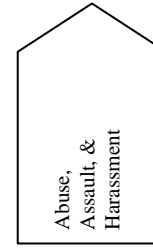
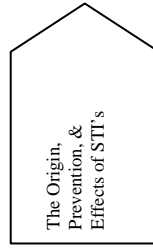
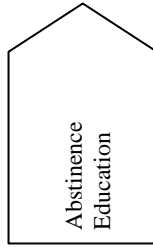


**ELEMENTARY SCHOOL**

# **FAMILY LIFE EDUCATION**

**(Updated 6/2014)**



**FAMILY LIFE EDUCATION**

**GRADE K**

**LESSON 1**

**SOL:**

**K.4 The student will recognize that everyone is a member of a family and that families come in many forms.**

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will identify that there are many different types of families.

**INSTRUCTIONAL MATERIALS:**

- Video
- Story books
- Magazines
- School counselor

**KEY TERMS:**

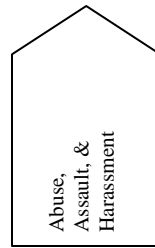
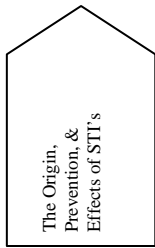
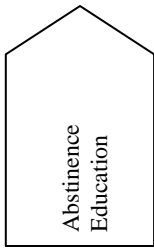
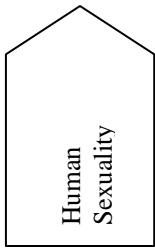
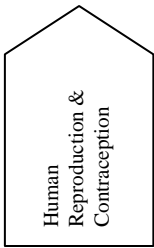
- Family
- Two parent family
- Single parent family
- Extended family
- Blended family
- Adoptive family
- Foster family
- Step parents
- Introduce family terminology (aunt, uncle, grandparent, cousin)

**ASSESSMENT OPPORTUNITIES:**

- Picture of their family
- Discussion
- Drawing

**PARENT / STUDENT ACTIVITY**

- Color sheet to complete together
- Identify your family



**FAMILY LIFE EDUCATION**

**GRADE K**

**LESSON 2**

**SOL:**

**K.6 The student will develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other.**

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will be able to identify positive words and actions which convey care, protection, and guidance.
- The student will understand that rules are made for safety and protection.

**INSTRUCTIONAL MATERIALS:**

- Videos (safe adults)
- Storybooks
- School counselor
- Puppets

**KEY TERMS:**

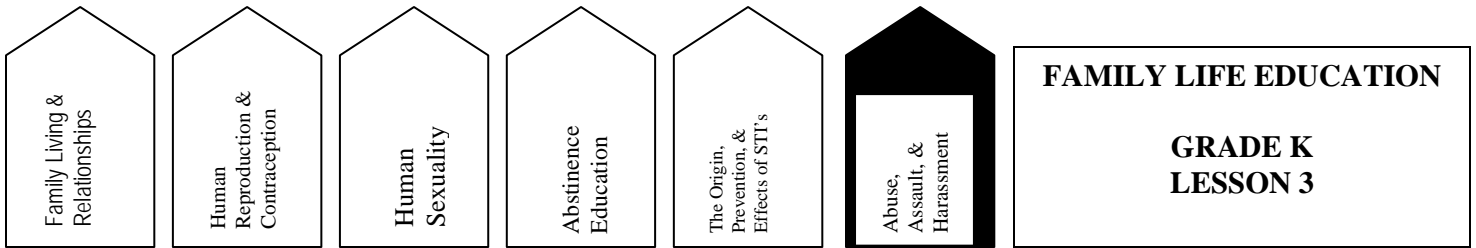
- Listening
- Hugging
- Touching
- Praising
- Encouraging
- Affection
- Respect
- Supporting
- Helping
- Friendship
- Celebration
- Appropriate expressions

**ASSESSMENT OPPORTUNITIES:**

- Orally identify ways to show love and affection.
- Roll play respect/appreciation for others
- Describe ways to celebrate in various situations.

**PARENT / STUDENT ACTIVITY**

- Show one of your family members that you appreciate them and explain how you did it.



**SOL:**

**K. 8 The student will recognize the elements of good and bad touches by other.**

Descriptive Statement: Elements of good touches by others are identified as follows (1) touching that can be done in front of anyone; (2) touching that is not a secret; (3) touching that makes the child feel good and not uncomfortable; (4) touching that is done to provide cleaning or medical care for the child; and (5) touching that is an expression of affection by a family member. Bad touches by others include the following: (1) touching on private parts of the body; (2) touching to be kept secret; and (3) touching that could produce bad feelings

**K. 9 The student will demonstrate how to say “no” to inappropriate approaches from family members, neighbors, strangers, and others.**

Descriptive Statement: This involves learning how to say “no” in a loud voice while standing up and looking directly at the person. It is important for children to know that they should tell or report such happenings to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. In addition, they should understand the need to continue telling about inappropriate approaches until someone listens and responds.

**ESSENTIAL KNOWLEDGE and SKILLS:**

- Students will understand the difference between good and bad touches
- Students will understand that uncomfortable touching is not a secret, and they should be able to identify good and bad secrets.
- Students will be able to identify trusted adults.
- Students will learn how to say “no”

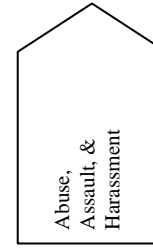
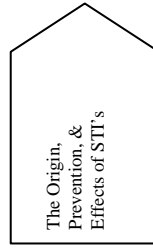
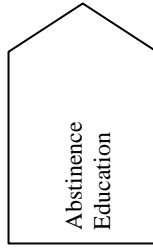
**INSTRUCTIONAL MATERIALS:**

- Storybook

**KEY TERMS:**

- Good Touch
- Bad Touch
- Uncomfortable/comfortable
- Secret

<p><b>ASSESSMENT OPPORTUNITIES:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>	<p><b>PARENT / STUDENT ACTIVITY</b></p> <ul style="list-style-type: none"> <li>• Practice ways to say “no”.</li> <li>• Hugs and Kisses Play (when available)</li> </ul>
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**FAMILY LIFE EDUCATION**

**GRADE 1**

**LESSON 1**

**SOL:**

**1.4 The student will develop an understanding of the importance of a family and of different family patterns.**

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will be able to realize that all families need loving parents or other responsible adults regardless of the type of family.
- The student will be able to identify the importance of all family members regardless of family type.

**INSTRUCTIONAL MATERIALS:**

- Story books
- Videos
- School counselors
- Puppets
- Peer counselors
- School social worker
- Mentors
- Guests from various types of families
- Peer groups from various families

**KEY TERMS:**

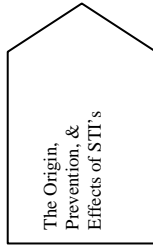
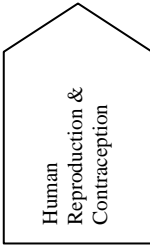
- Family
- Single parent family
- Two parent family
- Extended family
- Adoptive family
- Foster family
- Blended family
- Step parents
- Previous marriage
- Divorce
- Widow/widower

**ASSESSMENT OPPORTUNITIES:**

- Identify their particular family pattern
- Draw their family
- Diagram / create a family tree

**PARENT / STUDENT ACTIVITY**

- Assist students with family tree.
- Ask a parent what their family structure was.



**FAMILY LIFE EDUCATION**

**GRADE 1  
LESSON 2**

**SOL:**

**1.5 The student will identify family members and their responsibilities in contributing to the successful functioning of the family.**

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will identify the roles that each member plays in order to contribute to the success of a functional family.
- The student will acknowledge that each member has a specific role (ex. Providing food, shelter, laundry, financial, repairs, purchasing clothing, recreational activities)
- The student will acknowledge that families may need to meet the needs of elderly or handicapped members.

**INSTRUCTIONAL MATERIALS:**

- Video
- Storybooks
- Puppets
- Guest families (non traditional)
- School counselor

**KEY TERMS:**

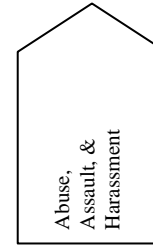
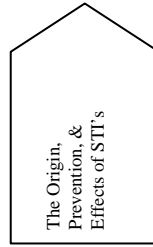
- Family
- Provider
- Functional family (family works together to meet everyone's needs)
- Necessities
- Handicapped
- Elderly

**ASSESSMENT OPPORTUNITIES:**

- List the responsibilities of each family member
- Describe your role in your family
- Plan a family outing

**PARENT / STUDENT ACTIVITY**

- Discuss their list with their parents
- Have students switch roles at home for one hour.
- Have student attempt to take on one or more parent responsibility roles.
- Have student plan a family outing with their parents.



**FAMILY LIFE EDUCATION**

**GRADE 1**

**LESSON 3**

**SOL:**

**1.11 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.**

*Similar to objective K.6*

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will be able to identify positive words and actions which convey care, protection, and guidance.
- The student will understand that rules are made for safety and protection.

**INSTRUCTIONAL MATERIALS:**

- Videos (safe adults)
- Storybooks
- School counselor
- Puppets

**KEY TERMS:**

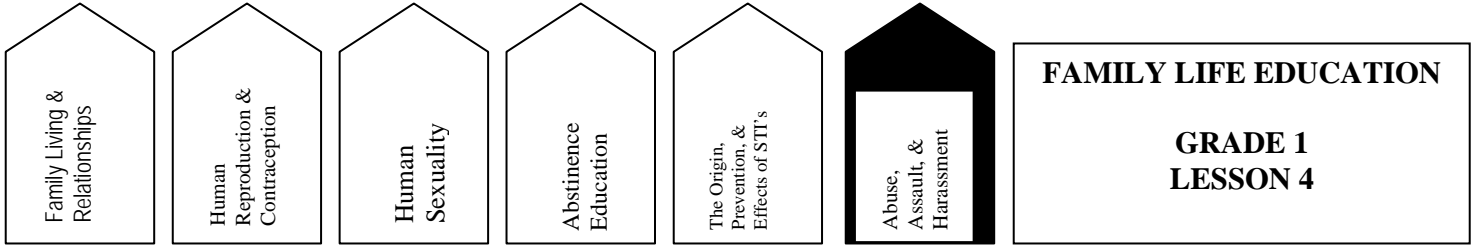
- Listening
- Hugging
- Touching
- Praising
- Encouraging
- Affection
- Respect
- Supporting
- Helping
- Friendship
- Celebration
- Appropriate expressions

**ASSESSMENT OPPORTUNITIES:**

- Orally identify ways to show love and affection.
- Roll play respect/appreciation for others
- Describe ways to celebrate in various situations.
- Write a story about a favorite celebration.

**PARENT / STUDENT ACTIVITY**

- Show one of your family members that you appreciate them and explain how you did it.



**SOL:**  
**1.12 The student will demonstrate strategies for responses to inappropriate approaches from family members, neighbors, strangers, and others.**

**Descriptive Statement:** Elements of good and bad touching are reviewed, and methods of avoiding negative encounters are presented. Children learn how to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, about such incidents when they occur.

**ESSENTIAL KNOWLEDGE and SKILLS:**

- Students will demonstrate strategies for avoiding inappropriate touching of their private parts.
- Students will identify the difference between good and bad touching.
- Students will learn to identify a trusted adult.
- Students will understand that abuse is never their fault.

**INSTRUCTIONAL MATERIALS:**

- **Your Body Belongs to You** by Cornelia Spelman, Albert Whitman and Company 1997

**KEY TERMS:**

- Good/bad touch
- Private parts

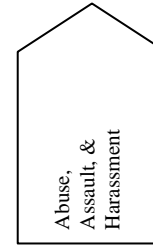
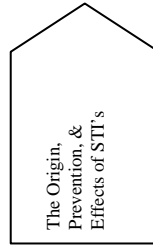
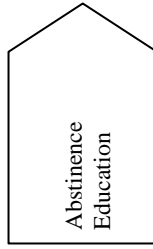
**ASSESSMENT OPPORTUNITIES:**

- Class participation.

**PARENT / STUDENT ACTIVITY**

- Work with your parent to identify trusted people in your life.





**FAMILY LIFE EDUCATION**

**GRADE 2**

**LESSON 1**

**SOL:**

**2.2 The student will realize that adults other than parents also provide care and support for children.**

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will be able to identify adults, other than parents, who provide care and support to children in their community.

**INSTRUCTIONAL MATERIALS:**

- Storybooks
- Videos
- Guest from the community (firemen, policemen, rescue squad)

**KEY TERMS:**

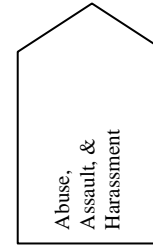
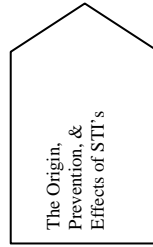
- Foster parents
- Child care providers
- Extended family members
- Neighbors
- Family friends
- Personnel of community support agencies,
- Civic organizations
- Religious organizations

**ASSESSMENT OPPORTUNITIES:**

- List people that provide care to you, other than parents.
- Question / answer session
- Discussion

**PARENT / STUDENT ACTIVITY**

- Identify together other adults that provide care to you or your family.
- Create a family phone/address book of care providers important to your family.



**FAMILY LIFE EDUCATION**

**GRADE 2**

**LESSON 2**

**SOL:**

**2.6 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.**

*Similar to objective K.6 and 1.11*

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will be able to identify positive words and actions which convey care, protection, and guidance.
- The student will understand that rules are made for safety and protection.

**INSTRUCTIONAL MATERIALS:**

- Videos (safe adults)
- Storybooks
- School counselor
- Puppets

**KEY TERMS:**

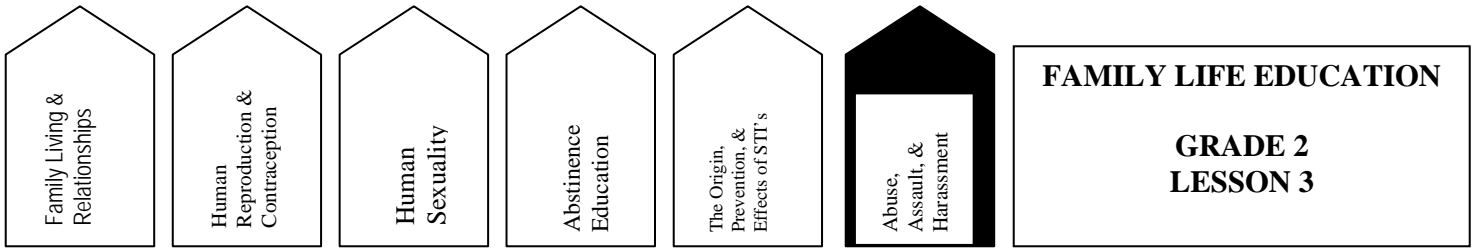
- Listening
- Hugging
- Touching
- Praising
- Encouraging
- Affection
- Respect
- Supporting
- Helping
- Friendship
- Celebration
- Appropriate expressions

**ASSESSMENT OPPORTUNITIES:**

- Discuss appropriate contact within and outside of the family.

**PARENT / STUDENT ACTIVITY**

- Discuss appropriate ways to show affection within their family.



**SOL:**

**2.7 The student will advance in readiness to say “no” and to tell a trusted adult, such as a parent, teacher minister, grandparent, or guardian, in private about inappropriate approaches from family members, neighbors, strangers, and others.**

Descriptive Statement: This is a review of the elements of good and bad touching, including how to handle inappropriate approaches.

**ESSENTIAL KNOWLEDGE and SKILLS:**

- Students will demonstrate strategies for avoiding inappropriate touching of their private parts.
- Students will identify the difference between appropriate and inappropriate touching.
- Students will learn to identify a trusted adult.
- Students will understand that abuse is never their fault.
- Students will identify strangers.

**INSTRUCTIONAL MATERIALS:**

- Storybook

**KEY TERMS:**

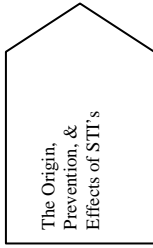
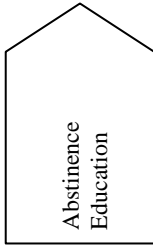
- Appropriate/Inappropriate touching
- Private parts

**ASSESSMENT OPPORTUNITIES:**

- Class participation.

**PARENT / STUDENT ACTIVITY**

- Work with your parent to identify trusted people in your life.
- Work with your parent to identify a family plan to identify safe houses for when one feels frightened.



**FAMILY LIFE EDUCATION**

**GRADE 3**

**LESSON 1**

**SOL:**  
**3.3 The student will become aware of the changes occurring in family life that affect daily living and produce strong feelings give examples of healthy coping strategies for dealing with the feelings produced by changes in the family.**

- ESSENTIAL KNOWLEDGE and SKILLS:**
- The student will understand that changes occur within the family including the addition or the birth of a sibling, the birth of a handicap child, death, illness, separation, divorce, remarriage, and children leaving home.
  - The student will understand that there are healthy coping strategies including physical activity, talking about feeling, and creative expressions.
  - The student will understand that feelings should be expressed openly and in appropriate ways.

- INSTRUCTIONAL MATERIALS:**
- Video
  - School Counselor
  - Special education teacher

- KEY TERMS:**
- Family including all the types of families
  - Sibling
  - Handicap
  - Divorce
  - Separation
  - Examples of physical activity
  - Creative expressions through art, music, drama, dance, role playing activities

- ASSESSMENT OPPORTUNITIES:**
- List handicaps and ways to accommodate those with handicaps.
  - Identify ways to express emotions in appropriate way.
  - List examples of appropriate ways to deal with feelings associated with change

- PARENT / STUDENT ACTIVITY**
- Discuss a time of change in the parent's life when they were growing up, how it made them feel, and how they were able to cope.

Family Living & Relationships

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

**FAMILY LIFE EDUCATION**  
**GRADE 3**  
**LESSON 2**

**SOL:**

**3.10 The student will practice safety rules in the home.**

**Descriptive Statement:** This involves following up on the safety objectives for the third-grade health curriculum and focuses on telephone and door-answering safety when no adult is present. Parents are encouraged to discuss and develop safety precautions at home.

**3.11 The student will demonstrate to others how to respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, and others.**

**Descriptive Statement:** This is a continuing review of the elements of good touches including responding appropriately both to good and to bad touches. When a good touch is welcomed by the child, he or she can respond by smiling, by returning a similar gesture, or by saying "thank you." Children also need continuing encouragement to tell a trusted adult in private about any inappropriate approaches include saying "no," getting away from the people quickly, or telling the person that he or she does not like the touch.

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will understand and be able to apply the proper safety objectives when answering the telephone or door when no adult is present.
- Students and parents will develop safety precautions for use at home.
- Students will learn how to respond to good and/or bad touches.
- Students will learn to identify a trusted adult.
- Students will develop the ability to say "no."

**INSTRUCTIONAL MATERIALS:**

- Role playing skits for saying "no," answering the door and telephone, as well as avoiding bad situations.
- Storybooks
- Video
- Hugs and Kisses when available

**KEY TERMS:**

- Appropriate/Inappropriate touching
- Assertive
- Safety
- Stranger

**ASSESSMENT OPPORTUNITIES:**

- Pick from a lineup of strangers (there are none): discussion point

**PARENT / STUDENT ACTIVITY**

- Parent/student safety plan (safe houses and trusted adults)

**Family Living & Relationships**

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

**FAMILY LIFE EDUCATION**  
**GRADE 4**  
**LESSON 1**

**SOL:**  
**4.6 The student will become aware of the need to assume responsibility within the family and to function effectively as a family member.**

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will understand within family members the need to help and support each other as well as to communicate with family members.

**INSTRUCTIONAL MATERIALS:**

- Video
- School counselor
- Guest families
- Worksheet for personal responsibilities and chores

**KEY TERMS:**

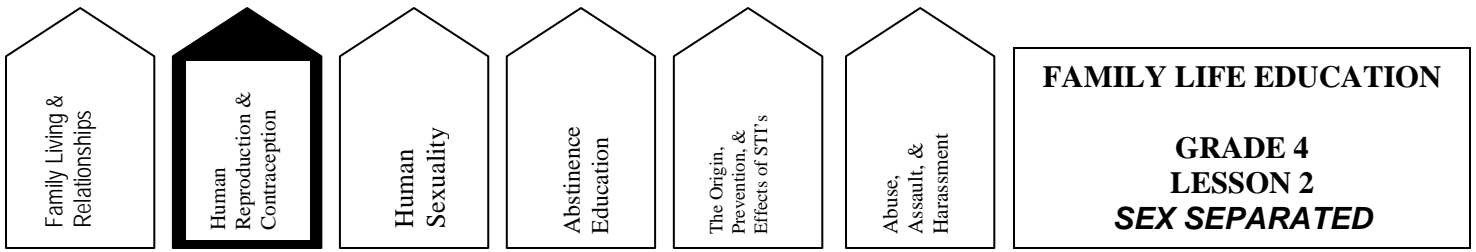
- Responsibility
- Family obligations/participation
- Cooperation

**ASSESSMENT OPPORTUNITIES:**

- List responsibilities and duties at home.
- Compare school responsibilities to those at home.

**PARENT / STUDENT ACTIVITY**

- The student will list and discuss the responsibilities of a parent on any given day.



**SOL:**

**4.1 The student will be able to identify the human reproductive organs.**

Descriptive Statement: Emphasis is placed on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes.

**4.3 The student will develop an awareness of human fertilization and prenatal development.**

Descriptive Statement: Instruction includes the uniting of the sperm and the egg and the development of the fetus inside the uterus.

**ESSENTIAL KNOWLEDGE and SKILLS:**

- Girls only will understand the purpose and function of the female reproductive organs.
- Girls will understand the development of the fetus inside the uterus as a result of the uniting of the sperm and egg.

**INSTRUCTIONAL MATERIALS:**

- Videotape player
- Videotape: For girls
- Chalkboard and chalk (or whiteboard and markers/chart paper and markers)
- Computer and LCD projector or overhead projector
- 3X5 index cards or paper (enough for each student)
- Pencil for each student
- Power Point slides or transparencies:
  - “Vocabulary: Reproduction”
  - “Female Genitals”
  - “Internal Female Reproductive Organs” (front and side view)
- Extra copies of *Parent/Guardian Homework Letter* from Lesson 1

**KEY TERMS:**

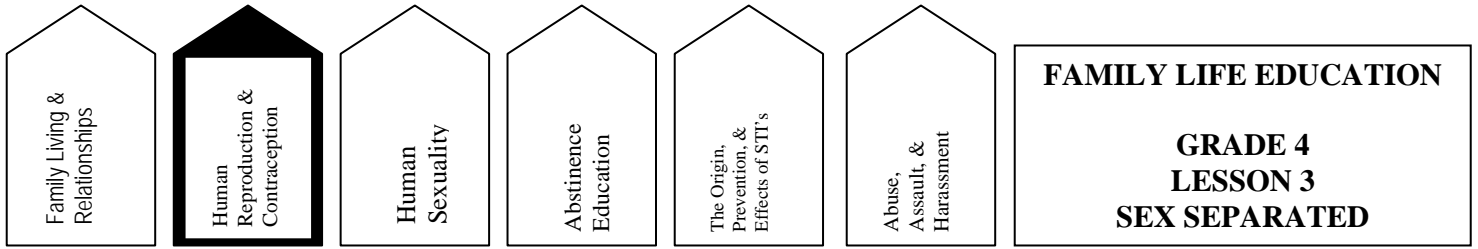
- Sperm
- Penis
- Testicle
- Scrotum
- Egg
- Fetus
- Uterus
- Urethra
- Ovaries
- Fallopian tubes

**ASSESSMENT OPPORTUNITIES:**

- Student questions (written and verbal) and “something I learned” from cards
- Reproductive Organs worksheet

**PARENT / STUDENT ACTIVITY**

- None



**SOL: SEX SEPARATED**

**4.2 The student will identify physical changes that begin to occur during puberty.**

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will realized that there are differences in growth patterns associated with male and female sexual development.
- The student will be able to identify male growth characteristics which include: increased shoulder width, increased length of arms and legs, appearance of pubic, facial and auxiliary hair, changes in the voice, development of acne, and the role of the pituitary gland in growth and development.
- The student will be able to identify female growth characteristics which include: increased width and roundness of hips, breast development, appearance of pubic, auxiliary, and fine facial hair, development of acne, the onset of the menstrual cycle, and the role the pituitary gland plays in growth and development.
- The student will acknowledge the fact that the onset of these sexual changes and growth patterns vary widely with individuals and that this is natural.
- The student will identify sources of help and information about growth and development. (ex. School nurse)
- The student will demonstrate and acknowledge the importance of cleanliness in relation to these bodily changes.

**INSTRUCTIONAL MATERIALS:**

- Video / DVD
- Guest speaker
  - School nurse
  - School counselor
- Published pamphlets
- World wide web sites
- Puppet shows
- Diagrams and posters
- Overhead transparencies

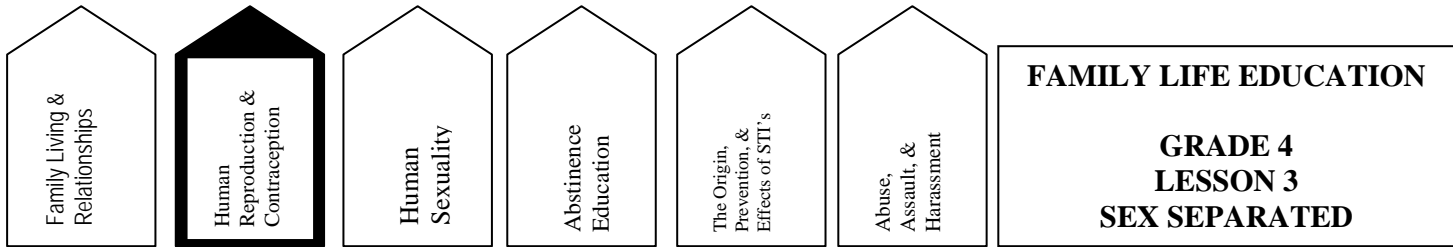
*Teacher Notes:*

- Teachers need to help students on an individual basis when approached by concerned/fearful students on the topic of advanced or delayed development.
- When problems arise, teachers and parents are encouraged to work together in a team approach.

**KEY TERMS:**

- Pituitary gland
- Physical growth (in reference to maturity)
- Growth spurt
- Pubic hair
- Auxiliary hair
- Facial hair
- Hormones
- Menstrual cycle
- Menstruation
- Sexual changes
- Breasts
- Perspiration
- Deodorant
- Acne
- **Girls only:** Identify the various forms of feminine protection





**ASSESSMENT OPPORTUNITIES:**

- Diagramed worksheet
- Computer generated game
- Lecture/discussion
- Roll playing (student skits)
- Quiz / test
- List items to go into a personal care kit

**PARENT / STUDENT ACTIVITY**

- Student and parent put together a personal care kit (soaps, deodorant, feminine hygiene products, extra underwear, razor, shaving cream, ibuprofen, wipes, hand sanitizers, small calendar). These items could be photographed, drawn, or listed to return to teacher.
- Review quiz / test with parent
- Have parent initial any pamphlet or worksheet the student brings home to ensure parent / student discussion.

Family Living & Relationships

Human Reproduction & Contraception

Human Sexuality

Abstinence Education

The Origin, Prevention, & Effects of STI's

Abuse, Assault, & Harassment

**FAMILY LIFE EDUCATION**  
**GRADE 4**  
**LESSON 4**

**SOL:**

**4.7 The student will describe the factors surrounding child abuse and child neglect.**

Descriptive Statement: The terms child abuse and child neglect (including sexual abuse) are explained, as well as how to protect oneself and the importance of confiding in a trusted adult such as a parent, teacher, minister, grandparent, or guardian.

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will understand and be able to explain how to protect oneself from child abuse, neglect, and sexual abuse.
- Students will be able to identify trusted adults.

**INSTRUCTIONAL MATERIALS:**

- Hugs and Kisses when available.
- Video

**KEY TERMS:**

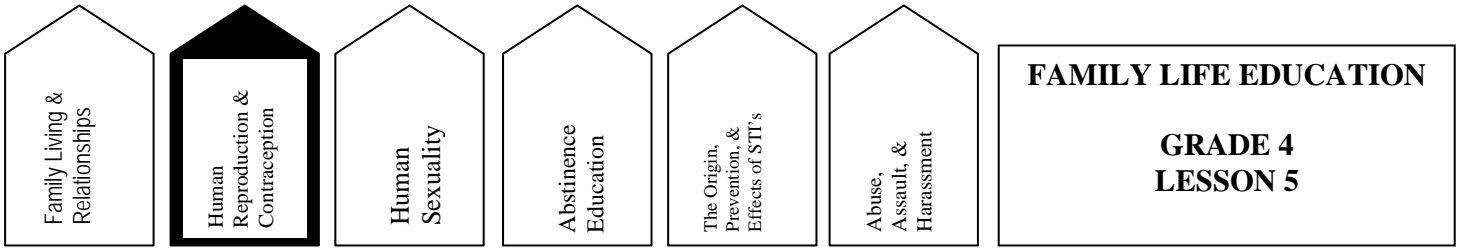
- Child Abuse
- Child Neglect
- Sexual Abuse
- Trusted Adult

**ASSESSMENT OPPORTUNITIES:**

- Class participation
- Make a list of trusted adults

**PARENT / STUDENT ACTIVITY**

- Review parent/student safety plan (safe houses and trusted adults)



**SOL:**  
**2.3 The student will become aware that babies grow inside the mother's body in a special place called the uterus.**  
Descriptive Statement: The purpose of this objective is to provide basic, age-appropriate information; to demonstrate ease or comfort in talking about reproduction-related topics; and to correct misinformation.

**ESSENTIAL KNOWLEDGE and SKILLS:**

- Students will understand that babies grow inside the mother's body in a special place called the uterus.

**INSTRUCTIONAL MATERIALS:**

- Power Point slide or transparency:
  - "Pregnancy Progression" (side view)
- Book discussing pregnancy?

**KEY TERMS:**

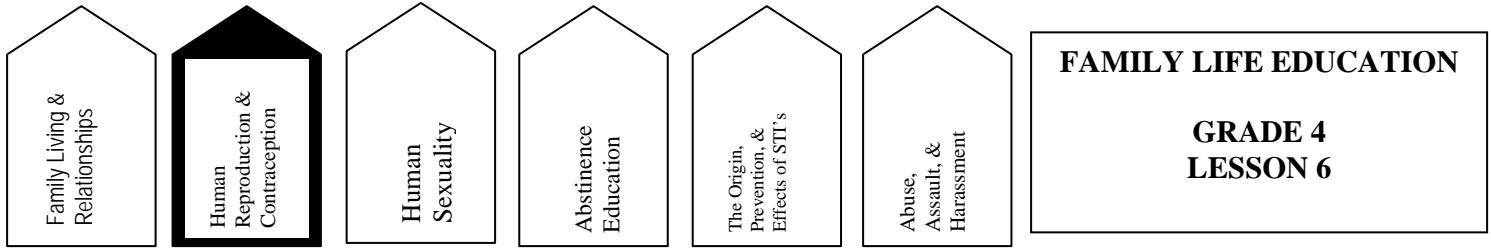
- Uterus/womb
- Newborn
- Pregnancy/pregnant
- Expectant mother

**ASSESSMENT OPPORTUNITIES:**

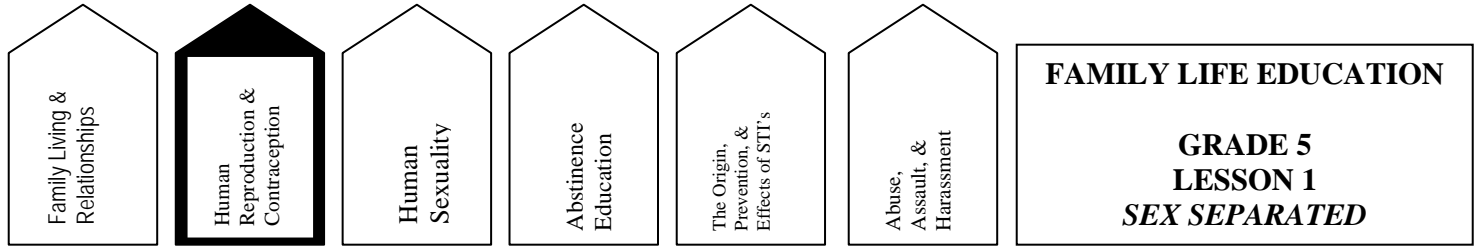
- None

**PARENT / STUDENT ACTIVITY**

- Have students bring in a picture of when they were a newborn or when mom was expecting .



<p><b>SOL:</b></p> <p><b>3.8 The student will comprehend that the baby grows inside the mother’s body for nine months and then is born.</b>  <u>Descriptive Statement:</u> The umbilical cord and placenta are introduced. Students also learn that at the end of nine months of development, the baby leaves the mother’s body through the vagina or through Caesarean section. The extent of the discussion of the birth process at the point is dependent upon the students and the topics that arise.</p>	
<p><b>ESSENTIAL KNOWLEDGE and SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Girls only will understand the purpose and function of the female reproductive organs.</li> <li>• Girls will understand the development of the fetus inside the uterus as a result of the uniting of the sperm and egg.</li> </ul>	
<p><b>INSTRUCTIONAL MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Power Point slides or transparencies:</li> <li>• Extra copies of <i>Parent/Guardian Homework Letter</i> from Lesson 1.</li> </ul>	
<p><b>KEY TERMS:</b></p> <ul style="list-style-type: none"> <li>• Egg</li> <li>• Umbilical cord</li> <li>• Placenta</li> <li>• Urethra opening</li> <li>• Vaginal opening</li> <li>• Anus</li> <li>• Menstruation (briefly explained)</li> </ul>	
<p><b>ASSESSMENT OPPORTUNITIES:</b></p> <ul style="list-style-type: none"> <li>• Student questions (written and verbal) and “something I learned” from cards</li> </ul>	<p><b>PARENT / STUDENT ACTIVITY:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>



**SOL:**

**5.2 The student will identify the human reproductive organs in relation to the total anatomy.**

Descriptive Statement: Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs; uterus, ovaries, vagina, and fallopian tubes. The reproductive organs are explained in relation to total human anatomy.

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will be able to identify male and female reproductive organs in relation to the total anatomy.

**INSTRUCTIONAL MATERIALS:**

- List of Lesson 1 vocabulary words for posting
- List of Lesson 2 vocabulary words for posting (pre-prepared or produced as you go along)
- Activity sheet: *Puberty Review* (copy for each student or pair)
- Power Point slides or transparencies:
  - “Puberty Review” (blank transparency) or “Puberty Review” (with answers)
  - “Male Genitals”
  - “Internal Male Reproductive Organs”
  - “Female Reproductive Organs – Front View”
  - “Female Reproductive Organs – Side View”
- Extra copies of *Parent/Guardian Homework Letter* from Lesson 1
- Computer and LCD projector or overhead projector
- 3X5 index cards or paper (enough for each student)
- Chalkboard and chalk (or whiteboard and markers/chart paper and markers)

**KEY TERMS:**

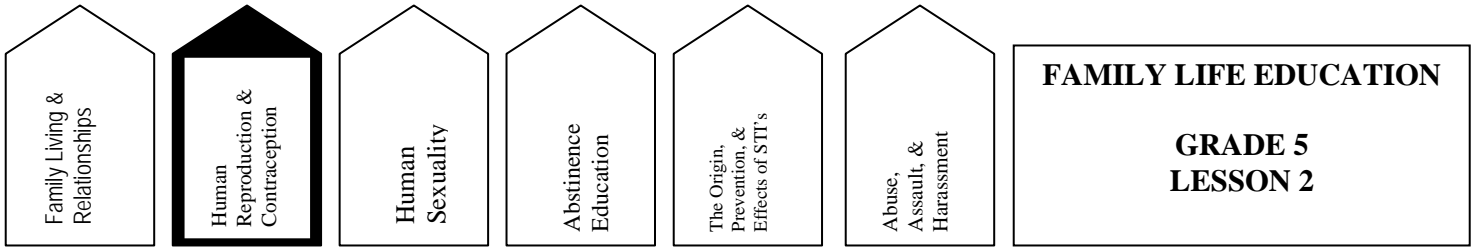
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| <ul style="list-style-type: none"> <li>• Cervix</li> <li>• Egg cell (ovum)</li> <li>• Fallopian tubes</li> <li>• Reproduction</li> <li>• Reproductive systems</li> <li>• Scrotum</li> <li>• Testicles</li> <li>• Urethra</li> <li>• Uterus</li> <li>• Genitals</li> </ul> | <ul style="list-style-type: none"> <li>• Ovaries</li> <li>• Ovulation</li> <li>• Semen</li> <li>• Sperm</li> <li>• Sperm ducts</li> <li>• Vagina</li> <li>• Penis</li> <li>• Abdomen</li> <li>• Adolescence</li> </ul> |
|---|--|

**ASSESSMENT OPPORTUNITIES:**

- *Puberty Review* activity sheet
- Student questions (written and verbal) and “something I learned” from cards

**PARENT / STUDENT ACTIVITY**

- None



**SOL: SEX SEPARATED**

**5.3 The student will explain how human beings reproduce.**

Descriptive Statement: Instruction includes the uniting of the sperm and the egg and the development of the unborn child inside the uterus. The development of the baby at different stages is illustrated. Emphasis is placed on the need to avoid premarital sexual activity. The importance of prenatal care is discussed also, as well as the profound effects of drugs on the mother and developing child.

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will be able to identify explain how human beings reproduce.

**INSTRUCTIONAL MATERIALS:**

- List of Lesson 1 and 2 vocabulary words for posting.
- List of Lesson 3 vocabulary words for posting (pre-prepared or produced as you go along)
- Power Point slides or transparencies:
  - “Internal Male Reproductive Organs” (from Lesson 2)
  - “Female Reproductive Organs – Front View” (from Lesson 2)
  - “Female Reproductive System with Sperm”
  - “Reproduction: Fertilization of the Egg”
  - “Reproduction: Fertilized Egg in the Uterus”
  - “Reproduction: A Baby Develops in the Uterus”
  - “Reproduction: Twins”
  - “Reproduction: Childbirth”
- Extra copies of *Parent/Guardian Homework Letter* from Lesson 1
- Chalkboard and chalk (or whiteboard and markers/chart paper and markers)
- Computer and LCD projector or overhead projector
- 3X5 index cards or paper (enough for each student)

**KEY TERMS:**

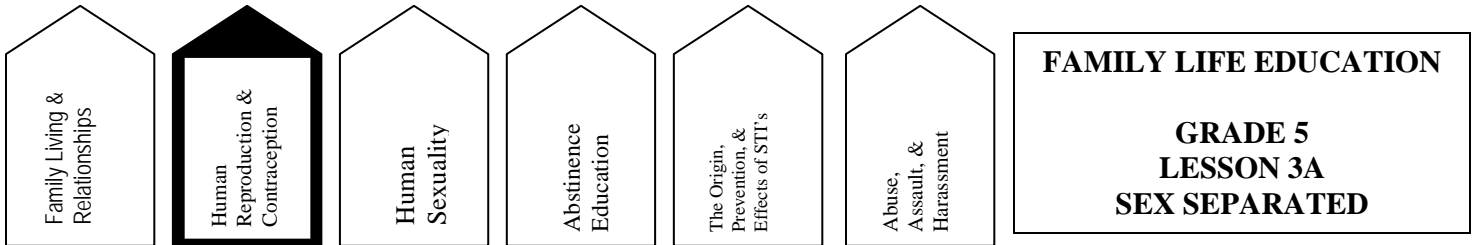
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| <ul style="list-style-type: none"> <li>• Placenta</li> <li>• Pregnant/Pregnancy</li> <li>• Fertilization</li> <li>• Umbilical cord</li> <li>• Identical twins</li> <li>• Twins</li> <li>• Ovulation</li> </ul> | <ul style="list-style-type: none"> <li>• Sperm</li> <li>• Egg</li> <li>• Uterus</li> <li>• Abstinence/Abstain</li> <li>• Fetus</li> <li>• Naval</li> <li>• Embryo</li> </ul> |
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**ASSESSMENT OPPORTUNITIES:**

- Student questions (written and verbal) and “something I learned” from cards

**PARENT / STUDENT ACTIVITY**

- None



**SOL: SEX SEPARATED**

**5.4 The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.**

Descriptive Statement: Physical changes that occur during puberty are summarized. Topics included are nocturnal emissions and erections; menstruation; instability of emotions, such as mood swings during puberty and one’s ability to conceive and bear children.

**ESSENTIAL KNOWLEDGE and SKILLS:**

- Boys will demonstrate responsibility for developing personal health habits and practicing the behaviors that promote an active, healthy lifestyle.
- Boys only will understand physical changes including: erection, and nocturnal emissions.
- Boys will understand the importance of developing a positive attitude toward oneself during puberty, an appreciation for individual differences, and an understanding of the relationship between changes that occur during puberty.

**INSTRUCTIONAL MATERIALS:**

- Videotape player
- Videotape: Just Around the Corner ( for Boys)
- Chalkboard and chalk (or whiteboard and markers/chart paper and markers)
- Computer and LCD projector or overhead projector
- 3X5 index cards or paper (enough for each student)
- Pencil for each student
- Power Point slides or transparencies:
  - “Vocabulary: Puberty”
  - “The Pituitary Gland and Puberty”
  - “Physical Changes of Puberty”
  - “Emotional Changes of Puberty”
  - “Male Changes During Puberty”
  - “Menstruation”
  - “Taking Care of Yourself During Your Period”
  - “Sanitary Pads and Tampons”
  - “Male Changes During Puberty”
  - “Taking Care of Yourself During Puberty”

**KEY TERMS:**

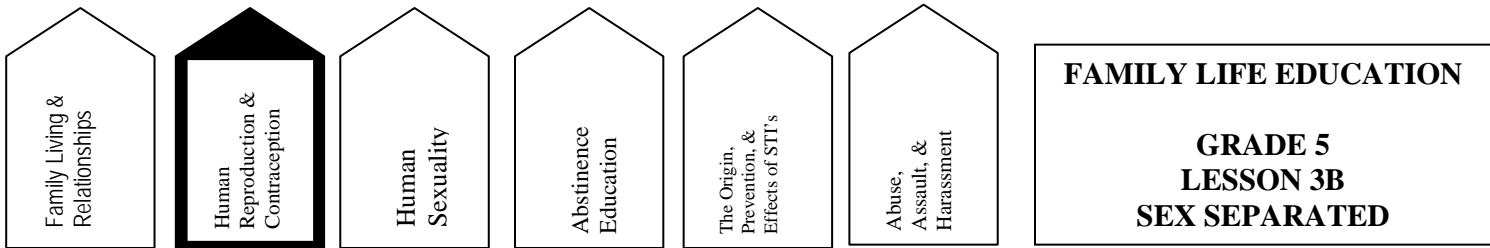
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| <ul style="list-style-type: none"> <li>• Acne</li> <li>• Body odor</li> <li>• Breasts</li> <li>• Eggs/ova</li> <li>• Genitals</li> <li>• Gland</li> <li>• Hormone</li> <li>• Menstrual cycle</li> <li>• Menstruation</li> <li>• Ovaries</li> <li>• Penis</li> </ul> | <ul style="list-style-type: none"> <li>• Pituitary gland</li> <li>• Puberty</li> <li>• Pubic hair</li> <li>• Sanitary pad (briefly discussed)</li> <li>• Sperm</li> <li>• Testicles</li> <li>• Antiperspirant/deodorant</li> <li>• Female/male</li> <li>• Perspiration</li> <li>• Mood swings</li> </ul> |
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**ASSESSMENT OPPORTUNITIES:**

- Student questions (written and verbal) and “something I learned” from cards

**PARENT / STUDENT ACTIVITY**

- *Human Growth and Development – Grade 5:* Parent/Guardian Homework Letter



**SOL: SEX SEPARATED**

**5.4 The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.**

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will identify the physical changes that occur during puberty.
- The student will realize that boys experience nocturnal emissions and erections as part of puberty.
- The students will realize that puberty is a sign that their bodies can reproduce at this point.
- The student will realize that girls experience menstruation and instability of emotions (mood swings) as part of puberty.
- The student will develop a positive attitude toward their own sexuality.

**INSTRUCTIONAL MATERIALS:**

- Overhead
- Charts
- School nurse
- Internet
- Pamphlets
- Videos
- Student question box

**KEY TERMS:**

- Sexuality
- Nocturnal emissions (wet dreams)
- Erections
- Puberty
- Reproduction
- Menstruation
- Mood swing (**pre-menstrual syndrome**)
- acne

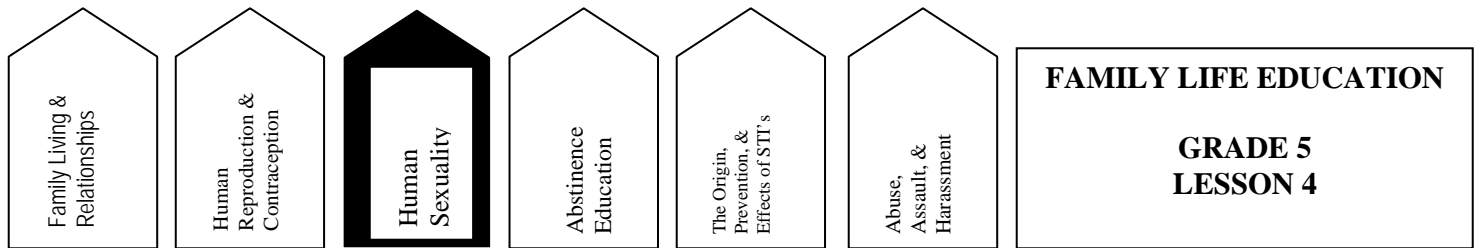
**ASSESSMENT OPPORTUNITIES:**

- Class discussion
- Vin diagram changes between males and females
- Quiz (is it male, female, or both)

**PARENT / STUDENT ACTIVITY**

- Go to trusted male or female adult to discuss their concerns during puberty.





**SOL:**

**5.7 The student will describe the effects of personal hygiene on one's self-concept.**

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will be able to identify bodily changes in puberty that require special attention to cleanliness.
- The student will be able to identify the relationship between a positive self-concept and acceptance from peers.
- **(This objective is taught to girls only.)** The student will be able to identify the serious consequences related to tampon use (Toxic Shock Syndrome).
- The student will review the rules of basic personal cleanliness.

**INSTRUCTIONAL MATERIALS:**

- School guidance counselor
- Videos
- Guest speakers (teen peers)
- School nurse
- Internet
- Product samples (personal grooming and hygiene)
- Pamphlets

**KEY TERMS:**

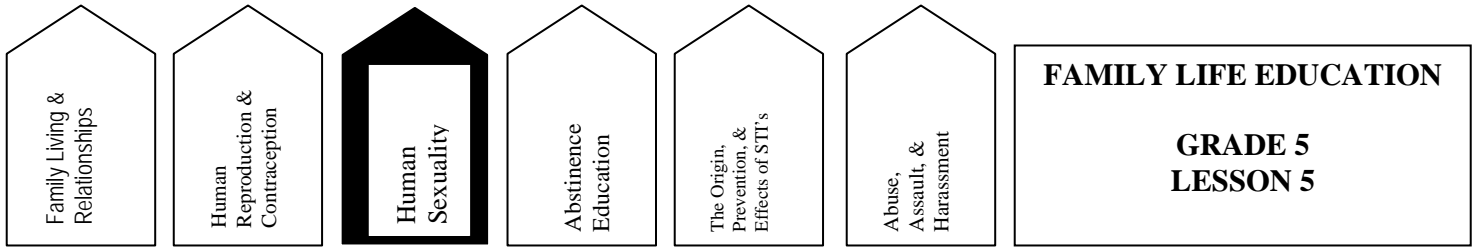
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| <ul style="list-style-type: none"> <li>• Hygiene</li> <li>• Self-concept</li> <li>• Toxic shock syndrome</li> <li>• Tampon</li> <li>• Sanitary napkins</li> <li>• Body odor</li> <li>• Puberty</li> </ul> | <ul style="list-style-type: none"> <li>• Deodorant</li> <li>• Appropriate feminine cleansing and deodorant products</li> <li>• Acne</li> <li>• Acne prevention and treatment</li> <li>• Dental care</li> <li>• Foot care</li> <li>• Review basic rules of cleanliness (daily clothes change)</li> </ul> |
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**ASSESSMENT OPPORTUNITIES:**

- Lecture / Discussion
- Development of a personal hygiene package
- Develop a collage of pictures
- Develop a commercial or ad (skit) for a personal hygiene product that they may need to use at their age.
- Compare and contrast how a positive self-concept relates to acceptance from peers.
- Match products to hygiene concern/usage.

**PARENT / STUDENT ACTIVITY**

- Development of a personal hygiene package with parent.
- Student created trivia quiz for parent. (ex. Frequency of dental visits, physicals, changing of tooth brush)



**SOL:**

**5.10 The student will examine the messages from mass media related to sexuality.**

**5.11 The student will develop skills in saying “no” to any social behavior or activity that he or she perceives as wrong for him or herself.**

**ESSENTIAL KNOWLEDGE and SKILLS:**

- The student will be able to recognize that the media uses sexuality to sell products.
- The student will be able to identify the types of mass media used in advertising (printed materials, television, slogans on T-shirts, movies, music, video games, internet, cell phones, telemarketers)
- The student will be able to identify ways to avoid inappropriate media influences.
- The student will be able to identify that the goal of the media is to sell their products.
- The student will realize that the media will use various means to attract impressionable viewers.
- The student will identify inappropriate social behaviors in the media. (smoking, drinking, theft, vandalism, rude behavior, inappropriate language, premarital physical intimacy)
- The student will identify alternatives to inappropriate social behaviors as seen in the media.

**INSTRUCTIONAL MATERIALS:**

- Commercials
- Magazine ads
- Newspapers
- Computer
- Clothing
- Video / DVD
- Pamphlets

**KEY TERMS:**

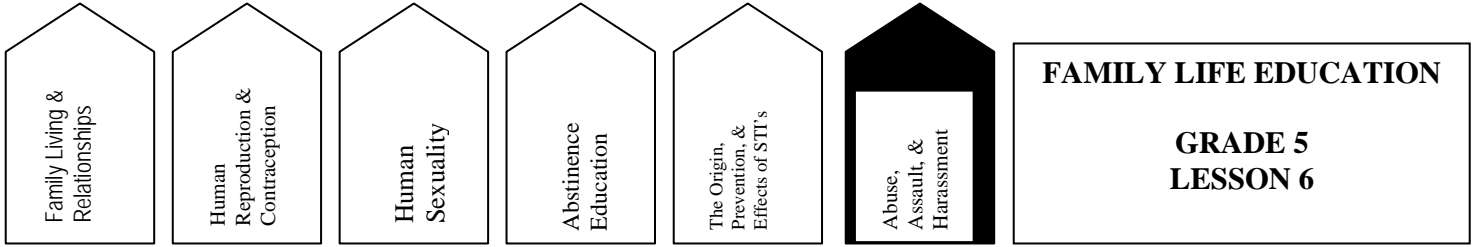
- Sexuality
- Mass media
- Social behavior
- exploitation
- Gender stereotyping
- Vandalism
- Theft
- Rude behavior
- Inappropriate language
- Inappropriate clothing (where and when)

**ASSESSMENT OPPORTUNITIES:**

- Make their own commercial / roll play
- Identify inappropriate messages in ads
- Identify examples of exploitation
- Identify appropriate attire for various situations. (see dress code)
- Distinguish rude behavior and examples of alternatives. (role play)

**PARENT / STUDENT ACTIVITY**

- Discuss ads with parents
- Watch TV together and find examples of inappropriate social behaviors. (discuss alternatives)
- Identify a song that includes at least two inappropriate social behaviors.
- Discuss and pre select a show that is appropriate for all family members.



**SOL:**

**5.12 The student will recognize threatening or uncomfortable situations and how to react to them.**

Descriptive Statement: These situations may include walking alone, opening doors for strangers, experiencing sexual abuse or incest, receiving obscene telephone calls, and facing dangers found in shopping malls and on the Internet. Ways of protecting oneself and recognizing and reporting such threats are stressed. The point is made, however, that most life situations are not threatening.

**ESSENTIAL KNOWLEDGE and SKILLS:**

- Students will learn how to protect themselves in dangerous situations such as:
  - walking alone
  - opening doors for strangers
  - receiving obscene telephone calls
  - experiencing sexual abuse or incest
  - those found in shopping malls and on the Internet (chat rooms, etc.)

**INSTRUCTIONAL MATERIALS:**

- None (lecture format)

**KEY TERMS:**

- Obscene
- Chat Room
- Incest
- Sexual Abuse
- Threatening/Non-threatening

**ASSESSMENT OPPORTUNITIES:**

- Class participation

**PARENT / STUDENT ACTIVITY**

- Discuss Internet safety
- Discuss parent controls for the Internet, telephone, and shopping experiences