

Introduction & Gender Roles

Grade 5, 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 case study and 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/can
- *Anonymous Question Roots* Transparency

Student Materials: (for each student)

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

Activity

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

Say: The word “sexuality” is probably new to some students, so I will define it. Some people think “sex” and “sexuality” are the same, but that they aren’t. “Sex” is the smaller word and the narrower concept. It is sometimes used to mean gender (e.g. on forms where it asks your name, birth date and sex) and it is sometimes used to mean particular behaviors... “Sexuality” includes those ideas, but it also includes how a person feels about him or herself, what they feel about being male or female, whether they know how to love, how to trust, how to communicate. A person’s sexuality has to do with whether they can make friends, whether they can keep friends. 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: We are doing this unit so that you 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 their parents or doctors; so that you’ll understand and appreciate themselves, their families and one another; and so that you will not be as likely to ever be sexually abused.

3. Tell the class that you want to share a Case Study with them, and get their reactions to it.

Read aloud:

“The class was beginning a unit on ‘sexuality’ that day. They came in from recess and Mr. Clark asked everybody to calm down and get ready to work. But everybody was a little nervous and excited, and it took a long time before the jokes and laughter let up. When it was quiet, Mr. Clark asked whether anyone knew what kinds of things they’d be studying in this next unit called ‘sexuality.’ Marco raised his hand and asked, ‘What about the reproductive system?’ A few people giggled. Then Shawna raised her hand. She asked whether the class would learn about menstrual periods. Four or five people began to roar with laughter and Michelle said ‘How dumb!’ Shawna started to blush. When the laughter kept up, tears came to her eyes and she finally got up and left the room.”

Open a discussion about the Case Study. Some questions for the class to consider are:

“Why do you think some people laughed?”

“How did Shawna feel?”

“Do you think other people will raise their hands from now on? Why not? How will they feel about speaking in class?”

“If you were the teacher how would you handle the problem?”

“How could the problem have been avoided in the first place?” .

“Do you think this kind of thing could happen in OUR class?”

“How can we keep it from happening here? Why don’t we develop a contract for how we’ll treat each other during this unit?”

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

If the class has trouble generating the lists, ask them what 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. Point out that 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. Point out that other societies, not just other time in history, 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 aloud:

"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 Boxes/Cans.

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:

"Is it true that..?"

"Is it normal to...?"

"How do you know if...?"

"What causes...?"

"What do they mean by...?"

"What should you do if...?"

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.

Related Activities For Integrated Learning

A. 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.

B. Art

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

C. 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.

D. Communication Skills

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

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 Cans.

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:

Decision-Making

Grade 5, lesson #2

Time Needed

One class period

Student Learning Objectives

To be able to ...

1. Identify two ways people can make decisions (actively or passively.)
2. List and demonstrate the steps in making a decision actively.
3. Recognize that, although feelings affect decisions, people CAN decide not to act on a feeling.

Agenda

1. Answer question(s) from the anonymous question box
2. Explain the importance of decision-making in sexuality.
3. Explain ACTIVE vs. PASSIVE decisions.
4. Use brainstorm to show that students are already decision-makers.
5. Explain the 4 steps in making an ACTIVE decision.
6. Use blackboard to walk the class through one ACTIVE decision.
7. Use the *Decision-Making Worksheet* or easel paper as individual or small group exercise to help students practice the model on another decision.
8. "Anonymous Question Box" activity regarding decision-making.
9. Summarize the lesson.

This lesson was most recently edited August, 2009

Materials Needed

Classroom Materials:

- 5-10 sheets of butcher paper
- 5-10 felt-tip markers

-- *OR* --

Student Materials: (for each student)

- *Decision-Making Worksheet*

Activity

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

2. Introduce lesson by discussing what decision-making has to do with sexuality.

Say: ***“Examples of sexuality decisions we all face at some time in our lives include: Whom to choose as friends, how to act toward friends, whom to choose as a boyfriend or girlfriend and at what age, whether to “go with” anybody, whether and when to marry or have children, whether and when to go to the doctor about our private parts, whether to talk about sexuality with our families or friends, and even how to treat a person who likes us but whom we don’t especially like.”***

3. Explain the difference between ACTIVE and PASSIVE decisions.

Say:

- a. ***ACTIVE decisions involve conscious thought (sometimes 30 seconds' worth, sometimes 5 year's worth). ACTIVE decisions involve a choice between at least two alternatives, where one can know or guess some of the consequences of each alternative. In making ACTIVE decisions, people consider their feelings (e.g. fear, anger, tenderness), their beliefs and their family's belief e.g. "friendship is important, but honesty is more important."), and the possible consequences, good and bad, of each alternative.***
- b. ***Passive decisions are those where the person has a choice, but allows someone else, or time, or chance to decide. Having red hair is NOT a decision, because there is no choice. Having short hair because your hairdresser or barber chooses it is a PASSIVE decision. Having short hair because you prefer it is an ACTIVE decision.***
- c. ***There is nothing inherently "good" or "bad" about ACTIVE vs. PASSIVE decision. In fact, if we consciously decided about every step we took, we'd be late getting where we were going!***

4. Use brainstorm to show that students are already decision-makers.

- a. Help students brainstorm all the decisions they have made so far today. Your list may look something like this:
 - whether to get up
 - what to wear
 - whether to bathe
 - whether to eat breakfast
 - what to have for breakfast
 - whom to sit with on the bus, or whom to walk to school with

- whether to bring lunch
 - b. Help them identify which ones they made **ACTIVELY**, and which, **PASSIVELY**. For example, if someone in your family always cooks breakfast and you all eat together, you may not even think of it as a decision; you just do it. For you it's a **PASSIVE** decision. If, instead, you decide when you wake up each morning whether you're hungry and what to fix yourself, that's **ACTIVE**.
- 5. Explain that people make ACTIVE DECISIONS in 4 steps** (sometimes carefully, even in writing; other times, quickly):
- a. List alternatives (people often forget this step!)
 - b. Consider the consequences, positive and negative, of each alternative
 - c. Consider feelings (your own and, if someone else is involved, theirs)
 - d. Consider beliefs (your own...but sometimes to decide what you believe it helps to find out what other people you trust believe--parents, clergy, a family friend)
- 6. Use blackboard to walk the class through one ACTIVE decision: what to have for breakfast.**
Walk students through the four step process introduced in Activity #4, above.
- a. What are my alternatives? List a few on the blackboard under the heading "alternatives": skip breakfast; coffee and donut; eggs, grits, bacon, juice, toast, and milk; leftover tortilla with cheese.
 - b. What are possible consequences of these alternatives? Make two columns to the right of "alternatives", entitled "consequences, good" and "consequences, bad". Help the class fill in the chart. You might end up with something like this:

Alternatives	Consequences	
	Good	Bad
1. Skip breakfast	On time to school Get to sleep a little longer	Feel cranky Get yelled at for not eating <u>Do poorly on test</u>
2. Coffee and donut	Quick energy Good taste	Even more tired when sugar/caffeine is gone <u>Cavities</u>
3. Eggs, grits, bacon, juice, toast milk	Do well on test Not hungry all morning	Late to school Gain

4. Tortilla, cheese	Don't waste leftovers Good	Sick to my stomach
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- c. How do you feel this morning? Hungry? Sleepy? (If so, I might prefer to "sleep in" rather than to eat.) Scared about today's test? (If so, I may want to eat to get my brain in gear.)
- d. What do I believe about this issue? That breakfast is the most important meal? That being on time to school is more important than breakfast? That it's wrong to eat sugar? That you should always eat before a test?

7. Use the *Decision-Making Worksheet, board* or easel paper as a whole group exercise to help students practice the model on another decision. Choose one of the following, or your own:

- a. You see your friend shoplift; nobody else seems to have noticed.
- b. Your old friend invites you to a party this Friday and you say "yes". Then a really cute boy or girl invites you to watch movies with their family the SAME night.

Think, Pair, Share Activity use the DECISION WORKSHEET to record responses to:

- list alternatives (Make sure group comes up with at least 4 alternatives before they begin weighing them.)
- consider consequences (they should think of at least one good consequence and one bad one for each alternative.)

After discussion, make the point that **the more alternatives a person thinks of, and the more thoughtful s/he is about each one of them, the better the chances of a good decision.** Have them consider, aloud, how they might **feel** in the specific situation and what **beliefs** might affect the decision.

The "Decision Worksheet" can be filled out by each student while discussed.

8. "Anonymous Question Box" questions about decision-making.

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.)

9. Summarize by pointing out that your students

- are already decision-makers
- make some decisions ACTIVELY and others, PASSIVELY
- will face some big decisions in life about which they will feel better afterwards, if they make them in an ACTIVE way...maybe even on paper.

Related Activities For Integrated Learning:

A. Language Arts

If students are gradually generating glossaries, have them add "alternative," "consequence," "active decision," and "passive decision".

B. Language Arts

Students may write short stories, describing a problem situation, with alternative endings depending on the decision of the protagonist.

C. Social Studies

Repeat step 6 of this lesson plan, using a different problem situation.

Homework:

Students' options:

- Discuss with an adult in the family "the hardest decision you (the adult) has ever had to make." They can ask the adult what his/her feelings and beliefs were. They can ask what the alternatives were and how the adult reached a decision.*
- Watch T.V. for at least an hour, and describe a decision made by any character.

Decision-Making Worksheet

NAME _____ DATE _____

ALTERNATIVES	CONSEQUENCES	
	+(GOOD)	-(BAD)

Reproductive System

Grade 5, Lesson #3

Time Needed

One class period

Student Learning Objectives

To be able to ...

1. Identify the medical terms, locations, and functions of at least 7 of the structures in and near the male reproductive system.
2. Identify the medical terms, locations, and functions of at least 7 of the structures in and near the female reproductive system.

Agenda

1. Answer question(s) from the anonymous question box.
2. Discuss purpose of lesson.
3. Use transparencies to describe names, purposes, and locations of male reproductive organs.
4. Use *Reproductive System Worksheet #1* as a large group exercise to reinforce Activity #2, above.
5. Repeat Activities #2 & 3, for female reproductive organs, using *Reproductive System Worksheet #2*.
6. Answer question(s) from the anonymous question box

This lesson was most recently edited
August, 2009.

Materials Needed

Classroom Materials:

- *Reproductive System Transparency/Worksheets #1 – 2*, as 4 transparencies
- Overhead projector/document camera

Student Materials: (for each student)

- *Reproductive System Worksheet #1* (2 sides, back-to-back)
- *Reproductive System Worksheet #2* (2 sides, back-to-back)

Activity

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

2. Explain

Say: *“We are doing this unit so that you 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 their parents or doctors; so that you’ll understand and appreciate themselves, their families and one another; and so that you will not be as likely to ever be sexually abused.”*

3. Hand out **Reproductive System Worksheet #1** and fill it in as a large group exercise:

Read and Say:

Let’s look at the side view first and see if you all can help me name the parts. Let’s start with the outside parts ...#’s 4 and 7. Can anybody tell me what they’re called? That’s right, #4 is the penis. Everybody fill that in on your worksheet. Check your spelling against the blackboard.

And so forth.

4. Repeat activities #2 and 3, above, describing the female reproductive system on the screen or whiteboard and reinforcing it using **Reproductive System Worksheet #2**.

Front view of the female:

Say: *OK, now let’s look at the female reproductive system. This opening to the outside of her body is called the vagina. That’s where a penis would go if she had intercourse. And sperm would be released to travel up into her body in search of an egg.*

Where do eggs and female hormones come from? Right. Ovaries. She has two of them and they sort of take turns ovulating, with one releasing an egg one month and, often, the other releasing one the next month. Her ovaries also make female hormones, so that her body will grow into an adult woman’s.

When an egg leaves an ovary, it usually goes into the fallopian tubes. If an egg gets fertilized, that’s where it will happen – in her tubes. Then it travels on down to the place it will grow for nine months.

What’s that place called? Right. Her uterus. And this bottom part of the uterus, it’s neck, is called the cervix. That’s the place a doctor or nurse practitioner wipes cells from when they do a Pap Test. They are looking for changes in the cells of the cervix that might mean a cancer would develop. If they find that kind of changes, they can usually remove the cells that are in trouble long before they would become cancer.

And after a baby has grown in the uterus (remember it isn't called her stomach) for nine months, it usually comes out through the vagina.

Side view:

Say: Now she's facing to the side. A woman has three openings in her private parts. In the front, is the tube urine ("pee") comes out from. It's called the same thing we called it in the male: the urethra. And of course it is attached to the place where urine is stored: the bladder. In the middle is the opening her period comes out of, and where she has intercourse. What's it called? Right; the vagina. And then the third opening, besides the urethra and the vagina, is the opening a bowel movement comes out of.

What did we call it in the male? Right: the anus.

Then, she has two folds of skin that protect the openings to the urethra and the vagina, called her labia. And in the front, where the labia meet, is the part with all the nerve endings that's usually the most sensitive to touch and that gets erect. What's it called? Right; the clitoris.

Now what about the parts we already named on the front view? Let's identify those ...

5. Describe names, purposes, and locations of male reproductive organs.

Use the transparencies or, better yet, draw so that you can introduce one part at a time and so that your drawing won't exactly duplicate the worksheets your students will be filling out later in the lesson.

Name and explain the functions of the parts of the male reproductive system. Here is scripting, to read in advance:

Say: Let me describe how most people's bodies are made. But know that individual differences are pretty common.

Side view of the male: *This is a side view of the male reproductive system. On the outside he has two parts. Can anyone name them? That's right, 'penis' and 'scrotum.'* The job of the scrotum is to hold the "testicles" or "testes" at the proper temperature – lower than 98.6 degrees – for making sperm. The scrotum will move toward or away from the body to keep it at a lower temperature.

Who knows the testicles' other job, besides producing sperm? They also make male hormones to give him a deeper voice, broader shoulders, and all the other characteristics of an adult male body.

Sperm are made in the testes and then move into the epididymis which is a long tube tightly coiled into the back of the scrotum. The sperm stay there for 2-3 months while they mature.

Then they travel up into his body through a tube called a vas deferens.

He's got two, one leading from each epididymis. The sperm travel, through a vas deferens, past his bladder (where urine or "pee" is stored), and into the tube that will carry them out of his body, the urethra. The urethra is the tube that runs through his penis. In the male, the urethra has two jobs: urination (part of the urinary system), and ejaculation (part of reproductive system). On the way, the sperm gather fluids we call semen. These fluids come from three places: his seminal vesicles (two long skinny glands which contribute sugars to help

nourish the sperm on their long journey), his prostate gland (the fluid from which is a lubricating liquid, allowing the sperm to swim freely, and his Cowper's glands (which mostly neutralize the acids that might still be in his urethra from the last time he urinated – "peed").

A man has two openings in his private parts, the urethra is one. The other opening from a man's private parts is his anus, where a bowel movement ("poop") comes out. Of course, even though the bladder and anus are nearby, they aren't actually PART of the reproductive system. They have nothing to do with making a baby.

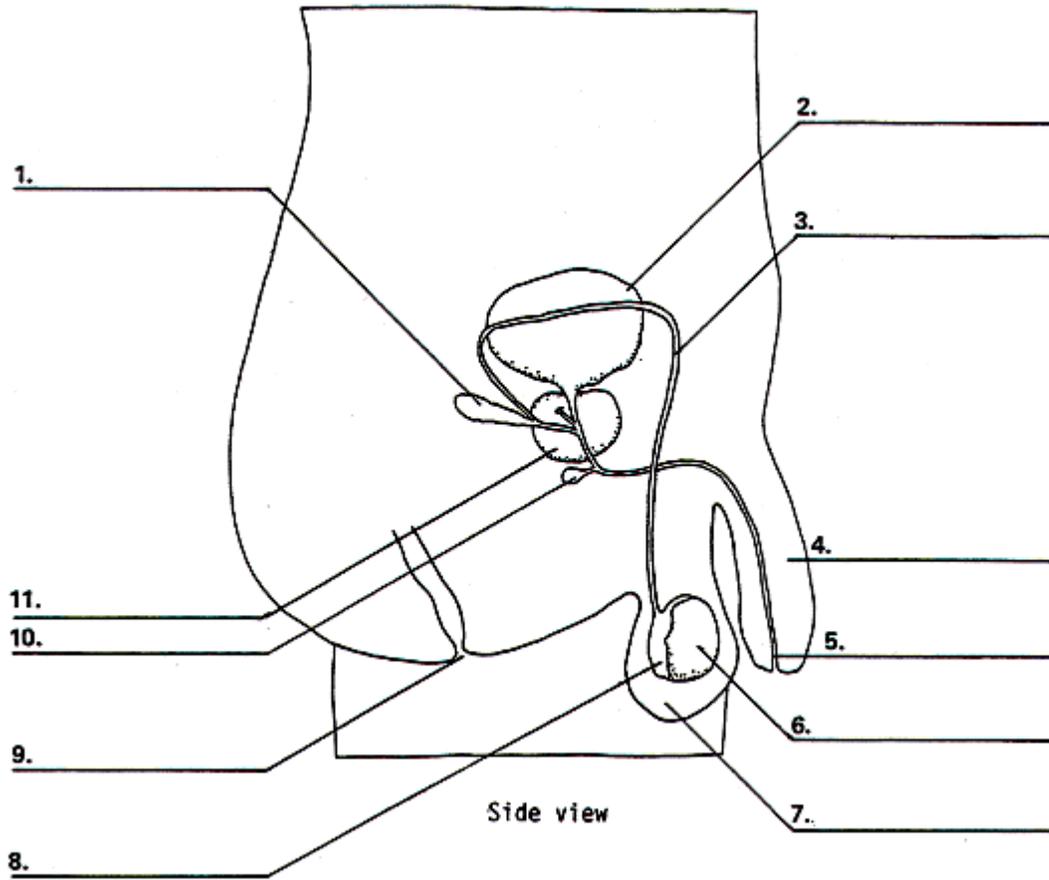
6. Anonymous Question Box

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.)*

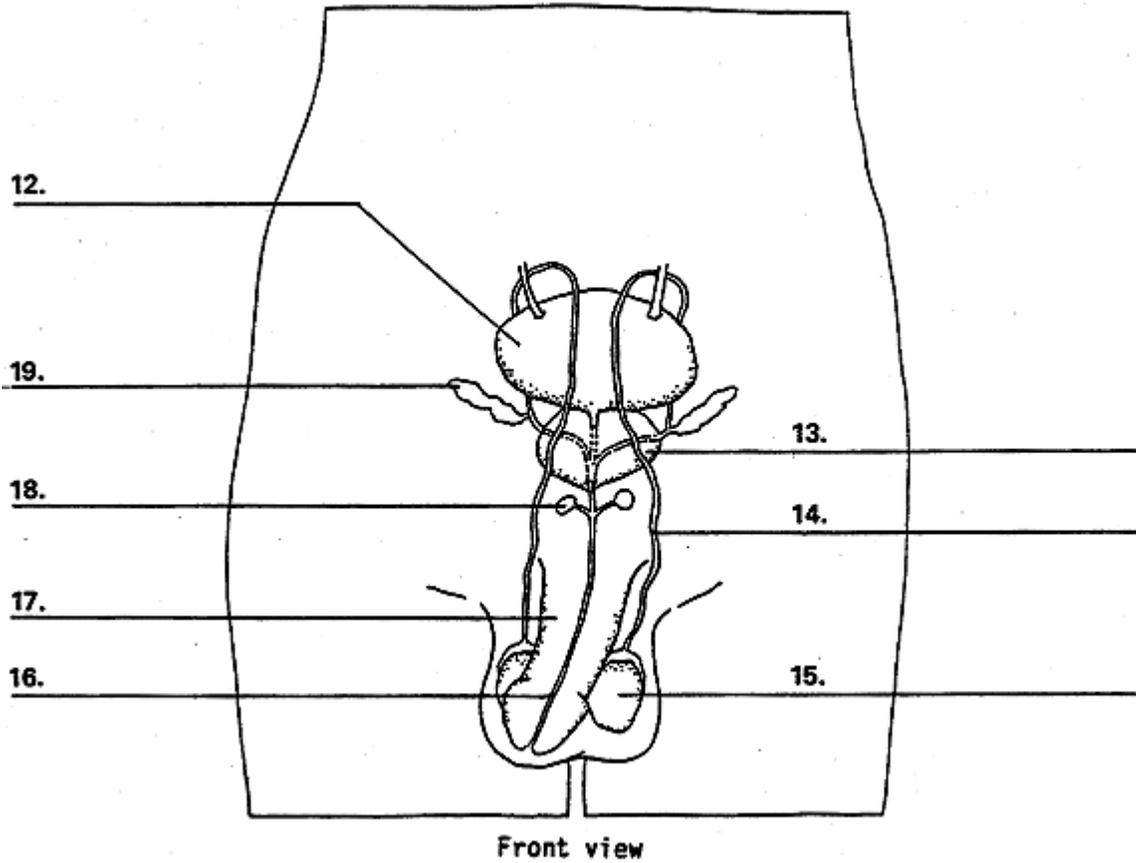
Reproductive System Transparency/Worksheet 1

DIRECTIONS: Fill in the name of each body part. Some will be repeated. Use correct spelling and medical, not slang, words.



NOTE: #9 and #2 are not part of the reproductive system

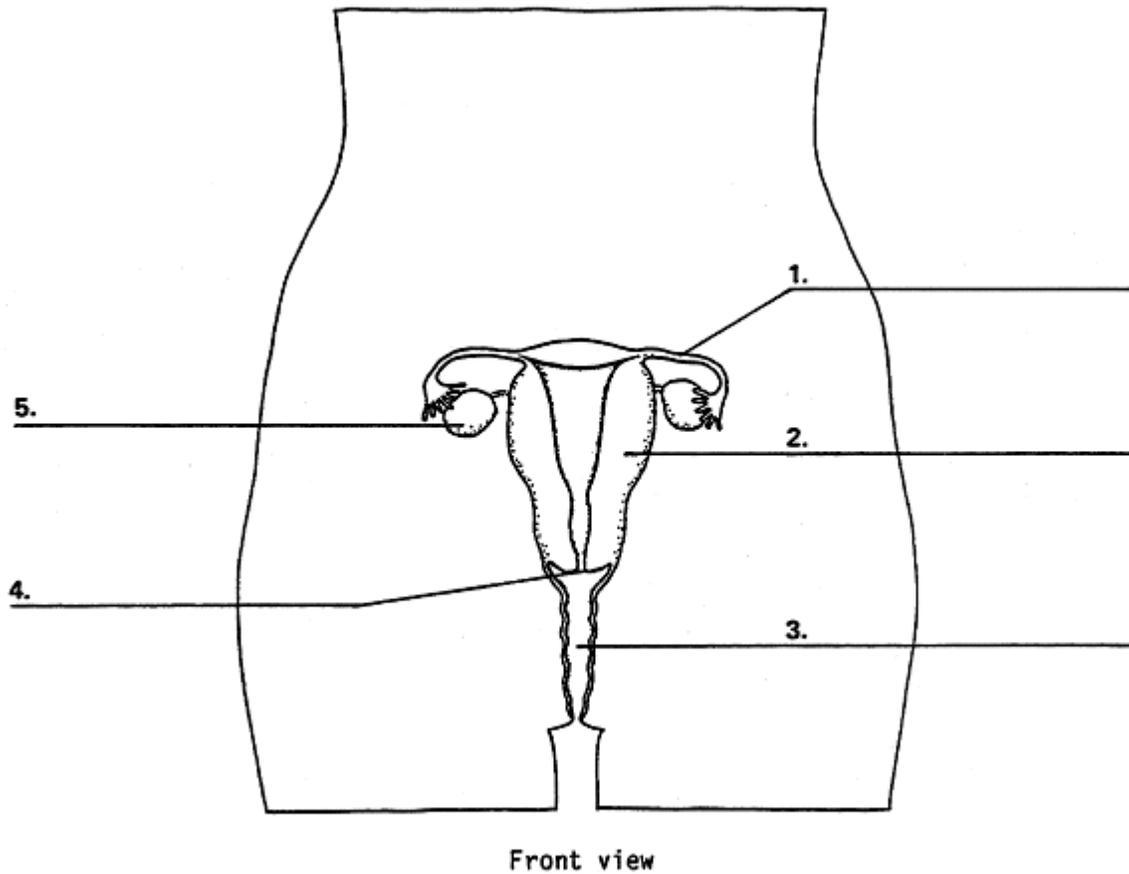
Reproductive System Transparency/Worksheet 1 continued...



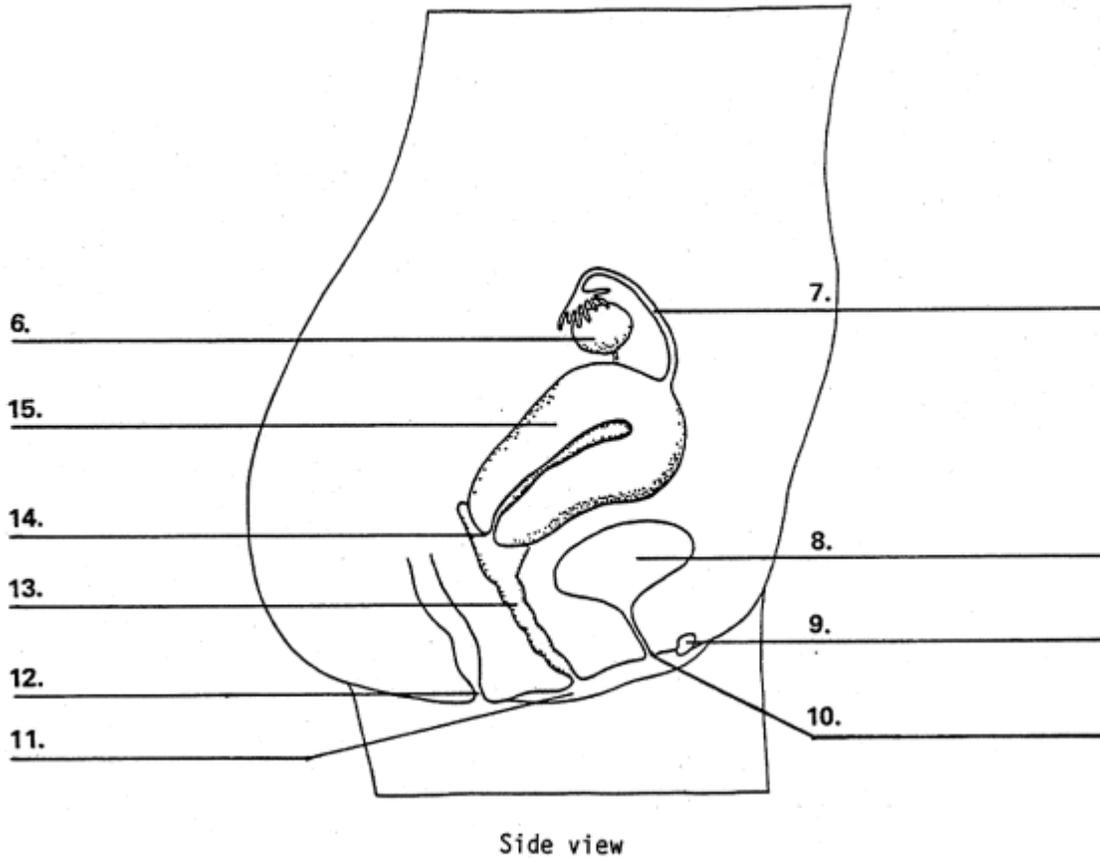
NOTE: #12 is not part of the reproductive system

Reproductive System Transparency/Worksheet 2

DIRECTIONS: Fill in the name of each body part. Some will be repeated. Use correct spelling and medical, not slang, words.



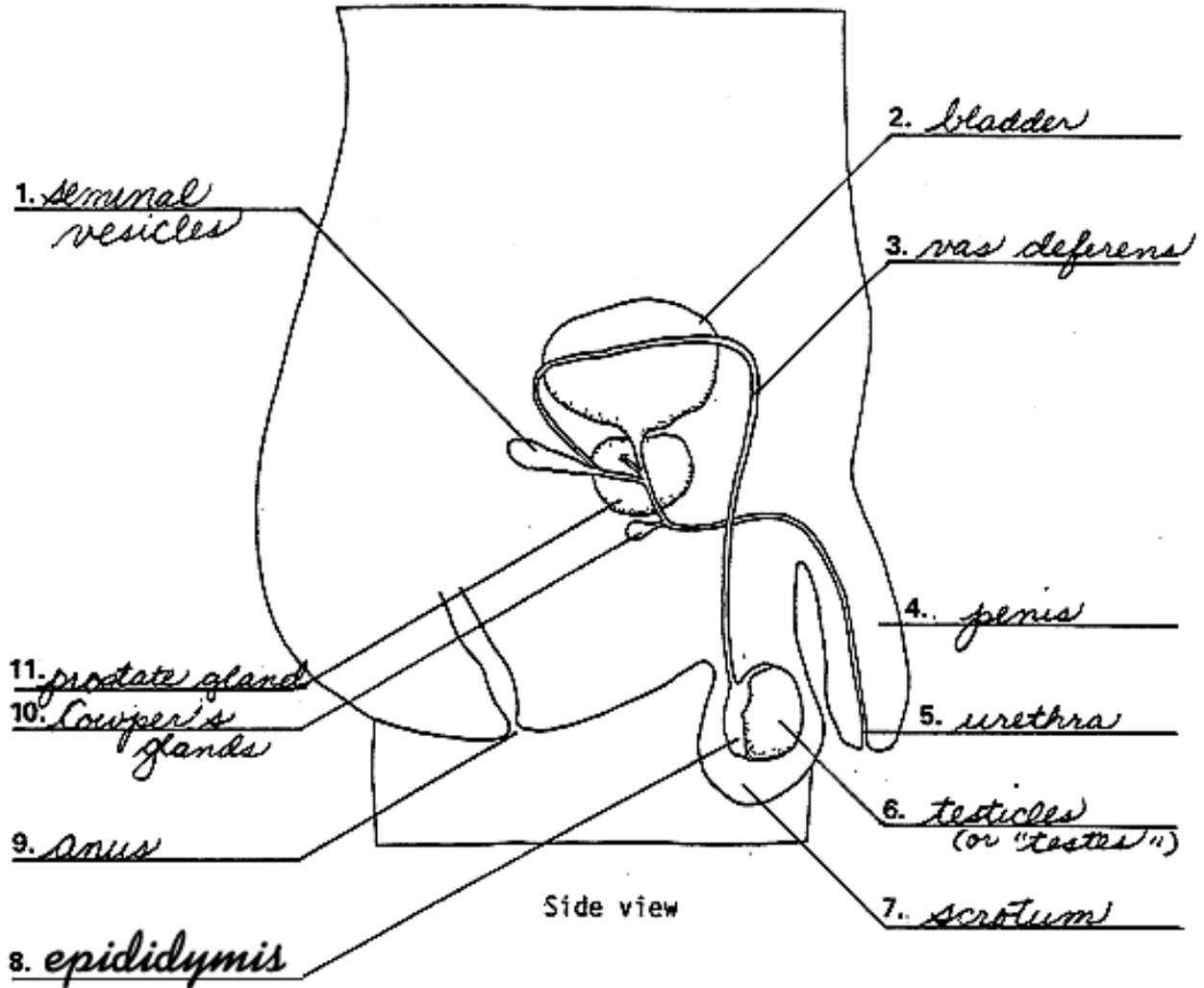
Reproductive System Transparency/Worksheet 2 continued...



NOTE: #8, 10, and 12 are not part of the reproductive system

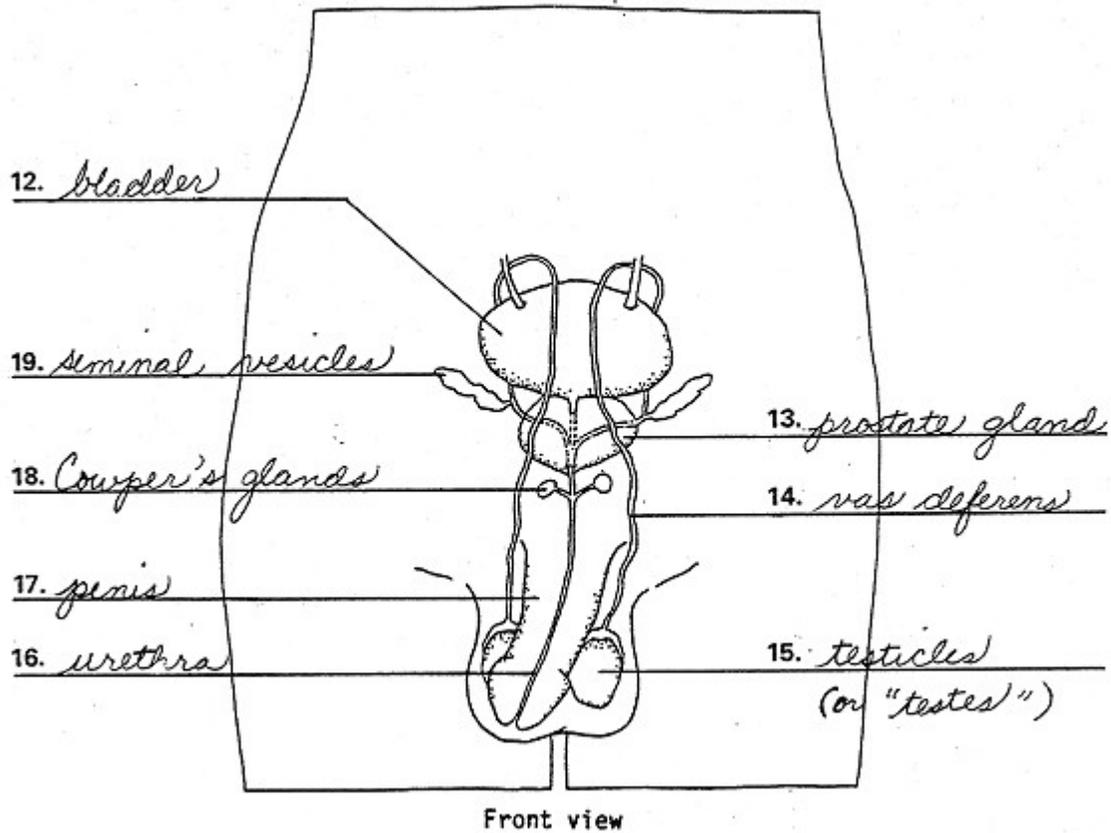
Reproductive System Transparency/Worksheet 1 – answer key

DIRECTIONS: Fill in the name of each body part. Some will be repeated. Use correct spelling and medical, not slang, words.



NOTE: #9 and #2 are not part of the reproductive system

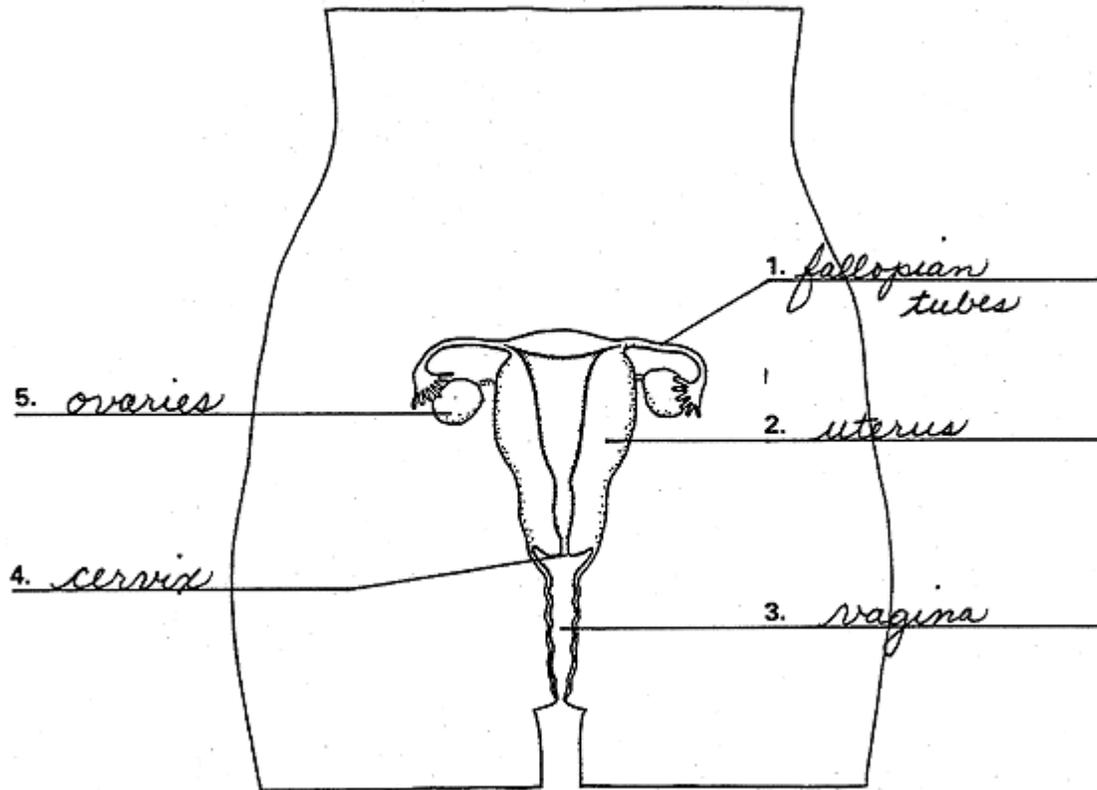
Reproductive System Transparency/Worksheet 1 continued... answer key



NOTE: #12 is not part of the reproductive system

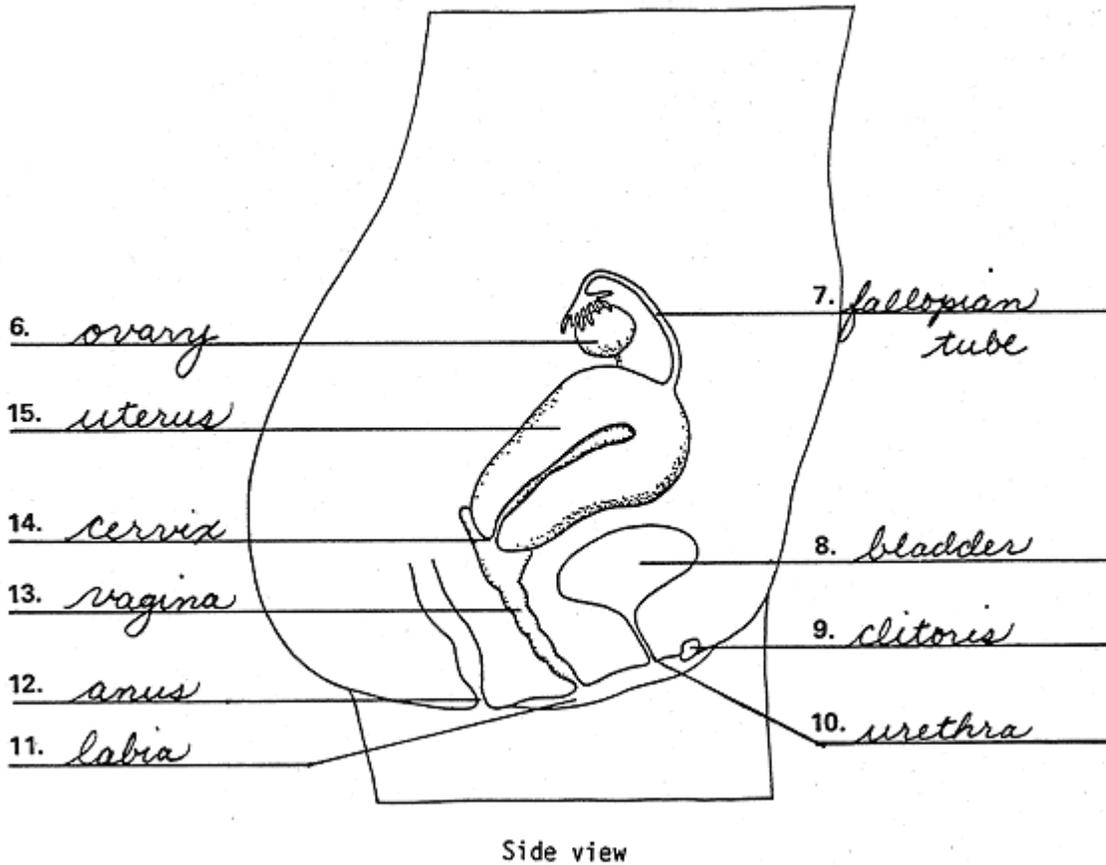
Reproductive System Transparency/Worksheet 2 – answer key

DIRECTIONS: Fill in the name of each body part. Some will be repeated. Use correct spelling and medical, not slang, words.



Front view

Reproductive System Transparency/Worksheet 2 continued... answer key



NOTE: #8, 10, and 12 are not part of the reproductive system

Sexual Exploitation

Grade 5, 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 the *Sexual Exploitation Transparency* to review lesson 4, and to introduce the **importance of**, and **ways to report** sexual exploitation.
11. Use oral true/false "quiz" to summarize lesson.
12. Anonymous question box activity

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: “Sexual exploitation is 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”

Suggest this analogy: “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.”

Explain: “Sometimes people trick or pressure a child into secret touching and that that is called sexual exploitation. Write the term on the blackboard. 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.

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.)

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

- 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 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)

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

"I AM SPECIAL."
 "I DESERVE GOOD TOUCH."
 "MY BODY BELONGS TO ME."

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

"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.**

"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).

"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."

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.)

Ask the class, ***"If it happened to your friend, suppose his or her uncle unzipped his pants while he was driving your friend to school. And suppose your friend told you. How do you think your friend is feeling? And how would he or she like you to respond?"***

9. Show the Sexual Exploitation Transparency.

- a. Discuss each item, asking students to describe in very concrete terms what each behavior might look and sound like.
 - **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.

Explain that tomorrow's lesson will include what to do if the person you tell doesn't believe you, or doesn't know how to help you.

10. 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 5, Lesson #5

Time Needed

One class period

Student Learning Objectives

To be able to...

1. Explain the role of the white blood cell in the body's defense against infection.
2. Understand the ability of the HIV to "outwit" and damage the immune system.
3. List 2 ways HIV is transmitted and 2 ways that it is not.
4. Express confidence that HIV is primarily an adult disease caused by adult behaviors.

Agenda

1. Answer question(s) from the anonymous question box.
2. *AIDS Factsheet*.
3. Group discussion, to reinforce the learning.
4. Answer students' questions, oral and written, about HIV & AIDS.
5. Have students draw their own versions of the battle between the HIV and the immune system.
6. Anonymous Question Box Activity.
7. Assign homework.

This lesson was most recently edited February, 2010.

Materials Needed

Student Materials: (for each student)

- *AIDS: Facts for Elementary Students* (2 sides, back-to-back)
- *Family Homework Exercise: HIV/AIDS and Us*
- drawing paper
- crayons (or colored pens, markers, etc.)

Activities

1. **Answer question(s) from the anonymous question box – (previous lesson(s)).**
2. **Use the *AIDS Factsheet* to teach this section**
Have students volunteer to take turns reading it aloud.
3. **Group discussion, to reinforce the learning from *AIDS Factsheet***
Introduce it by explaining,

Say: ***“Most adults have a hard time really understanding communicable diseases and the way the immune system works. Once we complete this lesson, you will be able to explain the immune system ... even to your parents.”***

“How does the body normally protect us from illness?”

- > *The first defense is the skin.*
- > *Once germs get into the body, we fight them with white blood cells.*
- > *The leaders of the immune system are white cells called “T-cells”. They recognize enemies (germs) and direct other cells to fight them off.*

“How is HIV different from most germs?”

- > *The HIV can disguise itself by hiding inside a T-cell. Inside, it multiplies, making more and more new viruses.*
- > *In the meantime, it cripples the T-cell's ability to identify invading germs. If it can't identify them, it can't direct other white blood cells to reject them.*

“How do people get the HIV, the virus that causes AIDS, inside their bodies?”

- > *by using drugs with IV needles, needles that have been used by someone who has HIV*
- > *by engaging in risk behaviors with someone who is infected with the virus*

“Why don't kids your age need to worry about catching HIV?”

- > *It's caused by adult behaviors.*
- > *It isn't easy to catch, like a cold.*
- > *Unless they engage in risk behaviors, children can only get it from their mothers before they are born or during breast feeding (or during blood transfusions before 1985, when we didn't have a test to be sure blood was safe).*

“Tell me a few things we all do -- daily -- that we know we don't have to worry about. ”

- > *shaking hands*
- > *hugging*
- > *sharing books, pens, drinking fountains*
- > *playing sports*
- > *dancing*

- > eating in cafeterias and restaurants
- > swimming in pools and lakes
- > being bitten by mosquitoes
- > riding on busses, elevators

Answer students' questions, oral and written, about HIV/AIDS.

If there are questions for which you don't know the answers, be honest about it. Then you (or a student) can call an expert to find out the answer. In the United States (1-800-CDC-INFO [800-232-4636], 1-888-232-6348 TTY, 24 Hours/Day or E-mail: cdcinfo@cdc.gov).

4. If there are questions for which you can't think of a tasteful, sensitive answer, talk them over with a colleague or, again, contact an expert.

For value-laden questions, especially, make sure you refer to parents or guardians and clergy:

“... and since people have such differing beliefs about this, I would really recommend that you talk it over with your families. If you belong to a church, synagogue, mosque, or temple, find out what they believe, too.”

5. Hand out drawing paper and crayons (or colored pencils, marking pens, etc.). Give students five or ten minutes to draw their own versions of the battle between HIV and the immune system. You can display thoughtful work on a bulletin board.

6. 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.

Since this is the last lesson, review and answer questions. You can also return address questions pertaining to previous lessons that were not addressed.

Homework

Students' options:

- Complete *Family Homework Exercise: HIV and Us* with an adult in your family. ¹

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- Using the *HIV/AIDS Factsheet* as a model, design a factsheet for third graders. Make sure you explain that they don't have to worry about HIV at their age because it's hard to catch.

AIDS: FACTS FOR ELEMENTARY AGED STUDENTS

AIDS is caused by HIV, a virus that enters the blood stream.

Acquired: A person must do something very specific to get the virus into their body. (See "The Risky Behaviors.") **I**mmune: The virus attacks the white blood cells in the immune system.

Deficiency: The white blood cells become too few or too weak to fight infection.

Syndrome: The virus can cause certain symptoms or illnesses in a person.

There are three ways people get HIV, the virus that causes AIDS:

1. Blood-to-blood contact.

This happens when people share needles to shoot up (inject) drugs. Some **blood** always stays in the needle.

2. Sexual intercourse.

The AIDS virus can live in **semen** and **vaginal fluids**. It can get into a person's body if they have sex with an infected person.

3. Mother to baby.

The virus can pass from the woman's blood to the unborn baby during pregnancy. After the baby is born, the virus can pass during breastfeeding.

The Risky Behaviors

- Using drugs
- Sexual intercourse

The Safe Behaviors

- Hugging
- Shaking hands
- Playing with pets
- Sharing food and dishes
- Sports
- Sitting next to someone at school

- Dancing
- Using public toilets

You will have some important decisions to make as you get older.

Make choices that keep you healthy.

- Never use drugs.
- Wait until you are older to have sexual intercourse.

Things to remember:

- You cannot tell by looking if a person has HIV.
- There is no cure or vaccine for HIV.
- You cannot get HIV from casual, daily contact.
- HIV is preventable.

If you have questions call the number below. (No names asked.)

United States HIV/AIDS Hotline:
1-800-342-AIDS

Family Homework Exercise: HIV/AIDS & Us

ALL FAMILY HOMEWORK EXERCISES ARE OPTIONAL. Like all family homework, this is for two of you ... the student and an adult in your family (parent, step-parent, aunt, uncle, etc.)

DIRECTIONS

1. Each of you, name a couple of people you love over the age of 28.
2. Now choose one of these people to think about together. Fill his or her name in the blanks in the story below.
3. Read and discuss the story together:

What if, back in 1983, _____ was in a car accident? He or she was so badly hurt, the doctor had to do a blood transfusion. If it had been after the Spring of 1985, the blood would have been tested, but in 1983 there was no test. Last week, _____ went to the doctor for a regular check-up and the doctor wanted to do an HIV test. _____ said, "OK. " If it turns out that _____ does have HIV, the virus that causes AIDS, what will our family do?

NOTE: Turn in a Family Homework Confirmation Slip by _____ if you want credit.