masturbation or during sexual intercourse.

4. Voice changes in the male also take place in two stages. Some early voice changes take place prior to first ejaculation, but the deep tonal change tends to appear after the appearance of underarm hair and the period of maximum growth. Males may also be relieved to learn that the beard is the last thing to grow. Many men are unable to grow moustaches and beards throughout their twenties and sometimes never.

5. Female Reproduction-Many times when a female begins to menstruate, she is considered “a woman,” although she may not feel much different. Menstruation has a lot of names; the most common is “period.” It is the result of at least a month’s activity inside the female body. Usually between the ages of 9 and 18 years, a female
begins menstruating. Menstruation is made up of blood and tissue that come from the uterus and is no longer needed. It dribbles out of the female body through the vagina for two to eight days. Although the discharge is called “bleeding” and looks like bloods, not much of it is blood (usually less than 1/4 cup). The female isn’t bleeding as if she had a cut. The lining of the uterus, which is naturally cleaning itself out, no longer has fresh new blood flowing through it because the blood supply has been shut off to that part of the lining. So a female isn’t bleeding to death. During this time, the female wears either a sanitary napkin or a tampon to catch the discharge so it won’t stain clothes. She should change this every four hours or less, even if she is not flowing heavily. The first day of menses (men seez), a shorter word for menstruation, is called the first day of that menstrual cycle. A cycle usually lasts about a month. When a young female first starts her period, she probably will not have regular monthly cycles for a year or more. (Some are never regular). The cycle ends the day before the next period starts. It is usually 20-40 days long. What is happening when the female is not flowing? Her body is very active. While the uterus is cleaning out (menses), an egg is actively developing in the ovary. This usually takes about two weeks—this is the time of the cycle which is highly variable in time and may be affected by stress, illness, and many other factors. It may be just a few days to a month in length. After ovulation, the cycle length is very consistent—12 to 16 days in length, and is controlled by hormones. As the egg is maturing, a blister forms on the ovary. When the egg is mature, the blister pops the egg pops out of the ovary. This is called ovulation. The finger like ends of the oviduct swim around the ovary, pick up the egg and move it into the oviduct. Inside the oviduct are tiny little hairs that move the egg into the uterus. This usually takes three to five days. If fertilization, sperm and egg combining, is to take place, it happens here in the widest part of the oviduct. During the few weeks all this is going on, the uterus is building up its lining with fresh tissue and blood. By the time the egg arrives, the lining is rich and soft. It is ready if the egg is fertilized and can implant itself in the lining. That would start a pregnancy. If the egg is not fertilized, the lining breaks down in the uterus and dribbles out the vagina as the menses.
**AUDIO VISUAL RESOURCES**

**FOURTH GRADE**

**Growing Up For Boys**
15 minutes  Marsh Media, 1995
Presents boys in grades 4-6 with a candid look at the basics of male anatomy and development, health, hygiene and good grooming. The video can also help ease some of the growing pains as boys seek to cope with the physical and psychological changes that are part of growing up.

**Growing Up For Girls**
15 minutes  Marsh Media, 1995
Provides girls in grades 4-6 with clear, authoritative information about the female reproductive system, the emotional physical transformations of puberty, and the importance of good health and hygiene. This video encourages a positive body image as well as a sense of self-worth for girls as they face the challenges of change and growth.

**Better Safe Than Sorry**
15 minutes  Altschul Group Corporation, 1990
Dramatizes various situations which students can identify and engage in problem-solving discussions. A group of youngsters ranging in ages five to nine are led through a discussion of simple rules created to help children prevent and/or deal with potential abuse. Four principal themes are reinforced throughout the film: Say no, get away, tell someone and be believed.

**It’s a Change Thing**
15 minutes  Kotex, Kimberly-Clark Corporation, 1998
Video is directed at girls and provides reassurance that change is normal. Video discusses external and internal changes including body growth, menstruation, and emotions. **This video may be used earlier to help girls who begin their cycles earlier than fourth grade. It is available from the school nurse.**

**Spanish Videos**—may be used in 4th or 5th grade.
Break The Silence 30 minutes, child abuse.
Boy To Man 20 minutes
Girl To Woman 20 minutes
FIFTH GRADE

**Break the Silence: Kids Against Child Abuse**  English and Spanish
30 minutes  AIMS Multimedia, 1998
Physical abuse, sexual abuse and neglect are explained in a way young children can understand. Four children talk candidly about their abuse and their abusers as they describe how adults use fear, manipulation and neglect to hurt children. As each story is told, animated versions of the child and the abuser help illustrate how the abuse happened and how it made the child feel.

**Feelings: Inside, Outside, Upside Down**
19 minutes  Sunburst, 1998
Examines the feelings of young people of both sexes toward the changes taking place in their bodies. Shows viewers how talking about these feelings with someone who has been through puberty can change their outlook.

**Don’t Stop Before You Get Started**
19 minutes  AIMS Multimedia, 1998
Promotes positive self-image in a lively, humorous manner that appeals to students in grades 5-9. Describes how a negative self-image limits growth, while a positive self-image can promote opportunities for having satisfying relationships, solving problems, and feeling good about oneself.

**Trust Me: Learning to Be Responsible**
23 minutes  Sunburst, 1996
Six scenarios explore issues of responsibility and help students work toward creating their own standards of responsibility: When must you take responsibility? What are your responsibilities as a student? Are you responsible for keeping a commitment even when you didn’t promise? How does the way you act affect the way grown-ups treat you? What are your responsibilities as a friend? What happens when your rights conflict with your responsibility?

**Boy to Man**  English and Spanish
20 minutes  United Learning an AGC Educational Media Company, 1992
Directed at male students, this video uses scenarios to provide students with an understanding of the physical and emotional changes of puberty. Provides factual information about male and female development.

**Girl to Woman**  English and Spanish
20 minutes  United Learning an AGC Educational Media Company, 1992
Directed at female students, this video uses scenarios to provide students with an understanding of the physical and emotional changes of puberty. Provides factual information about male and female development.

**It’s a Change Thing**
15 minutes  Kotex, Kimberly-Clark Corporation, 1998
Video is directed at girls and provides reassurance that change is normal. Video discusses external and internal changes including body growth, menstruation, and emotions. Available from the school nurse.
TUCSON UNIFIED SCHOOL DISTRICT
OVERVIEW
EXCEPTIONAL EDUCATION ADDITIONS*

With the increasing commitment to providing functional and age-appropriate instruction to students with disabilities, the Family Life Curriculum Committee included additional activities throughout the curriculum that are appropriate to the exceptional education population. Many of the concepts that are presented throughout the curriculum are applicable to every student, regardless of their level of intellectual functioning. The adaptations are required in presenting the concepts in a more concrete manner, (as through role-play) and in the natural environment with a variety of situations, both social and vocational.

Important to the success of any course is the presence of a qualified instructor. The following guidelines are suggested in determining such qualified people:

1. Person should have successfully taught disabled students and be well liked by parents and administrators.

2. Person should be comfortable discussing the topic of sexuality.

3. Person should serve as a good model in personal grooming and manners.

4. Person should be a creative teacher with an ability to use socio-drama, role playing and audiovisual approaches as techniques for curriculum development and teaching.

5. Person should display an openness, acceptance and sensitivity to religious and social beliefs different than his/her own.

The special education adaptations have been made on the premise that early and lifelong social/sexual training will allow students with disabilities to enjoy the kind of relationships that make life meaningful. These may include the following needs. (1)

1. A friend-someone to talk to, to share important things.
2. Some warmth-someone to touch us, to put their hand on our shoulder in a way that says, “I like you.”
3. Approval-some message from others that tells us, “I am ok.”
4. Dignity-some communications from others that we are of worth.
5. Social outlets-to avoid loneliness.
6. Affection-love; feeling and knowing we are loved. That is not necessarily sex.
7. Sexual satisfaction- purely biological need for sex and sexual stimulation, so small in comparison to other real human needs, but nevertheless a very genuine need.
Another aspect of sex education must be to teach personal safety and self-protection techniques. Students with disabilities may be more vulnerable than others to sexual abuse for several reasons. (2)

1. Offenders may think it is “safer” to assault someone with a disability. They may believe that physically disabled persons will not be able to defend themselves against assault, that blind persons will not be able to identify the attacker, that hearing impaired persons will not be able to call for help or talk to anyone about the assault, or that persons who are mentally disabled will not understand what is happening or will not be believed. Although these beliefs are not accurate, the fact that these misconceptions prevail may make offenders more likely to victimize individuals with disabilities.

2. Generally, children and adolescents with disabilities do not receive the same information that non-disabled persons of the same age group receive about sexual abuse. Disabled students do not receive this information if they are segregated in a special classroom where sexual abuse prevention information is not provided. If the students are mainstreamed, they may not be fully comprehending the information being presented in the regular classroom, because of the mode of presentation. Additionally, information available to the general public may not be accessible to persons with certain disabilities. For example, there is very little printed information about sexual abuse available in a form that blind persons can use easily. Information presented on radio and television may not be accessible to the hearing impaired persons. There is very limited information about sexual abuse which has been adapted for mentally disabled persons. This lack of information makes persons with disabilities more likely to believe myths about sexual abuse and less likely to understand the crime. Thus, they are more vulnerable to sexual abuse.

3. Persons with disabilities are often dependent upon professionals and others who provide services and care specific to the person’s disability. This dependence can increase a persons’ vulnerability to sexual abuse.

4. Sometimes, disabled persons request assistance from strangers who may take advantage of the situation and become abusive. Or, a stranger may offer assistance to disabled persons solely for the purpose of putting them in situations where they can be assaulted.

5. Some people feel that the best method of decreasing the vulnerability of individuals with disabilities is to severely limit life activities; deny opportunities to live independently, participate in community activities, attend evening classes. Shielding disabled persons from the outside world may lower self-confidence and foster an attitude of helplessness and dependence. While this protectiveness may limit the individual’s contact with strangers, it does not protect the individual from assaults by acquaintances, such as friends, family members and caretakers. Statistics show that in at least 60% of
reported sexual assault cases, the offender was known to the victim before the assault. Data from the Seattle Rape Relief Developmental Disabilities Project indicates that the incidence of acquaintance rape as opposed to sexual assault by strangers is substantially higher among disabled victims. (3)

6. Obtaining knowledge about sexual abuse is the first step toward its prevention. Thus, persons with disabilities should receive information about sexual abuse and its prevention. In addition, persons with disabilities should be made more aware of situations where they face increased vulnerability to sexual assault because of a disability, and should receive positive education and training about preventing sexual assault in these situations. It is only through such efforts that sexual abuse of persons with disabilities will be decreased.

7. Finally, it should be emphasized that addressing sexual behavior and intimacy for the special education population is closely related to teaching social skills in the broader sense. Intimacy, in this case, is not meant to be equated with physical pleasures derived from close contact. Rather, it is meant to include communicating, caring, responding and understanding the social implications of one’s behavior. The main emphasis should, therefore, be on developing social skills for school, work and home setting and maximizing opportunities for friendship development.

1. Edwards and Wapnick, Being Me. Ednick Communications, Inc.

*This supplement is designed for the self-contained exceptional education classroom. Additional inclusion activities are included with the individual lessons.
Dear Parent or Guardian:

You have received information regarding the Family Life Curriculum to be taught in your child’s school. In addition, if you prefer your child not to attend, an alternative program will be taught. A parent meeting was held to further assist you in making a family decision concerning permission for your child to participate in this unit of study.

Please complete this form and return it to your child’s school.

I request that be placed in Tucson Unified School District’s Student Name

Family Life Curriculum Program:
1. Human Growth and Development
2. Human Sexuality

Parent/Guardian Signature Date

OR

I wish to be placed in the alternative program.

Student Name

Parent/Guardian Signature Date

NOTE: IF NO DECISION IS MADE, THE STUDENT WILL BE PLACED IN THE ALTERNATIVE PROGRAM.
Dear Parent/Guardian:

Your son/daughter will have the opportunity to receive instruction in a unit of study entitled Family Life Curriculum, Part I Human Growth and Development, Part II Human Sexuality. The topics to be included are communication, choices, decision-making, changes during adolescence, and age appropriate anatomy and physiology of the reproductive system. The lessons are designed to help students gain an appreciation of the functions of the family unit and to begin to understand the growth and maturational changes that he/she is beginning to experience.

It is believed that this important educational activity is one that is best shared by the home and the school. You may wish to discuss topics with your son/daughter at the same time they are being presented at school.

A permission slip allowing you to decide whether or not your child will participate in this program will be provided prior to the start of the instruction.

A special meeting for parents and guardians concerning the Family Life Curriculum will be held at _______________ on ______________ at ______________ O’clock. At this meeting you will have an opportunity to review the curriculum, preview the material and receive a content outline for your child’s grade level. Please plan to attend.

_____________________________
Principal

_____________________________
Teacher(s)
POSSIBLE STUDENT QUESTIONS

Directions: These previously asked questions are to assist the teacher in preparing to answer current student questions.

Fifth and Sixth Grade Boys
1. What will happen to a boy in the 6th grade? Can he make a woman pregnant?

2. If a man was raped, or a woman forced a little boy to have sex with her, could she have a baby?

3. Can a man make sperm on a woman’s pussy?

4. If a mother had twins in the tubes, would the mother or baby die?

5. When an 11 year old guy has sex with a 15 year old girl, can she have a baby?

6. When do we get our sperm?

7. How do we get our sperm?

8. What is a sperm?

9. If she has twins, is there pain on delivery?

10. What if she doesn’t want the baby and wants an abortion?

11. Can you do it without going inside a girl?

12. If a man raped a 6-year-old girl, can she get pregnant?

13. If a guy has STI on his penis, and a girl sucks it, will she get the STI in her mouth?

14. Will an STI go away by itself?

15. Can you have sex if you can’t have babies?

16. Why does the mother have to breastfeed the baby?

17. When you have sex with a woman, does sperm always come out?

18. What is an abortion?

19. How do they make babies for people who have trouble getting pregnant?
20. If a woman is pregnant and drinking or on heroin, or smoking will anything happen to the baby?

21. What is Viagra?

22. Is smoking bad for babies?

23. When a man has a sex operation to change into a girl, how do they change the penis into a vagina? Can they have babies?

24. Can a man have a baby?

25. When a woman and a man have sex, does it hurt?

26. Can a girl rape a boy?

27. How can a girl have sex with a girl?

**Fifth and Sixth Grade Girls**

1. How does the mother know when the baby will come out?

2. If the egg and sperm unite, do you always have a baby?

3. Can you have a baby when you’re 13?

4. How do you treat an STIs?

5. What is fondling?

6. Why don’t boys have babies instead of girls.

7. What is a sperm?

8. What is abortion?

9. What if the baby’s born dead?

10. Do other people know when you have a period?

11. Abortion and adoption, what is the difference?

12. What if you have one period, then no more?

13. What are the signs of a period starting?

14. Why do most women shave?
15. What happens to a man or woman in a sex change?

16. Can two women have a baby?

17. After a sex change, can a man still make a lady pregnant?

18. Can a 10 year old girl have a baby?

19. If you don’t eat will the baby die?

20. Can a sonogram tell if it’s a boy or girl?

21. If the male is stoned, will it be passed on to the baby?

22. How come the man can’t have the baby?

23. When they do a cesarean section, do they cut the vagina?

24. Can you get an STI from a doorknob?

25. How do they make babies outside the body?

26. How do they get the sperm from the men?

28. Is it true if you kiss for a long time you get pregnant easily?

**Middle School Boys**

1. Why do you sometimes get stiff when you’re not thinking about sex?

2. Why do you have to wear a jockstrap?

3. Is something wrong if you have one testicle lower than the other?

4. How tough is that hymen thing?

5. How soon does milk get into a girl’s breasts?

6. What are falsies, and why do some girls have to wear them?

7. How much blood do girls lose during their period?

8. Do girls want you not to know when their period is? Why should they hide it?

9. Can a girl still have periods when she’s pregnant?
10. Why do girls have to be so careful when they are menstruating?

11. How often should I have wet dreams?

12. Can you have wet dreams in the daytime?

13. Do girls have wet dreams?

14. Should you let your parents know when you start having them?

15. Do you automatically know how to have intercourse when you marry?

16. What exactly do you do when you screw?

17. How often do adults have intercourse?

18. Does everybody in high school screw?

19. What’s the soonest a boy should screw a girl?

20. What’s RH? Is that slang?

21. How do you know you won’t give your kid too many chromosomes?

22. How does Viagra work?

**Middle School Girls**

1. Can a boy get an erection from a girl sitting on his lap?

2. Why do some boys have skin over the end of their penis?

3. How big does the penis get when it gets big?

4. Does a boy have to shoot off his sperm before he can get his penis small again?

5. If boys don’t mature as fast as girls, how come they are interested in sex so soon?

6. What’s the clitoris for? Where actually is it?

7. How can I tell if I have a hymen?

8. Why is one breast sometimes bigger than the other?

9. How come some girls’ nipples are different from mine?
10. What if your vagina is too small for a penis?

11. Is it true girls can masturbate too? How?

12. Is there something wrong with me if I don’t want to try masturbating?

13. Do boys ever get cramps even though they don’t menstruate?

14. Do boys have something monthly they discharge?

15. Can I use tampons if I’m a virgin?

16. What’s the longest you can go without a period?

17. Can they give you medicine for irregular periods?

18. What kind of dreams are “wet” dreams that boys talk about?

19. What do boys do in case they have seminal emissions at school when they don’t expect them?

20. Can a boy control them, or have them whenever he wants?

21. How often do boys have them? On a regular schedule?

22. Is it just another term for masturbation?

23. Why do boys like to have intercourse more than girls?

24. My girl friend had intercourse with a boy and she didn’t get a baby, why was that?

25. Can sexual intercourse get to be habit forming?

26. Can a girl tell by intercourse if she’s what they call frigid?

27. Is it hard to give birth?

28. How do some babies get deformed? Did the couple have intercourse wrong?

29. What happens to the sperm that doesn’t enter the egg cell?

30. How is artificial fertilizing done?

31. Can animals and humans mate?

32. What are morning after pills?
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abortion</td>
<td>The natural or induced loss of an embryo or fetus before it can live outside the mother’s body. (Webster definition) For medical definition see high school lesson.</td>
</tr>
<tr>
<td>Abstinence</td>
<td>Refraining from sex.</td>
</tr>
<tr>
<td>Acne</td>
<td>A disorder of the skin caused by inflammation of the skin glands and hair follicles; chiefly found in adolescents and marked by pimples.</td>
</tr>
<tr>
<td>Acquired Immune Deficiency Syndrome</td>
<td>A breakdown of the functioning of the immune system that protects the body against infections due to the Human Immunodeficiency Virus (HIV).</td>
</tr>
<tr>
<td>Adolescence</td>
<td>The period of life between puberty (appearance of secondary sex characteristics) and adulthood (cessation of major body growth).</td>
</tr>
<tr>
<td>Afterbirth</td>
<td>The placenta and fetal membranes expelled from the uterus following the birth of a child.</td>
</tr>
<tr>
<td>Amenorrhea</td>
<td>Absence of menstruation.</td>
</tr>
<tr>
<td>Amniocentesis</td>
<td>A medical procedure that enables a physician to examine the chromosomes and to study the body chemistry of an unborn child.</td>
</tr>
<tr>
<td>Amniotic sac</td>
<td>A thin membrane forming the closed sac or “bag of waters” that surrounds the unborn child within the uterus and contains amniotic fluid in which the fetus is immersed.</td>
</tr>
<tr>
<td>Anesthetic</td>
<td>A substance which has the power to produce a loss of feeling, particularly the sensation of pain.</td>
</tr>
<tr>
<td>Antibodies</td>
<td>A substance produced by the body tissue that has the power to kill or inhibit the growth of disease causing microorganisms.</td>
</tr>
<tr>
<td>Anus</td>
<td>The opening from the rectum for getting rid of solid waste.</td>
</tr>
<tr>
<td>Assertive</td>
<td>Bold and forward in manner.</td>
</tr>
<tr>
<td>Autonomous</td>
<td>Independent.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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<tr>
<td>Birth Control</td>
<td>Controlling the number of children born in a family. Preventing or lessening the frequency of pregnancy through the use of pills, condoms, etc.</td>
</tr>
<tr>
<td>Birth Defects</td>
<td>Genetic conditions and many other types of diseases and disorders caused by a variety of factors existing at birth.</td>
</tr>
<tr>
<td>Breast</td>
<td>The upper anterior part of the chest. The mammary gland in the female which secretes milk for nourishment of young. During puberty, estrogens from the ovary stimulate growth and development of the breast.</td>
</tr>
<tr>
<td>Breast Cancer</td>
<td>Cancer of the breast, which may first appear as a lump, hard knot, or tissue thickening in the area between the armpit and the breast.</td>
</tr>
<tr>
<td>Breech Birth</td>
<td>A birth position in which the baby is presented and delivered buttocks first.</td>
</tr>
<tr>
<td>Cesarean Birth</td>
<td>(also cesarean section) Delivery of a child through a surgical incision in the abdominal and uterine walls.</td>
</tr>
<tr>
<td>Cartilage</td>
<td>An elastic tissue from which bone may later be formed through a process called calcification.</td>
</tr>
<tr>
<td>Cervical Cancer</td>
<td>Cancer of the cervix, which is diagnosed by means of a PAP smear.</td>
</tr>
<tr>
<td>Cervix</td>
<td>In the female the narrow portion or neck of the uterus, or womb, that forms its lower end and opens into the vagina.</td>
</tr>
<tr>
<td>Chancre</td>
<td>The first sign of syphilis; a reddish sore where the germ enters the body.</td>
</tr>
<tr>
<td>Child Abuse</td>
<td>Abuse of a child, which may be physical, sexual, or emotional.</td>
</tr>
<tr>
<td>Chlamydia</td>
<td>(also mucopurulent cervicitis or nongonococcal urethritis) An infection characterized by heavy vaginal discharge, urethral discharge, frequent urination, recurring bladder infections, and infections of the eye and anus. Diagnosis is difficult; when identified, antibiotics must be taken by both partners. It is seen more frequently than gonorrhea today.</td>
</tr>
<tr>
<td>Chromosomes</td>
<td>Tiny structures within the nuclei of cells that help to determine inherited traits.</td>
</tr>
<tr>
<td>Cilia</td>
<td>The hair-like surface of a cell, often used for locomotion.</td>
</tr>
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<td>Term</td>
<td>Definition</td>
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<tr>
<td>Circumcision</td>
<td>Clipping off of the foreskin of the penis.</td>
</tr>
<tr>
<td>Clinician</td>
<td>Physician or nurse practitioner with training in the area of medicine and health.</td>
</tr>
<tr>
<td>Clitoris</td>
<td>A small, highly sensitive nipple of flesh in the female, located just above the urethral opening in the upper triangle of the vulva.</td>
</tr>
<tr>
<td>Cold Sore</td>
<td>A blister that forms on or around the lips and is caused by a virus (see Herpes Simples Type I).</td>
</tr>
<tr>
<td>Colostrum</td>
<td>A thin, milky fluid secreted by the female breast just before and after childbirth.</td>
</tr>
<tr>
<td>Conception</td>
<td>The fertilization of an egg by a sperm.</td>
</tr>
<tr>
<td>Condom</td>
<td>Male-A thin sheath of rubber or animal tissue that prevents sperm from entering the vagina. Female-a rubber sheath inserted into the vagina to prevent sperm from entering the vagina.</td>
</tr>
<tr>
<td>Congenital</td>
<td>Existing at or dating from birth.</td>
</tr>
<tr>
<td>Congenital Syphilis</td>
<td>A condition that occurs when a pregnant woman who has syphilis transfers the infection to her unborn child.</td>
</tr>
<tr>
<td>Contraception</td>
<td>Voluntary prevention of conception.</td>
</tr>
<tr>
<td>Contraceptive Sponge</td>
<td>A non-prescription, soft, round-shaped sponge that contains a spermicide. It kills sperm in order to prevent pregnancy.</td>
</tr>
<tr>
<td>Corpus Luteum</td>
<td>Part of the follicle left in the ovary following ovulation that form a temporary endocrine gland.</td>
</tr>
<tr>
<td>Cowpers Gland</td>
<td>A gland that supplies fluids that mix with the sperm to form semen.</td>
</tr>
<tr>
<td>Date Rape</td>
<td>Forced sexual intercourse involving a person whom the victim knows; also called acquaintance rape.</td>
</tr>
<tr>
<td>Dating</td>
<td>A sharing of social activities and time with members of the opposite sex.</td>
</tr>
<tr>
<td>Diaphragm</td>
<td>A muscle that separates the chest and abdominal cavities. Also, a form of birth control A soft rubber cup that covers the cervix and blocks sperm from entering the uterus.</td>
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<td>Term</td>
<td>Definition</td>
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<tr>
<td>Dilation</td>
<td>Expanding of the cervix opening and the first stage of labor.</td>
</tr>
<tr>
<td>Douching</td>
<td>A process of rinsing out the vagina; not a method of birth control</td>
</tr>
<tr>
<td>Down’s Syndrome</td>
<td>A genetic disorder characterized by mild to serious physical and mental retardation, a result of chromosome abnormality in which an infant has inherited an extra chromosome.</td>
</tr>
<tr>
<td>Dysmenorrhea</td>
<td>Painful menstruation.</td>
</tr>
<tr>
<td>Etopic Pregnancy</td>
<td>The growth of a fertilized egg in a part of the body other than the uterus.</td>
</tr>
<tr>
<td>Ejaculation</td>
<td>Discharging or ejecting of semen from the penis.</td>
</tr>
<tr>
<td>Embryo</td>
<td>The unborn in its early stage of development-from one week following conception to the end of the second month in humans.</td>
</tr>
<tr>
<td>Emotions</td>
<td>A person’s feelings, which affect thinking, relationships with other people, and behavior.</td>
</tr>
<tr>
<td>Endometrium</td>
<td>A soft, spongy tissue that forms the inner lining of the uterus.</td>
</tr>
<tr>
<td>Epididymis</td>
<td>A large coiled tube that is located at the outer surface of each testicle and stores the sperm after they are produced.</td>
</tr>
<tr>
<td>Episiotomy</td>
<td>An incision made between the vagina and anus to prevent tearing during childbirth.</td>
</tr>
<tr>
<td>Erection</td>
<td>The stiffening and enlargement of the penis (or clitoris), usually as a result of sexual excitement.</td>
</tr>
<tr>
<td>Estrogen</td>
<td>A female sex hormone.</td>
</tr>
<tr>
<td>Fallopian Tube</td>
<td>The oviduct or egg-conducting tube that extends from each ovary to the uterus in the female.</td>
</tr>
<tr>
<td>Family</td>
<td>The basic unit of society.</td>
</tr>
<tr>
<td>Female Reproductive System</td>
<td>Cervix, fallopian tubes, ovaries, uterus, and vagina.</td>
</tr>
<tr>
<td>Female Sex Glands</td>
<td>The ovaries</td>
</tr>
<tr>
<td>Fertilization</td>
<td>The union of egg (ovum) and sperm (spermatozoan), which results in conception.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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<tr>
<td>Fertilized Egg</td>
<td>An ovum (egg) that has been joined with a spermatozoon (sperm) to start a new life.</td>
</tr>
<tr>
<td>Fetus</td>
<td>In humans, the unborn child from the third month after conception until birth.</td>
</tr>
<tr>
<td>Foreskin</td>
<td>The skin covering the tip of the penis or clitoris; prepuce.</td>
</tr>
<tr>
<td>Fraternal Twins</td>
<td>Two offspring developed from two separate ova (eggs) usually fertilized at the same time.</td>
</tr>
<tr>
<td>Genital Organs</td>
<td>(genitals or genitilia) The sex or reproductive organs.</td>
</tr>
<tr>
<td>Genital Warts</td>
<td>A Sexually Transmitted Infection in which pink or red warts with cauliflower tops appear.</td>
</tr>
<tr>
<td>Gonads</td>
<td>The organs of reproduction.</td>
</tr>
<tr>
<td>Gonorrhea</td>
<td>A contagious inflammation of the genital mucous membranes caused by the gonococcus bacteria. It is transmitted chiefly by sexual contact.</td>
</tr>
<tr>
<td>Heredity</td>
<td>The transmission of bodily traits and characteristics or of diseases from parents to offspring.</td>
</tr>
<tr>
<td>Herpes I</td>
<td>Common cold sore or fever blister. A viral infection consisting of vesicles and ulcers located mainly on the mouth.</td>
</tr>
<tr>
<td>Herpes II</td>
<td>A viral infection consisting of vesicles and ulcerations on the surface of the skin and mucous membranes of the genital area which can be transmitted by sexual contact.</td>
</tr>
<tr>
<td>Heterosexual</td>
<td>A person who has sexual preference for people of the opposite sex.</td>
</tr>
<tr>
<td>Homosexuality</td>
<td>Sexual attraction to, or sexual activity with members of one’s own sex, not to be confused with gestures of friendship.</td>
</tr>
<tr>
<td>Hormones</td>
<td>Body chemicals that act as chemical regulators by stimulating a reaction in some part of the body by producing changes in body structures and by regulating the rate of body metabolism.</td>
</tr>
<tr>
<td>Hymen</td>
<td>The membranous fold that partly covers the external opening of the vagina in most virgin females, maidenhead.</td>
</tr>
<tr>
<td>Hysterectomy</td>
<td>Surgical removal of the uterus (pan hysterectomy includes removal of uterus, ovaries, and fallopian tubes)</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Identical Twins</td>
<td>Two offspring developed from one fertilized ovum (egg).</td>
</tr>
<tr>
<td>Immature</td>
<td>Not being ready to accept the responsibility for one’s own actions or being able to share with or help another when it may cause some discomfort. Anything that has not finished growing or developing.</td>
</tr>
<tr>
<td>Immunities</td>
<td>The ability of the body to resist the growth of disease causing microorganisms.</td>
</tr>
<tr>
<td>Impotence</td>
<td>The inability to get or maintain an erection.</td>
</tr>
<tr>
<td>Incest</td>
<td>Any form of sexual activity that occurs between blood relatives as well as step-parents and step-children.</td>
</tr>
<tr>
<td>Individuality</td>
<td>The characteristics or qualities that set one person apart from others.</td>
</tr>
<tr>
<td>Infertility</td>
<td>Not fertile. The inability to produce children.</td>
</tr>
<tr>
<td>Inherited Genes</td>
<td>A unit of a chromosome that determines the character and activities of a cell. Genes also give the body certain characteristics such as height, color of hair and eyes, etc.</td>
</tr>
<tr>
<td>Intercourse</td>
<td>Insertion of the penis into the vagina.</td>
</tr>
<tr>
<td>Labia</td>
<td>The outer and larger pair of lips and the inner and smaller pair of lips of the female external genitals (vulva).</td>
</tr>
<tr>
<td>Labia Majora</td>
<td>The outer fold of tissue on either side of the vaginal opening.</td>
</tr>
<tr>
<td>Labia Minora</td>
<td>The inner folds of tissue on either side of the vaginal opening.</td>
</tr>
<tr>
<td>Latent Syphilis</td>
<td>The third stage of syphilis, which usually begins about two or more years after the initial infection, when the individual feels that he/she is cured or never had the disease in the first place.</td>
</tr>
<tr>
<td>Lesbian</td>
<td>A female homosexual.</td>
</tr>
<tr>
<td>Male Reproductive System</td>
<td>Penis, scrotum, testicles, epididymis, vas deferens, seminal vesicles, prostate gland.</td>
</tr>
<tr>
<td>Masturbation</td>
<td>Self-stimulation of the genitals through manipulation; autoeroticism.</td>
</tr>
<tr>
<td>Menarche</td>
<td>The onset of menstruation in the female, occurring during puberty and ushering in the period of adolescence.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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<tr>
<td>Menopause</td>
<td>The period of cessation of menstruation in the human female, occurring usually between the ages of 45 and 55; climacteric; change of life.</td>
</tr>
<tr>
<td>Menstruation</td>
<td>The discharge of blood from the uterus through the vagina that normally recurs at approximately four-week intervals in women between the ages of puberty and menopause.</td>
</tr>
<tr>
<td>Minor</td>
<td>Anyone under 18 years of age.</td>
</tr>
<tr>
<td>Miscarriage</td>
<td>Natural premature expulsion from the uterus of the product of conception-a fertilized ovum, embryo, or nonviable fetus.</td>
</tr>
<tr>
<td>Molester</td>
<td>A person who makes indecent sexual advances towards another without consent.</td>
</tr>
<tr>
<td>Moniliasis</td>
<td>A fungus or yeast infection caused by the overgrowth of a specific pathogen normally found in the vagina.</td>
</tr>
<tr>
<td>Mons Pubis</td>
<td>A rounded fatty pad of tissue covered with pubic hair, located in the front of the female body, directly on top of the pubic bone.</td>
</tr>
<tr>
<td>Multiple Births</td>
<td>A birth in which the mother delivers more than one child.</td>
</tr>
<tr>
<td>Natural Birth</td>
<td>Any birth not requiring outside help from drugs or instruments.</td>
</tr>
<tr>
<td>Nocturnal Emission</td>
<td>An involuntary male orgasm, ejaculation of semen during sleep; “a wet dream.”</td>
</tr>
<tr>
<td>Nongonococcal</td>
<td>A Sexually Transmitted Infection caused by several different kinds of bacteria-like organisms that effect the urethra in men and the cervix in women. It is also a non-specific Sexually Transmitted Infection.</td>
</tr>
<tr>
<td>Urethritis (NGU)</td>
<td>A prescriptive method of contraception that contains hormones that work the same way as the natural female hormones (estrogen and progesterone); also called birth control pills.</td>
</tr>
<tr>
<td>Oral Contraceptives</td>
<td>The peak or climax of sexual excitement in sexual activity.</td>
</tr>
<tr>
<td>Ovary</td>
<td>The female sex gland, in which the ova are formed.</td>
</tr>
<tr>
<td>Ovogenesis</td>
<td>Formation and development of the ovum.</td>
</tr>
<tr>
<td>Term</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
<tr>
<td>Ovulation</td>
<td>The release of a mature, unimpregnated ovum from one of the graafian follicles of an ovary.</td>
</tr>
<tr>
<td>Ovum</td>
<td>Female’s reproductive cell, egg.</td>
</tr>
<tr>
<td>Paternity</td>
<td>Fatherhood.</td>
</tr>
<tr>
<td>Pediculosis</td>
<td>An STI caused by pubic lice or crab lice.</td>
</tr>
<tr>
<td>Penis</td>
<td>The male organ for intercourse and urination.</td>
</tr>
<tr>
<td>Perinatal Periods Of Risk</td>
<td>A method for determining the major broad group of causes for infant and fetal deaths. In Pima County, most fetal and infant deaths are to babies who are very small. This research method says that these deaths are mainly due to the mother’s health before she got pregnant.</td>
</tr>
<tr>
<td>Pituitary Gland</td>
<td>The “mater gland” located in the head, that is responsible for the proper functioning of all the other glands, especially the sex glands, the thyroid, and the adrenals.</td>
</tr>
<tr>
<td>Placenta</td>
<td>The disc-like organ that connects the fetus to the uterus by means of the umbilical cord, and through which the fetus is fed and waste products are eliminated; the afterbirth.</td>
</tr>
<tr>
<td>Premature Birth</td>
<td>A birth of a baby weighing less than 5 pounds (2500 grams).</td>
</tr>
<tr>
<td>Premenstrual Syndrome (PMS)</td>
<td>A variety of symptoms that some females experience before their menstrual periods, including nervous tension, anxiety, irritability, bloating, depression, mood swings and fatigue.</td>
</tr>
<tr>
<td>Problem Solving Approach</td>
<td>A series of steps to apply to a situation to help make a responsible decision.</td>
</tr>
<tr>
<td>Progesterone</td>
<td>A female sex hormone.</td>
</tr>
<tr>
<td>Promiscuous</td>
<td>Engaging in sexual intercourse with many persons; engaging in casual sexual relations.</td>
</tr>
<tr>
<td>Prostate</td>
<td>The gland in the male that surrounds the urethra and the neck of the bladder.</td>
</tr>
<tr>
<td>Puberty</td>
<td>(pubescence) The stage of life at which a child turns into a young man or young woman; the reproductive organs become functionally operative and secondary sex characteristics develop.</td>
</tr>
<tr>
<td>Quadruplets</td>
<td>Multiple birth involving four children.</td>
</tr>
</tbody>
</table>
Quintuplets Multiple birth involving five children.

Rape Forcible sexual intercourse with a person who does not give consent or who offers resistance.

Rapist One who commits rape.

Reproductive System The body structures associated with procreation. The male reproductive system is continuous with the urinary system and has as its primary function the development of the male germ cells, spermatozoa. The female reproductive system is completely separate and serves a double purpose, since it not only develops the female germ cells, or ova, but also houses and nourishes the embryo through the nine months of its development into a complex organism.

Rhythm Method A method of contraception that involves determining the fertile days of a woman’s menstrual cycle; also known as natural family planning.

Scrotum The pouch suspended from the groin that contains the male testicles and their accessory organs.

Secondary Sex Characteristics The characteristics that develop during puberty, including body hair and the development of breasts in the female and muscles in the male.

Self-Actualization Reaching or striving for one’s full potential as a person.

Self-Concept The sum total of how a person views him/herself.

Self-Esteem Respect or worth one has for oneself.

Semen The secretion of the male reproductive organs that is ejaculated from the penis at orgasm and contains, in the fertile male, sperm cells.

Seminal Vesicles Two pouches in the male, one on each side of the prostate, behind the bladder, that are attached to and open into the sperm ducts. They secrete a fluid that mixes with the sperm to make them mobile and to provide nourishment.

Somniferous Tubules Thread-like tubes in the testes that produce sperm.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual Abuse</td>
<td>Inappropriate sexual behavior between adult and child, adult and adult, or child and child.</td>
</tr>
<tr>
<td>Sexual Attitudes</td>
<td>The feeling and ideas of an individual regarding sex, and male and female roles and relationships.</td>
</tr>
<tr>
<td>Sexuality</td>
<td>Sex role, sexual orientation, and feelings about oneself.</td>
</tr>
<tr>
<td>Sexually Transmitted Infections STIs</td>
<td>Another term used for venereal diseases; diseases passed through sexual contact.</td>
</tr>
<tr>
<td>Sexual Maturity</td>
<td>State when sexual organs are fully developed and a person becomes capable of reproduction.</td>
</tr>
<tr>
<td>Siamese Twins</td>
<td>Pair of congenitally united twins, physically joined</td>
</tr>
<tr>
<td>Spermatogenesis</td>
<td>The formation of mature sperm.</td>
</tr>
<tr>
<td>Sperm Cells</td>
<td>The mature reproductive cell, or cells in the male capable of fertilizing the female egg, or ovum, and causing impregnation.</td>
</tr>
<tr>
<td>Spermicide</td>
<td>A chemical compound that kills sperm.</td>
</tr>
<tr>
<td>Spirochete</td>
<td>A small bacterium that causes syphilis.</td>
</tr>
<tr>
<td>Stereotype</td>
<td>An assumption that people in a particular group will think or act in a certain way.</td>
</tr>
<tr>
<td>Sterility (sterile)</td>
<td>The inability to produce offspring.</td>
</tr>
<tr>
<td>Sterilization</td>
<td>Any procedure (usually surgical) by which an individual is made incapable of reproduction.</td>
</tr>
<tr>
<td>Stillbirth</td>
<td>A full-term child born dead; also called stillborn.</td>
</tr>
<tr>
<td>Syphilis</td>
<td>A serious Sexually Transmitted Infection caused by the spirochete treponema palliduan that can affect any organ of the body. It is chiefly transmitted by sexual contact.</td>
</tr>
<tr>
<td>Testicle</td>
<td>The testes; the male sex gland.</td>
</tr>
<tr>
<td>Testosterone</td>
<td>The male sex hormone.</td>
</tr>
<tr>
<td>Toxic Shock Syndrome TSS</td>
<td>A disease associated with certain brands of tampons; symptoms are vomiting, dizziness, sudden high fever, diarrhea, and fainting.</td>
</tr>
</tbody>
</table>
Transparent Membrane  A thin tissue that forms a sac.

Trichomoniasis  A sexually transmitted vaginal infection that is caused by a protozoan. It usually occurs at the end of a menstrual period, with symptoms of an odorous discharge, genital itching, and a burning sensation during urination from urethra and bladder infections.

Triplets  Multiple birth involving three children.

Tubal Ligation  Female sterilization that includes cutting and tying off the fallopian tubes so no eggs will reach the uterus.

Twins  Multiple birth with two children; Fraternal-two eggs fertilized, Identical-one egg fertilized and splits into two.

Umbilical Cord  The flexible structure connecting the fetus and the placenta; navel cord.

Urethra  The duct through which the urine passes from the bladder and is excreted from the body.

Urine  Waste water. The secretion of the kidneys that is stored in the bladder and periodically discharged from it by way of the urethra.

Uterine Lining  The innermost lining of the uterus also called the endometrium. This lining begins as a thin coating of the uterus which thickens and is shed during menstruation if pregnancy does not occur.

Uterus  The hollow pear-shaped organ in females within which the fetus develops in the womb.

Vagina  The canal in the female, extending from the vulva to the cervix, that receives the penis during sexual intercourse and through which an infant passes at birth.

Vaginitis  A sexually transmitted common vaginal infection in females.

Values  The principles that are important to a person.

Vas deferens  Ductus deferens. The sperm ducts in males, leading from the epididymis to the seminal vesicles and the urethra.

Virgin  A person who has not had sexual intercourse.
<table>
<thead>
<tr>
<th><strong>Vulva</strong></th>
<th>The external sex organs of the female, including the nons veneris, the labia majora, the labia minora, the clitoris, and the vestibule.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Withdrawal</strong></td>
<td>The act of removing the penis from the vagina before ejaculation.</td>
</tr>
<tr>
<td><strong>Yeast Infections</strong></td>
<td>A vaginal infection caused by a fungus; symptoms include thick, white discharge and genital itching.</td>
</tr>
</tbody>
</table>
TEACHERS GLOSSARY OF SLANG TERMS

Directions: This list is not to be reproduced for student use but may be helpful for translating student words into correct terminology or to assist the teacher in answering student questions.

Breasts    tits, jugs, boobs, hooters
Clitoris   clit, buzzer
Contraception    birth control
Ejaculation    come (cum), get your rocks off, climax
Erection    hard on, boner, wood
Glans Penis    head
Heterosexual    straight, regular
Homosexual    fag, gay, queer, fairy, cock sucker
Labia    lips
Lesbian    lez, dike, butch
Masturbation    beat the meat, jack off, jerk off, play with yourself
Menstruation    period, curse, flagging, time of the month, on the rag
Nocturnal Emissions    wet dream
Orgasm    come, climax
Ovum    egg
Penis    dick, rod, tool, unit, prick, dong, cock, pecker, peter, schlong
Prostitution    whore, hooker, lady of the evening
Semen    come (cum), wad
Sterilization    safe, getting fixed
Testicles, Gonads    balls, nuts, rocks, family jewels
Uterus    womb, baby basket, oven
Vagina    puss, pussy, beaver, twat, snatch, box, cunt
Venereal Disease/Sexually Transmitted Disease    VD, drip, dose, clap, syph, bed disease
Virgin    cherry, heifer
<table>
<thead>
<tr>
<th>Grades</th>
<th>Topic</th>
<th>Organization</th>
<th>Length</th>
<th>Number of Sessions</th>
<th>Cost</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th - 12th</td>
<td>Dating Violence</td>
<td>Kaity's Way</td>
<td>30 - 90 minutes</td>
<td>1 or 2 sessions</td>
<td>no cost, honorarium</td>
<td>Participants hear Kaity's Story which explains teen dating violence and gives a realistic account and identifies warning signs regarding teen dating violence. There is emphasis on expectations of a healthy dating relationship. Kaity's Law is explored and its purpose discussed. <a href="http://www.kaitysway.org">www.kaitysway.org</a></td>
</tr>
<tr>
<td>6th - 12th</td>
<td>Healthy Relationships</td>
<td>Emerge!</td>
<td>60 - 90 minutes</td>
<td>1 or 2 sessions</td>
<td>no cost</td>
<td>Attendees participate in activities to help identify qualities they look for in relationships and discuss whether these qualities are part of a healthy relationship. Participants also articulate their reasons for decisions they make about their behaviors in relationships and consider how to promote healthy relationships in the community. <a href="http://www.emergecenter.org">www.emergecenter.org</a></td>
</tr>
<tr>
<td>9th - 12th</td>
<td>Domestic Abuse 101 Presentation</td>
<td>Emerge!</td>
<td>60 - 120 minutes</td>
<td>1 session</td>
<td>no cost</td>
<td>This presentation provides a thorough overview of the dynamics of domestic abuse, including a definition of domestic abuse, power and control, effects of abuse on children, how to help, safety planning, and Emerge! services. <a href="http://www.emergecenter.org">www.emergecenter.org</a></td>
</tr>
<tr>
<td>6th - 12th</td>
<td>Bullying and Sexual Harassment</td>
<td>SACASA</td>
<td>50 minutes</td>
<td>1 session</td>
<td>no cost</td>
<td>This presentation walks students through the dynamics of bullying and sexual harassment. Differences between healthy and unhealthy behaviors are addressed. Students discuss how they can intervene to stop these behaviors and become a part of the solution. <a href="http://www.sacasa.org">www.sacasa.org</a></td>
</tr>
<tr>
<td>6th - 12th</td>
<td>Sexual and Relationship Violence</td>
<td>SACASA</td>
<td>300 minutes</td>
<td>6 (50 min.) sessions</td>
<td>no cost</td>
<td>This class, taught by trained peer educators, provides students information on boundaries, bullying, sexual harassment, dynamics of relationship/dating violence and red flags, sexual abuse, consent, sexual assault, and bystander intervention. <a href="http://www.sacasa.org">www.sacasa.org</a></td>
</tr>
<tr>
<td>Audience</td>
<td>Topic</td>
<td>Organization</td>
<td>Length</td>
<td>Number of Sessions</td>
<td>Cost</td>
<td>Comments</td>
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</tr>
<tr>
<td>Parents, Teachers, Administrators</td>
<td>Dating Violence</td>
<td>Kaity's Way</td>
<td>0.5 - 1.5 hours</td>
<td>1 or 2 sessions</td>
<td>no cost, honorarium appreciated</td>
<td><em>Kaity's Way</em> is the true story of a young girl caught up in the midst of dating violence; it gives a realistic account of teen dating violence, the warning signs to look for, and the expectations of a healthy dating relationship. Also <em>Kaity's Law</em> is explored and its purpose discussed. <a href="http://www.kaitysway.org">www.kaitysway.org</a></td>
</tr>
<tr>
<td>Parents, Teachers, Administrators</td>
<td>Domestic Abuse</td>
<td>Emerge!</td>
<td>1-6 hours</td>
<td>varies</td>
<td>no cost</td>
<td>This can be delivered as a short presentation or a long workshop. The short presentation provides a thorough overview of the dynamics of domestic abuse; including a definition of domestic abuse; it discusses power and control, the effects of abuse on children, how to help, safety planning, and Emerge! services. The long workshop is an in-depth look at domestic abuse including an examination of family, community, and societal structures that support and prevent it. <a href="http://www.emergecenter.org">www.emergecenter.org</a></td>
</tr>
<tr>
<td>Parents, Teachers, Administrators</td>
<td>Effects of Violence on Children</td>
<td>Emerge!</td>
<td>3.5 hours</td>
<td>1 session</td>
<td>no cost</td>
<td>Children are often witnesses to the abuse of a parent and are profoundly affected by it. This workshop will enable participants to understand risk and protective factors that determine how severely a child is impacted by abuse and to understand the behaviors that children who have witnessed abuse might exhibit. The workshop will explain how abuse affects family dynamics and will list parenting challenges faced by the victim as a result of the abuse. Participants must have attended the Domestic Abuse 101 Workshop. <a href="http://www.emergecenter.org">www.emergecenter.org</a></td>
</tr>
<tr>
<td>Parents, Teachers, Administrators</td>
<td>Sexual and Relationship Violence</td>
<td>SACASA, PCAO Victim Services Division</td>
<td>2 hours</td>
<td>1 or 2 sessions</td>
<td>no cost</td>
<td>During this presentation, participants will learn about boundaries, bullying, sexual harassment, dynamics of relationship/dating violence and red flags, sexual abuse, consent, sexual assault, Arizona laws related to sexual violence, survivor safety, appropriate resources and intervention, and mandated reporting. <a href="http://www.pcao.pima.gov">www.pcao.pima.gov</a></td>
</tr>
<tr>
<td>Parents, Teachers, Administrators</td>
<td>Bullying and Sexual Harassment</td>
<td>SACASA</td>
<td>2 hours</td>
<td>1 or 2 sessions</td>
<td>no cost</td>
<td>This presentation walks participants through the dynamics of bullying and sexual harassment. Differences between healthy and unhealthy behaviors are addressed. Participants discuss how they can intervene to stop these behaviors and become a part of the solution. Strategies for engaging students in prevention are also discussed. <a href="http://www.sacasa.org">www.sacasa.org</a></td>
</tr>
<tr>
<td>Parents, Teachers, Administrators</td>
<td>Sexual and Relationship Violence</td>
<td>SACASA, Pima Community College On-Line Course (EDU119A)</td>
<td>approx. 40 hours</td>
<td>8 online sessions</td>
<td>approx. $70 (tuition varies)</td>
<td>During this &quot;train the trainer,&quot; participants will learn about boundaries, bullying, sexual harassment, dynamics of relationship/dating violence and red flags, sexual abuse, consent, sexual assault, Arizona laws related to sexual violence, survivor safety, appropriate resources and intervention, mandated reporting, and presentation skills. This training includes tools for early intervention to interrupt the cycle of violence. When completed, participants will be equipped to teach both the two-hour adult prevention training and the six-session youth curriculum. <a href="http://www.sacasa.org">www.sacasa.org</a></td>
</tr>
<tr>
<td>Parents, Teachers, Administrators</td>
<td>Internet Safety, Cyber-bullying and On-Line Stalking</td>
<td>PCAO</td>
<td>1.5-3 hours</td>
<td>1 or 2 sessions</td>
<td>no cost</td>
<td>Attendees will learn definitions of bullying and cyber-bullying and how both are used to harm individuals and groups of people. Participants will learn methods to avoid situations that may serve to harm others. Identification of techniques used by bullies and the characteristics of their intended victims are discussed. The consequences and potential legal ramifications are outlined in this presentation. <a href="http://www.pcao.pima.gov">www.pcao.pima.gov</a></td>
</tr>
<tr>
<td>Organization</td>
<td>Length</td>
<td>Topic</td>
<td>Cost</td>
<td>Comments</td>
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<tr>
<td><strong>National Prevention Education Menu</strong></td>
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<tr>
<td>For Teachers</td>
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<tr>
<td><strong>Dating Matters: Understanding</strong></td>
<td>60-minute interactive online curriculum</td>
<td>Dating Violence and Healthy Relationships</td>
<td>no cost</td>
<td>Educators can participate in this interactive training to help teens understand the risk factors and warning signs associated with teen dating violence. Developed by the Centers for Disease Control and Prevention (CDC) in partnership with Liz Claiborne Inc., Dating Matters will highlight the importance of promoting healthy relationships. Dating Matters uses a public health approach, helping teachers move from the problem to the solution. This curriculum focuses on primary prevention to stop violence before it occurs and uses a social-ecological model to highlight the complex interaction of individuals, relationship, community, and societal factors that cause violence. <a href="http://www.cdc.gov/violenceprevention/datingmatters.html">www.cdc.gov/violenceprevention/datingmatters.html</a></td>
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<tr>
<td><strong>Teen Dating Violence Prevention</strong></td>
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<tr>
<td><strong>Love is Not Abuse</strong></td>
<td>4 (45 minute) sessions to be conducted in a Health or English/Language Arts class</td>
<td>Dating Violence</td>
<td>no cost</td>
<td>This curriculum is a step-by-step guide to teaching high school students about the issue of dating violence. It also offers teachers detailed information about the scope of the problem and how to respond to students in need of assistance. Each lesson begins with a piece of poetry or literature that illustrates &quot;a key dating-violence concept, allowing students to explore new perspectives through the eyes of a fictional character or author.&quot; Love Is Not Abuse aims to raise awareness about the problem of dating violence, recommend resources for students in need, and help prevent dating violence from occurring in the future. <a href="http://www.loveisnotabuse.com">www.loveisnotabuse.com</a></td>
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<tr>
<td><strong>Safe Place - Expect Respect</strong></td>
<td>24-week support group, 8 (1 hour) youth leadership training sessions</td>
<td>Dating Violence and Healthy Relationships</td>
<td>$170</td>
<td>This is a school-based program for preventing teen dating violence and promoting safe and healthy relationships in middle and high school. Expect Respect engages the entire school community in preventing teen dating violence and promoting safe and healthy relationships. Learning about healthy relationships requires practicing healthy relationships. Expect Respect is based on an active and experiential learning process. Creative activities in all program components engage youth in exploring their experiences and beliefs and in taking a stand against violence. <a href="http://www.safeplace.org">www.safeplace.org</a></td>
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</tbody>
</table>
Arizona Revised Statutes

8-349. Destruction of juvenile court records; electronic research records
A. A person who has been referred to juvenile court may apply for destruction of the person's juvenile court records.
B. If the records concern a referral or citation that did not result in further action or that resulted in diversion, placement in a community based alternative program, an adjudication of incorrigibility, the filing of a petition or citation for an offense other than a felony or the filing of a petition for a felony offense for which the person was adjudicated delinquent for an offense that was not classified as a felony, the person shall file an application with the juvenile court and shall serve a copy of the application on the county attorney in the county in which the referral was made. The person shall certify under oath that all of the following apply:
   1. The person is at least nineteen years of age.
   2. The person has not been convicted of a felony offense or adjudicated delinquent for an offense that would be a felony offense if committed by an adult.
   3. A criminal charge is not pending.
   4. The person has successfully completed all of the terms and conditions of court ordered probation, including the payment of all restitution.
C. Subsection B of this section does not apply to violations of section 28-1381, 28-1382 or 28-1383.
D. The juvenile court may order the destruction of records under subsection B of this section if the court finds all of the following:
   1. The person is at least nineteen years of age.
   2. The person has not been convicted of a felony offense.
   3. The person was not adjudicated for an offense that would have been a felony offense if the person had been convicted as an adult.
   4. The person successfully completed all of the terms and conditions of probation, including the payment of all restitution.
   5. The destruction of the records is in the interests of justice.
   6. The destruction of the records would further the rehabilitative process.
E. If the records concern a petition that resulted in an adjudication of delinquency for an offense classified as a felony or a petition or citation that resulted in an adjudication of delinquency for a violation of section 28-1381, 28-1382 or 28-1383, the person shall file the application with the juvenile court and shall serve a copy of the application on the county attorney in the county in which the referral was made. The person shall certify under oath that all of the following apply:
   1. The person is at least twenty-five years of age.
   2. The person has not been convicted of a felony offense.
   3. A criminal charge is not pending.
   4. The person has successfully completed all of the terms and conditions of court ordered probation, including the payment of all restitution.
   5. The destruction of the records would be in the interests of justice.
   6. The destruction of the records would further the rehabilitative process.
F. The juvenile court may order the destruction of records under subsection E of this section if the court finds all of the following:
   1. The person is at least twenty-five years of age.
   2. The person has not been convicted of a felony offense.
   3. The person has successfully completed all of the terms and conditions of probation, including the payment of all restitution.
   4. The destruction of the records would be in the interests of justice.
   5. The destruction of the records would further the rehabilitative process.
   6. The destruction of the records would further the rehabilitative process.
G. The juvenile court may store any records for research purposes.

8-350. Dangerous offenders; sex offenders; notification to schools; definition
A. If a person is adjudicated delinquent for or convicted of a dangerous offense or a violation of section 13-1405, 13-1406, 13-1410 or 13-1417 and the person is placed on probation and is attending school, the court shall notify the elementary or high school district in which the person resides that the person has been adjudicated delinquent or convicted and is on probation. The elementary or high school district shall transmit this notice to the school that the person attends.
B. Elementary or high School districts and local elementary and high schools through the local school district may request from the court the criminal history of individual students to determine if a student has been adjudicated delinquent for or convicted of a dangerous offense or a violation of section 13-1405, 13-1406, 13-1410 or 13-1417.
C. The school that the person attends shall make the information it receives pursuant to this section available to teachers, parents, guardians or custodians upon request.
D. For the purposes of this section, "dangerous offense" means an offense involving the discharge, use or threatening exhibition of a deadly weapon or dangerous instrument or the intentional or knowing infliction of serious physical injury on another person.

13-1405. Sexual conduct with a minor; classifications
A. A person commits sexual conduct with a minor by intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person who is under eighteen years of age.
B. Sexual conduct with a minor who is under fifteen years of age is a class 2 felony and is punishable pursuant to section 13-604.01. Sexual conduct with a minor who is at least fifteen years of age is a class 6 felony. Sexual conduct with a minor who is at least fifteen years of age is a class 2 felony if the person is the minor's parent, stepparent, adoptive parent, legal guardian or foster parent and the convicted person is not eligible for suspension of sentence, probation, pardon or release from confinement on any basis except as specifically authorized by section 31-233, subsection A or B until the sentence imposed has been served or commuted.

3821. Persons required to register; procedure; identification card
A. A person who has been convicted of a violation or attempted violation of any of the following offenses or who has been convicted of an offense committed in another jurisdiction which if committed in this state would be a violation or attempted violation of any of the following offenses shall, within ten days after the conviction or within ten days after entering and remaining in any county of this state, register with the sheriff of that county:
   1. Unlawful imprisonment pursuant to section 13-1303 if the victim is under eighteen years of age and the unlawful imprisonment was not committed by the child's parent.
2. Kidnapping pursuant to section 13-1304 if the victim is under eighteen years of age and the kidnapping was not committed by the child's parent.
3. Sexual abuse pursuant to section 13-1404 if the victim is under eighteen years of age.
4. Sexual conduct with a minor pursuant to section 13-1405.
5. Sexual assault pursuant to section 13-1406.
6. Sexual assault of a spouse pursuant to section 13-1406.01.
7. Molestation of a child pursuant to section 13-1410.
8. Continuous sexual abuse of a child pursuant to section 13-1417.
9. Taking a child for the purpose of prostitution pursuant to section 13-3206.
10. Child prostitution pursuant to section 13-3212.
11. Commercial sexual exploitation of a minor pursuant to section 13-3552.
12. Sexual exploitation of a minor pursuant to section 13-3553.
13. A second or subsequent violation of indecent exposure to a person under the age of fifteen years pursuant to section 13-1402, subsection B.
14. A second or subsequent violation of public sexual indecency to a minor under the age of fifteen years pursuant to section 13-1403, subsection B.
15. A third or subsequent violation of indecent exposure pursuant to section 13-1402.
16. A third or subsequent violation of public sexual indecency pursuant to section 13-1403.
17. A violation of section 13-3822 or 13-3824.
B. Before the person is released from confinement the state department of corrections in conjunction with the department of public safety and each county sheriff may complete the registration of any person who was convicted of a violation of any offense listed under subsection A of this section. Within three days after the person's release from confinement, the state department of corrections shall forward the registered person's records to the department of public safety and to the sheriff of the county in which the registered person intends to reside. Registration pursuant to this subsection shall be consistent with subsection E of this section.
C. Notwithstanding subsection A of this section, the judge who sentences a defendant for any violation of chapter 14 or 35.1 of this title or for an offense for which there was a finding of sexual motivation pursuant to section 13-118 may require the person who committed the offense to register pursuant to this section.
D. The court may require a person who has been adjudicated delinquent for an act that would constitute an offense specified in subsection A or C of this section to register pursuant to this section. Any duty to register under this subsection shall terminate when the person reaches the age of twenty-five.
E. A person who has been convicted of or adjudicated delinquent and required to register in the convicting state for an act that would constitute an offense specified in subsection A or C of this section and who is not a resident of this state shall be required to register pursuant to this section if the person is either:
1. Employed full time or part time in this state, with or without compensation, for more than fourteen consecutive days or for an aggregate period of more than thirty days in a calendar year.
2. Enrolled as a full-time or part-time student in any school in this state for more than fourteen consecutive days or for an aggregate period of more than thirty days in a calendar year. For the purposes of this paragraph, "school" means an educational institution of any description, public or private, wherever located in this state.
F. Any duty to register under subsection D or E of this section for a juvenile adjudication terminates when the person reaches the age of twenty-five.
G. At the time of registering, the person shall sign a statement in writing giving such information as required by the director of the department of public safety, including all names by which the person is known. The sheriff shall fingerprint and photograph the person and within three days thereafter shall send copies of the statement, fingerprints and photographs to the criminal identification section within the department of public safety and the chief of police, if any, of the place where the person resides.
H. Upon the person's initial registration and every year after the person's initial registration, the person shall obtain a nonoperating identification license or a driver license from the motor vehicle division in the department of transportation. Notwithstanding sections 28-3165 and 28-3171, the license shall be valid for one year from the date of issuance, and the person shall submit to the department of transportation proof of the person's address. The motor vehicle division shall make a copy of the photograph available to the criminal identification section of the department of public safety or to any law enforcement agency.
I. Except as provided in subsection E or J of this section, the clerk of the superior court in the county in which a person has been convicted of a violation of any offense listed under subsection A of this section, has been ordered to register pursuant to subsection C or D of this section shall notify the sheriff in that county of the conviction within ten days after entry of the judgment.
J. Within ten days after entry of judgment, a court not of record shall notify the arresting law enforcement agency of an offender's conviction of a violation of section 13-1402. Within ten days after receiving this information, the law enforcement agency shall determine if the offender is required to register pursuant to this section. If the law enforcement agency determines that the offender is required to register, the law enforcement agency shall provide the information required by section 13-3825 to the department of public safety and shall make community notification as required by law.
K. A person who is required to register pursuant to this section because of a conviction for the unlawful imprisonment of a minor or the kidnapping of a minor is required to register, absent additional or subsequent convictions, for a period of ten years from the date that the person is released from prison, jail, probation, community supervision or parole and the person has fulfilled all restitution obligations. Notwithstanding this subsection, a person who has a prior conviction for an offense for which registration is required pursuant to this section is required to register for life.
A. A person who is at least eighteen years of age and who stands convicted of a dangerous crime against children in the first degree involving sexual assault of a minor who is twelve years of age or younger or sexual conduct with a minor who is twelve years of age or younger shall be sentenced to life imprisonment and is not eligible for suspension of sentence, probation, pardon or release from confinement on any basis except as specifically authorized by section 31-233, subsection A or B until the person has served thirty-five years or the sentence is commuted. This subsection does not apply to masturbatory contact.
B. Except as otherwise provided in this section, a person who is at least eighteen years of age or who has been tried as an adult and who stands convicted of a dangerous crime against children in the first degree involving attempted first degree murder of a minor who is under twelve years of age or second degree murder of a minor who is under twelve years of age or sexual assault of a minor who is under twelve years of age or sexual conduct with a minor who is under twelve years of age may be sentenced to life imprisonment and is not eligible for suspension of sentence, probation, pardon or release from confinement on any basis except as specifically authorized by section 31-233, subsection A or B until the person has served thirty-five years or the sentence is commuted. If a life sentence is not imposed pursuant to this subsection, the person shall be sentenced to a presumptive term of imprisonment for twenty years.

C. Except as otherwise provided in this section, a person who is at least eighteen years of age or who has been tried as an adult and who stands convicted of a dangerous crime against children in the first degree involving attempted first degree murder of a minor who is twelve, thirteen or fourteen years of age, second degree murder of a minor who is twelve, thirteen or fourteen years of age, sexual assault of a minor who is twelve, thirteen or fourteen years of age, taking a child for the purpose of prostitution, child prostitution, sexual conduct with a minor who is twelve, thirteen or fourteen years of age or continuous sexual abuse of a child or involving or using minors in drug offenses shall be sentenced to a presumptive term of imprisonment for twenty years. If the convicted person has been previously convicted of one predicate felony the person shall be sentenced to a presumptive term of imprisonment for thirty years.

D. Except as otherwise provided in this section, a person who is at least eighteen years of age or who has been tried as an adult and who stands convicted of a dangerous crime against children in the first degree involving aggravated assault, molestation of a child, commercial sexual exploitation of a minor, sexual exploitation of a minor, child abuse or kidnapping shall be sentenced to a presumptive term of imprisonment for seventeen years. If the convicted person has been previously convicted of one predicate felony the person shall be sentenced to a presumptive term of imprisonment for twenty-eight years.

E. Except as otherwise provided in this section, a person who is at least eighteen years of age or who has been tried as an adult and who stands convicted of a dangerous crime against children involving sexual abuse under section 13-1404 is guilty of a class 3 felony and shall be sentenced to a presumptive term of imprisonment for five years, and unless the person has previously been convicted of a predicate felony, the presumptive term may be increased or decreased by up to two and one-half years pursuant to section 13-702, subsections C, D and E. If the person is sentenced to a term of imprisonment the person is not eligible for release from confinement on any basis except as specifically authorized by section 31-233, subsection A or B until the sentence imposed by the court has been served, the person is eligible for release pursuant to section 41-1604.07 or the sentence is commuted. If the convicted person has been previously convicted of one predicate felony the person shall be sentenced to a presumptive term of imprisonment for fifteen years and is not eligible for suspension of sentence, probation, pardon or release from confinement on any basis except as specifically authorized by section 31-233, subsection A or B until the sentence imposed by the court has been served, the person is eligible for release pursuant to section 41-1604.07 or the sentence is commuted.

F. The presumptive sentences prescribed in subsections B, C and D of this section or subsection E of this section if the person has previously been convicted of a predicate felony may be increased or decreased by up to seven years pursuant to the provisions of section 13-702, subsections B, C and D.

G. Except as provided in subsection F of this section, a person sentenced for a dangerous crime against children in the first degree pursuant to this section is not eligible for suspension of sentence, probation, pardon, or release from confinement on any basis except as specifically authorized by section 31-233, subsection A or B until the sentence imposed by the court has been served or commuted.

H. A person who stands convicted of any dangerous crime against children in the first degree pursuant to subsection C or D of this section having been previously convicted of two or more predicate felonies shall be sentenced to life imprisonment and is not eligible for suspension of sentence, probation, pardon or release from confinement on any basis except as specifically authorized by section 31-233, subsection A or B until the person has served not fewer than thirty-five years or the sentence is commuted.

I. Notwithstanding chapter 10 of this title, a person who is at least eighteen years of age or who has been tried as an adult and who stands convicted of a dangerous crime against children in the second degree pursuant to subsection C or D of this section is guilty of a class 3 felony and shall be sentenced to a presumptive term of imprisonment for ten years. The presumptive term may be increased or decreased by up to five years pursuant to section 13-702, subsections B, C and D. If the person is sentenced to a term of imprisonment the person is not eligible for release from confinement on any basis except as specifically authorized by section 31-233, subsection A or B until the person has served the sentence imposed by the court, the person is eligible for release pursuant to section 41-1604.07 or the sentence is commuted. A person who is convicted of any dangerous crime against children in the second degree having been previously convicted of one or more predicate felonies is not eligible for suspension of sentence, probation, pardon or release from confinement on any basis except as specifically authorized by section 31-233, subsection A or B until the sentence imposed by the court has been served, the person is eligible for release pursuant to section 41-1604.07 or the sentence is commuted, and shall be sentenced to a presumptive term of imprisonment for eight years.

J. Section 13-604, subsections M and O apply to the determination of prior convictions.

K. The sentence imposed on a person by the court for a dangerous crime against children under subsection D of this section involving child molestation or sexual abuse pursuant to subsection E of this section may be served concurrently with other sentences if the offense involved only one victim. The sentence imposed on a person for any other dangerous crime against children in the first or second degree shall be consecutive to any other sentence imposed on the person at any time, including child molestation and sexual abuse of the same victim.

L. In this section:
1. "Dangerous crime against children" means any of the following committed against a minor under fifteen years of age:
(a) Second degree murder.
(b) Aggravated assault resulting in serious physical injury or involving the discharge, use or threatening exhibition of a deadly weapon or dangerous instrument.
(c) Sexual assault.
(d) Molestation of a child.
(e) Sexual conduct with a minor.
(f) Commercial sexual exploitation of a minor.
(g) Sexual exploitation of a minor.
(h) Child abuse as prescribed in section 13-3623, subsection B, paragraph 1.
(i) Kidnapping.
(j) Sexual abuse.
(k) Taking a child for the purpose of prostitution as defined in section 13-3206.
(l) Child prostitution as defined in section 13-3212.
(m) Involving or using minors in drug offenses.
(n) Continuous sexual abuse of a child.
(o) Attempted first degree murder.

A dangerous crime against children is in the first degree if it is a completed offense and is in the second degree if it is a preparatory offense, except attempted first degree murder is a dangerous crime against children in the first degree.

2. "Predicative felony" means any felony involving child abuse pursuant to section 13-3623, subsection B, paragraph 1, a sexual offense, conduct involving the intentional or knowing infliction of serious physical injury or the discharge, use or threatening exhibition of a deadly weapon or dangerous instrument, or a dangerous crime against children in the first or second degree.

13-3721. Tattoos, brands, scarifications and piercings; minors; anesthesia; exception; defense; violation; classification; definitions

A. It is unlawful for a person:
1. To intentionally brand, scarify, implant, mutilate, tattoo or pierce the body of a person who is under eighteen years of age without the physical presence of the parent or legal guardian of the person requesting the brand, scar, tattoo, implant, mutilation or piercing.
2. Who tattoos or pierces the body of another person to use a needle or any substance that will leave color under the skin more than once or to use a needle that is not sterilized with equipment used by state licensed medical facilities pursuant to title 36, chapter 4.
3. To engage in the business of tattooing, branding, scarifying, implanting, mutilating or piercing out of a home or an impermanent structure, including a tent, trailer, trunk or other impermanent structure.
4. Who is not licensed pursuant to title 32 to administer anesthesia during the course of any procedure involving the branding, scarifying, tattooing, implanting, mutilating or piercing of the body of another person.

B. Subsection A, paragraph 1 does not apply to the ear piercing of a person who has written or verbal permission from a parent or legal guardian or to procedures that are prescribed by a health care provider who is licensed pursuant to title 32.

C. It is a defense to a prosecution for a violation of subsection A, paragraph 1 that the person requested age identification and relied in good faith on the accuracy of the information contained in the identification.

D. A person who violates this section is guilty of a class 6 felony.

E. For the purposes of this section:
1. "Implant", "mutilate", "brand", "scarify" or "pierce" means to mark the skin or other body part with any indelible design, letter, scroll, figure, symbol or other mark that is placed by the aid of instruments on or under the skin or body part and that cannot be removed without a surgical procedure or any design, letter, scroll, figure, symbol or other mark done by scarring on or under the skin or other body part. Implant does not include cosmetic implants.
2. "Tattoo" means to mark the skin with any indelible design, letter, scroll, figure, symbol or any other mark that is placed by the aid of needles or other instruments upon or under the skin with any substance that will leave color under the skin and that cannot be removed, repaired or reconstructed without a surgical procedure or any design, letter, scroll, figure, symbol or other mark done by scarring upon or under the skin.

13-361. Refusal or neglect to provide for spouse; classification

A married person, having sufficient ability to provide for his or her spouse's support or who is able to earn the means of such spouse's support, who knowingly fails or refuses to provide the spouse with necessary food, clothing, shelter or medical attendance, unless by such spouse's misconduct he or she was justified in so doing, is guilty of a class 6 felony.

13-3610. Abandonment of spouse; classification

A married person, having sufficient ability to provide for his or her spouse's support or who is able to earn the means of such spouse's support, who knowingly abandons and leaves such spouse in a destitute condition, is guilty of a class 6 felony.

13-3553. Sexual exploitation of a minor; classification

A. A person commits sexual exploitation of a minor by knowingly:
1. Recording, filming, photographing, developing or duplicating any visual depiction in which minors are engaged in exploitative exhibition or other sexual conduct.
2. Distributing, transporting, exhibiting, receiving, selling, purchasing, electronically transmitting, possessing or exchanging any visual depiction in which minors are engaged in exploitative exhibition or other sexual conduct.

B. Sexual exploitation of a minor is a class 2 felony and if the minor is under fifteen years of age it is punishable pursuant to section 13-604.01.

13-1401. Definitions

In this chapter, unless the context otherwise requires:
1. "Oral sexual contact" means oral contact with the penis, vulva or anus.
2. "Sexual contact" means any direct or indirect touching, fondling or manipulating of any part of the genitals, anus or female breast by any part of the body or by any object causing a person to engage in such contact.
3. "Sexual intercourse" means penetration into the penis, vulva or anus by any part of the body or by any object or causing a person to engage in such contact.
4. "Spouse" means a person who is legally married and cohabiting.
5. "Without consent" includes 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 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.
13-1402. Indecent exposure; classifications
A. A person commits indecent exposure if he or she exposes his or her genitals or anus or she exposes the areola or nipple of her breast or breasts and another person is present, and the defendant is reckless about whether such other person, as a reasonable person, would be offended or alarmed by the act.
B. Indecent exposure is a class 1 misdemeanor. Indecent exposure to a person under the age of fifteen years is a class 6 felony.

13-1403. Public sexual indecency; public sexual indecency to a minor; classifications
A. A person commits public sexual indecency by intentionally or knowingly engaging in any of the following acts, if another person is present, and the defendant is reckless about whether such other person, as a reasonable person, would be offended or alarmed by the act:
   1. An act of sexual contact.
   2. An act of oral sexual contact.
   3. An act of sexual intercourse.
   4. An act involving contact between the person's mouth, vulva or genitals and the anus or genitals of an animal.
B. A person commits public sexual indecency to a minor if he intentionally or knowingly engages in any of the acts listed in subsection A and such person is reckless whether a minor under the age of fifteen years is present.
C. Public sexual indecency is a class 1 misdemeanor. Public sexual indecency to a minor is a class 5 felony.

13-1404. Sexual abuse; classifications
A. A person commits sexual abuse by intentionally or knowingly engaging in sexual contact with any person fifteen or more years of age without consent of that person or with any person who is under fifteen years of age if the sexual contact involves only the female breast.
B. Sexual abuse is a class 3 felony unless the victim is under fifteen years of age in which case sexual abuse is a class 3 felony punishable pursuant to section 13-604.01.

13-1405. Sexual conduct with a minor; classifications
A. A person commits sexual conduct with a minor by intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person who is under eighteen years of age.
B. Sexual conduct with a minor who is under fifteen years of age is a class 2 felony and is punishable pursuant to section 13-604.01. Sexual conduct with a minor who is at least fifteen years of age is a class 6 felony. Sexual conduct with a minor who is at least fifteen years of age is a class 2 felony if the person is the minor's parent, stepparent, adoptive parent, legal guardian or foster parent and the convicted person is not eligible for suspension of sentence, probation, pardon or release from confinement on any basis except as specifically authorized by section 31-233, subsection A or B until the sentence imposed has been served or commuted.

13-1406. Sexual assault; classification; increased punishment
A. A person commits sexual assault by intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person without consent of such person.
B. Sexual assault is a class 2 felony, and the person convicted shall be sentenced pursuant to this section and the person is not eligible for suspension of sentence, probation, pardon or release from confinement on any basis except as specifically authorized by section 31-233, subsection A or B until the sentence imposed has been served or commuted. If the victim is under fifteen years of age, sexual assault is punishable pursuant to section 13-604.01. The presumptive term may be aggravated or mitigated within the range under this section pursuant to section 13-702, subsections B, C and D. If the sexual assault involved the intentional or knowing administration of flunitrazepam, gamma hydroxy butyrate or ketamine hydrochloride without the victim's knowledge, the presumptive, minimum and maximum sentence for the offense shall be increased by three years. The additional sentence imposed pursuant to this subsection is in addition to any enhanced sentence that may be applicable. The term for a first offense is as follows:

13-1410. Molestation of child; classification
A. A person commits molestation of a child by intentionally or knowingly engaging in sexual contact, except sexual contact with the female breast, with a child under fifteen years of age.
B. Molestation of a child is a class 2 felony that is punishable pursuant to section 13-604.01.

13-1412. Lewd and lascivious acts; classification
A person who knowingly and without force commits, in any unnatural manner, any lewd or lascivious act upon or with the body or any part or member thereof of a male or female adult, with the intent of arousing, appealing to or gratifying the lust, passion or sexual desires of either of such persons, is guilty of a class 3 misdemeanor.

13-1417. Continuous sexual abuse of a child; classification
A. A person who knowingly performs a partial-birth abortion and who kills a human fetus is guilty of a class 6 felony.
B. Continuous sexual abuse of a child is a class 2 felony and is punishable pursuant to section 13-604.01.
C. To convict a person of continuous sexual abuse of a child, the trier of fact shall unanimously agree that the requisite number of acts occurred. The trier of fact does not need to agree on which acts constitute the requisite number.
D. Any other felony sexual offense involving the victim shall not be charged in the same proceeding with a charge under this section unless the other charged felony sexual offense occurred outside the time period charged under this section or the other felony sexual offense is charged in the alternative. A defendant may be charged with only one count under this section unless more than one victim is involved. If more than one victim is involved, a separate count may be charged for each victim.

13-3603.01. Partial-birth abortions; classification; civil action; definitions
A. A person who knowingly performs a partial-birth abortion and who kills a human fetus is guilty of a class 6 felony.
B. This section does not apply to a partial-birth abortion that is necessary to save the life of a mother whose life is endangered by a physical disorder, illness or injury if no other medical procedure would save the mother's life.
C. The father of the fetus if married to the mother at the time she receives a partial-birth abortion and the maternal grandparents of the fetus if the mother is not at least eighteen years of age at the time of the partial-birth abortion may bring a civil action to obtain appropriate relief unless the pregnancy resulted from the plaintiff's criminal conduct or the plaintiff consented to the partial-birth abortion. Relief pursuant to this subsection includes the following:
   1. Monetary damages for all injuries resulting from the partial-birth abortion, including psychological and physical damages.
2. If done intentionally or knowingly, the offense is a class 4 felony.

E. For the purposes of this section:

1. "Partial-birth abortion" means an abortion in which the person performing the abortion partially vaginally delivers a living fetus before killing the fetus and completing the delivery.
2. "Person" includes a physician who is licensed pursuant to title 32, chapter 13 or 17, a person who is legally authorized by this state to perform abortions or a person who is not legally authorized by this state to perform abortions but who directly performs a partial-birth abortion.

13-3623. Child or vulnerable adult abuse; emotional abuse; classification; exception; definitions
A. In this section, unless the context otherwise requires:
1. "Abuse", when used in reference to a child, means abuse as defined in section 8-201, except for those acts in the definition which are declared unlawful by another statute of this title and, when used in reference to a vulnerable adult, means:
   (a) Intentional infliction of physical harm.
   (b) Injury caused by criminally negligent acts or omissions.
   (c) Unlawful imprisonment, as described in section 13-1303.
   (d) Sexual abuse or sexual assault.
2. "Child", "youth" or "juvenile" means an individual who is under eighteen years of age.
3. "Emotional abuse" means a pattern of ridiculing or demeaning the vulnerable adult, making derogatory remarks to the vulnerable adult, verbally harassing the vulnerable adult or threatening to inflict physical or emotional harm on the vulnerable adult.
4. "Physical injury" means the impairment of physical condition and includes but shall not be limited to any skin bruising, pressure sores, bleeding, failure to thrive, malnutrition, dehydration, burns, fracture of any bone, subdural hematoma, soft tissue swelling, injury to any internal organ or any physical condition which imperils health or welfare.
5. "Serious physical injury" means physical injury which creates a reasonable risk of death, or which causes serious or permanent disfigurement, or serious impairment of health or loss or protracted impairment of the function of any bodily organ or limb.
6. "Vulnerable adult" means an individual who is eighteen years of age or older and who is unable to protect himself from abuse, neglect or exploitation by others because of a mental or physical impairment.
B. Under circumstances likely to produce death or serious physical injury to a child or vulnerable adult, any person who causes a child or vulnerable adult to suffer physical injury or, having the care or custody of such child or vulnerable adult, who causes or permits the person or health of such child or vulnerable adult to be injured or who causes or permits such child or vulnerable adult to be placed in a situation where person or health is endangered is guilty of an offense as follows:
1. If done intentionally or knowingly, the offense is a class 2 felony and if the victim is under fifteen years of age it is punishable pursuant to section 13-604.01.
2. If done recklessly, the offense is a class 3 felony.
3. If done with criminal negligence, the offense is a class 4 felony.
4. If done with criminal negligence, the offense is a class 5 felony.
5. "Serious physical injury" means physical injury which creates a reasonable risk of death, or which causes serious or permanent disfigurement, or serious impairment of health or loss or protracted impairment of the function of any bodily organ or limb.
6. "Vulnerable adult" means an individual who is eighteen years of age or older and who is unable to protect himself from abuse, neglect or exploitation by others because of a mental or physical impairment.
B. Under circumstances likely to produce death or serious physical injury to a child or vulnerable adult, any person who causes a child or vulnerable adult to suffer physical injury or, having the care or custody of such child or vulnerable adult, who causes or permits the person or health of such child or vulnerable adult to be injured or who causes or permits such child or vulnerable adult to be placed in a situation where person or health is endangered is guilty of an offense as follows:
1. If done intentionally or knowingly, the offense is a class 2 felony.
2. If done recklessly, the offense is a class 3 felony.
3. If done with criminal negligence, the offense is a class 4 felony.
4. If done with criminal negligence, the offense is a class 5 felony.
5. If done with criminal negligence, the offense is a class 6 felony.
6. "Serious physical injury" means physical injury which creates a reasonable risk of death, or which causes serious or permanent disfigurement, or serious impairment of health or loss or protracted impairment of the function of any bodily organ or limb.
7. "Vulnerable adult" means an individual who is eighteen years of age or older and who is unable to protect himself from abuse, neglect or exploitation by others because of a mental or physical impairment.
B. Under circumstances likely to produce death or serious physical injury to a child or vulnerable adult, any person who causes a child or vulnerable adult to suffer physical injury or, having the care or custody of such child or vulnerable adult, who causes or permits the person or health of such child or vulnerable adult to be injured or who causes or permits such child or vulnerable adult to be placed in a situation where person or health is endangered is guilty of an offense as follows:
1. If done intentionally or knowingly, the offense is a class 2 felony.
2. If done recklessly, the offense is a class 3 felony.
3. If done with criminal negligence, the offense is a class 4 felony.
4. If done with criminal negligence, the offense is a class 5 felony.
5. If done with criminal negligence, the offense is a class 6 felony.
6. "Serious physical injury" means physical injury which creates a reasonable risk of death, or which causes serious or permanent disfigurement, or serious impairment of health or loss or protracted impairment of the function of any bodily organ or limb.
7. "Vulnerable adult" means an individual who is eighteen years of age or older and who is unable to protect himself from abuse, neglect or exploitation by others because of a mental or physical impairment.
B. Under circumstances likely to produce death or serious physical injury to a child or vulnerable adult, any person who causes a child or vulnerable adult to suffer physical injury or, having the care or custody of such child or vulnerable adult, who causes or permits the person or health of such child or vulnerable adult to be injured or who causes or permits such child or vulnerable adult to be placed in a situation where person or health is endangered is guilty of an offense as follows:
1. If done intentionally or knowingly, the offense is a class 2 felony.
2. If done recklessly, the offense is a class 3 felony.
3. If done with criminal negligence, the offense is a class 4 felony.
4. If done with criminal negligence, the offense is a class 5 felony.
5. If done with criminal negligence, the offense is a class 6 felony.
6. "Serious physical injury" means physical injury which creates a reasonable risk of death, or which causes serious or permanent disfigurement, or serious impairment of health or loss or protracted impairment of the function of any bodily organ or limb.
7. "Vulnerable adult" means an individual who is eighteen years of age or older and who is unable to protect himself from abuse, neglect or exploitation by others because of a mental or physical impairment.
B. Under circumstances likely to produce death or serious physical injury to a child or vulnerable adult, any person who causes a child or vulnerable adult to suffer physical injury or, having the care or custody of such child or vulnerable adult, who causes or permits the person or health of such child or vulnerable adult to be injured or who causes or permits such child or vulnerable adult to be placed in a situation where person or health is endangered is guilty of an offense as follows:
1. If done intentionally or knowingly, the offense is a class 2 felony.
2. If done recklessly, the offense is a class 3 felony.
3. If done with criminal negligence, the offense is a class 4 felony.
4. If done with criminal negligence, the offense is a class 5 felony.
A person who is subject to registration under this article and who fails to comply with the requirements of this article is guilty of a class 4 felony.  

13-3825. Community notification  
A. Within seventy-two hours after a person who was convicted is released from confinement or who was accepted under the interstate compact for the supervision of parolees and probationers and has arrived in this state, the agency that had custody or responsibility for supervision of the person who was convicted of committing an offense for which the person was required to register pursuant to section 13-3821 or that has accepted supervision under the interstate compact for the supervision of parolees and probationers shall provide all of the following information to the department of public safety by entering all of the following information into the sex offender profile and notification data base:  
1. The offender's identifying information.  
2. A risk assessment of the offender.  
3. The offender's date of release from confinement or, if the offender is sentenced to probation without jail time, the date the sentence is imposed.  
B. Following the tenth day after the person is released from confinement or, if the offender is sentenced to probation without jail time, the date the sentence is imposed, the department of public safety shall cross-reference the information the department receives pursuant to subsection A of this section with the sex offender registry to determine if the person is registered as required by section 13-3821. If the person is not registered, the department of public safety shall notify the county attorney in the county in which the person was convicted or the interstate compact administrator for this state. If the person is registered, the department of public safety shall forward the information the department received pursuant to subsection A of this section to the sheriff in the county where the person is registered.  
C. After receiving the information pursuant to subsection B of this section, the sheriff shall forward the information to the chief law enforcement officer of the community in which the person resides. After reviewing the information received and any other information available to the local law enforcement agency, the local law enforcement agency shall categorize each offender and place each offender into a notification level. Within forty-five days, the local law enforcement agency shall notify the community of the offender's presence in the community pursuant to the guidelines established by the community notification guidelines committee. If the community does not have a chief law enforcement officer, the sheriff shall perform the duties of the local law enforcement agency.  
D. If a person who has been convicted of an offense in another state registers pursuant to section 13-3821, subsection A, the sheriff in the county in which the person registers shall forward the information to the chief law enforcement officer of the community in which the person resides. The chief law enforcement officer shall contact the state in which the person was convicted and shall obtain information regarding the person. After reviewing the information received and any other information available, the local law enforcement agency shall complete the risk assessment, shall categorize the person, shall place the person into a notification level and shall enter the information into the computer system. If the law enforcement agency is unable to obtain sufficient information to complete the sex offender community notification risk assessment, the agency shall categorize the offender as a level two offender. Within forty-five days, the local law enforcement agency shall notify the community of the person's presence in the community pursuant to the guidelines established by the community notification guidelines committee. If the community does not have a chief law enforcement officer, the sheriff shall perform the duties of the local law enforcement agency.  
E. On receiving notice pursuant to section 13-3822 that a person who is required to register has changed the person's address, the chief law enforcement officer of the community to which the person has relocated may notify that community of the person's relocation to the community, pursuant to subsection C of this section. If the community does not have a local law enforcement agency, the sheriff of the county to which the person has relocated shall notify the community of the person's relocation.  
F. In cooperation with the county probation department or the state department of corrections, a law enforcement agency may delegate all or part of the notification process for offenders on community supervision to the county probation department or to the state department of corrections, as appropriate.  
G. This section does not prohibit law enforcement officers from giving a community notice of any circumstances or persons that pose a danger to the community under circumstances that are not provided for under this section.  
H. This section does not apply to persons subject to the registration requirements in section 13-3821 as a result of offenses adjudicated by a juvenile court.  

13-1413. Capacity of minor sexual assault victim to consent to medical examination  
Notwithstanding any other provision of the law, when it is not possible to contact the parents or legal guardian within the short time span in which the examination should be conducted a minor twelve years of age or older alleged to be the victim of a violation of section 13-1406 may give consent to hospital, medical and surgical examination, diagnosis and care in connection with such violation. Such consent shall not be subject to incapacity because of the victim's age. The consent of the parent, parents or legal guardian of such minor shall not be necessary to authorize such hospital, medical and surgical examination, diagnosis and care, and such parent, parents or legal guardian shall not be liable for payment for any services rendered pursuant to this section.  

13-3604. Soliciting abortion; punishment; exception  
A woman who solicits from any person any medicine, drug or substance whatever, and takes it, or who submits to an operation, or to the use of any means whatever, with intent thereby to procure a miscarriage, unless it is necessary to preserve her life, shall be punished by imprisonment in the state prison for not less than one nor more than five years.
B. It is an affirmative defense to a charge of a violation of subsection A of this section that the defendant has complied with a valid court order that was in effect for the time period charged and that set forth an amount of support for the minor child or was unable to furnish reasonable support. Inability to furnish reasonable support is not a defense if the defendant voluntarily remained idle, voluntarily decreased his income or voluntarily incurred other financial obligations.

C. The trier of fact, in determining whether the defendant has failed to furnish reasonable support, shall consider all assets, earnings and entitlements of the defendant and whether the defendant has made all reasonable efforts to obtain the necessary funds. On a showing of previous employment or lack of a physical or mental disability precluding employment, the trier of fact may infer that the defendant is capable of full-time employment at least at the federal adult minimum wage. This inference does not apply to noncustodial parents who are under the age of eighteen and who are still attending high school.

25-501. Duties of support; exemption
A. Except as provided in subsection F of this section, every person has the duty to provide all reasonable support for that person's natural and adopted minor, emancipated children, regardless of the presence or residence of the child in this state. In the case of mentally or physically disabled children, if the court, after considering the factors set forth in section 25-320, subsection A, deems it appropriate, the court may order support to continue past the age of majority. If a child reaches the age of majority while the child is attending high school or a certified high school equivalency program, support shall continue to be provided while the child is actually attending high school or the equivalency program but only until the child reaches nineteen years of age unless the court enters an order pursuant to section 25-320, subsection B.

25-807. Precedence of maternity and paternity proceedings; delay for blood or tissue tests; court order; evidentiary use; alternative tests
A. Proceedings to establish maternity and paternity shall have precedence over other civil proceedings. The case shall be set for trial within sixty days from the filing of an answer or oral denial by the defendant.

B. A delay in determining paternity in an action commenced prior to the birth of the child shall be granted until after the birth of the child for purposes of paternity tests if any party to the proceedings requests.

C. The court, on its own motion, or on motion of any party to the proceedings, shall order the mother, her child or children and the alleged father to submit to the drawing of blood samples or the taking of deoxyribonucleic acid probe samples, or both, and shall direct that inherited characteristics, including but not limited to blood and tissue type, be determined by appropriate testing procedures. An expert duly qualified as an examiner of genetic markers shall be agreed upon by the parties or appointed by the court to analyze and interpret the results and report to the court.

D. If the results of the blood tests indicate that the likelihood of the alleged father's paternity is ninety-five per cent or greater, the alleged father is presumed to be the parent of the child and the party opposing the establishment of the alleged father's paternity shall establish by clear and convincing evidence that the alleged father is not the father of the child.

E. The examiner's report shall be admitted at trial unless a timely written challenge to the examiner's report is filed with the court within twenty-one days of the initial trial date. If the results of the examiner's report have been challenged and on the reasonable request of a party, the court shall order an additional test to be made by the same laboratory or an independent laboratory at the expense of the party requesting additional testing.

F. If a timely written challenge is not filed pursuant to subsection E, the examiner's report is admissible in evidence without the need for foundation testimony or other proof of authenticity or accuracy.

G. The court shall, on application of either party, determine the proportion and time in which the initial test costs shall be paid.

H. On motion of a party to the proceedings, the court may order that experts perform alternative or additional tests including medical, scientific and genetic tests.

25-810. Liability of parents if putative mother or father is a minor; periodic payments
A. Except as provided pursuant to section 25-501, subsection F, the parent or parents having custody or control of the putative mother or father may be joined as defendants in the action if the putative mother or father is a minor or was a minor at the time the action was commenced. The parents may be held jointly and severally liable with the minor until the minor reaches the age of majority.

B. The court may order that a judgment made against a parent pursuant to this section be satisfied through periodic payments as other child support orders.

C. In addition to the enforcement of support remedies provided pursuant to section 25-508, an order made pursuant to this section that provides for periodic payments shall be enforced pursuant to this chapter.

25-809. Judgment
A. Except as provided in section 25-501, subsection F, if a defendant admits parentage or if the issue is decided in the affirmative in an action instituted during the child's minority, the court shall direct, subject to applicable equitable defenses and using a retroactive application of the current child support guidelines, the amount, if any, the defendant shall pay for the past support of the child and the manner in which payment shall be made. The court may also direct the defendant to pay the costs of litigation.

B. The court shall enter an order for support determined to be due for the period between the commencement of the proceeding and the date that current child support is ordered to begin. The court shall not order past support retroactive to more than three years before the commencement of the proceeding unless the court makes a written finding of good cause after considering all relevant circumstances, including:

1. The circumstances, conduct or motivation of the party who claims entitlement to past support in not seeking an earlier establishment of maternity or paternity.

2. The circumstances, conduct or motivation of the party from whom past support is sought in impeding the establishment of maternity or paternity.

3. The diligence with which service of process was attempted on the defendant.

C. The court shall also direct the amount the father shall pay for the actual costs of the pregnancy, childbirth and any genetic testing and other related costs subject to production of billing statements or other documentation. This documentation is prima facie evidence of amounts incurred and is admissible in evidence without the need for foundation testimony or other proof of authenticity or accuracy.

D. In any proceeding under this article the court shall order either parent or both parents to pay any monies reasonable and necessary for the support of the minor unemancipated child until the child reaches the age of majority or is emancipated. In determining the
amount of support for the child, the court shall apply the child support guidelines pursuant to section 25-320, subsection A. If a child reaches the age of majority while the child is attending high school or a certified high school equivalency program, support shall continue to be provided while the child is actually attending high school or the equivalency program but only until the child reaches nineteen years of age unless the court enters an order pursuant to subsection F of this section.

E. The court may modify an order of support pursuant to section 25-503, subsection D.

F. If the child is physically or mentally disabled and the court deems it appropriate, the court may order support to continue past the age of majority and to be paid to the custodial parent, guardian or child, even if at the time of filing the complaint the child has reached the age of majority.

G. After considering the financial resources of both parties and the reasonableness of the positions each party has taken throughout the proceedings, the court may order a party to pay a reasonable amount to the other party for the costs and expenses of maintaining or defending any proceeding under this article. The court may order the party to pay these amounts directly to the attorney. The attorney may enforce the order in the attorney's name with the same force and effect and in the same manner as if the order had been made on behalf of any party to the action. For the purposes of this subsection, "costs and expenses" includes attorney fees, deposition costs, appellate costs and other reasonable expenses the court determines were necessary.

H. The court has contempt powers to enforce its orders.

I. In any proceeding after judgment the court shall determine amounts owing under the existing orders of the court and shall provide for the payment of that amount.

J. The parties may terminate an action brought under this article by agreement and compromise only if the court has approved the terms of the agreement and compromise.
ARIZONA GUIDELINES FOR SEX EDUCATION

R7-2-303. Sex Education
A. Instruction in sex education in the public schools of Arizona shall be offered only in conformity with the following requirements.

1. Common schools: Nature of instruction; approval; format.

   a. Supplemental/elective nature of instruction. The common schools of Arizona may provide a specific elective lesson or lessons concerning sex education as a supplement to the health course study.

      i. This supplement may only be taken by the student at the written request of the student's parent or guardian.
      ii. Alternative elective lessons from the state-adopted optional subjects shall be provided for students who do not enroll in elective sex education.
      iii. Elective sex education lessons shall not exceed the equivalent of one class period per day for one-eighth of the school year for grades K-4.
      vi. Elective sex education lessons shall not exceed the equivalent of one class period per day for one-quarter of the school year for grades 5-8.

   b. Local governing board approval. All elective sex education lessons to be offered shall first be approved by the local governing board.

      i. Each local governing board contemplating the offering of elective sex education shall establish an advisory committee with membership representative of district size and the racial and ethnic composition of the community to assist in the development of lessons and advise the local governing board on an ongoing basis.
      ii. The local governing board shall review the total instructional materials for lessons presented for approval.
      iii. The local governing board shall publicize and hold at least two public hearings for the purpose of receiving public input at least one week prior to the local governing board meeting at which the elective sex education lessons will be considered for approval.
      iv. The local governing board shall maintain for viewing by the public the total instructional materials to be used in approved elective sex education lessons within the district.

   c. Format of instruction.

      i. Lessons shall be taught to boys and girls separately.
      ii. Lessons shall be ungraded, require no homework, and any evaluation administered for the purpose of self-analysis shall not be retained or recorded by the school or the teacher in any form.
iv. Lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about the student's or his parents' personal beliefs or practices in sex, family life, morality, values or religion.

2. High Schools: Course offering; approval; format.

a. A course in sex education may be provided in the high schools of Arizona.

b. The local governing board shall review the total instructional materials and approve all lessons in the course of study to be offered in sex education.

c. Lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about the student's or his parents' personal beliefs or practices in sex, family life, morality, values or religion.

d. Local governing boards shall maintain for viewing by the public the total instructional materials to be used in all sex education courses to be offered in high schools within the district.

3. Content of instruction: Common schools and high schools.

a. All sex education materials and instruction shall be age appropriate, recognize the needs of exceptional students, meet the needs of the district, recognize local community standards and sensitivities, shall not include the teaching of abnormal, deviate, or unusual sexual acts and practices, and shall include the following:

i. Emphasis upon the power of individuals to control their own personal behavior. Pupils shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control and ethical considerations such as respect for self and others; and

ii. Instruction on how to say "no" to unwanted sexual advances and to resist negative peer pressure. Pupils shall be taught that it is wrong to take advantage of, or to exploit, another person.

b. All sex education materials and instruction which discuss sexual intercourse shall:

i. Stress that pupils should abstain from sexual intercourse until they are mature adults;

ii. Emphasize that abstinence from sexual intercourse is the only method for avoiding pregnancy that is 100 percent effective;

iii. Stress that Sexually Transmitted Infections have severe consequences and constitute a serious and widespread public health problem;

iv. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual intercourse and the consequences of preadolescent and adolescent pregnancy;

v. Promote honor and respect for monogamous heterosexual marriage; and
vi. Advise pupils of Arizona law pertaining to the financial responsibilities of parenting, and legal liabilities related to sexual intercourse with a minor.

B. Certification of compliance. All districts offering a local governing board-approved sex education course or lesson shall certify, under the notarized signature of both the president of the local governing board and the chief administrator of the school district, compliance with this rule except as specified in paragraph (C). Acknowledgment of receipt of the compliance certification from the State Board of Education is required as a prerequisite to the initiation of instruction. Certification of compliance shall be in a format and with such particulars as shall be specified by the Department of Education.

C. All districts offering State Board approved sex education lessons or courses prior to the effective date of this rule shall comply with this rule on or before June 30, 1990.

15-716. Instruction on acquired immune deficiency syndrome; department assistance

A. Each common, high and unified school district may provide instruction to kindergarten programs through the twelfth grade on acquired immune deficiency syndrome and the human immunodeficiency virus.

B. Each district is free to develop its own course of study for each grade. At a minimum, instruction shall:

1. Be appropriate to the grade level in which it is offered.
2. Be medically accurate.
3. Promote abstinence.
4. Discourage drug abuse.
5. Dispel myths regarding transmission of the human immunodeficiency virus.

C. No district shall include in its course of study instruction which:

1. Promotes a homosexual life-style.
2. Portrays homosexuality as a positive alternative life-style.
3. Suggests that some methods of sex are safe methods of homosexual sex.

D. At the request of a school district, the department of health services or the department of education shall review instruction materials to determine their medical accuracy.

E. At the request of a school district, the department of education shall provide the following assistance:

1. A suggested course of study.
2. Teacher training.
3. A list of available films and other teaching aids.

F. At the request of a parent, a pupil shall be excused from instruction on the acquired immune deficiency syndrome and the human immunodeficiency virus as provided in subsection A of this section. The school district shall notify all parents of their ability to withdraw their child from the instruction.