

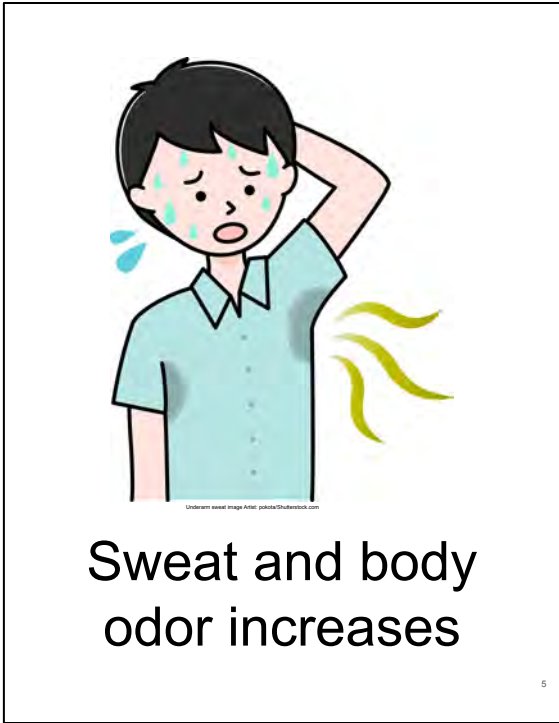


Clip art vector created by freepik - www.freepik.com

Skin and hair gets oily
and causes pimples
(acne)

4

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Underarm sweat image Artist: pokota/[Shutterstock.com](https://www.shutterstock.com)



Penis icons created by Rakib Hassan Rahim - Flaticon

Penis and testicles
may begin to get
larger

6

[Penis icons](https://www.flaticon.com/free-icons/penis "penis icons")
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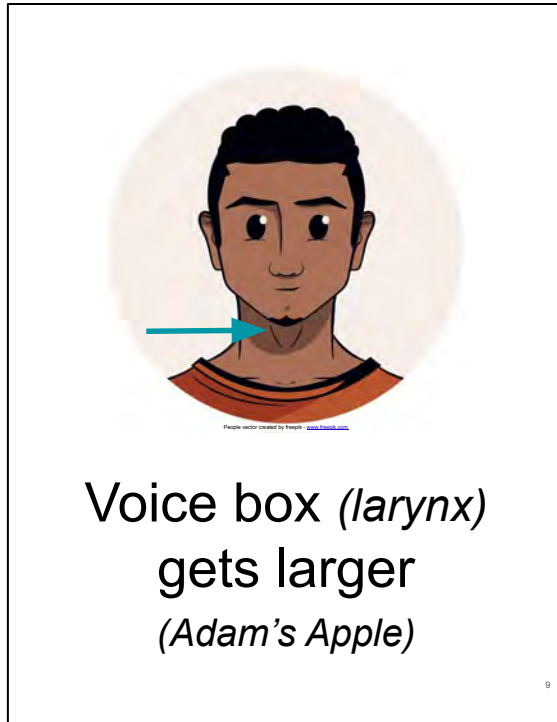
Muscles develop and
shoulders get wider

7

[People vector created by freepik -
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Voice changes



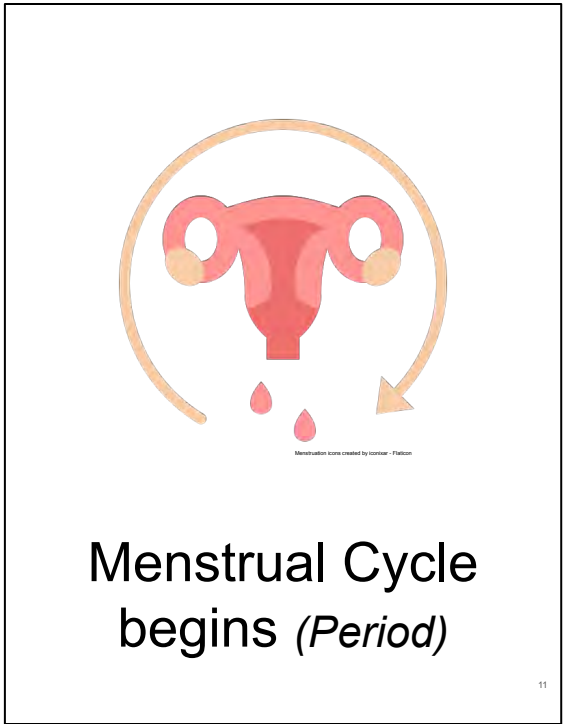
[People vector created by freepik - www.freepik.com](https://www.freepik.com/vectors/people)



Breasts develop
and hips get wider

10

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**Menstrual Cycle
begins (*Period*)**

11

[Menstruation icons created by iconixar - Flaticon](https://www.flaticon.com/free-icons/menstruation "menstruation icons")



<https://www.freepik.com/vectors/abstract> Abstract vector created by macrovector - www.freepik.com



Food vector created by
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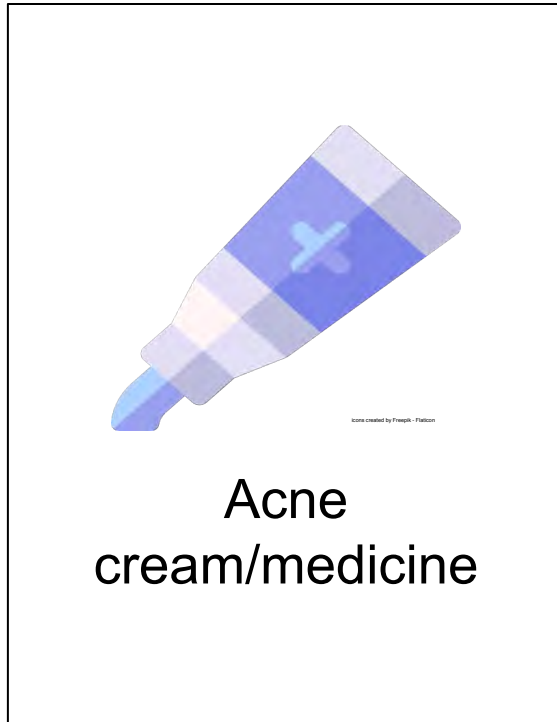
Wash face

[Man vector created by pikisuperstar - www.freepik.com](https://www.freepik.com/vectors/man)



Deodorant/
Antiperspirant

<https://www.flaticon.com/free-icons/hands-and-gestures>
title="hands-and-gestures icons">Hands-and-gestures icons created by Freepik -
Flaticon



Underarm sweat image Artist: pokota/[Shutterstock.com](https://www.shutterstock.com)



icons created by Freepik - Flaticon

Athletic support cup (jock strap)

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



[Bra icons created by Smashicons - Flaticon](https://www.flaticon.com/free-icons/bra "bra icons")



Razor and Shaving cream/gel

[Shaving cream icons created by bsd - Flaticon](https://www.flaticon.com/free-icons/shaving-cream "shaving cream icons")



Shower
Shampoo
Soap

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

[Hygiene icons](https://www.flaticon.com/free-icons/hygiene "hygiene icons")
created by photo3idea_studio - Flaticon



Water bottle icon created by Triangle Squad - Flaticon

Drink Water

[Water-bottle icons created by Triangle Squad - Flaticon](https://www.flaticon.com/free-icons/water-bottle "water-bottle icons")



Menstrual Products

Health vector created by pikisuperstar - www.freepik.com

Managing Puberty Changes - Answer Key

Puberty Change	Management Tools
1. Grow taller	<p>Active Living</p> <ul style="list-style-type: none"> Physical and recreational activities such as sports, walking and having fun with friends outside can help keep your muscles and bones strong as they grow. <p>Healthy Eating</p> <ul style="list-style-type: none"> Your growing body needs extra nutrition to fuel the changes that are happening
2. Feet get bigger	None
3. Hair grows in new places	<p>Razor and shaving cream/gel</p> <ul style="list-style-type: none"> Some people choose to remove the hair on their face and other parts of their body, others do not. If someone chooses to shave, using shave gel or cream helps to reduce friction and adds moisture in order to reduce skin irritation.
4. Skin and hair get oily and causes pimples (acne)	<p>Wash face</p> <ul style="list-style-type: none"> Using a mild or unscented soap to wash the face twice daily can help prevent the oil from clogging the pores in the skin, which causes pimples. <p>Acne cream/medicine</p> <ul style="list-style-type: none"> Many types of creams or lotions have ingredients in them to help prevent and clear up minor acne or pimples Be sure to follow the directions closely. Some people experience more serious acne and see a doctor (like a dermatologist) who can prescribe stronger medications <p>Shower, shampoo, soap</p>
5. Sweat and body odor increase	<p>Deodorant/antiperspirant</p> <ul style="list-style-type: none"> This can be used in addition to daily washing of the underarms to either stop sweat from forming (antiperspirant) or to absorb/block the odor (deodorant) <p>Shower, shampoo, soap</p> <ul style="list-style-type: none"> If a person doesn't shower or bathe daily, it's a good idea to wash at least the feet, neck/ears, armpits, and genital/anal area daily <p>Drink water</p> <ul style="list-style-type: none"> Drinking water is important, especially during physical activity and hot weather, in order to replenish the fluids that are lost from sweating
6. Penis and testicles may begin to get larger	<p>Athletic support cup</p> <ul style="list-style-type: none"> This can be worn just as support (without a hard cup) or for protection of the genitals during contact sports

<p>7. Muscles develop and shoulders get wider</p>	<p>Active living</p> <ul style="list-style-type: none"> Physical and recreational activities such as sports, walking and having fun with friends outside can help keep your muscles and bones strong as they grow. <p>Healthy Eating</p> <ul style="list-style-type: none"> Your growing body needs extra nutrition to fuel the changes that are happening
<p>8. Voice changes</p>	<p>None</p>
<p>9. Voice box gets larger</p>	<p>None</p>
<p>10. Breasts develop and hips get wider</p>	<p>Bra</p> <ul style="list-style-type: none"> People can wear a bra for comfort, modesty, or support as their breasts develop <p>Healthy eating</p> <ul style="list-style-type: none"> Your growing body needs extra nutrition to fuel the changes that are happening <p>Active living</p> <ul style="list-style-type: none"> Physical and recreational activities such as sports, walking and having fun with friends outside can help keep your muscles and bones strong as they grow.
<p>11. Menstrual cycle begins</p>	<p>Menstrual products (pads, panty liners, period panties, tampons, menstrual cups)</p> <ul style="list-style-type: none"> Used to manage menstrual flow. You can keep extra menstruation supplies handy in a locker or bag. Pads and sometimes tampons are usually available at school offices. Menstruation supplies can be bought at drug, grocery, convenience and health stores or online. Choose products that are unscented. Always put used menstrual supplies in the garbage, not the toilet.
<p>Additional Menstrual Product Information</p>	<p>Pads are applied to underwear to absorb menstrual flow as it leaves the vagina.</p> <ul style="list-style-type: none"> Pads come in a variety of shapes and sizes. Pads can be disposable or reusable. Disposable pads attach to the inside of underwear by sticky strips. If they have wings, the wings wrap around the leg openings of the underwear. Reusable pads have snaps to keep them in place. Change pads often. If disposable, wrap in toilet paper and put in the garbage. If reusable, put them in a zippered wet bag or resealable plastic bag (such as a Ziploc® bag) if away from home. Reusable pads are washed in the laundry just like any other clothing. Cold water is more effective than hot when washing any item with blood on it. <p>Panty liners are similar to pads and absorb light menstrual flow or vaginal discharge.</p>

Period panties are underwear that contain an absorbent layer of material in the gusset (crotch). Some may also have removable, reusable inserts to absorb even more menstrual flow.

- Some people will use period panties to replace pads, tampons or cups. Others will use them as backup, in case a tampon or cup leaks.
- Panties are washed in the laundry just like any other clothing. Cold water is more effective than hot when washing any item with blood on it.

Tampons are absorbent products put inside the vagina to absorb menstrual flow before it leaves the vagina. They may or may not come with a plastic or cardboard applicator.

- Use the lowest absorbency needed; if the tampon is still somewhat dry after 3 or 4 hours, use a lighter absorbency.
- Tampons need to be changed often: usually at least every 4 hours during the day and no longer than 6-8 hours at night. Follow the instructions for that particular product.
- To dispose of used tampons, wrap them in toilet paper and put them into the garbage.
- Follow the instructions carefully to learn how to use safely. Incorrect use can result in Toxic Shock Syndrome, a rare but serious infection. Check in with a trusted adult for support.

Menstrual cups are silicone or plastic cups that are inserted into the vagina and collect menstrual flow. Follow the instructions for how to insert.

- Can be safely left in for up to 12 hours, but may need to be changed depending on menstrual flow.
- Disposable cups are removed, wrapped in toilet paper and put in the garbage.
- Reusable cups are removed, rinsed as directed and reinserted.

Puberty

Home Connections Handout

Two adults I trust to talk to about changes in my body during puberty are:

1.

2.

What are some things you can do on your own?

What are some things you need help with?

Draw a picture of what your body looks like now. Show the parts you like the best.

Draw a picture of what your body could look like when you are older. Will some things look different? Will some things look the same?

How has your body changed since you were a baby?

How do you feel about your body growing and changing?

Austin ISD Human Sexuality and Responsibility

Grade Level: 3

Unit: Human Sexuality and Responsibility

Ground Rules

Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum.

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 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.

Use equity practices to solicit responses from all students such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.).

Lesson 3: Consent and Boundaries

LESSON SUMMARY: Students learn about consent, bodily autonomy, and personal boundaries.

TEKS

10(A): identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.

NSES

CHR.5.CC.2: Explain the relationship between consent, personal boundaries, and bodily autonomy

CHR.5.IC.1: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries

LESSON OBJECTIVES

Explain the terms consent, personal boundaries, and bodily autonomy;

Describe how to communicate personal boundaries, including how to say "no" when your personal boundaries aren't respected;

Identify trusted adults to whom students can ask questions about consent and boundaries.

MATERIALS

Two copies of the "My Body, Their Body" coloring pages (one entire copy on white paper, another entire copy on a pale color like pink or yellow); additional copies or random pages on white or the same colored paper will be needed if you have more than 22 students in your class.)

VOCABULARY

Consent

Personal Boundaries

Bodily Autonomy

BEGINNING: Engage (10-15 minutes)

Activity: [Consent for Kids video](#)

Directions: Start by asking students to recall from the first lesson about our bodies what is meant by the word “privacy.” Remind them that keeping something private means that it is just for you.

Explain that in this lesson, we are going to talk about this in a different way, because your body is YOUR body! Show the [video](#).

Discuss the video by starting with the term “bodily autonomy.”

Ask students to recall what the video said about what “bodily autonomy” is and write the phrase on the board.

The video explained it as “no one else is entitled to tell you what to do with your body.” Discuss this concept so that they understand the term “entitled” and whatever else they may not understand. You can also break it down to explain that “bodily” refers to your body, and “autonomy” means “you get to decide.”

Now ask what the video said about what “consent” is and write the word on the board.

Consent is about asking permission for something.

Discuss the examples in the video: hugs and holding hands.

Ask: because it’s your body, who needs to get consent before hugging or touching your body? (friends, strangers, and adults you know.)

Ask: and how do you know if you have consent to hug someone? (you have to ask!)

Ask: what are some things that kids can’t consent to? (legal contracts, voting, and sexual stuff)

Explain that “sexual stuff” is anything that has to do with your reproductive body parts or the reproductive body parts of other people.

MIDDLE: Explore (20-25 minutes)

Directions: Pass out one coloring page each to every student. Give them 5-10 minutes to color their page however they want.

After about 10 minutes, or when most students are done, call time. Ask students to look at the color of the paper they have, and to divide themselves into two groups based on that color – so all students whose copies are on white paper will go in one group, and all the students whose copies were made on the other color paper will go to the other group.

Once they are in that group, ask the students to take a few minutes to look at each other’s pictures and admire the drawings and how they colored them. After a few minutes, ask for everyone’s attention. Say something like, “*You may have noticed that at the bottom right-hand corner of your page you have a number. What I’m going to ask you to do is put yourselves in order from one to eleven and stand in that order. It’s possible that there may be more than one person with the same number in your group, and that’s okay!*”

*(*NOTE TO THE TEACHER: If movement is limited or not possible for any of the students, make sure the members of each group gather around that student.)*

Once the students have gotten themselves in order, explain that their pictures, together, tell a story. Starting with the person who has number one in one of the two groups, ask that person (or both people together) to read out loud what is written on their page. Then switch to the other group, and ask the student(s) with #2 on their page to read what is written on their sheet. Alternate back and forth until the entire story has been read.

Once everyone is done, ask them to give themselves a round of applause and to return to their seats with their drawings.

Once everyone is seated, ask for the students who didn't get a chance to read part of the story aloud to summarize for you what the story was about. Probe for the following key points:

- That everyone's body is their body
- That you get to decide who touches your body and who doesn't
- That you get to decide what kind of touch you're okay with and what kind you're not okay with
- That other people get to decide who touches their body and who doesn't – and that means we all have to respect other people when they say they don't want to be touched

Explain that how you feel about whether or how you wish to be touched is a “personal boundary” and write that phrase on the board. Tell students that “personal” means it is for each person to decide, and “boundary” means “a limit.” Say something like, *“So a personal boundary might mean you're okay with being hugged by one person but not by another; or it may be that you don't like hugs at all.”*

Again, discuss “consent” by explaining that if you say you are okay with being touched in a certain way, you have given your “consent,” and write that word on the board. Say something like, *“If you do not have someone's consent you need to ask for it before you hug them or touch them in any way. If someone tries to touch you when you have not given them permission to, you have the right to tell them to stop – and they have a responsibility to stop. If they don't, it's important to go tell your parent or another trusted adult right away.”*

END: Explain (10-15 minutes)

Ask students how they know what someone's personal boundaries are. Possible answers may include, “They have to tell you,” or “You should ask them first.” Tell them you're going to practice doing that right now.

Have each student turn to a partner (if you have an odd number of students, you can pair them up with the additional student). Write on the board, “Hugging.” Ask students to decide who will be student one and who will be student two for this activity.

Once every pair has chosen a person one, tell those students that in a moment, they will ask their partner how they feel about hugging. Student #2 should respond honestly – do they like to hug? Who do they like to get hugs from? When do they NOT like hugs? Say “go” so students can start their conversations.

After about 2 or 3 minutes, or once most of the conversations seem to have come to a natural end, call attention to the front of the room. Process the dyad conversations by asking the following questions:

- How did your person #2 feel about hugging?
- What did they say to let you know how they felt?
- Was anything they said unclear at all?
- What do you think someone should do if they've clearly set a personal boundary, and the other person doesn't respect it?

After a few responses, ask:

- Has anyone ever done something to another student that the other student hasn't liked? What are some examples?
- If you have, what did you do once you found out you did something that didn't respect that person's boundaries?

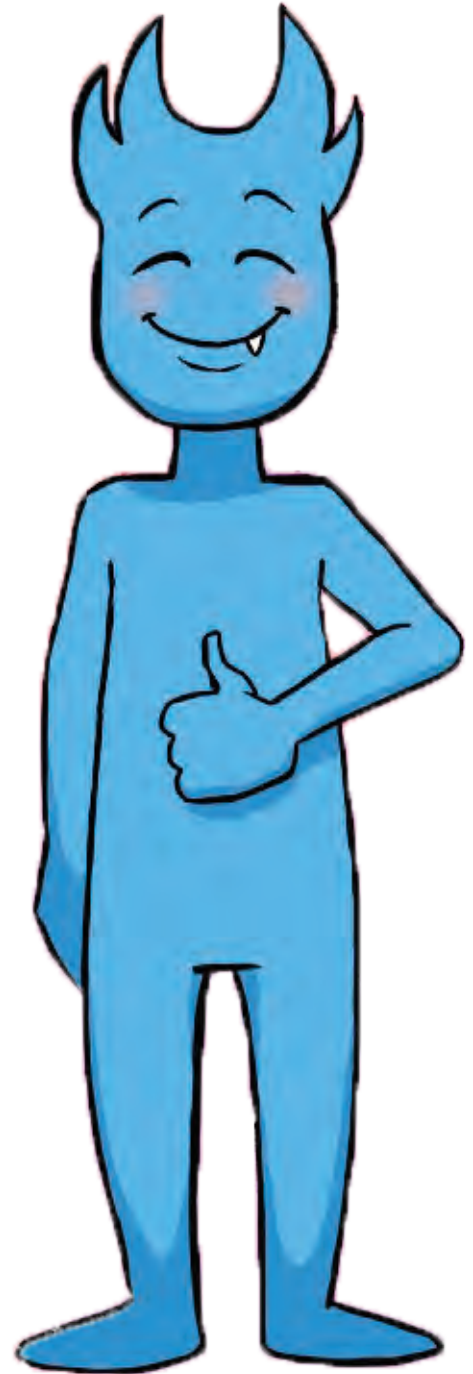
*(*NOTE TO THE TEACHER: If students cannot come up with their own examples, you can offer something from your own life. Or you can offer an example relating to hugging, since you've just been discussing that, and talk about a time when you hugged someone who wasn't a hugger. Another example is tickling. Whatever example you use, be sure to focus on a time when you violated someone else's boundary by mistake.)*

After hearing about what students did once they discovered they'd violated someone's boundary – or after sharing what you did – summarize with the following points:

- It's super important to be clear about your boundaries
- It's super important to ask someone else about their personal boundaries, if they haven't already told you what they are
- If someone doesn't respect your personal boundaries, even after you've told them what they are, you need to go find an adult you know well and trust and tell them so that they can make this behavior stop. You have the right to say who can and cannot touch you, and in what ways!

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

My Body, Their Body.

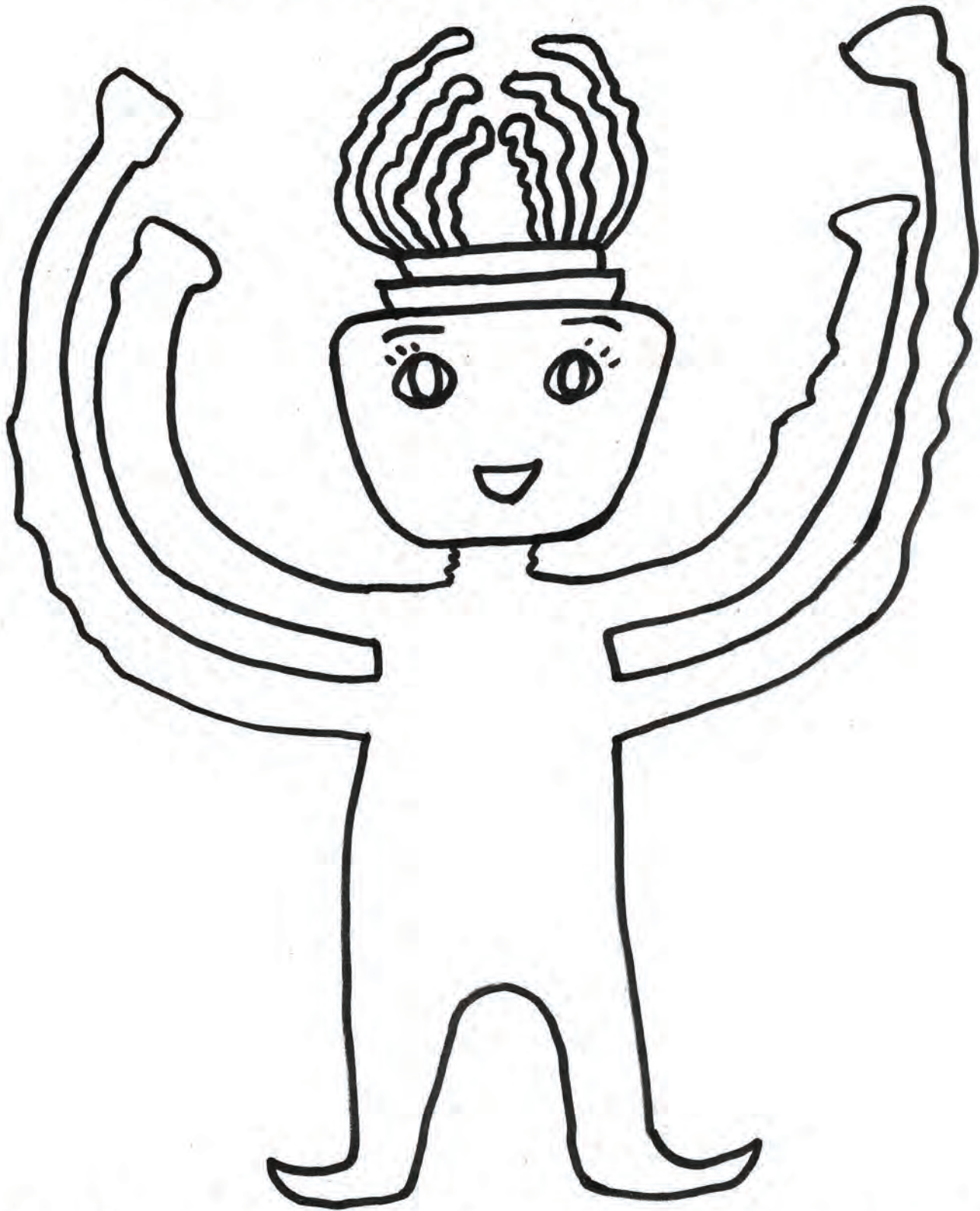


Written By: Isy Abraham-Raveson

Illustrated By: Rebecca Klein & Rachel Frome

YES!

Your body is YOUR BODY!



That's so important that I think we should say it again: It's YOUR BODY.

That means that only you get to decide what to do with your body, who gets to touch it, and how.

