

Austin ISD Human Sexuality and Responsibility

Grade Level: 3

Unit: Human Sexuality and Responsibility

Ground Rules

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Students will describe or identify:

1. Two classroom ground rules;
2. Two ways rules are kept;
3. A parent(s) or trusted adult to talk to about today's lesson.

Teacher Tips

- Review "Guidelines for Discussion" to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don't feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson 1: Anatomy

LESSON SUMMARY: Students learn that there are two different types of reproductive anatomy.

NSES

AP.5.CC.1: Recall the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies

LESSON OBJECTIVES

Identify the internal and external parts of our reproductive anatomy.

MATERIALS

Pre-cut out images, body system names, parts and functions

Image to project Reproductive Body Parts

Home Connections Handout

VOCABULARY

Human body systems: Body systems are an organized group of tissue that forms a particular function.

Reproductive system: The **system** of organs and parts which function in **reproduction** consisting in the male especially of the testes, penis, seminal vesicles, prostate, and urethra and in the female especially of the ovaries, fallopian tubes, uterus, vagina, and vulva.

Organs: A part of an organism that is typically self-contained and has a specific vital function, such as the heart or liver in humans.

BEGINNING: Engage (15-20 minutes)

Activity: Knowing your Body and Its Systems

Directions:

Say, "Today we are going to talk about our bodies. First, we are going to talk about the different systems in our bodies. A body system is a group of organs that work together to do a job. Your heart, blood, and blood vessels work together to circulate blood all over our bodies to deliver nutrients and oxygen to keep us alive. The heart, arteries, and veins make up our circulatory system because our blood circulates around our bodies."

Ask, "Can anybody name other systems of our bodies?"

As students share, list on the board; it is not necessary to have the names of all of the systems at this point. The students will have an opportunity to make the connection with the first activity.

Say, "Let's see if you can match the main human body systems with the work that they do."

Have students work in table groups.

Create a table on the board to show what they are matching:

Body System Name

Function (what the system does)

Organs (the parts)

Body Images

Distribute sets of pre-cut out images, body system names, parts and functions.

1. [Skeletal] System [bones]
2. [Nervous] System [nerves, brain]
3. [Circulatory] System [heart, veins, arteries]
4. [Respiratory] System [nose, windpipe, lungs]
5. [Digestive] System [mouth, throat, stomach, intestines]
6. [Reproductive] System [penis, testes] [ovaries, uterus, vagina]

Circulate to ensure the tables of students have matched the body systems correctly.

MIDDLE: Explain (10-15 minutes)

Activity: Understanding our Bodies and our Reproductive Systems.

Directions: Now that students have the systems in front of them, ask the students if they notice a body system where the organs look different on the two images.. Lead them to the discovery that all the systems for the two bodies are the same EXCEPT for the reproductive system.

Project the image of the reproductive body parts and start the discussion:

"Today we are going to focus on one of the body systems: The reproductive system. The reproductive system is that which allows humans to create more humans or make babies. For another human or baby to be created an egg and a sperm must come together. Our bodies are designed so that some humans produce the sperm and others produce and carry the egg. The difference you see in the two images of the reproductive body systems is due to the roles they take on.

The body with the penis and testes, mostly the male or boy, produces the sperm. The organs of this system are mainly external, or on the outside of the body. The scrotum holds the testes that produce the sperm and the penis is the organ that sperm use to travel out of the body).

The other body, usually the female or girl, produces the egg. The organs of this reproductive system are mainly internal, or on the inside of the body. The ovaries produce the eggs, the uterus

receives and holds the eggs, and the vagina connects the uterus to the outside of the body. The outside part of this system is called the vulva.

The reproductive system of our bodies is part of us from the day we are born. However, as babies and through elementary school, the reproductive system is not ready to reproduce or make babies. It is not until our bodies start changing from children to young adults and then to adults that our bodies are ready to reproduce (create a baby). This change is called puberty. We will be discussing what happens during puberty tomorrow.

Privacy

Everyone has a reproductive system of some kind. The external parts are usually called “private parts”.

Ask: “Who can tell me what the word ‘private’ means?”

Explain that keeping something private means that it is just for you. Sometimes we can be in private places, like a bathroom or a bedroom. Most people knock before going into a bathroom or someone else’s bedroom because knocking is a way to respect privacy.

Our bodies are private too. There are some parts we show people and other parts we cover with clothes.

Ask, “how do different people in your family feel about what should be covered and what can be shown?” “Is this different in other families you know?”

Explain that just because we choose to keep some of our body parts private and covered most of the time, especially our reproductive system parts, doesn’t mean they are bad. All of our body’s parts are beautiful!

(Privacy talking points from *Sex is a Funny Word* by Cory Silverberg and Fiona Smyth)

Watch Kid Chats: [Privacy video](#)

Ask: “What were some examples of privacy you heard in the video?”

Responses might include privacy when changing clothes, when siblings are being rude or annoying, because someone is mad or sad or doesn’t want to talk, and when in the shower.

Ask: “How can you let others know you need privacy?”

Responses might include putting a sign on the door or asking people to leave.

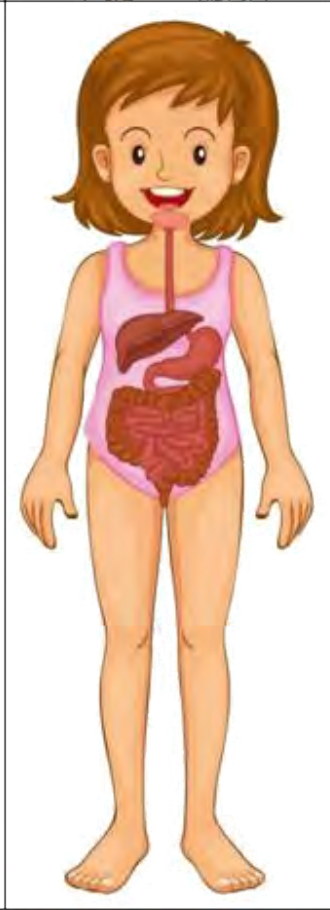
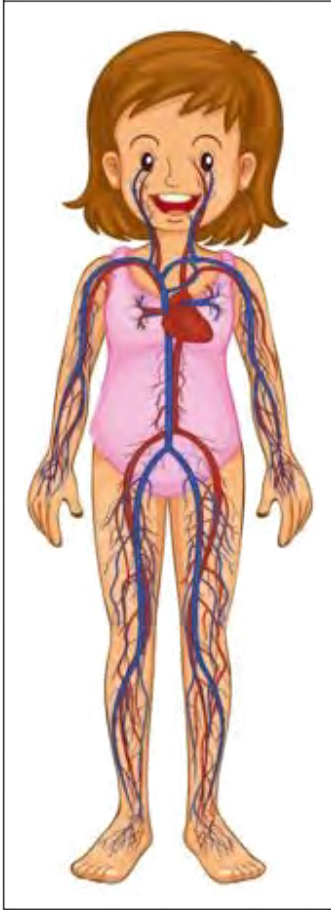
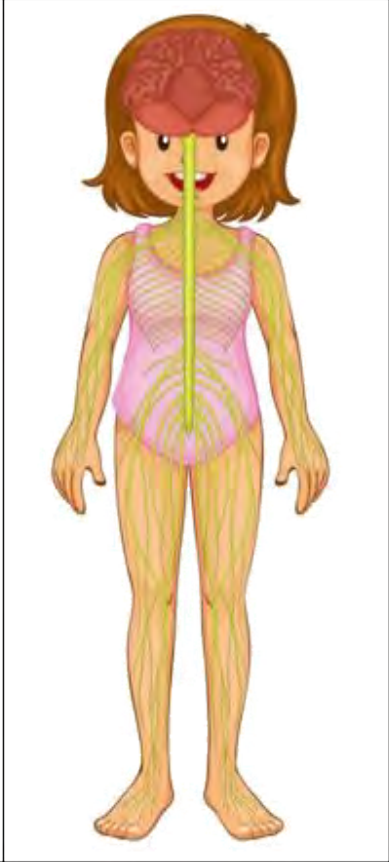
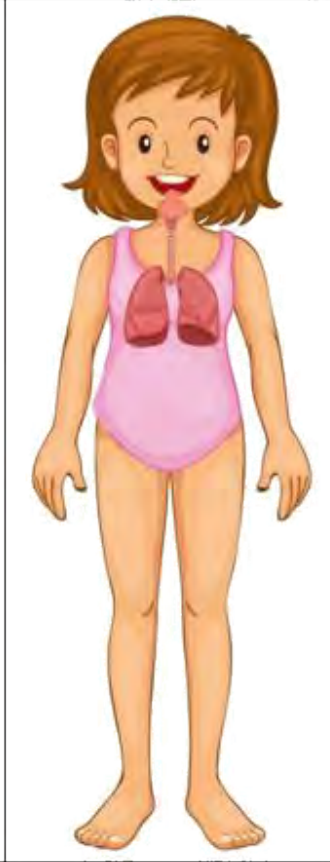
Ask: “How can you find out if someone else needs privacy or if you can be in their space?”

Responses might include knocking or asking for permission.

Explain that the same rules apply to any part of a person’s body. It’s important to ask permission before touching any part of a person’s body. And nobody should touch your body without asking you first.

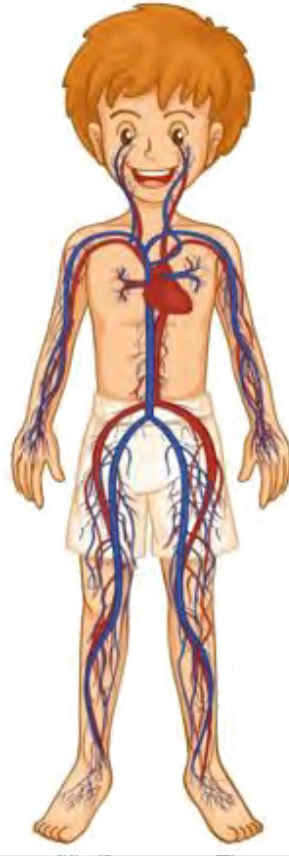
End

It’s important to know something about all body parts, even the parts you don’t have. It’s ok to be curious about what the body parts look like and what they do. But when a body part is covered by someone, respecting their privacy means not trying to see something they don’t want to show you. Direct students to the Home Connections Handout and ask them to identify 2 trusted adults they can talk to about their body.



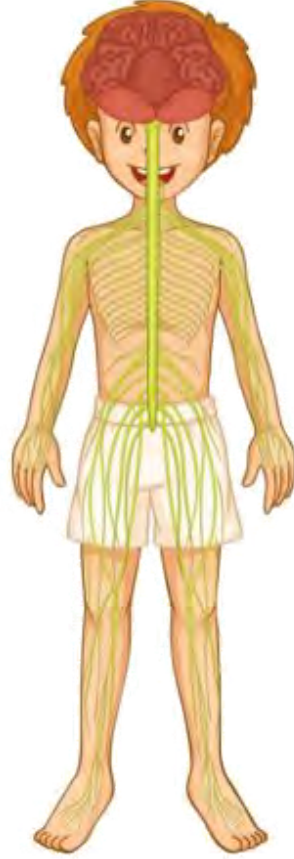
Circulatory system

Nervous system



Digestive system

Respiratory system



nose, windpipe, lungs

penis, testes

**mouth, throat,
stomach, intestines**

bones

Skeletal system

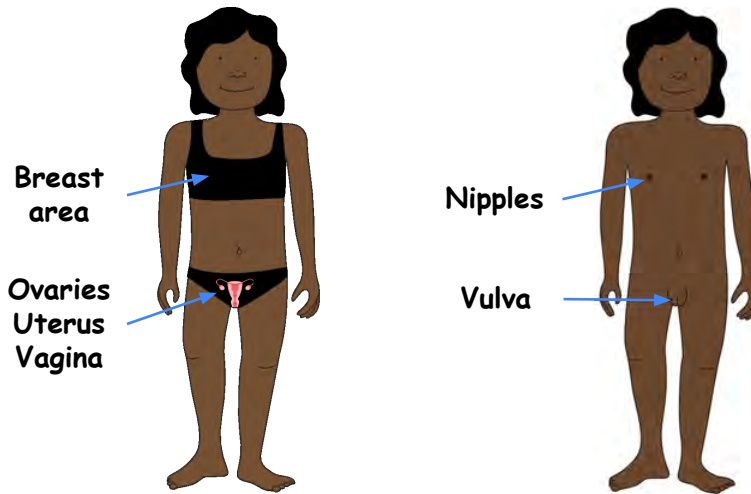
nerves, brain

**Reproductive
system**

heart, veins, arteries

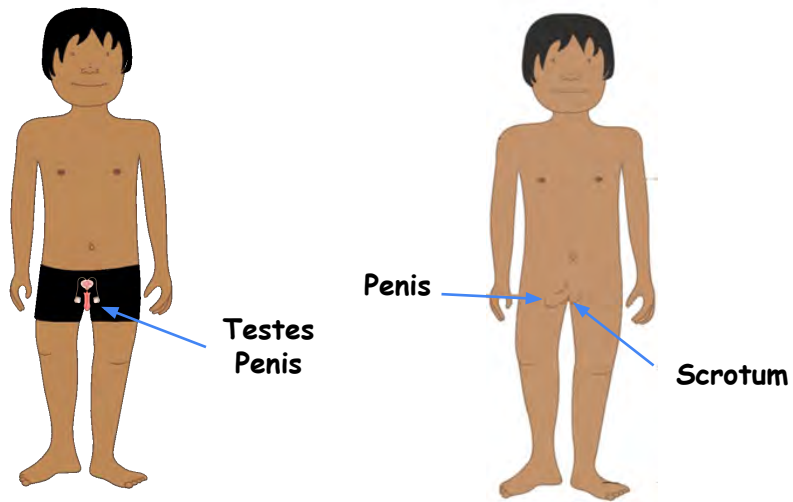
<p>Breathe in and out</p>	<p>Hold a body upright and protect the organs of the body</p>
<p>Break apart food and deliver it to the body</p>	<p>Brings blood to and from the heart and around the body</p>
<p>Produce sperm</p>	<p>Delivers messages to and from the brain</p>
<p>Produce eggs</p>	<p>ovaries, uterus, vagina</p>

Reproductive System of someone with a Vagina



[Uterus icons](https://www.flaticon.com/free-icons/uterus "uterus icons")
created by Freepik - Flaticon

Reproductive System of someone with a penis



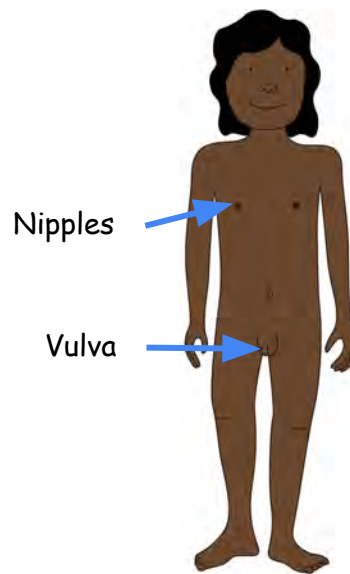
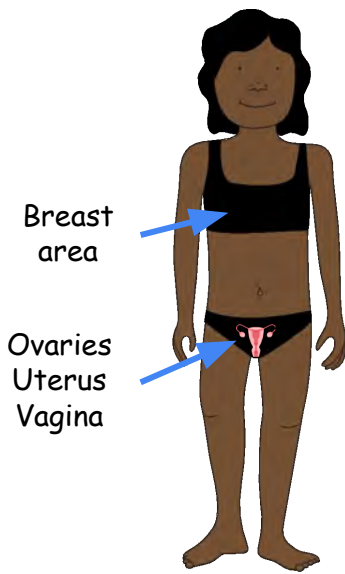
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My Body

Home Connections Handout

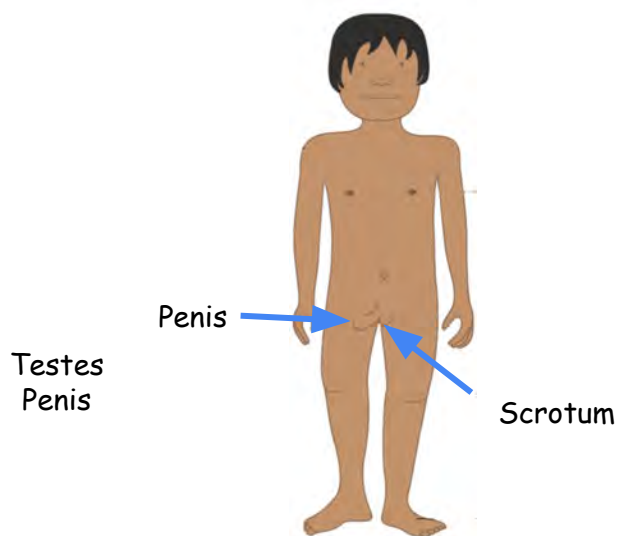
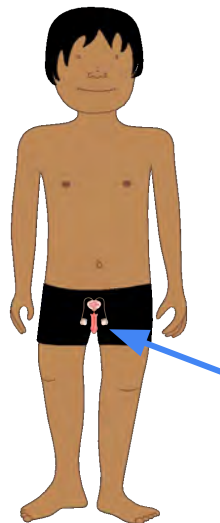
Two adults I trust to talk to about my body are:

- 1.
- 2.



Other words we've sometimes used for these body parts are:

Something else I want to know about bodies is:



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Teacher Tip: Review "Guidelines for Discussion" to ensure a safe climate for the discussion of sensitive topics. For questions that teachers don't feel comfortable answering, please refer that student to a trusted adult.

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Lesson 2: Puberty and Adolescent Development

LESSON SUMMARY: Students learn about body changes that occur during puberty and ways to manage those changes.

NSES

PD.5.CC.1: Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset and progression of puberty can vary (*This lesson will focus on the physical changes.*)

PD.5.CC.2: Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce (*This lesson will not cover conditions that impact the ability to reproduce.*)

PD.5.AI.2: Identify trusted adults, including parents, caregivers, and health care professionals, whom students can ask questions about puberty and adolescent health

PD.5.GS.1: Make a plan for maintaining personal hygiene during puberty

LESSON OBJECTIVES

Explain the variations of timing for the physical changes of puberty;

Describe how to manage the changes and maintain personal hygiene during puberty; ;

Identify trusted adults to whom students can ask questions about puberty.

MATERIALS

Pre-cut set of LIFE STAGES PHOTOS

Sentence strip per student; colored pencils

Set of pictorial Puberty Changes cards

Set of pictorial Managing the Changes Cards

VOCABULARY

puberty

hygiene

BEGINNING: Engage (10-15 minutes)

Activity: Student Timeline and Diary Entry

Directions: Pass the *Puberty Changes in Me: Life Stages* photos around the group and ask students to look at the photos—how old are the people in the photos?

Ask for feedback about each of the photos. Arrange the photos youngest to oldest, in life stages.

Discuss some of the changes they notice. Also, share other things that might occur during a person's life.

Give each student a sentence strip.

In the middle of the sentence strip write the title, "My Timeline."

Have the students write at one end, "I was born." At the other end write, "Me today."



Ask the students to fill in their timeline with important changes that have happened so far in their lives.

Examples: spoke first words, learned to walk, learned to talk, learned to ride a bike/balance, big event(s) or celebration(s), general changes that have to do with their bodies, new siblings, etc. It may include sad events as well (e.g., illness, death, accidents).

MIDDLE: Explore (20-25 minutes)

Directions:

Say: Raise your hand if you are a child growing into an adult/grownup – ensure that students can make the connection that they are growing up and changing.

Growing up and changing from a child into an adult is called **PUBERTY**. Puberty means that you may experience changes with your body, your feelings and your relationships.

Puberty happens to everyone, even if you do not want to change. Your body knows what changes to go through and the changes happen when they are right for you. You can't speed up or slow down puberty; your body clock is set just right for you. Everyone is different.

It helps to know about the changes that puberty causes before they happen. That way, you know what to expect.

Puberty usually starts between ages 8 and 13 in people with a vagina and ages 9 and 15 in people with a penis.

This wide range in ages helps to explain why, soon, some of your friends will look like young kids and others will start to look more like adults.

When each person's body is ready to begin puberty, a part of the brain called the hypothalamus releases special hormones that tell your body it's time for puberty to begin. These hormones send messages to different parts of the body to signal it is time for the change to begin.

ACTIVITY: Use the pictorial Puberty Changes Cards to discuss the following:

First: It's a Growth Spurt (Pic. 1, 2)

A spurt is when something happens in a hurry. And a growth spurt is just that: The body is growing really fast! When you go through puberty, it might seem like your sleeves are always getting shorter. That's because you're having a growth spurt that lasts for about 2 to 3 years. Some kids grow 4 or more inches in a year!

Not only are you growing in height during puberty, you will seem to always need new shoes! Your feet are growing faster than everything else. This can make you feel clumsy or awkward. This is normal, too! The rest of your body will eventually fill out and shape up, and you won't feel as clumsy and awkward.

Next: Hair, Oil and Sweat (Pic. 3, 4, 5)

Your body starts growing more hair on the legs, under your arms, and on the genitals. Some people start to grow hair on their faces. This usually happens to people with penises, but can happen to anyone.

Not only do you get more hair, but your skin also changes. The skin under your hair (known as the scalp) and the skin on your face starts to produce more oil. This can make your hair feel and look dirty, and can clog the pores in your skin, causing pimples, or acne.

The changes don't stop with more hair and oil. Your sweat glands also start to develop. So, when you get hot you sweat more, especially under your arms. And now that your body is going through puberty, the sweat makes you stink. Odor comes from under the arms, from your feet, from the genitals, and even the scalp.

And: Your Body Shape Can Change

(Pics 6, 7, 8, 9) For people with penises, the penis and testicles grow larger and the testicles start producing sperm. These same people may become more muscular and their shoulders might grow wider. They also might start to notice a change in their voice. As the larynx, or voice box, grows, the voice gets deeper. And while this is happening, the voice might "crack" as it's getting used to the new shape. In many people, the larynx will start to become a visible lump on the front of the neck. This is normal and is called an "Adam's apple".

(Pics 8, 10, 11) For people with vaginas, breast tissue starts to develop and the hips may get wider. Their voices can change as well, but the larynx typically doesn't get as large so no voice "cracking" or Adam's apple. This is also when the ovaries start to release eggs and the uterus starts to prepare for a pregnancy. This process is called the menstrual cycle, or some people call it a "period." This cycle, or period, happens every month.

(Pic 11) There is so much going on during puberty that your body needs more energy so your appetite increases. Many people experience weight gain during puberty, and that is normal, but it's important to eat healthy and avoid too much "junk food" so that the body has good nutrients to help it grow.

Note: The following activity can be done as a class, in pairs or individually.

Post the Puberty Changes Cards around the room on the wall(s).

Distribute the Managing the Changes picture cards.

Students will determine which tool can be used to manage which change and post the card near/under the Puberty Changes Card.

Explain that some tools may be used to manage more than one kind of change and some changes won't have any particular tool.

As a class, review the card placements, and make the necessary changes according to the Managing Puberty Changes answer key.

Explain changes and tools that students do not understand.

END: Explain (10-15 minutes)

Activities about **Puberty** have a purpose that may not be apparent to third graders. It is important that you provide closure through questioning skills to assess if your students understand the lesson.

Directions:

Ask students to define and use the vocabulary (puberty, hygiene).

Review today's talk about puberty.

Ask: "Do all humans change, grow, and develop at the same time?" [No, everyone has their own timeline.]

"Do all humans change, grow, and develop in the same way?" [No, everyone develops into their own person.]

"What are some ways girls and boys can practice hygiene?" [bath, shampoo, launder clothes, wear deodorant, brush your teeth.]

Direct students to the Home Connections Handout and ask them to identify 2 trusted adults they can talk to about puberty.



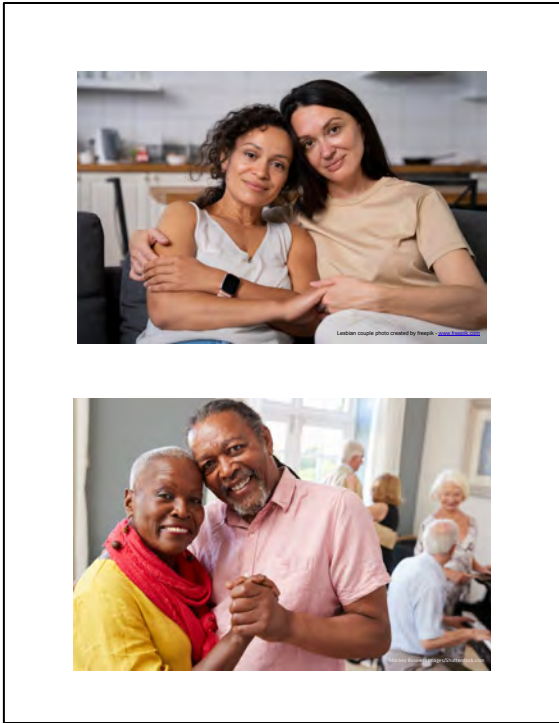
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Baby care photo created by freepik - www.freepik.com



Diverse group photo created by rawpixel.com - www.freepik.com

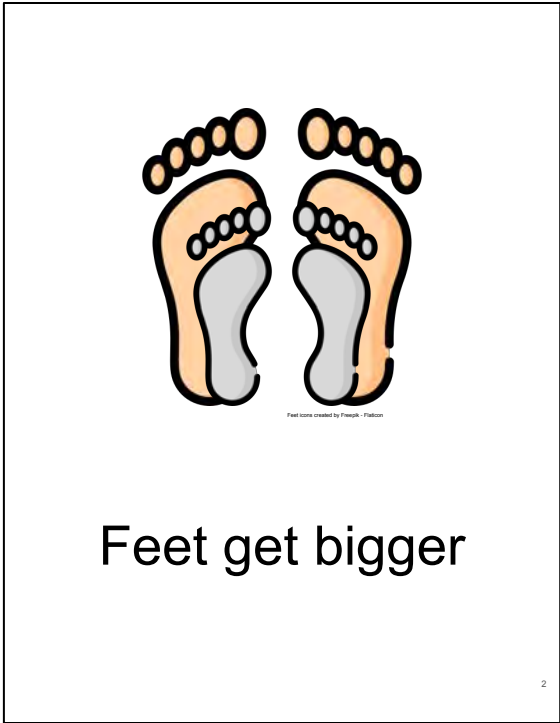
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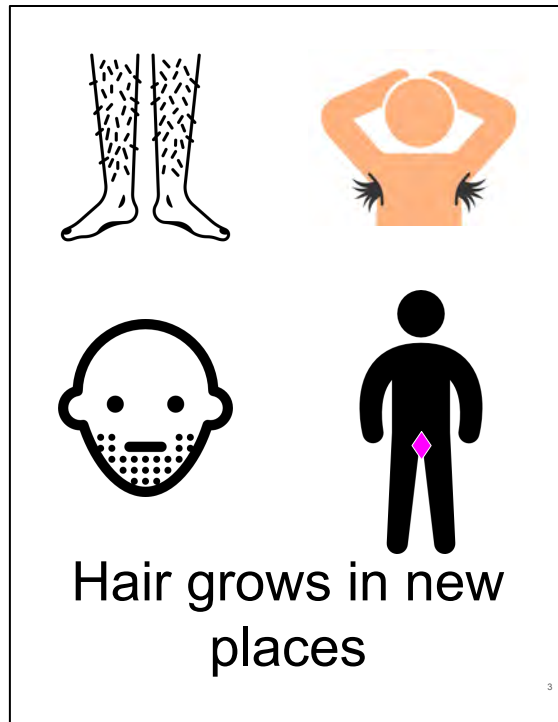
Lesbian couple photo
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Senior Image Artist: Monkey Business Images/Shutterstock.com



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Underarm hair image Artist: M-Sur/[Shutterstock.com](https://www.shutterstock.com)

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