

Introduction & Gender Roles

Grade 4, Lesson #1

Time Needed

One class period

Student Learning Objectives

To be able to ...

1. Distinguish between definitions of "sex" and "sexuality."
2. List and explain at least four ground rules.
3. Identify why ground rules are necessary (to protect people's feelings).
4. Sort sexuality questions into logical categories (pregnancy, puberty, etc.) as a step toward having a comprehensive picture or context into which the unit's learning can be placed.

Agenda

1. Define "sexuality".
2. Explain purpose of the unit.
3. Use class input to set ground rules.
4. Discuss slang vs. medical/correct terms.
5. Define "gender roles" and explain the lesson's purpose.
6. Brainstorm gender-specific roles and behaviors in America today.
7. Use case study to teach the concepts that (a) gender roles are learned and (b) roles can be limiting.
8. Introduce "anonymous question" box
9. Use "Introduction Worksheet" to summarize lesson.

This lesson was most recently edited September 28, 2012.

Materials Needed

Classroom Materials:

- One shoe box
- *Anonymous Question Roots* Transparency

Student Materials: (for each student)

- Several slips of scrap paper and a pencil
- *Introduction Worksheet*

Activity

1. Explain that you are beginning a unit on “sexuality.”

Say: *Some people think “sex” and “sexuality” are the same, but they aren’t. “Sex” is sometimes used to mean gender (e.g. on forms where it asks your name, birth date and sex) “Sexuality” includes how a person feels about him or herself, what they feel about being male or female. And when people study sexuality they also learn about how people change from children into adults, how babies are made, how they’re born, and how they grow.*

2. Explain the purpose of the unit.

Say: *This unit will have correct information about things like bodies and growth; so that you will feel good about growing up; so that you’ll feel more comfortable asking questions of your parents or doctors; so that you’ll understand and appreciate yourselves, your families and one another; and so that you will not be as likely to ever be sexually abused.*

3. Have students develop ground rules.

List them on the blackboard. Feel free to add to their list. You may want to include some of these:

- "No put-downs." (including one's self)
- "Any question is a good question."
- "Protect people's privacy." (i.e., questions about friends and family members should NOT include their names or identities. It's more considerate to ask "Someone I know had an acne problem. What causes that?" rather than "My sister had an acne problem...")
- "It's OK NOT to ask questions or share personal beliefs."
- "It's OK NOT to answer a question." (In fact the teacher may choose to "pass" on a question if it is too personal or inappropriate for classroom discussion.)
- "Be considerate of other people's feelings."

4. Discuss slang & “baby talk.”

Students may use slang or baby talk in the classroom for two reasons: Sometimes, the individual is testing you. ("Will she be shocked if I ask what's really on my mind?" "Does he know the meaning of slang terms?") Sometimes, he doesn't KNOW the standard or MEDICAL term. In either case, we recommend a matter-of-fact, non-judgmental substitution of the MEDICAL term.

It will diffuse the need to test. And it will offer important information.

SO

Encourage students to ask questions regardless of whether they know the standard/medical words for things. Explain that you will always try to include the MEDICAL word in your answer and to spell it for them on the blackboard.

5. **Define "gender roles" and explain the lesson's purpose.**

Say: Roles are like rules by which we play games. The role of "student" involves being a good listener, coming to class on time, etc. Students who follow the rules, do well at the game. "Gender roles" are the rules people think they should follow because of their sex...ways they act because "boys and men are supposed to" or "girls and women ought to." This lesson will examine those roles/rules."

6. **Brainstorm gender-specific roles and behaviors in America today.**

Have students brainstorm, while you write on the blackboard, advantages of being male; then, the advantages of being female in mainstream U.S. culture today. Your lists may end up looking something like this:

Men and Boys

Can box, wrestle without being teased
Can grow beards, mustaches

Can play pro hockey

Women and Girls

Can have babies
Can wear skirts and dresses
without being teased
Can wear makeup without
being teased
Can paint the bedroom pink
without being teased

OR If the class has trouble generating the lists,

Say: what are some things a girl or woman can do that some boys or men might feel embarrassed doing, or find impossible to do...and vice versa.

Once the lists are on the blackboard, help students to notice that some are biological impossibilities for the gender, while some are the result of our social learning.

Say: a few years ago the "women and girls" list might have contained "wearing earrings" or "dyeing your hair." Now many males feel comfortable doing these things. There are other societies, who have differing beliefs regarding roles. In some American Indian and African societies, men wear face-paint (makeup). In Scotland, men wear kilts (skirts).

Give students a chance to discuss the expectations of men and women in their ethnic communities – the ways their own cultures may differ from the standards promoted by the media.

7. Use case study to teach the concepts that (a) gender roles are learned and (b) roles can be limiting.

Read:

"Ronald is three years old. His mother is a doctor and his father is a musician with a band. Since Dad works evenings, he takes care of Ronald during the day. Mom comes home from the hospital, eats dinner with her son and takes care of him while his father is at work.

"Ronald's best friend, Mary, lives next door. Dad overheard a conversation between Ronald and Mary one day. Mary said, 'Let's play house.' Ronald said, 'OK, you be the mommy and I'll be the daddy.' Mary told him to go to work, so she could fix lunch for the baby, Ronald got angry. He yelled, 'Daddies fix lunch! I'm not playing with you anymore, Mary. You're stupid!'"

Stop the case study long enough to ask the class why Ronald thinks that only dads can cook lunch.

"Ronald's dad said, 'You guys don't have to fight. Why not play something else?' But when Ronald suggested playing hospital, and told Mary to be the doctor, she yelled, 'Only boys are doctors!'"

Ask the class:

- Why might Mary think that only boys can be doctors? How could that stereotype limit her in life?
- If Ronald keeps on feeling that boys must do the cooking, how will he feel if he grows up and marries a woman who likes to cook?
- If Mary keeps believing that girls cannot be doctors, do you think she will do well in math and science classes in high school?
- If you were Ronald and Mary's baby sitter, how could you help them learn that women and men can cook and be doctors?

8. Introduce the Anonymous Question Box.

Use *Introduction Lesson Visual: Anonymous Question Roots* (using a document camera or in PowerPoint) to offer your students a starting point as they try to think of questions. Or write the question roots on the board:

Such as:

"Is it true that..?"

"How do you know if...?"

"What do they mean by...?"

"What should you do if...?"

"Is it normal to...?"

"What causes...?"

5. Anonymous Question Box activity – (today's lesson)

Give each student several slips of scrap paper.

Say: **Write at least one question or what you learned today and drop it in the anonymous question box.** (If everyone is writing, nobody feels like the Only One). **Do NOT write your name on the slip, unless you would prefer to talk with me privately about your question. Only one question on each slip** (which makes it easier for you to sort the questions), **but it is OK to use as many slips as they like. Spelling doesn't matter at this point. I will answer the questions at the beginning of each lesson, so it's OK to add questions whenever you think of them.** Allow them time to write questions. (Answer questions the following day to allow yourself time to review the questions from the box.)

9. Wrap up the Lesson.

Hand out the "Introduction Worksheet" and have students work in pairs filling it out. Allow five (5) minutes.

Homework

Students' options:

- Take home today's worksheet and discuss it with an adult in their family. ¹
- Bring in 4 more questions for the Question Box

¹ See "Preparing Parents", page 4-5

Related Activities For Integrated Learning

- **Language Arts**

Have students begin a glossary, to which they will add throughout the unit. Terms from today's lesson might include:

"sexuality", "privacy", "considerate", "puberty", "reproductive system", "self-esteem, "exploitation", "sex roles" and "anonymous"

Individuals or teams can write their own definitions and pronunciation keys or look the words up.

- **Art**

Students may volunteer to make posters listing classroom ground rules and/or labels for your anonymous question boxes/cans.

- **Language Arts**

Have students write a story about a problem they experienced when another student or a teacher was inconsiderate of their feelings. They should include how they handled the problem or how they would have liked to have handled it.

- **Communication Skills**

Offer students the option in groups or individually of "storytelling" about someone inconsiderate of their feelings, etc.

Introduction Lesson Visual

Anonymous Question Roots

"Is it true that..?"

"How do you know if...?"

"What do they mean by...?"

"Is it normal to...?"

"What causes...?"

"What should you do if...?"

Introduction Worksheet

NAME _____ DATE _____

Our ground rules are:

Sometimes people use slang or baby talk to ask questions, because that's all they know. That is better than NOT asking questions, but in this unit we're going to learn the _____ words for things.

Topics we will talk about include:

Self-Esteem & Friendship

Grade 4, Lesson #2

Time Needed

Class period

Student Learning Objectives

To be able to...

1. Explain that everyone needs to feel:
 - "I belong"
 - "I can do things"
 - "People appreciate me."
2. Describe the feelings he or she has when he or she is left out of a group, fails at something, or does something that goes unnoticed.
3. Explain the value of differences and the difficulty of differences.
4. Identify characteristics of a "good" friend and assess self.

Agenda

1. Anonymous Question Box activity
2. Explain the purpose of the lesson.
3. Define self-esteem and describe the origin.
4. Use riddles (Visual #1) to unscramble 3 key elements of self-esteem.
5. Identify situations that *damage* self-esteem.
6. Explain the reason for the friendship lesson.
7. Read a case study about friendship (aloud or silently).
8. Use the case study to tie this lesson to decision-making.
9. Discuss feelings of alone-ness and loneliness.
10. "Anonymous Question Box" activity regarding friendship.
11. Summarize the lesson

This lesson was most recently edited
June 29, 2012.

F.L.A.S.H.

Materials Needed

Classroom Materials: (1 per class)

- *Self-Esteem Visuals #1 and #2*

Student Materials: (for each student)

- *Self-Esteem Worksheet (same as Visual #2)*
- pencils

Activity:

1. Answer question(s) from the anonymous question box – (previous lesson(s)).
2. Explain self-esteem

Say: Self-esteem means liking yourself. People with lots of self-esteem (i.e., who like themselves) tend to make healthier decisions than people with only a little. They tend to make friends, and keep friends, more easily, etc. This lesson will give everybody some tips on how to boost their own--and others'--self esteem.

3. Describe the origin of self-esteem:

Say: We're all born with an imaginary empty treasure chest. As people love, cuddle, brag about and play with us, it puts treasure in. As they criticize us, it takes treasure away. Sometimes when a lot of put-downs accumulate, the treasure chest locks. Locking protects us from hurts, but also prevents us from feeling the good feelings inside the treasure chest. Three keys can unlock those feelings.

4. Use riddles (Visual #1) to unscramble 3 key elements of self-esteem. Show the class the first (scrambled) key on Visual #1, but keep the others covered.

Read the class your CLUE FOR KEY NUMBER ONE:

Say: "Everybody needs to feel this way. You feel this way when someone chooses you to be on their team. You feel this way when your whole family gets together for Thanksgiving. You feel this way when everybody's going somewhere and they ask 'Aren't you coming?' You feel this way when you're home sick and somebody calls just to see if you're OK. You feel this way when somebody invites you to be in their club."

Ask if anyone knows what the first key to feeling good about yourself is...

ANSWER: "I belong."

Have the person who thinks he/she knows come up and write the answer on Visual #1.

Read the class your CLUE FOR KEY NUMBER TWO:

Say: "Everyone needs to feel this way, too. Jimmy is only three years old; he feels this way when he puts his clothes on all by himself. Kathie is seven; she feels this way when she rides her two-wheeler for

the first time. Mick is eleven; he gets this feeling by building model airplanes. Denise is sixteen; she feels this way when she drives the car with her new driver's license. Damien is in a wheelchair; he feels this way with his new electric wheelchair that allows him to go places without being pushed. Grandpa Walt feels this way when he takes care of his great-grandbaby for the evening."

Ask if anyone knows what the second key to feeling good about yourself is...

ANSWER: "I can do things."

Read the class your CLUE FOR KEY NUMBER THREE:

Say: "Everybody needs to feel this way, also. Mary is doing her chores when the phone rings. She asks her little brother, Jack, to answer the phone. He answers it and takes a message for Mary. She says, "Thanks, kid," and Jack feels this way. When her mother comes home she sees that Mary straightened up and she says, "The house looks great, honey." Mary feels this way. Mary's Mom opens a shopping bag and shows Mary the safety pins Mary's been asking for. Mary grins. "You remembered," she says, hugging her. Mom feels this way.

Ask if anyone knows what the third key to feeling good about yourself is...

ANSWER: "People appreciate me."

5. Identify situations that *damage* self-esteem.

Say: think of examples of when a person might feel, "I DON'T belong."

How about examples of when a person might feel, "I CAN'T do things"?

How about examples of when a person might feel, Nobody appreciates me."

5. Transition into the Friendship and Decision Making portion of the lesson.

Explain the reason for the lesson.

Say: As people grow up, not only do their bodies change, but their understanding of themselves changes and so do their friendships. That is what this lesson is about-- understanding yourself and friendship.

6. Use the case study to tie this lesson to decision-making. –*Read Terry's Story*

After reading, the story, say: ***what so you think of Terry's decision to help Gabriel.***

Have the class brainstorm Terry's alternatives (choices) as you write them on the board. Then have them consider and discuss the possible positive and negative consequences ("good and bad things that could have happened") of each.

6. Discuss feelings of alone-ness and loneliness.

Discuss how it feels to be in a new school where you don't know anybody. Point out that, while a person may feel as if she or he is the only one with those feelings, it's not true.

7. Anonymous Question Box activity – (today's lesson)

Give each student several slips of scrap paper.

Say: ***Write at least one question or what you learned today and drop it in the anonymous question box.*** (If everyone is writing, nobody feels like the Only One). ***Do NOT write your name on the slip, unless you would prefer to talk with me privately about your question. Only one question on each slip*** (which makes it easier for you to sort the questions), ***but it is OK to use as many slips as they like. Spelling doesn't matter at this point. I will answer the questions, so it's OK to add questions whenever you think of them.*** Allow them time to write questions. (Answer questions the following day to allow yourself time to review the questions from the box.)

Related Activities For Integrated Learning

A. Social Studies

Students can make time lines of their lives, listing things they could do at age 5, now, and things they will be able to do at age 15, age 20, and age 25.

B. Art

Students can draw personal coats of arms showing: in one quadrant, one place they belong; in another, something they can do; in a third, something people appreciate about them; and in the fourth, one way they help to build OTHER people's self-esteem.

C. Bulletin Board

Take a snapshot of each student and make a display of them, with each child's name under his or her picture.

D. Art

Students can draw, paint, or construct self-esteem treasure chests.

Homework

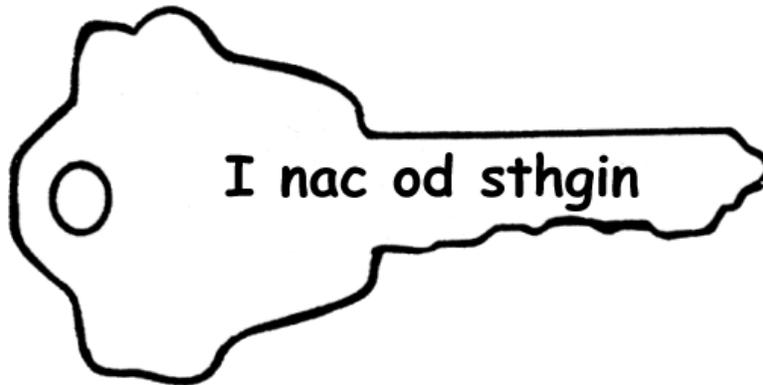
Students' options:

- Ask an adult in their family whether they felt popular when they were the student's age and whether that has ever changed.*
- Give someone (a friend, family member, teacher, or even a stranger) a gift of a piece of self-esteem treasure in one of three ways, through:
 - including that person (to give them a sense of belonging), or
 - complimenting the person on some skill (to give them a sense of being able to do things, or
 - thanking them for something (so they'll feel appreciated).

*see "Preparing Parents" page 6-7

Self-Esteem Visual 1

Keys To Feeling Good About Yourself



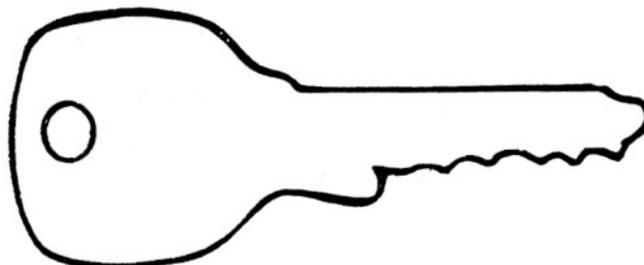
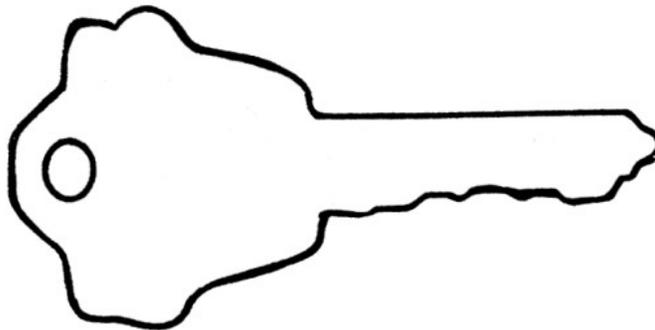
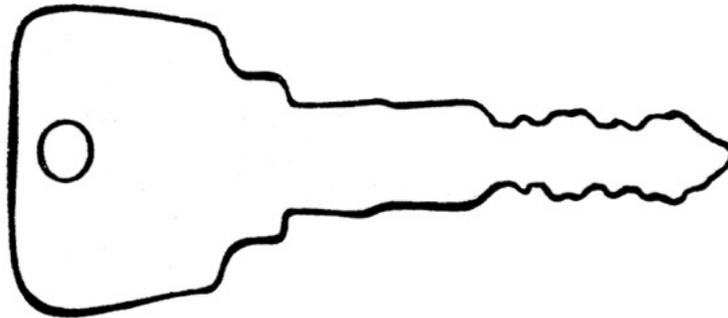
Self-Esteem Visual 2/Worksheet

NAME _____

DATE _____

Keys To Feeling Good About Yourself

DIRECTIONS: Unscramble the keys. Write the answer inside each key.



"Terry's Story"

I know a lot of different kids. In fact, for my 11th birthday party, I had 15 on my list to invite. When I showed it to my mom, she said, "Terry, I'm afraid you're going to have to cut that list in half."

"C'mon, Mom. You know you can't divide an uneven number by two. Besides," I told her, "this is no laughing matter. How am I supposed to choose who comes and who doesn't?"

She suggested that I write the main reason I picked each person beside his or her name.

Then, I could decide which reasons seemed to be most important. That's what I ended up doing.

PEOPLE TO INVITE TO MY BIRTHDAY

1. Michael -- Lives next door.
2. Jennifer -- Michael's sister.
3. Heather -- She's new; I think I might like her.
4. Rocky -- Sits by me in school.
5. Terry -- We laugh at the same kinds of things.
6. Kevin -- Everyone thinks he's neat.
7. Troy -- Kevin's best friend.
8. David -- Hasn't ever called me a name.
9. Stefanie -- Been to her house.
10. James -- Kids treat him bad; I don't know why.
11. Kerry -- Acts like I'd like to act.
12. Lisa -- Made a science project together; took a month.
13. Shelly -- Asked me to her birthday party.
14. Jay -- Super sports star.
15. Gabriel -- My friend.

My mom just happened to be standing near me when I finished writing. She pointed to number 15. "Here, you've put down 'My friend.' Aren't they all your friends?" she asked.

"Kind of, but not like Gabriel," I told her. Then, so she'd see the difference, I had to remind her of the time when the principal called to discuss "a problem we're having with Terry at school."

It happened during the month that Gabriel was playground supervisor. The 7th and 8th graders take turns at this job. Well, Gabe had just moved here from Mexico and sometimes kids couldn't understand the way he talked. When it came to sports, though, that didn't seem to matter much. The job seemed to mean a lot to him.

Well, anyhow, I'm not a terrific athlete. Lots of times I'm one of the last to be picked for a team; and once in a while I end up "leftover." When that happened, I'd help Gabriel keep score and sort of be his assistant. Sometimes we'd stay a couple of minutes after the bell rang and he'd give me some pointers to improve my game. Then, I'd help him bring in the equipment that was left on the field and we'd get to talking about other things.

That's why I got back to my room late some days during the month that Gabriel was on duty. After so many times, Mrs. Sykes said that if it happened again she'd have to report me to the principal. I didn't plan to let that take place. But, a few days later, things got complicated.

It was one of those times that I wasn't in the game, so Gabe kept me busy. I was used to taking a few remarks when certain people saw us helping each other out. Things like, "Hey, Terry! You gettin' paid overtime for that?" when I was carrying equipment back to the storeroom, or stuff about my "private coach" since Gabriel had been working with me after the bell.

But that day kids were teasing even more than usual, and they left a lot of equipment lying around. I even saw a few kids throwing balls and gloves over the fence where they'd be hard to find in all those shrubs.

I thought of what a time Gabriel was going to have trying to explain why all those things were missing. See, even though everyone is supposed to bring back equipment, the supervisor is still responsible.

I didn't like any of my choices. I didn't want to be late again. But I couldn't walk off and leave Gabe. So that's why there was a phone call from Mr. Savage telling Mother I'd be home late. I had to pick up litter for a punishment after school.

But it wasn't so bad, 'cause see, real soon after I started picking up the trash Gabriel showed up and together we found spelling papers dated 1974 and wrappers from candy they don't even make anymore. Well, that's why he had to come to my party.

My mom said, "Aha! Maybe you're trying to say that you and Gabriel speak the same language." She was right. He's my friend because we help each other out.

Adapted from *The Person I Am: Self-Concept, Decision Making, Values and Career Options*, Marcia J. Smith and Judith M. Uriostengui, San Diego

Puberty

Grade 4, Lesson #3

Time Needed

One class period

Student Learning Objectives

To be able to ...

1. describe the physical, emotional and social changes of puberty.
2. explain that puberty is triggered by the endocrine system, specifically the pituitary gland.
3. distinguish among definitions of erection, menstruation, nocturnal emission, ovum, puberty, and sperm.

Agenda

1. Answer question(s) from the anonymous question box.
2. Explain reasons for this lesson.
3. Use brainstorm to review Activity #2 and to compare and contrast male and female development.
4. Use Puberty Worksheet #1 to review terms.
5. Anonymous Question Box activity.

This lesson was most recently edited August, 2009.

Materials Needed

Classroom Materials:

Student Materials: (for each student)

- One copy per student of *Puberty Worksheet #1*

Activity

1. Explain reasons for this lesson.

Say: “Everyone here either has begun or will soon begin to develop from a child into an adult. This lesson will help you understand the changes that involves.”

Say: Puberty is a time when a person’s body, feelings and relationships change from a child’s into an adult’s.

Knowing an average age is kind of useless, since most of us aren’t “average.”

A range is more useful. It is normal to start noticing changes, for a girl, any time between about age 8 or 9 and age 13.^{1,2,3} Guys, on average, start noticing changes a little later, between about ages 9 or 10 and 14.^{4,5} And puberty isn’t an overnight process; it can take several years to complete. Longer in boys, on average, than girls. If someone gets to be 16 and still hasn’t noticed any changes in their body, they might want to chat with a doctor. Puberty involves changes in not only your body but also your feelings and relationships. So your friend’s body might start maturing first, but you may be maturing emotionally and socially sooner than your friend.

And it isn’t a race, anyway. The pituitary gland, in a person’s brain, will trigger the changes of puberty whenever it is programmed to do so. Younger for one person; older for another.

¹ The American Association of Pediatrics. (2005). *Puberty Information for Boys and Girls - Public Education Brochure*.

Retrieved June 15, 2009 from Teen Q & A Web site: <http://www.aap.org/family/puberty.htm>

² Steingraber, S. (2007). *The Falling Age of Puberty in U.S. Girls: What We Know, What We Need to Know*.

Retrieved August 14, 2009 from Breast Cancer Fund Web site:

http://www.breastcancerfund.org/site/c.kwKXLdPaE/b.3266509/k.27C1/Falling_Age_of_Puberty_Main_Page.htm

³ Family Practice Notebook. (before May 10, 2008). *Female Tanner Stage*. Retrieved August 14, 2009 from

<http://www.fpnotebook.com/Endo/Exam/FmlTnrStg.htm>

⁴ The American Association of Pediatrics. *Puberty Information for Boys and Girls - Public Education Brochure*.

⁵ Family Practice Notebook. (before May 10, 2008). *Male Tanner Stage*. Retrieved August 14, 2009 from

<http://www.fpnotebook.com/Endo/Exam/MItnrStg.htm>

Read the following out loud to students regarding the changes they might see during puberty:

Some changes you may notice during puberty are as follows:

- **Height growth spurts (both)** – you grow most in your sleep.
- **Shoulders broaden (boys)** –this is a skeletal change, not something he can speed up through strength-training, although strength-training is certainly OK.
- **hips widen (girls)** –the idea is for her pelvic bones to form sort of a bowl, in order to support a pregnancy if she ever decides to have a biological child.
- **breasts develop (girls and, to some extent, many boys)** – many boys do experience some breast development and that it usually disappears within six months or a year. It can be scary if he doesn't realize how common it is. If it doesn't disappear in a year's time, he might chat with his doctor about it. Girls can, of course, also expect that their breasts will develop, too. No matter what size or shape or color they end up (and there's quite a variety) and even if they are different from one another, they will almost always be sensitive to sexual touch and able to nourish a baby.
- **acne may begin (both)** –acne is caused by a combination of thicker skin than when you were younger and more oils, along with bacteria. Sometimes the new, thicker layer of skin blocks the pores or openings where the oils are supposed to flow, causing a pimple. If it gets infected it can become a blackhead. People should wash gently with mild soap a couple of times a day and after heavy exercise, but it will not prevent acne altogether. Scrubbing hard can actually make acne worse. And thinking that washing will *cure* acne, makes it sound like people who have it are dirty. That's neither true nor fair.
- **stress-related, malodorous perspiration begins (both)** –everyone sweats when they are hot, but that at puberty another group of sweat glands starts to produce sweat *also* when you feel stressed or upset. This kind of sweat in teens and adults can have a strong odor. Different cultures feel differently about it. Many people in the U.S. find it unpleasant. So people often bathe or shower more often after puberty. And many use deodorant or antiperspirant, too.
- **pubic and underarm hair develops (both)** –pubic hair grows around a person's genitals (around the labia or penis) and that pubic and underarm hair is often coarser and sometimes a different color than the hair on the person's head. You can explain, too, that, like the use of deodorant, shaving one's underarm hair is a culture- based, personal decision.
- **facial hair develops and body hair may thicken (boys and, to some extent, many girls)** –the *amount* of hair a person gets on their face and body is genetic (inherited from a person's biological family). it isn't unusual for girls to notice new hair on the face or around the nipples and a girl might feel self-

conscious if she didn't know it was common.

- **voice deepens (both, though more in boys)** –the depth of the voice is a matter of air passing the vocal chords. The vocal chords are like the strings of a stringed instrument. If anyone in the class plays a stringed instrument, ask them which strings make the lower notes. They say it is the thicker ones. Well, your vocal chords thicken during puberty, no matter what sex you are. On average a boy's will get thicker than a girl's as he matures, but that's just an average. The reason a guy may notice his voice cracking sometimes, is that the vocal chords don't always get thick evenly. There may be a time when one end of the vocal chord is thicker than another and as air pushes past, the pitch of his voice may change in mid-sentence.
- **enlarge (both)** – This is more obvious for a boy, since he looks at his penis and scrotum every time he uses the bathroom. A girl is less likely to notice, but her vulva (labia and clitoris) get bigger at puberty, too.
- **erections happen more frequently (more noticeable in boys)** -- an erection is what you call it when the penis or the clitoris fills up with blood and gets harder and bigger. Everyone gets erections, even babies. In fact, ultrasounds show us that male fetuses in their mothers' uteruses are already getting erections. Presumably female fetuses do, too, but their clitorises would be too tiny to be visible in an ultrasound. Erection is perfectly healthy and it happens sometimes when you are thinking of something sexual or of someone you like, but it also can happen, especially at puberty, for no apparent reason. A guy may find it embarrassing when he has one in public, but he can just carry something in front of him if it does. And it may help to know that it happens at some point to almost all guys.
- **sperm production and ejaculation begin (boys)** – sperm are the microscopic cells from a man's body that can start a pregnancy, when they combine with a woman's egg cell. And ejaculation is what you call it when the sperm come out of his penis (in a fluid called "semen"). A man may ejaculate during sleep, masturbation, or sexual touch with a partner. Once he's able to ejaculate, he's able to help start a pregnancy. That's not to say he's ready to be a good dad yet, but it is biologically possible to make a baby.
- **nocturnal emissions begin (many boys)** – The slang term for nocturnal emission is "wet dream" (but it isn't offensive slang). Some boys – not all – will ejaculate during their sleep. They may or may not have been dreaming at all. The wet dream can be their body's response to the higher level of hormones in their bloodstream during a growth spurt. But guys should know that not everyone has nocturnal emissions and there's nothing to worry about whether they do or don't. Some guys find them very personal and will prefer to wash their own bedding when they have a wet dream.
- **ovulation and menstruation begin (girls)** -- – The slang term for ovulating is "releasing an egg;" the slang term for menstruating is "having a period" (neither of these are offensive slang). About once a month, starting at puberty, one or the other of a girl's ovaries will allow an egg or, in Latin, an "ovum" to mature

and pop out. That's called ovulating. It usually travels into the nearest fallopian tube. If she has had sexual intercourse and there is sperm in that fallopian tube, it may fertilize the egg. The fertilized egg will travel the rest of the way down the tube and, in a week or so, it will nest, or "implant," in the uterus to begin growing into a baby. In the meantime, the uterus has developed a thick, blood-rich lining to be a good nest in case she did get pregnant. If that egg doesn't get fertilized, though, it will live for only about 24 hours and then dissolve and be reabsorbed by her body. The uterus will wait a couple of weeks, in case the egg did get fertilized, with support from her body's hormones. Then, after a couple of weeks, if no egg has implanted, the hormone level will drop and her uterus will, basically, give up on her being pregnant that month. The lining will come out in the form of blood and little pieces of tissue, through her vagina ... so that she can build up a fresh new lining the next month in case she gets pregnant. The shedding of the lining is called menstruating. A woman doesn't have muscles to control when her period comes out, the way you can control when urine comes out. It will just dribble out for 2 to 10 days. That's why she'd need a pad or a tampon to soak it up. If she doesn't have one handy when she happens to get her first period, a bunch of toilet paper will do briefly, until she can get one. But many girls start carrying supplies in their backpacks or purses as they reach the age of 9 or 10, just in case.

- **crushes and attractions may begin (both)** –although kindergartners can get crushes, too, they may feel more intense at puberty. It is the feeling of really wanting someone to like you. Of having your tummy feel funny when they walk in the room or when you hear their voice. Everybody will feel this eventually, but some people notice it at this age and others may not notice those kinds of feelings until middle school, high school or even later. A person may have crushes on people of their own sex, the other sex or both. It may or may not predict how they will feel when they're grown. That is, really liking someone of a different sex doesn't necessarily mean you will eventually figure out that you are heterosexual (straight). And, likewise, really liking someone of your own sex doesn't necessarily mean you will eventually figure out that you are gay or lesbian. It often takes time to figure out. There's no rush.
- **self-consciousness may increase (both)** –everybody goes through a time of worrying what other people think of them. Students with older brothers and sisters may have noticed that they may be spending longer in front of the mirror getting ready for school and that they may be getting really picky about their clothes. It's OK. Adults worry about what other people think, too. But it gets less painful as you mature. It may help to realize that other people may be so worried about how *they* look and what *you* think that they aren't noticing how you look as much as you think they are.
- **concern for others may grow (both)** – As you start focusing more on other people's feelings and needs, you may, in fact notice that you are less self-conscious.
- **sudden mood changes may begin (both)** –feeling happy one minute and in

tears the next, sometimes for no apparent reason, isn't at all unusual at puberty. The hormones in your blood stream influence how you feel.

- **When might you want to see a doctor or counselor about it?** Being a teenager [and we'd add, "or a preteen"] is hard. You're under stress to be liked, do well in school, get along with your family and make big decisions. You can't avoid most of these pressures, and worrying about them is normal. But feeling very sad, hopeless or worthless could be warning signs that you may need to speak to your trusted adult.

You might need help if you have the signs mentioned above, or if you

- Often feel very angry or very worried
 - Feel grief for a long time after a loss or death
 - Think your mind is controlled or out of control
 - Use alcohol or drugs
 - Exercise, diet and/or binge-eat obsessively
 - Hurt other people or destroy property
 - Do reckless things that could harm you or others
- **friction with parents or guardians may grow (both)** –a preteen or teen and a parent or guardian probably both want the same thing in the long run ... for the teen to grow up and become more independent. But sometimes you feel like a little kid and want to get taken care of and other times you prefer to think for yourself. The adults in your life go through similar changes as you're going through puberty, sometimes wanting to make decisions for you because they're afraid you'll get hurt and other times ready to let you try your wings. If you aren't on the same page at the same time, there can be – and often are – some times of struggle. That doesn't mean you don't love each other. Most families get through it eventually.
 - **freedom to make decisions grows (both)** – People's parents and guardians often trust them with more of their own choices, especially as they take on more responsibilities.
 - **understanding of self may grow (both)** –means beginning to gain more of a sense of who you are and that, as this happens, a person gets more self-confident.

2. Hand out "Puberty Worksheet #1" and use it as a discussion tool. Review answers after student completion.

Answers:

1. b having a period = menstruation
2. a the penis or clitoris filling with blood and getting larger = erection
3. f the cell from a man that can start a pregnancy = sperm
4. c sperm coming out of the penis during sleep = nocturnal emission
5. d the "egg" cell from a woman that can start a pregnancy = ovum (plural = ova)
6. e a child's body beginning to change into an adult's body = puberty
7. g the gland in the brain that triggers the beginning of puberty = pituitary

3. Anonymous Question Box activity – (today’s lesson)

Give each student several slips of scrap paper.

Say: ***Write at least one question or what you learned today and drop it in the anonymous question box.*** (If everyone is writing, nobody feels like the Only One). ***Do NOT write your name on the slip, unless you would prefer to talk with me privately about your question. Only one question on each slip*** (which makes it easier for you to sort the questions), ***but it is OK to use as many slips as they like. Spelling doesn't matter at this point. I will answer the questions, so it's OK to add questions whenever you think of them.*** Allow them time to write questions. (Answer questions the following day to allow yourself time to review the questions from the box.)

Puberty Worksheet 1

NAME _____ DATE _____

DIRECTIONS: Put the letter of each word next to the correct definition of the word.

- | | |
|-----------------------|--|
| a) erection | _____ 1. having a period |
| b) menstruation | _____ 2. the penis or clitoris filling with blood and getting larger |
| c) nocturnal emission | _____ 3. the cell from a man that can start a pregnancy |
| d) ovum | _____ 4. sperm coming out of the penis during sleep |
| e) puberty | _____ 5. the "egg" cell from a woman that can start a pregnancy |
| f) sperm | _____ 6. a child's body beginning to change into an adult's body |
| g) pituitary | _____ 7. The gland in the brain that triggers the beginning of puberty |

Sexual Exploitation

Grade 4, Lesson #4

Time Needed

One class period

Student Learning Objectives

To be able to ...

1. List 3 examples each of "safe or healthy or unfair touch," "unsafe or unhealthy or unfair touch" and "confusing touch."
2. Define sexual exploitation.
3. Distinguish between facts and myths about sex abuse, with 5 out of 6 correct.
4. Describe 3 ways to get out of an exploitive situation.

Agenda

1. Answer question(s) from the anonymous question box
2. Define "exploitation" and "sexual exploitation".
3. Explain purpose of lesson.
4. Use brainstorm to contrast safe/unsafe or healthy/unhealthy touch.
5. Define "private parts".
6. Discuss children's rights.
7. Explain how child sexual exploitation usually happens.
8. Use choral recitation to reinforce concept of rights.
9. Use case study to introduce ways of recognizing and getting out of exploitive situations.
10. Use oral true/false "quiz" to summarize lesson.
11. Anonymous Question Box activity

This lesson was most recently edited August, 2009.

Materials Needed

- Sexual Exploitation Transparency

Activity

1. Answer question(s) from the anonymous question box – (previous lesson(s)).

2. Define “exploitation” and “sexual exploitation”.

Start by defining **exploitation**:

Say: **“One person using another person to make themselves feel good or to get something from the other person no matter how the other person feels”**

For example: **“If you offered to buy your first grade brother's bicycle for \$1.00, that would be exploiting or using him because you know it's worth a lot more money but he doesn't. You trick or pressure him into the sale and then you tell him to keep it a secret. That is exploitation.”**

Say: **sometimes people trick or pressure a child into secret touching and that is sexual exploitation.** Write the term on the blackboard.

Say: **Adults can also be sexually exploited and children can be exploited by other children, but when a child is sexually exploited by an adult or older child, there is a special name for it: “sexual abuse.”**

3. Explain purpose of lesson.

Say: **Today's lesson is intended to reduce the chances that anyone in the class will be exploited in the future and to help those who may have already been exploited to feel better about themselves.**

Brainstorm examples of touch. Give examples of when the touch could be safe/unsafe or fair/unfair. Conclude that only the person being touched can tell.

4. Use brainstorm to contrast safe/unsafe or healthy/unhealthy touch, with a third column for “confusing touch.”

5. Define “private parts.”

If students introduce terms such as “molestation” and “rape,” record these on the blackboard, too.

Whether they introduce the term “private parts” or not, define “private parts”.

Say: **“Private parts are the parts of the body covered by a bathing suit: the bottom, a boy's or man's penis and scrotum, a girls' or woman's labia and vagina, and girls' chests...even if they're too young to have breasts.”**

6. Introduce the concept of rights.

Say:

- **You have the right not to be touched on private parts. That's**

why they are called "private". There may be exceptions like when a doctor is examining you or when parents change a baby's diapers. You can decide about this touching.

- ***You have the right not to have to look at other people's private parts or listen to talk about private behaviors.***
- ***Exploitation is wrong; touch that is not exploitative (like a doctor's exam) is OK.***

Give specific examples of sexual abuse, i.e., an older or stronger person wants you to look at or touch their genitals or to touch your genitals.

Say:

Exploitation is wrong EVEN IF

- ***the person is older and bigger***
- ***the person has done or promises to do favors or buy gifts***
- ***you liked the touch to begin with (like tickling) and changed your mind***
- ***it took you a long time to get up the courage to tell or even to realize it wasn't fair***
- ***the person is "in charge" (like a parent, a teacher, a babysitter, a bus driver, etc.)***

7. Explain how child sexual exploitation usually happens, in particular that it:

Say: ***Sexual Exploitation***

- ***usually happens gradually (over months or years...the average duration is four years)***
- ***usually is not violent (no weapon)***
- ***usually involves tricks, threats or special treats***
- ***usually involves someone (you) the child knows--and maybe loves--not strangers (although the latter can be offenders, too); 85% are known to the child***
- ***almost always involves a pact of secrecy***
- ***may give children a warning feeling, in their guts...sometimes called an "UH-OH feeling"***
- ***can involve boys as well as girls (1 out of 4 girls are sexually exploited by age 18, and at least 1 out of 6 boys--so if this were a class of 30 girls...7 or 8 would be abused by 18 and if this were a class of 30 boys...about 5 would be abused by 18)***

8. Have the students repeat after you "in a big voice":

"I AM SPECIAL."

"I DESERVE GOOD TOUCH."

"MY BODY BELONGS TO ME."

9. Introduce the issues of prevention and reporting via the following case study:

Read:

"David and Maria were doing yard work for their neighbor, Mr. Simms, the way they had done every summer for years. This time, instead of bringing them their pay when they were done, he invited them into his house for lemonade. They figured it was OK, since they'd known him a long time. While he was handing them the cups of lemonade, he touched their hands longer than necessary and then he stroked Maria's hair while she drank ..."

Ask the class **"How do you think David and Maria felt?"** Students will say things like "scared," "angry," "embarrassed." Point out that they may also have felt "fine." NOT ALL TOUCH IS BAD TOUCH. But, in this case: You're right, that is how they felt.

Read:

"They looked at each other, and David moved closer to Maria. Then Mr. Simms offered them twice their usual pay if they would take off their clothes."

Ask the class, **"What can the kids do?"** As they respond, write their answers on the board. If students suggest violence, say, "It would be all right, if necessary, but it probably ISN'T necessary." In other words, it may be sufficient to:

- A. SAY NO, in a big voice (or "Cut it out." "Leave me alone.")
- B. LEAVE.
- C. BE RUDE. (After all, he's been rude and you are no longer obligated to consider his feelings).

Read:

"They did tell him to leave them alone. He did stop. And he handed them twice their usual salary anyway, saying „Let's keep this just between us.' They were afraid to say no, so they did promise not to tell and they took the money and left quickly."

Ask the class, **"How do you think they felt now?"** And **"What do you think David and Maria should do?"** Make sure the class decides that they should tell someone. There are two reasons: To protect themselves from continued abuse and (even if it's a one-time occurrence which they can avoid in the future) to protect other children...neighbors, their own younger brothers, sisters.

"They decided it was OK to break their promise. They told their parents. They thought they might get yelled at for going into Mr. Simms' house to begin with; but their dad just said, "I'm glad you told us. It's not your fault this happened and I'm sorry it happened to you.' And their mom called the police. She said 'Mr. Simms may be nice in other ways, but he's got a

serious problem and we need help protecting you and other children from him.' David and Maria were awfully glad they told."

10. Ask the class, aloud, to tell you whether each of the following statements you will read to them is TRUE or FALSE:

- Sexual exploiters usually have guns or knives. (false)
- Kids are usually exploited by someone they know; not a stranger. (true)
- Only girls are sexually exploited. (false)
- Sometimes, if a child says "No!" the exploiter will stop. (true)
- Even if a child promises to keep the exploitation a secret, it's OK to tell. (true)
- Usually a child will be exploited only one time. (false, it's usually gradual and continuing.)

Say: ***Here are some things you can do, if a friend tells you:*** (Use Transparency)

- **Listen** - means don't watch T.V. while your friend is talking; don't change the subject. Just lean forward and show you are listening by looking at him/her while s/he talks.
- **Believe them** - people don't often lie about sexual exploitation. Say, "I believe you."
- **Show you care** - means be serious; don't make jokes about your friend's feelings.
- **Don't blame them** - it is NEVER the victim's fault, even if s/he took "stupid" risks like hitchhiking or going to a party without parents. It IS STILL the fault of the offender.
- **Confidentiality** - DO help your friend to tell an adult who can help. Or tell the adult yourself if your friend "can't". But DON'T tell other classmates, because your friend's feelings are at stake. S/he trusted you.

11. Anonymous Question Box activity – (today's lesson)

Give each student several slips of scrap paper.

Say: ***Write at least one question or what you learned today and drop it in the anonymous question box.*** (If everyone is writing, nobody feels like the Only One). ***Do NOT write your name on the slip, unless you would prefer to talk with me privately about your question. Only one question on each slip*** (which makes it easier for you to sort the questions), ***but it is OK to use as many slips as they like. Spelling doesn't matter at this point. I will answer the questions, so it's OK to add questions whenever you think of them.*** Allow them time to write questions. (Answer questions the following day to allow yourself time to review the questions from the box.)

Sexual Exploitation Transparency

5 THINGS

A FRIEND CAN DO

- 1. Listen.**
- 2. Believe them.**
- 3. Show you care.**
- 4. Don't blame them.**
- 5. Tell an adult, not other classmates.**



HIV & AIDS

Grade 4, Lesson #5

Time Needed

One class period

Student Learning Objectives

To be able to...

1. Distinguish between healthy concern and unhealthy fear.
2. Understand that HIV is hard to catch, affects few children and is preventable.
3. Distinguish between illnesses caused by germs and those caused by other factors (i.e., genes, chemicals).
4. Define "communicable disease" and give examples.
5. Discuss ways in which HIV is and is not passed.

Agenda

1. Discuss with class possible reasons why HIV & AIDS are very important topics in the media.
2. Discuss the difference between healthy concern and unhealthy fear.
3. Emphasize:
 - Children your age rarely have HIV.
 - HIV is very hard to get.
 - HIV is preventable.
4. Distinguish between non-communicable and communicable disease.
5. Describe the transmission modes for HIV, and emphasize that casual contact cannot pass the disease.
6. Take questions from the class.

This lesson was most recently edited on July 123, 2013.
Alternative formats available upon request.

Materials Needed

- **None**

Activities

1. Discuss with class possible reasons why HIV & AIDS are very important topics in the media.

Say: *I know that most of you have heard about HIV and AIDS. It seems that news about HIV and AIDS is often on T.V., in the papers, in magazines. There are many other serious diseases in our world, like cancer and heart disease. Why do you think people are talking and writing a lot about HIV?*

Possible responses: People die from it. There is no cure. People are scared of it. Younger people get it.

Be clear with students that it's not as common as many less-talked-about illnesses (like heart disease, cancer, etc.)

HIV and AIDS are very serious. There is no cure for it yet, and it can be fatal. It is out of control in many countries in the world, so it is a global problem. It is killing people in their 20's, 30's and 40's, the time when they would normally be working at their jobs, enjoying their loved ones and doing things to make our world a better place to live. In some parts of the world, HIV is spreading very fast. The number of people who have the disease grows every year even though, compared to many other diseases, it is still fairly rare in the U.S. All this makes many people very concerned. Many other people are scared.

It is good to be concerned. When people are concerned, they are able to help. Some concerned people are looking for a cure for people sick with HIV. Other concerned people are searching for a vaccine, a medicine to give to healthy people (like you) to protect against this disease. Other concerned people volunteer their time, helping people with AIDS to live their lives as comfortably and joyfully as possible. Other concerned people learn how to be more careful with their own health.

2. Discuss the difference between healthy concern and unhealthy fear.

Say: *So concerned people can accomplish things. Usually, scared people cannot. What happens to most of us when we get scared?*

Possible responses: We freeze. We can't think clearly. It's hard to decide what to do. We run away from things. We hide. We get angry.

Often, people are frightened of things that they don't understand, things that seem strange and unfamiliar. That's what has happened with HIV and AIDS. At first, we didn't know much about the disease. Now we do, but some grown-ups still worry a lot about it.

People worry about how they can catch it. People worry because they want themselves and their family and friends to stay well. Some people are scared because there have been a lot of rumors going around about HIV. Rumors make people confused.

3. Emphasize why students should be concerned rather than fearful.

Say: *One of the most important things I want you to learn today is that you definitely don't have to be scared about HIV and AIDS. Here are some reasons why:*

- *We know a lot about HIV. We don't have a cure, but we know what causes it.*
- *We know that even though HIV is making many adults very sick, it generally does not affect children your age, at least not in wealthy countries like the United States.*
- *We know that HIV is very, very hard to get. You can't get it by just being close to someone who has it - even by giving them a hug.*
- *We know that HIV is preventable. When you know how people can and cannot catch it, you'll know how to keep yourself safe.*

4. Introduce and distinguish between communicable and non-communicable diseases.

Say: *HIV is a tiny germ called a virus. Germs that pass sicknesses around are small micro-organisms which are invisible to us. Many sicknesses are caused by germs, but many are not. Let's first take a look at other things (besides germs) that could cause an illness. Who can think of something?*

Use chalkboard or transparency to record their answers into these categories of things that cause illness:

GENES - from the mother or father. (Genes are the little chemical plans within sperm and egg cells ... plans for a new human being ... their hair color, the shape of their ears, etc.)

MALNUTRITION - not having enough good food to eat, not enough of a particular vitamin or mineral

CHEMICALS - certain drugs, like alcohol, tobacco. Sometimes people are exposed to other chemicals at their workplace.

RADIATION from too many x-rays, or from a nuclear power plant (Japan)

Say: *If a person became ill from one of these situations, could they pass the sickness on to another person?*

ANSWER: In most cases, No. These kinds of illnesses would affect only the particular people exposed, except in the case of pregnancy.

But we know that there are many, many sicknesses that can be passed from person to person. They are called COMMUNICABLE or CONTAGIOUS DISEASES. What do we mean when we talk about communication?

ANSWER: A person makes contact with another person. They indicate an interest in the other person. They may talk to, touch, look at, and/or smell the other person.

Say: So, with communicable diseases, people play a part in passing the disease around from one to another. Some diseases can be spread through direct contact - that means things like kissing or touching - or through indirect contact - like breathing in the germ mist from a person's sneeze or cough.

Indirect contact might also be touching things that have been used by an infected person like their toothbrush or food or silverware.

There are several types of these tiny organisms. Let's look at some of them:

bacteria fungi viruses parasite protozoa

Think about some communicable diseases that you know about, illnesses that we could catch from each other. I'll write them on the board next to the kind of germ that brings it into our body. Who can tell us one?

<u>Germ</u>	<u>Illnesses</u>
Bacteria	- pneumonia, strep throat
Viruses	- cold, flu, measles, chicken pox, HIV, mumps, pneumonia
Protozoa	- "camper's diarrhea", malaria
Fungi	- athlete's foot, ringworm, thrush, "diaper rash"
Parasites	- tapeworm, fleas, head lice, ticks

Some of these same germs can be found in water when it is polluted by garbage or sewage (when toilets drain into lakes and rivers that people drink from). In the U.S., drinking water goes through a special treatment process to make it safe, but many countries in the world, those that are poor, frequently have contaminated (unsafe, unclean) drinking water. Some germs can also contaminate food, and disease can spread that way. This could happen if food is not refrigerated or cooked well. What's another way that disease can be spread that we haven't mentioned? Yes. By insects. They can carry certain germs. An insect could land in sewage and then on food. If someone ate that food, they might become sick.

O.K. we've looked at non-communicable diseases (which people don't pass to each other) and communicable diseases, those which we can give to another person. We said that HIV falls into which group? Correct, it's communicable. And which type of germ spreads HIV? Right, a virus.

5. Describe the transmission modes for HIV.

Say: HIV is different from most of the other communicable diseases because it is very, very hard to catch. It does not pass through the air. We can't get it from being in the same room with an infected person. We can't get it by touching or hugging. We can't get it by sharing pencils or hairbrushes or even food. We can't get it from an infected person coughing or sneezing on us or by drinking from the person's cup.

HIV is generally passed in three ways. It can be passed when someone has sex with an infected person; when someone shares needles with an infected

person to shoot up drugs; and from an infected woman to her baby during pregnancy, at birth or if she breastfeeds her baby.

Say: So, you can see why I said at the beginning that very few children your age in wealthy countries like the U.S. have HIV:

- ***Now that we can treat pregnant women who have HIV, fewer babies catch it from their mothers. We can't cure the mothers, but we can cut down the chances of the baby becoming infected.***
- ***Some children in the U.S. used to catch HIV during blood transfusions, when they were in the hospital for a surgery or because they needed help with another illness. This happened because, until 1985, we had no test to make sure that blood (in the blood banks) was safe. Now we do have blood tests, so the chance of a person getting HIV from a transfusion is very, very small.***
- ***And most people your age don't have sex or shoot drugs. Those are things adults might do.***

In poorer countries, where there isn't enough money for health care, doctors sometimes have to reuse needles. They can't always afford the equipment to sterilize them. And there isn't money for medicines for pregnant women. Or even money for classes like this, to teach people how to stay safe. But children like you, in the U.S., who are careful and grow up making good decisions, can be safe from catching HIV.

6. Respond to students' oral and written questions.

7. Close out the lesson
