

# Lesson 1

## GROUND RULES

### Overview

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

### Objectives

Students will describe

1. Two classroom ground rules.
2. Two ways rules are kept.
3. Two ways rules are broken.

### Skill Development

1. Personal responsibility
2. Interpersonal relationships

### Materials

1. Poster paper, marking pens

### Lesson Outline

1. Introduce curriculum
2. Talk about safety in classroom
3. Set ground rules
4. Role play

# Lesson 1

## Lesson (Grade 3)

1. Introduce the curriculum.

***Say: Today we are beginning All About Life. There will be special times during the week for learning All About Life. We will be talking about how we are all special, ways we are alike and ways we are different, about our bodies and our feelings, and families and friends. Sometimes we may talk about things that make us feel uncomfortable. We are setting rules to help everyone feel safe during these lessons.***

Let students know they can always talk to you privately if they have a worry.

2. Discuss responsibilities for behavior at school and home.
  - How do responsibilities change at home?
  - What rules are similar at school and at home?
  - Why might we need more rules at school?
3. Establish ground rules with students. (Optional) Have students write a contract with ground rules.
4. Have students role-play scenarios where a classmate breaks the rule, freezing the action (from the listed ground rules on board). Ask for student input about the "right" thing to do.

# Lesson 1

## GROUND RULES WORKSHEET

	<b>RULES</b>	<b>HOW WE BREAK RULES</b>
1.	Listen	Breaking in before someone finishes
2.	Use kinds words	Teasing
3.	Take turns	Interrupting, pushing
4.	No put downs	Name calling, making fun of ideas
5.	No hurting	Hitting, pushing, teasing
6.	OK to pass	Trying to force a friend to speak

Say: ***What are some ideas you have about how rules are broken?***

Say: ***What are some ideas you have about how we follow rules?***

*Examples of rule following:*

1. Paying attention to speaker.
2. Saying "Thank You!" to compliments.
3. Waiting until person is finished speaking.
4. Listening when others are talking.
5. Helping a friend who is being hurt with words.
6. Getting an adult to help if a friend is being hit.
7. Saying "No, thank you, I don't want a turn."
8. Apologize when you hurt someone.

## **Lesson 2**

# **FEELINGS**

### **Overview**

Feelings are so basic to our everyday lives that often we are not aware of them until we have an extreme “feeling reaction”. Teaching children about feelings, what it means to have feelings, and how behavior is influenced by feelings, is an important task.

### **Objectives**

*Students will*

1. Name five feelings.
2. Identify two different feelings a classmate is expressing.
3. Name what might change the way a person is feeling.

### **Skill Development**

1. Personal responsibility
2. Communication skills
3. Interpersonal relationships

### **Materials**

1. Story book (book of choice)
2. Feeling faces

### **Lesson Outline**

1. Define feelings.
2. Role play situations
3. Discuss

# Lesson 2

## Lesson (Grade 2)

1. Say: ***Can someone describe what a feeling is?***  
Examples may include: SAD, ANGRY, SCARED, CONFUSED and HAPPY.
2. At different points of the day ask children to state how they are feeling how they are feeling at that moment.
3. Have several children role play using the enclosed scenarios.
4. Read a storybook (of choice). Use the scenes to help children identify how they think a character is going to feel based on what is happening.

## Lesson 2

# ROLE PLAYING SCENES WORKSHEET

Teacher led scenarios (or students will role play): Students will state which face describes the feeling.

1. A student is sad because his cat died yesterday. A friend notices and tries to find out what has happened.
2. A student lost her lunch money. She is afraid her mother will be angry and punish her.
3. You just found out you're getting a new bike, AND new roller blades.
4. Two students are walking down the street and an older student who is known to be a "bully" starts to tease them.
5. A student just found out his grandmother is coming to live in America from Ethiopia. She is very happy, but also worried about her grandmother not speaking English.

### Guidelines for discussion

- How do you know how (name of character) was feeling?
- What signs gives us clues how she or he is feeling?
- What feelings do you think can make some people behave badly?

Happy  
**FEELINGS FACES**



Sad  
**FEELINGS FACES**



Angry  
**FEELINGS FACES**



Scared  
**FEELINGS FACES**



# FEELINGS FACES

**Confuse**



## **Lesson 3**

# **ALIKE AND DIFFERENT**

### **Overview**

Young children have a natural curiosity for how they are similar and how they are different from each other. This lesson begins the groundwork for human growth and development, and with it the basis for understanding and celebrating our similarities and differences. Understanding is an important part of tolerance and empathy.

### **Objectives**

The student will be able to:

1. Describe two things that make them different than a classmate.
2. Describe two things that make them similar to a classmate.

### **Skill Development**

1. Empathy
2. Interpersonal relationships

### **Materials**

1. Student worksheets for Activities 1 and 3
2. Teacher worksheet for Activity 2
3. Signs posted around room (Totally Agree, Moderately Agree, No Opinion, and Totally Disagree)

### **Lesson Outline**

1. Facilitate discussion

# Lesson 3

## Lesson (Grade 3)

The following activities are designed so that students can discuss and respect different opinions and values between classmates.

### Activity 1: Alike and Different

1. Give students the Alike and Different worksheet. Instructions are to find five classmates who have a similar experience and five who have different experiences.
2. Discuss:
  - a. What did you learn that you did not know about a classmate?
  - b. What did you learn about yourself?
  - c. Were some alike and some different?

### Activity 2: Agree/Disagree

1. Explain that you are going to read a statement and students are to walk to the corner of the room that reflects their opinion. It is important that everyone quickly take a position without talking. One corner is designated for Totally Agree, Moderately Agree, No Opinion, and Totally Disagree.
2. Read each statement from the AGREE/DISAGREE LIST. Allow students a minute to move to their space. Keep going through statements, allowing no discussion at this time.
3. Discuss:
  - a. What was it like to be in the majority opinion group?
  - b. What about the minority opinion group?
  - c. Did anyone find their opinion was changed because of other students?

### Activity 3: Rank Order Choosing

1. Give students the Rank Order worksheet and ask them to rank order the choices.
2. After work sheets are completed, read the question and ask

## Lesson 3

students to give first, second and third rankings.

3. Have students discuss choices, allowing for a range of opinions.
4. Ask:
  - a. Can people who think differently about something still like each other?
  - b. When does a difference get in the way friendship?

### AGREE/DISAGREE STATEMENTS

1. Bedtime for students should be 9:30 p.m.
2. A limit on amount of television during the week of 1 hour.
3. Every boy should have required chores in the home three hours a week, and every girl should have one and one half hours.
4. Younger brothers and sisters always get their choice about what game to play together.

## Lesson 3

### ALIKE AND DIFFERENT WORKSHEET

Find five students

1. Favorite food is pizza.
2. Were born in Florida.
3. Who have now or had a dog for a pet.
4. Have a grandparent living with them.
5. Have been to Orlando.
6. Name starts with the same first initial as yours.
7. Knows the Miami HEAT.
8. Have an older brother or sister.
9. Have been to a scary movie.
10. Knows someone who has died.

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### RANK ORDER WORKSHEET

*Rank your choices with the most important being 1.*

1. You have broken a rule at home. Your punishment should be
  - A spanking.
  - Restrict you to your room for a week.
  - Pay a fine.
  
2. You have a choice as an adult to be
  - Very happy and loved, with not very much money
  - A lot of money, but no one loves you.
  
3. Your community has enough money for one big project. You are on the advisory committee to decide how the money will be spent.
  - A day care center which will help families work.
  - A recreation center for children and families.
  - A sports arena.
  
4. The biggest problem in the country is
  - Crime
  - Drugs
  - Air pollution
  
5. You have a choice to be one of the following in your class
  - The smartest Best
  - athlete Most
  - attractive
  
6. Your classmate's pants were pulled down in the schoolyard. You would
  - Laugh
  - Comfort the victim Push the
  - bully

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7. If you could be any person, who would you be?

- Beautiful, rich actress
- A doctor who saves a lot of lives
- Famous athlete

8. What is the most important thing for you to have in a friend?

- Fun to be around
- Knows how to be fair
- Doesn't tell secrets

9. You saw your friend stealing candy from a store. You would:

- Talk to him or her about it
- Act like you didn't
- Ask for a piece

10. What could you do if someone hit you?

- Hit back
- Tell the teacher
- Walk away

## **Lesson 4**

# **FRIENDSHIP**

### **Overview**

The purposes of lessons on friendship are to help children develop skills that contribute to positive interpersonal behavior. Peers become increasingly more important as children reach school age. Children become aware of what is important to being a friend and in selecting people as friends.

### **Objectives**

The student will

1. Discuss two things a person does which help make a good friend.
2. Discuss two things someone might do which makes it harder to want them for a friend.
3. Talk about two things people do which makes you wonder if they are a friend.

### **Skill Development**

1. Personal responsibility
2. Interpersonal relationships

### **Materials**

1. Worksheet of actions
2. Storybook
3. Friendship worksheets, markers, crayons

### **Lesson Outline**

1. Define friendship
2. Read worksheet of actions
3. Read storybook

# Lesson 4

## Lesson (Grades 3)

1. Ask students to brainstorm what friendship means.
2. Have the class make a list of qualities a good friend has. The list may include:
  - listens to me
  - helps with problems
  - fun to play with
  - gives presents
  - talks about things with me
  - shares
  - sticks up for me
3. Have students complete the Friendship worksheets. Discuss information from worksheets and reinforce how friends should treat one another.
4. Have students draw names for “secret pals”. They are to do one nice thing for their “secret pal” like, leave a note or help in some way, without the person knowing. At the end of the day, students can try to guess the identity of their “secret pal”.
5. As friendship problems occur during school, have students involved in the problem use these skills to understand and resolve the difficulties.

## Lesson 4

# WHAT DOES A FRIEND SAY? WORKSHEET

Use the phrases listed below or think of one on your own which is friendly. Mark the phrases which you think are not friendly with an "X".

- Can you help me with this?
- Want to jump rope at recess?
- You are a good storyteller.
- You're not very good at singing.
- You have to play this game the way I tell you.
- Do you want me to show you how to do this?

# Lesson 4

## WHEN FRIENDS FIGHT WORKSHEET

Good friends sometimes fight with each other (but not hit each other!). Tell about a time you and a friend had an argument.

1. We got mad at each other when

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2. When we were mad we said

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3. To be friends again we

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## **Lesson 5**

# **ALL KINDS OF FAMILIES**

### **Overview**

Children live in a variety of family compositions. The purpose of this lesson is to acknowledge that there are different kinds of families where children grow strong, are loved and all are important parts of our community. This is consistent with one of the values underlying this curriculum of building respect and appreciation for all the many kinds of people who live and contribute to our communities.

### **Objectives**

The student will

1. Describe two ideas about why we live in families.
2. Describe two kinds of family structures.

### **Skill Development**

1. Interpersonal relationships
2. Empathy

### **Materials**

1. Drawing paper, marking pens

### **Lesson Outline**

1. Brainstorm family types
2. Define family
3. Write story about their family life.
4. Draw family tree.

# Lesson 5

## Lesson (Grade 3)

1. Introduce lesson and define family.  
*Say: A family is a group of people who care about each other and take care of each other. Many families live together and spend time together.*
2. Ask students to come up with ideas about what makes a family. Include physical and emotional aspects.
3. Have students write a short story about their family life. Include a family custom from their own family life.

**Note: Please explain what a “custom” is to your students.**

4. Have students create a simple family tree (parents and siblings).
5. Share in open discussion their stories.

## Lesson 6 – Grade3

# THIS IS MY SPACE!

### Overview

It can be a challenge for children to learn about physical boundaries. While children easily can express "this is mine" when it relates to possessions, it is more difficult to learn the concept with their bodies. Respecting others' personal space is an important social skill for children to learn.

### Objectives

Students will

1. Define what personal space means.
2. Name one way of expressing comfort level with their personal space.
3. Name one way of asking a classmate about their comfort level regarding personal space.

### Skill Development

1. Problem solving
2. Interpersonal relationships

### Materials

1. Masking tape or string
- 2.
3. Worksheets

### Lesson Outline

1. Demonstrate boundaries
2. Do worksheets

## Lesson 6 – Grade3

### Lessons (Grade 3)

#### Activity: Boundaries

1. Place masking tape or string in different size shapes on the floor.  
Have different students stand inside while you read “What If” scenarios.  
Ask if students have any scenarios to suggest.
2. Have students develop solutions for scenarios. Be sure students include and practice saying “NO”!
3. Give out Personal Space Comfort Zones worksheets. Instructions are to write about a situation when it is OK to have people touch you and one when it is not OK. Have students include zones of the body it is okay to touch.
4. Discuss:
  - a. Are there some kinds of touches which are OK at the beginning and start feeling uncomfortable after a while?
  - b. What about tickling or wrestling?

## Lesson 6 – Grade3

### WHAT IF SCENARIOS

1. What could you do if you were looking at your favorite book and your good friend came and sat down next to you? What if you wanted to look at your book by yourself?
2. What if you were playing with two friends on the playground and two other students tried to make you leave the area?
3. What if you were playing outside and a boy tried kissing you and you didn't want him to kiss you?
4. What if you were boy and a girl classmate pushed you out of line?

## Lesson 6 – Grade3

### PERSONAL SPACE COMFORT ZONES WORKSHEET

The outlined figures on the body zones represent either a boy or girl. Write a time when it is OK and a time when it is not OK to have these four people touch you. Write the number of the zones that are okay to touch.

A. A good friend

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B. A medical doctor

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C. A stranger

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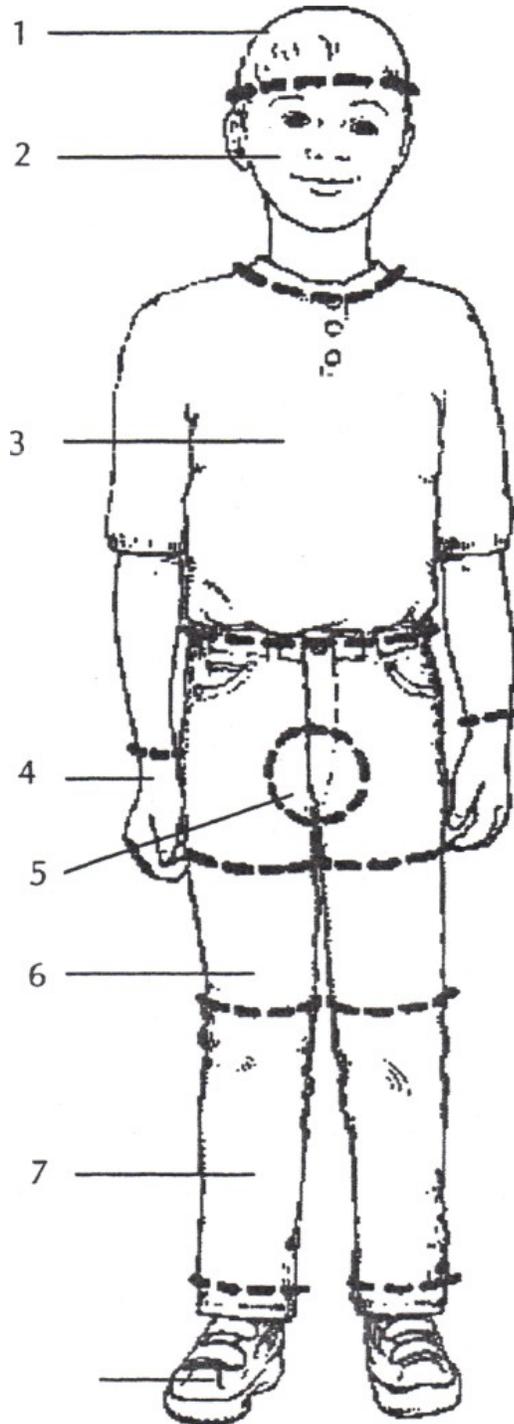
D. An uncle

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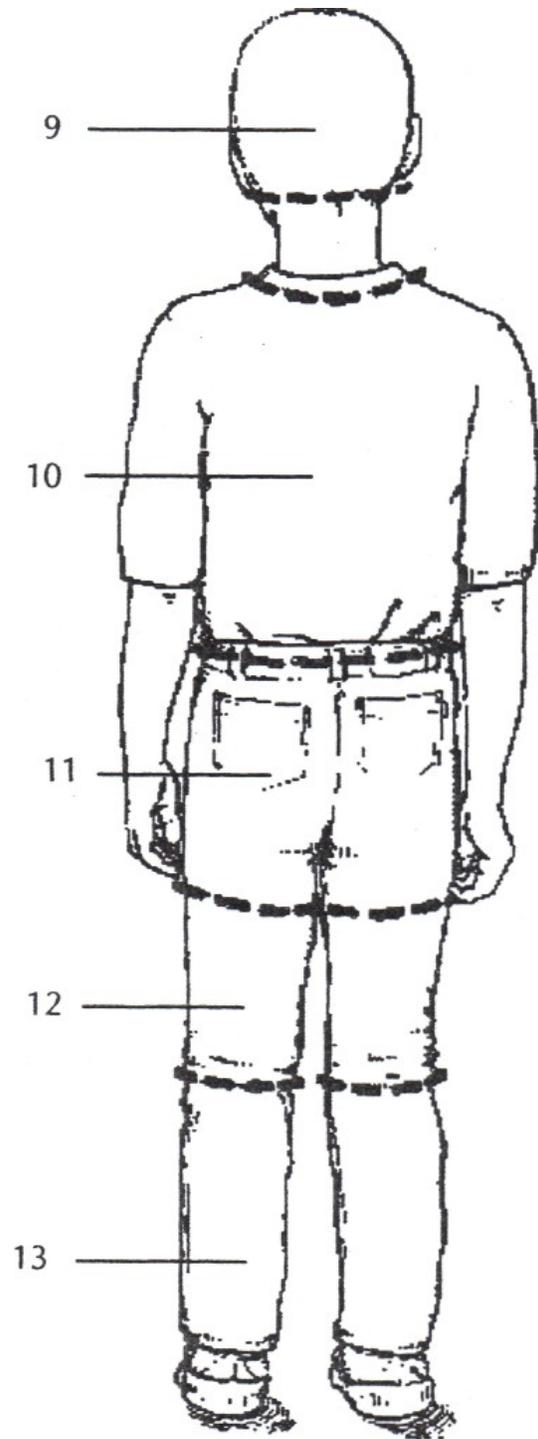
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## PERSONAL SPACE COMFORT ZONES WORKSHEET



## Lesson 6 – Grade3



## **Lesson 7**

# **SEXUAL ABUSE PREVENTION**

### **Overview**

Statistics indicate that one in four girls and one in seven boys are sexually abused by the time they are eighteen. Repetition of prevention skills will only help to increase a student's ability to avoid victimization.

*Definition of sexual abuse:* An adult or person older than the child using the child for sexual gratification. The offending behavior may include: a child touching the adult's sexual parts; the adult touching the child's genitals; asking the child to look at sexual pictures or asking to look at the child without clothes on (except for a medical or caretaking purpose).

### **Objectives**

*The student will*

1. Identify two situations which make them feel uncomfortable.
2. Name the senses they used to know about the feeling.
3. List two things they could say to get out of the situation.
4. Name adults they could go to for help.

### **Skill Development**

1. Problem solving
2. Communication skills
3. Personal safety

### **Materials**

1. Decision Stories.

### **Lesson Outline**

1. Define sexual abuse
2. Read decision stories
3. Develop safety lists

# Lesson 7

## Lesson (Grade 3)

1. Remind students of their private areas.  
Note that the genitals and a girl's chest are usually covered by a bathing suit to keep them private.
2. Define sexual abuse as an older person touching your genitals or asking you to touch their genitals.
3. Read the Decision Stories. Ask students to identify what is wrong in each scenario, why, what to do and who to tell. Ask students what the danger might be. Discuss questions and arrive at solutions.
4. Have students create and discuss a list of things (safety list) they might say when they feel something is wrong.

Include the following:

- Good-bye I'm going now
  - NO!
  - STOP IT
  - STOP IT, I MEAN IT.
5. Have the students practice the phrases with different levels of loudness. (Many situations with offending behavior have been stopped because a child was given permission to say "No\*.")
  6. Have each student create a book of at least 4 trusted adults they could talk to whenever something is troubling them and people who could help them with a sexual abuse question or problem. (Create title, may include a drawing and paragraph or sentence of each person.) Include people outside the family and share their book with the class.
  7. Talk about how they can open a conversation about a problem. List some helpful opening statements and practice.

# Lesson 7

## DECISION STORIES (GRADE 3)

1. JoEllen really liked her cousin. He was 19, a lot older than she was. And he had been a lot of places. He had been staying with them for a month while he looked for a job. One day when they were home together he asked her if she could keep a secret. She told him "No." Why should JoEllen say No? What if she had said yes?
2. Amanda lived next door to another little girl, Sara, her own age. She liked going over there to visit and play with Sara. One day when she knocked on the front door, Sara's dad answered the door. He wasn't usually home during the day. He said that Sara wasn't there, but Amanda could come in and talk to him. What sense should Sara pay attention to? When is it ok to be alone with an adult?
3. Damon watched as the new guys next door drove up in cool cars. The family next door had moved out, and now a group of guys and sometimes girls, came and went. One day he was outside playing on the sidewalk when one of the guys came over to him and asked if he wanted to come look at some pictures. What should Damon do?
4. One day Jake was home with his big brother Eric. Someone knocked on the door of the apartment. Jake's rules were that he didn't open the door, but Eric told him to go find out who was at the door. Eric opened the door just a little with the chain still on the door. He saw someone standing there in a delivery uniform, but he smelled gasoline and cigarette smoke. He shut the door. The delivery man rang the doorbell again. What should Jake and Eric do? What are the risks?
5. Kevin was home with a new babysitter. She seemed all right. She let him watch all the television he wanted. She even brought a video of a movie his parents wouldn't let him see. After they ate pizza, she offered him some of what she was drinking. It tasted really funny. She said it was beer, and offered him some. What should Kevin do? Should he tell his parents?

## Lesson 8

# STAYING HEALTHY

### Overview

Children are exposed to numerous germs daily. Techniques for preventing transmission practiced while young may prevent spread of organisms within the classroom, as well as prepare them for understanding more complex disease transmission concepts in older years. AIDS is integrated.

### Objectives

The student will

1. Learn about how germs travel.
2. Practice two methods of preventing germ transmission.

### Skill Development

1. Personal Hygiene
2. Responsibility
3. Empathy

### Lesson Outline

1. Define germs

## Lesson 8

### Activity 1: Germs

1. Introduce germs  
**Say: *Germs are tiny living things so small we cannot see them with our eyes. We can see germs under a microscope. They live in the air around us. Some germs can make us sick.***

2. Have students raise their hand if they, or someone they know has had a cold, the flu, strep throat, or chicken pox.

**Explain: *Those are illness caused by different kinds of germs.***

3. **Ask students: *What happens when someone sneezes and does not cover their mouth? (Possible answers: getting wet, spread germs, etc.)***

4. **Explain: *There are germs in everyone's body. Some germs we need to stay healthy. Other germs can make us sick.***

**Ask:**

- What if I had some germs in my body that could make someone else sick?
  - Could they get the germs if I sneezed on them? (yes!)
  - What if I cover my mouth and nose when I sneeze? (The germs get caught in the tissue or sleeve).
5. **Say: *Some germs, can be spread in the air by sneezing. When a person with the germ sneezes, the person nearby can breathe the germs in and get sick.***
  6. Ask about times we should always wash our hands to help keep ourselves healthy?

**Explain: *Two important times to wash hands are after using the toilet and before eating.***

- a. Ask why these would be important times to wash hands?
- b. When are other times?

### Activity 2: Communicable and Non-Communicable Diseases

1. Define COMMUNICABLE diseases  
**Say: *Communicable diseases are those which can be spread from one person to another.***

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Brainstorm COMMUNICABLE diseases. **Communicable diseases are illnesses which people can catch from each other because the germ can travel through the air, in body fluids, or live on items which we all use. Microorganisms leave the person who is ill, enter another person, and make that person ill, too. Communicable diseases can begin very suddenly. Microorganisms can enter the body and multiply, or increase in number. The microorganisms can make you ill. Examples might include colds, head lice, HIV/AIDS, Hepatitis A, TB, mumps, measles, rubella, or other sexually transmitted diseases (STDs).**

2. Define NON-COMMUNICABLE diseases

Say: **Non-communicable diseases are those that cannot be spread from one person to another.**

Brainstorm NON-COMMUNICABLE diseases. **Examples are cancer, sickle-cell anemia, asthma, heart disease, and diabetes.**

3. Discuss possible causes for diseases. Be sure not to imply people cause their own disease, but suggest there might be some diseases which people may be able to prevent.

### Activity 3: Prevention of Diseases

1. **Explain: Some diseases can be prevented. We can do things ourselves to reduce our chance of catching some diseases. Other diseases can be prevented by taking shots called vaccines.**

#### Person Preventable:

- washing hands with soap and water
- not sharing combs or drinking cups
- eating fruits and vegetables
- exercising
- using a tissue when sneezing
- covering mouth when coughing
- not smoking
- staying home when sick

#### Vaccine Preventable:

- measles

## Lesson 8

- mumps
- rubella
- whooping cough
- tetanus

2. **(Optional)** Break the class into groups. Do a scavenger hunt with items (actual or pictures) which can spread and prevent diseases. If possible, have a prize for the winning group. If using actual items, have enough items for each group. Include: combs, Kleenex, pictures of hand bars of soap, pictures of syringes/medicine for vaccinations, cigarettes, green leafy vegetables and fruit or picture of nutrition chart, piece of exercise equipment, cup. Or students can conduct a magazine scavenger hunt and be required to find items listed in a specific period of time.

After students gather items, categorize them into **person preventable or vaccine preventable**.

### Activity 4: AIDS Awareness

**Say: Now we are going to learn about a very serious life- threatening illness called AIDS or Acquired Immune Deficiency Syndrome. AIDS is caused by a virus. This virus works at destroying those cells that help the body to fight off other serious illnesses. We spoke about communicable diseases earlier. AIDS is a communicable disease that is hard to get. AIDS is a disease that is causing some people to get very sick. The virus that causes AIDS can be passed from one person to another. The germ causing this disease is the Human Immunodeficiency Virus (HIV).**

**Emphasize the following facts:**

- ***AIDS is a serious illness that is not easily spread from person to person.***
- ***AIDS is caused by a virus. A virus is a type of germ.***
- ***Some grown-up people are getting very sick and dying from AIDS-related illnesses.***
- ***AIDS is not as common in children. Young people usually don't get AIDS.***
- ***The AIDS virus is very hard to catch. You cannot get the AIDS virus like you can the cold, flu or chicken pox viruses.***
- ***AIDS is not acquired by:***
  - ***sharing toys, food, pencils, etc. hugging or kissing***
  - ***coughing or sneezing***
  - ***from toilet seats***

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- *Clothes or dishes*
- *classroom contact*
- *a mosquito bite*
- *The AIDS virus is fragile. It cannot live very long outside the human body. It does not live on the skin or in water.*
- *A person may have the virus that causes AIDS inside their body for many years and not even know it. They can still pass on the virus to other people. If a person thinks they may have the virus causing AIDS, a doctor should be consulted to find out what they can do.*
- *There are people all over the world working to learn about ways to stop people from becoming sick with AIDS.*
- *The AIDS virus can be spread through blood.*
- *There are medications to help people who have AIDS live longer; however, there is not vaccine or cure for AIDS*
- *People with AIDS need love and to know that someone -- cares about them.*
- *Talk to an adult you trust if you have questions concerning AIDS.*

**Say: *AIDS is preventable. It is important to remember that if you know how communicable diseases are spread, you can figure out what you can do to protect yourself from getting them!***

Summarize the lesson by having students state what they learned about AIDS.

# MY BODY

## Overview

Children benefit from learning about how their bodies work, the correct name for body parts, and feeling proud about their knowledge. This lesson names the genitals, just as it names the lungs, heart and brain. The intent is to give instruction on all body parts equal emphasis. This represents a change in our usual practice in which we often have left the genitals out of lessons on body systems. Leaving out genitals gives students the message that there are some things which cannot be discussed.

## Objectives

The student will

1. Name three body parts and how they function.
2. List two things about their bodies that are different/alike from their families or classmates.

## Skill Development

1. Empathy
2. Self-esteem

## Materials

1. MY BODY worksheets (included). Use worksheets that address the body system discussed.

## Lesson Outline

1. Have students stand and stretch (dispel energy and introduce lesson).
2. Review body systems.

### Lesson (Grade 3)

1. *Introduce lesson. "Today we are going to learn about the body, the names of body parts and how they work."*
2. Explain the body system with the following guidelines. Use the worksheets as overhead transparencies. Note that several body systems are on each worksheet:
  - a. Female body system
  - b. Male body system
  - c. Skeletal/muscle/nervous/female reproductive system
  - d. Skeletal/muscle/nervous/male reproductive systems
  - e. Circulatory/respiratory/digestive systems

### Skin

Ask students what they think the purpose of the skin is.

**Say:** *The skin protects all of our insides and gets the prize for being the biggest organ of our bodies. The skin tells us how hot and cold we are. The skin keeps our body at the right temperature –98.6 degrees F. Our temperature tells us how we feel.*

1. Ask who has ever had a fever?
2. How about goose bumps or the shivers?
3. Shivers help us to get warm. When our body is too hot, we sweat. This cools us.

### Skeletal System (Bones)

**Explain:** *Bones make up the skeletal system.* Ask students what the bones do. *They provide support and protection for the body. The skull protects our brain and the ribs protect the lungs and heart. Bones inside our legs, arms and back hold us up.*

1. Ask if anyone has ever had a broken bone. What did you have to do to let the bone heal? The bone healed by making new cells to join the pieces together.
2. Ask what are other things the bones can do: they make blood cells, store minerals and have places for muscles to attach.

3. Ask how many bones are in the body: there are about 206. As people grow older some bones, like those in the skull, join together. Over half the bones are in your hands and feet.
4. Ask what students can do to keep bones healthy?
5. Suggestions include: eat foods rich in calcium (milk, yoghurt, broccoli), wear safety gear to prevent injuries (bicycle helmets, seat belts) and exercise.

## **Muscular System (Muscles)**

Have students name some muscles and point out the locations. Ask what muscles do.

**Say: *Muscles are everywhere in our bodies. Every movement we make depends on muscles: blinking eyes, breathing, beating heart, moving food through intestines, jumping, running and talking.***

1. **Say: *Some work in pairs. The biceps muscle contracts to raise the forearm, then it relaxes and the triceps muscle on the back of the arm contracts to lower the arm.***
2. **Say: *Almost half our body weight is made up of muscles. Some muscles we can control - make move when we want to, and other we can't control - our brain automatically makes them move.***

Ask students to name some of each: voluntary (muscles in legs, arms, belly and back), involuntary (heart, diaphragm/breathing, intestines).

3. Ask if anyone has ever had a sore muscle.

**Say: *Muscles are living parts that can be hurt or sometimes don't work well.***

4. Have students list things that can prevent injury and make muscles healthy: warm-up and stretch gently before physical activity, be physically active to keep muscles strong, don't use muscles too hard.

## **Nervous System (Brain)**

1. Ask what students think the function of the brain is?

**Explain: *The brain is like the driver of a car. It is the main***

***controller of everything our bodies do. Our brains allow us to think, feel, have imaginations, to remember, breath, see, hear, and many other things. It is made up of lots of nerve cells. Nerve cells are all over our body. They pick up sensations and make things work.***

2. Ask why they think it is important to wear a bike helmet?  
Find what other sports are peoples' heads protected with helmets?

## **Reproductive System (Making Babies)**

*Introduce this section in a matter of fact manner. You might expect giggles. Allow for discharge of energy.*

1. Explain: ***The purpose of the reproductive system is where your private parts are and you may giggle. We giggle because private parts don't get talked about very much.***
2. ***The genitals is the name for the part of the reproductive system which are on the outside of the body.***

***A boy's genitals include the penis. The penis lets boys and men urinate. The testicles are in a sack called the scrotum. A fluid called semen which helps make a baby is made in the testicles. The penis also has nerve endings that are sensitive when touched.***

***A girl's genitals include the vulva. The vulva is outside and covers the opening for urine, and the vagina. Girls and women have a different opening for urine. The outside parts, the vaginal opening, the clitoris, and the urethra are covered by the vulva. The vaginal opening covers the vagina which stretches to let a baby come out during birth.***

3. Ask what some differences are between girls and boys?
4. What are some of the similarities?

## **Circulatory System (Heart and Blood)**

1. Explain the heart is an important muscle that keeps pumping blood throughout our bodies. Another part of this system is the blood, which is carried by blood vessels and veins.
2. Blood carries oxygen and food throughout the body.

3. Have children make a fist. Hearts are the same size as their fist. A baby's heart beats faster than an adult's.
4. Have students feel for their pulse on their neck or arm resting after jumping in place.
5. Ask what color a person's heart is if their skin color is different from your skin color? They are all the same reddish color.

### **Respiratory System (Breathing)**

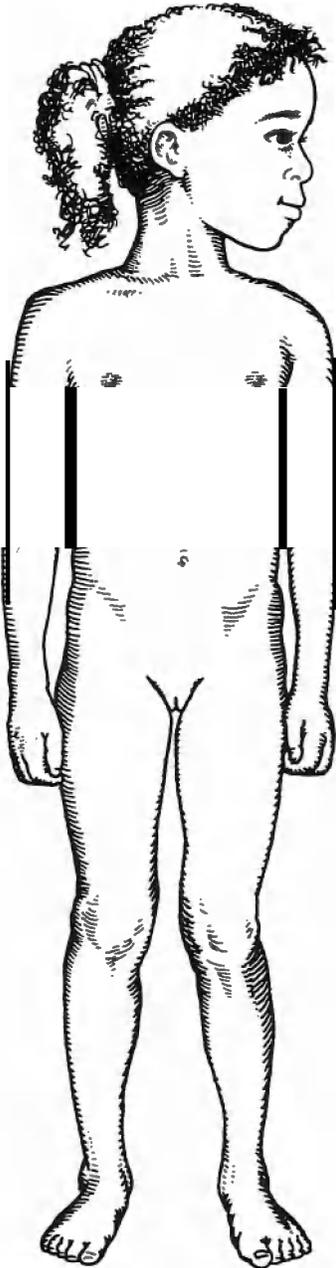
Have children list breathing parts: lungs, nose, trachea (windpipe). Explain that breathing is how we get oxygen into our bodies. We need oxygen to live. Have students put their hands on their chest and feel their breath.

1. Ask why breathing is important? What might make you breath faster? (running, getting scared, getting excited)
2. Have students try holding their breath for as long as they can.
3. Ask what happens to lungs when people smoke.

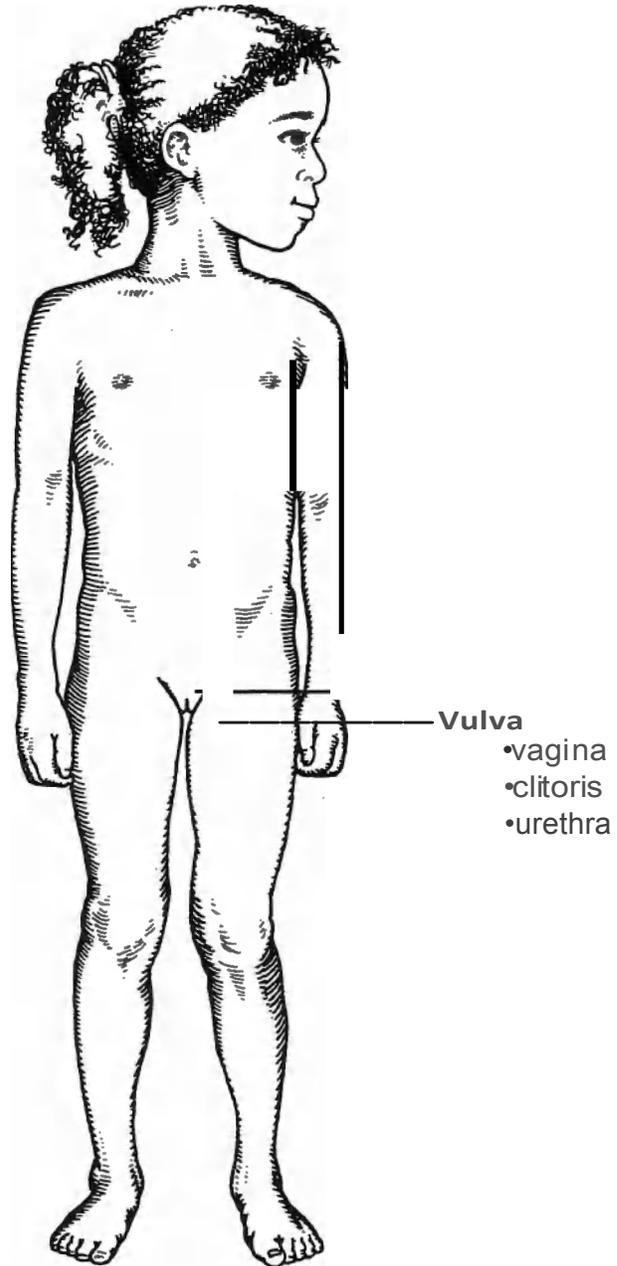
### **Digestive System (Eating)**

1. Have children list what body parts are used in eating. Our mouth, tongue, and teeth grind food into small pieces. The food goes through a long tube (esophagus) which connects our mouths to our stomachs. The stomach breaks down food so it can be used by the body. Next, the broken down food goes into the intestines. Any leftover food the body doesn't need is stored in the rectum. It comes out when we have a bowel movement.
2. Ask if anyone in the class have an allergy to a food? What can happen if you eat something you're allergic to?
3. Ask if anyone has ever choked while eating? What happens when we choke? What can we do if someone chokes? Explain that a person often coughs up the food on her own.

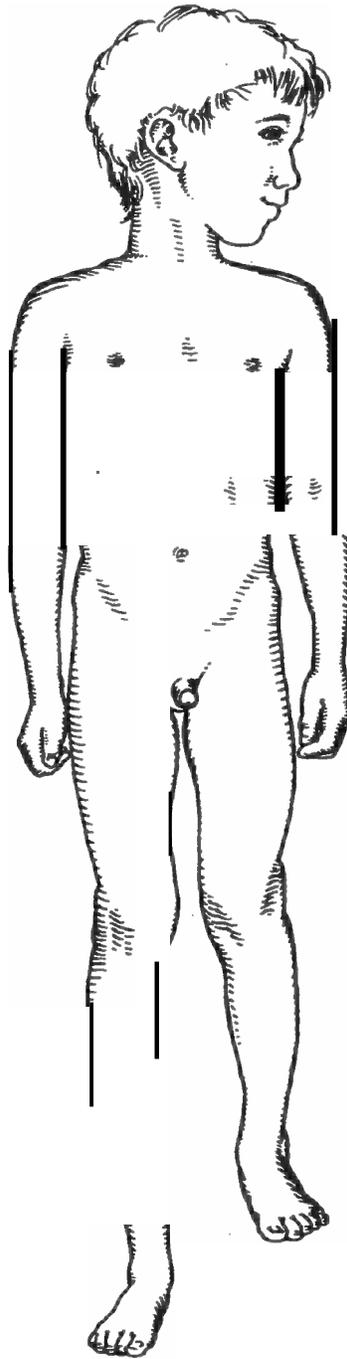
**FEMALE BODY SYSTEMS**



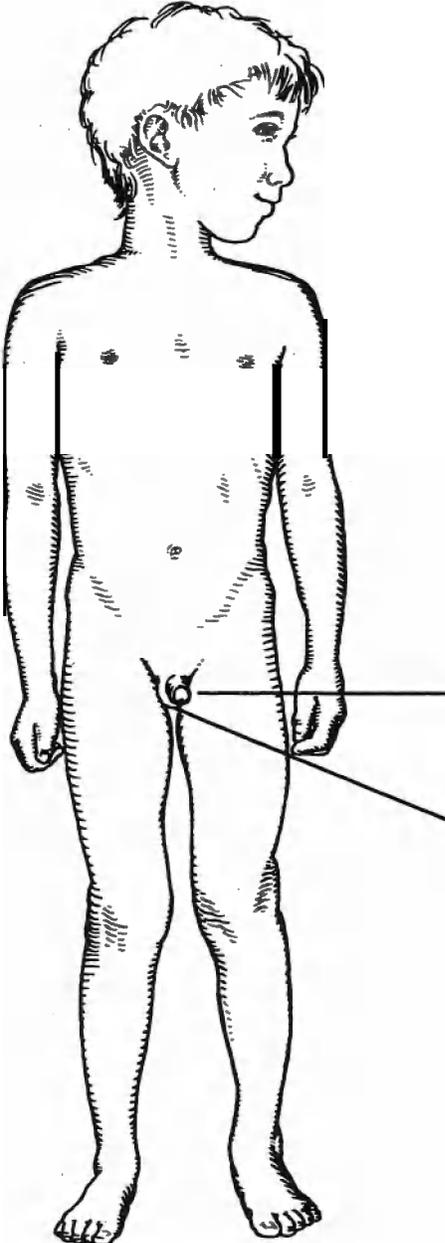
# FEMALE BODY SYSTEMS



# MALE BODY SYSTEM



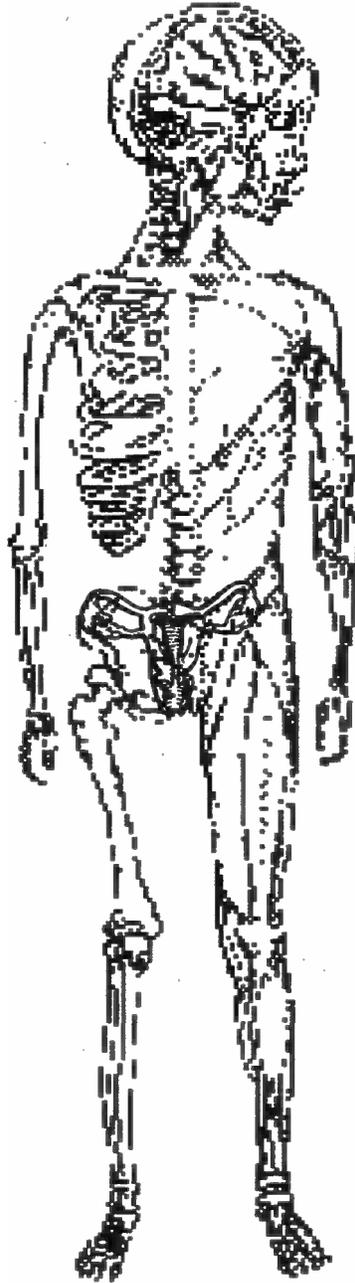
# MALE BODY SYSTEM



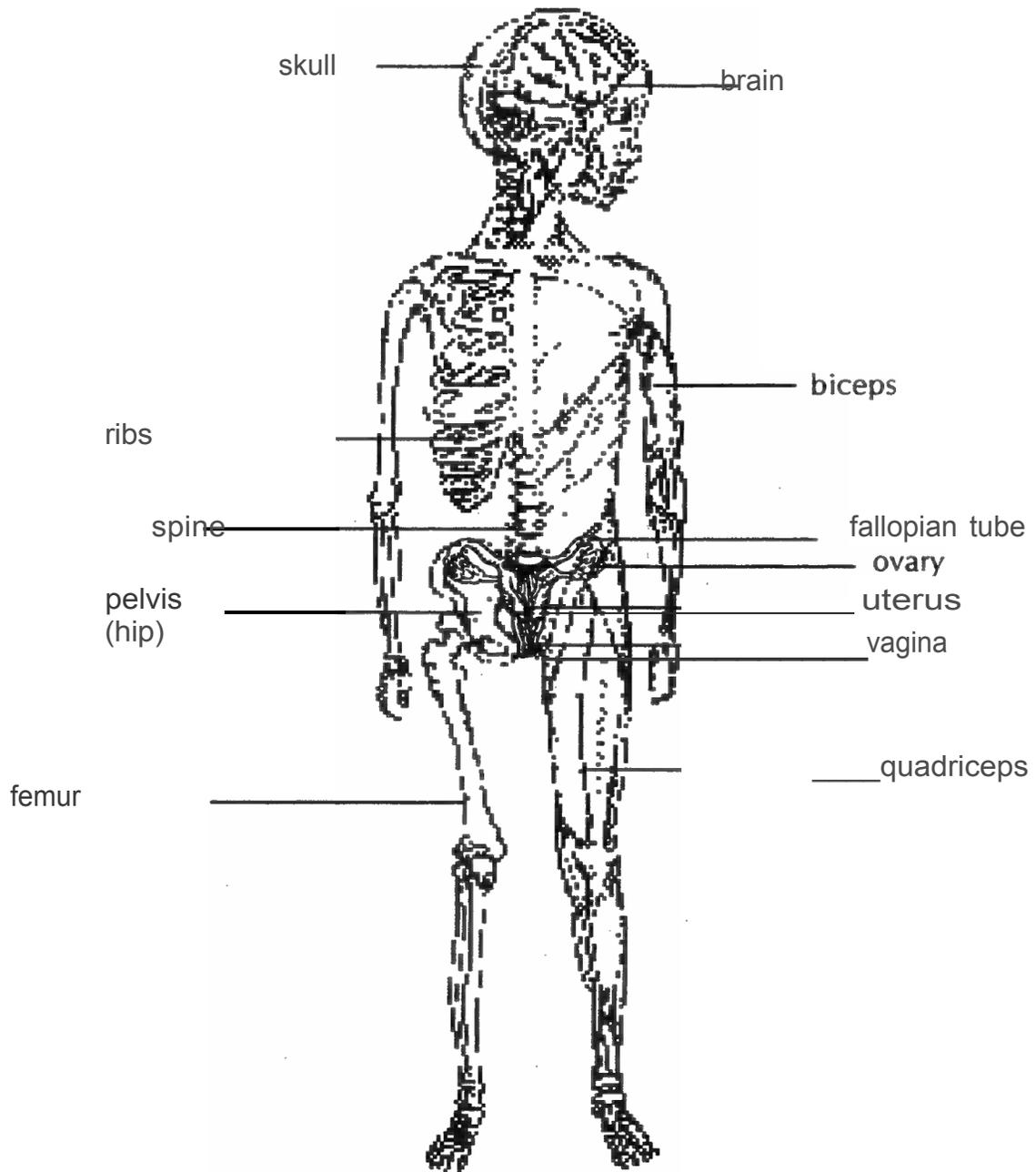
penis

scrotum  
•testicles

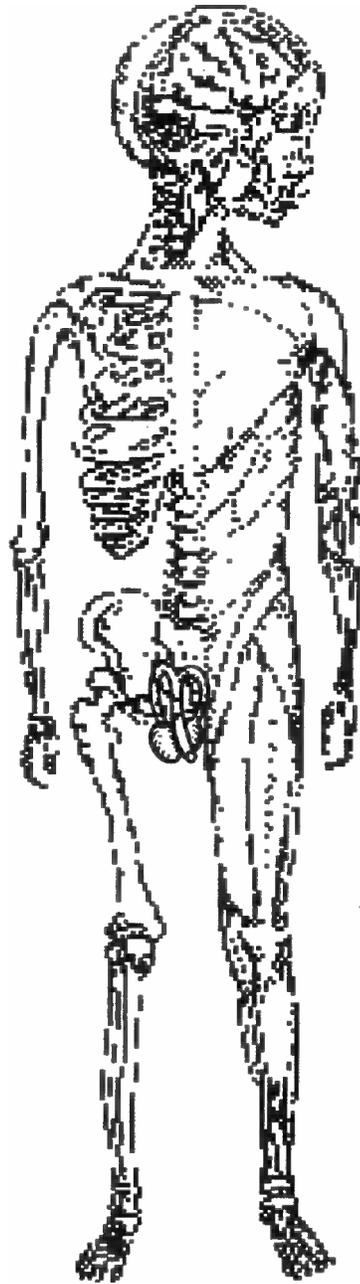
**SKELETAL/MUSCLE/NERVOUS/FEMALE REPRODUCTIVE  
SYSTEMS**



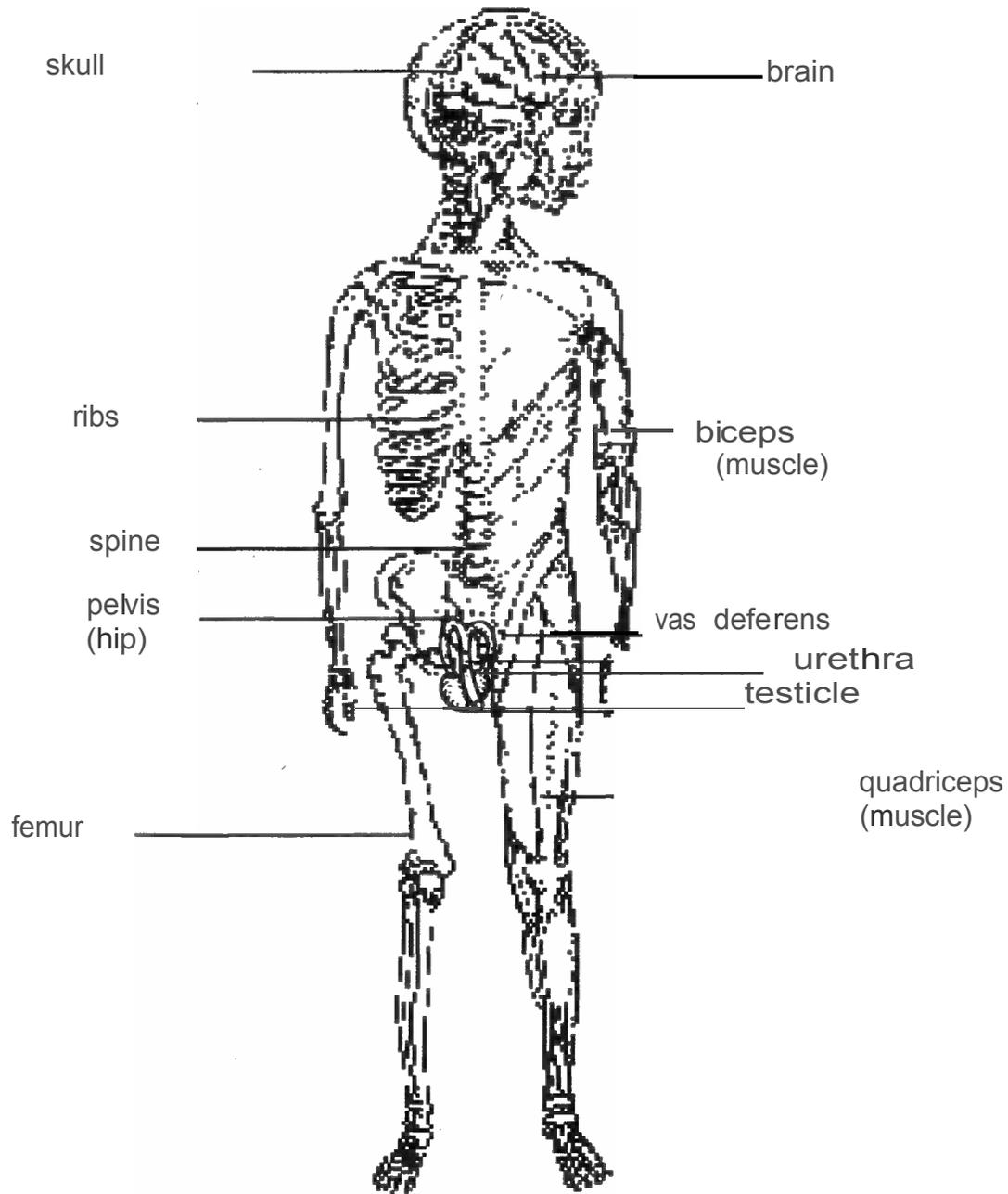
# SKELETAL/MUSCLE/NERVOUS/FEMALE REPRODUCTIVE SYSTEMS



**SKELETAL/MUSCLE/NERVOUS/MALE REPRODUCTIVE SYSTEMS**



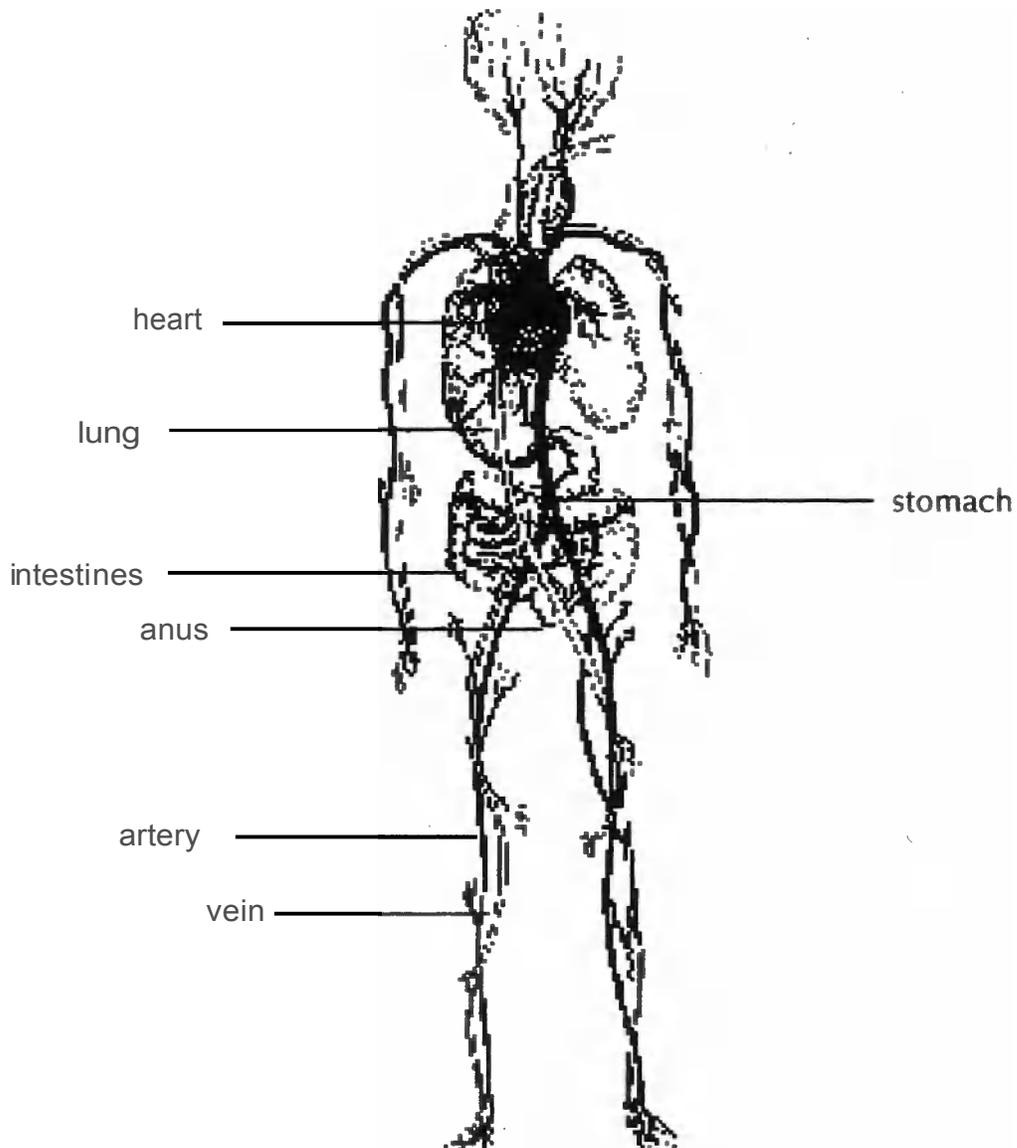
# SKELETAL/MUSCLE/NERVOUS/MALE REPRODUCTIVE SYSTEM



## CIRCULATORY/RESPIRATORY/DIGESTIVE SYSTEMS



# CIRCULATORY/RESPIRATORY/DIGESTIVE SYSTEMS



# Lesson 10

## GIRLS and BOYS

### Overview

The expectations of girls and boys have expanded greatly in recent years. This expansion has resulted in new challenges in the education field. How children view these expectations directly influences choices they make as they grow. The goal is to help children become aware of the possibilities, which exist for all children, and, as they get older, to identify the influences sex roles have in their choices.

### Objectives

The student will

1. Identify 2 jobs they think only boys or only girls can do because of being a girl or boy.
2. Identify 2 things they think both girls and boys can do.

### Skill Development

1. Self-esteem
2. Making personal choices

### Materials

1. Storybook-*Amazing Grace* by Mary Hoffman

### Lesson Outline

1. Read story
2. Discuss content
3. Write story
4. Share story with class

# Lesson 10

## Lesson (Grade 3)

1. *Introduce the lesson.*  
**"We are going to talk about what boys and girls can do."**  
  
Read story, Amazing Grace.
2. Discuss some of these questions:
  1. How would you describe the girl in this book?
  2. How do you think she felt when people told her she couldn't play Peter Pan? How do you think she felt when she was selected?
  3. Have you ever been told you could not do something because you are a girl or boy? What and what was the outcome?.

### Activity 1: Who Does? What job?

1. Brainstorm lists of jobs that suggest what sex the person is in the name. You may include fireman, policeman, chairman, stewardess, waiter, and waitress.
2. Brainstorm expressions, which indicate gender, for example, "throwing like a girl," "act like a man."
3. Discuss:
  - a. What does your imagination do when you hear these expressions?
  - b. How do you feel as a girl or boy when you hear these words or expressions?
  - c. How do you feel as a girl when you hear these words used about boys? If you are a boy how do you feel when you hear these words used about girls?
4. Make a list of names for jobs and expressions, which are inclusive, like firefighter, police officer, flight attendant, chairperson, and server.

Discuss (same questions):

- a. What does your imagination do when you hear these expressions?
- b. How do you feel as a girl or boy when you hear these words or expressions?
- c. How do you feel as a girl when you hear these words used about

## Lesson 10

boys? If you are a boy how do you feel when you hear these words used about girls?

### Activity 2: Parable

1. Read the following story:

***Robert, age 12, was hit by a car while riding his bike. He and his father were rushed to the trauma center of a major hospital where the surgeon refused to operate on him because surgeons cannot operate on their own families. Who was the surgeon?***

(Surgeon was the boy's mother).

2. *Discuss:*
  - a. Talk about how students got to the solution of the puzzle. Was it difficult? Was it obvious?
  - b. How did you feel when we figured out whom the surgeon was?
  - c. Why do you think we feel this way? Why is this a puzzle?

Summary - Say: ***In today's society, men and women/boys and girls can hold jobs and do many things, regardless of their gender.***

# Lesson 11

## WRAP-UP AND REVIEW

### Overview

Having students integrate the main concepts of this curriculum reinforces their learning. You may choose the activity(ies) that fit your individual class.

### Objectives

*The student will be able to:*

1. List 4 trusted adults who can help with a problem (Activity 1).
2. List 3 things they can do which makes them a good friend (Activity 2).
3. List how their senses help them learn about their world (Activity 3).
4. Have fun.

### Skill Development

1. Self-esteem
2. Personal Safety
3. Integration

### Materials

(Will vary depending on activity)

1. Markers, crayons, construction paper
2. Tree branch, pot, soil

### Lesson Outline

1. Reinforce previous learning concepts.
2. Make safety lists.
3. Make caring tree.
4. Make representational models of senses and body parts.

# Lesson 11

## Lesson (3)

### Activity 1: Safe People

1. Brainstorm possible situations when students would use safe list. Include problems as using your senses as a helper.
2. Review information from their book. Has the list changed? If so, how. Allow students time to update or add to book.
3. Ask what they would do if they told someone about a problem and did not get help. Remind them to always tell someone else.

### Activity 2: Caring Tree

1. Put a branch of a tree in a large pot. Have students name ways they can show kindness to other people. Each student can write their name and write a kind statement on a heart.
2. Hang each heart from the branches to make a caring tree for the classroom.

### Activity 3: Representational Figure

1. Instruct students to make a brain, a heart, hands, ears, mouth, nose, and eyes. Have students write how each of these body parts help in personal safety, feelings, and kindness to others.