

Austin ISD Human Sexuality and Responsibility

Grade Level: 4

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 students to talk 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: My Body

LESSON SUMMARY: Students learn the internal and external parts and functions of the human reproductive systems.

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

Describe the reproductive body parts and their functions.

Explore the concept of privacy as it relates to our bodies.

MATERIALS

Teacher copies of Reproductive System Images or Reproductive System Slides

Student copies of the Reproductive Systems Handout.

Colored pencils or crayons

VOCABULARY

Reproduction, testicles/testes, sperm, scrotum, penis, vas deferens, semen, ovaries, fallopian tubes, uterus, cervix, vagina, labia, clitoris, urethra, anus, bladder.

Teacher note: Definitions of vocabulary terms are included in the body of the lesson.

BEGINNING – Engage (5-10 minutes)

Directions:

Share with students:

Over the next couple of days, we will be discussing our bodies and how they grow and change as we transition from children to young adults. Today, we will be reviewing the human reproductive systems. The purpose is to ensure that you have the correct information about your bodies and feel comfortable asking questions of your parents or doctors.

MIDDLE: Explore (20-30 minutes)

Activity: Knowing the Reproductive Organs

Directions:

Distribute the Reproductive Systems Handout and some colored pencils or crayons.

Use the images or slides to talk through the parts. *(Note: if using the slides, the parts will be introduced one at a time, so be sure to go in the order they are described. Refer to the notes under each slide for timing of each click.)* As you describe each, have the students label and color that part, using a different color for each part. Students can choose which colors they would like to use.

Display the side view of the penis structure and explain what they are looking at (a side view of the inside of a person's body).

Start by explaining that this is a typical example of how bodies are made for people with a penis, but that all bodies are unique so they won't look exactly like this. *Be sure to give students time to label and color each part as you speak.*

The outside of this type of reproductive system has two parts.

Ask: Can anyone name them? That's right, "**penis**" and "**scrotum.**"

On the inside of this type of body, the scrotum holds the "**testicles**" or "**testes.**" There are 2 testicles and they produce **sperm**.

The tube that goes from the testes is called the **vas deferens**.

This tube travels up and around the **bladder** where it joins with the **urethra**. The urethra tube then runs through the penis and opens at the end to let fluid out of the body.

Ask: Can anyone tell me which fluids leave the body through the urethra?

There are actually two different fluids: one is urine that comes from the bladder. The other is called **semen**.

This is fluid that carries **sperm** from the testes. Sperm are the cells that, when joined with an egg from a person with ovaries, create a baby.

A person with a penis has two openings in this part of the body, the urethra is one. The other opening is the anus, where a bowel movement ("poop") comes out (not actually part of the reproductive system).

Start by explaining that we are going to look at images of both the internal and external parts for people with this next type of reproductive system, starting with the inside. Display the front view of the internal uterine structures and explain what they are seeing (the front view of the inside of a person's body).

People with this type of system typically have two **ovaries** that produce and store **eggs**. Eggs are the cells that, when joined with sperm from a person with a penis, create a baby.

Attached to the **ovaries** are the two **fallopian tubes**.

The fallopian tubes lead to the **uterus**.

The bottom of the uterus is the **cervix**.

The cervix connects the uterus to the **vagina**, which opens to the outside of the body.

Now let's look at the outside structures of this system.

Start by explaining that this is a typical example of how bodies are made for people with a vagina, but that all bodies are unique so they won't look exactly like this.

This outside structure with all of the different parts is called the **vulva**.

The vulva is made up of two sets of **labia** or lips, the **labia majora**, or outer lips, and the **labia minora**, or inner lips.

At the top point where the labia minora meet is the tip of a structure called the **clitoris**.

A person with a vulva has three openings in this part of the body.

The tube that urine ("pee") comes out from. It's called the same thing we called it in the other system: the **urethra**. And of course, it is attached to the place where urine is stored: the bladder. The urethra in this type of body is not considered part of the reproductive system.

The middle opening is the **opening of the vagina**.

And just like in the other system, the **anus** is the opening a bowel movement comes out of.

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?" (e.g. religious traditions of covering the head or all skin, being at a friend's house whose toddler sibling always runs around naked, or some people wear bikini swimsuits and others wear one piece to cover their whole mid section.)

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: EVALUATE

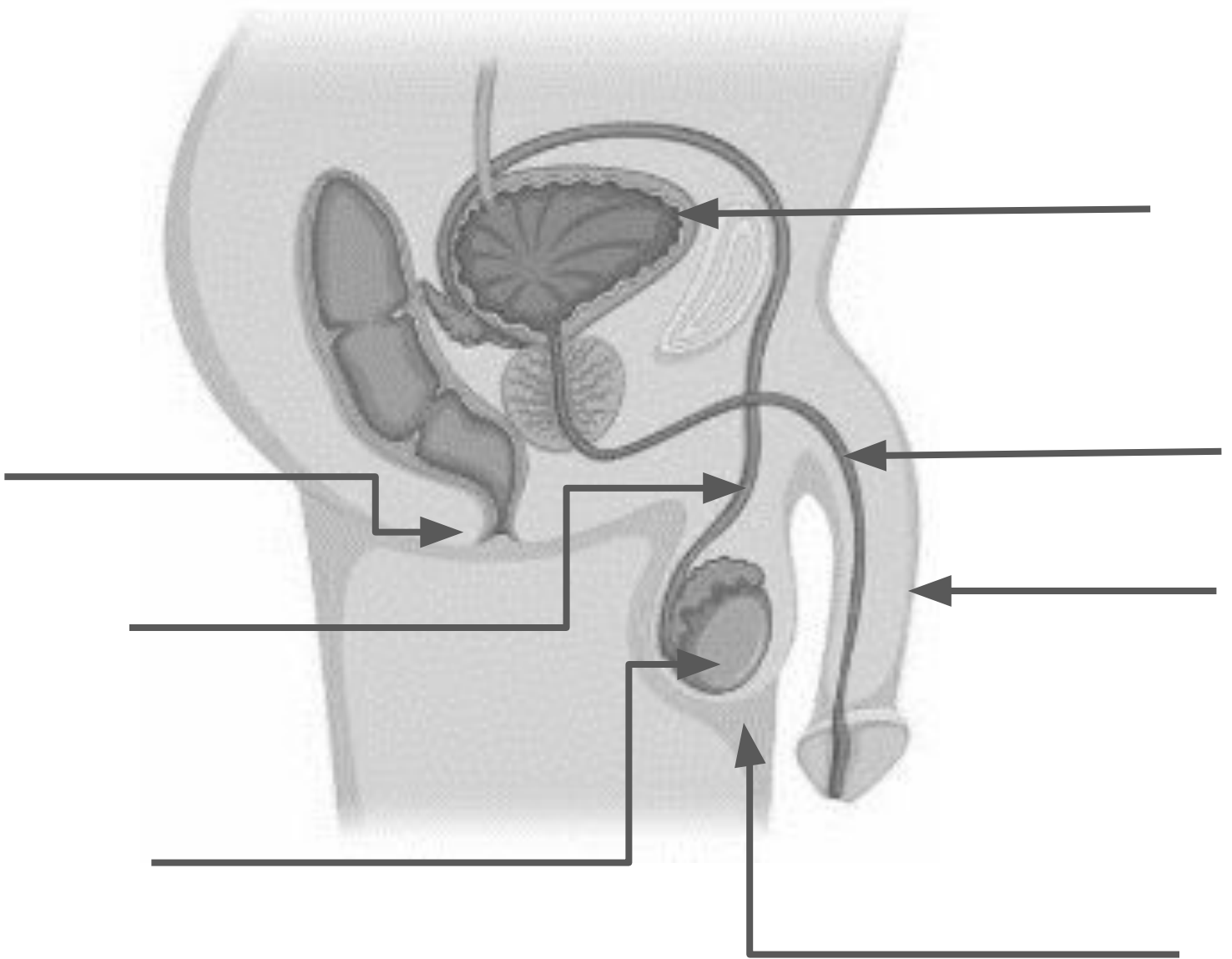
It's important to know something about all body parts, even the parts you don't have. It's ok to be curious about what the body parts look like and what they do. But when a body part is covered by someone, respecting their privacy means not trying to see something they don't want to show you.

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

NOTE: You may want to have an “Anonymous Question Box” set up for students to submit questions they have about the reproductive system but are embarrassed to ask in class. Prepare responses for the next classes based on the submissions.

My Body: Reproductive Systems

Follow along with the class discussion. As each part is described, use the word bank below to label the parts and the colored pencils to color each part, using a different color for each.

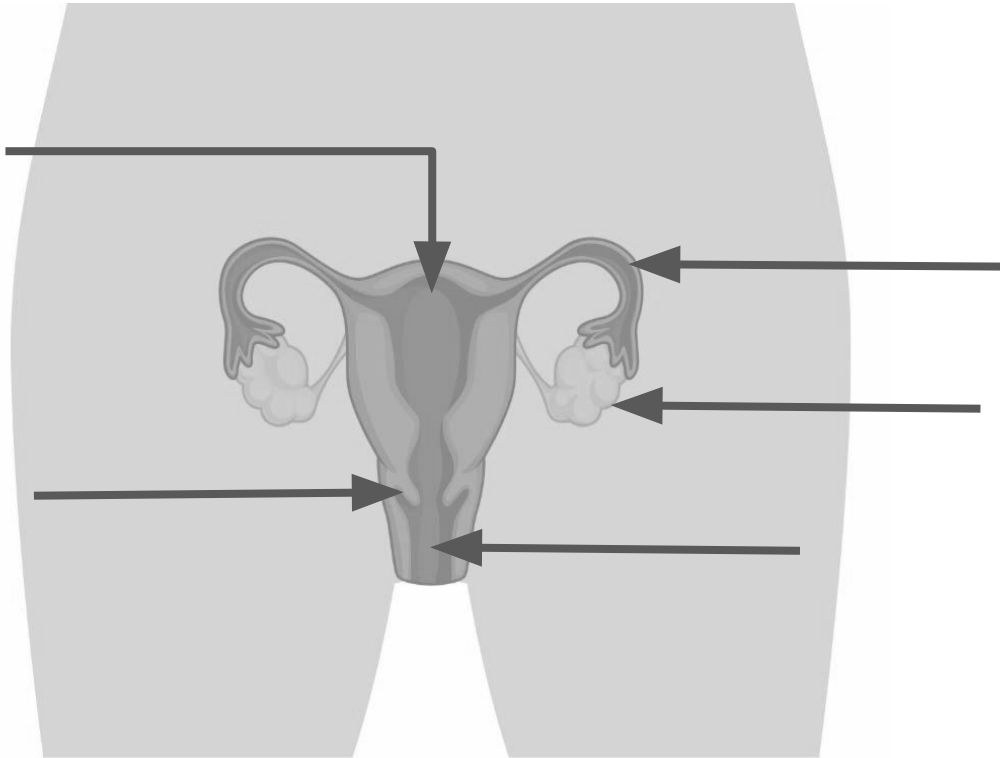


Word Bank

vas deferens	penis	bladder
testes	urethra	scrotum
		anus

My Body: Reproductive Systems

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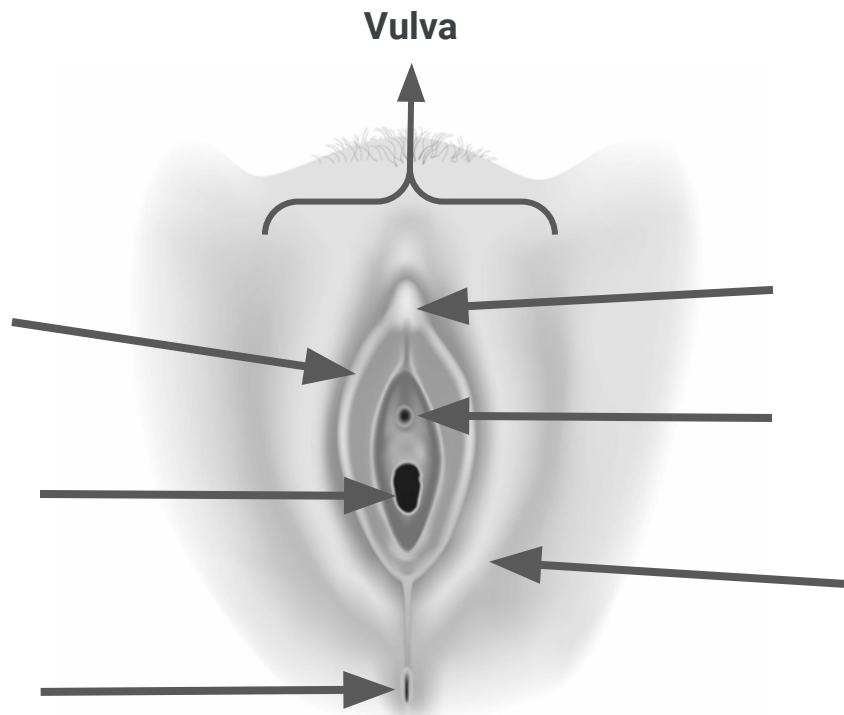


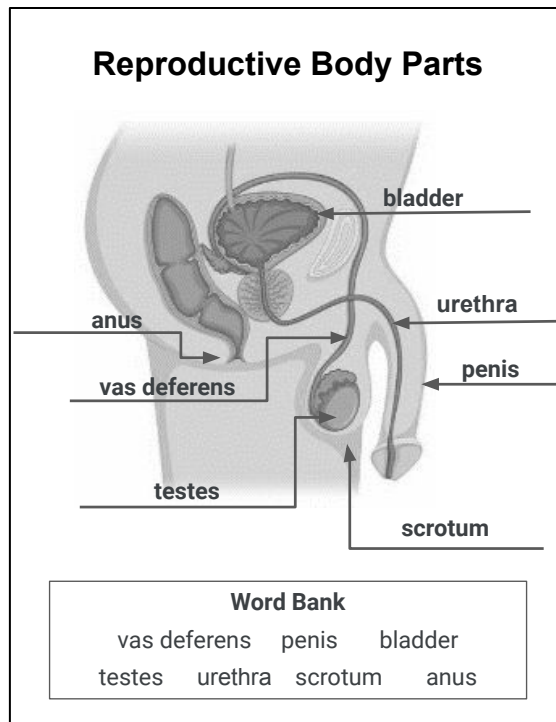
Internal Word Bank

vagina	uterus
ovary	cervix
fallopian tube	

External Word Bank

labia majora	clitoris
urethra	opening of vagina
anus	labia minora





Display the side view of the penis structure and explain what they are looking at (a side view of the inside of a person's body).

Start by explaining that this is a typical example of how bodies are made for people with a penis, but that all bodies are unique so they won't look exactly like this. Be sure to give students time to label and color each part as you speak.

The outside of this type of reproductive system has two parts.

Click

Ask: Can anyone name them? That's right, "**penis**" and "**scrotum**."

On the inside of this type of body, the scrotum holds the (**click**) "**testicles**" or "**testes**." There are 2 testicles and they produce **sperm**. Sperm are the cells that, when joined with an egg from a person with ovaries, create a baby.

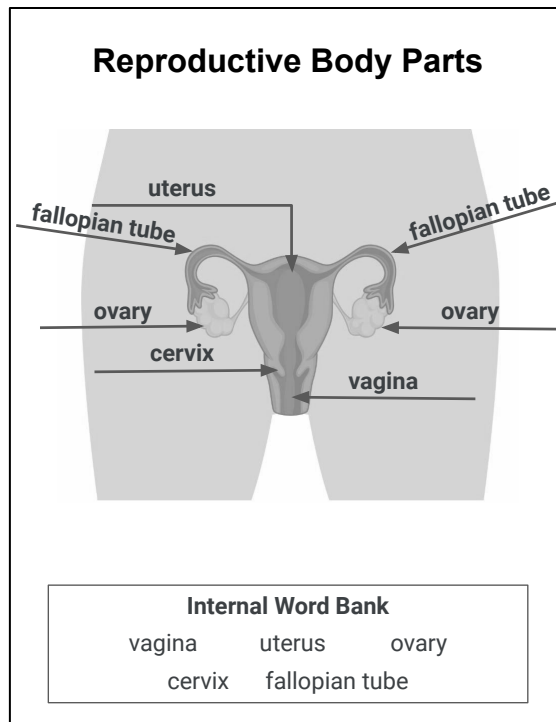
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penis has two openings in this part of the body, the urethra is one. The other opening (**click**) is the **anus**, where a bowel movement (“poop”) comes out (*which is not actually part of the reproductive system*).



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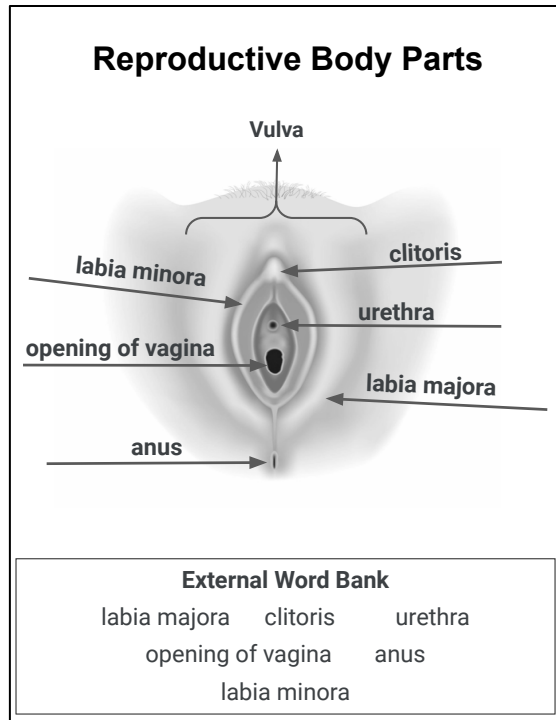
Attached to the ovaries are **(click)** the two **fallopian tubes**.

The fallopian tubes lead to the **(click)** **uterus**.

The bottom of the uterus is the **(click)** **cervix**.

The cervix connects the uterus to the **(click)** **vagina**, which opens to the outside of the body.

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The middle opening is **(click)** the **opening of the vagina**.

And just like in the other system, **(click)** the **anus** is the opening a bowel movement comes out of.

My Body

Home Connections Handout

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

- 1.
- 2.



Kids vector created by pikisuperstar - www.freepik.com

Identify the times when it's okay and times when it's not okay to talk about reproductive body parts.

Have you heard other names for the reproductive body parts?

What other questions do you have about your reproductive body parts?



People vector created by freepik - www.freepik.com

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Lesson 2: Puberty

LESSON SUMMARY: Students learn about the physical and emotional changes that can happen during puberty and ways to manage those changes.

TEKS:

20(A) explain changes that occur in males and females during puberty and adolescent development; and
20(B) define the menstrual cycle.

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
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
PD.5.CC.3: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset)
PD.5.CC.4: Describe the role hormones play in the physical, social, cognitive, and emotional changes during adolescence and the potential role of hormone blockers on young people who identify as transgender
PD.5.AI.2: Identify trusted adults, including parents, caregivers, and health care professionals, whom students can ask questions about puberty and adolescent health

LESSON OBJECTIVES

Explain physical, social, and emotional changes during puberty;
Identify trusted adults to talk to about puberty and hygiene.

MATERIALS

They Tell Me I'm Going Through Puberty Handout

Puberty Changes Cards

Puberty Changes Teacher Resource

Dear Chen Letter Handout

Home Connections Handout

VOCABULARY

Puberty

Adolescence

BEGINNING: Engage (5-10 minutes)

Activity: **Puberty Walk***

Directions:

- Ask students to move to one area of the room.
- Tell them that when you tap them on the shoulder they should walk (not run) to a designated location on the opposite side of the room. Note: If you have a large group or would like the activity to take less time, ask for a smaller group of volunteers.
- Tap students on the shoulder, starting with one student. Let the first student walk to the other side of the room, then tap another student. Continue tapping students, first slowly, then speeding up and tapping groups and individuals. Toward the end, slow down, again tapping individuals. Leave a few students to walk across alone at the end.
- When all students have walked to the other side of the room, ask students:
 - How did it feel to be the first one to walk?
 - How did it feel to be the last one to walk?
 - Did it feel better to walk alone or in a group? Why?
- Lead a discussion using the students' answers to make the transition that this walk is very much like puberty: just like everyone eventually walked across the room, eventually everyone will go through puberty. Some people start earlier and will finish before their peers, others will start later. And just like everyone walked at a different pace across the room, everyone moves through puberty differently.
 - Puberty is defined as development of secondary sex characteristics (such as pubic hair) and the beginning of reproductive capacity (being able to make a baby).
 - Adolescence is the transition from childhood to adulthood. These changes are exciting and fun, but at other times can cause a young person to become confused and awkward. There are social and emotional changes as well as physical ones. Remember each person goes through puberty and adolescence at his/her own pace.
- Transition by telling students that we will now discuss the physical and emotional changes that happen during puberty.

**Borrowed from the Chatham County Public Health Department; 4th-5th Grade Puberty and Hygiene Lesson Adapted from "Successfully Teaching Middle and High School Health" developed by the North Carolina School Health Training center and the North Carolina Center for the Advancement of Health Education*

MIDDLE: Explain (25-30 minutes)

Activity: **Great and Difficult Changes⁺**

This activity allows students to consider both the positive and difficult changes that accompany puberty and begin to identify their support systems for coping with the changes.

Write these titles on separate pages of chart paper, and post them on the wall or as 2 columns on the board:

- **The Great Things About Growing Up**
- **The Difficult Things About Growing Up**

As a class, come up with an example or two for each heading. An example of a difficult change could be moodiness. A great change could be more independence.

Discuss some changes that may fit in both categories. For example, more responsibility can be seen as both great (“I get to baby-sit!”) or difficult (“I have to baby-sit.”).

Have students walk around the room writing their ideas under each title.

Debrief the activity by discussing:

- Why do we develop?
 - Puberty happens to everyone. Changing from a child to an adult is called puberty.
- Why are some changes difficult? Great?
 - People react to change differently. Some changes may be listed as being both great and difficult. Feelings about change are personal. A difficult change (as identified by the students) does not have to be a problem. There are different ways to cope with change.
- What can we do to make change easier?
 - Focus on our strengths (e.g., communication, standing up for ourselves and independence) that will help us with puberty.
 - Identify support systems (i.e., family, school and community members) who can provide help/support.
- Are there any changes listed on the two lists that probably won’t happen to people when they are developing?
 - Identify any changes listed that are incorrect or unlikely and explain why the change is not likely.
 - For example, students may have listed a change such as “girls are more mature than boys”. This is a myth. Some girls may start puberty earlier than some boys, however they are not necessarily more mature.

Activity: They Tell Me I’m Going Through Puberty*

This activity helps students see that the majority of changes that happen in puberty are common to all, and only a few are specific to people with certain body parts.

Read *They Tell Me I’m Going Through Puberty* to the students. You can also give the students the handout to follow along as you read, or have volunteers take turns reading parts of the story.

When you are done, ask students “Can you tell Chen’s age or gender from this story?” Have students share their answers with a nearby classmate and discuss their reasons.

Post these titles on the wall:

- **Physical Changes**
- **Emotional and Social Changes**

Distribute the Puberty Changes cards to each student, until all the cards are distributed. Explain that each card contains a change that someone MIGHT experience during puberty. Each person may or may not experience any of the changes listed on the cards.

Have students place each card under the title which best fits the puberty change described. (*See Puberty Changes Teacher Resource for answers*).

As a class, review the card placements, and make the necessary changes. Explain any changes that students don't understand. You may wish to give a fuller explanation of some of the physical changes that only happen to females/people with uteruses (menstruation, ovulation, vaginal discharge, hips get wider) vs. changes that only happen to males/people with testicles (erections, ejaculation, shoulders get wider, sperm production, testicles get bigger).

END: Evaluate (5-10 minutes)

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Re-read *They Tell Me I'm Going Through Puberty*.

Ask students if their ideas about Chen's age or gender have changed.

Follow up with a discussion emphasizing that :

- no change that is happening to Chen would indicate one sex or gender over another
- the changes Chen is experiencing are normal and could happen to anyone
- changes like those Chen is experiencing happen to different people at different times, and can begin as early as age 8 and continue until 18
- changing from a child to an adult is called puberty

*Adapted from the teachingsexualhealth.ca Grade 4 Puberty Changes; Alberta Health Services (2020)

Transition by telling students that we have reviewed many of the emotional and physical changes that occur during puberty. It is an exciting time with lots of change, but can often make us nervous or scared as these changes happen. Remember that the changes happening are normal, and that you can also plan for some wonderful changes in life! We are going to talk about managing these changes in the next lesson. And remember, your parents or other trusted adults are there for you if you have questions!

NOTE: Many times students have a lot of questions about these topics; however, there are some challenges in taking questions directly from students.

- o Some students might feel uncomfortable asking questions in front of their peers.
- o Some students may also ask questions that you are uncomfortable answering, or unprepared to answer on the spot.

Doing anonymous questions can help with both of the scenarios.

Provide students with slips of paper and explain that students can use the sheets to ask questions that they would like to ask in private.

At the end of the class, everyone will put a sheet in the box, that way we have no idea who asked what question.

You can either choose to:

- 1) Draw questions directly from the box and answer them in class,
- 2) Have another question session at a later date, or

3) Create an “answer sheet” that students can take home with all the answers on it.

Options two and three offer you the most flexibility in answering the questions and preparing your responses. Reading “[Puberty and Hygiene Frequently Asked Questions](#)” can help you prepare your responses.

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

They Tell Me I'm Going Through Puberty

Hi, I'm Chen and I'd like to tell you about what's happening to me. It seems that every day brings a new change. It's almost like I'm getting a new body! They tell me I'm going through puberty.

One thing that's happening is this new hair that's growing in places it's never been before. Like under my arms. I know this is normal and all, but it still takes getting used to.

I don't mind some of the changes I'm seeing. In fact, some things I even like. I'm taller than I was last year. I know I'm smarter just because I'm able to think and write about what I'm going through now.

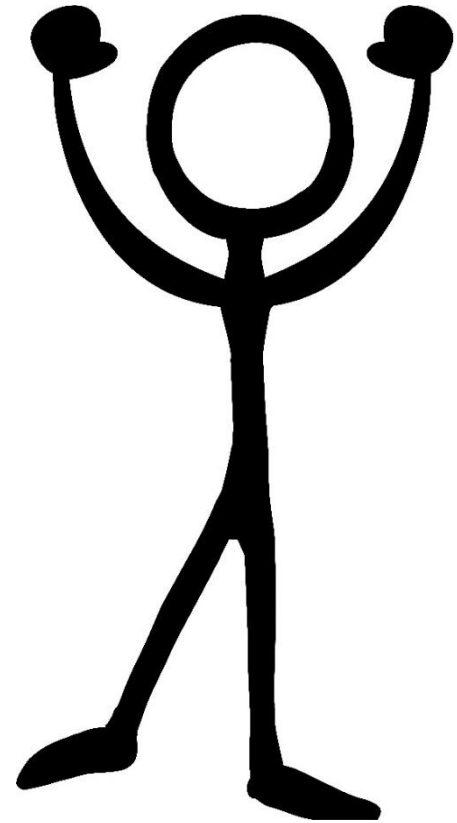
But then, there are some changes that aren't so good. Like B.O. (body odour). The first time I noticed it, I thought I had some kind of disease or something. Now I realize it's not too bad if I wash and use deodorant.

The worst part so far is acne. I remember I was getting ready to go to a birthday party, washing up and stuff, when I looked in the mirror and saw this big zit staring back at me. I held hot washcloths on it for a long time. It went down, but not the whole way. I went to the party anyway. I noticed that many other kids had the same or worse luck with their zits. I wonder how common this is.

There's one thing I get a little embarrassed about. It's even hard for me to say this. When I was at the party the other night, I was with someone I like (and I'm not mentioning any names). I got this new feeling. It was strange but kind of nice. They tell me it's normal. Is it?

They tell me I'm going through puberty. That means I have to go to school with my zits and my B.O. But, I'm taller and smarter. I think I'll survive.

Can you tell Chen's age or gender from this story?



Physical Changes

Social and Emotional Changes

Grow taller

Skin gets oily

Acne (pimples)

Voice changes

Hair gets oily

Hair grows in
armpits

**Pubic hair grows
on genitals**

**Sweat glands
develop**

Breasts develop

**Start making
sex hormones**

Mood swings

**Interested in
having a romantic
partner**

**Friendships
become more
important**

**Sometimes feel
lonely and
confused**

**Stronger feelings
of wanting to be
liked**

**Stronger
feelings of
wanting to fit in**

**Want more
independence**

**Thinking about
the future**

**Concerned about
appearance
(looks)**

**Hair grows on
face**

**Shoulders get
wider**

**Start producing
sperm**

Penis grows
bigger

Testicles grow
bigger

Nocturnal
emissions (wet
dreams)

Erections (penis
gets hard)

Ejaculation
(sperm released
from penis)

Hips get wider

Ovulation (eggs
released from
ovaries)

Menstruation
(periods) begins

Vaginal
discharge

Puberty Changes Answer Key¹

Physical Changes	Social and Emotional Changes
Acne (pimples) Breasts develop ² Erections (penis gets hard) ³ Ejaculation (sperm released from penis) ⁴ Grow taller Hair gets oily Hair grows in armpits Hair grows on face Hips get wider Menstruation (periods) begins Nocturnal emissions (wet dreams) ⁵ Ovulation (eggs released from ovaries) ⁶ Penis grows bigger Pubic hair grows on genitals Shoulders get wider Skin gets oily Start making sex hormones ⁷ Start producing sperm ⁸ Sweat glands develop Testicles grow bigger Vaginal discharge ⁹ Voice changes	Concerned about appearance (looks) Friendships become more important Interested in having a romantic partner Mood swings Sometimes feel lonely and confused Stronger feelings of wanting to be liked Stronger feelings of wanting to fit in Thinking about the future Want more independence

¹ Remind students that not every change on these lists will happen to every person. Some of the changes depend on anatomy (for example, only people with a uterus will menstruate). Not all social and emotional changes happen to everyone either. For example, there are people who never become concerned about their looks, have mood swings, or become interested in dating.

² Most people experience some breast changes during puberty because of the production of sex hormones. Many of these changes are temporary such as hard breast buds and tenderness. For females/people with a uterus, breast growth is typically permanent. For males/those with testicles, it is typically temporary.

³ An erection happens when the penis fills up with blood and hardens. The penis will become bigger and stand out from the body.

⁴ Ejaculation is when the fluid that carries sperm (semen) leaves the body through the penis.

⁵ A wet dream, or nocturnal emission, is when fluid (not urine) comes out of the penis or vagina while asleep. It can happen to anyone, but not everyone has them.

⁶ Eggs are the cells that, when joined with sperm, create a baby.

⁷ Testosterone is made in the testes and estrogen is made in the ovaries.

⁸ Sperm are the cells that, when joined with an egg, create a baby.

⁹ Vaginal discharge is fluid that comes from the vagina. You might see this on the toilet paper when you wipe, or in your underwear. Normal vaginal discharge has several purposes: cleaning and moistening the vagina, and helping to prevent and fight infections. It's normal for the color, texture, and amount of vaginal discharge to change at different times of the month during the menstrual cycle.

Puberty
Home Connections Handout

Two adults I trust to talk to about puberty are:

1. _____ 2. _____

DIRECTIONS: In class today, we read a letter from Chen, [They Tell Me I'm Going Through Puberty](#). Write a letter to Chen explaining what will happen to people during puberty. Remember, we don't know Chen's gender, so be sure to explain changes that happen to people of all genders.

Dear Chen,

Guess what? You are about to enter puberty! Congratulations. This means that...

There are lots of **physical** changes (changes to the body) that can happen. Here is a list of some changes you can expect to see happening to you and your friends:

As we grow up, our **thoughts, feelings and relationships** might change too! It's normal to experience:

It seems like a lot for anyone to go through, doesn't it? Puberty means a lot of change. Sometimes it's great. Sometimes it's difficult. The best thing is that we don't need to go through puberty alone. We can get help from lots of people. Here are some people you can go to for help:

Helper	How they can help

I hope this letter helps you out, Chen!

From,

Austin ISD Human Sexuality and Responsibility

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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: Puberty, Part 2

LESSON SUMMARY: Students learn about the physical and emotional changes that can happen during puberty and ways to manage those changes.

TEKS:

20(A) explain changes that occur in males and females during puberty and adolescent development; and
20(B) define the menstrual cycle.

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
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
PD.5.CC.3: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset)
PD.5.CC.4: Describe the role hormones play in the physical, social, cognitive, and emotional changes during adolescence and the potential role of hormone blockers on young people who identify as transgender
PD.5.AI.2: Identify trusted adults, including parents, caregivers, and health care professionals, whom students can ask questions about puberty and adolescent health

LESSON OBJECTIVES

Identify ways to manage the changes that come with puberty;
Identify trusted adults to talk to about puberty and hygiene;
Explain how the menstrual cycle prepares a body to reproduce.

MATERIALS

Managing Puberty Changes Cards
Managing Puberty Changes Teacher's Resource
The Menstrual Cycle Handout
The Menstrual Cycle Teacher's Resource Cards
Then, Now, and Beyond Worksheet
Home Connections Handout

VOCABULARY

Puberty

Adolescence

BEGINNING: Engage (5-10 minutes)

Activity: **Puberty Changes Review**

Directions:

Ask students to turn to a neighbor and work together to make a list of as many physical, social and emotional changes they can remember. (This can be done as a race/competition to see which teams of two remember the most in 2 minutes.)

Ask for groups to report out making sure to state all of the changes that were listed in the previous lesson. Add any that students missed.

MIDDLE: Explain (20-25 minutes)

Activity: **Managing Puberty Changes***

This activity encourages students to identify tools they can use to help with some of the more challenging aspects of puberty.

Pass out the Managing Puberty Changes Cards all are distributed.

Give students a few minutes to discuss their item in pairs or small groups.


Ask one student to hold up their item or picture and share what they think the item has to do with puberty.

Encourage them to guess if they are unsure. Encourage other members of the class to add their own ideas about the item.

Using the Managing Puberty Changes Teacher's Resource, add any information still missing, clarify any incorrect information and answer questions about each item, before going on to the next item.

Note: Review the Menstrual Products card last and use it to go into the next section of the lesson.

Activity: **The Menstrual Cycle**

Show the video  **Menstruation: What To Expect**

Ask for students to share something they learned from the video.

Next, distribute the Menstrual Cycle Handout and some colored pencils or crayons. Like you did with the reproductive anatomy in lesson 1, students will draw or color the parts and functions that are happening as you discuss. Be sure to give students time to follow along with their handout. (*Alternative: talk through the cycle first quickly, then give handouts to students to color using just their memory and notes on the handout.)

Use the Menstrual Cycle Teacher’s Resource Cards to explain the following phases:

Pic #1: *The beginning of the menstrual cycle (Day 1) is actually the first day of the bleeding, or the period. The uterus is where a baby would grow during a pregnancy and the lining of the uterus is what is needed to protect and nourish the baby during pregnancy. When there is no pregnancy, the extra thick lining is not needed and therefore it breaks down and leaves through the vagina. This “bleeding” lasts about 5-7 days.*

Pic #2: *Around day 7, several egg cells start the race to see which one is going to grow and mature enough to be released from the ovary.*

Pic #3: *Usually, only one egg is able to develop enough to be released, and it begins to move to the edge of the ovary while the others are absorbed back into the body. Meanwhile, the lining of the uterus is starting to build back up again in preparation for a pregnancy.*

Pic #4: *Around day 14, the mature egg is released from the ovary and travels into the fallopian tube. This is called ovulation.*

Pic #5: *After the egg is released from the ovary, it travels through the fallopian tube where it looks for any sperm and the lining of the uterus continues to build up in preparation for a baby.*

Back to Pic #1: *If there is no sperm to meet the egg, then there will be no baby, the egg breaks down and the lining of the uterus is shed again. And the cycle continues.*

END: Evaluate (5-10 minutes)

Activity: Then, Now and Beyond Worksheet*

Students may need encouragement to see the positive aspects of puberty and growing up. Envisioning who they hope to be in the future is part of this process.

Distribute the handout Then, Now and Beyond.

Have students complete the handout individually. They may need some prompting about using their memories to complete the Then column and using their imagination to complete the Beyond column. In the What I Look Like category, encourage them to think broadly and include aspects such as hairstyle, height, shoe size or favorite clothing.

When students are finished, have them share their answers with a partner or in a small group.

Debrief this activity by asking students:

- What did you learn about yourself?
- What do you like about the future you?
- Who are the people that will be part of your support system in middle school?

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

*Adapted from the teachingsexualhealth.ca Grade 4 Coping with Puberty; Alberta Health Services (2020)



vector created by macrovector - www.freepik.com

Active Living



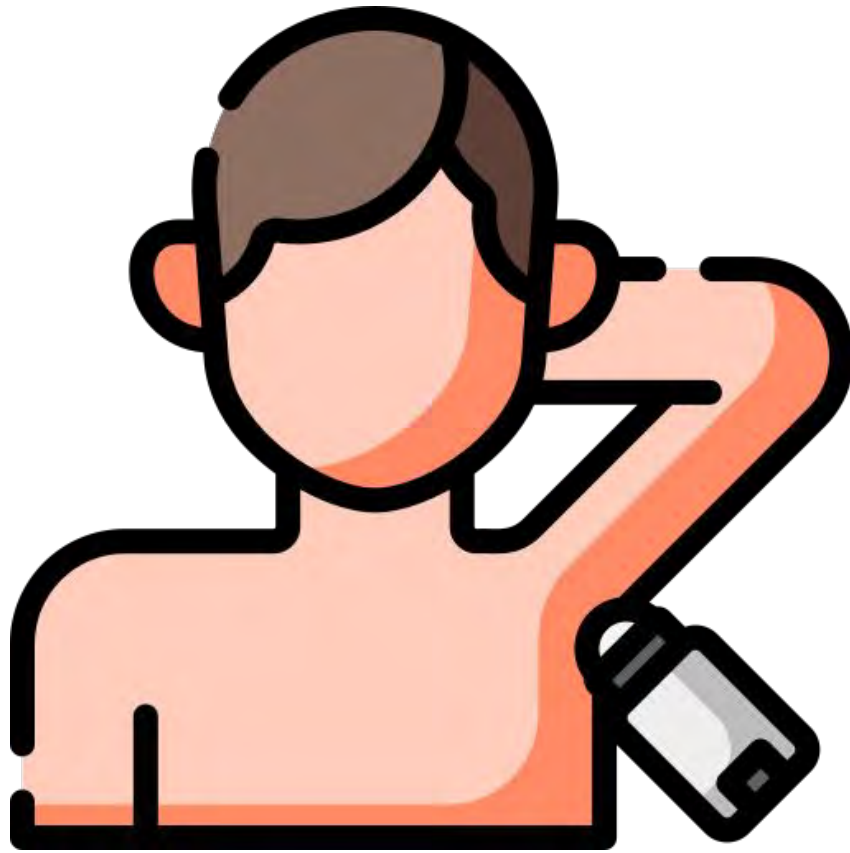
Food vector created by macrovector_official - www.freepik.com

Healthy Eating



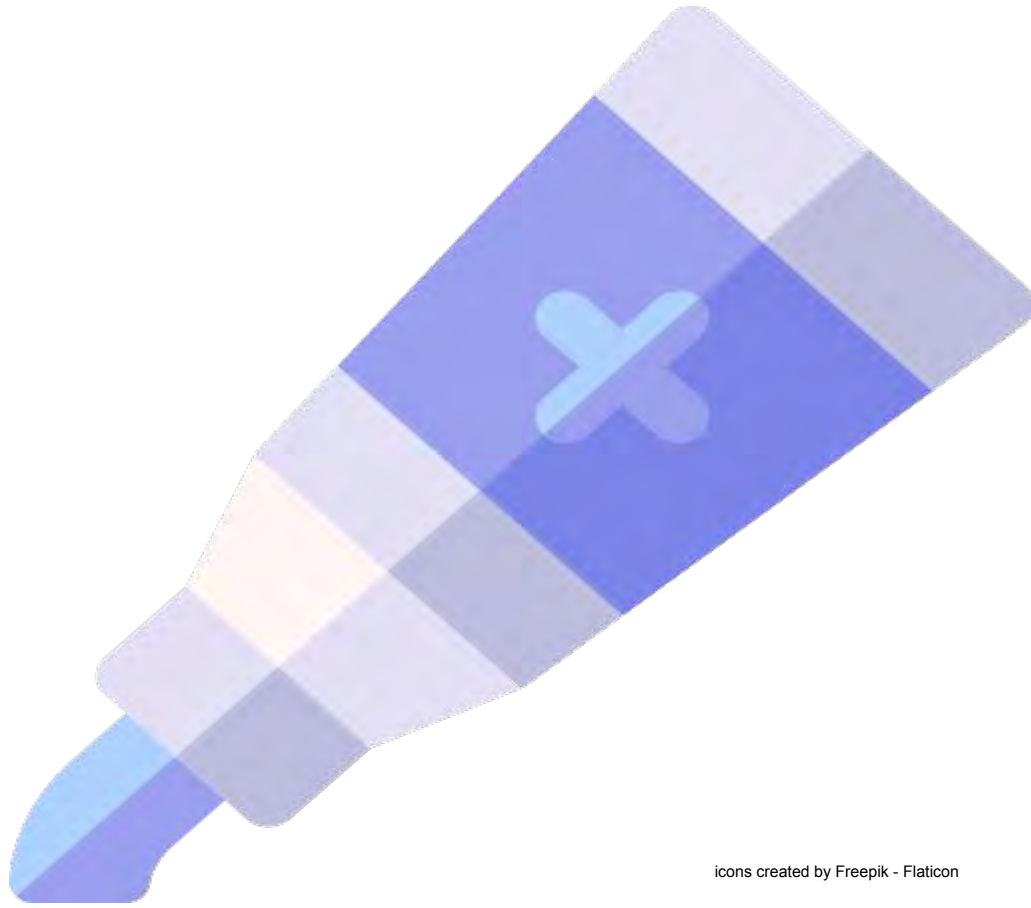
Man vector created by pikisuperstar - www.freepik.com

Wash face



icons created by Freepik - Flaticon

Deodorant/ Antiperspirant



icons created by Freepik - Flaticon

Acne cream/medicine



icons created by Freepik - Flaticon

**Athletic support cup
(jock strap)**



Bra icons created by Smashicons - Flaticon

Bra



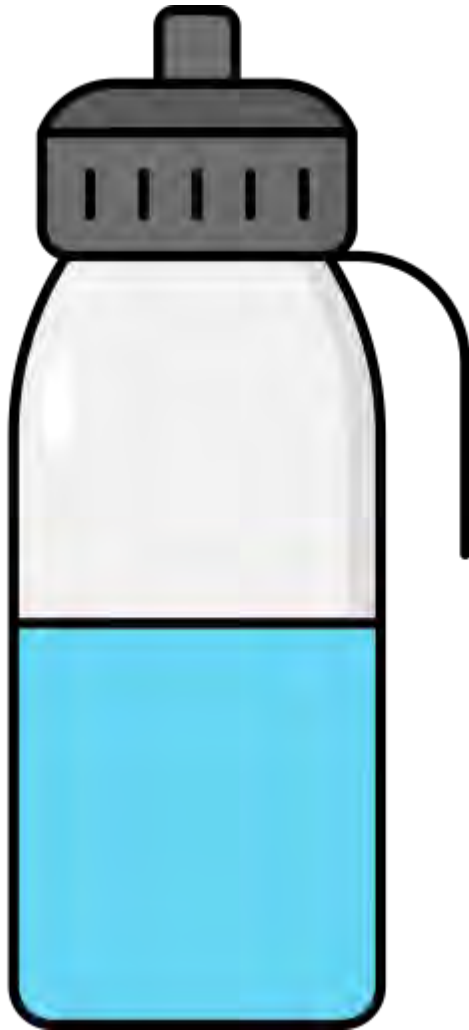
Shaving cream icons created by bsd - Flaticon

Razor and Shaving cream/gel



Bath icons created by Freepik - Flaticon

Shower Shampoo Soap



Water-bottle icons created by Triangle Squad - Flaticon

Drink Water



Health vector created by pikisuperstar - www.freepik.com

Menstrual Products

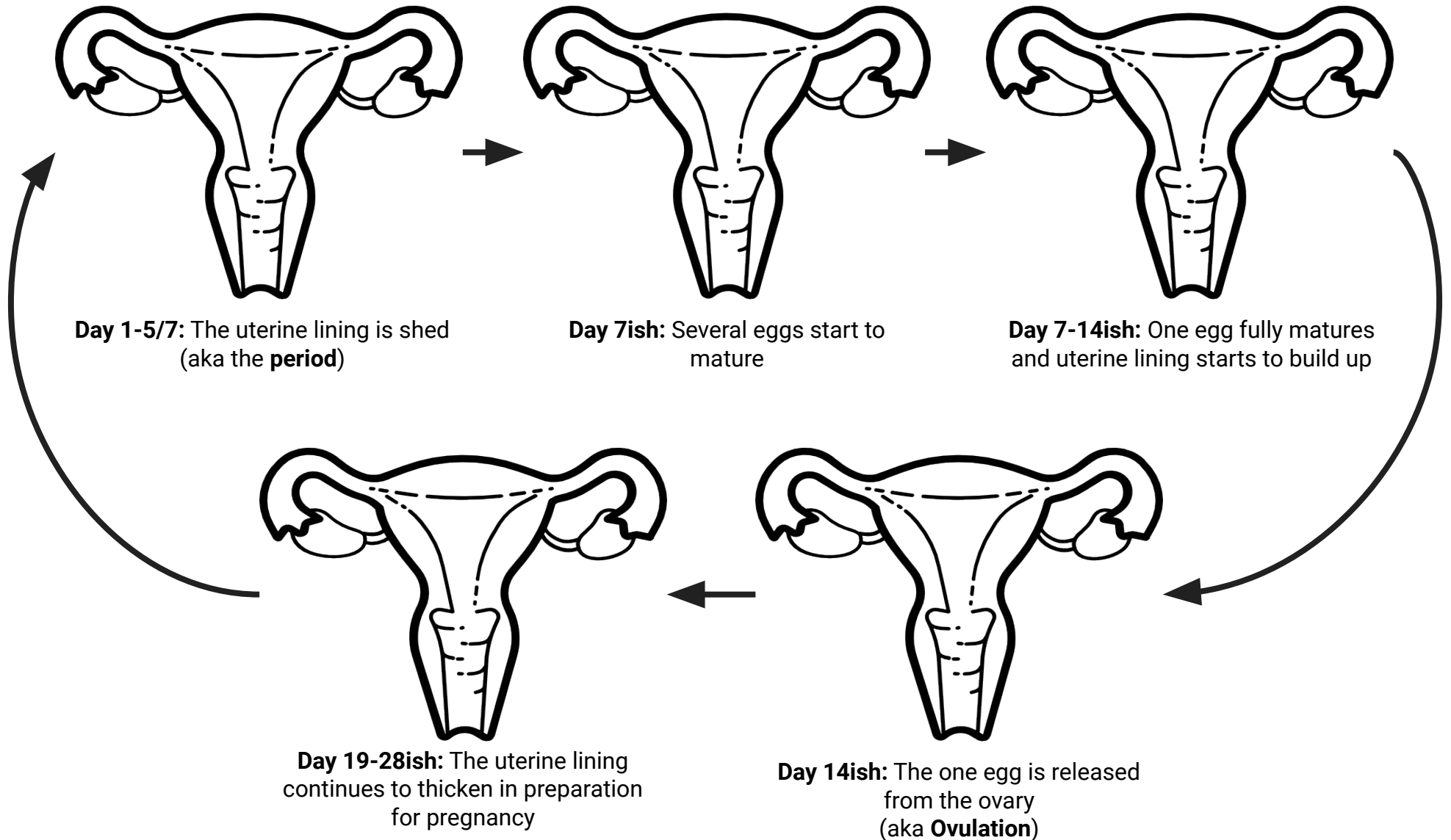
Managing Puberty Changes - Answer Key

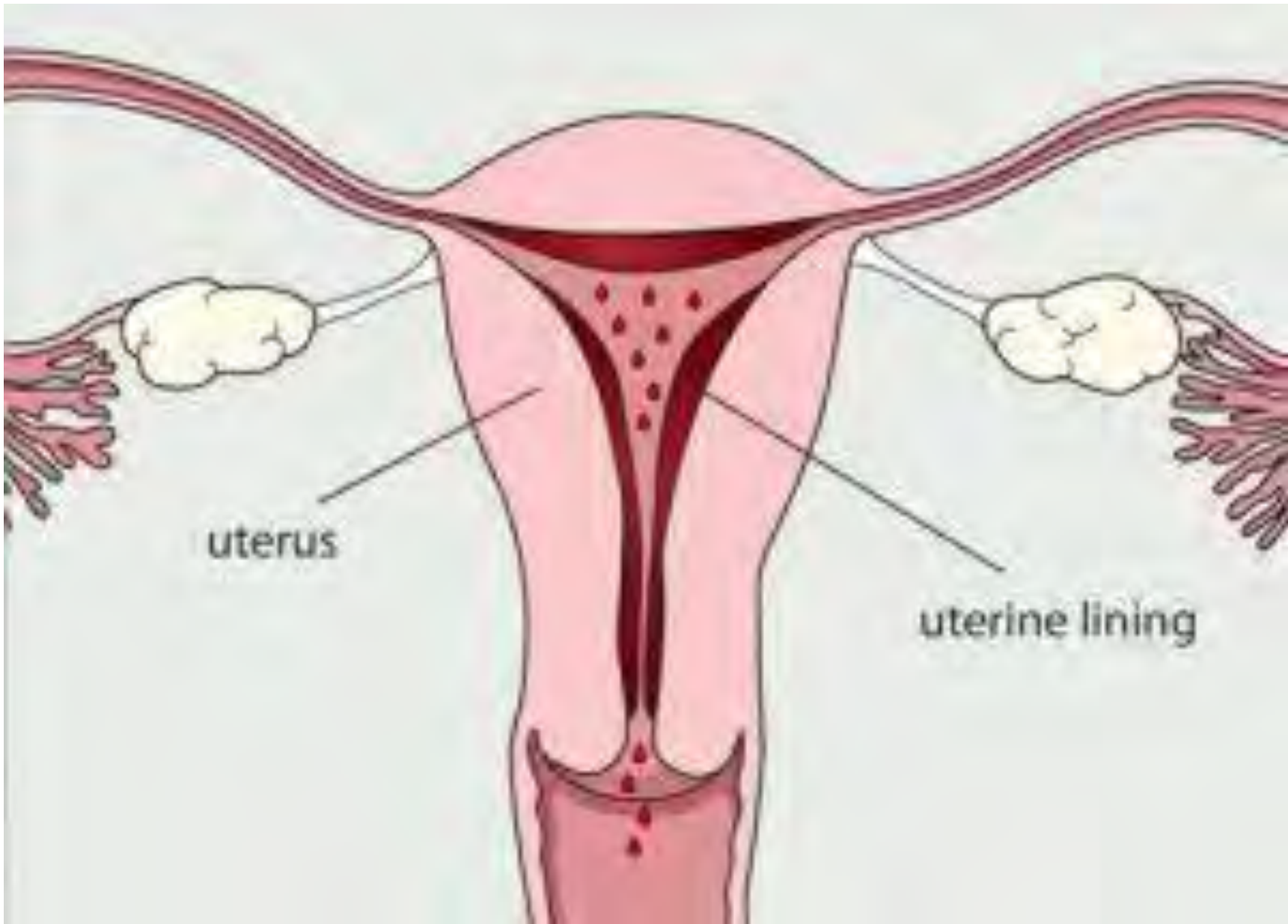
Management Tool	How it can be used to manage puberty changes
Active Living	<ul style="list-style-type: none"> • Physical and recreational activities such as sports, walking and having fun with friends outside can help keep your muscles and bones strong as they grow. • Helps improve energy levels and sleep • Can clear the mind which can help with stress and mood • Can lead to new friendship groups and social skills
Healthy Eating	<ul style="list-style-type: none"> • The growing body needs extra nutrition to fuel the changes that are happening • Eating healthy food improves energy, physical, and mental well-being
Razor and shaving cream/gel	<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.
Wash face	<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.
Shower, shampoo, soap	<ul style="list-style-type: none"> • Can help prevent the oil from clogging the pores in the skin, which causes pimples. • Helps reduce odor or skin irritation that can come with increased sweating • 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
Deodorant/antiperspirant	<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)
Acne cream/medicine	<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
Athletic support cup	<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
Drink water	<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

Bra	<ul style="list-style-type: none"> • People can wear a bra for comfort, modesty, or support as their breasts develop
Menstrual products (pads, panty liners, period panties, tampons, menstrual cups)	<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.
Additional Menstrual Product Information	<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> <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.</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <ul style="list-style-type: none"> • 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. <p>Menstrual cups are silicone or plastic cups that are inserted into the vagina and collect menstrual flow. Follow the instructions for how to insert.</p> <ul style="list-style-type: none"> • 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.

The Menstrual Cycle

Follow along with the class discussion about the menstrual cycle. As each phase is described, use colored pencils to draw/color what is happening.



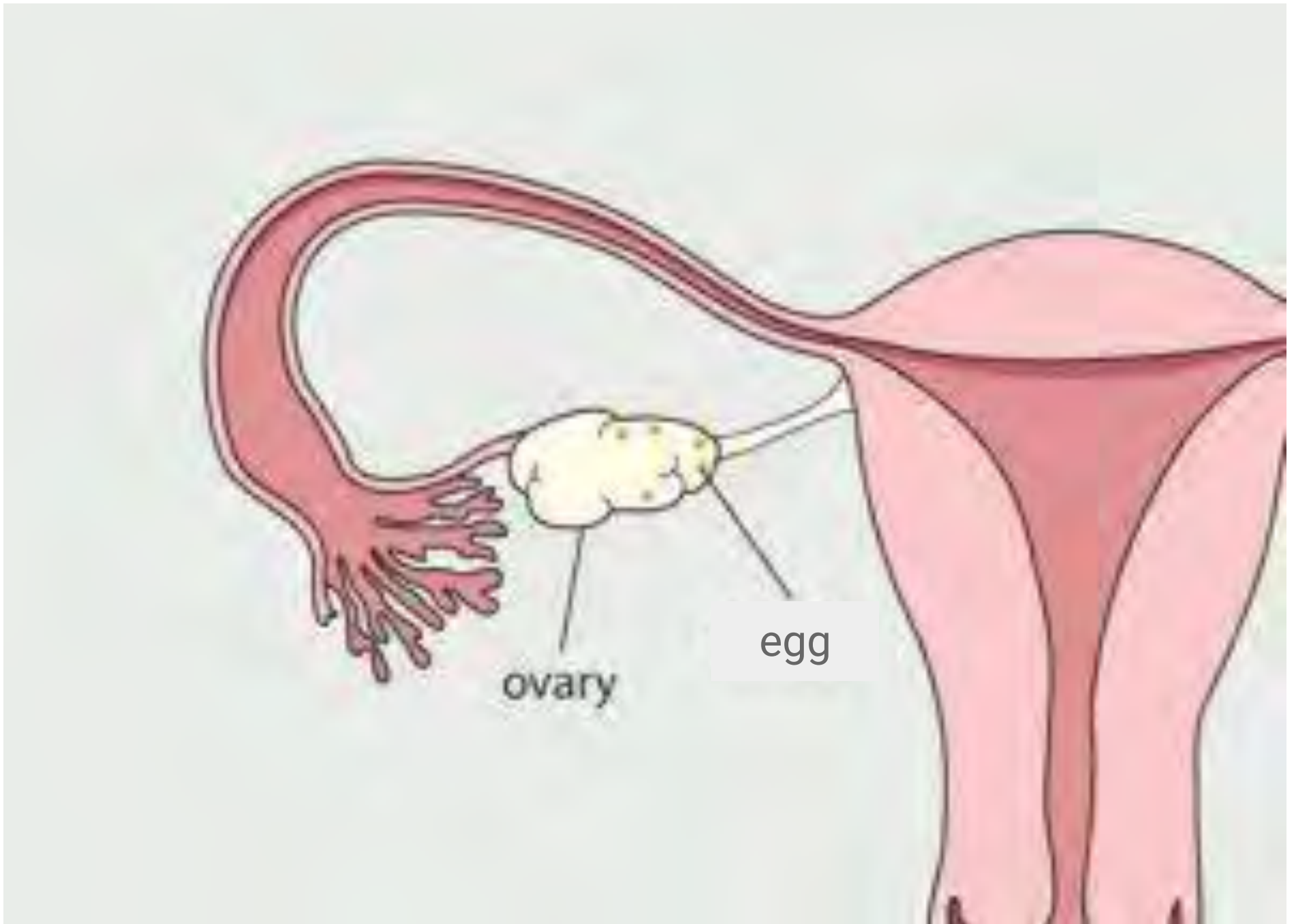


Day 1-5/7: The uterine lining is shed (aka the **period**)

Pic #1

Teacher script:

The beginning of the menstrual cycle (Day 1) is actually the first day of the bleeding, or the period. The uterus is where a baby would grow during a pregnancy and the lining of the uterus is what is needed to protect and nourish the baby during pregnancy. When there is no pregnancy, the extra thick lining is not needed and therefore it breaks down and leaves through the vagina. This “bleeding” lasts about 5-7 days..

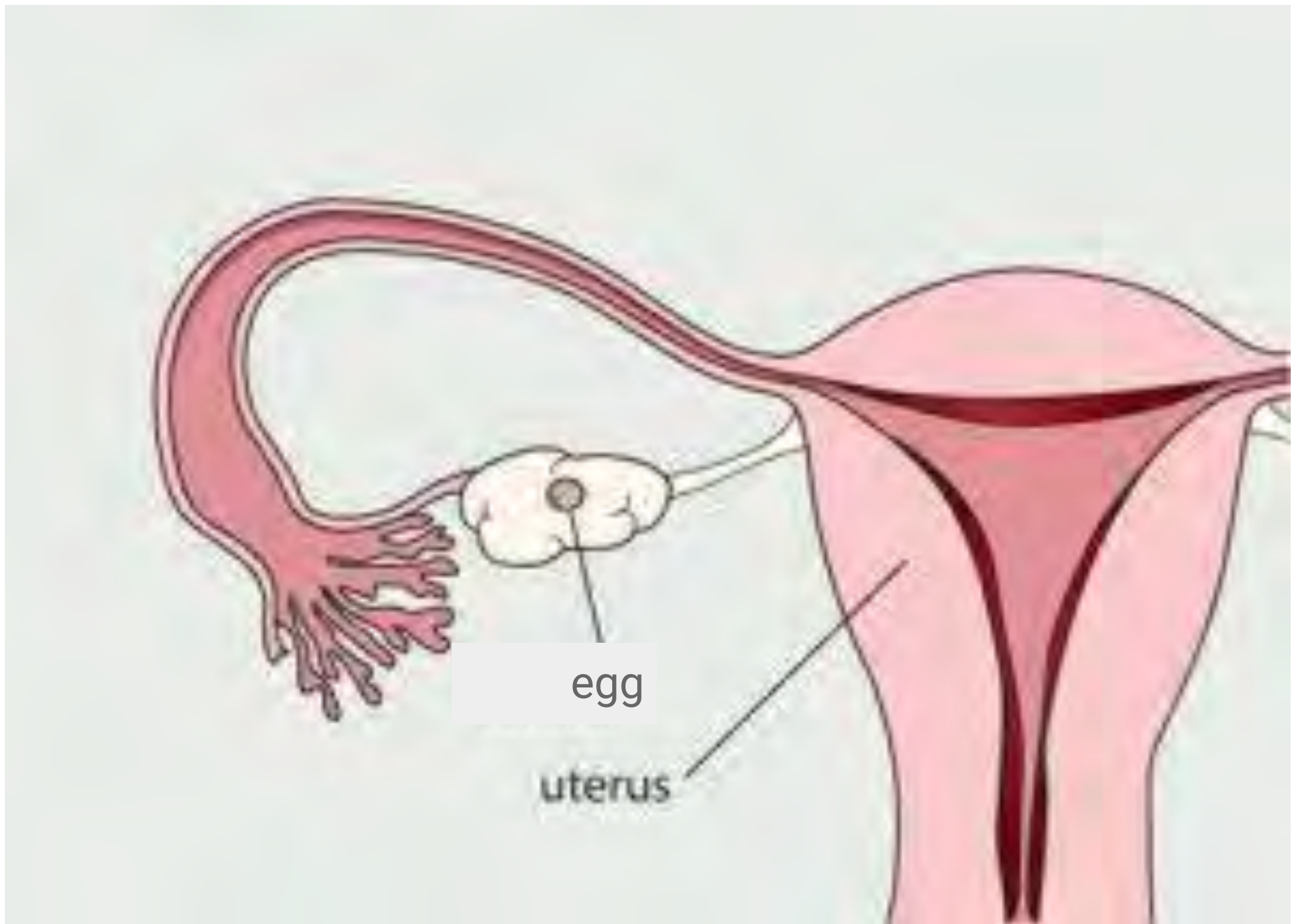


Day 7ish: Several eggs start to develop

Pic #2

Teacher script:

Around day 7, several egg cells start the race to see which one is going to grow and mature enough to be released from the ovary.



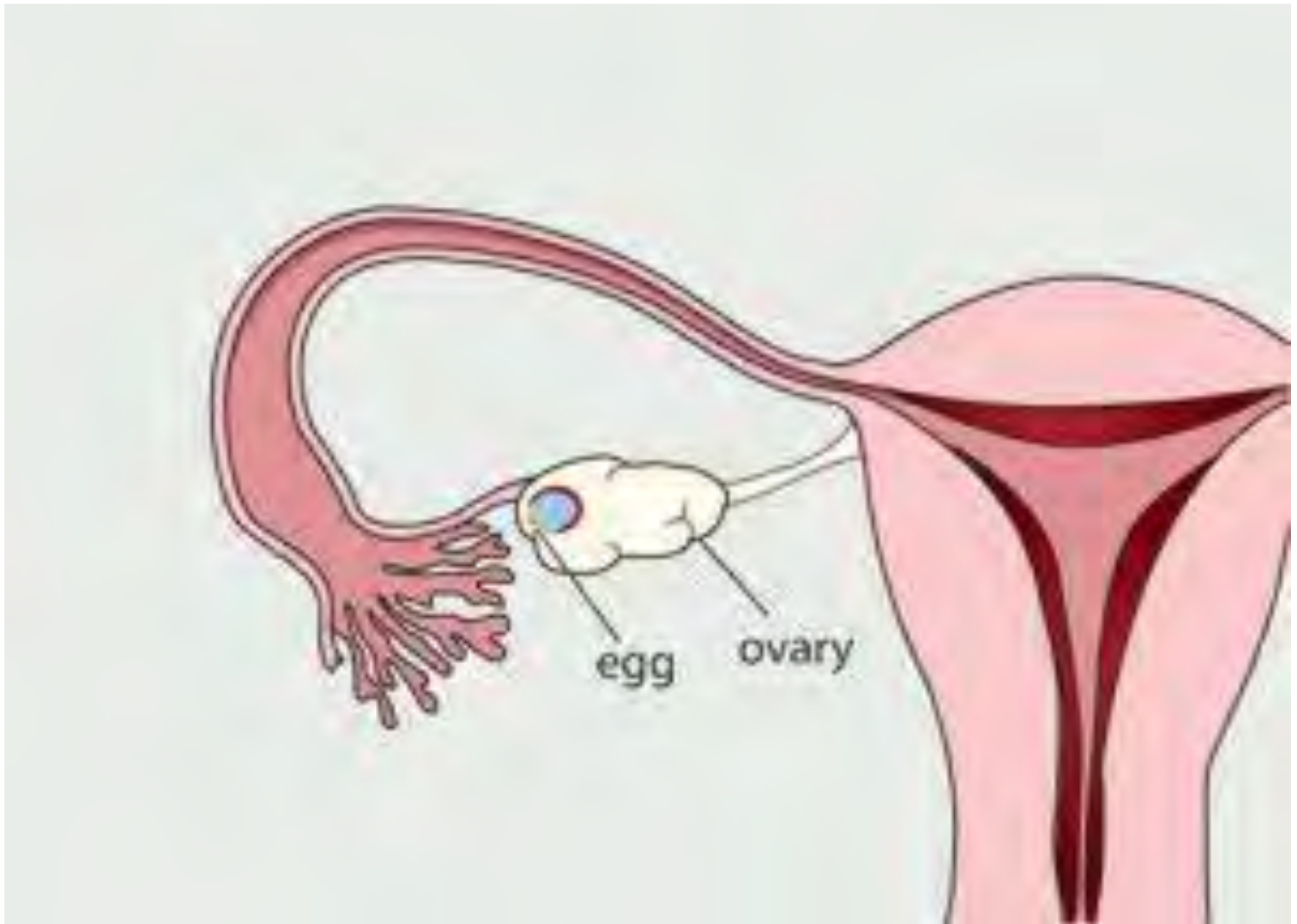
Day 7-14ish: One egg fully matures and uterine lining starts to build up

Pic #3

Teacher script:

Usually, only one egg is able to develop enough to be released, and it begins to move to the edge of the ovary while the others are absorbed back into the body.

Meanwhile, the lining of the uterus is starting to build back up again in preparation for a pregnancy.

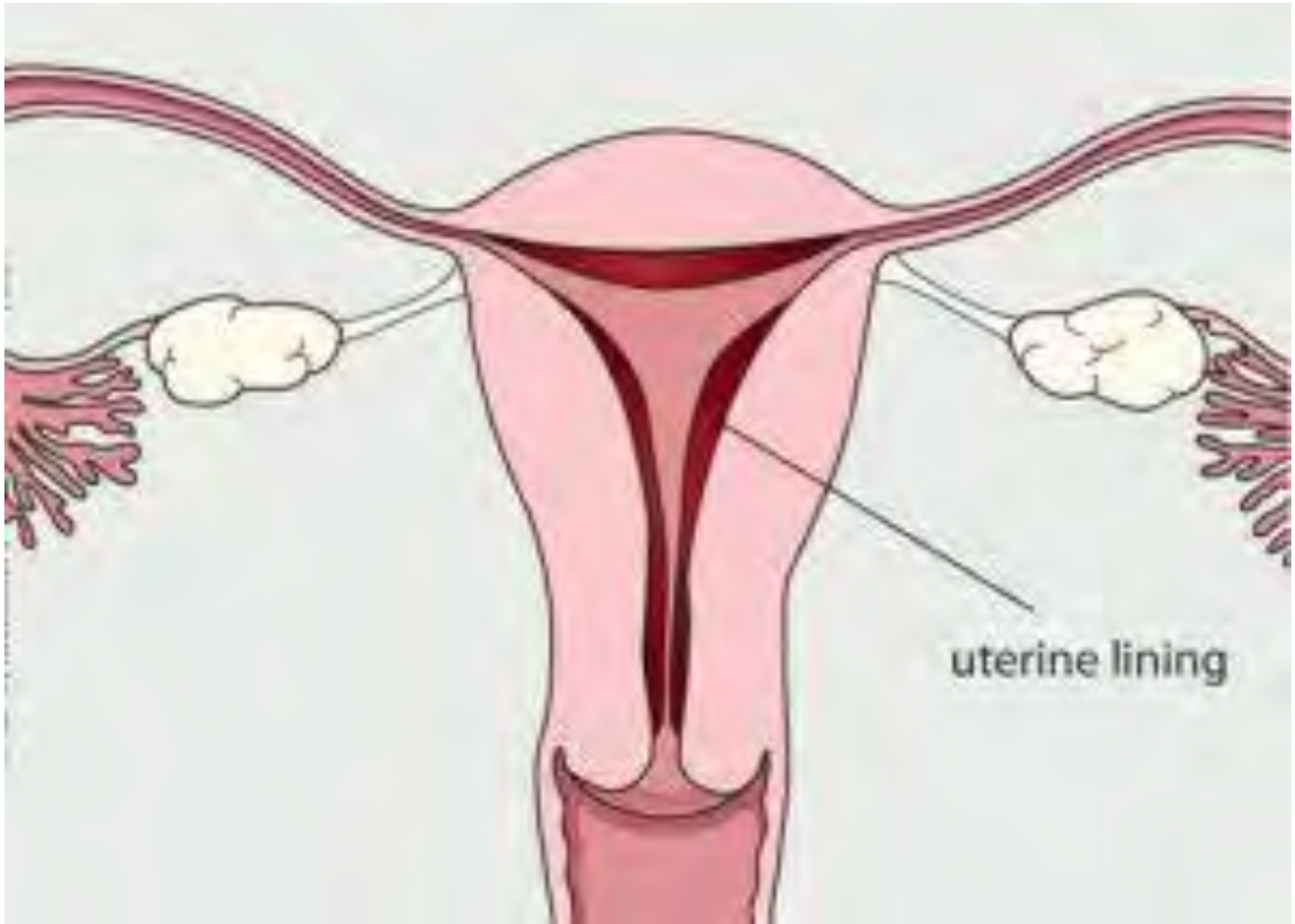


Day 14ish: The one egg is released from the ovary (aka **Ovulation**)

Pic #4

Teacher script:

Around day 14, the mature egg is released from the ovary and travels into the fallopian tube. This is called **ovulation**.



Day 19-28ish: The uterine lining continues to thicken in preparation

Pic #5

Teacher script:

After the egg is released from the ovary, it travels through the fallopian tube where it looks for any sperm and the lining of the uterus continues to build up in preparation for a baby.

If there is no sperm to meet the egg, then there will be no baby, the egg breaks down and the lining of the uterus is shed again. (**back to Pic #1**) And the cycle continues.