

# Then, Now and Beyond

Fill in the chart with information about yourself. Use your imagination to fill in what you think might be true for the grade 8 column.

	<b>Then</b> (grade 1)	<b>Now</b> (grade 4)	<b>Beyond</b> (grade 8)
<b>The most important people in my life</b>			
<b>What I look like</b>			
<b>My favorite shows/movies</b>			
<b>My most prized possession</b>			
<b>How I behave</b>			
<b>My worst fear</b>			

## Puberty, Part 2

### Home Connections Handout

Two adults I trust to talk to about puberty are:

1. \_\_\_\_\_ 2. \_\_\_\_\_

*Has anyone ever told you that you can't judge a book by its cover?*

*It means you can't tell what's inside a book if all you know is what it looks like on the outside.*

*Bodies are kind of like books. Each of us has an outside, like the cover of a book, which other people can see. And each of us has an inside, like the inside of a book, filled with stories that only you can see and feel.*



Draw a picture of what your outside body looks like:

Draw a picture of what the stories inside you *feel* like:

Compare how your body looks and how your body feels. What are some things that are the same? What are some things that are different?

*Growing up can mean learning about your outside, what your body can and can't do.*

*Growing up can also mean learning about your inside: the stories, memories, experiences, and feelings that make you who you are*

**EVERY BODY IS DIFFERENT**

# 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 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 4: Boundaries and Consent**

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

### **TEKS**

11(A): explain the importance of using 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?

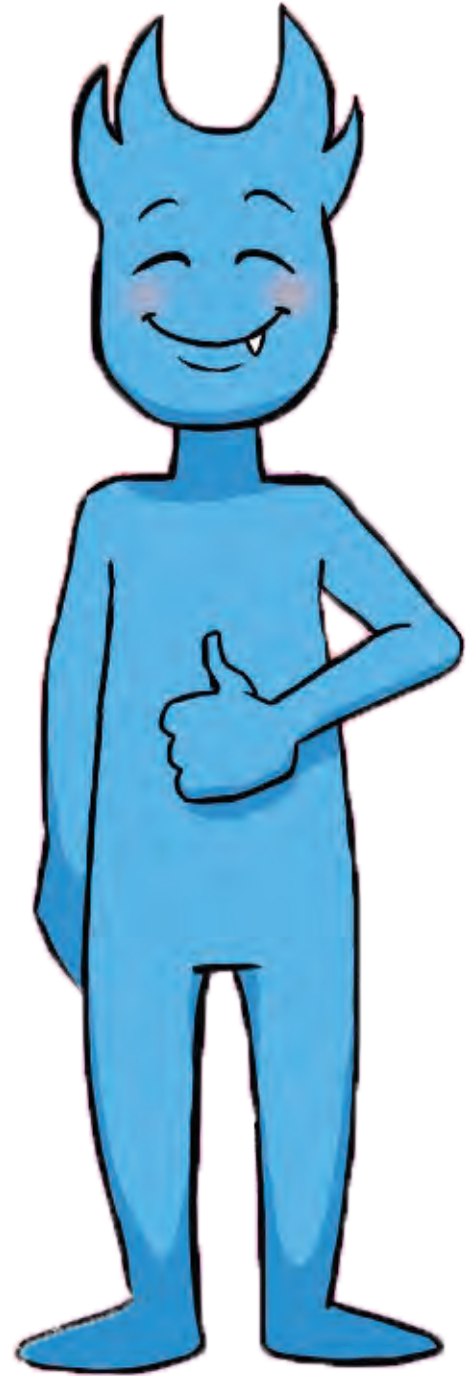
*(\*NOTE TO THE TEACHER: If students cannot come up with their own examples, you can offer something from your own life. Or you can offer an example relating to hugging, since you've just been discussing that, and talk about a time when you hugged someone who wasn't a hugger. Another example is tickling. 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.

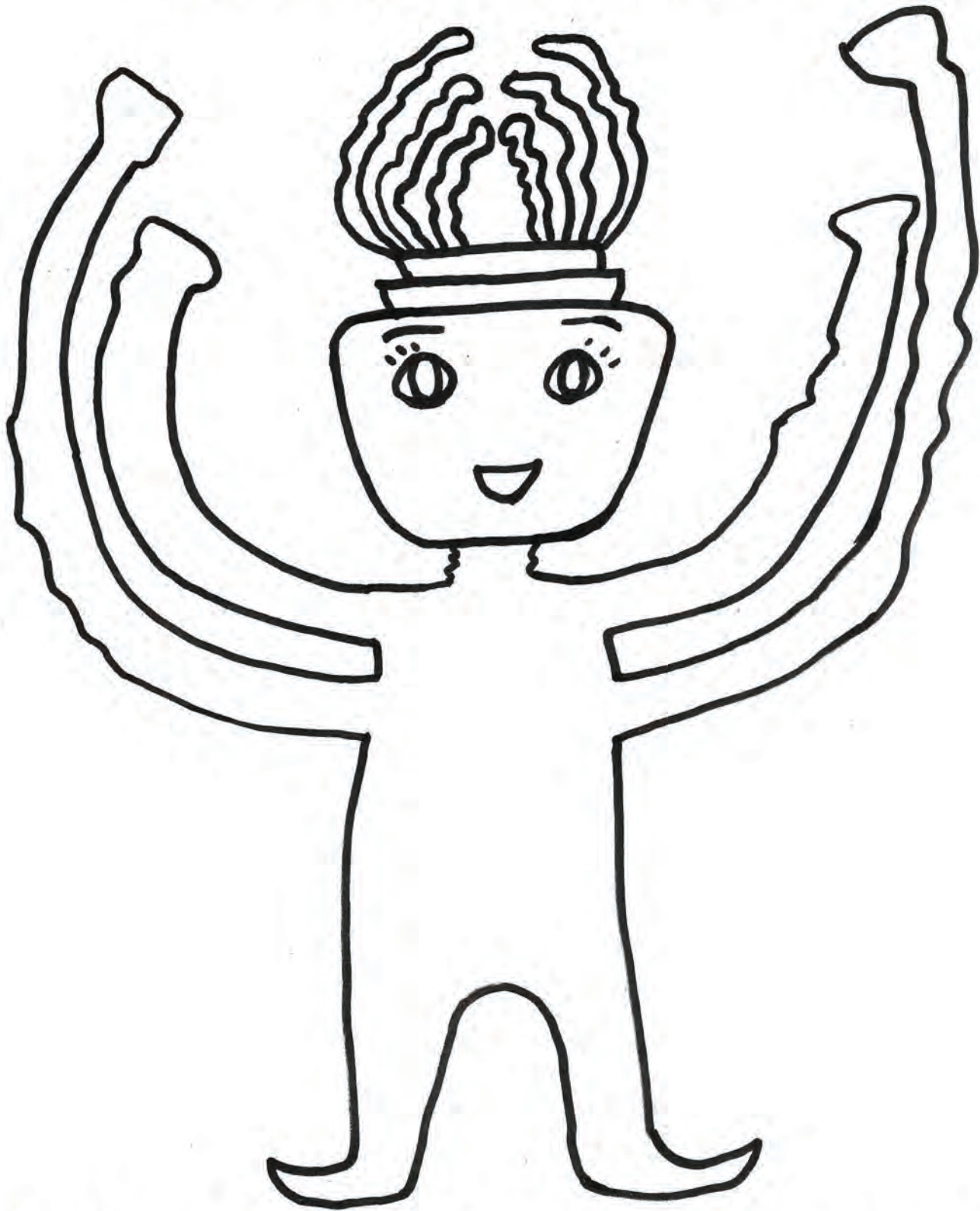


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**YES!**

**Your body is YOUR BODY!**

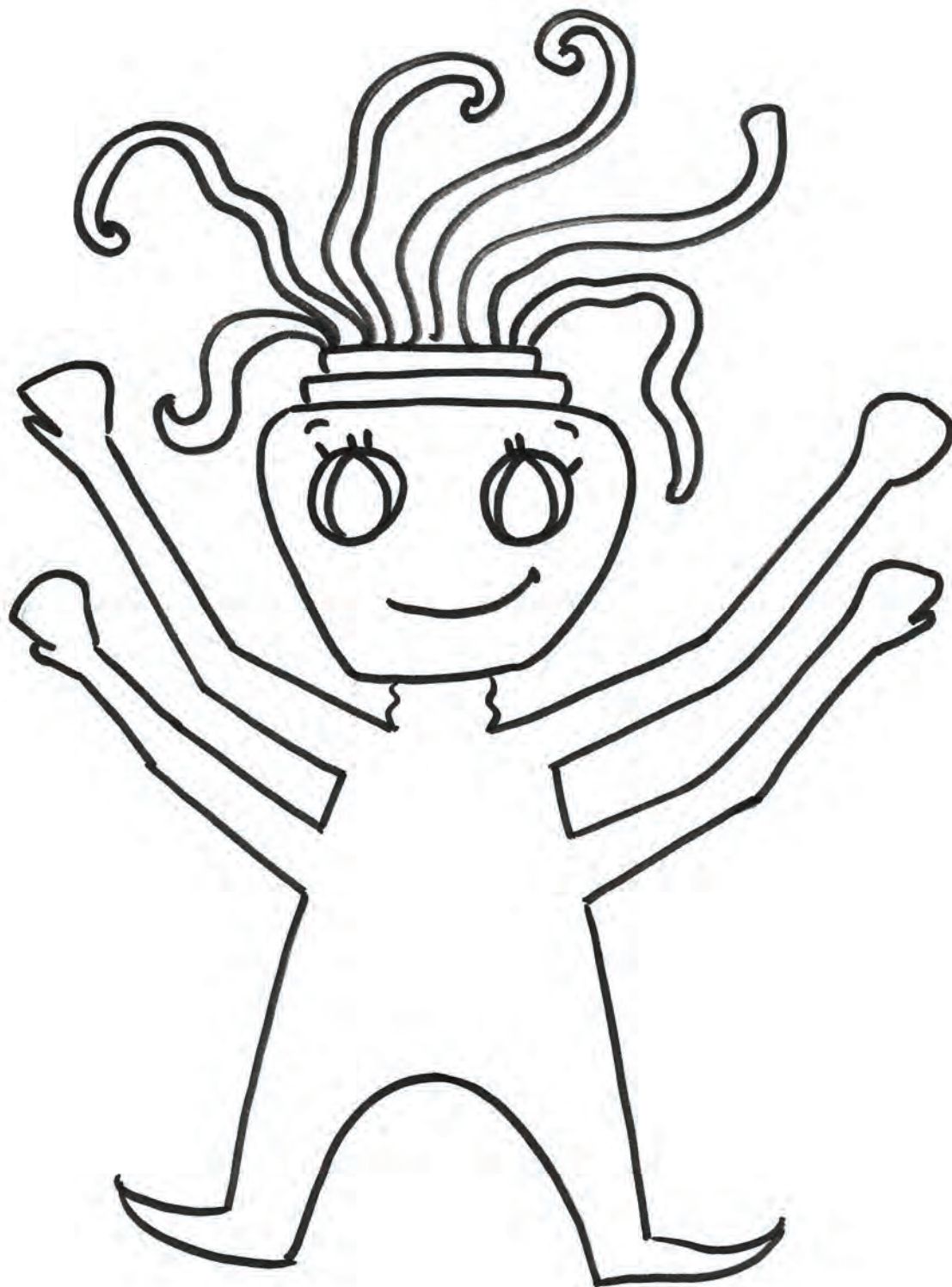


**That's so important that I think we should say it again: It's YOUR BODY.**



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





**If you want a big hug, you can ask for one!**