

FLASH Q&A Protocol Cheat Sheet (Elementary & Middle School)

An Adaptation of Seattle and King County's Strategies for Answering Student Questions about Sexual Health

Keep this cheat sheet nearby for reference when answering student questions. For a more detailed explanation of the protocol, refer to the “FLASH Answering Students’ Questions” section of your materials.

Values-Based Questions

1. Listen to the question or read it aloud verbatim.
2. Validate the question. (“That’s a really great question...” “I’m sure many other students were wondering the same thing...” “This is a question that comes up every year...”)
3. Identify it as a belief question. (“This question might have different answers depending on who you ask...” “This is a values-based question...”)
4. Answer the factual part, if there is one.
5. Help the class describe the community’s range of beliefs. (“Some people might tell you...” “What sort of beliefs have some of you heard about...?”)
6. If able, cite universal values or data that helps create positive social norms. (“Remember that...” “You should know that...”)
7. Refer to family, clergy, and other trusted adults. (“I encourage each of you to talk with the trusted adults in your life to find out what their beliefs and expectations for you are regarding this subject.”)

Questions with Slang

1. Listen to the question or read it aloud verbatim.
2. Assume positive intent of student, and treat the usage as an opportunity for learning.
3. Correct the slang term, giving the medically accurate terminology and instructing students to do their best to use it from now on. (“I heard you use the word [SLANG], which is a slang term. The medically accurate word we should try to use in class is...”)
4. If the question is an offensive slur, validate the question, identify the offensive term, and explain that the word is not appropriate to say in school because it is hurtful.
5. Proceed with answering the question using the appropriate protocol.

Personal Questions

1. Listen to the question or read it aloud verbatim.
2. Validate the question, but do not answer it. (“It’s normal to be curious about the adults in your life, but it wouldn’t be appropriate for me as your teacher to share my own personal experiences with you.”)
3. Reframe the question so that it is no longer personal, then proceed with answering the question using the appropriate protocol. (“It seems like the question you’re really getting at is...”)

Technique-Based Questions

1. Listen to the question or read it aloud verbatim.
2. Validate the question while assuming positive intent, but do not answer it. (“This is a great question, but it wouldn’t be appropriate for me as your teacher to answer it in its current state”)
3. If possible, reframe the question so that it is no longer technique-based, then proceed with answering the question using the appropriate protocol. (“I can’t tell you *how to* [SUBJECT], but I can tell you *what* [SUBJECT] is.”)

Universal Values

- Forcing someone to have sex with you is wrong.
- Knowingly spreading disease is wrong.
- Taking care of your reproductive health is important.
- Sex between children and adults is wrong.
- Elementary school-aged children should not have sex..

WWPS Data for Positive Norming (Elementary School)

In most circumstance, positive norming in elementary school is not (and does not need to be) data driven. Instead, it is more closely related to the universal values listed above. In the case of some questions asked by elementary students, it may be appropriate to refer to parts of the positive norming data for middle school, which is listed below.

WWPS Data for Positive Norming (Middle School)

What is written below is based on the 2016 Healthy Youth Act survey results of Walla Walla Public Schools. It should be updated for accuracy after the 2018 HYA survey results are collected.

- Sexual Behavior
 - The vast majority of middle schoolers in our community are abstinent. Of those few who are sexually active, nearly all use condoms to help prevent unplanned pregnancy and the spread of disease. *Remember that in WA if you present information about abstinence then you must also present information about condoms, and vice versa
 - Over 15% of teenagers in our community don’t identify as straight.
- General Substance Use
 - The overwhelming majority of middle schoolers in our community do not use alcohol, marijuana, cigarettes, or other drugs.
- Alcohol
 - Most middle schoolers in our community know that it is risky to drink regularly.
 - Most middle schoolers in our community believe that it is wrong for kids to drink.

1A - Ground Rules & Expectations

A Lesson Addendum from Walla Walla Public Schools

STANDARDS ALIGNMENT:

N/A

TARGET GRADE: Grade 5
Lesson 1, Part A

TIME: 10-15 Minutes

MATERIALS NEEDED:

One large sheet of poster paper
Markers

ADVANCE PREPARATION FOR LESSON:

- Teacher should be familiar with the *FLASH* Q&A protocol.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

- Know and practice the community-established ground rules and expectations. [Knowledge/Skill]

PROCEDURE:

STEP 1: Explain to students that you are going to begin a unit on human growth and development. It is common for students to be excited, nervous, and sometimes even embarrassed about the topics you'll be covering, and so the first step is to establish ground rules and expectations to maintain a safe learning environment.

Optional Script: "Today we're going to begin our human growth and development unit. I'm sure that many of you are both excited and nervous about this, which is totally normal. Because we're going to be learning and talking about some things that we don't normally discuss in classrooms, it's extra important that we have some ground rules and expectations for ourselves to make sure everyone feels safe in this space."

Write "I agree to:" at the top of the poster paper. Have students generate a list of expectations and rules that they will all agree to follow. Record these rules on the poster paper, and display the poster at all times during the human growth and development unit.

Optional Script: "Take a moment to think of some ground rules that would help other people feel safe when we're learning about human growth and development." [give adequate wait time] "Who can share some of their ideas?"

Note to the Teacher: It is essential that some version of the following rules make it onto the poster, even if they have to be added by the teacher independently of students:

- **Anonymity**
 - Students and teachers will use, "I know someone who" style questions and answers, even when referring to themselves.
- **Self-Control**
 - Laughing and giggling will probably happen, and that's OK, but everyone will do their best to recover and be ready to learn as quickly as possible.
- **Privacy**
 - Students will only discuss topics covered in human growth and development during human growth and development. (Not at recess, in the hallway, during math work, etc). Students are strongly encouraged to talk with trusted adults in their life about these topics when not at school.

- *Medical Accuracy*
 - *Whenever possible, scientifically and medically accurate language will be used. If a student doesn't know the appropriate word for something, it's OK to use the slang word they do know, and teachers will inform them of the correct word, which will then be used.*
- *Consequence*
 - *Intentionally breaking these rules will result in a single warning, followed by a consequence deemed appropriate by the instructors (e.g. the temporary removal of the student in order to maintain a safe learning space, etc). As always, bullying and harassment are taken very seriously at school, and if anything along those lines happens, it will result in a major issue involving the principal and parents/guardians.*

Review the final product of the activity and confirm that all students agree to follow the expectations, then proceed to Grade 5, Lesson 1, Part B.

1B - Gender Roles

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*, Modified by Walla Walla Public Schools

Fostering respect and responsibility through age-appropriate sexuality education.

STANDARDS ALIGNMENT:

H1.Se5.3a

Explain that gender roles can vary considerably.

H2.Se5.5a

Describe how media, society, and culture can influence ideas regarding gender roles, identity, and expression.

TARGET GRADE: Grade 5
Lesson 1, Part B

TIME: 20-25 Minutes

MATERIALS NEEDED:

Poster paper or whiteboard
space enough for two input
charts

Markers

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

ADVANCE PREPARATION FOR LESSON:

- Teacher should be familiar with the *FLASH* Q&A protocol.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

- Name at least two ways that children of all genders are expected to behave. [Knowledge]
- Name at least two ways some people expect children to behave differently based on their gender. [Knowledge]
- Name at least three ways that other family, friends, media, society, or culture can influence how children of different genders think they should act. [Knowledge]

PROCEDURE:

STEP 1: Label one of the input charts "boys" and the other "girls." Ask students to come up with the ways boys and girls are expected to behave or are supposed to be, or what boys and girls are allowed or encouraged to do. Point out that the way boys and girls are expected to behave may depend on where they are (school, library, playground, home, etc).

Note to the Teacher: Answers may include: *Boys are expected to run faster, like sports, and play superhero; girls are expected to like pink, not run as fast and to like to play princess, etc.*

Note to the Teacher: *If students are struggling to come up with examples, ask them what they would say to an alien who just landed on Earth and wanted to know what boys and girls are. Alternatively, ask them how they see boys and girls depicted in movies or on television.*

STEP 2: When students have generated adequate responses, ask them if they see any patterns or trends. Then ask them if there are items on the lists that are stereotypes.

Optional Script: “Now that we have quite a few items on each list, does anyone notice any patterns or trends?” [facilitate brief discussion] “Are there items on these lists that are stereotypes? Stereotypes are things that someone believes is true about someone else, just because that person is part of a certain group or category.” [facilitate brief discussion]

STEP 3: Next, ask students if there are items on the girls list that could apply to boys, and if there are items on the boys list that could apply to girls. Underline any items that are mentioned. Finally, ask students why they think these gender stereotypes exist.

Optional Script: “Are there any items on the girls list that could apply to boys as well?” [gather student responses, underlining items they mention] “What about the boys list, are there items there that could apply to girls?” [gather student responses, underlining items they mention] “Why do you think these gender stereotypes exist? Where do they come from?” [facilitate discussion]

Note to the Teacher: *Students will likely begin to see that every item on both lists could apply to the opposite gender. Ideally, every item will be underlined before asking students why they think gender stereotypes exist.*

Note to the Teacher: *Answers regarding where stereotypes come from may include: friends, family, movies, books, religious organizations, cultural beliefs, etc.*

Note to the Teacher: *If students are stuck, prompt them with some examples such as “What might make a boy decide not to put on toenail polish even though he wants to? What might make a girl decide not to wear a spiderman costume even though she wants to?”*

Thank students for their answers, then proceed to Grade 5, Lesson 1, Part C.

Note to the Teacher: *If time allows, now is a good time to take a short break. If a break is taken, be sure to refer back to the “I agree to:” poster before launching into the next lesson.*

1C - Your Body, Your Rights

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

STANDARDS ALIGNMENT

H1.Se6.5c

Define sexual abuse.

H1.So5.5b

Define sexual harassment

H4.Se6.2b

Demonstrate how to tell trusted adults about unwanted touch until action is taken.

TARGET GRADE: Grade 5
Lesson 1, Part C

TIME: 40 Minutes

MATERIALS NEEDED:

- Anonymous Q&A Materials
- Worksheet: "What Do You Know about Sexual Abuse?" – one per student
- "Teacher's Guide: What Do You Know About Sexual Abuse?" – one per teacher
- Homework: "What We Talked about Today" – one per student
- Markers/chalk
- Flipchart paper or chalkboard/dry erase board
- Extra pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Speak with the school counselor and let them know that you will be addressing this topic in class today in case the topic triggers students to come forward about themselves or someone they know being abused or harassed.
- Review the "What Do You Know about Sexual Abuse?" teacher's guide

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define the terms "sexual abuse" and "sexual harassment." [Knowledge]
2. List at least 3 accurate facts about sexual abuse among young people their age. [Knowledge]
3. Demonstrate that they have a trusted adult with whom they can speak if they or someone they know is being sexually abused or harassed. [Knowledge]

PROCEDURE:

STEP 1: Start the session by explaining that you are going to be discussing a particularly sensitive topic today, sexual harassment and abuse. Acknowledge that the students may have learned a bit over the past few years about bullying and harassment in general. Explain that the main difference in today's lesson is that you are going to be talking about abuse and harassment that are sexual in nature.

If you created ground rules at the beginning of the unit, remind students about them. If not, say, "As you will hear shortly, sexual abuse – even among students your age – is more common than you think. Please keep in mind that it is very possible that students in this class may know people who have experienced this. So let's be sure to ask questions and discuss this topic as sensitively and respectfully as we can." (3 minutes)

STEP 2: Say, “When you were younger, you might have heard an adult talk with you about a ‘good’ touch vs. a ‘bad’ touch. Does anyone remember the difference between the two?” Probe for: good touch is a touch that feels “right” – that makes you feel safe and loved and bad touch as being a touch that makes you feel uncomfortable, bad, scared or that physically hurts. In this case, a bad touch would include someone touching your body, especially your private parts, for any reason other than for a health issue. Say, “At your age, even if the way someone touches your private parts feels good, no one should touch your private parts – nor should they ask you to touch theirs. Private parts are the parts of your body you would cover with a swimsuit.”

Say, “Sexual harassment is kind of like bullying. It’s behavior that’s designed to embarrass you or make you feel bad about yourself, but again, that relates to something sexual. This might include unwanted touching, telling sexual jokes that make you feel uncomfortable or passing you sexual drawings or notes. Many times, it’s done by someone who has power over the person they’re harassing. For example, the harasser may be an older student or adult, someone who is very popular at school, etc. It’s sexual harassment if it goes on for a while and makes you feel uncomfortable or unsafe – or distracts you so much you find it hard to pay attention at school or enjoy the things you do outside of school.” (3 minutes)

STEP 3: Divide the class into pairs. Tell them you are going to distribute a worksheet, the front of which you would like them to complete together that has some information about sexual abuse. Tell them that if they don’t know the answer to a particular question they should just guess. Distribute the worksheet, “What Do You Know about Sexual Abuse?” and tell them they will have 5 minutes in which to complete the front of it with their partner. (7 minutes)

STEP 4: After about 5 minutes, ask the students to stop wherever they are. Ask them whether they felt like they knew a lot of the answers, some or none. After a few responses, go through the worksheet, asking for different pairs to volunteer to answer each one. Use the *What Do You Know about Sexual Abuse?* teacher’s guide to provide the correct answers, as well as some additional, important take-home points about each. (14 minutes)

STEP 5: Tell the students, “It might seem pretty easy to make sexual abuse stop, right? All you need to do is go tell an adult you know well and trust. But that doesn’t happen all the time. What are some reasons why you think someone might not tell at first?” Probe for: “They might feel embarrassed,” “they might feel like it’s their fault,” “they might not get that what’s happening is abuse or wrong,” “they might feel scared because the person said they’d hurt them or someone in their family if they told,” etc. After you’ve heard from a number of students, tell them that, no matter what, no one has a right to touch them in ways that feel uncomfortable or bad; that no one has a right to abuse or harass them sexually, whether at school, at home or anywhere else. Explain that you are now going to work to come up with some ideas of how a person can talk with a trusted adult if they or someone they know is being sexually abused (5 minutes)

STEP 6: Ask pairs of students to turn their worksheets over to the backside (*What We Talked About Today*). “Talking about sexual abuse can be tough. One of the most important things is knowing who to talk to. Take a minute or two to come up with at least one trusted adult who you could talk to about something as serious as sexual abuse or harassment.”

After a minute or two, say, “Now I want you to imagine a friend comes to you and tells you they’re being sexually abused and they want it to stop. What are some things you could

suggest they do if they're nervous about telling an adult?" Ask the pairs to come up with five ideas – or as many as they can in 2 minutes – of how a young person could tell an adult they are being abused. Provide an example as a guide:

"Be direct. Just say, 'I have something to tell you but I don't know how to say it.'"

After about 2 minutes or before then if most of the students have generated their lists quickly, ask for some examples. Write them up on the board or on flipchart paper, probing for or adding the following:

- Draw a picture
- Text or email a parent or caregiver
- Tell it to your teacher in a class journal or assignment
- Write a note that says, "I need to talk" or "I need help"
- Write a note that tells the whole story
- Close your eyes or turn your back and tell
- Use a stuffed animal to do the telling
- Start by just talking about the feelings you are having before talking about why you're having them
- If your parent/caregiver has a car, wait until you're in the car so you don't have to talk about it face-to-face

Say, "These are some really good ideas. As you can see, there are many ways a person can bring this up. And please remember that all adults who work in schools (counselors, teachers, everyone) will always make time to be available to speak with you about this or any other issue you may need to talk about, and are required by law to help you. One last idea is if you really feel like you cannot talk with an adult in your life, you can call this hotline: 1-800-4ACHILD." Have students add this number to their worksheet, and that you will always have this number available if anyone wants it. (8 minutes)

STEP 7: Explain to students that at the end of every human growth and development lesson (except the last one) students will have the opportunity to ask anonymous questions that will be answered at the beginning of the next session. Explain that even if a student doesn't have any questions, they must write at least one sentence on the slip of paper to ensure that everyone who does have questions is able to remain anonymous. Distribute pre-cut slips of paper for students to write their questions on, instructing them to fold them in two when they are done so that you can collect them.

Note to the Teacher: *Be sure to read, sort, and prepare answers for these anonymous questions before the next session. Remember to use the FLASH Q&A protocol as appropriate.*

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

- Since you will be providing definitions and the correct answers to the worksheet in class, students will have received at least three facts about sexual abuse, which are the first and second learning objectives.
- The in-class discussion of who they would tell about sexual abuse, as well as ideas for how they could tell, will be part of the assessment for the third learning objective.

HOMEWORK:

Encourage students to talk with their trusted adults about what they learned in class.

What We Talked About Today

Homework

Dear Parents/Caregivers: Today in class, we talked about the very important topic of sexual abuse and harassment. We encouraged students to talk with you if they ever feel uncomfortable with how someone acts with them, even if that person is an adult. For tonight's homework, we are asking you to have a conversation with your child and come up with the answers together. Please be sure your child hands this in the next time we have class so I know you did it. I will be sure to return it to you so you will always have it at home.

For Student to Share with Parent/Caregiver:

Here are three things I learned today in class about sexual abuse and harassment:

- 1.
- 2.
- 3.

For Student to Share with Parent/Caregiver:

If I or someone I know is being sexually abused or harassed and I told you about it, here's what I'd want you to say or do:

For Parent/Caregiver to Discuss with Student:

If for any reason you feel you can't tell me what's going on, here are some other adults we feel you could go to about this:

Student Signature: _____

Parent/Caregiver Signature: _____

What Do You Know About Sexual Abuse? - Worksheet (Front)

Instructions: Go through the worksheet with your partner and circle the correct answer. We will be going through the answers when you're done, so if you're not sure, feel free to make your best guess.

1. At what age are kids MOST likely to be sexually abused?
 - a. 2 to 5 years old
 - b. 7 to 13 years old
 - c. 14 – 18 years old
 - d. Kids under 18 don't get sexually abused.
2. Which of the following statements is TRUE:
 - a. Only girls can be sexually abused
 - b. Only boys can be sexually abused
 - c. Anyone can be sexually abused, no matter what their gender is
 - d. Boys are more likely to be sexually abused
3. With which of these students can sexual abuse happen?
 - a. Students whose parents have more money or a nicer home than others
 - b. Students whose parents have less money or a more modest home than others
 - c. Students who only have one parent or are being raised by another family member
 - d. All of the above
4. Which is true about the people who sexually abuse others?
 - a. Most are men
 - b. Most are people the child knows, not strangers
 - c. Most have jobs where they can spend time around kids
 - d. All of the above
5. If someone you know is being sexually abused, what might you notice?
 - a. A change in mood – someone who's usually happy and outgoing becomes quiet or irritable
 - b. They won't want to participate in fun things you used to do together and may not give a reason for that
 - c. They might wear big, bulky clothes to cover as much of their body as possible – even in warmer weather
 - d. All of the above

What We Talked About Today - Worksheet (Back)

Today in class, we talked about the very important topic of sexual abuse and harassment. It is very important that a young person talk with trusted adults if they ever feel uncomfortable with how someone acts with them, even if that person is an adult. Use this worksheet to help identify your trusted adults, and come up with some ideas about how a person could talk to a trusted adult about sexual abuse or harassment.

Trusted Adults

List at least one person who is a trusted adult in your life:

Ways to Report:

Imagine a friend comes to you and tells you they're being sexually abused and they want it to stop. What are some things you can suggest they do if they're nervous about telling an adult?

Definitions:

Sexual harassment is *behavior* that's designed to embarrass someone or make someone feel bad about themselves that relates to something sexual. This might include unwanted touching, uncomfortable jokes, or sexual drawings or messages.

Sexual abuse is a type of *touch* that makes a person feel uncomfortable, bad, scared, or that physically hurts, almost always related to private parts (the parts of a person's body covered by a swimsuit).

Teacher's Guide

Instructions: Go through the teacher's guide, providing the correct answers to the students. After sharing the correct answer, share some of additional information and take-home messages outlined below. While this is formatted as a lecture, feel free to conduct this as a back-and-forth discussion with your students, which will help you get a sense of what they know coming into the lesson.

1. At what age are kids MOST likely to be sexually abused?

- A. 2 to 5 years old
- B. 7 to 13 years old**
- C. 14 – 18 years old
- D. Kids under 18 don't get sexually abused.

Say, "The information we have about sexual abuse is limited. We are pretty sure that even more kids are abused than we know about because so many are scared to come forward and say something. But from what we know, the most common age for sexual abuse to happen is 7 to 13 years old. Now, that does not mean that ALL children ages 7 to 13 will be abused – not at all! But when kids are this age, they tend to have more unsupervised time without the adults they know and trust around them. Also, they have not learned to speak up for themselves as much as older kids. That's something we're going to take care of later in this lesson."

2. Which of the following statements is TRUE:

- A. Only girls can be sexually abused
- B. Only boys can be sexually abused**
- C. Anyone can be sexually abused, no matter what their gender is**
- D. Boys are more likely to be sexually abused

Say: "There's a myth out there that only girls are sexually abused, but that's not the case. As I shared before, we don't completely know how many people have experienced this as students. But based on the number of adults who were sexually abused as children, one estimate is that 1 in 4 girls and 1 in 6 boys is sexually abused during their lifetime."

Teacher's Guide (cont.)

3. With which of these students can sexual abuse happen?

- A. Students whose parent(s) have more money or a nicer home than others
- B. Students whose parent(s) have less money or a more modest home than others
- C. Students who only have one parent or are being raised by another family member
- D. All of the above**

Say, "There's nothing about where you live, or how you're growing up, that means you will or won't experience sexual abuse. It can happen to anyone. It has to do with speaking up if anyone makes you feel uncomfortable in any way. It also means knowing that YOU can never touch anyone else in a way that makes them feel uncomfortable or bad, whether that's now or when you're older."

4. Which is true about the people who sexually abuse others?

- A. Most are men
- B. Most are people the child knows, not strangers
- C. Most have jobs where they can spend time around kids
- D. All of the above**

Say, "All of these statements are true. I want to say again that just because most sexual abusers are men, that does NOT mean that ALL men are or will be sexual abusers. It's really important that you don't walk away scared of the men in your life. We just want you to be sure you are really aware of how the grown ups in your life are with you and how you feel about that – and again, to know who you can go to if anything does not make you feel comfortable."

5. If someone you know is being sexually abused, what might you notice?

- A. A change in mood – someone who's usually happy and outgoing becomes quiet or irritable
- B. They won't want to participate in fun things you used to do together and may not give a reason for that
- C. They might wear big, bulky clothes to cover as much of their body as possible – even in warmer weather
- D. All of the above**

Teacher's Guide (cont.)

Say, "Someone who is being sexually abused might show some, all or none of these. Everyone is different. These can also happen when kids are going through something else really major at home – like if someone close to them has passed away or their parents or caregivers are separating. You all aren't counselors – I'm not even a counselor! But if you notice a change in a friend's behavior like what's named here, ask them if they're okay. Encourage them to go tell an adult if they need some support. Say that you'll go with her or him to talk with that adult if they want. Just don't keep it a secret – there's no reason why anyone should have to endure sexual abuse. But you need to speak up in order to make it stop."

2 - Making Sense of Puberty

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*, modified by Walla Walla Public Schools.

Fostering respect and responsibility through age-appropriate sexuality education.

STANDARDS ALIGNMENT:

H1.Se2.4a

Understand physical, social, and emotional changes occur during puberty

H1.Se2.5

Describe how puberty and physical development can vary considerably

H7.Se2.5

Identify ways to manage physical, social, and emotional changes that occur during puberty

H4.W6.5

Demonstrate how to access valid information, products and services

H2.W4.5

Analyze how family, peers, media, culture, and technology influence health decisions and behaviors.

TARGET GRADE: Grade 5 Lesson 2

TIME: 60 Minutes

MATERIALS NEEDED:

- Anonymous Q&A Materials
- 3 Pre-titled newsprint sheets as described
- Teacher's Guide: "Changes of Puberty"
- Answer Key: "Changes of Puberty" – one per student (to be distributed at the end of class)
- Homework: "Remaining Questions" – one per student
- Handout: "Learning About Puberty Resources" – one per student
- Markers/chalk
- Flipchart paper or chalkboard/dry erase board
- Masking tape
- Extra pencils in case students do not have their own
- "Changes of Puberty" - one copy cut into strips

ADVANCE PREPARATION FOR LESSON:

Take three sheets of newsprint paper. On the top of the first write, "Physical," on the top of the second write, "Social," and on the top of the third write, "Emotional." Post these at the front of the room with another blank sheet over each to hide what is written there.

Have approximately 30 one-inch pieces of masking tape pre-torn and partially stuck to the board or a desk at the front of the room to save time during the activity. Cut the "Changes of Puberty" sheet along dotted lines to form strips.

Display the ground rules poster from lesson 1A.

Have the previous lesson's anonymous questions ready to answer, using the FLASH Q&A protocol.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe at least three changes that take place during puberty. [Knowledge]
2. Differentiate between what could be considered physical, social and emotional changes of puberty. [Knowledge, Skill]
3. Explain one thing they can do to manage a physical, emotional and a social change of puberty. [Knowledge, Skill]
4. Identify at least one reliable, accurate source of information about puberty. [Knowledge, Skill]

PROCEDURE:

STEP 1: Review the ground rules poster with students, then answer the previous lesson's anonymous questions using the FLASH Q&A protocol.

Note to the Teacher: *Keep in mind that answering these questions may take a fair amount of time, especially if the answers generate more student questions in the moment.*

STEP 2: Tell the class that you are going to be talking about puberty today. Say, “Puberty is something everyone goes through starting at around your age and over their teen years. It has to do with all the ways our bodies change to prepare us for becoming adults. This includes how we change emotionally – and socially – as well as physically.”

Reveal the three flipchart sheets and say, “Most people know something about the physical changes of puberty – what our bodies go through. But there are also emotional changes – ways in which we change that has to do with our feelings. And there are also social changes – ways in which we change based on the people we spend the most time with. We are going to do an activity now that looks at these changes.”

Divide the group into pairs. Once they are in their pairs, say, “I am going to give each pair two sheets of paper. On each sheet of paper you will see one of the changes of puberty. Please decide whether each one is a physical, an emotional or a social change of puberty. Once you have decided, bring your sheets up to the front of the room, take a piece of tape, and stick it on the sheet you’ve decided they go on.”

Answer any questions, and then distribute two slips from Changes of Puberty to each pair. Tell them they have 5 minutes in which to decide and bring their sheets up to the front of the room and place them on the correct list. (7 minutes)

Note to the Teacher: If you have a larger or smaller class, you may wish to break the students into different sized groups, or distribute a different number of sheets to each group (there are 27 changes that are covered).

STEP 3: Tell the students you are going to go through each characteristic on the physical changes of puberty to make sure everyone agrees that it is on the correct flipchart sheet. As you do this, provide the information described in the Teacher’s Guide: Changes of Puberty through the physical changes.

Note to the Teacher: Note that the pre-written script provided for each change in the Teacher’s Guide assumes the teachers will read the items in the order they are listed.

Note to the Teacher: As you go through the information with the students, emphasize whenever possible that the changes you are discussing are all normal, but some people go through them sooner or later than others and this is also normal. (12 minutes)

STEP 4: Say, “Since we just did the physical aspects, we are now going to do social and emotional changes.” Once done, double check the social and emotional changes against the answer sheet, and if anything is incorrect, move the misplaced characteristic to the correct newsprint sheet. Then tell the class that they will be talking about the social and emotional changes – and how they can deal with these changes. Say, “Managing the physical changes is pretty straight-forward – if you have acne, you can use medicine to help make it go away; if a girl has her period, she can manage that with different products. But there isn’t medicine or other products to help with the social and emotional stuff. So how do we deal with those changes?” (2 minutes)

Note to the Teacher: Note that there is no pre-written script provided for the placement of the social and emotional changes, as the students are tasked with coming up with ways to manage those changes.

STEP 5: Break the class into new pairs/groups. Distribute one of the social or emotional changes to each group by taking the individual sheets from the newsprint at the front of the room and handing them to the groups. Ask the students to read what is there, and to come up with three suggestions for how kids going through puberty can manage these. Tell them they will have about 8 minutes to work on this. (9 minutes)

STEP 6: Call time. Ask for one group that had a social change to read what was on their sheet and report back what ideas they came up with for managing that change. Then ask a group that had an emotional change to read what was on their sheet and report back what they came up with. With each presentation, ask the rest of the class for their reactions, and whether they have anything they would add. Consider giving each student a copy of the answer key at the end of the activity. (8 minutes)

STEP 7: Explain that there is a lot of additional information about puberty they need to know. Distribute the answer key with the physical, social and emotional changes of puberty. Then pass out and explain their homework (optional), along with the “Learning About Puberty Resources” handout they are to bring home, share with their parent(s)/caregiver(s), and keep handy if they have questions in the future and want to find the answers out for themselves. If homework is assigned, tell the students that it is due the next class. (2 minutes)

***Note to the Teacher:** Because many students and families may feel that the nature of the handouts given in this unit contain sensitive words and images, it may be best for teachers to provide students with some sort of opaque folder (e.g. folded construction paper) in which they can keep their handouts.*

STEP 8: Distribute pre-cut slips of paper and have students write down any questions they may want to ask anonymously, following the same procedure described at the end of lesson 1C.

***Note to the Teacher:** Be sure to read, sort, and prepare answers for these anonymous questions before the next session. Remember to use the FLASH Q&A protocol as appropriate.*

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The sorting activity will meet the first learning objective while their small group work will meet the second and third learning objective. The *Learning About Puberty* handout will meet the fourth learning objective.

HOMEWORK:

Encourage students to speak with trusted adults further about any questions they have about puberty, or make use of the optional homework page.

Changes of Puberty

Answer Key

PHYSICAL CHANGES OF PUBERTY

Get taller

Grow breasts

Weight gain

Grow hair under arms, on legs, around genitals

Get acne

Hair texture may change

Hormones are raging

Voice deepens

Spontaneous erections

Menstruation

Wet dreams

Hips widen

Voice cracks

Muscle growth

Sweat starts to smell

SOCIAL CHANGES OF PUBERTY

May want to try more and riskier things

More interested in being with friends

May have more conflict with parents

Start to become interested in others as more than friends/finding a boyfriend or girlfriend

Peer pressure increases

EMOTIONAL CHANGES OF PUBERTY

Mood swings – you feel great one minute, and then really sad or angry the next

Anxiety and stress

Intense feelings

Feel self-conscious about how your body looks

Might have hard time making up your mind/ feel unsure a lot

Feel “paranoid” – everyone’s looking at/talking about you

Might start thinking, “Who Am I?” – try to define yourself as a person

Learning about Puberty

Handout

Note to Parents/Caregivers: *These resources all provide important, age-appropriate information about puberty and how our bodies change during this time. Please review these before sharing with your child so you feel ready to answer any questions they may have.*

BOOKS

The “What’s Happening to My Body?” Book for Girls – Lynda Madaras

The “What’s Happening to My Body?” Book for Boys – Lynda Madaras

It’s Perfectly Normal: Changing Bodies, Growing Up, Sex and Sexual Health – Robie H. Harris

The Amazing Life of Birds: The Twenty Day Puberty Journal of Duane Homer Leech – Gary Paulsen

American Girl: The Care & Keeping of You: The Body Book for Younger Girls

The Boys Body Book: Everything You Need to Know For Growing Up You

WEBSITES

PBS Kids: It’s My Life: Puberty – <http://pbskids.org/itsmylife/body/puberty/>

Healthy Kids from the American Psychological Association – <https://www.healthychildren.org/English/ages-stages/gradeschool/puberty/Pages/Whats-Happening-to-my-Body.aspx>

Kids Health from Nemours – http://kidshealth.org/kid/grow/body_stuff/puberty.html

Remaining Questions
Homework

Name: _____

Directions: Write up to three questions you still have about puberty in the space below. Then identify and write the name of a parent/caregiver or other trusted adult you can go to to either answer those questions or help you find a website, book or magazine that has the answer. If possible share your completed worksheet with your parent/caregiver and ask for their thoughts too.

I. Questions I still have about puberty include:

A. _____

B. _____

C. _____

II. I know I can talk to these trusted adults if I have questions:

A. _____

B. _____

C. _____

3 - Sexual and Reproductive Anatomy

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

STANDARDS ALIGNMENT:

H1.Se1.4

Label medically accurate names for body parts, including internal and external reproductive anatomy

H1.Se1.5

Understand functions of reproductive systems

H3.W5.5

Demonstrate how to access valid information, products and services

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

Display the ground rules poster from lesson 1A.

Have the previous lesson's anonymous questions ready to answer, using the FLASH Q&A protocol.

TARGET GRADE: Grade 5
Lesson 3

TIME: 60 Minutes

ADVANCE PREPARATION FOR LESSON:

Teacher should be familiar with the functioning of the reproductive systems and be prepared to respond to questions.

MATERIALS NEEDED:

- Anonymous Q&A Materials
- LCD projector and screen
- Desktop or laptop with PowerPoint on it
- PowerPoint: "Sexual and Reproductive Anatomy"
- "Male Diagram" and "Female Diagram" - one each per student
- Homework: "Body Parts" - one per student
- Homework: "Body Parts - Teacher's Guide" - one copy

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Correctly identify at least two parts of the biological male reproductive system. [Knowledge]
2. Correctly describe the functions of at least two parts of the biological male reproductive system. [Knowledge]
3. Correctly identify at least two parts of the biological female reproductive system. [Knowledge]
4. Correctly describe the functions of at least two parts of the biological female reproductive system. [Knowledge]
5. Identify at least one reliable, accurate source of information about reproductive anatomy. [Knowledge]

PROCEDURE:

STEP 1: Review the ground rules poster with students, then answer the previous lesson's anonymous questions using the FLASH Q&A protocol.

Note to the Teacher: Keep in mind that answering these questions may take a fair amount of time, especially if the answers generate more student questions in the moment.

STEP 2: Introduce the lesson by saying “We have hundreds of different body parts. Can someone tell me a body part that almost everyone has?”

Note to the Teacher: Possible responses will range from nose, ears, elbow, heart, lungs, etc. to skeletal or circulatory system. All answers are good as the point is to demonstrate how similar humans are to each other. A student may point out that not everyone has arms, fingers, etc. Acknowledge that this is certainly true, but that most people have these parts.

(2 minutes)

STEP 3: Say, “While there are hundreds of parts that almost everyone has in common, there are only a few parts that just biological males have that biological females don’t have and there are only a few parts that just biological females have that biological males don’t have. Today, we are going to talk about those biological male and biological female parts which are part of our reproductive system.” Tell them that the reproductive system includes those body parts that are used in reproduction; that is, in making and having babies. Say, “Most people have either biological male reproductive parts or biological female reproductive parts and that most people who have biological male reproductive parts are boys and most people who have biological female reproductive parts are girls, but sometimes people can have reproductive parts that don’t match who they are.” (1 minute)

STEP 4: Distribute the male diagram handout. Ask the children to write in each name by the correct part as you discuss it. Show the Male Body slide. Point to the penis, say the word and explain what it is.

Note to the Teacher: When the word “Penis” is first said out loud, there is likely to be a big reaction – giggling, laughter, embarrassment. This is perfectly ok. Allow the students a few moments to laugh and get it out of their systems, then ask: “Why do we laugh when we hear the word “penis?” Be prepared to have a brief discussion about this. It is important to acknowledge their discomfort and normalize use of the proper terms. Tell students, it is perfectly ok to feel embarrassed or uncomfortable since we hardly hear the word “penis” or some of the other words we will discuss but that it is important to learn them.

Point to the opening in the penis and say, “This is the opening to the urethra. Does anyone know what comes out from here? Take a few responses and say, “It is the opening at the tip of the penis where the urine, or pee, comes out. Once a male goes through puberty, the urethra is also where semen comes out, semen contains sperm. Sperm are tiny cells that are needed if a male decides they want to make a baby.

Point to the testicles and pronounce the term. Say, “These are the testicles. Does anyone know what they do?” Take a few responses and say, “The testicles are two little round organs that make sperm. It takes a sperm and an egg to make a baby.” Point to the scrotum and pronounce the term. Say, “The scrotum is the pouch of skin that holds the testicles and keeps them the right temperature to make sperm.” Point back to the urethral opening and show on the diagram how sperm can be made in the testicles and travel through the male reproductive system to leave the body through the urethral opening. Also, point out the bladder and explain that this is where urine, or pee, is stored. Show how urine also travels from the bladder, through the urethra and out of the body. Explain that these parts of the body are called genitals. (15 minutes)

STEP 5: Distribute the female diagram handout. Ask the children to write in each name by the correct part as you discuss it. Show the female anatomy slide.

Point out an ovary. Pronounce the word then say, “Does anyone know what the ovary does?” Take a few responses and say, “The ovaries are two little round organs that store ova. Ova is another word for eggs. The ova are very small, about the size of a period at the end of a sentence, and are needed if a grown female decides they want to make a baby. The female provides the egg, which can join with the male’s sperm to make a baby. Once a female goes through puberty, the ovaries start to send out one egg each month to the uterus.”

Next, say, “Before a baby is born, it is called a fetus.” Point to the uterus in the interior view. Say, “Inside the female’s body is the uterus, the place where a fetus can grow if a person is pregnant.”

Next, point out the vagina. Pronounce the word and say, “This is the passageway between the uterus and the vaginal opening through which a baby comes out when it is time to be born.”

Next, point to the exterior view. Point out the vulva. Pronounce the word and say, “This is another term for the female’s genitals. These parts are on the outside of her body.” First, point to the urinary, or urethral opening. Say that this is the opening in the female body where urine leaves the body. Just like males, females have a urethra that connects to the bladder and carries urine outside the body through the urethral opening. Then, point to the vaginal opening and say, “This is the opening to the vagina through which a baby is born and through which blood passes when a girl menstruates each month.” Then point to the clitoris and say “This is the clitoris, located above the urethral opening, it is very sensitive.” (15 minutes)

STEP 6: Ask children to name the parts of the male and female genitals as you point to them. Help them to pronounce each word correctly by having the group say each word together several times and ask for a volunteer to say what the function is for each. Then ask: “What are some good places someone could go if they wanted to learn more about the reproductive system?”

***Note to the Teacher:** Responses that you want to encourage are: books from the library or the bookstore; films or DVDs that you see in school; the school nurse; your doctor. If students suggest the internet, make sure to reinforce that the internet does have some reliable and accurate information but it also has a lot of bad and wrong information and so the internet is only a good source if they find a reliable site. The same for television or even magazines. If students suggest friends or older siblings, tell them that, although we learn a lot from our friends, classmates and older siblings, they often don’t have accurate information so they are not generally a good source. Tell students if they learn something about the reproductive system from someone their age or from an older child or teenager, to check it out with an adult or look in a book, to find out if it is accurate.*

Conclude the lesson by encouraging students to learn about their bodies and tell them that it is good to know the names of their body parts, to take care of their bodies and to feel proud of them. (7 minutes)

STEP 7: Distribute pre-cut slips of paper and have students write down any questions they may want to ask anonymously, following the same procedure described at the end of lesson 1C.

***Note to the Teacher:** Be sure to read, sort, and prepare answers for these anonymous questions before the next session. Remember to use the FLASH Q&A protocol as appropriate.*

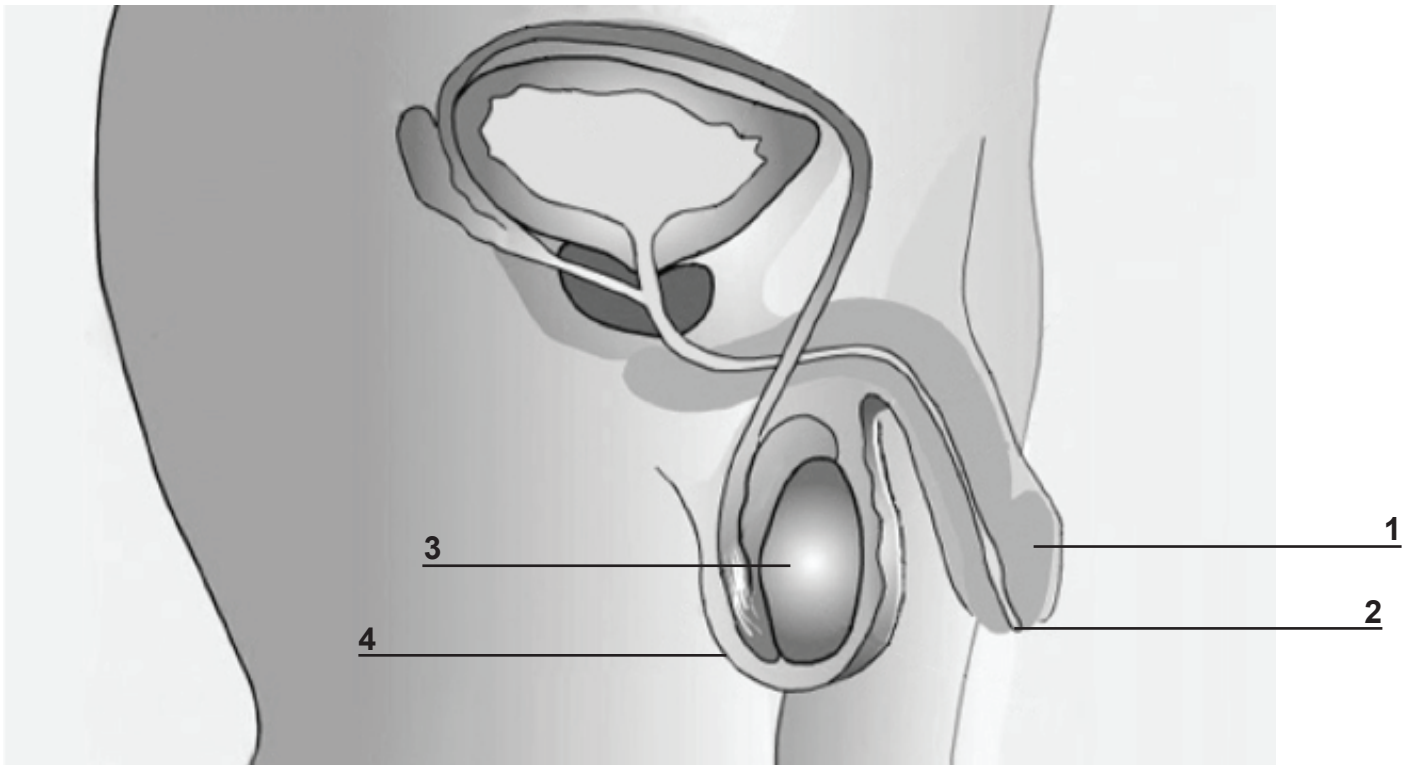
RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The homework assignment is designed to assess all five learning objectives from each student individually.

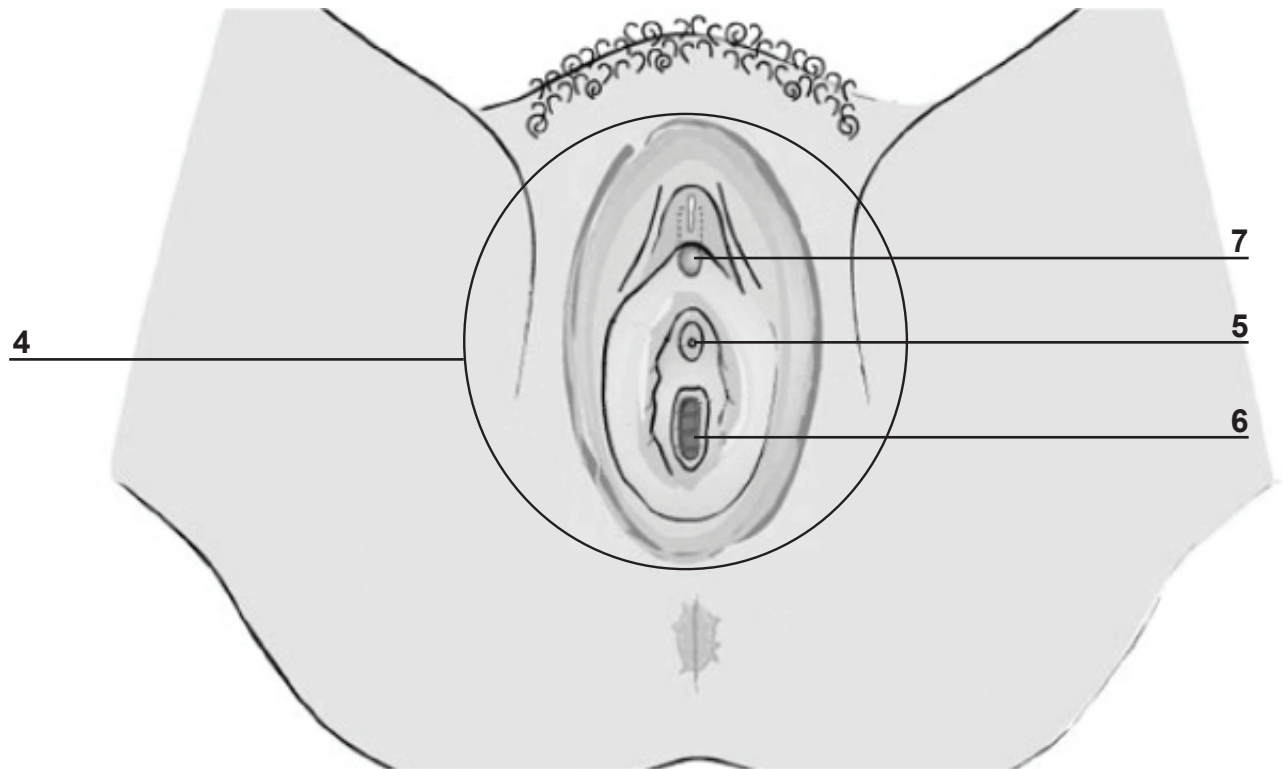
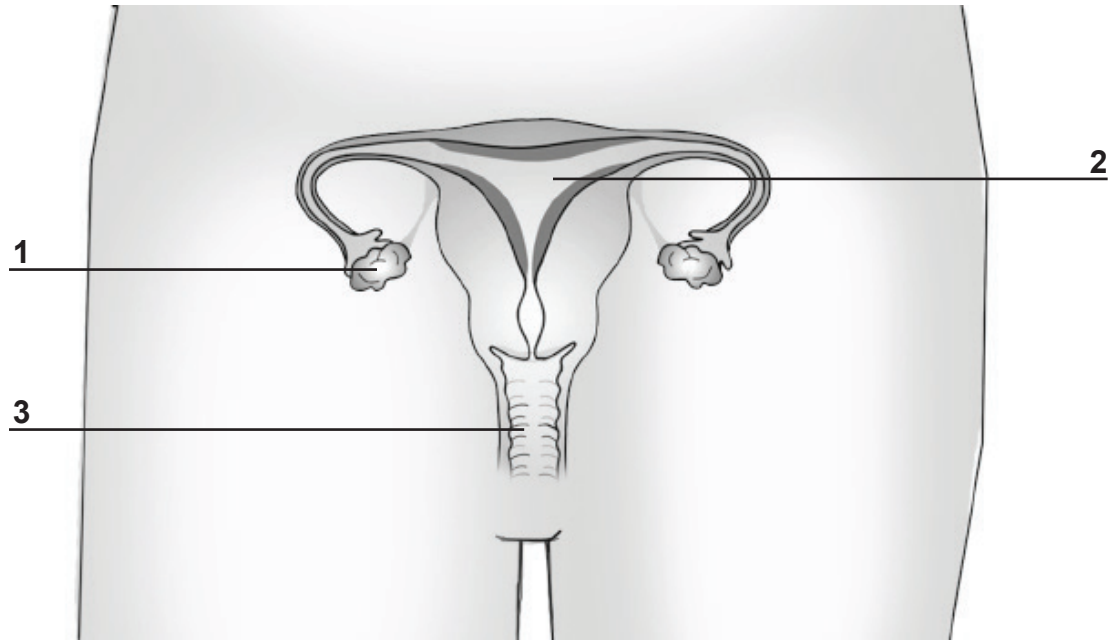
HOMEWORK:

Distribute “Body Parts” worksheet (double sided). For homework, have students work with a family member to identify whether each part belongs to the male or female reproductive system, to identify the function for each part, and one source of accurate information about reproduction. Alternatively, have students do this worksheet at the end of Step 6 or at the beginning of the next lesson as a review.

Male Diagram



Female Diagram



FRONT

Directions:

1. Check the box that correctly identifies who has each part.
2. Put the letter from the list on the back of this sheet that correctly identifies the description or main function for each part.

BODY PART	ONLY BOYS HAVE THIS	ONLY GIRLS HAVE THIS	EVERYONE HAS THIS	DESCRIPTION OR FUNCTION (from list on back)
1. URETHRA				
2. PENIS				
3. TESTICLES				
4. VULVA				
5. SCROTUM				
6. VAGINA				
7. ANUS				
8. GENITALS				
9. CLITORIS				
10. OVARIES				
11. BLADDER				

One good place to get accurate information about reproduction is:

BACK

Descriptions and Functions:

- a. Carries urine from the bladder to the outside of the body.
- b. Two small round organs that produce sperm, which are needed to make a baby.
- c. Opening where solid waste (poop) leaves the body.
- d. The reproductive system parts on the outside of the body.
- e. The organ that stores urine (pee).
- f. Store the eggs (ova).
- g. Part on the outside of the body that contains the vaginal opening, the urethral opening and the clitoris.
- h. The passageway between the uterus and the vaginal opening through which a baby comes out when it is time to be born.
- i. A very sensitive part.
- j. Part that contains the urethra through which urine and, in grown males, semen with sperm pass through to leave the body.
- k. Pouch of skin that holds the testicles.

Body Parts Homework - KEY

Directions:

1. Check the box that correctly identifies who has each part.
2. Put the letter from the list on the back of this sheet that correctly identifies the description or main function for each part.

BODY PART	ONLY BOYS HAVE THIS	ONLY GIRLS HAVE THIS	EVERYONE HAS THIS	DESCRIPTION OR FUNCTION (from list on back)
1. URETHRA			✓	A.
2. PENIS	✓			J.
3. TESTICLES	✓			B.
4. VULVA		✓		G.
5. SCROTUM	✓			K.
6. VAGINA		✓		H.
7. ANUS			✓	C.
8. GENITALS			✓	D.
9. CLITORIS		✓		I.
10. OVARIES		✓		F.
11. BLADDER			✓	E.

4 - Puberty and Reproduction

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum, modified by Walla Walla Public Schools

Fostering respect and responsibility through age-appropriate sexuality education.

STANDARDS ALIGNMENT:

H1.Se3.5

Recognize puberty prepares the body for reproduction.

TARGET GRADE: Grade 5
Lesson 4

TIME: 60 Minutes

MATERIALS NEEDED:

- Anonymous Q&A Materials
- PowerPoint: "Sexual and Reproductive Anatomy"
- A sanitary napkin (pad) and tampon
- Board/newsprint
- Markers/chalk
- LCD projector and screen
- Desktop or laptop with PowerPoint on it

ADVANCE PREPARATION FOR LESSON:

You should be familiar with the functioning of the reproductive system and human reproduction and be prepared to respond to questions. A review can be found at <http://www.sexualityandu.ca/sexual-health/all-about-puberty/sexual-reproduction>. It is also important for you to be aware of your district and/or state policies in place that may dictate what they can and cannot share about human reproduction.

Display the ground rules poster from lesson 1A.

Have the previous lesson's anonymous questions ready to answer, using the FLASH Q&A protocol.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe how puberty prepares the human male body for the potential to reproduce. [Knowledge]
2. Describe how puberty prepares the human female body for the potential to reproduce. [Knowledge]
3. Increase familiarity with feminine sanitary products. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Review the ground rules poster with students, then answer the previous lesson's anonymous questions using the FLASH Q&A protocol.

Note to the Teacher: Keep in mind that answering these questions may take a fair amount of time, especially if the answers generate more student questions in the moment.

STEP 2: Tell students that today you are going to discuss how puberty can prepare the human body for the potential to reproduce. Ask: "Who remembers what puberty is?"

Note to the Teacher: Answers might include a normal part of growing up when our bodies change from being a child's body to an adult body. Remind students that puberty typically begins anywhere from age 8 – 16 – usually a little earlier for female bodies than male bodies – and continues all the way until a person reaches their full adult height, sometime in the later teens for female bodies and up to the early twenties for male bodies.

Say, "One of the biggest differences between a person who has gone through puberty and somebody who has not is that an adult body has the ability to reproduce, or make a baby. That is an important change that happens during puberty. The main changes that happen during puberty are the result of hormones: testosterone and estrogen mainly. Hormones are the natural chemicals our bodies make." (3 minutes)

STEP 3: Start the PowerPoint with slide one and say "Who can remember the names of the male body parts that we talked about in a previous lesson?" Together with the students, name the parts on the diagram.

Note to the Teacher: You may want to provide a word bank on the board/newsprint to help students to remember the names.

Next, show slides two and three of the female body and again ask "Who can remember the names of the parts of the female body parts that we talked about in a previous lesson?" (9 minutes)

STEP 4: Tell students: "Puberty starts because a person's body starts to produce a very large quantity of hormones that they were only producing in small amounts before. Male bodies start to produce a lot more testosterone and a little bit of estrogen and female bodies start to produce a lot more estrogen and a little bit of testosterone. All of these changes happen because of the new surge of these hormones."

Show students slide four that has both the male and female interior diagrams on it together. Explain to students that only some of the male and female body parts are needed for reproduction and therefore are part of the reproductive system. Say, "On the male diagram, the parts that are used in reproduction are the testicles, penis, urethra and vas deferens." Say, "On the female diagram, the parts that are used in reproduction are the uterus, ovaries, fallopian tubes and vagina." (3 minutes)

STEP 5: Tell students: "Through the production of testosterone and estrogen, the reproductive system becomes able to reproduce or make a baby." Tell them that you are now going to explain to them how conception (pregnancy) occurs.

Note to the Teacher: *As you go through the process of conception, use the diagrams of the interior male and female bodies to help to explain each of these processes. The description below is a suggestion for explaining the process of human conception. Details can be added from the teacher's resource or excluded to meet the needs of the class and/or district and state policy.*

Say: "When puberty begins, testicles, which is where most of the hormone testosterone is produced, start to produce sperm. Sperm are tiny cells that are needed to reproduce. For reproduction to happen, the sperm exit the testicles and travel up through the two small tubes called the vas deferens. After they pass through the vas deferens, the sperm cells mix with semen. Semen is a fluid that helps to protect and nourish the sperm and make them able to fertilize an egg. After the sperm mix with the semen, they travel up through the urethra in the penis and out of the tip of the penis. This is called an ejaculation."

Next say: "When puberty begins, ovaries, which produce most of the hormone called estrogen, start to release an egg, called an ovum, about once a month. The process of the ovary releasing an ovum is called ovulation. When ovulation occurs, the egg or ovum enters the fallopian tube. (Remind students that once ovulation begins, the uterus, each month starts to prepare for a fertilized ovum because if a person becomes pregnant, the uterus is where the fetus will live and grow until it is born.) So, every month, the lining of the uterus thickens with extra blood and tissue. If no fertilized egg comes down to the uterus, which is most months, then the uterus sheds its lining, which flows out of the body through the vagina and this is called menstruation or having a period.)

Next say: "If the egg has been fertilized with semen while in the fallopian tube, then it is called a zygote. The zygote will attach itself to the wall of the uterus, where it will grow into a baby. This is called conception, and it is how a pregnancy begins. (8 minutes)

If students ask for more details: If a student asks how sperm actually gets to the ovum, it is appropriate to say: "semen containing hundreds of millions of sperm cells leaves the penis (ejaculation) and enters the vagina through sexual intercourse. It then travels through the vagina and into the uterus through its opening, called the cervix, and then into the fallopian tubes. Even though hundreds of millions of sperm are ejaculated, only one sperm can attach itself to the egg and fertilize it. The fertilized egg then travels back down to the uterus, where if it attaches itself to the wall of the uterus, a pregnancy has started. The fetus will stay in the uterus for about nine months before a baby is born."

Note to the Teacher: *It is likely that some students will react with embarrassment, discomfort, or disgust from the mention of sexual intercourse. Explain to students that this is an adult behavior and that because they are only in fifth grade, it is perfectly normal for them to think it is yucky or funny.*

STEP 6: Say: "Now we're going to take a look at and talk about some different kinds of common feminine sanitary supplies (feminine hygiene products) that women use to help manage menstruation." Show sanitary napkin (pad) and explain that this is what most girls use when they first begin to get their period. Explain in general terms how it is used, and how often it should be changed (usually at least every 3 to 4 hours, often more frequently). Then show a tampon, explaining that many women eventually choose to use these products as opposed to pads. Explain in general terms how it is used, and how often it should be changed (usually at least every 4 to 8 hours, often more frequently). Explain that there are other products that

women can choose to manage their menstruation, but that sanitary napkins and tampons tend to be the most common. (5 minutes)

STEP 7: Distribute pre-cut slips of paper and have students write down any questions they may want to ask anonymously, following the same procedure described at the end of lesson 1C. Remind them that this will be the last time during the unit that they will have the opportunity to write down an anonymous question.

***Note to the Teacher:** Be sure to read, sort, and prepare answers for these anonymous questions before the next session. Remember to use the FLASH Q&A protocol as appropriate.*

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

None.

HOMEWORK:

None.

5 - Learning about HIV

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

STANDARDS ALIGNMENT:

H1.Se4.5

Define human immunodeficiency virus (HIV)

H1.Se4.5b

Identify methods of transmission and prevention of HIV.

ADVANCE PREPARATION FOR LESSON:

It is helpful for students to have a basic understanding of the human immune system, how it works, and the concept of germs. The teacher should also review the teacher's resource included with this lesson to make sure to be up to date on information about HIV and AIDS. Finally, the teacher should also be prepared not to discuss explicit sexual situations but to refer a student with such a question to ask an adult family member.

Display the ground rules poster from lesson 1A.

Have the previous lesson's anonymous questions ready to answer, using the FLASH Q&A protocol.

TARGET GRADE: Grade 5
Lesson 5

TIME: 60 Minutes

MATERIALS NEEDED:

- Q&A Materials
- Newsprint/Board
- Markers/chalk
- Handout: "Facts about HIV" – one per student
- "Teacher's Resource: HIV Infection and AIDS" – one copy for the teacher
- Answer Key: "Facts about HIV" – one copy for the teacher
- *Marissa's Story Video*

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define HIV as a virus that is transmitted through bodily fluids that weakens your immune system. [Knowledge]
2. Identify at least two ways in which HIV can be transmitted. [Knowledge]
3. Identify at least two ways in which HIV is not transmitted. [Knowledge]
4. Identify at least one way to prevent HIV transmission. [Knowledge]
5. Identify at least one treatment for HIV. [Knowledge]

PROCEDURE:

STEP 1: Review the ground rules poster with students, then answer the previous lesson's anonymous questions using the FLASH Q&A protocol.

Note to the Teacher: *Keep in mind that answering these questions may take a fair amount of time, especially if the answers generate more student questions in the moment.*

STEP 2: Begin the activity by introducing the difference between communicable and non-communicable disease. Explain that communicable diseases are diseases that one person can give to another; or get from someone else. Ask students to raise their hands and give examples of communicable diseases (some responses may include: the common cold, stomach virus, the flu) Say “Communicable diseases are caused by tiny organisms or germs that are contagious. Not all infections, however, are contagious. Then say, “Non- communicable diseases are those that cannot be spread from one person to another.” Ask for examples of non-communicable diseases, or infections (Some responses may include: appendicitis, an infected finger, asthma, cancer.) (3 minutes)

STEP 3: Tell students you are going to name some different medical problems people may have and they should tell you whether they are communicable or not. Ask:

- Can you get a sore throat from someone? (YES)
- Can you get allergies from someone? (NO)
- Can you get a broken arm from someone? (NO)
- Can you get lice from someone? (YES)
- Can you get cavities from someone? (NO)

Ask students if they have any questions about whether a certain illness is communicable (contagious). Respond to students’ questions by giving the correct answer and then explaining why (if it is non-communicable, either it is caused by a germ that is not contagious or it is not caused by a germ at all.) If you are unsure, tell the student you are unsure and that you will find out and let them know. (3 minutes)

STEP 4: Tell students that today you want to talk about a particular communicable infection called HIV. Ask students what have they heard of HIV. As you write “human immunodeficiency” on the board, say, “‘HIV’ stands for ‘Human Immunodeficiency Virus.’ That’s a big name, so let’s break it down a bit. ‘Human’ means it is a people disease. You can’t get it from a pet or give it to a pet. ‘Immunodeficiency’ is really two words put together. ‘Immuno’ refers to the immune system, or the system that enables us to fight diseases. A ‘deficiency’ refers to when something is lacking – so basically, HIV is a virus – a microscopic organism – that attacks our immune system and makes it weak so it’s harder for the body to fight off other infections. HIV is the virus that causes AIDS.” (5 minutes)

STEP 5: Tell students that the way we usually keep people from getting a virus is by giving them a vaccine, which is an injection or a shot that they get that protects them from getting a particular infection for many years. Say “Just like a lot of people get a flu vaccine, a lot of children get a vaccine for the chicken pox and for the measles.” Explain that there is not a vaccine for HIV. Tell students that there are some effective treatments, called antiretroviral therapy, that can reduce the likelihood of transmitting HIV to others, slow the way HIV grows in a person’s body and prolong the life of someone living with HIV. There are also treatments for the illnesses that HIV can cause. But once someone is living with HIV, there currently is no way to rid the body completely of HIV, although with treatment, people living with HIV can have a normal life expectancy. Since there is no vaccine to prevent HIV and

there is no way to rid the body of HIV once someone has it, it is very important to know how HIV is transmitted—so we can know how to avoid getting it or manage the virus if we were born with it.” (3 minutes)

STEP 6: Say: “Luckily, HIV is hard to get. It is not an easy infection to transmit like a cold or the flu. HIV is in some bodily fluids, like blood, and not in others, like sweat, tears, saliva or urine. HIV can only be transmitted through one of the infected body fluids. HIV can be passed through blood, semen or vaginal fluids. In addition, it can be passed through breastmilk if someone is breastfeeding an infant.”

Say, “It is very important to remember that HIV can only be passed from a person who is living with HIV. If two people are not infected then neither one can give it to the other.” (6 minutes)

STEP 6.5: As an alternative to steps 7-9, show the video *Marissa’s Story* (available through www.redefinepositive.com/downloads)

STEP 7: Distribute the handout, “Facts about HIV.” Have students work in pairs to complete the worksheet. Allow 8 minutes for students to do this. Once all have been completed, review the questions with the class. All answers are TRUE. For each question, provide the answer as well as an explanation for why it is true (See teacher’s guide with explanations.) (16 minutes)

STEP 8: Tell students, “Now that you know that HIV is not easy to transmit, can anyone give an example of some things you can do with a friend or a family member who is infected with HIV that are perfectly safe, meaning they can’t transmit HIV?” Provide the first few examples so students understand what you are asking. Say, “For example, you can hug someone with HIV, you can give someone a kiss on the cheek, you can share food with them. Who wants to give us another example?” (Possible responses can include a wide range of behaviors including sitting on a toilet someone with HIV has sat on, swimming in a pool together, sitting next to an HIV-positive person, going to school with someone who has HIV, etc.) (3 minutes)

STEP 9: Conclude the lesson by saying, “HIV is a serious infection and it is communicable but it is also very difficult to catch. As long as we know how HIV is and is not transmitted, we can protect ourselves and be good friends and family members to people we know with HIV or AIDS. All people are at some risk of HIV and the only way to know for sure if someone has HIV is to get tested.” (1 minute)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The worksheet “Facts about HIV” is designed to assess objectives one, two, three and five.

Additionally, through step nine, the teacher can further assess students’ understanding of HIV transmission by their responses to ways they can safely interact with people with HIV to assess objective four.

HOMEWORK:

None.

FACTS ABOUT HIV (TRUE OR FALSE)

Directions: Write TRUE next to those statements that are true, and FALSE next to those statements that are false.

- _____ 1. You cannot get HIV by being in the same room with a person who is living with HIV.
- _____ 2. So far, there is no vaccine to prevent HIV.
- _____ 3. HIV cannot be transmitted by sneezing.
- _____ 4. HIV is a communicable (contagious) disease.
- _____ 5. You cannot get HIV from sharing a drink.
- _____ 6. HIV affects the body's immune system.
- _____ 7. AIDS and HIV are two different things.
- _____ 8. If you come into contact with the blood of someone who is NOT living with HIV you cannot get HIV.
- _____ 9. Someone who uses the same needle as someone who is living with HIV to use drugs, can contract HIV.
- _____ 10. If someone with HIV is bleeding, they can transmit HIV to someone else.

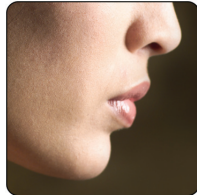
FACTS ABOUT HIV (TRUE OR FALSE)

Directions: Write TRUE next to those statements that are true, and FALSE next to those statements that are false.

1. You cannot get HIV by being in the same room with a person who is living with HIV.
(True: HIV is not transmissible through the air)
2. So far, there is no vaccine to prevent HIV.
(True: Researchers are working on a vaccine and there will likely be one in the future. There is an injection a person can take every day that can make it harder to contract HIV but it is not a vaccine)
3. HIV cannot be transmitted by sneezing.
(True: HIV is not transmissible through the air through sneezing or coughing)
4. HIV is a communicable (contagious) disease.
(True: But it is not an easy infection to transmit)
5. You cannot get HIV from sharing a drink.
(True: HIV is not found in saliva)
6. HIV affects the body's immune system.
(True: HIV attacks the immune system and makes it weaker, making it harder to fight infections)
7. AIDS and HIV are two different things.
(True: AIDS describes when a person with HIV gets sick because their immune system can no longer fight off infections. It can take years, some times as much as 10 years for a person with HIV to develop AIDS).
8. If you come into contact with the blood of someone who is NOT living with HIV you cannot get HIV.
(True: HIV can only be transmitted from a person who already is infected. If two people are not infected, then neither one can transmit it to the other.)
9. Someone who uses the same needle as someone who is living with HIV to use drugs, can contract HIV.
(True: Sharing needles for drug use with someone living with HIV is one of the easiest ways to get HIV. Stopping injection drug use can lower the chances of getting HIV a lot as can using new, sterile needles instead of sharing needles. The only certain way to prevent HIV and other STDs is abstinence from sexual activity and drug use.)
10. If someone with HIV is bleeding, they can transmit HIV to someone else.
(True: HIV infection is transmissible from infected blood. The other person would need to have a cut on their own skin, however, in order for the virus to get into their body.)

NOTE: This is for your use only, it is not a Handout. DO NOT DISTRIBUTE TO THE CHILDREN.

STDs and HIV – CDC Fact Sheet



People who have STDs are more likely to get HIV, when compared to people who do not have STDs.



Are some STDs associated with HIV?

Yes. In the United States, people who get syphilis, gonorrhea, and herpes often also have HIV, or are more likely to get HIV in the future.

Why does having an STD put me more at risk for getting HIV?

If you get an STD you are more likely to get HIV than someone who is STD-free. This is because the same behaviors and circumstances that may put you at risk for getting an STD can also put you at greater risk for getting HIV. In addition, having a sore or break in the skin from an STD may allow HIV to more easily enter your body.

What activities can put me at risk for both STDs and HIV?

- Having anal, vaginal, or oral sex without a condom;
- Having multiple sex partners;
- Having anonymous sex partners;
- Having sex while under the influence of drugs or alcohol can lower inhibitions and result in greater sexual risk-taking.

What can I do to prevent getting STDs and HIV?

The only way to avoid STDs is to not have vaginal, anal, or oral sex. If you are sexually active, you can do the following things to lower your chances of getting STDs and HIV:

- Choose less risky sexual behaviors.
- Use condoms consistently and correctly.
- Reduce the number of people with whom you have sex.
- Limit or eliminate drug and alcohol use before and during sex.
- Have an honest and open talk with your healthcare provider and ask whether you should be tested for STDs and HIV.
- Talk to your healthcare provider and find out if pre-exposure prophylaxis, or PrEP, is a good option for you to prevent HIV infection.

National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention
Division of STD Prevention



If I already have HIV, and then I get an STD, does that put my sex partner(s) at an increased risk of getting HIV?

It can. If you already have HIV, and then get another STD, it can put your HIV-negative partners at greater risk of getting HIV from you.

Your sex partners are less likely to get HIV from you if you

- Use antiretroviral therapy (ART). ART reduces the amount of virus (viral load) in your blood and body fluids. ART can keep you healthy for many years, and greatly reduce your chance of transmitting HIV to sex partners, if taken consistently.
- Choose less risky sexual behaviors.
- Use condoms consistently and correctly.

The risk of getting HIV may also be reduced if your partner takes pre-exposure prophylaxis, or PrEP, after discussing this option with his or her healthcare provider and determining whether it is appropriate.

Will treating STDs prevent me from getting HIV?

No. It's not enough.

If you get treated for an STD, this will help to prevent its complications, and prevent spreading STDs to your sex partners. Treatment for an STD other than HIV does not prevent the spread of HIV.

If you are diagnosed with an STD, talk to your doctor about ways to protect yourself and your partner(s) from getting reinfected with the same STD, or getting HIV.

Where can I get more information?

Sexually Transmitted Diseases
www.cdc.gov/std/

HIV/AIDS and STDs
www.cdc.gov/std/hiv/

PrEP
(pre-exposure prophylaxis)
www.cdc.gov/hiv/basics/prep.html

CDC-INFO Contact Center
1-800-CDC-INFO
(1-800-232-4636)
TTY: (888) 232-6348
<https://www.cdc.gov/dcs/ContactUs/Form>

CDC National Prevention Information Network (NPIN)
npin.cdc.gov/disease/stds
P.O. Box 6003
Rockville, MD 20849-6003
E-mail: npin-info@cdc.gov

American Sexual Health Association (ASHA)
www.ashasexualhealth.org/stdsstis/
P. O. Box 13827
Research Triangle Park, NC
27709-3827
1-800-783-9877