



**MILWAUKEE
PUBLIC SCHOOLS**

Human Growth and Development

Fourth Grade

Wellness and Prevention Office

6/19/2015

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**Milwaukee Public Schools
Wellness and Prevention Office**

**Human Growth & Development Curriculum
Fourth Grade Lessons**

OUTLINE

Unit 1 – Relationships

- Lesson 1-Families: Listening Skills & Cooperation
- Lesson 2-Friendships
- Lesson 3-Friendships & Lifetime Commitments

Unit 2 – Society & Culture

- Lesson 4-Media Influences
- Lesson 5-Body Privacy

Unit 3 – Personal Skills

- Lesson 6-Decision Making
- Lesson 7-Human Reproduction & Self Esteem

Unit 4 – Human Development

- Lesson 8-Puberty Myths
- Lesson 9-Puberty and Anatomy
- Lesson 10-Hygiene
- Lesson 11-Communicable Diseases
- Lesson 12-HIV/AIDS
- Lesson 13-HIV/AIDS

Milwaukee Public Schools

Wellness and Prevention Office

INSTRUCTIONS FOR ASSESSMENT COMPLETION

- Please use the attached Assessment Tracking Form; make copies for yourself as needed
- Each grade level of the HGD course has a pre and post assessment and two additional assessments/quizzes that could be used for formative or summative assessments.
- The Assessment Tracking Form should be submitted to your school principal.

AD= ADVANCED: Student performs this task at an advanced level and is significantly above the standard

PR= PROFICIENT: Student performs this task confidently and consistently and meets the standard

BA= BASIC: Student is improving in this skill or behavior; however they are below the standard

MI= MINIMAL: Student is beginning to develop in this skill or behavior; however they are significantly below the standard.

Fourth Grade HGD				
School Name: _____	Pre-Assessment	Post-Assessment	Assessment/Quiz 1	Assessment/Quiz 2
Teacher Name: _____				
# students _____				
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3rd -5th Grade Instructions for Accommodations and Modifications

It is our responsibility as educators to ensure that students have access to the curriculum or information that we present as well as a way to demonstrate their understanding.

It is important to realize that this may look different for some students.

<p>Accommodations for students with disabilities would include, but are not limited to:</p> <p>Directions: Accommodations are for clarification of directions and are separate from accommodations for test items. (Examples: Sign language for directions, explain or clarify directions, etc.)</p> <p>Content Presentation: Accommodations allow an assessment to be given to a student in a different format or mode of access that may be auditory, multi-sensory, tactile, or visual. (Examples: Large-print, audio recording, Braille, etc.)</p> <p>Response: Accommodations allow a student to respond to each test item or organize work using an assistive device. (Example: Student responds orally to a scribe who documents the student's answers, use of a graphic organizer, etc.)</p> <p>Setting: Accommodations allow a student to take an assessment in a different location or environment than the rest of his or her class. (Example: Individual testing, student stands or moves during testing, etc.)</p> <p>Timing/Scheduling: Accommodations increase the allowable length of time to complete an assessment or change the way the time is organized. (Example Extra time, testing across multiple days, etc.)</p>
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Examples of areas of concern:	Possible methods of addressing those needs:
<p><u>Reading/Writing</u>- Student is having difficulty reading instructions, content and/or completing an activity.</p>	 <ul style="list-style-type: none"> • Provide a Live Scribe Pen with pre-recorded directions and phrases on the worksheets; can also be used for note taking. • Provide letter/sound strips and number lines to support students that have difficulty w/ letter, word and number recognition. • Upload all text to be read to a text reader. • Provide a colored reading viewer to aid in focus, fluency, and overall comprehension. • Create/provide a word box based on some general or key words mentioned during discussions; useful for students that have limited vocabulary and spelling skills. • **Use one of the many tools available on Premier (see document pertaining to using Premier with the HGD Curriculum for more information and details
<p><u>Fine Motor</u> - Student is having difficulty gripping paper, scissors or writing utensils when the task requires drawing, writing or manipulating paper.</p>	 <ul style="list-style-type: none"> • Provide pencil grips. • Use laminated tag board. • Adapted Scissors. • Provide pictures of images that fall in the category to be drawn (varying in size, shape, color). Allow them to cut and paste. • Allow use of tablet to draw with finger. • Speech Recognition Software.
<p><u>Language/Communication</u>- Student is having difficulty verbalizing and/or expressing his thoughts. **Contact speech/language pathologist for more information about this area of need</p>	 <ul style="list-style-type: none"> • Provide student with visual supports to encourage communication • May require a speech output device to aid in communication.

****Note:** These are all tools to support learning that could be used with any student. If a student with a disability requires one of these tools, it becomes assistive technology. Contact the Assistive Technology team via email at atteam@milwaukee.k12.wi.us if you want more information or have questions regarding a student's possible need for assistive technology. The Assistive Technology Website is an excellent resource. Please visit <http://www5.milwaukee.k12.wi.us/dept/at/> or www.mpsmke.com/at for more ideas.



National Health Education Standards

Primary Focus

Standard 4 – Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Secondary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2 – Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

What You Need to Know-

Students will:

- understand diversity in family structures,
- recognize roles within families
- access the family as a resource for questions about the body.

Materials

- Large space
- Whistle (or other means for quieting the group and regaining order)
- Balloons (one for each group of 6)

Procedures

You will need a large, clear space for the activity. Give clear directions and make sure the students understand all tasks before having them do anything. Taking this step will help maintain safety and order. Tell the students what signal you will use to get their attention (blow whistle, ring bell, turn off lights, etc.) When they hear/see this signal, they should stop what they are doing immediately and look at you. Give the students all of the directions before assigning any body parts or getting anyone moving. *If your class is not divisible by 6, eliminate one of the body parts (class needs to be divisible by 5) and/or have “extra” students perform the role of referee.*

1. Have the class stand in a line. Count off the class by assigning one of these actions to each student. Pass out index card:
 - “Head” (Nod)
 - “Left Hand” (Wave your left hand)
 - “Right Hand” (Wave your right hand)
 - “Torso” (Twist your body from the waist)
 - “Left Foot” (Hop on left foot)
 - “Right Foot” (Hop on the right foot)
2. The first task is for the body parts to get connected by moving around performing their individual actions. Without speaking, the students should look for five other “body parts” they can join with to form a whole body. (Head, Left Hand, Right Hand, Torso, Left Foot, Right Foot)
3. When all students have found a group, challenge the “Bodies” to complete the task of getting a balloon (from a table teacher designates), blowing it up, tying it and finally popping it. Here is how: (or perform some other task, i.e. pour water from a bottle to a cup and drink)
 - “Left Foot” and “Right Foot”, plus “Left Hand” and “Right Hand” walk over to the table.
 - “Left Hand” picks up a balloon and the group goes over to the “Head.”
 - “Right Hand” takes the balloon from “Left Hand” and holds it up to the “Head’s” mouth.

“Body Boogie” – Families, Listening Skills, Cooperation



- “Head” blows up the balloon.
 - “Right Hand” and “Left Hand” tie the balloon and place it on the floor.
 - “Torso” sits on the balloon to pop it. (If you have eliminated “Torso”, have “Left Foot” step on it.)
 - When the “Body” completes the task, it gets a round of applause from the “Hands”
4. When each body has completed the task, have the students pick up the balloon pieces and return to their seats (or sit on the floor where they are.)
 5. Discuss
 - a. How is this game like a family?
 - b. Let’s brainstorm some possible family structures
 - i. Mother, Father and Children
 - ii. Single Parent and children
 - iii. Aunt, Uncle and Children
 - iv. Grandparent(s) Parents, and children
 - v. Same sex parents and children
 - vi. Man & Woman, no children
 - c. What are some things that you need from your family?
 - d. Each body part had a specific job to do in this activity; what types of jobs or roles are there in families?
 - e. What are two of your responsibilities in your family?
 - f. Tell one thing about your family that is extra-special.
 - g. How can families help you make good decisions?
 - h. Name two people you can talk to in your family when you have questions about your body.

*You may choose to use the above questions as a handout and have students complete individually. See attached for a worksheet form.

In procedure #5 same sex parents are referenced. The comfort level of the students may not exist at the beginning of the unit for such discussion. You may want to wait a few lessons before including issues of homosexuality to avoid negative reactions by some students which may inhibit a student with same sex parents or other family members and friends who are gay, lesbian, bi-sexual or transgender.

Lesson extensions:

“That’s a Family” DVD from Groundspark, and part of the Respect for All Project.
www.groundspark.org/films/thatfamily/index.html (individuals \$29.95/ schools \$75.00)

- The following is a class offered at the Children’s Health Education Center. Call (414) 765-9355 to schedule a field trip: *Communication*: Grades 3-4: Different styles of communication are learned as students work together toward a common goal. The importance of active listening also is stressed, as well as conflict resolution. This program is facilitated, in part, by peer educators from CHEC’s [Teen Health Crew](#), when available.



“Body Boogie” – Worksheet

1. How is this activity like a family?

2. Brainstorm at least four types of families. (Example: Mother, Father and Children)

3. Name four things that you need from your family?

4. Each body part had a role in this activity; Name three types of roles in families.

5. What are two of your responsibilities in your family?

6. Tell one thing about your family that is extra-special.

7. How can families help you make good decisions?

8. Name two people you can talk to in your family when you have questions about your body.

Unit Name: Relationships
Lesson Number: 2
Grade Level: 4
Friendships

Milwaukee Public Schools
Human Growth and Development Curriculum



National Health Education Standards

Primary Focus

Standard 4 – Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Secondary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

What You Need to Know

Students will:

- recognize every person must respect the intrinsic worth of every individual.
- appreciate the uniqueness and self-worth are important to students and to others. Each person should recognize his/her individual differences and reasons for them.
- learn what traits a friend should have to help be your best self.

Materials

- Newsprint
- Markers
- Want Ad from the newspaper
- Personal Ad Worksheet

Procedures

1. Title a sheet of newsprint, “A True Friend”
2. Ask the students to brainstorm qualities of a true friend. (spends time with you, stands by you, respects your family’s rules, lets you have other friends, does not tell other people things you do not want shared, does not put you down, wants you to take care of yourself, etc.) Also, opposites.
 - Are these the same qualities you would want in a “boy/girl friend”?
 - Would you change your standards if he/she were cute? Had money? Popular? Etc.
3. Distribute the Worksheets. Ask students to complete the form for themselves. They will advertise for a “Best Friend”.
4. After students have completed the worksheet, ask:
 - Name two things you learned about yourself.
 - Brainstorm ways to meet new friends.
5. Assign students to take their “Best Friend” advertisement home to discuss with an adult. They should ask the adult how their advertisement would be different. The adult should sign the student’s advertisement. The student should bring it back to school to receive credit for the assignment. Lead a discussion on what students learned from their parents.

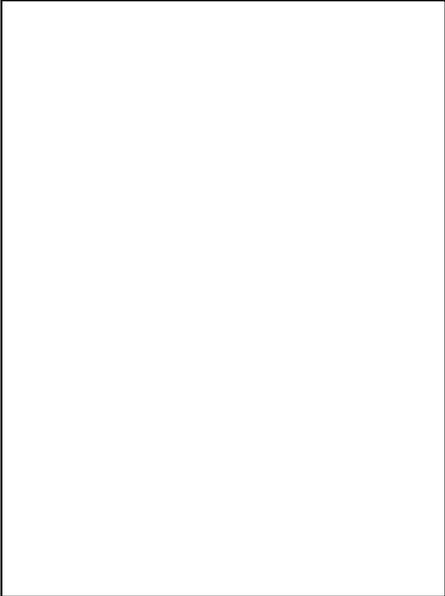
Lesson Extension

- How do you meet new friends?
- How do you meet friends that have qualities you value?



Personal Ad Worksheet

1. Circle who you are (boy or girl).
2. Circle qualities you are looking for or write your own on the lines provided.
3. Tell what you like to do and what you would like to do with a friend.

Wanted – True Friend	Who I am	
Fourth Grade (Boy/Girl) seeks friend who is		
loyal	_____	
responsible	_____	
funny	_____	
respectful	_____	
athletic	_____	
quiet	_____	
honest	_____	
kind	_____	
truthful	_____	
a good listener	_____	Draw a picture of self
I enjoy	_____	

And would like to meet someone who enjoys		

“Relationship Auction” –Friendship and Lifetime Commitments



National Health Education Standards

Primary Focus

Standard 5 – Decision Making

Students will demonstrate the ability to use decision-making skills to enhance health.

Secondary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 4 – Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

What You Need to Know

- Success in a relationship is determined by the skills a person possesses as well as a person’s knowledge, attitudes, values, and behaviors. Students will think about what they value, what kind of friendships they want, and the risk of giving up something you value in order to be in a relationship with someone.
- In this lesson, students will “bid” on an envelope. If a student “wins” an envelope, they are not to look at the bottom of the envelope until the bidding is over and the teacher opens the discussion. Not all students will receive an envelope.

Materials

- 5 different envelopes- some plain and some fancy envelopes. In each envelope place one of the descriptions below.
- Play money – enough for each child to have 100 dollars (use money from a children’s game or copy the sheet attached)
- Value cards – each child should have one set of 5 cards (Honesty, Money, Respect, Humor, Kindness)

Procedures

1. Before class place one of the descriptions below in each envelope.

Text for index cards:

Envelope 1 (fanciest envelope): I am only out for myself. Having a lot of money and having people know me is very important to me. I seem very nice to people in the beginning, but I treat people nicely only long enough to get what I want for myself.

Envelope 2 (plain envelope): I am kind and thoughtful. Having enough money to buy nice things would be nice, but having a close family and good friends are more important to me. I like to volunteer to help people.

Envelope 3 (fancier envelope): I have a goal to have a well paying job. I am honest and hard working. Having close friendships is not as important to me as having a good job. If I do have a close friend in the future, I know that work will always come first.

Envelope 4 (fancy envelope): I am a hard worker. I want nice things, but it is also very important to me to find friends who share my values and dreams. I can cooperate and work well with people. I know that I may have to give up some things to get others (like giving up having a really nice house in order to have more time to be with friends).

Envelope 5 (plain envelope): I’m not really sure what I want in my life. I just kind of go with whatever is happening and allow others to make choices for me – it’s no big deal.



“Relationship Auction” –Friendship and Lifetime Commitments

Alternate directions: Mix up the envelopes so you do not imply that anyone who might be considered attractive must not be a very good person on the inside. The message should be that the way someone looks on the outside is not a way to determine what kind of person they are on the inside.

2. Begin this lesson by telling the students that you will be having an auction today. Ask the students if any of them are familiar with an auction. If anyone is, have him/her explain the basics, if not; the teacher should explain. After everyone is familiar with how an auction works, explain that all students will get 100 dollars (in increments of 20 dollar bills) and a set of value cards. (You may choose to delete the values part of the auction and simply discuss the idea of giving up on our values to get certain things in life.) Students will bid on the envelope they wish to “purchase” by using money and/or value cards. Not all students will get an envelope. Students will decide for themselves how much they are willing to spend (give away) to get an envelope. Students may not partner in order to have more money or value cards to spend on a particular envelope. (Do not tell students what is in or under the envelope.) When students “purchase” an envelope, they are not to open it, nor look under the envelope until all of the envelopes have been purchased and the teacher asks them to look under the envelope. Write on the board what each envelope “sold for”.

Envelope 1 – \$80 and two value cards (honesty & humor)

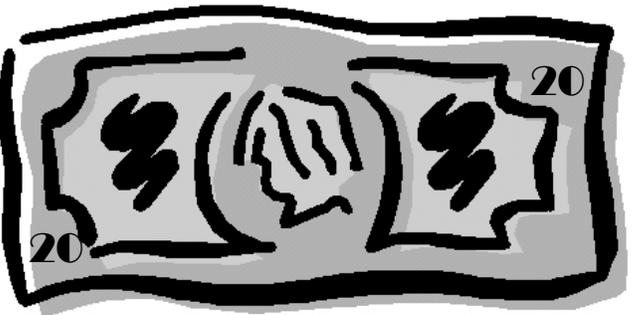
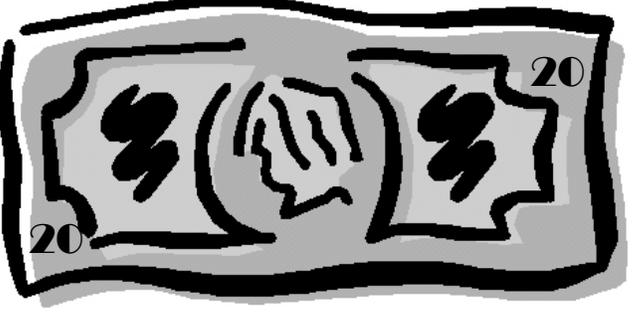
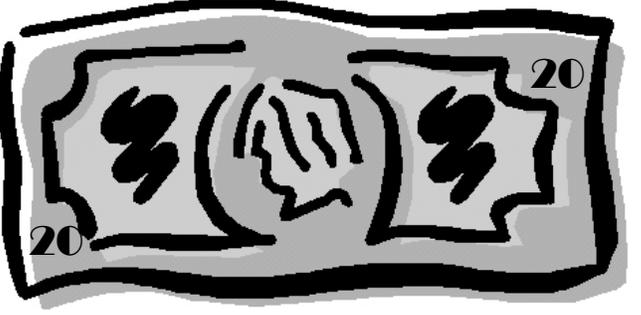
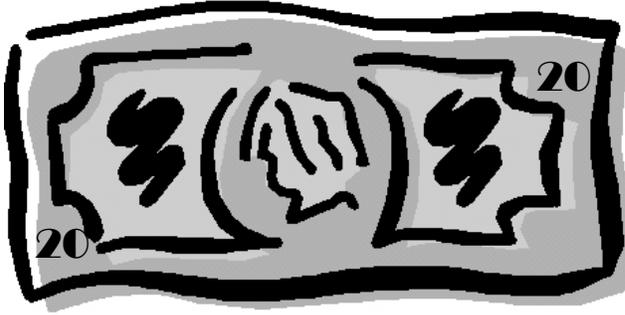
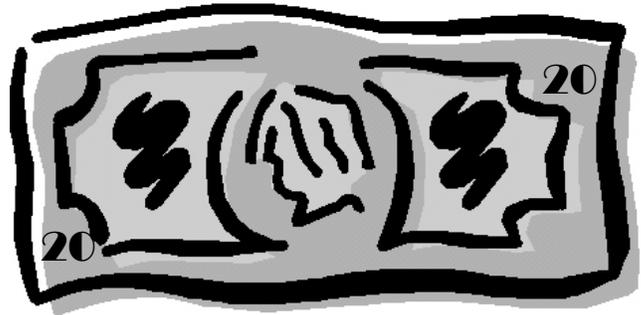
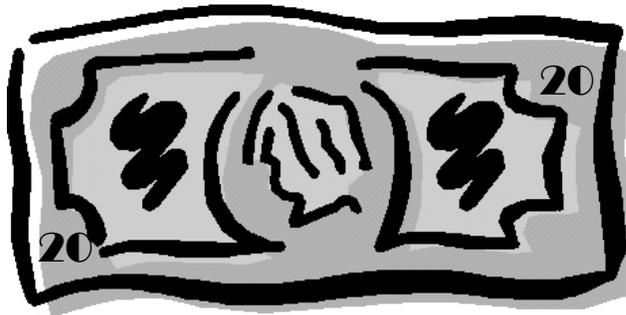
Envelope 2 - \$100

Envelope 3 – \$20 and one value card (money)

Envelope 4 – \$60 and three value cards (kindness, respect & honesty)

Envelope 5 - \$100 and five value cards

3. After the auction is complete, tell the students to imagine that the envelope represents a relationship and this is the person they have chosen to be a friend or companion. Explain that not having an envelope does not mean that you will never have a friend or companion. Then go around the room asking the students who have an envelope to read the card inside.
4. Discuss what students were willing to pay for an envelope and why. What if we “bought” relationships this way? What would you be willing to give away (if anything?)? Do you think this ever happens in real life? Why might someone give away what’s important to them? What can you do to make sure you don’t give away what is important to you? (Get to know people before you make commitments to them, know what is important to you and choose to be with people who share your values...)





Values Card

Honesty

Values Card

Honesty

Values Card

Responsibility

Values Card

Responsibility

Values Card

Respect

Values Card

Respect

Values Card

Courtesy

Values Card

Courtesy

Values Card

Kindness

Values Card

Kindness



National Health Education Standards

Primary Focus

Standard 2 – Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Secondary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 3 – Accessing Information

Students will demonstrate the ability to access valid health information and products and services to enhance health.

What You Need to Know

Children believe that the entertainment media influences kids their age.

- 66% say they think their peers are influenced by what they see on TV
- 65% say shows like The Simpson’s and encourage kids to disrespect their parents
- 62% say that sex on TV shows and movies influences kids to have sex when they are too young

Media has a huge effect on our student’s choices. Students will investigate and discuss media messages and influence of these messages.

Materials

- Student or teacher selected media items (song, magazine with ads, video, etc.) If student are to bring in media, be sure to set a deadline a day or two in advance so that you can review the materials before presenting them to the class.
- DVD player, VCR & TV, other items needed to view/listen to media items.
- “Be a Savvy Consumer” – handout

Procedures

1. Divide the class into small groups.
2. Distribute 2-3 consumer awareness handouts to each group.
3. Select two or three media items for each group to review.
4. Ask students to look at, watch or listen to their media items and fill out a worksheet for each item.
5. After worksheets are complete, bring the group back together for large group discussion.
6. Ask:
 - What kinds of things do songs, ads, television shows try to tell us?
 - Why do they tell us these things?
 - Give an example of positive images of women in media? of men?
 - How are men treated in the media compared to women? Give an example.
 - On your favorite show, do the characters talk about things you talk about with your friends and family? What's different?



- Imagine yourself talking like your favorite character on TV. How are you different from her or him? How are you similar?
 - How does the media influences your thoughts about your body? (Do you feel like you should be skinnier, stronger, more mature looking, etc.?) Why do you think media tries to make you feel like you need to look better or older? (to sell products)
 - What are some examples in your friendship group of the influence of media?
 - Make a goal to change your use of a particular media based on the discussion. What would you change and why?
7. Collect worksheets:
- Look for:
 - Completion
 - Thoughtful answers
 - Awareness of media influences



“Be a Savvy Consumer”

What is the title of your media selection?

The selection is: (choose one)

Music Video Book or Magazine Internet
 TV Movie Other Text messaging

1. What is the message of this selection?
2. What is the appropriate age level for this selection?
3. What feelings did the message give you?
4. Did the message inspire you to take action or want to take action?
5. Was violence part of this selection?
6. Was there a sexual message?
7. Were drugs mentioned in this selection?



Dear Parent or Guardian,

The fourth grade class has been discussing how TV, music, movies, the internet and other media influence our thoughts and actions. As you watch TV commercials or listen to music with your child, ask what messages they think the writers are trying to send. Ask:

1. What is the message of this selection?
2. What feelings did the message give you?
3. Did the message inspire you to take action or want to take action?
4. Did the message inspire healthy living?

Enjoy your day!

Sincerely,



National Health Education Standards

Primary Focus

Standard 8 - Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Secondary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 5 – Decision Making

Students will demonstrate the ability to use decision-making skills to enhance health.

What You Need to Know

- This performance task will cover why it is important for children to know the difference between proper and improper touching.
- It is also important for the children to know what to do in improper touching situations.

Materials

- “Touching” Worksheet
- Pen or Pencil

Procedures

1. Give students the worksheet which is a story about a boy who is playing in the park. A stranger approaches him and touches him in a way that makes him uncomfortable.
2. After reading the story, the students will explain in writing how the adult stranger in the story acted improperly and give examples of what the child in the story should do in this situation.
3. Sample Responses:

What should Eric do?

- He could run home.
- He can yell for help, hoping someone will hear him.
- He could find a police officer and tell him what happened.

Who is someone Eric could talk to about this?

- He needs to talk with his parents or guardians.
- He could talk with another trusted older person (big brother or sister, grandparent, teacher, school counselor, law enforcement person, etc.).

Why is it important to tell someone about this man and what he was doing to Eric?

- Talking about the situation will help Eric understand that it wasn't his fault.
- This person should be stopped from doing this to other children.

What could Eric do so that this does not ever happen again?

- Yell “NO!” as loudly as he can when the stranger approaches him.
- Never talk to a stranger or go anywhere with one.
- Don't go to the park alone to play.
- Before he goes somewhere, he should make sure he has his parents' or guardians' permission.
- Let his family know where he is at all times.
- He should try to notice what the person looks like, what the person is wearing, the type and color of car the person is driving, and the license plate number so he can give this information to an adult he knows or to a police officer.

4. Collect worksheets and use criteria for evaluation.



“Touching Worksheet”

Name: _____

Directions:

Read the story “Touching.” After reading the story, think about the people in the story. Then discuss and answer the questions in a small group. Decide who will act as the recorder and who will report to the class.

“Touching”

On Saturday afternoon, Eric decided to go to the park to play. He stopped to get his friend Chris, but Chris wasn’t home. Eric went to Pat’s house, but Pat wasn’t home either. Eric went to the park alone. There were some other children at the park. Eric played ball with them for a while, then he went by himself to play on the swings. He saw a man sitting on the bench eating some peanuts. Soon the man came over and started talking to him. The man asked Eric to sit on the bench with him and share some of the peanuts. The man seemed nice, so Eric went with him. They talked for a while, and then the man asked Eric to come to his house and see his new puppy. It was time for Eric to go home for dinner, so he told the man no. Then the man started touching Eric on parts of his body that Eric didn’t want this man to touch.

Assessment Criteria

Answers will be scored on the following:

- How well you describe ways to handle sensitive human development situations.
- How well you explain how to take individual responsibility to avoid threatening situations.

Write your groups answers to the following questions.

1. What should Eric do?
2. Who is someone Eric could talk to about this?
3. Why is it important to tell someone about this man and what he was doing to Eric?
4. What could Eric do so that this does not ever happen again?



Dear Parents or Guardian,

We discussed keeping ourselves safe from strangers and anyone who poses danger today in class. We used the following story to discuss keeping ourselves safe.

On Saturday afternoon, Eric decided to go to the park to play. He stopped to get his friend Chris, but Chris wasn't home. Eric went to Pat's house, but Pat wasn't home either. Eric went to the park alone. There were some other children at the park. Eric played ball with them for a while, then he went by himself to play on the swings. He saw a man sitting on the bench eating some peanuts. Soon the man came over and started talking to him. The man asked Eric to sit on the bench with him and share some of the peanuts. The man seemed nice, so Eric went with him. They talked for a while, and then the man asked Eric to come to his house and see his new puppy. It was time for Eric to go home for dinner, so he told the man no. Then the man started touching Eric on parts of his body that Eric didn't want this man to touch.

Ask your child about the story and what ways we learned to keep ourselves safe. Here are some questions for you to consider:

Where did Eric meet a stranger?

What did the stranger do to get Eric to sit next to him?

What could Eric have done to avoid being in an uncomfortable and dangerous situation?

Have you ever been in a situation where you felt uncomfortable with another person or stranger?

What did you do?

Talk about a signal you can use with each other in any situation where your child needs you to know that you should come and get them. One idea is to pick a family member such as a cousin or aunt that does not live close. Use that name as a clue. If your child is in an uncomfortable situation and needs help to get out, they can call you and once they say hi to you, they will act like you just told them that _____ is in the hospital and you need to come pick them up or expect them to come home right away.

Take this opportunity to discuss personal safety with your child.

Thank-you!



National Health Education Standards

Primary Focus

Standard 5 – Decision Making

Students will demonstrate the ability to use decision-making skills to enhance health.

Secondary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2 – Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

What You Need to Know

This lesson will review three decision-making styles: inactive, reactive and proactive.

- Inactive- the person fails to make choices. May let others or the situation determine his/her fate.
- Reactive- waits too long to make a decision and may find him/herself in trouble before thinking about what to do
- Proactive – thinks about possible outcomes and makes decisions before getting into trouble, avoids dangerous situations to begin with.

Through the activities of this lesson, students will practice making proactive decisions.

Once a decision is made, resistance or refusal skills may be necessary. Resistance skills are skills that help a person say NO to an action or to leave a situation and can be used to resist negative peer pressure.

Rehearsal is the most effective way to insure that students actually use refusal skills as a tool to stay away from risky behaviors.

You will need to clear space in your room or move to a larger area for this 1st optional activity.

Materials

- Decision Making Model – Handout
- Two ropes (optional activity)
- Blindfold (optional activity)
- Four large signs out of construction paper: No Values, Doesn't Obey Rules, Low self-esteem, and Lack of knowledge (optional activity)
- Large target labeled “GOAL OR TARGET” (or write these words on the chalkboard with a circle around the words) (optional activity)
- A-S-K Refusal Skills – Handout
- Student Evaluation Form – Copy, cut in half, and distribute to students before role plays
- Parent letter

Procedures

1. Introduce this lesson with the following activity:
 - a. Tell students you are looking for a volunteer who is willing to be blindfolded, spun around and asked to try to reach a target. Select a student volunteer.
 - b. Explain that this student will walk a path to reach an important personal goal or decision. Along the way they will encounter obstacles that require decisions or action. Ask the volunteer to name a goal that he or she has for his or her life. It may help to offer a fill-in-the-blank sentence such as: I will never... or I will try to always...

“Whoa, No Thanks!” – Decision Making



- c. Explain that the first round of this exercise they are to think of the student who volunteered as having no guidelines (no rules for self) for reaching that goal.
 - d. Ask for four volunteers who will hold the label cards and stand in the path of the first volunteer.
 - e. Blindfold the student. Place the other 4 students in the path between the blindfolded volunteer and the target goal. Tell them that they are to read their card loudly if the blindfolded student comes very close to them.
 - f. Spin the student around (Be cautious of safety concerns) and have him/her try to walk toward the target.
 - g. When the blindfolded volunteer runs into a student with a label, the student in the path is to explain who (s)he is- which obstacle they represent.
 - i. No Values- “You don’t have any values. You take what you want and don’t care who you hurt.”
 - ii. Doesn’t Obey Rules- “Just do what feels good- even if you will get in trouble.”
 - iii. Low self-esteem- “You don’t really like yourself anyway, so just do what it takes to please others.”
 - iv. Lack of knowledge- “You don’t have all the information you need to make good choices along the way.”
 - h. After the volunteer has bumped into a few of the students and it is obvious that they are having a hard time reaching the target, have him/her take off the blindfold. Have everyone sit down for discussion.
2. Discuss with the class the types of decision-making. What type of decision-making was involved in this activity? In order to make responsible decisions and reach your goals, it is important to know your values, think ahead about dangerous situations, and know how to get out of any situation that you are uncomfortable with. Ask students how they would handle the obstacles in the skit when they bump into them in life.
 3. Sometimes decisions are hard to make; you know your values, but you don’t want to lose a friend, or you think that you won’t get hurt or in trouble this time.
 4. Hand out the “Decision Making Model”– Say, “This is a tool that we can use to practice making responsible decisions.” Teach the Decision Making Model using the example you chose to use above. Work through the sheet as a class.
 5. After working through the decision making model, set up the activity again. This time, ask for four new volunteers to hold the rope in a straight path to the goal. Have the “label” students’ stand outside the ropes. Again blindfold one student, but have this student stand inside the ropes and place one hand on each of the two ropes. Say, “The student can use the ropes as ‘guidelines’ to face decisions along the way to the goal.” Discuss some of the students’ personal guidelines they have set that help them towards their goals.
 6. Discuss the difference between the two activities. Apply information learned from this activity to every day life.
 7. Send parent letter home.

On the same or next day:

1. Discuss with students that once a decision is made, they may need help to resist negative peer pressure.
2. Explain Resistance skills and distribute the “A-S-K Refusal Skills” Handout.
3. Teach the process to the students.
4. Use the situations listed below (or brainstorm risky situations with the class) to role-play how students would use the “A-S-K Process” to say no.

“Whoa, No Thanks!” – Decision Making

5. *Use the “student evaluation” to encourage student participation. Distribute prior to work role plays. After the lesson is over, have students evaluate their participation in the activity. You may choose to collect or discuss as a class.
6. Collect student evaluations for lesson evaluation.



Situations

- A friend says to you, “Come over to my house after school. My parents will not be home.” What are some responses? (Encourage “I statements” and the ASK steps.)
Possible responses:
“No, I can’t come over; my parent always calls to see if a parent will be home. If the friend keeps asking- “If you want to show me you are a friend, you’ll respect my decision to stay out of trouble.”
“I would like to have fun with our friends. Let’s find out where they will be.”
- The teacher has asked you and a friend to take something to the office. On the way you both find a five-dollar bill on the floor. Your friend wants to keep it.
- Your friend invites you to ride in a car with his/her older sibling. There are a number of older kids in the car and you would have to sit on someone’s lap.



The Decision Making Model

1. State the situation that requires a decision - What’s going on?
2. List the possible choices - What are my options? And then consider the consequences - What would happen if...?

Choices → Consequences ↓	1.	2.	3.
Is it safe?			
Is it legal?			
Is it respectful of self and others?			
Does it follow my parent’s guidelines			
Is it healthy?			
How will it affect my future?			

3. Make a decision based on everything you know and act on it. - Choose the best option and do it.
4. Evaluate your decision. - Think about how it turned out. Can something be changed now? Next time?



A – Ask Questions

Ask questions so you know what you’re getting into. Decide if the situation could lead to trouble. “Trouble” might mean that it’s illegal, dishonest, unhealthy, or dangerous. Watch out for anything that would get you in trouble with the law, your school, your parents or yourself (you would feel badly about having done it.)

S – Say “No”

Say “no” if it’s wrong or it will get you in trouble and give a reason (if you want to.)

OR:

Walk away

Make a joke about it

Ignore it

Flatter your friend

Change the subject

Act shocked

Make an excuse as to why you can’t do it

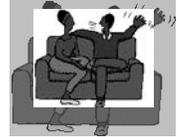
Don’t be alone in a risky situation

Avoid the situation all together

Think about how much you are worth

Surround yourself with positive peers

K- Know Alternatives – and suggest one of them.



Student Evaluation Form

1. I encouraged others.

Often

Sometimes

Rarely

2. I felt encouraged by others.

Often

Sometimes

Rarely

3. I followed directions.

Often

Sometimes

Rarely

4. I shared my ideas, thoughts and feelings.

Often

Sometimes

Rarely

5. I responded to other’s ideas, thoughts and feelings.

Often

Sometimes

Rarely

Student Evaluation Form

1. I encouraged others.

Often

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Often

Sometimes

Rarely

5. I responded to other’s ideas, thoughts and feelings.

Often

Sometimes

Rarely



No Values

Nothing is important to you.

**Do what you want now,
don't think about what will happen
or who will get hurt.**



Doesn't Obey Rules

**Just do what feels good-
even if you get in trouble!**



Low Self-Esteem

**You don't really like yourself anyway, so
just do what it takes to please others.**



Lack of Knowledge

**You don't have all the information
you need to make a good choice.**



Dear Parent or Guardian,

We have been practicing the use of the decision-making model that children have learned since kindergarten. The model is below and can be used to help you and your child discuss a decision you are facing at home.

The Decision Making Model

1. State the situation that requires a decision - What’s going on?
2. List the possible choices - What are my options? And then consider the consequences - What would happen if...?

Choices → Consequences ↓	1.	2.	3.
Is it safe?			
Is it legal?			
Is it respectful of self and others?			
Does it follow my parent’s guidelines			
Is it healthy?			
How will it affect my future?			

3. Make a decision based on everything you know and act on it. - Choose the best option and do it.
4. Evaluate your decision. - Think about how it turned out. Can something be changed now? Next time?

“The Story of Me” – Reproduction, Self Esteem

National Health Education Standards

Primary Focus

Standard 8 - Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Secondary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 4 – Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

What You Need to Know-

Students will be introduced to reproduction and human development in the context of a self-esteem building activity. The human anatomy lessons begin with the students’ own development from conception. Introducing the concepts of fertilization and reproduction as “their beginning” story eases students into information contained regarding intercourse that is included in this context.

After explaining the assignment, much of it can be done at home so that children can get information and photographs and have the chance to discuss with a family member.

Materials

- “The Story of Me” – 2-page worksheet
- Parent letter

Procedure

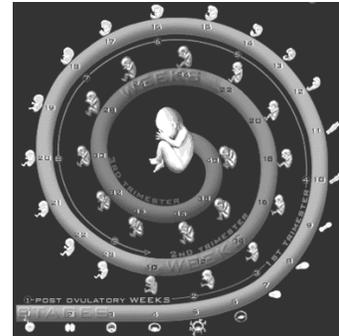
1. Tell students that all mammals, including humans, start their lives inside the female’s uterus, after a sperm cell from a male and joins with an egg cell from a female. In humans, dogs, cats and others, the sperm is produced inside the male testicles and leaves the body through the penis. The egg is produced inside the female’s ovaries and if the egg does not join with a sperm, it leaves the body during the female’s monthly menstrual cycle. The sperm and egg come in contact when a penis releases sperm inside the vagina during sexual intercourse.
2. Each of us began our journey to life when a sperm and egg cell joined together through the act of sexual intercourse. As the human develops inside the female it is called a fetus. The baby develops inside the female until it is ready to be born. Human babies usually stay inside the uterus for nine months.
3. Tell students – this is how you started your life, too. Since you were born, you have grown and developed into the person you are today. You look much different now than you did when you were born. What are some of the ways that you look different?
4. Tell students – You can also do many more things now. Let’s make a list of all the things you can do now that you couldn’t do when you were little. (Write answers on the chalk board)
5. Distribute one copy of the “Story of Me” worksheet to each student. Tell students – Today we are going to start a story about you, but you may not know all the answers. You might need to check with someone who remembers when you were very little. Write the story about you, and in the boxes you can draw or paste pictures of yourself.
6. Assign the completion of “The Story of Me” at home with the help of parents or guardians. Be aware that some students might live with adults who were not with them in their early childhood.
7. Collect the Story of Me and determine if the worksheet has been completed and students understand the main points of the lesson.

“The Story of Me” – Reproduction, Self Esteem

The Story of Me by _____

One day, a sperm and an egg joined. They became one cell. This cell grew and grew into a baby, me! I lived inside my mother’s uterus for about 9 months. Then on

_____ (birthday) I was born. I was a boy / girl (circle one) and weighed about _____ lbs.



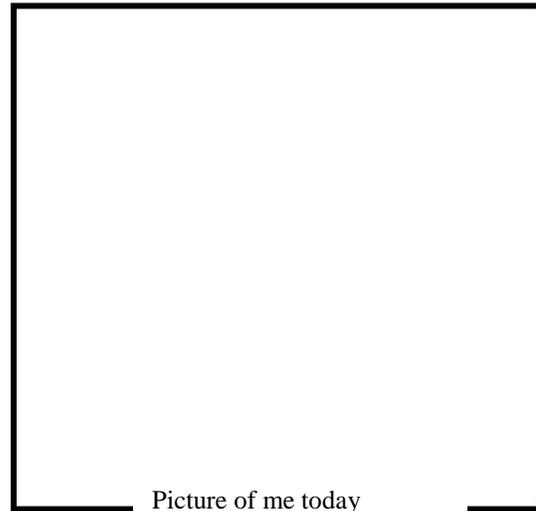
I looked _____

I was named _____.

I grew and grew. When I was 3 years old, I was taller and could do many more things like _____

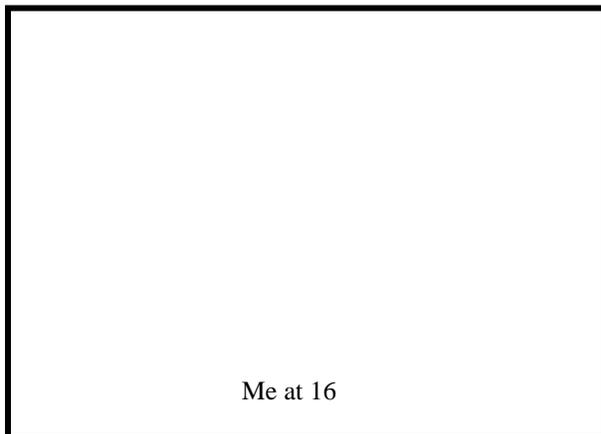
Now I’m _____ years old. I am able to do many, many things like _____

Today, I am _____ years old and in the _____ grade. I have changed a lot since I was a baby. In fact, I have changed a lot since last year. Here are some things that have changed _____



Picture of me today

I am really good at some things, but there are some other things I need to learn and work on.



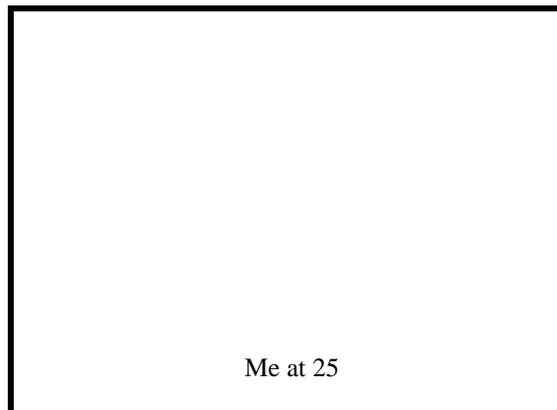
Me at 16

This is what I am good at _____

These are the things I need to learn and work on _____

As I get older, I will keep changing and learning how to do more things. This is how I think I will look and what I will be doing when I am 25 years old.

When I am 25, I will be an adult. There will be many things that are different from my life today. This is what I think I will look like and this is what I will know and be able to do. _____



Me at 25

Student Evaluation Form

1. I encouraged others.

Often

Sometimes

Rarely

2. I felt encouraged by others.

Often

Sometimes

Rarely

3. I followed directions.

Often

Sometimes

Rarely

4. I shared my ideas, thoughts and feelings.

Often

Sometimes

Rarely

5. I responded to other’s ideas, thoughts and feelings.

Often

Sometimes

Rarely

Student Evaluation Form

6. I encouraged others.

Often

Sometimes

Rarely

7. I felt encouraged by others.

Often

Sometimes

Rarely

8. I followed directions.

Often

Sometimes

Rarely

9. I shared my ideas, thoughts and feelings.

Often

Sometimes

Rarely

10. I responded to other’s ideas, thoughts and feelings.

Often

Sometimes

Rarely

Dear Parent or Guardian,

Today in class the fourth graders learned about how life begins for mammals. They began working on a story about themselves from their birth to now and their ideas for their future. They may need you help with a few facts. Use this assignment to share memories of your child’s birth and early years of life.

In future classes we will learn facts about puberty. You might want to share some experiences from your own puberty. It is important for your child to know that it is normal to have some discomfort with their changing body. Be sure to share the positive sides of change too like the added responsibility that maturity brings!

We will also have a lesson where we introduce the correct medical terms for our reproductive anatomy. The purpose of this is to:

- 1) let children know that we expect the use of appropriate words when referring to all parts of the body
- 2) promote respect for our bodies in our classroom

In the process of creating this curriculum community members were surveyed to get their thoughts on when different aspects of Human Growth and Development should be taught. People surveyed included teachers, parents, school administrators, and religious leaders. There was consensus that the medical terms for body parts should be used in the school setting at all grade levels.

I hope our lessons help to support you in your role as you guide your child during these times.

Sincerely,



National Health Education Standards

Primary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Secondary Focus

Standard 4 – Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

What you need to know

This lesson should build upon the introductory lesson on Puberty, “The Story of Me.” As students start to learn about puberty, myths begin to surface that often confuse and/or complicate the students’ perception of adolescence. This lesson is designed to dispel several myths as well as to generate discussion and decision-making among peers. This would be a good lesson to consider separating students by gender. If you do not, be sure to put students in same sex groups for small group work.

Materials

- “For Real?” worksheet – one copy per student
- Chalkboard or flipchart for large group debriefing

Procedure

1. Hand out worksheet to students and divide class into groups of 5 or 6. Single or mixed gender groups have pros and cons. For example, if a group includes all girls or boys, they may feel more comfortable talking about their bodies or feel less embarrassed. However, single gender groups can also exclude transgender, gender nonconforming and intersex students or make them feel unwelcome. Talk to your class about their needs/comfort level and/or use your best judgment to make sure that everyone is included and feels as safe and comfortable as possible.
2. Explain to students that the human growth and development unit is designed to explain the facts about puberty. However, it is also designed to ensure that the students gain trust in what they know to be factual about puberty and learn how to get answers for their questions. Internal and external diagram of boys and girls @ cdc.gov/bam/body/body-qa.html.
3. Each group member has ten minutes to fill their worksheet. When all students in the group are finished, students participate in a 20-minute group discussion about the questions. (All answer #1, explain their decision, then move on to #2, etc.) Students should try to come to consensus as to whether each question is true or false. Group members should be prepared to defend their answers using what they already know about puberty and create a list of questions that the discussions brought up for their group.
4. At the 30-minute mark, each group will designate a person to mark the group’s results on a master list on the board. (Put the numbers 1-12 on the board with room for each group to mark a T or F next to the number.)
5. Discuss myth vs. fact. Explain that if a student feels confused or unsure of a concept that, even though they may feel uncomfortable at first, a trusted adult could help them with such questions. The adult may know the answer or be able to help find it.
6. As a large group, discuss how it felt to agree/disagree with classmates; discuss the significance of making individual decisions, then sharing ideas with peers. How did they decide what was true? Did the right answer always come out through discussion? If not, what influenced the group to choose the wrong answer? What are sources that they would like to have used to get the answers?



When students have questions about their bodies, adults whom they trust and who have knowledge about the body are the best people to ask. Friends can cause confusion. Friends can also be helpful. Sometimes it is hard to know if you can trust a friend’s answer to your question. Adults can help.

Lesson extensions

- LIFE PLANNING EDUCATION WEBSITES
 - Advocatesforyouth.org
 - Pbs.org/inthemix/educators

VIDEOS INCLUDED WITH 4TH GRADE TRAININGS (February 2009):

Just Around the Corner for girls

Just Around the Corner for boys

These videos are the ideal way to present human development information to boys in grades 3-5.

- When to expect the onset of puberty
- The physical and emotional changes of puberty
- The maturation of the male reproductive system
- Common experiences of puberty, including voice change, feelings of physical awkwardness, and nocturnal emissions
- The importance of good hygiene and healthy habits



“For Real?”

NAME: _____

Answer the questions by circling T (TRUE) or F (FALSE) after each statement.

- | | | |
|---|---|---|
| 1. A person can't get pregnant during their period. | T | F |
| 2. Boys usually begin puberty before girls. | T | F |
| 3. Pimples are caused from oily and fatty foods. | T | F |
| 4. It is OK for someone to bathe, swim and play sports when they have their period. | T | F |
| 5. Anyone can have breast growth during puberty. | T | F |
| 6. When you go through puberty, you need to take baths or showers more often. | T | F |
| 7. If someone does not get their period by age 14 they are not normal. | T | F |
| 8. A person can have erections at any age. | T | F |
| 9. Not keeping the genital area clean can lead to infections. | T | F |
| 10. Only boys' voices change during puberty. | T | F |
| 11. Touching your vulva or penis in private is physically harmful. | T | F |
| 12. Tampons are only OK to use if a person is over 18. | T | F |



“For Real?” Answer KEY

Answer the questions by circling T (TRUE) or F (FALSE) after each statement:

- | | | |
|---|----------------------------|----------------------------|
| 1. A person can't get pregnant during their period. | T | <input type="checkbox"/> F |
| 2. Boys usually begin puberty before girls. | T | <input type="checkbox"/> F |
| 3. Pimples are caused from oily and fatty foods. | T | <input type="checkbox"/> F |
| 4. It is OK for someone to bathe, swim and play sports when they have their period. | <input type="checkbox"/> T | F |
| 5. Anyone can have breast growth during puberty. | <input type="checkbox"/> T | F |
| 6. When you go through puberty, you need to take baths or showers more often. | <input type="checkbox"/> T | F |
| 7. If someone does not get their period by age 14 they are not normal. | T | <input type="checkbox"/> F |
| 8. A person can have erections at any age. | <input type="checkbox"/> T | F |
| 9. Not keeping the genital area clean can lead to infections. | <input type="checkbox"/> T | F |
| 10. Only boys' voices change during puberty. | T | <input type="checkbox"/> F |
| 11. Touching your vulva or penis in private is physically harmful. | T | <input type="checkbox"/> F |
| 12. Tampons are only OK to use if a person is over 18. | T | <input type="checkbox"/> F |



National Health Education Standards

Primary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Secondary Focus

Standard 4 – Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

What you need to know

The curriculum and video mentioned below is an excellent resource and can be ordered from Proctor & Gamble for free. It is highly recommended that you order these kits for your students and use the puberty education materials to teach anatomy, growth & development, menstruation and hygiene. The program is set up so that you can separate the boys and girls or teach the materials in a co-ed setting.

Materials

- Shoe box with hole in the top to collect question cards
- Index cards – for students to write questions on
- Video – Optional but recommended (see resource below)
- Anatomy charts for the classroom
- Models of female and male pelvis (available through school nurse)

Procedure

1. We took a look at some of the myths surrounding puberty; today’s lesson will cover the main facts regarding puberty. Our conversation today may cause you to have a lot of questions. Questions that you don’t feel comfortable asking out loud. I will distribute index cards for you to write questions. You do not have to write your name on these cards. At the end of the lesson, I will pass the box around and you may place your card inside. If you don’t have a question, simply write, “No question at this time” and place it in the box.
2. The conversations we have in this room can be shared with your parents but are not for gossip on the playground.
3. Puberty is the time in your life when you start to become an adult. This means a lot of growing and changing - both inside and out. For most girls, puberty generally begins sometime between ages 9-16 and for most boys, ages 10-18.
4. During puberty, your body’s shape begins to change – most girls will develop breasts and hips; most boys, grow taller with broader bodies and more muscles. Hair begins to develop in varying degrees for everyone: pubic hair, underarm hair, leg hair, and, even, facial and body hair. By the time you’ve finished puberty, you will have reached your adult size.
5. A hormone is the name given to a chemical substance produced in our brains that signals things to happen throughout our body. Hormones travel through the blood and begin all these changes I have mentioned. Everyone has both testosterone and estrogen in their bodies, which cause a lot of these changes during puberty.
6. Testosterone will give the testes the signal to begin the production of sperm cells. Testosterone is the hormone that causes most of the changes in the body during puberty for most boys. Sperm cells must be produced for you to have biological children.
7. The ovaries produce hormones that signal changes over many years in all parts of the body too. These changes prepare bodies to be able to someday become pregnant and carry the developing baby inside them until birth. Just as hormones signal the testicles to produce sperm in the testes, they signal the ovaries to release eggs. The following is an explanation of how this occurs. It is called the **Menstrual Cycle (diagram included)**:



- a. One of the first things to happen in the menstrual cycle is that an egg is released from one of the ovaries. The egg travels from the ovary through the fallopian tube and into the uterus. If an egg meets a sperm on the journey to the uterus, the egg can become fertilized. This fertilized egg moves into the uterus and can then grow into a baby.
 - b. During most of the menstrual cycle, including when the egg is traveling to the uterus, the uterus is building up a lining of healthy tissue and blood. If the egg that reaches the uterus is fertilized, it will remain there and most likely become a baby. The lining is there to help the baby develop and grow, while staying healthy and comfortable.
 - c. Most of the time the egg passes through the uterus because it does not get fertilized. If the egg is not fertilized, the built-up lining of blood and tissue is not needed and so it passes out through the vagina each month during the menstrual period. A period usually lasts from 5 to 7 days. But some will have shorter periods - and some will have longer periods. The blood that comes out during a period may seem like a lot of blood, but usually it's not. Most of the time, less than a half-cup is shed during the course of an entire period.
 - d. After the bleeding from a menstrual period has stopped, the entire cycle begins again. About two weeks into the new cycle, another egg will be released from the ovary. A whole menstrual cycle usually takes about 28 days from one period to the next. But it usually takes a year or two after the first menstrual cycle for you to have regular periods.
 - e. There are a number of things that can affect the menstrual cycle including exercise and nutrition. Exercising regularly and eating a variety of healthy foods can help you maintain regular menstrual cycles.
 - f. Care for self during your menstrual cycle. There are a number of options: sanitary pads either disposable or reusable, tampons or menstrual cups that are also reusable. –need good diagram of yet and how to use, have the items available for girls to see.
8. Unlike the regular monthly release of eggs from the ovaries, sperm is released from the testicles at different times and in response to different stimuli: touching the penis for pleasurable sensations, having sex with another person, and sometimes at night when sleeping you may remember having a “sexy” dream or even sometimes for no apparent reason (wet dreams). As the sperm is released from the testicles it travels towards the penis and gathers fluid along the way. This fluid mixes with the sperm and is called semen. When the semen leaves the penis it is called ejaculation.
9. All of these changes may seem like a lot. Some kids say that they would just as soon not change. Others have siblings or friends or cousins who have made the changes of puberty and they want to get on with it! You might find it interesting to ask your parents or another trusted adult how they felt about the changes of puberty before they started going through them. No matter how you feel about it today, every human goes through the changes of puberty. Taking time to talk about it and grow in your understanding of puberty is one way we hope to help you to feel good about being you...at every stage along the way to becoming an adult.

Lesson extensions – Highly recommended

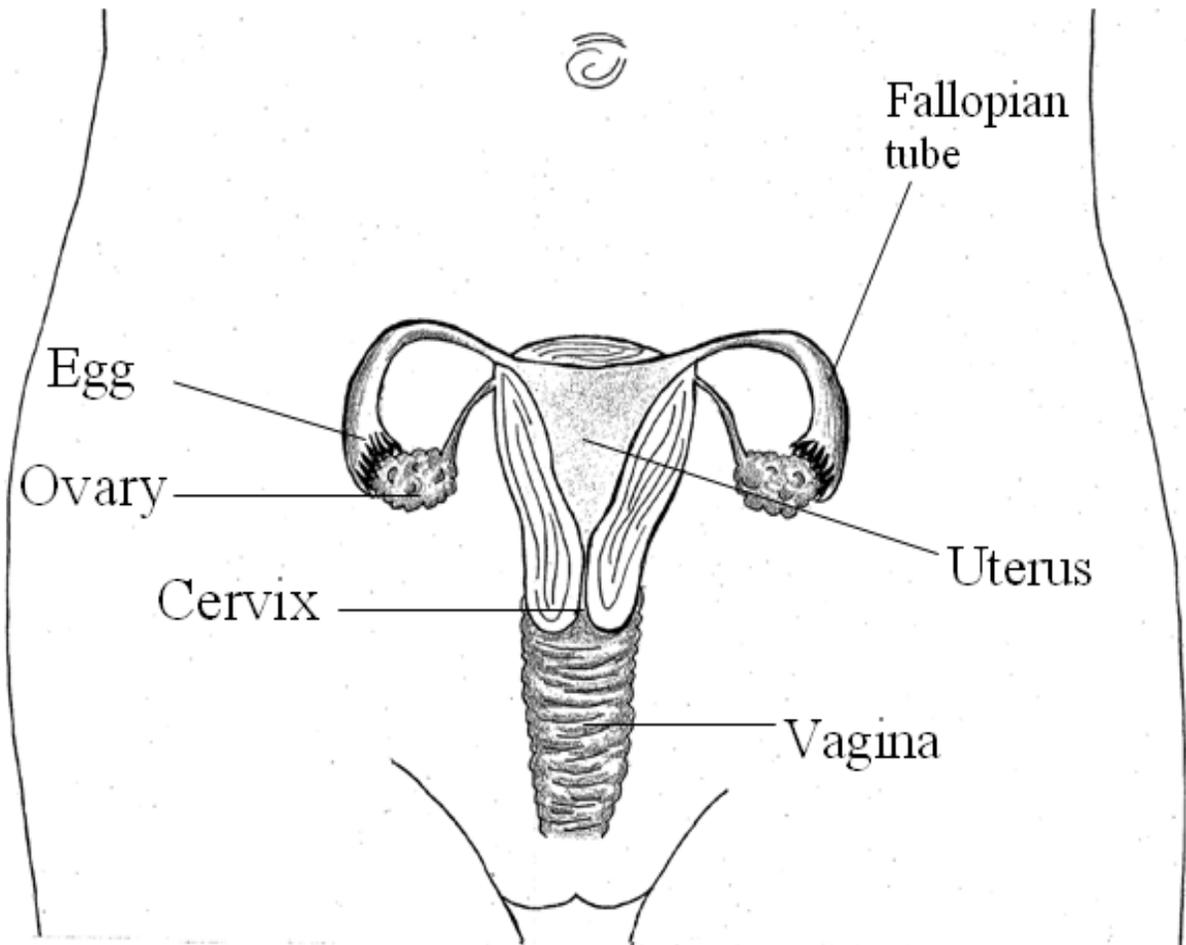
”Just around the Corner” Boys/Girls/Co-ed, 2011 instructor’s guide and video.

Materials, pamphlets, video and power point are available online at: (www.pgschoolprograms.com)

Plastic cross section of female and male pelvis with guide. Available through School nurse



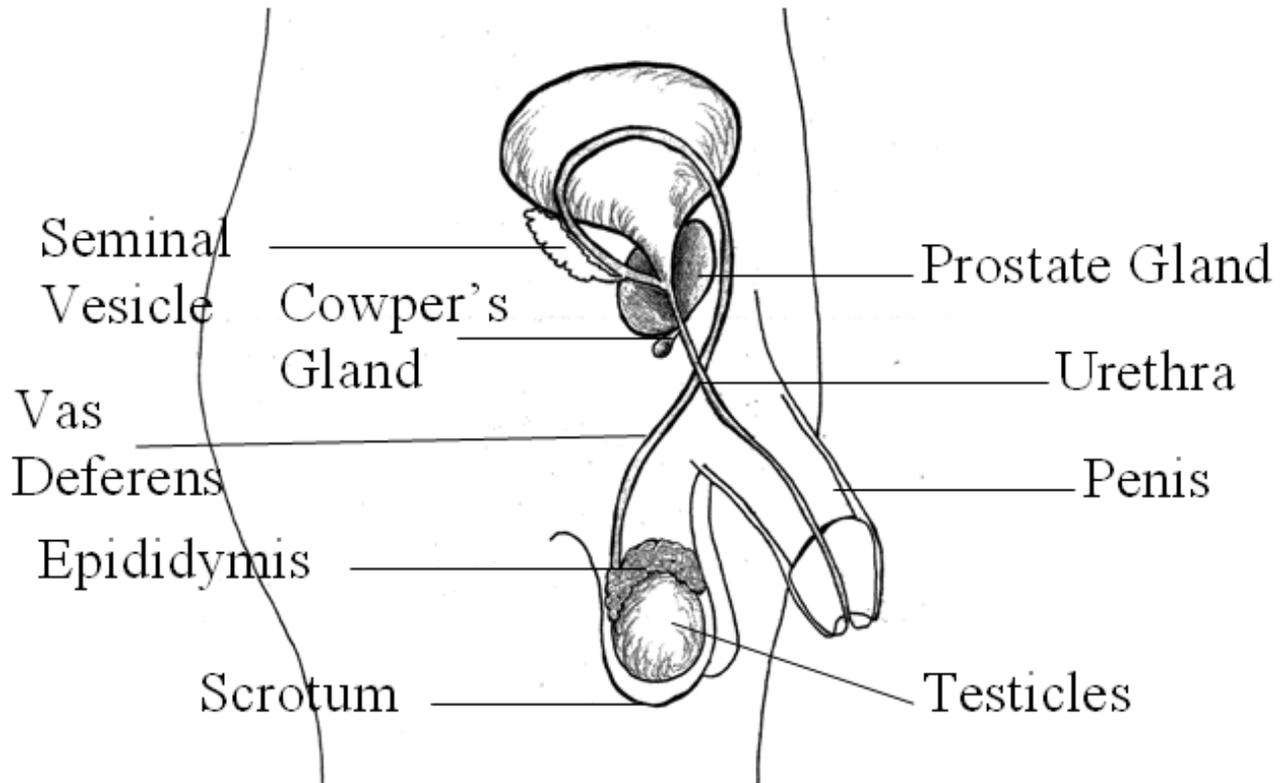
FEMALE



Illustrations created by Margaret Lancelot, 2009



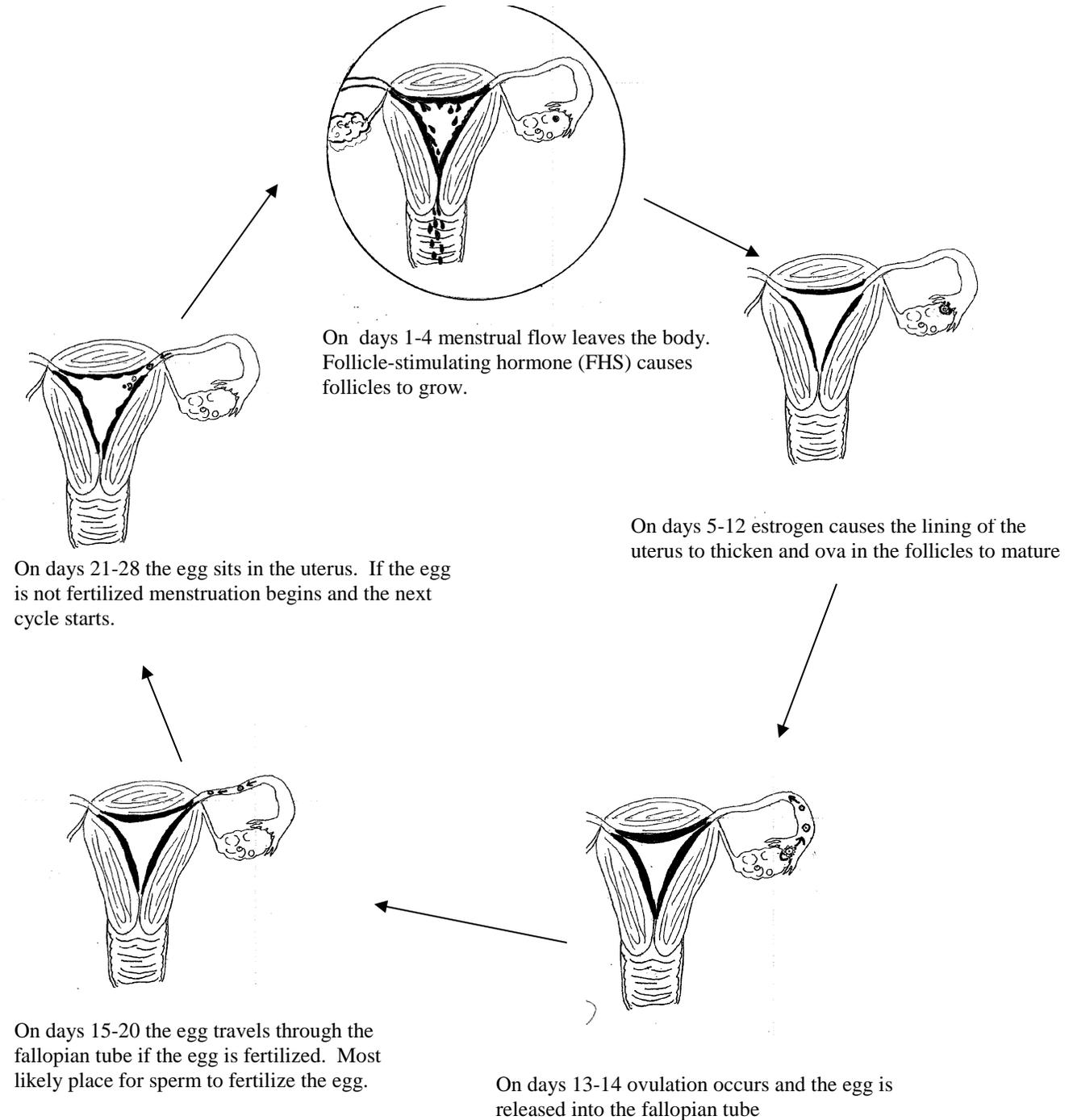
MALE



Illustrations created by Margaret Lancelot, 2009



The Menstrual Cycle



Illustrations created by Margaret Lancelot, 2009



Female Reproductive System Terms

Cervix - The base of the uterus with a small opening between the uterus and vagina.

Clitoris - small sensitive organ at the top of the vulva.

Egg - Also called an ovum; a reproductive cell produced by the ovaries.

Fallopian Tubes – the tubes that extend from near the ovaries to the uterus.

Labia – the folds of skin surrounding the opening of the vagina.

Ovaries – the two almond-shaped glands that produce the egg (ova) and send out hormones.

Urethra - Tube that carries urine from the bladder out of the body.

Uterus – the organ that prepares each month to receive and support a fertilized ovum during pregnancy and to contract during childbirth to help with delivery

Vagina – a muscular passageway that lies between the bladder and the rectum, and it serves as intercourse sex organ, the birth canal, and the passageway for the menstrual flow and the arriving sperm.

Male Reproductive System Terms

Penis – Sex organ; also used to urinate

Prostrate Gland – Gland next to the bottom of the bladder; it forms a fluid that combines with sperm and a fluid from the seminal vesicles to make semen

Scrotum – Sac of skin that holds the testicles, just underneath the penis.

Semen – Also called seminal fluid, it’s a white, milky liquid that carries sperm out of the penis during ejaculation.

Seminal Vesicles - Two glands on either side of the bladder that secrete seminal fluid.

Sperm - Reproductive cells produced by the testes.

Testicles – Also called the testes; two oval-shaped organs that are contained in the scrotum. They produce testosterone (a hormone) and sperm.

Urethra - Tube that carries urine and semen out of the body, but not at the same time.

Vas Deferens – Tubes in which sperm is combined with other fluids from the prostate gland and seminal vesicles to make semen.

Unit Name: Human Development
Lesson Number: 10
Grade Level: 4
“Charting the Course” - Hygiene

Milwaukee Public Schools
Human Growth and Development Curriculum



National Health Education Standards

Primary Focus

Standard 7 – Self Management

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Secondary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

What you need to know

Hygiene is a necessary fact of life for all humans. As puberty begins, it is especially important for educators and parents to encourage the use of “best hygiene practices.” This lesson will introduce the changes in hygiene that students need to consider when encountering the changes of puberty, and will reinforce daily hygiene routines.

Materials

- Hygiene Progress chart - - one copy per student
- Hygiene “Reminder” posters for classroom display (created by teacher)
- Parent letter to go with charting activity
- Suggested Video: Just Around the Corner for Girls and Boys Video – www.pgschoolprograms.com or Meet the New You for Girls and Boys

Procedure

1. Begin lesson by viewing video, “Always Changing Always Growing.”
2. Explain to students that they will be “charting their course” toward proper hygiene habits as they encounter the physical changes of puberty.
3. Each student receives a chart for the week. Ask students to take the chart home and tape it somewhere that they will remember each day (i.e. bathroom mirror, bedroom, etc.). At the start of the week, students will check the boxes that they have accomplished each day of the week. At the end of the week, students should be prepared to discuss their successes and challenges with the class.
4. Students will journal their practices weekly, explaining the importance of good hygiene habits, the changes that they have integrated in to their daily routines, and questions they may have about healthy practices during and after puberty.
5. At the end of two weeks, discuss with the class how it feels to be more conscious of their personal care. What else can we do to be healthy inside and out? (*Eat well, exercise, use good-judgment, respect each other, etc.*) *Make a goal to chart for the next two weeks*
6. Collect charts to determine understanding of lesson objectives.

Lesson extensions

- Webhealthcentre.com (General hygiene)

Unit Name: Human Development
Lesson Number: 10
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“Charting the Course” - Hygiene

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Dear Parent or Guardian,

Your child has been assigned the completion of the attached chart. Please help by suggesting a good place in your home to post the chart. Tell your child about how you came to understand the importance of cleanliness habits. You may want to offer a reward for consistent behaviors that you think could use some improvement. Some suggested rewards are: doing a favorite activity together, renting a favorite movie, time with a friend, or your help with one of his or her usual chores.

I hope to support your goals for your child and help your child to develop healthy goals for him/herself.

Please feel free to call _____ or send me a note at school anytime!

Sincerely,

Unit Name: Human Development
Lesson Number: 10
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“Charting the Course” - Hygiene

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“Charting the Course” Sample Hygiene Progress Chart

Check each item daily after completing the hygiene practice. Be sure to post your worksheet in a place where you will see it each day.

Daily Activities	Week #1							Week #2						
	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su
Wash face in morning														
Brush teeth in morning														
Wash/comb/groom hair														
Shower (wash all body parts)														
Clean underwear, socks and other clothes														
Use deodorant														
Wash face in evening														
Brush teeth in evening														
Other:														
Other:														

Unit Name: Sexual Health
Lesson Number: 11
Grade Level: 4
“Communicable Diseases”

Milwaukee Public Schools
Human Growth and Development Curriculum



National Health Education Standards

Primary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Secondary Focus

Standard 3 – Accessing Information

Students will demonstrate the ability to access valid health information and products and services to enhance health.

What You Need to Know

This lesson will introduce communicable disease. Students will describe and identify ways to avoid getting a communicable disease.

Materials

- Student copies of Communicable Disease Worksheet *(visit CDC website for more resources)
- Art Paper – optional
- **Suggested book: Germs Make Me Sick** by Melvin Berger, Harper Collins Publishers, 1996
There is a video also
- (or any other book that will introduce the concept of how germs are spread)
- Website - <http://www.amnh.org/nationalcenter/infection/> - great site for a story (How Lou Got the Flu) and games (one that allow students to discover how the body fights infection and one that teaches students about the different types of bacteria.)

Procedure

1. Read and discuss, **Germs Make Me Sick**
2. Read the worksheet Communicable Disease aloud with students and discuss. This would be a good time to emphasize that not every disease is communicable, for example: asthma, heart disease and cancer. Students could also brainstorm diseases that are communicable or can be passed.
3. Have students reread the paper whether individually or with a partner and underline the important things to remember and complete the worksheet.
4. Correct the papers with the class and ask the students to share their experiences with communicable disease.

Lesson Extensions

- Have students make posters reminding others to wash hands, cover mouths when sneezing and other helpful hygiene habits that will prevent the transmission of communicable disease.
- Have” glo light” to show how well are washing the germs off their hands (available through school nurse)



Name _____

How do you feel when you are ill? Probably, you don't feel very well. An illness can be called a disease. A disease causes the body not to work normally. Germs – bacteria or viruses, cause some diseases. These germs attack our body's cells. Sometimes our bodies can fight the germs and we feel better in few days. Sometimes we need the help of a doctor and maybe even some medicine to help our bodies fight the germs.

If someone sneezes without covering their mouth, they can spread a disease to you like a cold or the flu. Disease germs can also be spread by touching, shaking hands, drinking from the same glass, having sexual contact with another person and many other ways. Diseases that can be spread these ways are called **communicable diseases**...

We can avoid getting some communicable diseases by washing our hands with soap and warm water. Covering our mouths when we cough or sneeze can help keep some germs from spreading.

Look back at the information to answer these questions.

What is a disease?

What causes disease?

Tell three ways diseases can spread

1.

2.

3.

What is a communicable disease?

Are there any ways to avoid getting a communicable disease?

*On the back, write a story about when you had a communicable disease.

Unit Name: Sexual Health
Lesson Number: 12
Grade Level: 4
HIV/AIDS

Milwaukee Public Schools
Human Growth and Development Curriculum



National Health Education Standards

Primary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Secondary Focus

Standard 7 – Self Management

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

What You Need to Know

This lesson will introduce the concept of the communicable disease HIV/AIDS. Students will demonstrate understanding of how HIV is and is not spread.

Materials

- “Facts About HIV and AIDS” handout for students
- “AIDS” handout for students
- “What Do You Know About AIDS” handouts for students

Procedure

1. Read the worksheet HIV/AIDS with students and discuss as appropriate. Have students reread the paper either individually or with at partner and underline the important things to remember.
2. Have student complete the quiz, What Do You Know About AIDS?
3. Correct the papers with the class and discuss.
4. Collect papers and use for evaluation.

NOTE: Some teachers have stated that this lesson is too long for their classes. If you think your students might have trouble being focused on this reading for 45 minutes to an hour, try breaking up the reading into two different lessons.



The Facts About HIV and AIDS

Many people (not just kids, but adults, too) don't really understand how HIV and AIDS are related, even though they hear these two words used together all the time. HIV stands for **human immunodeficiency** (ih-myoo-nuh-dih-**fi**-shun-see) **virus**. AIDS stands for **acquired immunodeficiency syndrome**. HIV is actually the virus that causes the disease AIDS.

HIV Hurts the Immune System

People who are HIV positive have been tested and found to have signs of the human immunodeficiency virus in their blood. HIV destroys part of the immune (ih-**myoon**) system. Specifically, it affects a type of white blood cell called the T lymphocyte (**lim**-fuh-site), or T cell. T cells are one type of "fighter" cell in the blood that help the body fight off all kinds of germs and diseases.

After HIV enters the body, it piggybacks onto a T cell and works its way inside of that cell. Once inside, the virus completely takes over the T cell and uses it as a virus-making factory to make a lot of copies of itself. The newly made viruses then leave the T cell and go on to infect and destroy other healthy T cells as they continue to multiply inside the body. After the virus invades the T cells, they can no longer properly fight infections.

Someone who is infected with the virus is called HIV positive. But it may take years for the virus to damage enough T cells for that person to get sick and develop AIDS. And thanks to new medications, someone infected with HIV can stay relatively healthy and symptom-free for many years. But these medications are very expensive and not available to everyone in the world.

Although the HIV-positive person may feel fine, the virus is silently reproducing itself and destroying T cells. And during this time, the person is still contagious (kon-**tay**-jus), which means he or she is able to give the disease to others.

When the person's immune system has weakened and more of the blood's T cells have been destroyed by the virus, the person can no longer fight off infections. This is when he or she gets very sick. A doctor diagnoses a person with AIDS when the person has a very low number of T cells and shows signs of a serious infection.

How Many People Have HIV and AIDS?

Since the discovery of the virus more than 20 years ago, millions of people throughout the world have been infected with HIV. Most are adults, but there are kids and teens who have HIV, too. In the world today, AIDS remains an epidemic (eh-puh-**deh**-mik), which means that it affects a large number of people and continues to spread rapidly.

Right now, about 40 million people in the world are living with HIV infection or AIDS. This estimate includes 37 million adults and 2.5 million children. In the United States alone, more than 1 million people are living with HIV.

How Is HIV Spread?

HIV infection isn't like a cold or the flu. A person cannot get HIV by hugging or holding the hand of, sharing a school bus or classroom with, or visiting the home of someone who has HIV. HIV is passed only through direct contact with another person's body fluids, such as blood. The majority of people in North America get infected with HIV by:

- having sexual contact with a person who has HIV
- sharing needles or syringes (used to inject illegal drugs) with a person who has HIV



Other ways of getting HIV can occur when:

- an infected pregnant woman passes it to her unborn child. (This can be prevented by treating the mother and child around the time the baby is delivered.) Because of the risk to an untreated baby, every pregnant woman should be tested for HIV.
- a person has a blood transfusion (trans-**fyoo**-zhun) from a fairly large volume of blood. But in North America today, all donated blood is tested for HIV, so the risk of getting HIV is less than one in a million.

What Are the Symptoms of HIV and AIDS?

Most people don't feel any different after they are infected with HIV. In fact, infected people often do not experience symptoms for years. Some people develop flu-like symptoms a few days to a few weeks after being infected, but these symptoms usually go away after several days.

An HIV-positive person will eventually begin to feel sick. The person might begin to have swollen lymph nodes, weight loss, fevers that come and go, infections in the mouth, diarrhea, or he or she might feel tired for no reason all of the time. Eventually, the virus can infect all of the body's organs, including the brain, making it hard for the person to think and remember things.

When a person's T cell count gets very low, the immune system is so weak that many different diseases and infections by other germs can develop. These can be life threatening. For example, people with AIDS often develop pneumonia (nu-**mo**-nyah), which causes bad coughing and breathing problems. Other infections can affect the eyes, the organs of the digestive system, the kidneys, the lungs, and the brain. Some people develop rare kinds of cancers of the skin or immune system.

Most of the children who have HIV got it because their mothers were infected and passed the virus to them before they were born. Babies born with HIV infection may not show any symptoms at first, but the progression of AIDS is often faster in babies than in adults. Doctors need to watch them closely. Kids who have HIV or AIDS learn more slowly than healthy kids and tend to start walking and talking later.

How Are HIV and AIDS Diagnosed?

A person can be infected with HIV without even knowing it. So doctors recommend that anyone who thinks he or she may have been exposed to the virus get tested - even if the chance of having been infected seems small. Doctors test a person's blood to find out if he or she is infected with HIV.

People who are HIV positive need to have more blood tests every so often. The doctor will want to check on how many T cells the person has. The lower the T cell count, the weaker the immune system and the greater the risk that someone will get very sick.

How Are HIV and AIDS Treated?

Right now there is no cure for HIV or AIDS, but new medicines can help people live longer lives. Scientists are also researching vaccines that may one day help to prevent HIV infection, but it's a very tough assignment, and no one knows when these vaccines might become available. It's up to everyone to prevent AIDS by avoiding the behaviors that lead to HIV infection.

Can HIV and AIDS Be Prevented?

People can help stop the spread of HIV by avoiding sexual contact with infected people and by not sharing needles or syringes.

Health care workers (such as doctors, nurses, and dentists) help prevent the spread of HIV by wearing plastic gloves when working on a patient. Hospitals have strict procedures for handling samples of blood and other body fluids to prevent others from coming in contact with HIV.



Living With HIV and AIDS

New drugs make it possible for people who are HIV positive to live for years without getting AIDS. They can work or go to school, make friends, hang out, and do most of the things other people can do. They will have to take certain medicines every day and see their doctors pretty often, and they may get sick more than other people do because their immune systems are more fragile.

Even though they may look OK, people who are HIV positive may sometimes feel scared, angry, unhappy, or depressed. They may feel afraid that the people at work or school could find out and start treating them differently. It is important for all of us to remember that usual social contact, like eating lunch or playing games, with people who are HIV positive does not bring any risk of infection.

When HIV infection gets worse or turns into the disease called AIDS, life really changes. The person may need to spend a lot of time in bed or in the hospital because of serious illnesses. He or she may feel very tired or weak most of the time. The person also might lose weight.

Hope for an HIV-Free Future

Maybe one day, with time and research, a cure for HIV infection will be found and AIDS will no longer exist. Until then, the smartest thing to do is to know the facts and not put yourself at risk.

If you have more questions about HIV or AIDS, talk to an adult you trust - a parent, doctor, school nurse, or guidance counselor. Don't depend only on your friends for information about HIV and AIDS because they may not know all the right answers.



“HIV/AIDS”

What Do You Know About HIV/AIDS?

Name _____

Can you catch HIV/AIDS the way you catch a cold? _____

Is HIV/AIDS easy to catch? _____

What causes HIV/AIDS? _____

Check all the ways you can get HIV:

- Going to school with a person with HIV/AIDS
- Playing with a person with HIV/AIDS
- Using the same toilet
- Using the same phone
- Hugging a person with HIV/AIDS
- Being kind to a person with HIV/AIDS
- Sharing needles with a person with HIV/AIDS
- Having sex with a person with HIV/AIDS

Can you tell by looking at someone if they have HIV/AIDS?

Check who can get HIV:

- | | | | |
|--------------------------|-------------------------|--------------------------|------------------------|
| <input type="checkbox"/> | Adults | <input type="checkbox"/> | Children/Babies |
| <input type="checkbox"/> | Males | <input type="checkbox"/> | Females |
| <input type="checkbox"/> | Drug users | <input type="checkbox"/> | Caucasian people |
| <input type="checkbox"/> | African American people | <input type="checkbox"/> | Asian people |
| <input type="checkbox"/> | Hispanic people | <input type="checkbox"/> | Native American People |
| <input type="checkbox"/> | Poor people | <input type="checkbox"/> | Rich people |

Now that you know about HIV/AIDS what do you wish you could tell other people about it?



“HIV & AIDS” - What Do You Know About HIV/AIDS? (answer key)

Can you catch HIV/AIDS the way you catch a cold? No

Is HIV/AIDS easy to catch? No

What causes HIV/AIDS? Contact with bodily fluid of an infected person, blood, semen, vaginal secretions, or breast milk.

Check all the ways you can get HIV:

- Going to school with a person with HIV/AIDS
- Playing with a person with HIV/AIDS
- Using the same toilet
- Using the same phone
- Hugging a person with HIV/AIDS
- Being kind to a person with HIV/AIDS
- Sharing needles with a person with HIV/AIDS
- Having sex with a person with HIV/AIDS
- Sharing same ear piercing needle/Tattoo needles

Can you tell by looking at someone if they have HIV/AIDS? No

Check who can get HIV:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Adults | <input checked="" type="checkbox"/> Children/Babies |
| <input checked="" type="checkbox"/> Males | <input checked="" type="checkbox"/> Females |
| <input checked="" type="checkbox"/> Drug users | <input checked="" type="checkbox"/> Caucasian people |
| <input checked="" type="checkbox"/> African American people | <input checked="" type="checkbox"/> Asian people |
| <input checked="" type="checkbox"/> Hispanic people | <input checked="" type="checkbox"/> Native American People |
| <input checked="" type="checkbox"/> Poor people | <input checked="" type="checkbox"/> Rich people |

Now that you know about HIV/AIDS what do you wish you could tell other people about it? _____



National Health Education Standards

Primary Focus

Standard 5 – Decision Making

Students will demonstrate the ability to use decision-making skills to enhance health.

Secondary Focus

Standard 1 – Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 4 – Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

What You Need to Know

- Students analyze communication situations, brainstorm, and then record the group's response to the situation.
- You may wish to add other skills to this performance assessment such as small group interaction, teamwork, or self- or peer-assessment of group process.
- Prior to administering this performance event, instruction on interpersonal communication skills should take place.

Materials

- Situations Worksheet
- Paper
- Pencil

Procedure

1. Divide the class into small groups.
2. Tell students to imagine that you are in one of the situations described below.
3. In your small group, discuss the following question, brainstorm your responses, and then prioritize the best way to handle the scenario and how you decided on this response.
4. Record your group's ideas using complete sentences.

Situation 1:

You heard that your neighbor has HIV and you are curious about how he got it. What would be a good way to ask your parents about it?

Situation 2:

You are assigned to work in a cooperative group with a classmate who has HIV. You are afraid you might get it. What would be a good way to let the classmate know how you are feeling?

Situation 3:

You fell down and are bleeding a lot. What would be a good way to get someone to help you without putting them in danger of touching your blood?

Situation 4:

Your teammate got hit in the face with a basketball and has a bloody nose. The coach told you to help by holding your teammate's nostrils shut. What would be an appropriate action to take?



Sample Responses

Situation 1:

I know that it isn't polite to talk about other people, but Mom, I heard that Mr. Aiken has HIV. The kids were talking about it yesterday. We learned about HIV in school and I am wondering how he contracted it. I am so surprised and scared to know that someone next door has such a terrible illness.

Situation 2:

Jenny, I know that we are in the same group, and I want to work with you and get a good grade on this assignment. I didn't mean to act weird around you. I am trying to really believe that stuff we learned in class about how HIV can't be passed by casual contact. Why don't you just tell me if you think that I am treating you badly. I don't mean to.

Situation 3:

Jim, I need you to go and get one of the teachers. I need some help, but you shouldn't touch my blood. Just get a teacher quick, and maybe a clean paper towel so that I can hold it over my cut.

Situation 4:

Coach, I don't have any gloves and I don't want to touch his blood. Can Pat pinch his own nose? I'll go and get some gloves from the health room and a roll of toweling.

Unit Name: Sexual Health
Lesson Number: 13
Grade Level: 4
“HIV & AIDS”

Milwaukee Public Schools
Human Growth and Development Curriculum



Dear Parent or Guardian,

We have been learning about HIV and AIDS at school. We have talked about how HIV is spread. We understand that it is not spread the same easy way that we “catch colds” and that we do not need to be afraid or uncomfortable around someone who has HIV because we now know how to prevent the spread of HIV, We have learned that HIV is spread by bodily fluids such as blood. Ask your child what the class discussed as best ways to respond to the situations below to keep ourselves safe:

Thanks!

Sincerely,

Situation 1:

You are assigned to work in a cooperative group with a classmate who has HIV. You are afraid you might get it. What would be a good way to let the classmate know how you are feeling?

Situation 2:

You fell down and are bleeding a lot. What would be a good way to get someone to help you without putting them in danger of touching your blood?

Situation 3:

Your teammate got hit in the face with a basketball and has a bloody nose. The coach told you to help by holding your teammate's nostrils shut. What would be an appropriate action to take?

Assessment Directions

Assessments should be used to help teachers gauge how well students are learning the content. The following pages are for the assessments to be used with the HGD curriculum. The first assessments are the Pre/Post assessment. This is to be given to every student. The Pre/Post assessment could be used as part of a teacher's SLO. You are also asked to complete two more assessments during the course of the HGD curriculum. These additional assessments may be used as Formative or Summative assessments.

The teachers who prepared these assessments noted activities in the curriculum that could be used as assessments for students.

The following assessments are listed below:

- Grade 4 HGD Pre and Post Assessment

Unit Assessments

- Grade 4 Lesson 2: Personal Ad Worksheet
- Grade 4 Lesson 4: Be a Savvy Consumer Worksheet
- Grade 4 Lesson 5: Touching Worksheet
- Grade 4 Lesson 7: The Story of Me
- Grade 4 Lesson 8: For Real?
- Grade 4 Lesson 10: Charting the Course

