

# Creating Healthy Habits

## TEACHER'S NOTE/PREPARATION:

**TARGET GRADE:** Kindergarten, Lesson 1

**TIME:** 45 minutes

## FLORIDA STANDARDS ALIGNMENT:

- **HE.K.CEH.1.2** – Recognize ways in the community to prevent common communicable diseases.
- **HE.K.CEH.2.1** – Explain the importance of rules to maintain health.
- **HE.K.CEH.4** -Encourage others to make positive health choices.

## LEARNING OBJECTIVE:

1. Students will identify why daily cleanliness is important for health.
2. Students will identify basic daily cleanliness habits and routines.
3. Students will identify the consequences of not maintaining healthy habits.

## LESSON MATERIALS:

- Paper
- Markers or Crayons

## LESSON STEPS:

### Vocabulary

**Cleanliness** – keeping your body free from dirt and germs

**Grooming** – activities we do to help our body and clothes stay neat and clean

**Daily** – every day of the week

## GROUND RULES:

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- *no put-downs*
- *respect each other*
- *questions are welcome using the question box*
- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Ask the following questions –

1. “Why do we brush our teeth? (To ensure our mouth is clean.)
2. “Why is it important to stay neat and clean?” (We want to look our best, feel good, and avoid germs.)
3. “What happens if we touch too many germs?” (*We might get sick.*)

Step 3: Explain to students - It is important to know what to use to stay neat and clean, how to do it, and when to do it. Ask: “Do you know how to stay neat and clean? That’s A LOT to know. Let’s learn HOW to do these things and WHEN to do them.”

Step 4: Using the Chart below to guide the discussion, you may use “Ask and Response” techniques to get the children to tell the class the important things to do (How) for each activity and the frequency (When) they should be done. As you are telling “How”, you may pantomime each action and the students may pantomime the action also.

### Healthy Habits Chart

What	How	When
<p><b><u>General Cleansing</u></b></p> <p>Hands, face, and body</p>	<p>Use soap, warm water, and a washcloth to clean away all the dirt and germs. Use a hand towel or bath towel to dry completely so you don't get cold. Washing means <b>always</b> using soap, not just water.</p>	<p>Hands and face: before meals, after playing, using the restroom, and whenever necessary</p> <p>Body: bath or shower once a day or at least every other day.</p>
<p><b><u>Oral Care</u></b></p> <p>Brushing teeth</p>	<p>Using only a pea-sized drop of toothpaste, brush teeth with short, gentle strokes, paying special attention to the gumline and hard-to-reach back teeth. Proper brushing should take a full <b>TWO MINUTES</b>.</p>	<p><b>BRUSH AT LEAST</b> two times each day – in the morning after breakfast, and before going to bed. You should also brush after eating any sticky or sugary foods. For fresher breath, brush your <b>TONGUE</b>, too!</p>
<p>Flossing Teeth</p>	<p>Holding floss tightly between the thumb and index finger, slide floss up and down teeth, using clean sections of floss as you go from tooth to tooth.</p>	<p>Floss at least once daily. (Do this <b>BEFORE</b> brushing.)</p>

#### Step 5: Problem Solving

1. Engage students in conversation and discussion- Say to students. Everyone has problems, but the first step to solving a problem is to say the problem. We can say the problem by looking at a situation and identifying what is wrong.
  
2. Tell students you want them to think about some situations, then tell you what they think would be the best thing to do in each situation but they must first say the problem.
  - Ask: You go to a sleepover and forget your toothbrush. What is the Problem? The problem is you forgot your toothbrush. If you go to a sleepover and forget your toothbrush, should you borrow your friend's toothbrush?" No, because you don't want to get their germs. You should **NEVER** share your toothbrush with anyone else!

- Ask: Your hands are dirty and you need to wash them. You go to the bathroom and there is no soap. What is the problem? The problem is no soap to clean your hands. If you go to the bathroom and there is no soap to clean your hands, please ask an adult for soap.
- Ask You have a runny nose and need a tissue. What is the problem? You need a tissue to clean your nose. Your friend gives you a used tissue. Is there a problem? Yes. if your friend offers you a dirty/used tissue you do not take it because you do not want to get more germs.

Step 6: Distribute paper and crayons/markers to students. Ask students to draw pictures of EVERYTHING they can think of that would happen if they never brushed their teeth.

# My Space, Your Space

**TEACHER'S NOTE/PREPARATION:** On a piece flipchart paper, make a vertical list of the following behaviors, leaving enough room next to each word to be able to write the word yes, no or sometimes. Hitting, pushing, kicking, scratching, shoving, wrestling/rough housing, hugging, tickling, kissing, holding hands, walking with an arm around another person

**TARGET GRADE:** Kindergarten, Lesson 2

**TIME:** 30 Minutes

**FLORIDA STANDARDS ALIGNMENT:**

- Describe ways to show respect to others.

**LEARNING OBJECTIVE:**

1. Name at least 2 ways of being touched that are okay with them. Introduce the word consent, and ensure students understand the meaning.
2. List at least 2 ways of being touched that they do not like.
3. Explain that they have the right to determine whether and how they are touched.
4. Demonstrate an understanding of how to respond effectively when someone touches them in a way with which they do not feel comfortable.

**LESSON MATERIALS:**

- Homework: "I Like... I Don't Like..."
- Flipchart sheet prepared
- Teacher's Resource: "What Should They Do?"
- Flipchart markers
- Dry erase board markers and eraser
- Pencils

**LESSON STEPS:**

**GROUND RULES**

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- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
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Step 1: Review Ground Rules with students.

Step 2: Tell students that you are going to talk about people's bodies. Ask everyone to stand up. Tell them you are going to ask them a question about a body part, and that they should answer all together. Say, "For example, if I were to ask you, 'Whose head is this?' you'd point to your own head and say, 'My head!' Let's try it out: Whose head is this?"

Once you see that everyone understands what you're doing, do the same with the following body parts:

- "Whose face is this?" ("My face!")
- "Whose knees are these?" ("My knees!")
- "Whose elbow is this?" ("My elbows!")
- "Whose foot is this?" ("My foot!")
- "Whose ears are these?" ("My ears!")

Then wrap your arms around yourself in a hug and ask, with intentionality and emphasis, "Whose body is this?" Wait for the students to hug themselves and say back, "My body!" Say, "I want to hear that again – whose body?" Wait for them to say, "My body!" Say, "Good. So who gets to say who can and can't touch your body?" Respond with them: "I do." Ask students to take their seats.

Step 3: Reaffirm for students, "Very good. These are our bodies – and so we have the right to say whether and how we want someone else to touch them. That also means we need to listen and stop touching others when someone else says they don't want to be touched."

Ask, "Are there any exceptions to this? Any time when someone might touch us in a way that we might not like but it's okay?" Probe for when their parent/caregiver may need to give them medicine they don't like or don't like the feeling of, or when they go to a doctor to get a shot. Say, "But even if a doctor – or any other student or adult – touches us in a way that makes us feel uncomfortable, we have a right to say that we don't like it and that we

want it to stop. But first, let's talk about some behaviors that we might or might not like."

Step 4: Explain that everyone is different about how they like to be touched. Say, "You may be someone who loves to hug or snuggle with family members or wrestle with your friends, or you may not like some of any of those. Let's take a look at some behaviors that students tend to do with each other and talk about whether we like them, whether we don't like them, or whether it depends."

Post the sheet of newsprint on the board or front wall with the list of behaviors. Tell the class that you are going to go through the list of behaviors one at a time, and if it is a behavior they like, they should raise their arms up in the air and wiggle their fingers (model this for them, and ask them to do it with you). Tell them that if it's a behavior that they never like, they should put their arms down at their sides and wiggle their fingers (model this for them, and have them do it with you). Then tell them that if it's a behavior that they sometimes like and sometimes don't, they should put their arms out to the sides and wiggle their fingers (model this for them, and have them do it with you).

Step 5: Go through each behavior, asking the students, "Is this a behavior you tend to like?"

There will be universal agreement on some (e.g., hitting, punching, kicking) and some responses of "sometimes" to others (kissing, tickling). When they say, "sometimes," ask, "When do we like this? When do we NOT like this?" If the students do not say "sometimes," use the guide below to guide a discussion of when or why a person might not like the behavior.

- Hugging [some people don't like to be hugged; some people hug too tightly; and there are some people you just might not want to be hugged by]
- Kissing [some people dislike being kissed when it's someone they don't know well or someone they don't wish to kiss or be kissed by, like a particular relative or a neighbor]
- Holding hands [some people don't like to be touched]
- Walking with an arm around another person [some people don't like to be touched; some find it hard to walk that way]
- Wrestling/rough housing [some people don't like it if they're always the one being pinned down; some don't like it because they end up getting hurt]
- Tickling [most people don't like it when it's too much/goes on for too long]

Step 6: Ask, "How do you know when someone doesn't like it when you do any of the behaviors on the list?" Probe for, "They tell me to stop," "They push me/my arm away," "They cry," "They yell at me," etc.

Ask, "Has anyone ever done something to you that's on this list, you haven't liked it, but you haven't said anything? How did that make you feel?" [Note: In the unlikely event that no one says, "yes," ask, "How do you think it would make someone feel?"]

Say, "So, clearly, we don't like it when people do things to us we don't like. That means we need to be clear when we want someone to stop – and we need to listen when other people say they don't want us to do things they don't like, and stop."

Ask, "What can we do to be really clear with someone when they're touching us in a way that we don't like?" As students give responses, write these clearly on the board. The first one, if it's not contributed by the students, should be contributed by you; in large letters, write, "Say 'NO'." Once you have written that, ask, "How do we say 'no' in a way that lets someone know we want them to stop?" Probe for looking someone in the eye and having a serious, low tone of voice. [Note: You will likely get some shouting and yelling from the kids; this is actually a good thing, because it means they realize they may need to be forceful at times. Validate the energy behind it, but tell them that yelling isn't necessary – just being clear and direct is.]

***Also probe for the following:***

- Walk away from the person

- Say what you DO want – for example, “I don’t like walking with arms around each other, but I’ll hold your hand” or “I don’t like hugging but I’ll high five you”
- Go to a trusted adult and tell that person what happened

Ask, “What do you do if the person who is hugging or kissing you makes you feel uncomfortable?” Probe for, “Say no and tell another adult.”

**Step 5:** Say, “Let’s look at a few examples where we can give people some advice about what to do.” Read the examples in the handout, “How Can We Help?” one at a time. After reading each, ask the class what they would tell the person to do. Listen for the steps you’ve discussed in class, and remind students of them as necessary.

**Step 6:** Ask the class to stand up again and remind them of how they started the lesson, by naming all the parts of their bodies that belong to them. Ask them to remind you what the last body part was that they talked about, probing for their whole bodies. Wrap your arms around yourself in a hug again and ask the students to do the same. Say, “Remind me, whose body are you hugging?” Wait for the students to say back, “Mine!” or “My body!” Then say, “And remind me - who gets to say who can and can’t touch our bodies?” Respond with them: “We do.”

### **HOMEWORK:**

Distribute the sheet, “I Like... I DON’T Like” and ask students to bring it home and complete it with a parent or caregiver.



# I LIKE...I DON'T LIKE

Draw some ways you do and don't like to be touched? Work on this with a parent or caregiver.

When you're done, color it in and sign the bottom to show you're both on the same page!

I Like it When...	I DON'T Like it When...

Parent/Caregiver: Please read the following two statements and both sign and have your child sign. Feel free to have other family members chime in, or to let me know if you'd like me to send home additional blank copies for you!

**"I promise to respect my child's boundaries and to listen when he or she says she doesn't like being touched in certain ways. I also promise, if anyone else in our home is doing this, to make it stop."**

"I promise to tell other people in my home if they're touching me in a way I don't like. I also promise that, if they tell me they don't like being touched in a particular way, I won't touch them like that."

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Parent/Caregiver

Student



# Star of the Week

**TEACHER'S NOTE/PREPARATION:** This activity should be set up at the start of the school year and then done at the beginning of each week. Work your way, one by one, through the class. Display the person of the week drawing after the student returns it colored in. There are many adaptations to this lesson. You may also have a star of the day, month, every other day, etc. If starting after the year begins adaptations may be necessary so that everyone has a turn.

**TARGET GRADE:** Kindergarten, Lesson 3

**TIME:** 30 Minutes

**FLORIDA STANDARDS ALIGNMENT:**

- **HE.K.R.1.1**-Define and give examples of kindness and caring.
- **HE.K.R.3.2**-Identify characteristics of a good citizen in school and the community.

**LEARNING OBJECTIVE:**

1. Identify at least two good qualities in others.
2. Feel good about themselves based on how others see them.

**LESSON MATERIALS:**

- Large sheets of paper
- Markers
- Crayons

**LESSON STEPS:**

**GROUND RULES**

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- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
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- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Introduce the process by explaining each week there will be a new star of the week. Show the students the list of names of students in the class and explain that you will be moving through the list all year so everyone has a turn to be the star of the week. *Note to teacher: there are many adaptations to this lesson. You may also have a star of the day, month, every other day, etc. If starting after the year begins adaptations may be necessary so that everyone has a turn.*

Step 3: Designate the first student who will be star of the week. Have them lie on a large piece of paper. Trace the outline of this student on the paper.

Step 4: Ask students to say nice things about the student who is the star of the week, such as “they are good at sharing” or “they help other people.” As students say nice things, write them around the outline of the student on the large paper. You can also ask the Star of the Week to add in things about themselves such as their birthday, their favorite color, their favorite toy or book, etc. Again, add these outside the outline on the sheet of paper.

Step 5: Ask students the following discussion questions:

What did you learn about the Star of the Week that was new to you?

For the Star of the Week, how did it feel to hear good things about yourself?

For the Star of the Week, what did you learn about yourself?

Step 6: Close the activity by rolling up the large paper and putting it in the backpack of the Star of the Week with directions to take it home and color it however they want. Ask the Star of the

Week to bring it back in a day or two so you can display it in the classroom for the remainder of the week.

Note: There are many adaptations of this lesson that can extend it for a full week with daily activities and/or involvement of family members/guardians.

# Paper People

## TEACHER'S NOTE/PREPARATION:

**TARGET GRADE:** Kindergarten, Lesson 4

**TIME:** 30 Minutes

## FLORIDA STANDARDS ALIGNMENT:

- **HE.K.R.2.5-** Identify personal strengths and actions individuals can do independently.

## LEARNING OBJECTIVE:

1. Describe at least three things that are unique about themselves.
2. List at least three things they did not know about their classmates before the lesson.

## LESSON MATERIALS:

- Paper people handout
- Crayons/markers

## LESSON STEPS:

### GROUND RULES

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- *respect personal boundaries*
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- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Start the lesson by explaining that every person in the class and even in the school is unique. No two people are exactly alike and that's what makes people – and all of their unique qualities – so interesting and special. Acknowledge that all of them can do things and have unique qualities that are not just one gender or another.

Ask students to brainstorm, while you write on the board, all of the different things that could make someone unique. The list may include:

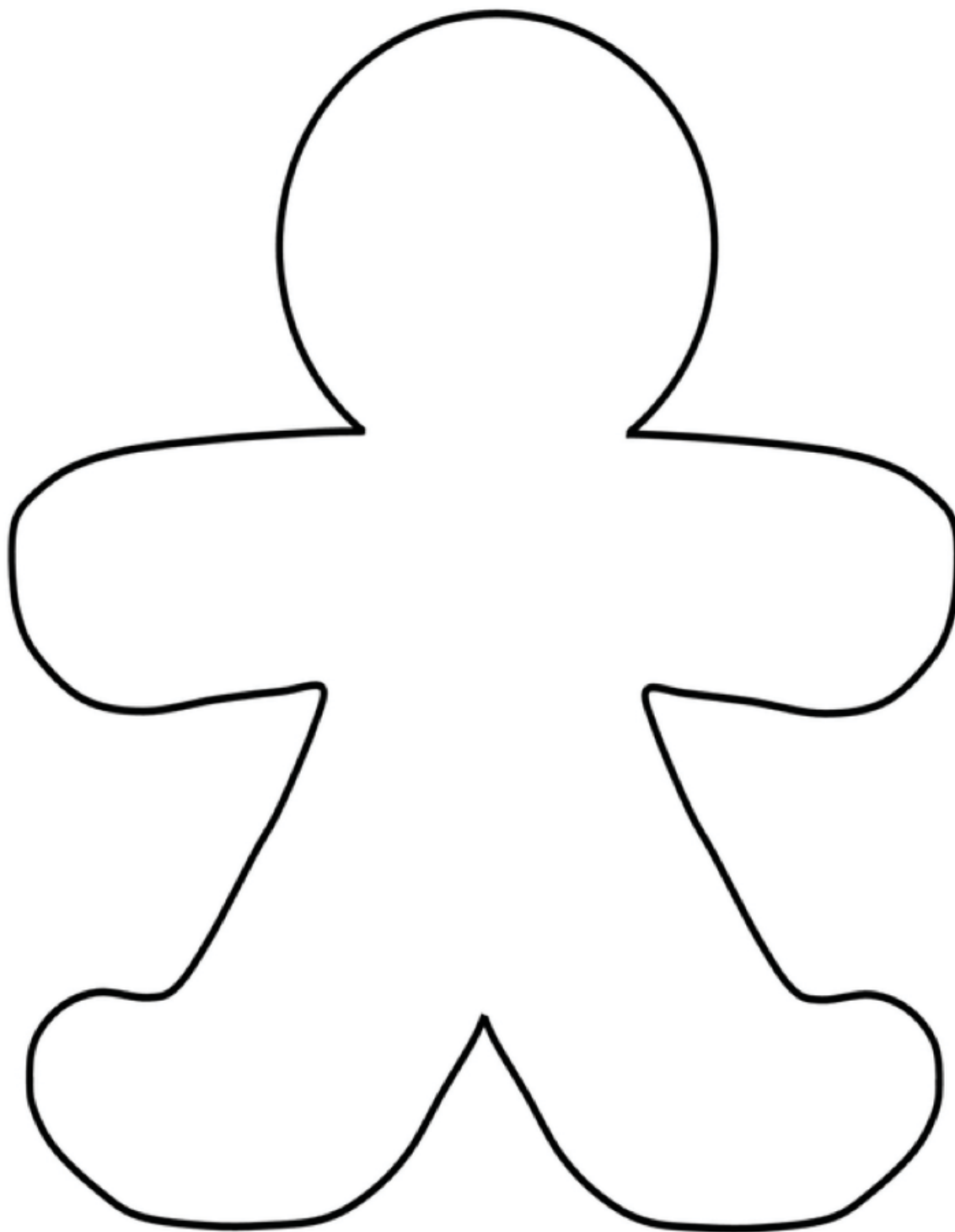
- The language they speak at home
- The country(ies) where their family comes from
- Their favorite way to spend free time
- Their favorite food
- The people in their family
- The pet(s) they have or have had
- The places they have traveled to
- How fast they can run
- How much they can read
- How many teeth they have lost so far, etc.

Step 3: Next, distribute a copy of the paper person to each student along with a few crayons or markers. Tell students to make themselves with the paper person by drawing what they look like and filling in with things that make them unique. They can also draw people in their family, including pets, and things they like to do as well.

Step 4: After completing the paper people, invite students one at a time to come to the front of the room and share their paper people with the whole class pointing out what elements make them unique. Hang the paper people on a wall in the classroom with all their hands holding the hand of the paper person next to them.

Step 5: End the lesson by asking students, “Did every student have things about them that made them special and unique?” Once students respond positively, close by saying, “Everyone is unique and everyone is special and everyone can learn from one another.”

**Handout: Paper Person**





# Different Kinds of Families

**TEACHER'S NOTE/PREPARATION:** The homework assignment should be given out in advance of this lesson so that children have time to think about their families ahead of time and be better prepared to discuss them with the class during the lesson.

**TARGET GRADE:** Kindergarten, Lesson 5

**TIME:** 30 Minutes

**FLORIDA STANDARDS ALIGNMENT:**

- HE.K.R.3 - Describe ways to show respect to others.

**LEARNING OBJECTIVE:**

1. Name, as a group, at least three different types of family structures.
2. Identify a way they can show respect for different types of families.

**LESSON MATERIALS:**

- "My Family" worksheet
- "My Family Portrait" worksheet
- Crayons and other drawing materials

**LESSON STEPS:**

**GROUND RULES**

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- *it's okay to pass*
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Step 1: Review Ground Rules with students.

Step 2: Explain to students that today's topic is family. Ask if anyone can explain what a family is and why we need families. (Some sample definitions are: People who live together and take care of each other, or people who love each other and take care of each other, or people going through life and taking care of each other. Families are often made up of adults and the children they care for.)

Step 3: Ask the following question.

- What is important in all families? (Possible answers: Families love each other; families take care of each other; families celebrate special events together.)

STEP 4: Ask students: Who would like to tell us about who is in their family? Have students take out the homework assignments they completed to help them to describe their families. Ask for volunteers. If a student gets stuck you may prompt them by asking some questions such as: How many people are in your family? What kind of food does your family like to eat? What does your family like to do together?

After each student describes their family ask, does this remind any of you of your own family or a family that you know?

After students have the opportunity to describe their families, say: We heard a lot of ways that families in our class are the same and a lot of ways that our families are different. Ask:

- If someone's family is very different from yours is that okay? (Yes)
- What if your friend's family likes to eat food that is different from your family? Is that okay? (Yes)
- Is it okay if some families have a lot of children and some have a few? (Yes)

STEP 5: Say, Families are very important to us. They love us and take care of us. If it has not already come up in the previous discussion, remind students that all families are special in their own way and that no two families are exactly alike. Ask, What are some ways that our class can show that we respect all different types of families, including those that are like our own and those that are different from our own?

End the discussion by saying, everyone has people who are their family. Some people even include their pets! It is good to feel good about your family and to figure out who is part of your family. It is also important to respect all different families because whatever kind of family you have, they are special.

STEP 6: Ask students to create a Family Portrait. (Draw a picture of their family). You may use the Family Portrait worksheet contained in the lesson.

**HOMEWORK:** The homework assignment should be given out in advance of this lesson so that children have time to think about their families ahead of time and be better prepared to discuss them with the class during the lesson.

## Homework: My Family

Name: \_\_\_\_\_

The Number of people in my family is: \_\_\_\_\_

Some of the foods we like to eat are:

This is how we celebrate special occasions:

Things we like to do together as a family are:

What I love most about my family is:

Name: \_\_\_\_\_

The way I would like to show respect for all different families is....

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Name: \_\_\_\_\_

The way I would like to show respect for all different families is....

-----

Name: \_\_\_\_\_

The way I would like to show respect for all different families is....

## My Family Portrait

Draw and label each member of your family



# Understanding Our Bodies – The Basics

**TEACHER'S NOTE/PREPARATION:** You will notice that this lesson refers to “girls” and “boys” and “male” and “female” when identifying body parts.

**TARGET GRADE:** Kindergarten, Lesson 6

**TIME:** 30 Minutes

**FLORIDA STANDARDS ALIGNMENT:**

- **HE.K.PHC.1.3** – Recognize that there are body parts inside and outside of the body.

**LEARNING OBJECTIVE:**

1. Correctly identify at least two body parts of the female namely the nipples and vulva.
2. Correctly identify at least two body parts of the male namely the nipples and penis.
3. Describe why it is important for them to know the correct names for the genitals.

**LESSON MATERIALS:**

- Body Parts Diagrams/Powerpoint

**LESSON STEPS:**

**GROUND RULES**

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- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***
- ***speak for yourself***

- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Introduce the topic by saying, "Today we are going to talk about bodies, including parts that everyone has in common, parts that we have that are different, and parts that are usually covered when we are in public. Explain that it's also important that everyone with a body knows how their body works and how to take care of it so we can all be healthy.

Step 3: Ask the students to name body parts that most people have in common.

*Note to the Teacher: Student answers might include most everyone has arms, legs, feet, fingers, head, eyes, mouth, etc. Some students may mention that not everyone has two arms, or all ten fingers, etc. Acknowledge this by saying that it is true that not everyone is exactly the same and everyone's body is fine just the way it is. But most people have two arms, ten fingers, etc.*

Next, call out different parts of the body while asking students to point to that body part, such as eyes, nose, arms, legs, etc. Once students point to that body part have them tell you what that body part does, for example, eyes are for seeing, legs are for walking/running, noses are for smelling, etc. Then, ask students, "Even though we all have a nose, do all of our noses look exactly the same? Do all of our eyes or ears look exactly the same? We all have skin. Does all of our skin look exactly the same as each other's? Even though they do the same things, they can look very different. We each have our own special bodies. Just like some people don't have any hair and others have a lot of hair, and some people may have a lot of freckles or no freckles at all, we are all humans with bodies.

Step 4: Tell students: "There are some body parts that mostly just girls have and some parts that mostly just boys have. These body parts, which are usually covered by clothing or a bathing suit, are sometimes called private parts or genitals and today we want to make sure everyone knows the correct names for these parts and who has what body part."

*Note to the Teacher: Make sure to include the diagram so students know where these parts are.*

Direct students' attention to the diagram/PowerPoint. Explain that "During the summer, when some people go swimming, people generally wear bathing suits to cover their private parts. The mouth is not covered by a bathing suit but is also a private part. Explain that when we wash our bodies and go to the doctor for a check-up, it's important to know what

our body parts are and how to keep them healthy. Show the next diagram saying, "Our bodies have lots of different parts like the head, chest, belly button, mouth, hand and leg. Let's look at some parts we don't often learn as much about." Show the diagram of the girl body. Point out and explain the following. "Most girls have a vulva, which is the name for the area between the legs. Show the diagram/PowerPoint of the boy body. Point out and explain the following, "Most boys have a penis between their legs which they use to urinate or 'pee.'

Step 5: Explain that even if they use different names (slang) for these parts in their families, it is important to use the words learned just like we would for knee or elbow or any other body part. Ask students: "Why do you think it might be important for you to know the correct words for these body parts?"

Note to the Teacher: Some answers may include that people will know what you are talking about, that a lot of the slang words might not be nice. If students don't say it, explain that if a person's private parts began to hurt or a person was worried that something was wrong with their body.

It's really important to use the correct words so they can explain what they're feeling to a parent, trusted adult or a doctor or nurse. Tell students: "This is your body and you have a right to know what the different parts are called."



# **Understanding Our Bodies**

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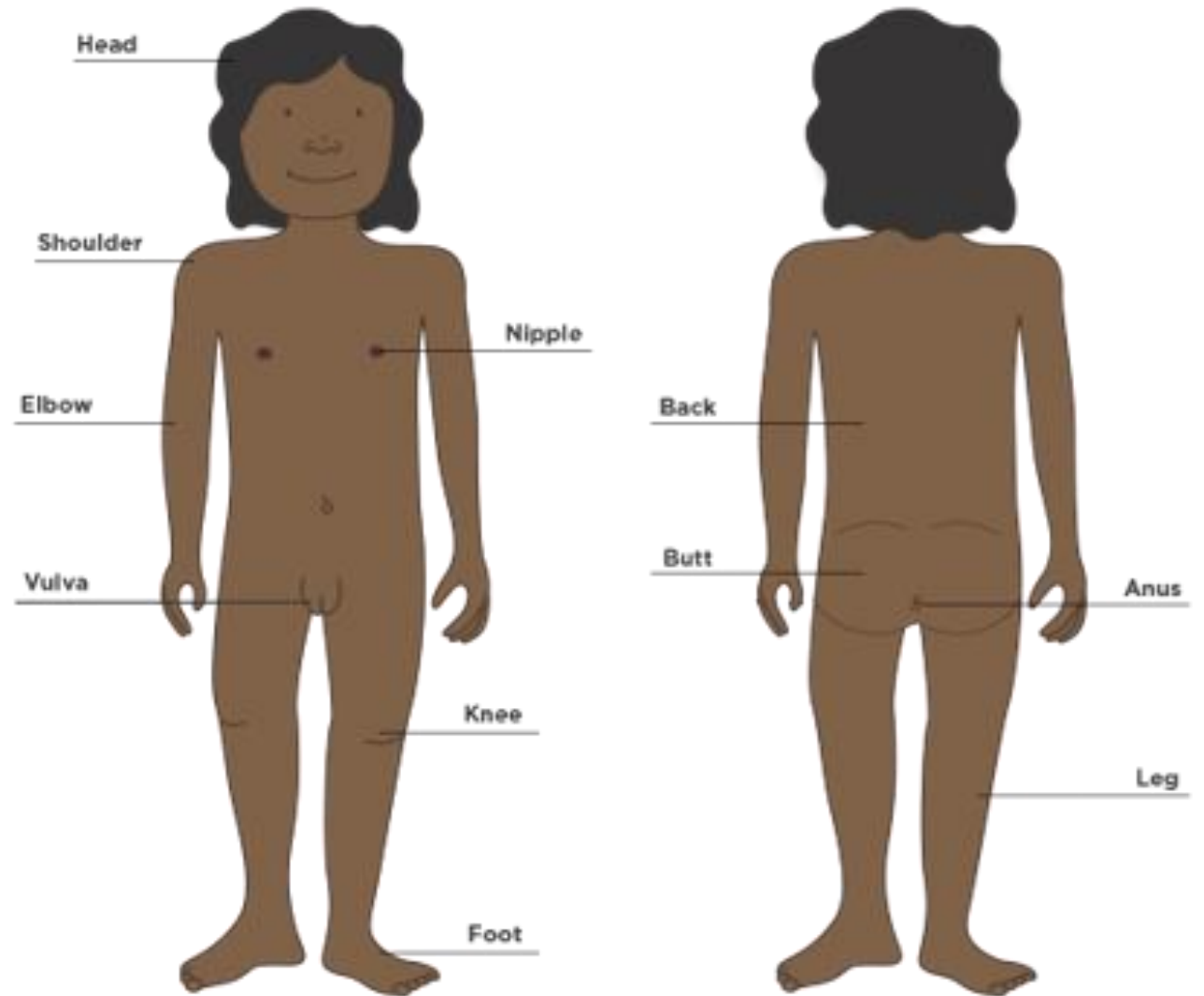
Kindergarten

# Private Parts



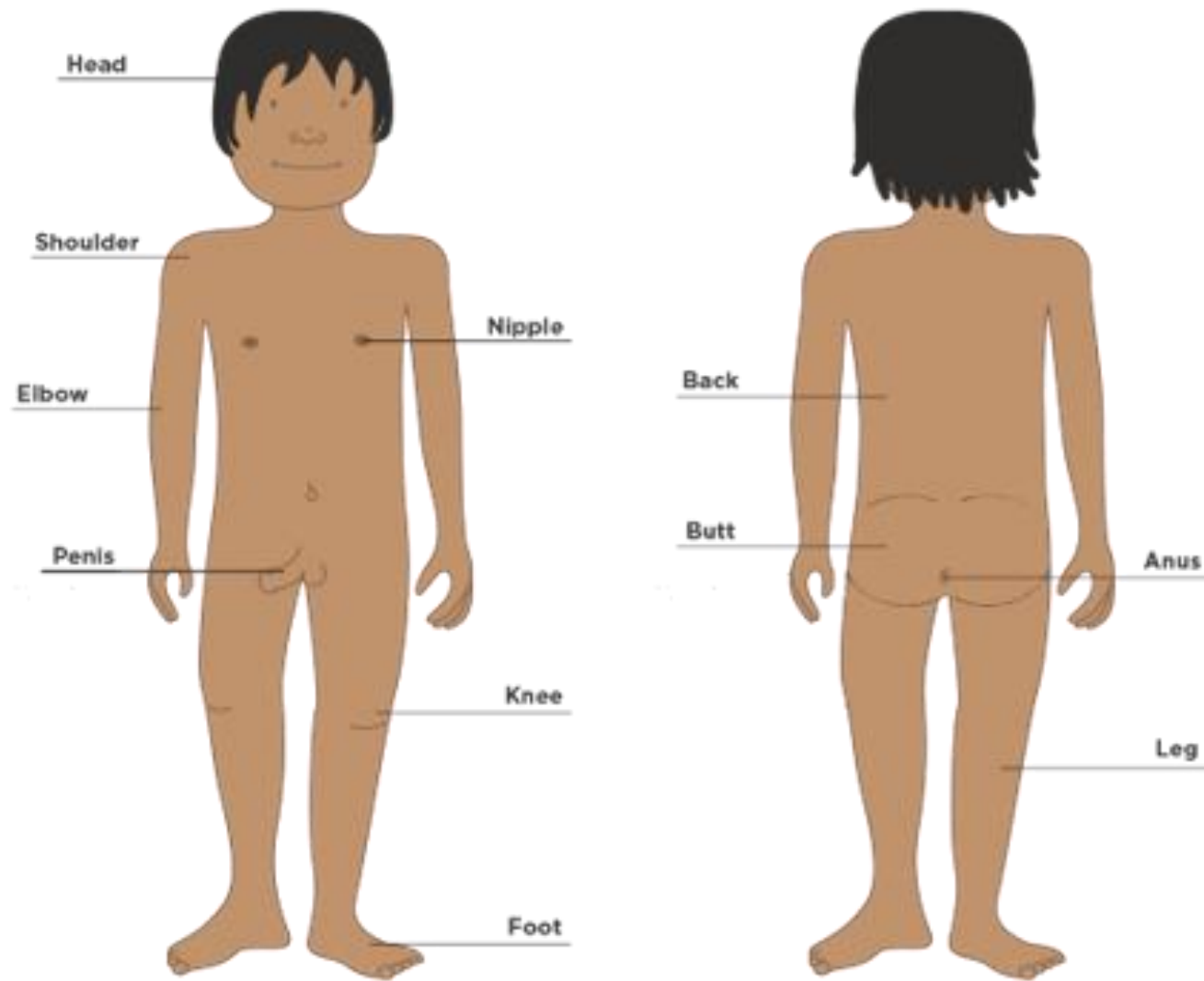
# Girl's Body

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# Boy's Body

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# Creating Healthy Habits

## TEACHER'S NOTE/PREPARATION:

**TARGET GRADE:** First Grade, Lesson 1

**TIME:** 45 minutes

## FLORIDA STANDARDS ALIGNMENT:

- **HE.1.CEH.1.2** – Understand ways to prevent common communicable diseases.
- **HE.1.CEH.2.1** – Recognize health consequences for not following rules.
- **HE.1.CEH.3.1** - Help others to make positive health choices.
- **HE.1.PHC.4.2** - Identify ways one can make a request to promote personal health.

## LEARNING OBJECTIVE:

1. Students will identify why daily cleanliness is important for health.
2. Students will identify basic daily cleanliness habits and routines.
3. Students will identify the consequences of not maintaining healthy habits.
4. Students will identify a problem and whose problem it is.

## LESSON MATERIALS:

- Paper
- Markers or Crayons

## LESSON STEPS:

### Vocabulary

**Cleanliness** – keeping your body free from dirt and germs

**Grooming** – activities we do to help our body and clothes stay neat and clean

**Daily** – every day of the week

## GROUND RULES:

*Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

**Make your ground rules list with your class. The first six 6 in bold may work with your grade level.**

*Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are*

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***
- ***speak for yourself***
- ***respect personal boundaries***
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Ask the following questions –

1. Why do we brush our teeth? (To ensure our mouth is clean.)
2. Why is it important to stay neat and clean? (We want to look our best, feel good, and avoid germs.)
3. What happens if we touch too many germs? (*We might get sick.*)

Step 3: Explain to students - It is important to know what to use to stay neat and clean, how to do it, and when to do it. Ask: Do you know how to stay neat and clean? That's A LOT to know. Let's learn HOW to do these things and WHEN to do them.

Step 4: Using the Chart below to guide the discussion, you may use "Ask and Response" techniques to get the children to tell the class the important things to do (How) for each activity and the frequency (When) they should be done. As you are telling "How", you may act out each action and the students may act out the action also.

### Healthy Habits Chart

What	How	When
<p><b><u>General Cleansing</u></b></p> <p>Hands, face, and body</p>	<p>Use soap, warm water, and a washcloth to clean away all the dirt and germs. Use a hand towel or bath towel to dry completely so you don't get cold. Washing means <b>always</b> using soap, not just water.</p>	<p>Hands and face: before meals, after playing, using the restroom, and whenever necessary.</p> <p>Body: bath or shower once a day or at least every other day.</p>
<p><b><u>Oral Care</u></b></p> <p>Brushing teeth</p>	<p>Using only a pea-sized drop of toothpaste, brush teeth with short, gentle strokes, paying special attention to the gumline and hard-to-reach back teeth. Proper brushing should take a full <b>TWO MINUTES</b>.</p>	<p><b>BRUSH AT LEAST</b> two times each day – in the morning after breakfast, and before going to bed. You should also brush after eating any sticky or sugary foods. For fresher breath, brush your <b>TONGUE, too!</b></p>
<p>Flossing Teeth</p>	<p>Holding floss tightly between the thumb and index finger, slide floss up and down teeth, using clean sections of floss as you go from tooth to tooth.</p>	<p>Floss at least once daily. (Do this <b>BEFORE</b> brushing.)</p>

- Ask: How often should you get a new toothbrush? (Every three months, or whenever it begins to show wear, and it's **IMPORTANT** to replace your toothbrush after you've had a cold, a sore throat or the flu, since bristles may collect germs that can lead to reinfection.)
- Ask: What should you do when you sneeze? (Cover your nose and mouth by sneezing into the inside of your elbow. This keeps your hands germ-free.)
- Ask: What should you do with dirty Kleenex (facial tissues)? (Throw them into a trash receptacle. **NEVER** leave used tissues lying around for somebody **ELSE** to pick up.)

#### Step 5: Problem Solving

1. Engage students in conversation and discussion- Say to students. Everyone has problems, but the first step to solving a problem is to say the problem and the next is to identify whose problem it is to solve. We can first say the problem by looking at a

situation and identifying what is wrong. Once you know the problem you can ask whose problem is it to solve.

2. Tell students you want them to think about some situations, then tell you what they think would be the best thing to do in each situation. They must say the problem and ask whose problem it is.
  - Ask: You go to a sleepover and forget your toothbrush. What is the Problem? The problem is you forgot your toothbrush. If you go to a sleepover and forget your toothbrush, is it your friend's problem to let you use their toothbrush? Should you borrow your friend's toothbrush? No, because you don't want to get their germs. You should NEVER share your toothbrush with anyone else! Whose problem is it? How do you solve it?
  - Ask: Your hands are dirty and you need to wash them. You go to the bathroom and there is no soap. What is the problem? The problem is no soap to clean your hands. Whose problem is it? How do you solve it? If you go to the bathroom and there is no soap to clean your hands, please ask an adult for soap.
  - Ask: You have a runny nose and need a tissue. What is the problem? You need a tissue to clean your nose. Whose problem is it? How do you solve it?
  - Ask: You have a runny nose and need a tissue. What is the problem? You need a tissue to clean your nose. Your friend gives you a used tissue. What is the problem? Whose problem is it? How do you solve it? If your friend offers you a dirty/used tissue you do not take it because you do not want to get more germs.
  - Ask: It is picture day at school and you don't have a brush, comb, or other personal hair item. What is the problem? Whose problem is it? How do you solve it? It is important not to share personal care items with other people. Head lice or other communicable diseases can easily be spread from person to person, particularly in group settings.

Step 6: Distribute paper and crayons/markers to students. Ask students to draw pictures of EVERYTHING they can think of that would happen if they never brushed their teeth.



# Friendships

**TEACHER'S NOTE/PREPARATION:** Chart Paper or Board with the Heading "Good Friend Cake – Ingredients." Three chart paper sheets, each with one of the following word stems: I like it when my friend...It sometimes bothers me when my friend...A good way to let my friend know how I feel is...

**TARGET GRADE:** First Grade, Lesson 2

**TIME:** 45 Minutes

## FLORIDA STANDARDS ALIGNMENT:

- **HE.1.R.2.4** - Describe how individual actions can affect others.
- **HE.1.R.1.2** - Describe the traits of being a good friend.
- **HE.1.PHC.4.2** – Identify ways one can make request to promote personal health.

## LEARNING OBJECTIVE:

1. Students will learn/be able to express their feelings in a processed, thought-out manner.
2. Students will learn how to be a good friend, and how to treat others with respect and kindness.
3. Teach grounding techniques to students; discuss ways they can calm themselves down before explaining their feelings about a subject/situation.

## LESSON MATERIALS:

- Chart Paper/Board
- Markers
- Copies of the scenarios
- Homework: "Family Interview"

## LESSON STEPS:

### GROUND RULES

*Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

*Make your ground rules list with your class. The first six 6 in bold may work with your grade level.*

*Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:*

- *no put-downs*
- *respect each other*
- *questions are welcome using the question box*
- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Introduce the lesson by telling students that you would like to talk about friendships. Say, "Having a good friend can feel really good and being a good friend is very important, too. I'd like everyone to close their eyes for a moment and think about one friend you have that is not in this class. The friend can include a brother or sister, a cousin who is your friend, or someone else who is your friend. Try to picture your friend in your mind. Try to see your friend's face. Now I'd like you to think about a time you and your friend had a lot of fun together. What made it so much fun?" Allow students about a minute to think about these questions, then say: "OK, now open your eyes. Does anyone want to share with us what you did with your friend that was fun?" Have a few volunteers share their experiences.

STEP 3: After hearing from a few students, say "Now, I want you to think about what you like about your friend that makes it fun to be together." Give the students a few moments to think and then say "Does anyone want to share with the class what they like about their friend?" Ask for a few volunteers to share what they like about their friend. (Some responses may include: my friend is funny, my friend likes the same things I do, my friend is nice to me, my friend lives close by).

STEP 4: Next say, "So if we were baking a cake, what ingredients would we need?" Take a few responses and then ask, "So if there was no flour, could it still be a cake? What about no eggs? The answer is 'yes' to both since cakes, just like friends, come in a wide variety of flavors and types. So, what makes a good friend? If we were baking a 'Good Friend cake,' what ingredients would we include?" On the top of the chart paper, or on the board reveal the heading: "Good Friend Cake" and under it: "Ingredients." As students call out ingredients

of a good friend, write them on the paper/board. (Responses may include: likes the same things as you; is nice to you; makes you laugh; always plays with you; listens to you; doesn't tease you or hurt your feelings on purpose; you can depend on them.)

Note to the Teacher: If students have a difficult time coming up with more than one or two, prompt them by asking "Does a good friend tease or hurt the feelings of their friend? Does a good friend try to make you feel better when you are sad?" etc.

After writing all students' suggestions say "This is a really strong recipe for a good friend."

Step 5: Say, "Friends usually make us very happy, and we have fun together. But sometimes problems can come up in a friendship. A friend may do something we don't like, we may do something that makes our friends mad or we might disagree with our friend about something." If our friend makes us mad or we disagree there are things we can do to calm ourselves so we can have a conversation with them. One thing we can do to calm ourselves is to take a deep breath.

Step 6: Let's practice taking deep breaths. Do the steps with the students as you list the steps. First, let's get comfortable. Now, let's try not to think about anything but breathing. If you feel comfortable you may close your eyes. Let's breathe in for 5 counts – 1, 2, 3, 4, 5. Good job. Now, breathe out for 5 counts – 1, 2, 3, 4, 5. Repeat 2 times. Now, open your eyes if you closed them. How do you feel? Allow the student to respond.

Step 7: Tell student deep breaths can be used to help them feel better. Ask students to share a time where you might feel upset and could use deep breaths to calm down (e.g. doing something hard, late for school, forgot your lunch, missed your favorite TV show, disagreement with friend, etc.). Then, model the deep breaths counting to 5 in and out.

Step 8: Show, one at a time, the incomplete sentences (below) on the board or chart paper. Ask for student volunteers to respond to the first sentence: "I like it when my friend..." Record their responses. Next, ask for new volunteers to complete the second sentence: "It sometimes bothers me when my friend..." Record responses. Then say "It is important to be able to tell a friend when we are happy or sad or annoyed or angry, especially if we feel bad because if we don't tell them and we keep it all bottled up inside it will make us feel even worse and our friend may not even know we are upset or angry. So, remembering the ingredients we said were important for a good friend, what are some good ways to share our feelings with a friend?" Ask students to finish the last sentence: "A good way to let my friend know how I feel is..." Record their responses.

Note to the Teacher: some responses to make sure to include if students don't are: be honest, try to say your feelings without hurting their feelings; make sure to say something, don't just ignore them or hold in your feelings; use your words; no put downs; if you are feeling good and want to give them a hug, ask them first.

- I like it when my friend...

Example: I like it when my friend brings me candy, calls me, plays with me.

- It sometimes bothers me when my friend...

Example: It sometimes bothers me when my friend teases me, only wants to play the games they want to play, ignores me when another friend is around.

- A good way to let my friend know how I feel is...

Example: A good way to let my friend know how I feel is to tell them nicely, to say it makes me sad or annoyed when you...

**Step 9:** Tell students you want to practice healthy ways to express feelings with friends. Ask for pairs of volunteers to react to different situations they may be in with a friend. Remind students that sometimes they may need to take a deep breath before speaking to a friend about a situation that made them mad, upset or sad.

*Note to the Teacher:* See attached scenarios.

*If student volunteers get stuck, ask the class for suggestions of what the students could say to express their feelings to their friends. After each scenario ask the class, "How did (name of child) express their feelings to their friend in a healthy way?"*

*Note to the Teacher:* In the time allotted, try to get through 2-4 scenarios each with different students so that as many as possible get a chance to participate. If there is more time, more scenarios can be used.

**STEP 6:** Tell students that to have a good friend it is important to be a good friend. It doesn't matter if you have a lot of friends or just one very good friend. Friends enjoy each other's company and look out for each other. Being a good friend is an important skill to develop throughout their whole lives.

**ASSESSMENT:** Step 4 is designed to assess Objective one and Step 5 is designed to assess Objective two.

**HOMEWORK:** Have students interview an adult family member (or older sibling) about a time when they were bothered by something their friend did or said and how they handled it, as well as suggestions they have for expressing feelings with friends in a healthy way.

# SCENARIOS

Note: Use the actual names of students who are acting out each scenario when presenting them to the class. In each scenario, students should imagine that student A and student B are good friends. Ask participants to try to act out a good way to share their feelings with their friend.

1. Student A and student B meet at the corner and ride their bikes to school together every morning. Student B is almost always a few minutes late and this morning, student B is 10 minutes late, which means they will both likely be late to school.
2. During recess, student A and Student B are playing together. All of a sudden, student B sees another friend and runs over to talk to them leaving student A all alone.
3. Student B had borrowed a new Star Wars toy from student A and was supposed to bring it into school because student A needs it back. When student A asks for their toy, student B says they forgot to bring it in.
4. In class, Student B whispers a funny joke that makes student A laugh out loud and get into trouble from the teacher. When the teacher asked what was going on, student B denies doing anything.
5. During recess students decide to play a game and are choosing teams. Student B, who is a captain, is Student A's best friend but chooses someone else for their team.
6. During lunch time, student A gets up to throw something away and when they get back to their seat, student B has taken a big bite out of student A's cupcake without asking.
7. Student A and student B are trying to decide what to do. Student B really wants to play video games but they played video games the last two times they were together and Student A wants to do something different.



*Note to the Teacher: Some of the examples on the worksheet are intentionally vague to help students think about intention vs. outcome. This is a very abstract concept, so this version of the sheet will provide some suggestions for concretizing the discussion. Please note: the suggestions written in italics are guides for you as the instructor; they are not scripts to be read to the students.*

	<u>Teasing</u>	<u>Bullying</u>	<u>Is it Ever OK To Do This?</u>	
1) Pushing someone down	<input type="checkbox"/>	<input checked="" type="checkbox"/>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>

*Some students will work to come up with examples of when it's okay – for example, to save someone from being hit by an object, or as part of playing a game or a particular sport, such as football. Nonetheless, explain that, generally speaking, when someone pushes someone down on purpose, it's bullying – and that means it's always wrong.*

2) Taking something without permission and holding it out of that person's reach	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
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*Explain that the key here is taking something without permission. That is the first part of the bullying. Holding it out of the person's reach is teasing – sometimes friends might do this just as good-natured teasing and then give it back pretty quickly. But someone who holds it out of reach, plays catch with another person with that object, or otherwise makes the person who owns that thing feel anxious about not getting it back or it getting broken is teasing in a way that would be considered bullying – and that means it's always wrong.*

3) Rhyming someone's name with another word, like "Matt the Brat"	<input checked="" type="checkbox"/>	<input type="checkbox"/>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
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*Explain that this one was a tougher one, and that the main thing this depends on is whether Matt likes his nickname and uses it himself. Then it might be considered good-natured teasing and would be okay – IF it's okay with him. If, however, he doesn't like it and tells people to stop and they don't stop, that's when it's no longer good-natured teasing and becomes bullying. Then it's wrong.*

Teasing

Bullying

Is it Ever OK To Do This?

- 4) Tripping someone, even if they didn't fall

YES

NO

*Students may push back on this a bit, especially male students, who are often socialized to rough house and trip each other as part of playing around. The main point to emphasize here is consent and whether someone gets hurt. If this is part of an ongoing friendship and both people do it, then it's neither teasing nor bullying. But if someone doesn't like it – or if someone gets hurt, even if they were okay with it – it needs to stop before someone gets hurt seriously.*

- 5) Every day, ignoring someone who asks to play with you

YES

NO

*This example is designed to help students understand that they do not need to make physical contact with someone in order for them to bully/feel bullied. Ignoring someone makes that person feel like they don't exist, and is very mean. Better to say, "We're already playing and we don't need another person" if you can't let that person in the game – or, even better, let the person play. But not responding, no matter how many times the person asks, is mean and would be considered bullying.*

- 6) Pointing a finger very close to someone's face and saying "I'm not touching you!"

YES

NO

*While this may not be considered as bad as actually physically hurting someone, this can make someone feel uncomfortable or unsafe. It's usually done to tease someone else, but when a person says they don't like it and the other person keeps doing it, it becomes bullying – and it's not okay.*

- 7) Telling another person that they look dumb

YES

NO

*Insulting someone's appearance is a bullying behavior. This would be a good time to remind students of the old saying, "If you don't have something nice to say, don't say anything at all." But laughing at or making fun of someone's appearance for any reason makes that person feel bad – and is never okay to do.*



## TEASING OR BULLYING?

Name: \_\_\_\_\_

Read each example. Is it teasing? Is it bullying? Or both? Is it ever okay to do it? Check the boxes that match how you feel about each.

	<u>Teasing</u>	<u>Bullying</u>	<u>Is it Ever OK To Do This?</u>	
1. Pushing someone down	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2. Taking something without permission and holding it out of that person's reach	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
3. Rhyming someone's name with another word, like "Matt the Brat"	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4. Tripping someone, even if they didn't fall	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
5. Every day, ignoring someone who asks to play with you	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
6. Pointing a finger very close to someone's face and saying "I'm not touching you!"	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
7. Telling another person that they look dumb	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>

# Bullying Is Never OK!

**TEACHER'S NOTE/PREPARATION:** Review the Teasing or Bullying? Teacher's Guide in preparation for discussing it with the students.

**TARGET GRADE:** First Grade, Lesson 3

**TIME:** 30 Minutes

**FLORIDA STANDARDS ALIGNMENT:**

- **HE.1.PHC.1.5** – Tell about behaviors that avoid or reduce health risks.
- **HE.1.R.1.2** – Describe the traits of a good friend.
- **HE.1.CH.3.1** – List healthy and unhealthy choices for personal health and safety.

**LEARNING OBJECTIVE:**

1. Define the terms “bullying” and “teasing.”
2. Describe at least two differences between bullying and teasing.
3. Provide at least two reasons why bullying and teasing are wrong to do.
4. Explain how a person can be a bully to themselves, and bullying does not just involve being mean to someone else.
5. Define cyberbullying and the importance of keeping private information confidential.

**LESSON MATERIALS:**

- Markers to write on the board
- Worksheet: “Teasing or Bullying?”
- “Teasing or Bullying? Teacher’s Resource”

**LESSON STEPS:**

**GROUND RULES**

*Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
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***Make your ground rules list with your class. The first six 6 in bold may work with your grade level.***

*Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:*

- *no put-downs*
- *respect each other*
- *questions are welcome using the question box*
- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Explain that today you are going to be discussing the topic of bullying.

Write the word “bully” on the board and ask the students whether they’ve heard this term before. Ask them to imagine a person who had never heard the term “bully” before. Say, “How would you explain to that person what a bully is?” Some possible responses may include:

- “It’s bullying if the other person doesn’t like it, feels upset by it, or of its mean.”
- “Teasing that isn’t ok is when the other person is upset by it even if it isn’t mean.”
- “A bully is someone who hurts other people.”
- “A bully is someone who says mean things to someone or about someone.”
- “A bully is someone who makes fun of other people and makes them feel bad.”
- “A bully might not hurt you, but they might hurt or steal your stuff.”

As students share their responses, write key words on the board under the word “bully.” For example, if someone shared the first statement above, write “hurts others” on the board.

*Note to the Teacher: It is possible that a student could respond to your question, “How would you explain what a bully is?” by sharing the name of a student in class or at the school. If that were to happen, remind them that someone who had never heard the term bully would likely not know who that person was, and ask them to describe the behaviors. Then be sure to follow up with that student after class to explore what kinds of bullying behaviors have been going on that need to be addressed.*

Once enough students have contributed, read through the list. Ask students to share any themes they notice from the list. Be sure the following messages are given:

- A bully hurts people on purpose. It's not something they do by accident. For example, if a bully pushes another person, she or he meant to do so.
- A person who bullies does it more than once. They do these means behaviors again and again, sometimes to different people, and sometimes to the same person. Some people stop being bullies and learn to be nice to others.
- Bullies don't always hurt people in person. If they are old enough to have cell phones or to go online, they can send hurtful texts, post mean things about people on social media and more.
- Bullies make sure other people are afraid of them. They do this in a few ways. They might be bigger than other kids. They might raise their voice or yell at others. They might have hurt other people in the past and so others know that when the bully makes a threat, they could very well follow through on it.

Step 3: Say to the students, "Now that we have talked about bullying, let's talk about a different behavior: Teasing. Has anyone here ever been teased by another person?" After students raise their hands ask, "How does it feel to be teased?" Some students will say that it felt bad or embarrassing, while others will say that it was funny or that it didn't bother them. Some may also talk about liking certain types of teasing. For example, if they had a habit of doing something as a baby and their parent/caregiver retells the story. If students don't share an example of times when teasing is good-natured/not mean, be sure to provide one.

Ask, "Is teasing similar to bullying, or are they totally different? How?"

Probe for how teasing can sometimes be harmless – that our parents or other people we know well and know care about us might tease us as part of our relationships with them. Say, "There are a few problems with being okay with teasing, but not being okay with bullying. First of all, the person who is doing the teasing may think the other person is okay with it when the other person may actually not be. Second, teasing can change really easily from being just a joke to becoming mean – which would be considered bullying."

Step 4: Once you have heard a few responses, explain that you are going to give a few examples of behaviors. They need to think hard and then decide whether they think this is teasing, bullying or neither. Read to the class the examples from the worksheet, "Is this Bullying or Teasing?" Ask for students to raise their hand when they know the answer. Call on students who raise their hand. Using the "Teasing or Bullying? Teacher's Resource," go through each statement and ask the students whether something is teasing or bullying and whether they thought it was right or wrong. In some cases, the students might ask, "What if this?" or "What if that?," adding details to the example. If that were to happen, start off by sticking with the example as written.

Step 5: Say to the students, "So, overall, there are some similarities between teasing and bullying and some differences. How many of the behaviors we just discussed did we decide were okay to do, and how many did we decide were NOT okay?" Probe for the fact that only one of

them had the potential to be okay – even though it also had the potential to become bullying. Ask, “So why is it wrong to bully – or even tease – someone?” Probe for the idea that bullying is hurtful, and it’s always wrong to hurt someone; probe, too, or summarize with the idea that, even if we do not intend to hurt someone with what seems to be harmless teasing, another person can still be hurt. So in the end, it is best to avoid teasing – and it is always important to avoid bullying behavior.

# Understanding Our Bodies – The Basics

**TEACHER'S NOTE/PREPARATION:** You will notice that this lesson refers to “girls” and “boys” and “male” and “female” when identifying body parts.

**TARGET GRADE:** First Grade, Lesson 4

**TIME:** 40 Minutes

**FLORIDA STANDARDS ALIGNMENT:**

- **HE.1.PHC.1.3** – Identify the correct names of human body parts.

**LEARNING OBJECTIVE:**

1. Correctly identify at least three body parts of the female namely the nipples, vulva and anus.
2. Correctly identify at least three body parts of the male namely the nipples, penis and anus.
3. Describe why it is important for them to know the correct names for the genitals.

**LESSON MATERIALS:**

- Body Parts Diagrams/PowerPoint

**LESSON STEPS:**

**GROUND RULES**

*Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

***Make your ground rules list with your class. The first six 6 in bold may work with your grade level.***

*Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:*

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***
- ***speak for yourself***

- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Introduce the topic by saying, "Today we are going to talk about bodies, including parts that everyone has in common, parts that we have that are different, and parts that are usually covered when we are in public. Explain that it's also important that everyone with a body knows how their body works and how to take care of it so we can all be healthy.

Step 3: Ask the students to name body parts that most people have in common.

*Note to the Teacher: Student answers might include most everyone has arms, legs, feet, fingers, head, eyes, mouth, etc. Some students may mention that not everyone has two arms, or all ten fingers, etc. Acknowledge this by saying that it is true that not everyone is exactly the same and everyone's body is fine just the way it is. But most people have two arms, ten fingers, etc.*

Next, call out different parts of the body while asking students to point to that body part, such as eyes, nose, arms, legs, etc. Once students point to that body part have them tell you what that body part does, for example, eyes are for seeing, legs are for walking/running, noses are for smelling, etc. Then, ask students, "Even though we all have a nose, do all of our noses look exactly the same? Do all of our eyes or ears look exactly the same? We all have skin. Does all of our skin look exactly the same as each other's? Even though they do the same things, they can look very different. We each have our own special bodies. Just like some people don't have any hair and others have a lot of hair, and some people may have a lot of freckles or no freckles at all, we are all humans with bodies.

Step 4: Tell students: "There are some body parts that mostly just girls have and some parts that mostly just boys have. These body parts, which are usually covered by clothing or a bathing suit, are sometimes called private parts or genitals and today we want to make sure everyone knows the correct names for these parts and who has what body part."

*Note to the Teacher: Make sure to include the diagram so students know where these parts are.*

Direct students' attention to the diagram/PowerPoint. Explain that "During the summer, when some people go swimming, people generally wear bathing suits to cover their private parts. The mouth is not covered by a bathing suit but is also a private part. Explain that when we wash our bodies and go to the doctor for a check-up, it's important to know what

our body parts are and how to keep them healthy. Show the next diagram/PowerPoint saying, "Our bodies have lots of different parts like the head, chest, belly button, mouth, hand and leg. Let's look at some parts we don't often learn as much about." Show the diagram of the girl body. Point out and explain the following. "Most girls have a vulva, which is the name for the area between the legs. The vulva describes the whole area including the small hole where urine or pee comes out called the opening to the urethra, and the hole where a bowel movement, or poop, comes out is called the anus. Often girls wear a bathing suit that also covers their nipples on their chest "

Show the diagram of the boy body. Point out and explain the following, "Most boys have a penis between their legs which they use to urinate or 'pee.' Some boys have a foreskin, which is a piece of skin that covers the end of the penis and some boys do not. A boy also has a hole where a bowel movement, or poop, leaves the body called an anus, just like a girl. Boys also have nipples on their chest but they usually do not cover their nipples or chest when they are wearing a bathing suit. Both boys and girls have nipples.

Step 5: Explain that even if they use different names (slang) for these parts in their families, it is important to use the words learned just like we would for knee or elbow or any other body part. Ask students: "Why do you think it might be important for you to know the correct words for these body parts?"

*Note to the Teacher: Some answers may include that people will know what you are talking about, that a lot of the slang words might not be nice. If students don't say it, explain that if a person's private parts began to hurt or a person was worried that something was wrong with their body.*

It's really important to use the correct words so they can explain what they're feeling to a parent, trusted adult or a doctor or nurse. Tell students: "This is your body and you have a right to know what the different parts are called."

Step 6: Conclude the lesson by asking students "Can anyone tell me a body part that most girls have but not boys?" (vulva). "Can anyone tell me a body part that most boys have but not girls?" (penis). "Can anyone tell me a body part we learned about today that both boys and girls usually have?" (anus, nipples). Explain "Most people have a vulva or a penis but some people's bodies can be different. Your body is exactly what is right for you."



# **Understanding Our Bodies**

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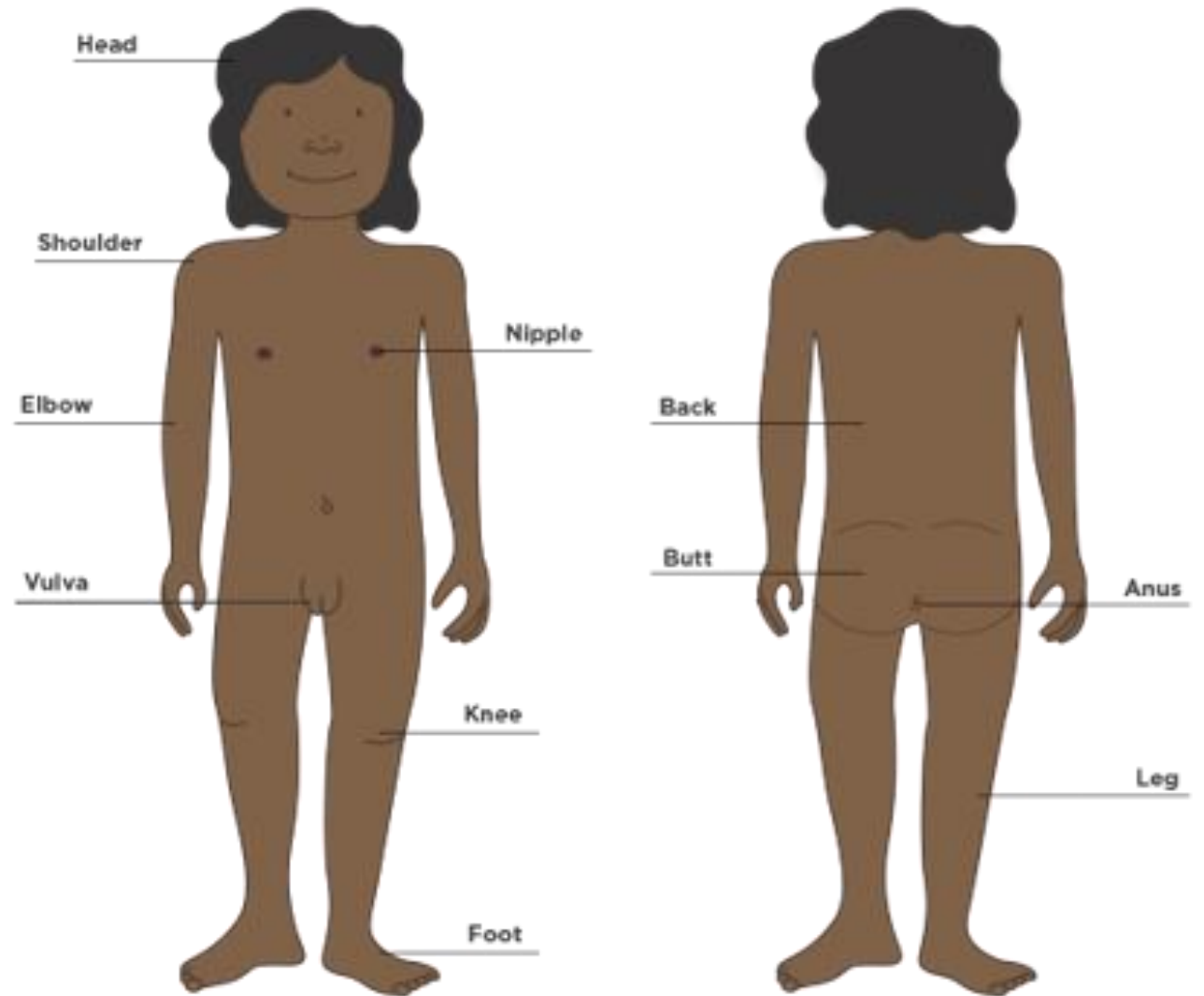
First Grade

# Private Parts



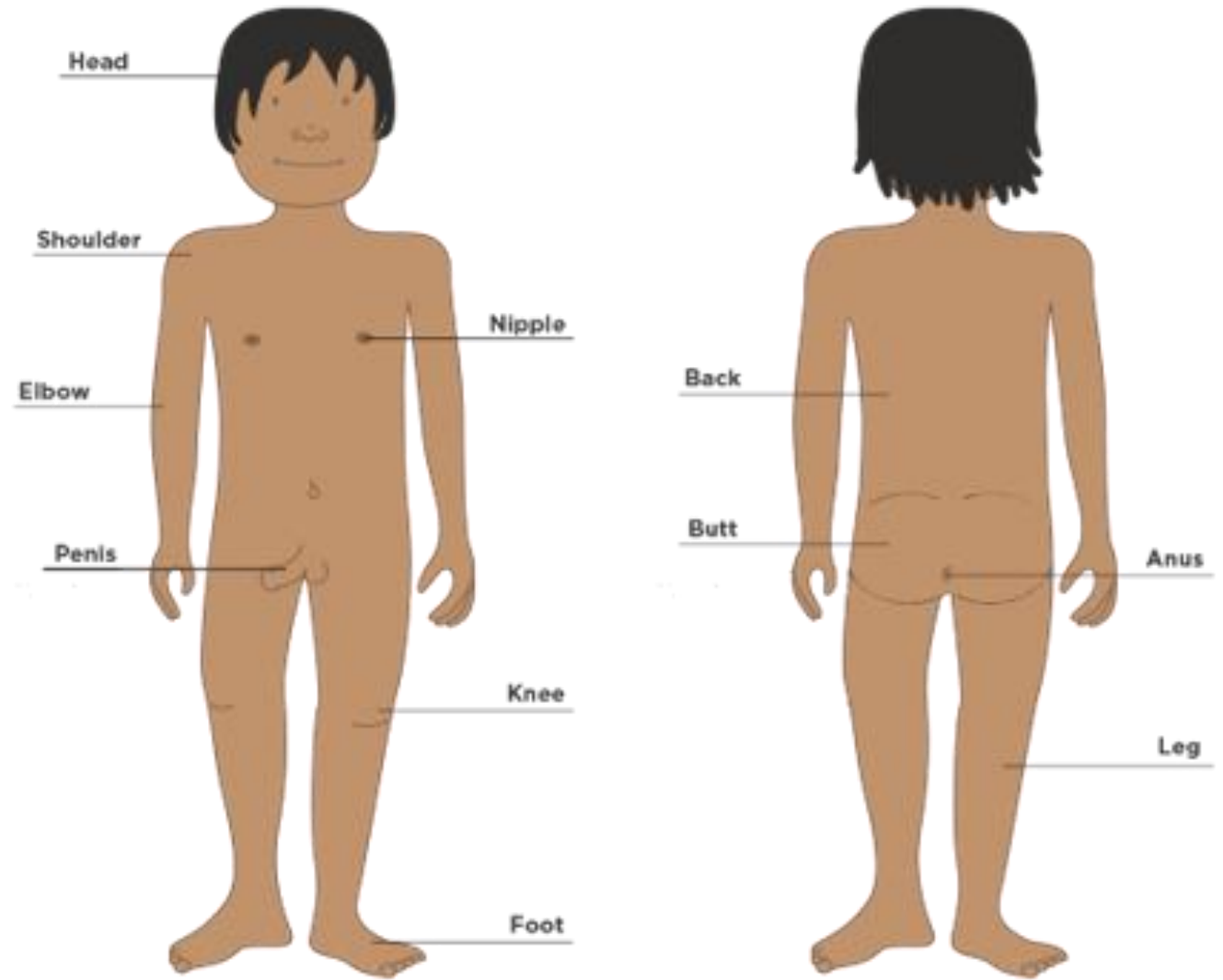
# Girl's Body

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# Boy's Body

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# My Body Is MY Body

**TEACHER'S NOTE/PREPARATION:** Tell the school counselor or social worker you will be teaching this lesson. Download the video at <https://safeshare.tv/x/dkraVxm8If4> to your desktop sometime before class. If using butcher paper, put up the butcher paper on the wall around the room at a height that all students can reach it.

**TARGET GRADE:** First Grade, Lesson 5

**TIME:** 40 Minutes

## FLORIDA STANDARDS ALIGNMENT:

- **HE.1.PHC.3.2-** Identify health options to personal health-related issues or problems.
- **HE.1.PHC.4** – Describe appropriate responses to unwanted, unsafe and threatening situations.

## LEARNING OBJECTIVE:

1. Define “sexual abuse”, “consent”, and “domestic violence”.
2. Name at least three behaviors that could be considered sexual abuse that they would want to bring to a trusted adult’s attention.
3. Identify at least one trusted adult they can go to with questions or concerns about sexual abuse.
4. Demonstrate ways to start a conversation when seeking help from a trusted adult about sexual abuse.

## LESSON MATERIALS:

- Computer
- LCD projector
- Screen
- Speakers for sound
- Whiteboard or butcher paper
- Crayons or markers, one per student
- Homework: “Who Can You Trust?”

## LESSON STEPS:

### GROUND RULES

*Note to teacher: This curriculum works best in classrooms where there’s a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student’s age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what’s expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

**Make your ground rules list with your class. The first six 6 in bold may work with your grade level.**

Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:

- **no put-downs**
- **respect each other**
- **questions are welcome using the question box**
- **listen when others are speaking**
- **speak for yourself**
- **respect personal boundaries**
- no personal questions
- it's okay to pass
- use scientific terms for body parts and activities
- use inclusive language
- classroom discussions are confidential
- we will be sensitive to diversity, and be careful about making careless remarks
- it's okay to have fun

Step 1: Review Ground Rules with students.

Step 2: Explain to the students that you are going to be talking about a very serious topic in this lesson. We have a school counselor on-site to offer extra support if anyone needs it. Ask students whether anyone has ever heard the term "abuse" before? Write this word on the board. After students offer a few responses, say something like, "Abuse is when someone treats another person badly. That includes when someone touches you in a way that you know isn't right. This is different from someone hugging you when you don't want to be hugged. That's also wrong, and once you tell the person you don't want them to hug you, they shouldn't do it again. Go into the definition of 'consent' (ex. asking someone for permission before you go in for a hug, handshake, etc.)

But when you've told someone you don't want them to touch you and they keep doing it, that becomes abuse. And when someone touches your private body parts, like your chest, genitals or buttocks, that's called 'sexual abuse.'" Write the word "sexual" before the word "abuse" on the board.

Step 3: Say something like, "When someone touches you in a way you don't like, how do you make them stop doing that? Let's watch a video that'll give some ideas."

Play the video, "Shout, Run, Tell," <https://safeshare.tv/x/dkraVxm8If4>, which is just under 2 minutes long. Once the video is over, ask the following questions:

- “We touch people all the time, and people touch us. We shouldn’t touch another person without their permission, or consent. And no one should touch us without our permission or consent. This type of touch was different. Who remembers what some of the things are that we should tell a trusted adult about?”

Probe for:

- When someone touches us on our genitals, backside or chest
- When someone tells us to touch their genitals, backside or chest
- When someone touches us in a way that makes us feel uncomfortable in anyway, even if it’s not those body parts.
- The video talked about our private body parts. Who remembers how you can remember what those body parts are? (“**Private body parts are covered by a bathing suit.**”)
- Who can remember the three things the video said you should do if someone ever touches you on one of these body parts, or tells you to touch theirs? (Shout, Run, Tell) Have the students to repeat those three steps several times.

Step 4: Say something like, “Although everyone’s different, shouting and running away are often the easier things to do in this moment. That’s because our bodies react automatically when we think we’re in danger. Telling a grown-up that someone’s touched you in a way that made you feel uncomfortable sometimes feels harder to do. It shouldn’t! Every child should feel they can talk with an adult they trust about sexual abuse. But first, we need to figure out who that person is!”

Tell the students you are going to give all of them a marker or crayon. When you say, “go,” have them get up as they are able, and find a space at the butcher paper around the room (If your room has white boards around the room with enough space for all students to have a space and you have enough white board markers, you can use that instead).

Once students each have a spot, ask them to draw a picture of a grown-up in their lives who they trust. It can be someone at home, someone here at school, or someone else they know in the community. Once they’ve drawn the person, have them write who that person is (either Mr. so-and-so or my babysitter, etc.), as well as their own name.

**NOTE TO THE TEACHER:** If mobility is an issue for any students, have extra paper available and bring that to them so they can draw from their seats.

After about 5 minutes, encourage students to finish up and remind them to write the name of that person and their own name. After 2 more minutes, have everyone stop where they are, telling them it is okay if they didn’t completely finish.

Ask students to move around the room and look at all the pictures their classmates have drawn. Once they have made their way around the entire room, ask them to return to their seats.

**NOTE TO THE TEACHER:** If any students are unable to move around the room and were given a sheet of paper to do their drawing, make sure the remaining students all visit their

desks and look at their drawing. Ask students then to share with any seated students whose picture they drew.

Once students are seated, ask:

- How did you decide who your trusted adult was? (Possible answers will vary, but may include, “Because it’s my [mom/aunt/dad/uncle, etc.] and you can always trust your [adult],” “Because I talked to them before and they didn’t get mad,” or something else.)
- When you moved around the room, what did you notice in your friends’ drawings? (Possible answers will vary, but may include, “Most people drew someone at school/home” or “Lots of people said Ms. [Name] from school is who they’d talk to,” etc.).

Say, “The most important thing to remember is you all have at least one trusted adult in your life. That’s the person you can go to if you’re upset or have questions about anything – including if someone’s touched you in a way that made you feel uncomfortable. If you couldn’t think of someone, you can always come to me, or to [counselor’s name], and we will always be here to help you.”

Step 5: Ask students to remind you what the three steps are from the video. Explain that now that they’ve all figured out who a trusted adult in your life is, you’re going to do an activity to practice doing the last step: “Tell.”

Divide the class into pairs. Once they are in pairs, explain they are each going to be asked to pretend they’re someone else. One person is going to pretend to be a young person about their age, and the other person is going to be a trusted adult. Tell them they will each get a chance to play each role, but they should each decide who is going to be the grown-up first, and who is going to be the young person.

Once they’ve decided, explain to the student playing the young person that they should pretend a different adult touched them in a way that made them feel uncomfortable. Tell the student pretending to be a trusted adult that they should respond to their partner in a way they think would make them feel good about coming to them. Explain that the pairs should have a conversation, not just state that this happened and then respond. Ask them to talk together until you have called time, about 2 minutes. Answer any questions, and ask them to get started.

After about a minute or two, or when most students are finished, ask students to stop where they are. Ask them to switch roles now, so the person who was the young person before is now the trusted adult, and the trusted adult is now the young person. Ask the student playing the young person to get things started by telling the trusted adult that someone touched them in a way that felt uncomfortable. Tell them they will again have about 2 minutes to have a conversation.

Step 6: After about 2 minutes, or when most of the students are done, call attention back to the front of the room. Process by asking the following questions:



- What was it like to do this? Was it easy to do? Uncomfortable?
- What was it like to pretend to be the young person? What was it like to pretend to be the trusted adult?
- When you were pretending to be the young person, what did the trusted adult do to make you feel comfortable talking with them?

After discussing these questions, say something like, “Sometimes, you’ll go to a trusted adult to talk about something important and they’ll say just the right thing to make you feel safe and okay. Sometimes, your trusted adult won’t respond in a way that’ll make you feel comfortable. If that happens, don’t give up! Either go back to them and say, ‘I really need to talk to you about this,’ go to another trusted adult, or ask a friend who their trusted adult is and talk to that adult. No one should ever feel they need to keep sexual abuse a secret. There will always be an adult who will help you, even if it’s not the first one you go to.”

Thank the students for their hard work and maturity in talking about such a serious, important topic and close the lesson.

**ASSESSMENT:** Step 2 is designed to achieve Objective 1. Step 3 is designed to achieve Objective 2. Steps 2 and 5 and the homework are designed to achieve Objective 3. Steps 6 and 7 are designed to achieve Objective 4.

**HOMEWORK:** Have students complete the worksheet, “Who Can You Trust?” to hand in.

## **Homework: Who Can You Trust?**

Name: \_

Draw a picture of your home. Next to it, write the name of a grown-up at home you can trust!

Draw a picture of our school. Next to it, write the name of a grown-up at school you can trust!

Is there another adult you know well and trust? Draw a picture of them here! (Feel free to use the other side if you need more room!)



# Gender Roles

## TEACHER'S NOTE/PREPARATION:

**TARGET GRADE:** First Grade, Lesson 6

**TIME:** 30 Minutes

## FLORIDA STANDARDS ALIGNMENT:

- **HE.1.PHC.2.1:** Identify how children learn health behaviors from family and friends.
- **HE.1.R.2.1:** Identify my role and responsibility in my family, community, and school.

## LEARNING OBJECTIVE:

1. Name at least two ways that children of all genders are expected to behave.
2. Name at least two ways some people expect children to behave differently based on their gender.
3. Name at least three ways that other family, friends, media, society, or culture can influence how children of different genders think they should act.

## LESSON MATERIALS:

- Markers
- A chart with two headings: "What do you need to bake a cake?" and "What do you need to play baseball?"

## LESSON STEPS:

### GROUND RULES

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- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

*Make your ground rules list with your class. The first six 6 in bold may work with your grade level.*

*Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:*

- ***no put-downs***

- *respect each other*
- *questions are welcome using the question box*
- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Explain to students that you are going to talk about ways that people are expected to behave. Sometimes how you are expected to act can be different depending on whether you are in school, at home, at the playground, in the library, with your friends or other situations.

Ask: "What are some ways that children are expected to behave in school?" *Note to the Teacher: Answers may include: friendly, respectfully, being good listeners, following teacher's directions, etc.*

Then ask: "What are some ways that children are expected to behave outside with their friends?"

*Note to the Teacher: Answers may include: running around, using loud outside voices, playing nicely, following playground rules, etc.*

Next ask: "Are there some ways that people expect children to behave based on their gender? Gender usually means whether you are a boy or a girl."

*Note to the Teacher: Answers may include: Boys are expected to run faster, to like sports, to play superhero; Girls are expected to like pink, to not run as fast; to like to play princess, etc.*

Step 3: Ask students: "Does the job a person has, or what they wear mean the person is a man or woman?" (No) "Do the activities someone likes to do for fun or what they wear mean they are a boy or a girl?" (No)

Post a chart with two headings: "What do you need to bake a cake?" and "What do you need to play baseball?" Ask students to call out a list of what things someone would need to do each of these activities.

*Note to the Teacher: Responses may be things like "hands to throw" under the "Play Baseball" list or "hands to stir" under the "Bake a Cake" list. Other responses may be "eyes to see," "others to play/work with," "directions or rules," etc. If student responses don't include body parts, ask them, "What body parts do you need to have?" Or "What does your body*

need to be able to do?” Alternatively, if they don’t mention equipment, ask: “What equipment do you need?” etc.

As students call out answers, record them under the appropriate heading.

Once the students are satisfied that they have included all of their ideas, read each item and ask: “Raise your hand if you have...” or “Raise your hand if you can use...” or “Raise your hand if you can...” depending on the item (e.g. “Raise your hand if you have hands to throw” or “Raise your hand if you can use a mixing spoon” or “Raise your hand if you can run.” It is likely every child will raise their hands every time. Support students by acknowledging that all of them can do almost all of these things not just one gender or another. Point out how exciting it is to know that boys and girls can do all of these things and lots more.

Step 4: Ask the children to consider why it is that some people make decisions about what children can and can’t do. Discuss that children and grown-ups have choices and may like to do all kinds of things. Ask what might make people not choose an activity that they might really like to do. For example, a girl playing football or a boy taking ballet class.

*Note to the Teacher: If students are stuck, prompt them with some examples such as “What might make a boy decide not to play with a doll even though he wants to? What might make a girl decide not to play with a truck even though she wants to?”*

Step 5: Ask students, “What are some things you can say to a friend who feels like they can’t do or try something because it’s not for their gender?”

*Note to the Teacher: Encourage students to look at the list they made for the Playing Baseball/Baking a Cake activity for ideas.*

Praise students for their hard work and great ideas. Close the lesson by asking “How could you support others in trying new things and participating in activities that some people may sometimes say are only for boys or only for girls?” Ask for volunteers to offer strategies. (Some responses might include: tell them that you think it’s great; tell them that they shouldn’t listen to what other people think; tell them that you will do it with them; tell them that there is no such thing as girl activities and boy activities, etc.)

# The Circle of Life

## TEACHER'S NOTE/PREPARATION:

**TARGET GRADE:** First Grade, Lesson 7

**TIME:** 30 Minutes

## FLORIDA STANDARDS ALIGNMENT:

- HE.1.PHC.1.3 – Identify the correct names of human body parts.
- SC.1.1.16 – Heredity and Reproduction
- SC.1.L.14 - Organization and Development of Living Organisms

## LEARNING OBJECTIVE:

1. Correctly define the term “reproduction.”
2. Correctly differentiate between things in the world that do and do not reproduce.

## LESSON MATERIALS:

- Handout: “Can This Make Babies?”
- “Can This Make Babies? Pictures”
- One copy of the Yes and No signs
- Masking tape
- A few identical pencils to use as example
- Small box of magic markers or crayons to use as example
- 1.7 Circle of Life PowerPoint
- projector and screen

## LESSON STEPS:

### GROUND RULES

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- *no put-downs*
- *respect each other*
- *questions are welcome using the question box*
- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Introduce the topic by explaining that you will be talking today about reproduction. Ask the students, "What does it mean to reproduce something?" After hearing a few answers, say, "'reproduction' means to make something again, or to make a copy of it." Give, as an example, a handout you have used in class. Hold up an original and copy of a worksheet and explain that when you make copies of a sheet like this, you are reproducing that sheet. Explain that, for this to reproduce, you had to do something – you put it on the copy machine, pressed the buttons you needed to and the copy machine made copies. Say, "A photocopy machine can't, on its own, just make copies. That's because it's not alive."

Step 3: Say, "When someone has a baby, that's also called reproduction. Let's take a look at what this looks like." Distribute the worksheet, "Can This Make Babies?" to each student and ask them to complete it together. Be sure to have each student complete a sheet, and put their name at the top of the one they completed.

Step 4: After five minutes, tell the students you will go through the answers together. Holding up the pictures of both living things and inanimate objects one at a time, in the order in which they are listed on the worksheet, ask, "Can this make babies?" As the class calls out responses to each, stick the sheet up on the board under the "yes" or "no" sign. Once you have gone through all the sheets, ask the students what they notice about the lists, probing for the fact that all of the things listed beneath the "yes" sign are living things, and all the things on the "no" list are not. Tell them to check their sheets as they go along and make corrections as necessary.

Ask, "When it comes to living things, is there only one tree in the world, or are there many trees?" Show the first PowerPoint slide with pictures of different trees on them. When students say there are different kinds of trees, say, "Right. Trees can look really different, but they're still all trees. What about cats and dogs, is there only one kind of cat and only one



dog? Or are there many types of cats and dogs?” Show the next PowerPoint slide of different types of cats and dogs. Say, “Same thing– these all look super different, but they’re all types of cats and dogs. But what about when dogs, cats and other animals reproduce?”

Sometimes, they will be nearly exact copies – like these puppies, who were all born at the same time from the same mom” (show the slide with litters with the same-colored puppies). Say, “Sometimes, puppies can be born to the same mom but they will look a little different.” Show the next slide with a picture of a diverse litter of puppies.

Explain that with some non-living things, what you will get will be exact copies. Hold up the small box of pencils and take out a few to show to the class. Say, “When you buy something like pencils, what comes in the box are all exact copies of each other.” Hold up several markers or crayons of the same type, but different colors. Say, “Sometimes, you’ll need things that are the same type of things, but have differences. These are all markers [crayons], but they’re different colors. Now remind me, can these pencils and markers [crayons] reproduce on their own?” Validate the student responses when they all say “no.”

Step 5: Let students know that living things can reproduce in a few different ways: some babies grow inside the person or animal and some babies come from laying an egg (continue PowerPoint to show pictures of baby birds and baby alligators being born from eggs). Ask whether anyone in the class knows where a baby grows inside the body when it is still a fetus. Continue PowerPoint to show image of human fetus growing in a uterus. Ask whether anyone knows the name of the body part in which the baby grows, being sure to explain that while it may look like the stomach, it’s actually a different organ called the “uterus.” Tell students that only female animals and people have a uterus.

**ASSESSMENT:** Although students will be working in pairs/small groups in the worksheet activity, teachers can ask each student to complete one individually, putting their names on them, and handing them in at the conclusion of class.





# Reproduction

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1st Grade, Lesson 7

The Circle of Life

# Reproduction



# Reproduction



# Reproduction



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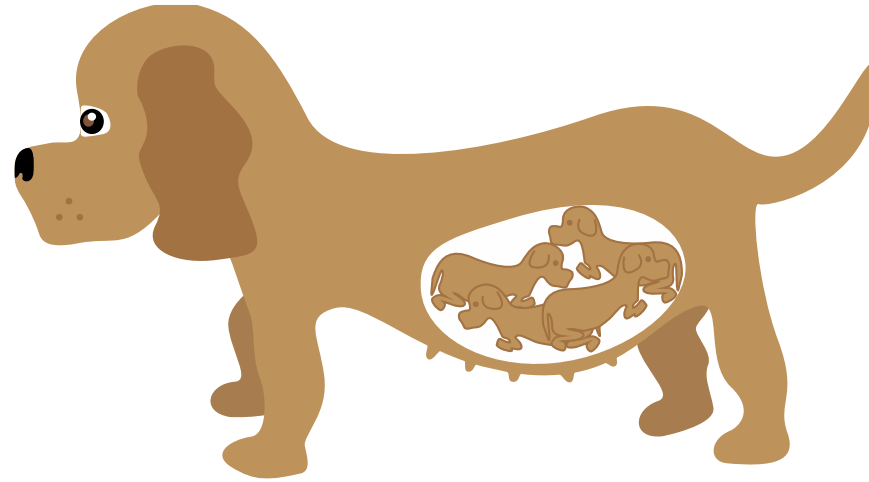
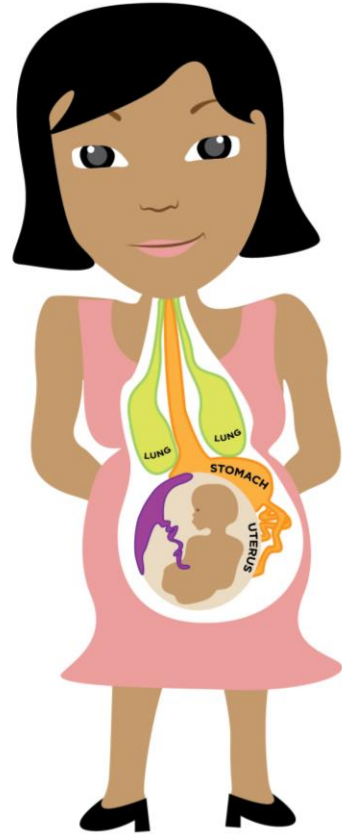


# Reproduction





# Reproduction



# Creating Healthy Habits

**TEACHER'S NOTE/PREPARATION:** Problem-solving cards for this lesson are in a separate file. They are not at the end of this lesson. If you choose to use the cards, you will need to print/download them.

**TARGET GRADE:** Second Grade, Lesson 1

**TIME:** 45 minutes

## **FLORIDA STANDARDS ALIGNMENT:**

- **HE.2.CEH.1.1** – Identify how healthy behaviors affect the community.
- **HE.2.CEH.1.2** – Describe ways to prevent common communicable diseases.
- **HE.2.PHC.3.1** – Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

## **LEARNING OBJECTIVE:**

1. Students will identify why daily cleanliness is important for health.
2. Students will identify basic daily cleanliness habits and routines.
3. Students will identify the consequences of not maintaining healthy habits.
4. Students will identify a problem and whose problem it is.

## **LESSON MATERIALS:**

- Paper
- Markers or Crayons
- Problem Solving Cards

## **LESSON STEPS:**

### **Vocabulary**

**Cleanliness** – keeping your body free from dirt and germs

**Grooming** – activities we do to help our body and clothes stay neat and clean

**Daily** – every day of the week

## **GROUND RULES:**

*Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

**Make your ground rules list with your class. The first six 6 in bold may work with your grade level.**

Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:

- **no put-downs**
- **respect each other**
- **questions are welcome using the question box**
- **listen when others are speaking**
- **speak for yourself**
- **respect personal boundaries**
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Ask the following questions –

1. Why do we brush our teeth? (To ensure our mouth is clean.)
2. Why is it important to stay neat and clean? (We want to look our best, feel good, and avoid germs.)
3. What happens if we touch too many germs? (*We might get sick.*)

Step 3: Explain to students - It is important to know what to use to stay neat and clean, how to do it, and when to do it. Ask: Do you know how to stay neat and clean? That's A LOT to know. Let's learn HOW to do these things and WHEN to do them.

Step 4: Using the Chart below to guide the discussion, you may use "Ask and Response" techniques to get the children to tell the class the important things to do (How) for each activity and the frequency (When) they should be done. As you are telling "How", you may act out each action and the students may act out the action also.

### Healthy Habits Chart

What	How	When
<p><b><u>General Cleansing</u></b></p> <p>Hands, face, and body</p>	<p>Use soap, warm water, and a washcloth to clean away all the dirt and germs. Use a hand towel or bath towel to dry completely so you don't get cold. Washing means <b>always</b> using soap, not just water.</p>	<p>Hands and face: before meals, after playing, using the restroom, and whenever necessary.</p> <p>Body: bath or shower once a day or at least every other day.</p>
<p><b><u>Oral Care</u></b></p> <p>Brushing teeth</p>	<p>Using only a pea-sized drop of toothpaste, brush teeth with short, gentle strokes, paying special attention to the gumline and hard-to-reach back teeth. Proper brushing should take a full <b>TWO MINUTES</b>.</p>	<p><b>BRUSH AT LEAST</b> two times each day – in the morning after breakfast, and before going to bed. You should also brush after eating any sticky or sugary foods. For fresher breath, brush your <b>TONGUE, too!</b></p>
<p>Flossing Teeth</p>	<p>Holding floss tightly between the thumb and index finger, slide floss up and down teeth, using clean sections of floss as you go from tooth to tooth.</p>	<p>Floss at least once daily. (Do this <b>BEFORE</b> brushing.)</p>

- Ask: How often should you get a new toothbrush? (Every three months, or whenever it begins to show wear, and it's **IMPORTANT** to replace your toothbrush after you've had a cold, a sore throat or the flu, since bristles may collect germs that can lead to reinfection.)
- Ask: What should you do when you sneeze? (Cover your nose and mouth by sneezing into the inside of your elbow. This keeps your hands germ-free.)
- Ask: What should you do with dirty Kleenex (facial tissues)? (Throw them into a trash receptacle. **NEVER** leave used tissues lying around for somebody **ELSE** to pick up.)

#### Step 5: Problem Solving

1. Engage students in conversation and discussion- Say to students. Everyone has problems, but the first step to solving a problem is to say the problem, and the next is to identify whose problem it is to solve. We can first say the problem by looking at a situation and identifying what is wrong. Once you know the problem you can ask

whose problem is it to solve.

2. Tell students the steps to solving a problem include: Say the problem. Think of solutions. Explore the solutions. Pick a solution. Step up and try the solution. (You may use the problem-solving cards.)
3. Tell students you want them to think about some situations, then tell you what they think would be the best thing to do in each situation. They must say the problem and ask whose problem it is. Helps students physically move through the steps to solving the problems identified.
  - Ask: You go to a sleepover and forget your toothbrush. What is the Problem? Whose problem is it? Helps students physically move through the steps to solving the problem. *Note to teacher: Remind students - You should NEVER share your toothbrush with anyone else! Sharing a toothbrush could lead to the spread of germs.*
  - Ask: Your hands are dirty and you need to wash them. You go to the bathroom and there is no soap. What is the Problem? Whose problem is it? Helps students physically move through the steps to solving the problem.
  - Ask: You have a runny nose and need a tissue. What is the problem? Whose problem is it? Helps students physically move through the steps to solving the problem.
  - Ask: It is picture day at school and you don't have a brush, comb, or other personal hair item. What is the problem? Whose problem is it? Helps students physically move through the steps to solving the problem.  
*Note to teacher: Remind students that it is important not to share personal care items with other people. Head lice or other communicable diseases can easily be spread from person to person, particularly in group settings.*

Step 6: Distribute paper and crayons/markers to students. Ask students to draw pictures EVERYTHING they can think of that would happen if they never brushed their teeth.

# R-E-S-P-E-C-T

## TEACHER'S NOTE/PREPARATION:

**TARGET GRADE:** Second Grade, Lesson 2

**TIME:** 40 Minutes

## FLORIDA STANDARDS ALIGNMENT:

- **HE.2.R.4.1-** Identify strategies to work together to solve problems.

## LEARNING OBJECTIVE:

1. Define the term “identity”.
2. Name at least two identities they have.
3. Explain that no matter a person’s identity and life circumstances, everyone has the right to be treated with dignity and respect.
4. Demonstrate at least one way they can respond if someone is being treated disrespectfully.

## LESSON MATERIALS:

- Worksheets: “This is Me!”
- Crayons – several of different colors per student
- Computer
- Speakers
- Projector and screen
- Video - <https://www.youtube.com/watch?reload=9&v=ogS7F Us1eg>
- Homework: “R-E-S-P-E-C-T”

## LESSON STEPS:

### GROUND RULES:

*Note to teacher: This curriculum works best in classrooms where there’s a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student’s age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what’s expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

***Make your ground rules list with your class. We have highlighted 6 that may work with your grade level.***

*Ground rules work better when students are involved in creating the list. The list doesn’t have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are*

- *no put-downs*
- *respect each other*
- *questions are welcome using the question box*
- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Tell students you're going to be talking today about everyone's identities. Write the word "identity" on the board, sounding it out for them. Ask students to repeat the word with you. Ask, "What letter does this word begin with?" When students respond with, "I," say something like, "That's right - 'I'. And what does 'I' mean?" If students do not say it, say something like, "'I' means 'me.' And so your identities are all the things about you that make you who you are. Let's do an activity now to look at who we are."

Step 3: Explain that in a moment you are going to give everyone a worksheet to fill out. Read through the sample worksheet as an example. Remind students that people complete worksheets at all different speeds, so if they finish quickly, then can draw a picture of themselves on the back of the sheet so everyone has the time they need to finish. Distribute the sheet and a few crayons to each student.

STEP 3: After about 5 minutes, have students turn to a student next to them and take turns reading through their answers, and if either of them has drawn a picture, to show that to the other person. After a minute or two, or everyone has finished, call attention to the front of the room. Ask students, "How many of you found that all of your answers were exactly the same as the other person's?" After students have raised hands (or if none raise their hands), ask, "What were some of the same answers you did have?"

Once you have finished this discussion, ask a pair of students who had said they were the same age, "You two said you were both [age]. Does that mean you two are exactly the same?" After the students say, "no," ask a pair of random students who wrote down the same favorite food or color whether that meant they are exactly the same, to which they will also say, "No!"

Say something like, “Right! We can have things in common with other people. We might be the same age. We might have the same color hair, or the same skin tone. We might have the same number of siblings, or both have the same type of family structure, or like to watch the same tv show. It’s fun to share something about us with another person.

The not-so-fun part is when two people who have something in common decide they don’t like someone who doesn’t have that same thing in common. Two kids with the same number of siblings might tease a child who doesn’t have any siblings. Kids who have iPads and other technology at home may tease someone who doesn’t. A group of girls might tease a boy because he likes something they don’t or they find different. Why do you think people do that? Why do you think they tease or are mean to another person just because they are different from them?”

**NOTE TO THE TEACHER:** This simple question may still be difficult for them to answer. A common response will be, “I don’t know,” or even silence. Other responses may include, “It’s weird not to have any brothers or sisters.” Watch for any judgmental language labeling something as “weird” or “strange.” It’s important to correct this language, but in a way that does not make the students feel like they’re bad or in trouble.

After you’ve received a few responses, say something like, “The most important thing to remember is that while it’s fun to find things we have in common with another person, it is just as fine to find ways we are different. That’s how we learn new things. Until we start spending time with other people or see people in books, on tv or online who have families that are different from ours, we tend to think our family is the way all families are. We might think that the skin tones in our family are how all families look, or that everyone should have the same number of siblings we do. What’s super important is to keep in mind that ‘different’ doesn’t mean ‘bad.’ There’s nothing better about having siblings or not having siblings – it’s just different. You’re no better than someone else if you’re a girl, or if you’re another gender – you’re just different. You’re no different if your skin tone is one shade, and your friend’s is another – you’re just, what?”  
(Wait for students to respond with, “different.”)

Say something like, “It’s always bothered me when people treat other people who are different in some way badly. Let’s do an activity now where we can look at what we can do when we see someone being treated differently because of who they are.”

**STEP 4:** Explain to the students that you’re going to show a video that gives an example of a situation where an elementary school student isn’t treated very nicely. Then you’re going to talk about what they would do if they saw something like that happen.

Start the video, <https://www.youtube.com/watch?reload=9&v=ogS7F Us1eg> “What Should You Do?” beginning at 0:32, where the adult says, “Several months into the school year...”, stopping at 0:58 after she says, “...will exclude you as well.”

Ask the students to repeat back to you what the situation is; if they miss anything or can’t recall, say something like, “The school year has already started, and a few months into it a new student named John, who has moved into your neighborhood, joins the class. You notice they’re not being treated very nicely, and that some kids are even excluding him. ‘Excluding’ means not letting him play or spend time with you. It’s the opposite of ‘including’ someone.”



Ask, "How do you think being excluded makes John feel?"

After a few responses say something like, "No one likes being left out of things. John is probably also feeling really nervous because he's a new student in a new school and may not know anyone yet. That means, someone in the class needs to do something so this mean behavior stops."

I'm going to keep playing the video now. It's going to share four different things someone could possibly do in this situation. Pay attention because we're going to talk about them when the video's over!"

Continue the video until 4:53, when the adult says, "...to making a new friend."

Step 5: Ask students to remind you of the situation with John – that he is a new student who is being excluded because he's new. Ask whether they can remember the four options discussed in the video, writing each on the board as it is shared and contributing whichever aren't:

- Do nothing
- Go along with it
- Don't go along with it – in this case, invite John into your group
- Talk privately with a teacher about what's going on

Step 6: Say something like, "Let's try applying this to a different kind of scenario."

Read the following out loud to the students:

"After school, a group of kids are playing in the playground. One boy, Andre, sees a group of girls jumping rope and decides he wants to do that instead. The kids he was playing with earlier yell at him that he can't skip rope, that's a girl's game. He doesn't listen, and goes to ask the girls if he can join them. The girls say, 'no, this is a girl's game.'"

Ask, "Remember our very first activity before the video? We wrote down some things about our identities, or who we are. Andre is being told he can't play a certain game because of one of his identities, his gender. The kids are saying, because he's a boy, he shouldn't skip rope. What do you think of that?"

**NOTE TO THE TEACHER:** You may get a range of responses, including agreement that jumping rope is "a boys' activity." If that were to happen, stop and reinforce the idea that anyone should be allowed to be part of any activity they wish, no matter what their gender is.

After a few responses, say something like, "Imagine you're there on the playground. Let's go through your four options of what you could do."

First, you could do nothing and just ignore what's going on. How do you think that'd make Andre feel? How do you think you would feel not doing anything?

Second, you could go along with it and tease Andre, too. How do you think that would make Andre feel? How do you think you'd feel about teasing someone?

Third, you could NOT go along with it. You could tell the other kids to stop teasing him. If you're part of the jump-rope group, you could tell the others they should let him join you. If you're not in either group and just see it going on, you can still say something.

Now, the fourth step is something we're going to try out here."

Put two chairs facing each other at the front of the room. Ask for a volunteer to come to the front of the room, and ask that person to sit in one of the chairs. Sit across from them. Say something like, "It's not always easy to ask a grown-up for help. So let's practice. I want you [the student in the chair] to imagine you've seen what happened to Andre. You don't feel comfortable speaking up, but you want an adult's help. So you come to me. What would you say?"

When the student comes up with their first statement, respond to them, encouraging a bit of back-and-forth between you. When it feels right to pause, stop and ask the students to give the volunteer a round of applause.

Ask, "What do you think [student's name] did that was good?" Responses will vary, but may include something like, "They were clear," or "They gave a lot of examples" or "They remembered a lot of what happened."

Supplement with any other things you think they did well. Then ask, "Is there anything else you think they could have done, or did you like how they came to me and responded to my questions and comments?"

After a few responses, ask for a second volunteer to practice as well. Continue with as many volunteers as time allows.

**STEP 7:** Say something like, "In the video, one of the students says, 'You should treat John the way you'd like to be treated.' What do you think that means?"

After a few responses, ask, "Would anyone here want someone to tell you 'I don't want to sit or play with you'? I don't think so – I know that even as an adult I wouldn't like that at all! Some of you may have already had this happen to you, and if you have, I'm so sorry you were left out like that. Now, you can't change something that's already happened – but, if it happens again, you can come to me or another trusted adult and tell us about it. And if you've ever left someone out, or teased someone because of one of their identities, that's something you CAN change. You can choose to treat them the way you'd like to be treated yourself."

**ASSESSMENT:** Step 2 is intended to achieve the first learning objective. Steps 3 and 4 are intended to achieve learning objective 2. Steps 5 and 7 are intended to achieve learning objective 3. Step 6 is intended to achieve learning objective 4.

**HOMEWORK:** Ask students to complete the worksheet, "R-E-S-P-E-C-T" and bring it into the next class.



# WORKSHEET: THIS IS ME!

Please answer all the questions below. If you don't know the answer, that's okay! (If you have extra time, feel free to draw a picture of yourself on the other side).

MY NAME IS:

I LIKE TO BE CALLED:

I'M \_\_\_\_\_ YEARS OLD

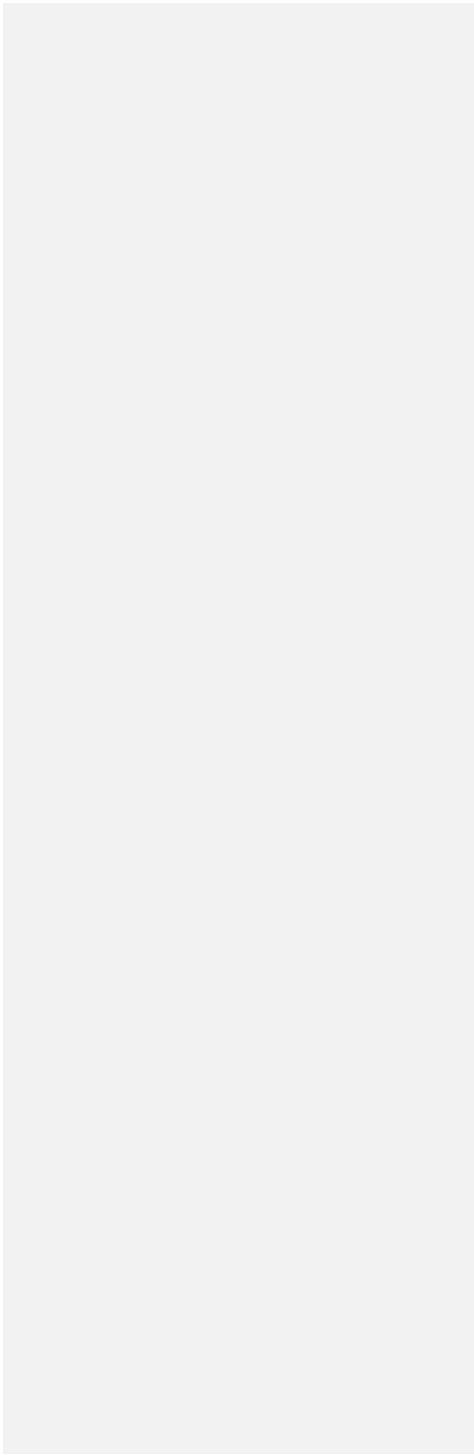
MY FAVORITE COLOR IS:

MY FAVORITE FOOD IS:

I LIVE IN:

MY FAMILY IS FROM:

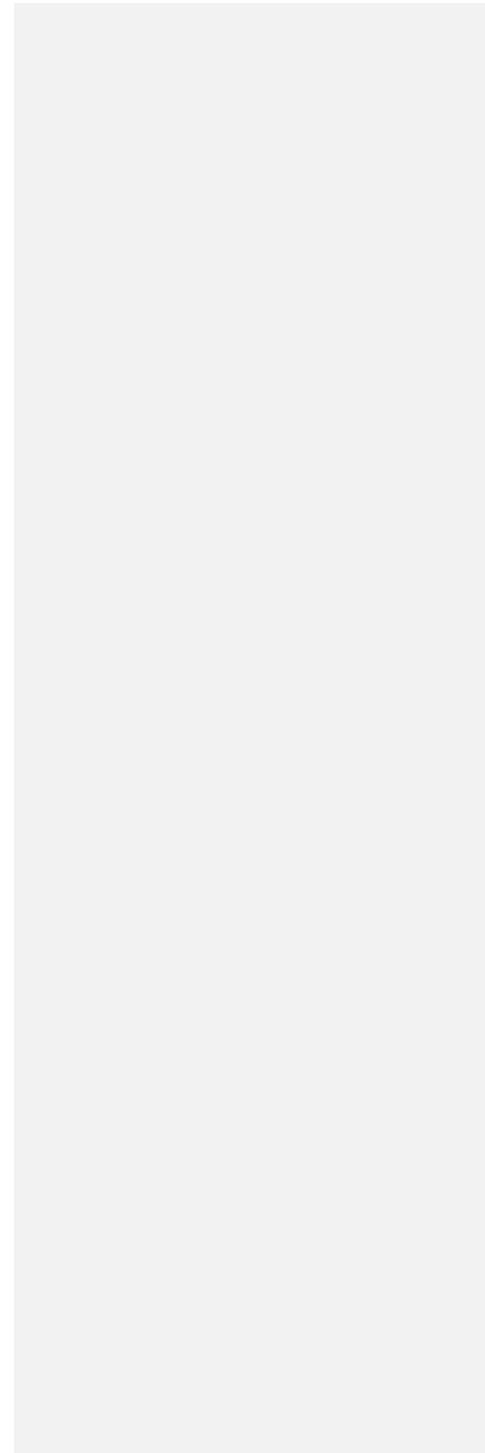
SOMETHING I'M REALLY GOOD AT IS:



## HOMWORK: R-E-S-P-E-C-T

Respecting people means treating them well, no matter who they are or what identities they hold. How do you show the people in your life you respect them? Come up with at least three people and examples.

PERSON	HOW YOU RESPECT THEM



# Bullying Is Never OK!

**TEACHER'S NOTE/PREPARATION:** Review the Teasing or Bullying? Teacher's Guide in preparation for discussing it with the students.

**TARGET GRADE:** Second Grade, Lesson 3

**TIME:** 30 Minutes

**FLORIDA STANDARDS ALIGNMENT:**

- **HE.2.PHC.2.2** – Describe the attributes of a safe and responsible internet user.
- **HE.2.R.1.1** – Identify the benefits of showing kindness and treating others with respect.
- **HE.2.CH.3.1** – List healthy options to health-related issues or problems.

**LEARNING OBJECTIVE:**

1. Define the terms “bullying” and “teasing.”
2. Describe at least two differences between bullying and teasing.
3. Provide at least two reasons why bullying and teasing are wrong to do.
4. Explain how a person can be a bully to themselves, and bullying does not just involve being mean to someone else.
5. Define cyberbullying and the importance of keeping private information confidential.

**LESSON MATERIALS:**

- Markers to write on the board
- Worksheet: “Teasing or Bullying?”
- “Teasing or Bullying? Teacher’s Resource”

**LESSON STEPS:**

**GROUND RULES**

*Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

***Make your ground rules list with your class. The first six 6 in bold may work with your grade level.***

*Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:*

- *no put-downs*
- *respect each other*
- *questions are welcome using the question box*
- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Explain that today you are going to be discussing the topic of bullying.

Write the word “bully” on the board and ask the students whether they’ve heard this term before. Ask them to imagine a person who had never heard the term “bully” before. Say, “How would you explain to that person what a bully is?” Some possible responses may include:

- “It’s bullying if the other person doesn’t like it, feels upset by it, or of its mean.”
- “Teasing that isn’t ok is when the other person is upset by it even if it isn’t mean.”
- “A bully is someone who hurts other people.”
- “A bully is someone who says mean things to someone or about someone.”
- “A bully is someone who makes fun of other people and makes them feel bad.”
- “A bully might not hurt you, but they might hurt or steal your stuff.”

As students share their responses, write key words on the board under the word “bully.” For example, if someone shared the first statement above, write “hurts others” on the board.

*Note to the Teacher: It is possible that a student could respond to your question, “How would you explain what a bully is?” by sharing the name of a student in class or at the school. If that were to happen, remind them that someone who had never heard the term bully would likely not know who that person was, and ask them to describe the behaviors. Then be sure to follow up with that student after class to explore what kinds of bullying behaviors have been going on that need to be addressed.*

Once enough students have contributed, read through the list. Ask students to share any themes they notice from the list. Be sure the following messages are given:

- A bully hurts people on purpose. It's not something they do by accident. For example, if a bully pushes another person, she or he meant to do so.
- A person who bullies does it more than once. They do these means behaviors again and again, sometimes to different people, and sometimes to the same person. Some people stop being bullies and learn to be nice to others.
- Bullies don't always hurt people in person. If they are old enough to have cell phones or to go online, they can send hurtful texts, post mean things about people on social media and more. This is known as cyberbullying.
- Bullies make sure other people are afraid of them. They do this in a few ways. They might be bigger than other kids. They might raise their voice or yell at others. They might have hurt other people in the past and so others know that when the bully makes a threat, they could very well follow through on it.
- Explain that a person can also be a bully to themselves, and bullying does not just involve being mean to someone else. Sometimes people are mean to themselves by saying or doing things that are hurtful to themselves. You may ask students for examples.

Step 3: Say to the students, "Now that we have talked about bullying, let's talk about a different behavior: Teasing. Has anyone here ever been teased by another person?" After students raise their hands ask, "How does it feel to be teased?" Some students will say that it felt bad or embarrassing, while others will say that it was funny or that it didn't bother them. Some may also talk about liking certain types of teasing. For example, if they had a habit of doing something as a baby and their parent/caregiver retells the story. If students don't share an example of times when teasing is good-natured/not mean, be sure to provide one.

Ask, "Is teasing similar to bullying, or are they totally different? How?"

Probe for how teasing can sometimes be harmless – that our parents or other people we know well and know care about us might tease us as part of our relationships with them. Say, "There are a few problems with being okay with teasing, but not being okay with bullying. First of all, the person who is doing the teasing may think the other person is okay with it when the other person may actually not be. Second, teasing can change really easily from being just a joke to becoming mean – which would be considered bullying."

Step 4: Once you have heard a few responses, explain that you are going to give a few examples of behaviors. They need to think hard and then decide whether they think this is teasing, bullying or neither. Read to the class the examples from the worksheet, "Is this Bullying or Teasing?" Ask for students to raise their hand when they know the answer. Call on students who raise their hand. Using the "Teasing or Bullying? Teacher's Resource," go through each statement and ask the students whether something is teasing or bullying and whether they thought it was right or wrong. In some cases, the students might ask, "What if this?" or



“What if that?” adding details to the example. If that were to happen, start off by sticking with the example as written.

Step 5: Say to the students, “So, overall, there are some similarities between teasing and bullying and some differences. How many of the behaviors we just discussed did we decide were okay to do, and how many did we decide were NOT okay?” Probe for the fact that only one of them had the potential to be okay – even though it also had the potential to become bullying. Ask, “So why is it wrong to bully – or even tease – someone?” Probe for the idea that bullying is hurtful, and it’s always wrong to hurt someone; probe, too, or summarize with the idea that, even if we do not intend to hurt someone with what seems to be harmless teasing, another person can still be hurt. So in the end, it is best to avoid teasing – and it is always important to avoid bullying behavior.

*Note to the Teacher: Some of the examples on the worksheet are intentionally vague to help students think about intention vs. outcome. This is a very abstract concept, so this version of the sheet will provide some suggestions for concretizing the discussion. Please note: the suggestions written in italics are guides for you as the instructor; they are not scripts to be read to the students.*

	<u>Teasing</u>	<u>Bullying</u>	<u>Is it Ever OK To Do This?</u>	
1) Pushing someone down	<input type="checkbox"/>	<input checked="" type="checkbox"/>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>

*Some students will work to come up with examples of when it's okay – for example, to save someone from being hit by an object, or as part of playing a game or a particular sport, such as football. Nonetheless, explain that, generally speaking, when someone pushes someone down on purpose, it's bullying – and that means it's always wrong.*

2) Taking something without permission and holding it out of that person's reach	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
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*Explain that the key here is taking something without permission. That is the first part of the bullying. Holding it out of the person's reach is teasing – sometimes friends might do this just as good-natured teasing and then give it back pretty quickly. But someone who holds it out of reach, plays catch with another person with that object, or otherwise makes the person who owns that thing feel anxious about not getting it back or it getting broken is teasing in a way that would be considered bullying – and that means it's always wrong.*

3) Rhyming someone's name with another word, like "Matt the Brat"	<input checked="" type="checkbox"/>	<input type="checkbox"/>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
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*Explain that this one was a tougher one, and that the main thing this depends on is whether Matt likes his nickname and uses it himself. Then it might be considered good-natured teasing and would be okay – IF it's okay with him. If, however, he doesn't like it and tells people to stop and they don't stop, that's when it's no longer good-natured teasing and becomes bullying. Then it's wrong.*

Teasing

Bullying

Is it Ever OK To Do This?

- 4) Tripping someone, even if they didn't fall

YES

NO

*Students may push back on this a bit, especially male students, who are often socialized to rough house and trip each other as part of playing around. The main point to emphasize here is consent and whether someone gets hurt. If this is part of an ongoing friendship and both people do it, then it's neither teasing nor bullying. But if someone doesn't like it – or if someone gets hurt, even if they were okay with it – it needs to stop before someone gets hurt seriously.*

- 5) Every day, ignoring someone who asks to play with you

YES

NO

*This example is designed to help students understand that they do not need to make physical contact with someone in order for them to bully/feel bullied. Ignoring someone makes that person feel like they don't exist, and is very mean. Better to say, "We're already playing and we don't need another person" if you can't let that person in the game – or, even better, let the person play. But not responding, no matter how many times the person asks, is mean and would be considered bullying.*

- 6) Pointing a finger very close to someone's face and saying "I'm not touching you!"

YES

NO

*While this may not be considered as bad as actually physically hurting someone, this can make someone feel uncomfortable or unsafe. It's usually done to tease someone else, but when a person says they don't like it and the other person keeps doing it, it becomes bullying – and it's not okay.*

- 7) Telling another person that they look dumb

YES

NO

*Insulting someone's appearance is a bullying behavior. This would be a good time to remind students of the old saying, "If you don't have something nice to say, don't say anything at all." But laughing at or making fun of someone's appearance for any reason makes that person feel bad – and is never okay to do.*

## TEASING OR BULLYING?

Name: \_\_\_\_\_

Read each example. Is it teasing? Is it bullying? Or both? Is it ever okay to do it? Check the boxes that match how you feel about each.

	<u>Teasing</u>	<u>Bullying</u>	<u>Is it Ever OK To Do This?</u>	
1. Pushing someone down	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2. Taking something without permission and holding it out of that person's reach	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
3. Rhyming someone's name with another word, like "Matt the Brat"	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4. Tripping someone, even if they didn't fall	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
5. Every day, ignoring someone who asks to play with you	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
6. Pointing a finger very close to someone's face and saying "I'm not touching you!"	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
7. Telling another person that they look dumb	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>

# Gender Roles

## TEACHER'S NOTE/PREPARATION:

**TARGET GRADE:** Second Grade, Lesson 4

**TIME:** 30 Minutes

## FLORIDA STANDARDS ALIGNMENT:

- **HE.PHC.2.1:** Describe how outside influences, family, and friends can influence personal health decisions.

## LEARNING OBJECTIVE:

1. Name at least two ways that children of all genders are expected to behave.
2. Name at least two ways some people expect children to behave differently based on their gender.
3. Name at least three ways that other family, friends, media, society, or culture can influence how children of different genders think they should act.

## LESSON MATERIALS:

- Markers
- A chart with two headings: "What do you need to bake a cake?" and "What do you need to play baseball?"

## LESSON STEPS:

### GROUND RULES

*Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

*Make your ground rules list **with your class**. The first six 6 in bold may work with your grade level.*

*Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:*

- **no put-downs**
- **respect each other**

- *questions are welcome using the question box*
- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Explain to students that you are going to talk about ways that people are expected to behave. Sometimes how you are expected to act can be different depending on whether you are in school, at home, at the playground, in the library, with your friends or other situations.

Ask: "What are some ways that children are expected to behave in school?" *Note to the Teacher: Answers may include: friendly, respectfully, being good listeners, following teacher's directions, etc.*

Then ask: "What are some ways that children are expected to behave outside with their friends?"

*Note to the Teacher: Answers may include: running around, using loud outside voices, playing nicely, following playground rules, etc.*

Next ask: "Are there some ways that people expect children to behave based on their gender? Gender usually means whether you are a boy or a girl."

*Note to the Teacher: Answers may include: Boys are expected to run faster, to like sports, to play superhero; Girls are expected to like pink, to not run as fast; to like to play princess, etc.*

Step 3: Ask students: "Does the job a person has, or what they wear mean the person is a man or woman?" (No) "Do the activities someone likes to do for fun or what they wear mean they are a boy or a girl?" (No)

Post a chart with two headings: "What do you need to bake a cake?" and "What do you need to play baseball?" Ask students to call out a list of what things someone would need to do each of these activities.

*Note to the Teacher: Responses may be things like "hands to throw" under the "Play Baseball" list or "hands to stir" under the "Bake a Cake" list. Other responses may be "eyes to see," "others to play/work with," "directions or rules," etc. If student responses don't include body parts, ask them, "What body parts do you need to have?" Or "What does your body*

need to be able to do?” Alternatively, if they don’t mention equipment, ask: “What equipment do you need?” etc.

As students call out answers, record them under the appropriate heading.

Once the students are satisfied that they have included all of their ideas, read each item and ask: “Raise your hand if you have...” or “Raise your hand if you can use...” or “Raise your hand if you can...” depending on the item (e.g. “Raise your hand if you have hands to throw” or “Raise your hand if you can use a mixing spoon” or “Raise your hand if you can run.” It is likely every child will raise their hands every time. Support students by acknowledging that all of them can do almost all of these things not just one gender or another. Point out how exciting it is to know that boys and girls can do all of these things and lots more.

Step 4: Ask the children to consider why it is that some people make decisions about what children can and can’t do. Discuss that children and grown-ups have choices and may like to do all kinds of things. Ask what might make people not choose an activity that they might really like to do. For example, a girl playing football or a boy taking ballet class.

*Note to the Teacher: If students are stuck, prompt them with some examples such as “What might make a boy decide not to play with a doll even though he wants to? What might make a girl decide not to play with a truck even though she wants to?”*

Step 5: Ask students, “What are some things you can say to a friend who feels like they can’t do or try something because it’s not for their gender?”

*Note to the Teacher: Encourage students to look at the list they made for the Playing Baseball/Baking a Cake activity for ideas.*

Praise students for their hard work and great ideas. Close the lesson by asking “How could you support others in trying new things and participating in activities that some people may sometimes say are only for boys or only for girls?” Ask for volunteers to offer strategies. (Some responses might include: tell them that you think it’s great; tell them that they shouldn’t listen to what other people think; tell them that you will do it with them; tell them that there is no such thing as girl activities and boy activities, etc.)

# Understanding Our Bodies – The Basics

**TEACHER'S NOTE/PREPARATION:** You will notice that this lesson refers to “girls” and “boys” and “male” and “female” when identifying body parts.

**TARGET GRADE:** Second Grade, Lesson 5

**TIME:** 40 Minutes

**FLORIDA STANDARDS ALIGNMENT:**

- **HE.2.PHC.1.3** – Recognize the locations and functions of major human organs.

**LEARNING OBJECTIVE:**

1. Correctly identify at least three body parts of the female namely the nipples, vulva, and anus.
2. Correctly identify at least three body parts of the male namely the nipples, penis, and anus.
3. Describe why it is important for them to know the correct names for the genitals.

**LESSON MATERIALS:**

- Body Parts Diagrams/PowerPoint

**LESSON STEPS:**

**GROUND RULES**

*Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

***Make your ground rules list with your class. The first six 6 in bold may work with your grade level.***

*Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:*

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***
- ***speak for yourself***



- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Introduce the topic by saying, "Today we are going to talk about bodies, including parts that everyone has in common, parts that we have that are different, and parts that are usually covered when we are in public. Explain that it's also important that everyone with a body knows how their body works and how to take care of it so we can all be healthy.

Step 3: Ask the students to name body parts that most people have in common.

*Note to the Teacher: Student answers might include most everyone has arms, legs, feet, fingers, head, eyes, mouth, etc. Some students may mention that not everyone has two arms, or all ten fingers, etc. Acknowledge this by saying that it is true that not everyone is exactly the same and everyone's body is fine just the way it is. But most people have two arms, ten fingers, etc.*

Next, call out different parts of the body while asking students to point to that body part, such as eyes, nose, arms, legs, etc. Once students point to that body part have them tell you what that body part does, for example, eyes are for seeing, legs are for walking/running, noses are for smelling, etc. Then, ask students, "Even though we all have a nose, do all of our noses look exactly the same? Do all of our eyes or ears look exactly the same? We all have skin. Does all of our skin look exactly the same as each other's? Even though they do the same things, they can look very different. We each have our own special bodies. Just like some people don't have any hair and others have a lot of hair, and some people may have a lot of freckles or no freckles at all, we are all humans with bodies.

Step 4: Tell students: "There are some body parts that mostly just girls have and some parts that mostly just boys have. These body parts, which are usually covered by clothing or a bathing suit, are sometimes called private parts or genitals and today we want to make sure everyone knows the correct names for these parts and who has what body part."

*Note to the Teacher: Make sure to include the diagram so students know where these parts are.*

Direct students' attention to the diagram/PowerPoint. Explain that "During the summer, when some people go swimming, people generally wear bathing suits to cover their private parts or genitals. The mouth is not covered by a bathing suit but is also a private part. Explain that when we wash our bodies and go to the doctor for a check-up, it's important to

know what our body parts are and how to keep them healthy. Show the next diagram/PowerPoint saying, "Our bodies have lots of different parts like the head, chest, belly button, mouth, hand and leg. Let's look at some parts we don't often learn as much about." Show the diagram/PowerPoint of the girl body. Point out and explain the following. "Most girls have a vulva, which is the name for the area between the legs. The vulva describes the whole area including the small hole where urine or pee comes out called the opening to the urethra, the hole below that, which is a little bigger and is called the vagina that is used when a female has a baby, and the hole below that where a bowel movement, or poop, comes out called the anus. So a person with a vulva has three holes between their legs and a very sensitive little area at the top called the clitoris. Often girls wear a bathing suit that also covers the nipples on their chest. Their chest will develop into breasts when they get older and go through puberty. Breasts and nipples can be how some people feed their babies."

Show the diagram/PowerPoint of the boy body. Point out and explain the following, "Most boys have a penis between their legs which they use to urinate or 'pee.' Some boys have a foreskin, which is a piece of skin that covers the end of the penis and some boys do not. A boy also has a hole where a bowel movement, or poop, leaves the body called an anus, just like a girl. Boys also have nipples on their chest but they usually do not cover their nipples or chest when they are wearing a bathing suit. Even though both boys and girls have nipples, a boy's chest does not grow into breasts when he goes through puberty."

Step 5: Next, explain to students that they may have heard different words to refer to their genitals, such as the penis or the vulva. Ask for a few examples of other words students have heard for these body parts.

*Note to the Teacher: If you do not want students to say slang or family terms out loud, instead of asking the class for examples, you can say them yourself. Some common terms students in this grade might recognize or use include: Pee pee; wee wee; privates; butt.*

Explain that even if they use different names (slang) for these parts in their families, it is important to use the words learned just like we would for knee or elbow or any other body part. Ask students: "Why do you think it might be important for you to know the correct words for these body parts?"

*Note to the Teacher: Some answers may include that people will know what you are talking about, that a lot of the slang words might not be nice. If students don't say it, explain that if a person's private parts began to hurt or a person was worried that something was wrong with their body.*

It's really important to use the correct words so they can explain what they're feeling to a parent, trusted adult or a doctor or nurse. Tell students: "This is your body and you have a right to know what the different parts are called."

Step 6: Using the diagram/PowerPoint tell the class that you need their help to review the names of these body parts. Ask for volunteers to label the body parts. Review the function of each part again as it is labeled by the student. Use the Teacher's Resource as needed to help explain the function of anatomical parts.

Conclude the lesson by asking students “Can anyone tell me a body part that most girls have but not boys?” (vulva). “Can anyone tell me a body part that most boys have but not girls?” (penis). “Can anyone tell me a body part we learned about today that both boys and girls usually have?” (anus, nipples). Explain “Most people have a vulva or a penis but some people’s bodies can be different. Your body is exactly what is right for you.”

# Teacher's Resource – Body Parts and Functions

***Note: This sheet is for the teacher's use only, and is not to be distributed to students.***

## **FEMALE**

### **VULVA**

The external female genitals.

### **VAGINA**

The vagina is the canal leading from the vulva to the uterus.

## **MALE**

### **PENIS**

The penis is made up of nerves, blood vessels, fibrous tissue, and three parallel cylinders of spongy tissue. It is normal for a penis to curve slightly to one side or another.

## **BOTH**

### **NIPPLES**

Everyone has breasts, as well as nipples. The circle around the nipple is called the areola.

### **ANUS**

A hole between a person's legs where a bowel movement, or poop, comes out.



# **Understanding Our Bodies**

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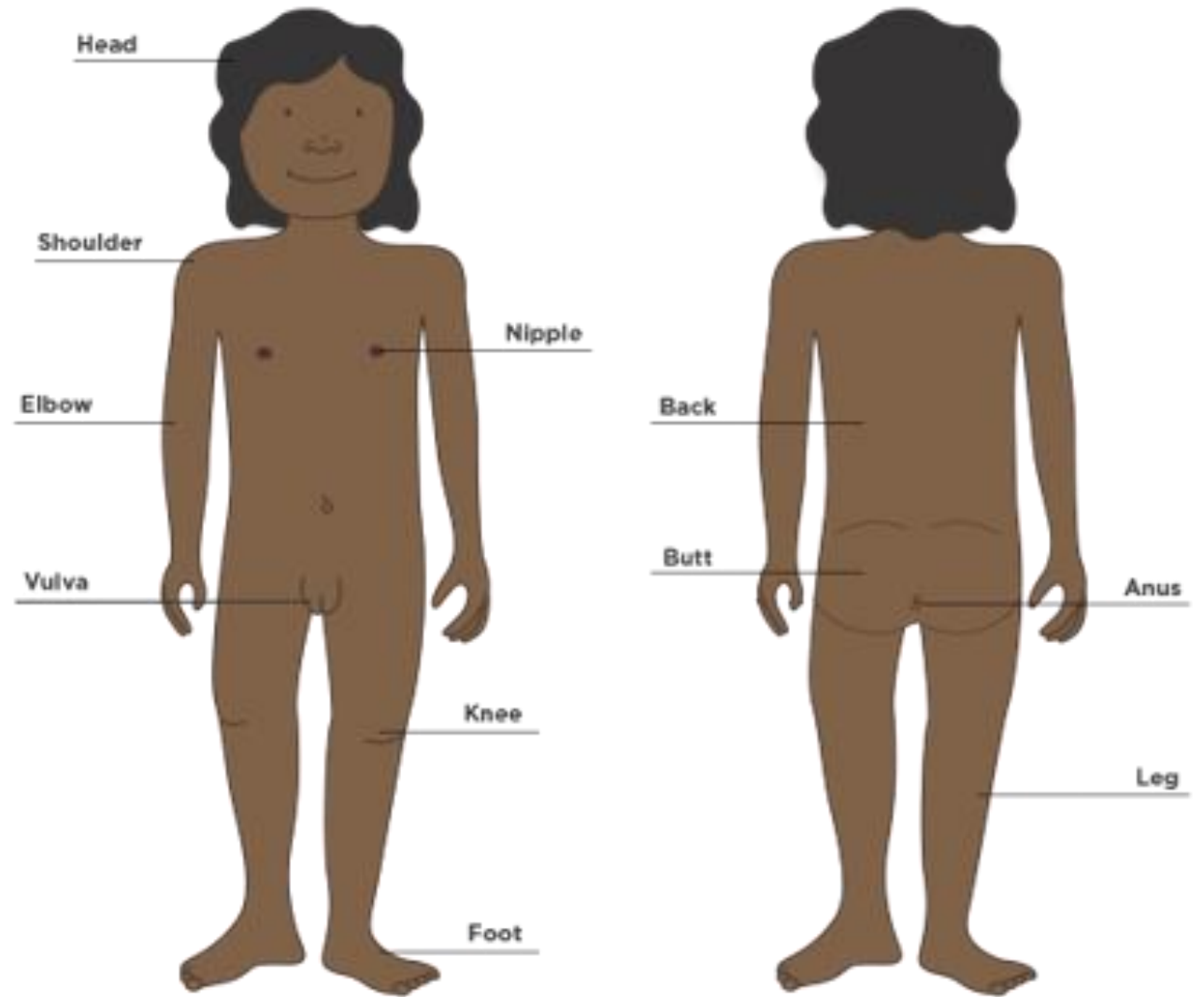
**Second Grade**

# Private Parts



# Girl's Body

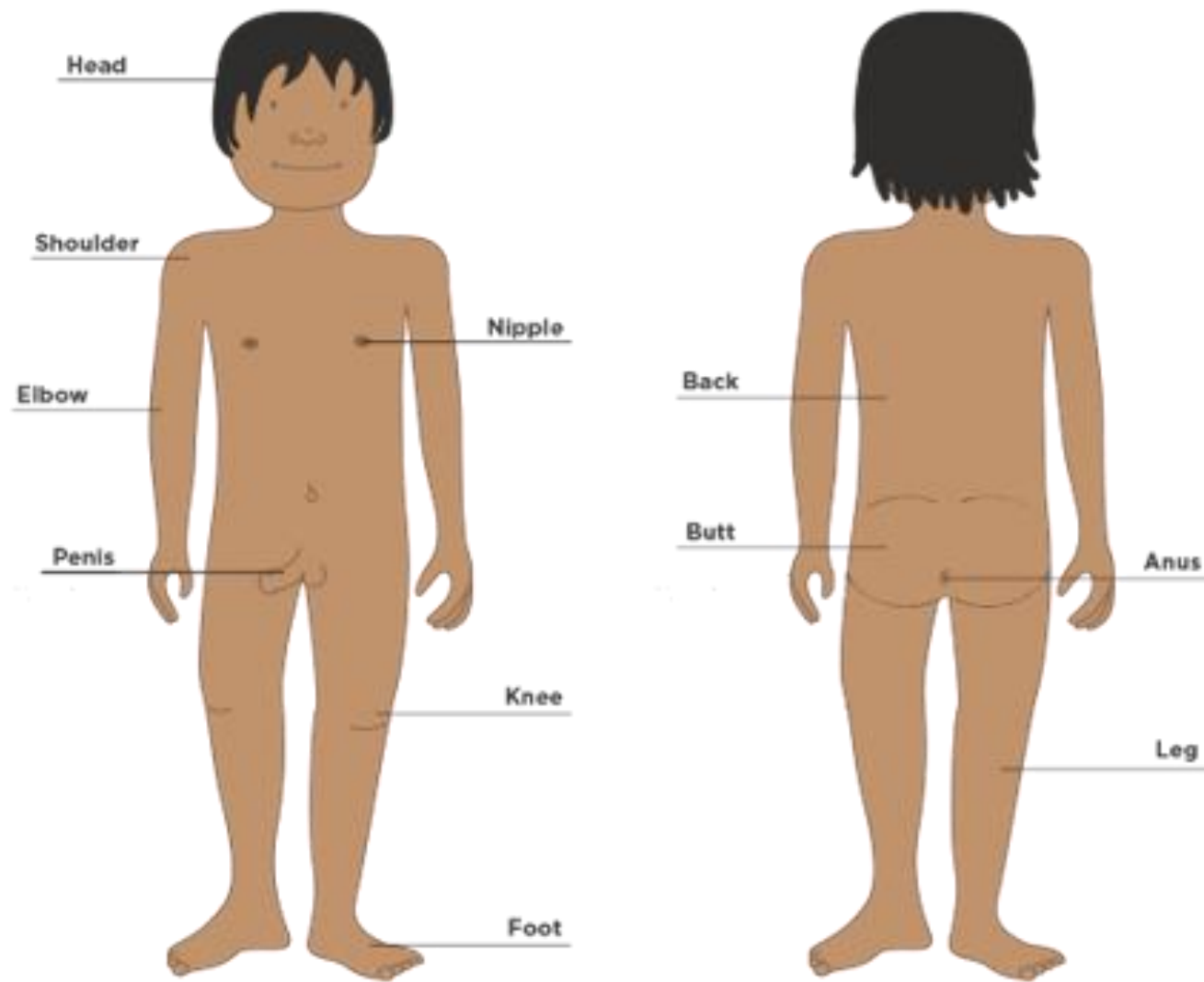
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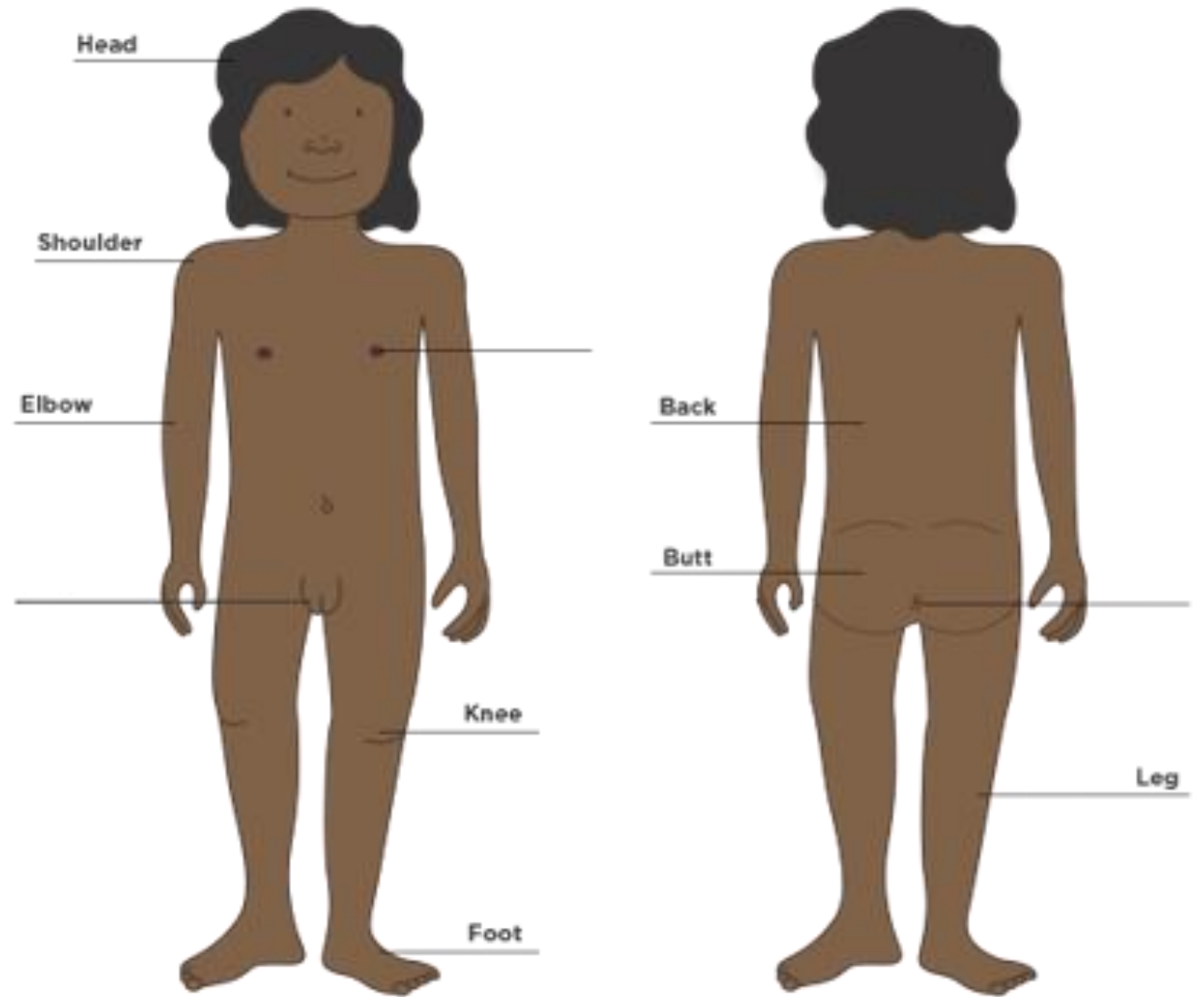
# Boy's Body

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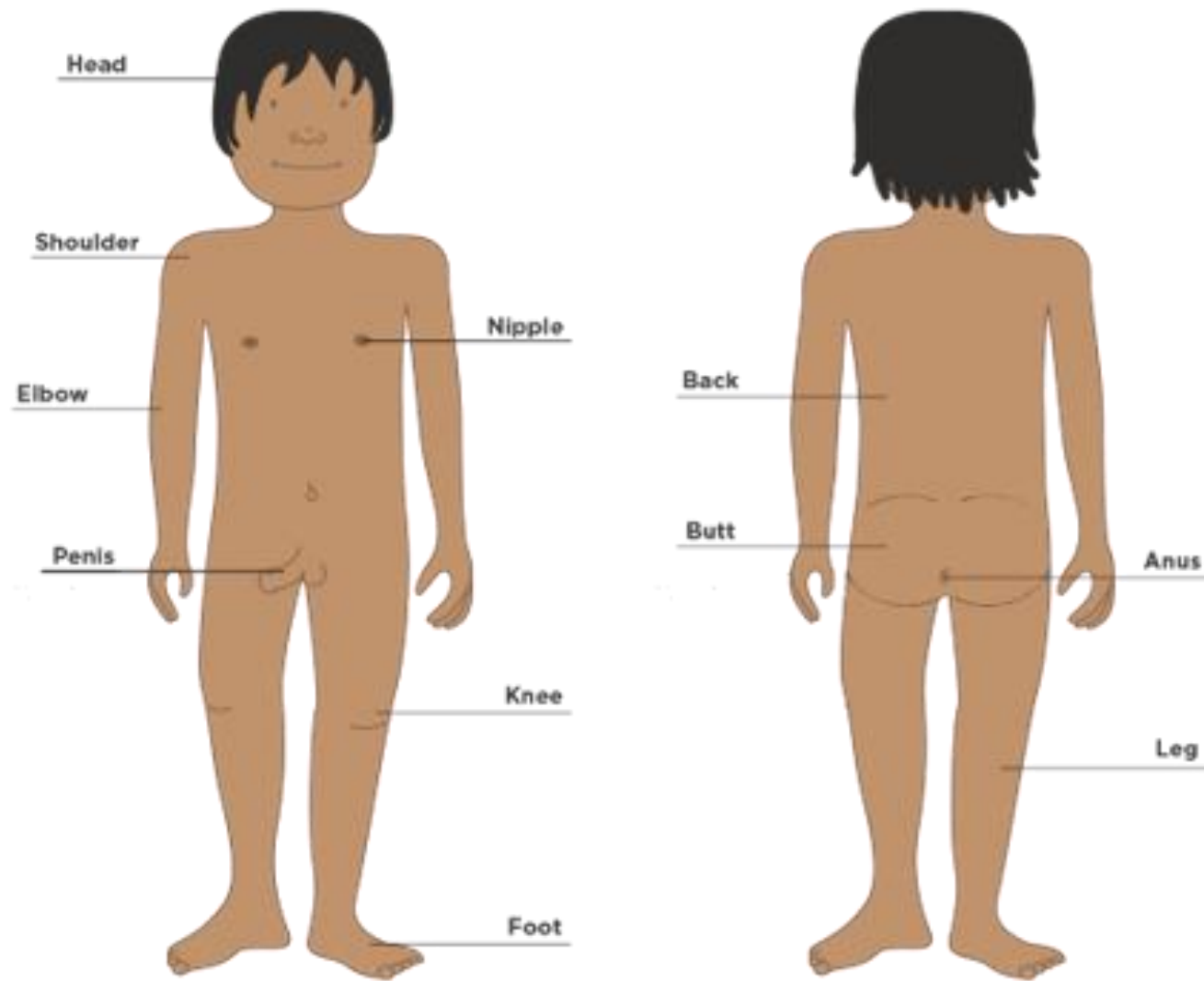
# Girl's Body

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# Boy's Body

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# Feeling SAFE!

## TEACHER'S NOTE/PREPARATION:

**TARGET GRADE:** Second Grade, Lesson 6

**TIME:** 40 Minutes

## FLORIDA STANDARDS ALIGNMENT:

- **HE.2.R.2.3** Demonstrate healthy ways to express needs, wants, and listening skills.
- **HE.2.PHC.4.1** - Demonstrate appropriate responses to unwanted, unsafe, and threatening situations.

## LEARNING OBJECTIVE:

1. Define the terms “consent,” “bodily autonomy” and “personal boundary.”
2. Explain the four steps of the SAFE model.
3. Apply the SAFE model correctly to scenarios on a worksheet.
4. Name at least one adult they could go to for help if someone was touching them in a way that made them feel uncomfortable.

## LESSON MATERIALS:

- Journals for homework assignment (or a blank sheet of paper if you are not using journals with them) make journals specific to this course, using construction paper and lined/plain paper
- Worksheet: “SAFE”
- Worksheet: “Everyone Has A Right to Feel SAFE”
- Worksheet: “Everyone Has A Right to Feel SAFE - Answer Sheet”

## LESSON STEPS:

### GROUND RULES

*Note to teacher: This curriculum works best in classrooms where there’s a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student’s age and developmental stage*
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***Make your ground rules list with your class. The first six 6 in bold may work with your grade level.***

*Ground rules work better when students are involved in creating the list. The list doesn’t have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:*

- *no put-downs*
- *respect each other*
- *questions are welcome using the question box*
- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Say, "Let's start with that word, 'boundary.' That's a big word! Can someone tell me what it means to them?" Solicit responses, probing for something that gets close to "a limit on something." Explain that these limits – boundaries can be physical and they can be personal.

Say, "A physical boundary here at school might be the teachers' lounge. Who's allowed to go in there? [Teachers] Who is not allowed to go in there? [Students] So that boundary applies to all students. Our personal boundaries can be different from person to person. For example, one student might love hugs, but another student might not at all. If a person says they're okay with being hugged, they've given their consent. 'Consent' means saying you want to do something.

What's most important to remember is that each person has the right to say how they do and don't want to be touched – and other people need to respect that boundary. That's called 'bodily autonomy.' Similarly, if someone does not give their consent to be touched, you need to respect their boundary."

**NOTE TO THE TEACHER:** *If you have used "welcome charts," where students get to select how they wish to be greeted when they enter your classroom (e.g., a fist bump, hug, wave, or something else), this would be a good place to refer to that as an example of how you show respect for the personal boundaries they set.*

Ask, "Is it easy to tell someone when they are touching you in a way that you don't like?" Some students will say yes, and some will say no. Ask for examples of when it's easy to tell someone to stop (e.g., when it's a good friend, when it really hurts) and when it's not easy (e.g., when it is annoying but you don't want to make a big deal out of it, when it's an adult family member).

Say, “Regardless of how hard it might be to speak up, we need to be able to. If not, we won’t feel safe at school, at home or with our friends. And we all have a right to feel safe.”

Step 3: Write the word “SAFE” in large capital letters in a vertical line on the board. Say, “Thinking about the word SAFE is how we can remember how to respond to people who are touching us in a way that we don’t want to be touched.”

Distribute the blank “SAFE” worksheets. Explain to the class that you are going to give them specific steps they can take to help them stand up for themselves when they feel someone isn’t listening to or respecting their boundaries. Once the sheets have been distributed, ask the students to follow along and fill in the words as you go through them on the board.

Next to the “S” in “SAFE” on the board, write the word “STOP!” As you are writing say, “The S in ‘SAFE’ stands for ‘stop.’ The first thing we need to do is tell the person we don’t like what they’re doing. If we don’t, they might actually think we like it! What’s important, though, is to be clear. If I say ‘stop,’ but I say it quietly and with a smile on my face [do this to model it for the students] am I communicating clearly that I want it to stop? No. What I need to do is look serious and say directly, ‘stop it.’ [Model this for the students] You can use whatever ‘stop’ language feels right to you. What else could someone say?” Probe for: “I don’t like that,” “Cut it out,” “No!” “Don’t do that!”, etc. Make sure the students have completed the word “stop” on their worksheets.

Next to the “A” write the words “Get AWAY,” with “away” in all capitals, and have them do the same. As you are writing, say, “The ‘a’ is about getting away from the person who isn’t respecting our boundaries. If, say, you are sitting with friends and one pinches you, what should you NOT do?” [pinch the person back] “Instead, you want to say ‘stop that’ and move away from that person, which moves us to the next letter in SAFE...”

Next to the “F” on the board, write, “FIND AN ADULT.” As you write, say, “The ‘f’ stands for ‘find an adult.’ Sometimes, other kids, or even adults, won’t listen when we say ‘stop.’ Or, they’ll stop in that moment and then do it again. So if you’ve said STOP, and you’ve gotten AWAY from the person – it may be time to FIND AN ADULT to help you so it doesn’t happen again.”

Ask, “Who are some adults you can go to for help when someone isn’t respecting your boundaries?” Probe for: parents/caregivers, other family members (grandparent, aunt, uncle, etc.), teachers or other adults working at school, friends’ parents/caregivers, etc.

Ask, “But what happens if the person who’s not respecting your boundaries is an adult?” If the students don’t say it, say, “Find another adult. You have the right to feel SAFE in your body – so if an adult is not respecting your boundary, you go right to another adult you know well and trust and tell that person.”

Turn back to the board, and next to the “E” write the word “EXPLAIN,” saying, “Once you’ve found that adult you trust, EXPLAIN clearly to that person what happened and what you

said or did in response.” Be sure the students have written the word “explain” on their sheets.

Step 4: Explain that you are now going to practice using this SAFE model in real-life situations. Read the following scenario aloud:

“Coen is a pocker. He loves to poke people. He thinks it’s funny. When he first gets to school, he goes right up to individual kids and gives them a single poke right in the belly button, and yells, ‘poke!’ Some of the kids think it’s funny. Some think it’s annoying, but try to ignore him. Patrick really doesn’t like it. He has a scar from a surgery he had a year before, and whenever he’s touched in that area, it can feel unpleasant, or even hurt.”

Say, “So, clearly Patrick doesn’t want Coen to do this anymore. Let’s use the SAFE model together and see what he can do to make it stop.”

Go through the model one letter at a time. With every step, probe with the students how Patrick should do each. For example, “How should Patrick say ‘stop?’” and “If it’s first thing in the morning at school, how can he move away from Coen?” and so on.

Once completed, say, “Great! Now you’re going to practice this on your own.”

Step 5: Divide the class into pairs. Once they are in their pairs, say, “I am going to give everyone a worksheet. You will work on it with your partner, but I want each of you to fill it out, so please put your name on your own sheet. You will have two examples, and I’d like you to go through the SAFE model with each example like we just did.” Answer any questions as you distribute the sheets. As they work, walk around the pairs to check they understand what they are doing.

Step 6; After about 8 minutes, stop the class and say you are going to go through them together. Ask a student to volunteer reading the first example on the sheet. Once it has been read, ask students to share how they went through the model, providing feedback. For example, some students may say “Poke him back, and then get away!” It is important to address clearly that they shouldn’t do what was done to them – that if they do, they could end up getting in trouble themselves.

After you have gone through the first example, ask for another volunteer to read the second example. Once it has been read, again ask students to share how they went through the model, providing feedback as appropriate.

Step 7: Close by reminding students that their bodies are theirs, and that no one has the right to touch them in ways that make them feel uncomfortable. Encourage them to remember the SAFE model, and remind them that they can always go to an adult for help. Collect the worksheets, letting them know they will get them back, and assign homework

**ASSESSMENT:** Step 2 is designed to achieve learning objective 1. Step 3 is designed to achieve learning objective 2. Steps 4 – 7 are designed to achieve learning objective 3. Steps 3 – 7, as

well as the homework (or, if used as an exit slip instead – see below), are designed to achieve learning objective 5.

**HOMEWORK:** Have students write on a piece of paper (or put in their journals if using journals) the sentence stem, “If I needed to ask an adult for help, I’d ask...” Have them complete that statement with a minimum of 2 sentences saying who they would go to and why.

**NOTE TO THE TEACHER:** If you do not wish to assign homework, you can also have students respond to the sentence stem as part of an exit slip, either verbally or in writing.



Everyone has the right to feel safe at home,  
school or at other people's houses.

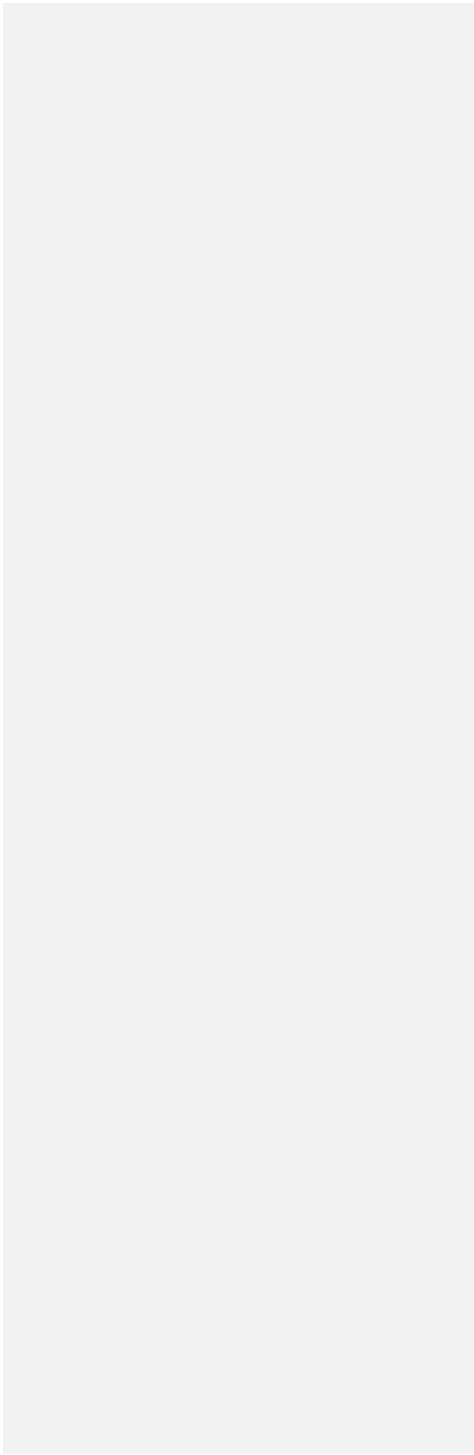
But how do we feel safe if someone doesn't  
respect our boundaries?

**S** \_\_\_\_\_

Get **A** \_\_\_\_\_

**F** \_\_\_\_\_

**E** \_\_\_\_\_



# EVERYONE HAS A RIGHT TO FEEL SAFE

## Worksheet

<b>S</b>	- Say <b>STOP!</b>
<b>A</b>	- Get <b>AWAY</b>
<b>F</b>	- <b>FIND</b> an Adult
<b>E</b>	- <b>EXPLAIN</b> what Happened

Name: \_\_\_\_\_

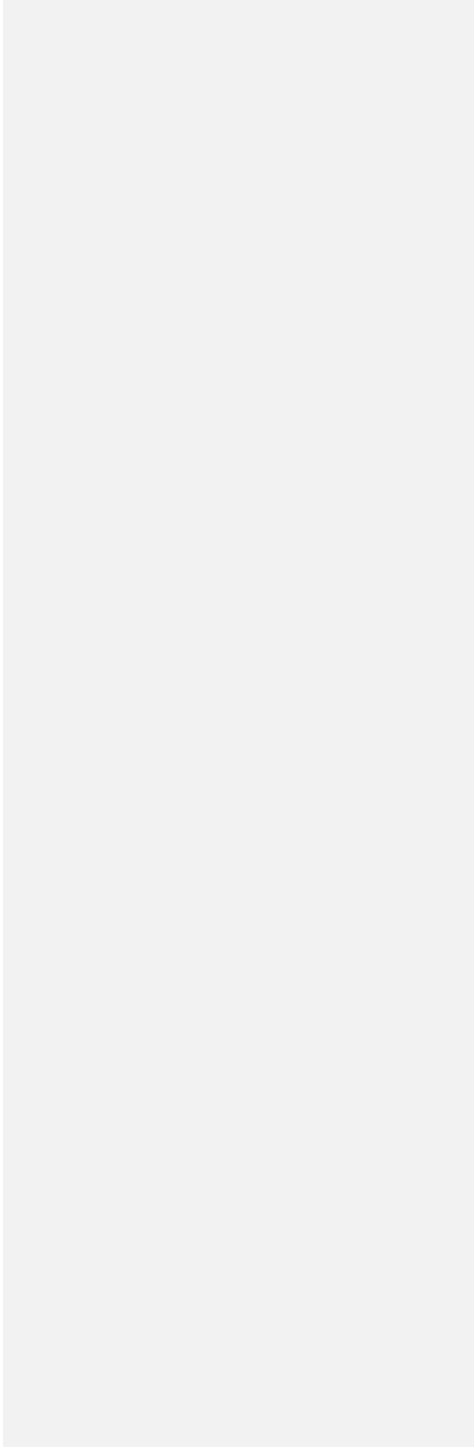
At school, Jeremy always runs up to Jenny, wraps his arms around her tightly, and says, "You're my girlfriend!" Jenny has not given her consent to be hugged, and she doesn't like it. Using the SAFE model, how can she respond?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

Whenever Chase's grandma comes to visit, Chase is told he has to kiss her. Chase doesn't like to kiss or be kissed, and his grandma's strong perfume makes him feel sick to his stomach. Using the SAFE model, what should he do?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

**REMEMBER – EVERYONE HAS THE RIGHT TO FEEL SAFE!  
IF YOU NEED HELP, ASK AN ADULT IN YOUR LIFE –  
THEY WANT YOU TO FEEL SAFE, TOO!**



# EVERYONE HAS A RIGHT TO FEEL SAFE

## Answer Sheet

Name: \_\_\_\_\_

- S** - Say **STOP!**
- A** - Get **AWAY**
- F** - **FIND** an Adult
- E** - **EXPLAIN** what Happened

At school, Jeremy always runs up to Jenny, wraps his arms around her tightly, and says, "You're my girlfriend!" Jenny has not given her consent to be hugged, and she doesn't like it. Using the SAFE model, how can she respond?

- S** — "**Stop it**, Jeremy, I don't like that!"
- A** — Run **away** from Jeremy.
- F** — Go into the classroom where the **teacher** is.
- E** — **Tell the teacher** what happened and what you said.

Whenever Chase's grandma comes to visit, Chase is told he has to kiss her. Chase doesn't like to kiss or be kissed, and his grandma's strong perfume makes him feel sick to his stomach. Using the SAFE model, what should he do?

- S** — Say, "**I don't feel like a kiss**, Grandma."
- A** — Move **away** from Grandma, maybe into another room.
- F** — Find a **parent** and say you need to talk with them.
- E** — **Explain** how you don't like kissing and how Grandma's perfume makes you feel. Say you love Grandma, but you don't want to kiss her/her to kiss you anymore.

**REMEMBER – EVERYONE HAS THE RIGHT TO FEEL SAFE!  
IF YOU NEED HELP, ASK AN ADULT IN YOUR LIFE –  
THEY WANT YOU TO FEEL SAFE, TOO!**

# Seeking Help

## TEACHER'S NOTE/PREPARATION:

**TARGET GRADE:** Second Grade, Lesson 7

**TIME:** 40 Minutes

## FLORIDA STANDARDS ALIGNMENT:

- **HE.2.CH.4.1**- Practice ways to ask for support from a trusted adult or professional.
- **HE.2.R.2.3**- Demonstrate healthy ways to express needs, wants, and listening skills.
- **HE.2.PHC.4.1** – Demonstrate appropriate responses to unwanted, unsafe, and threatening situations.

## LEARNING OBJECTIVE:

1. Explain that being touched or being forced to touch someone else is never a child's fault.
2. Identify at least three trusted adults they can tell if they are feeling uncomfortable about being touched or if they are being bullied or teased.

## LESSON MATERIALS:

- Handout: "Who Would You Tell"
- Pencils, crayons

## LESSON STEPS:

### GROUND RULES

*Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

***Make your ground rules list with your class. The first six 6 in bold may work with your grade level.***

*Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:*

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***

- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Introduce the topic by telling students that last time you met, the class talked about what to do if someone tried to touch you or get you to touch them in a way that made you feel yucky or uncomfortable. You also talked about being teased or bullied and what to do if you are being teased or bullied. Ask the class: "Can anyone remember what some of the things are that a kid can do if these things happen to them?"

*Note to the Teacher: Responses may include: tell the other person to stop, walk away or find an adult and tell them what happened. If students don't say it, make sure to include that it is important to tell an adult that they trust.*

Step 3: Tell the class, "If you're having yucky or uncomfortable or mixed up feelings, that's another clue that you need to tell a trusted adult. How do you know if something feels uncomfortable?" Take a few responses and continue with "Those yucky or mixed-up feelings are your body's way of telling you that something may be wrong or unsafe." Ask students to raise their hands if they have ever had a yucky feeling about something. Tell them that a lot of times, people feel their yucky or mixed-up feelings in their belly or in their chest. Ask students where they feel their yucky feelings.

Step 4: Tell students that being touched without their permission or being bullied or teased or hurt is NEVER a kid's fault. Then give the following scenarios and have students respond out loud. The answer is NO to all of them.

- Is it the child's fault if someone touched the private parts of their body?
- Is it the child's fault if someone made the child touch the private parts of their body?
- Is it the child's fault if someone touched the child's private parts or made the child touch their private parts and . . .
- the child didn't tell them "No?"
- the child didn't try to get away?
- the child took a present or money from the person who touched him?
- the person who did it tells the child it's her fault?
- it didn't actually hurt?
- Is it the child's fault if someone bullied or teased the child or

pushed the child or hit the child or hurt the child some other way and...

- the child promised that they wouldn't tell?
- the child didn't try to stop it?
- the child kept it a secret for a long time?

At some point, a child is likely to recognize that "The answer is always no!" Tell them they are absolutely right!!

Step 5: Tell the class that if someone asks you not to tell anyone about the touching or bullying or teasing, that is an important clue that you should tell! Next, give the students the following scenarios and ask them what they should do. The answer to all of these situations is to tell an adult you trust. It may not be necessary to state all of the scenarios on this list. You may pick several until the students catch on. At some point a student may say "You always tell" to which you can respond "You are right. How smart you all are" or "I can see that I can't trick you."

"What should you do if another kid or a teenager:

- bullies you
- keeps teasing you even though you tell them to stop?
- hits you, or pushes you down, or hurts your body in some other way?

"What should you do if an older kid or a teenager or an adult:"

- touches the private parts of your body?
- tries to touch the private parts of your body but you stop them?
- makes you touch the private parts of their body?
- tries to make you touch the private parts of their body but you don't?

"What should you do if someone who did something that made you feel uncomfortable or yucky:"

- tells you not to tell?
- says they will hurt you if you tell?
- makes you promise not to tell?
- gives you a present or money so you wouldn't tell?
- says it's a special secret just between the two of you?
- says that nobody will believe you if you tell?
- says that you won't be able to live at your house anymore if you tell?
- says that all kids do this but none of them talk about it?
- says that you will get in trouble if you tell?
- did this to you a long time ago, but it's not happening any more?
- didn't actually do it to you, but your friend told you that it happened to them?"
- 

Step 6: Tell students that the best way to stop unwanted touching or bullying or teasing is to tell a trusted adult about it. This is not a problem that kids can solve by themselves. They need help from adults. Tell them that if they do tell a trusted adult but the abuse keeps happening, tell another trusted adult. Keep telling until the abuse stops. Say

“Don’t worry if you’re not sure how to tell an adult about something that is making you feel uncomfortable or yucky, There are lots of ways you can tell. It’s the adult’s job to listen and figure out what you’re trying to tell them.” Ask students: “If you are not sure how to tell an adult you can say ‘I have something important to tell you but I don’t know how to say it.’ The adult can help you figure it out.” Ask “What are some other ways you can tell an adult about something bad or yukky that is happening to you or did happen to you if you are embarrassed or nervous or don’t know how?” Let the students call out different approaches to telling an adult.

*Note to the Teacher: If students don’t come up with many, you can suggest some additional ones like, “What about writing a note that says, ‘I need to talk’ or ‘I need help,’ having a friend or sibling with you, etc.*

Tell students that there are always adults who know what to do to help them. Tell them that you know what to do, other teachers know what to do, their parents and other people outside of school might know what to do or they might not know what to do. That’s why sometimes you have to tell more than one adult. Someone at school will always know what to do.

Step 7: Hand out a worksheet with the title “Who Would You Tell?” Read them the following poem out loud:

”

If you ever feel sad and blue, and need someone to talk to,  
you’d need someone to lend an ear, who’d let you talk – who’d want to hear.  
Even if it was really hard to say, they’d never turn you away.  
No matter what you had to tell, they’d stay calm – they wouldn’t yell.  
They’d be there to help you out, they’d stand by you without a doubt.  
It is a big person’s job to keep your body safe and sound  
so if you ever need a helping hand to come around  
Who would you tell? Who would it be? Who is in your circle of body safety?  
(Themamabeareffect.org)

Tell students that just like the poem says they are to fill in each circle either by writing the name of a trusted adult they could tell or by drawing their face. Tell them to try to think of at least one trusted adult who is in their family, and one who is not in their family (also encourage them to think of an adult at school as school employees are mandated reporters). Ask for volunteers to name one of the trusted adults who they could tell that they chose for their list and to say why they picked them.

Tell the students to remember that if they tell an adult and the adult doesn’t know how to help them or can’t help them, they should tell another adult that they trust until someone does listen. That’s why it is so important to have more than one trusted adult. Tell students that if they didn’t finish their worksheets they should do that at home with help from their families.

**ASSESSMENT:** Through the activity “Is it the kids’ fault?” the teacher can assess student understanding by hearing the children answer “no” to all of the questions and/or hearing a student conclude that the answer is always “no” to this question.

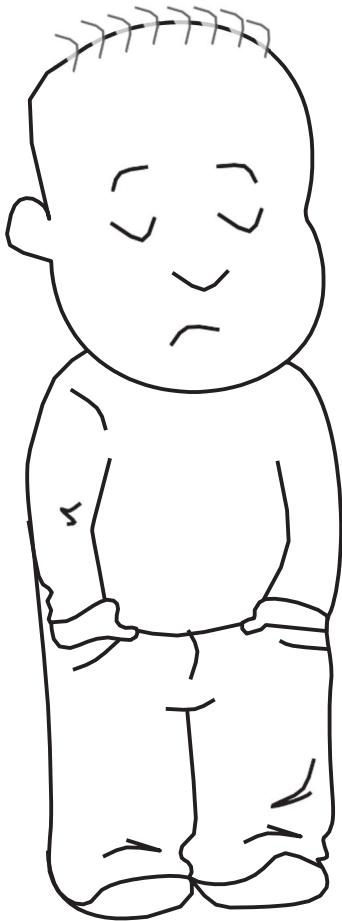
After students fill out their worksheets, the teacher can hear each student name someone on their trusted adult list and the reasons why. If there is not enough time to hear from every student, the teachers can have students put their names on their worksheets and hand them in when they are finished at the end of class or the next day if they finish them at home, to assess if the students were able to name one trusted adult who is in their family (usually parent or guardian) and one trusted adult at school or elsewhere outside of their family.

Note to the Teacher: While it is usual and helpful for children to identify their parent or guardian as a trusted adult, if a child understands the lesson but does NOT identify their parent as a trusted adult, this is important information to recognize by the teacher and school staff. A child should not be forced to identify any adult in particular as a trusted adult.

**HOMEWORK:** Have students take their worksheets home and to talk with their parents/guardians about who their list of trusted adults includes and why. Students can also ask for suggestions of other trusted adults they may not have thought of.



# Who Would You Tell?



If you ever feel sad and blue,  
and need someone to talk to,  
you'd need someone to lend an ear,  
who'd let you talk - who'd want to hear.

Even if it was really hard to say,  
they'd never turn you away.  
No matter what you had to tell,  
they'd stay calm - they wouldn't yell.

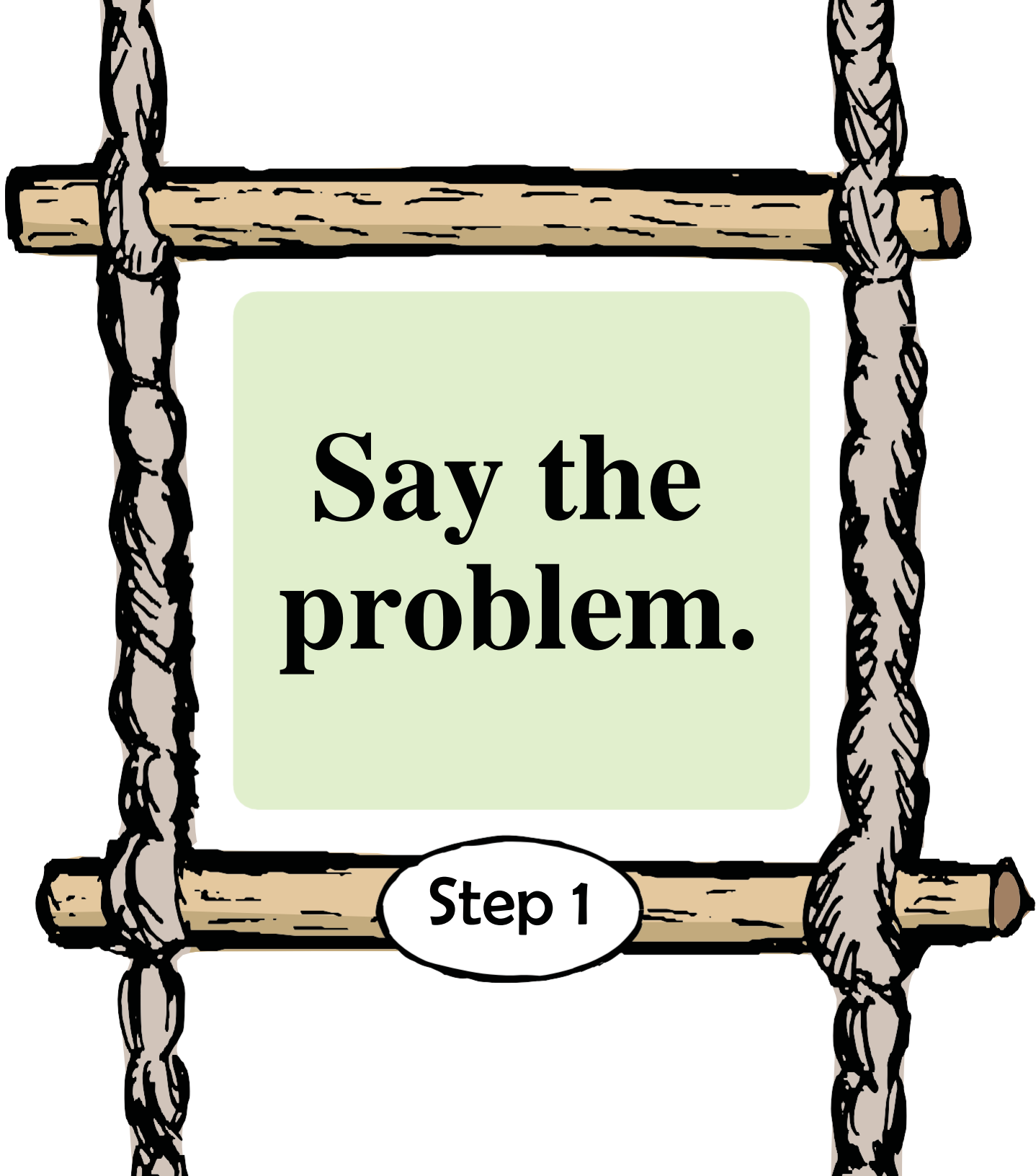
They'd be there to help you out,  
they'd stand by you without a doubt.

It is a big person's job to keep  
your body safe and sound  
so if you ever need a helping hand  
to come around  
Who would you tell? Who would it be?  
Who is in your circle of body safety?

Let's talk about  
who you could trust  
to help you if you ever  
needed help keeping your  
body safe.

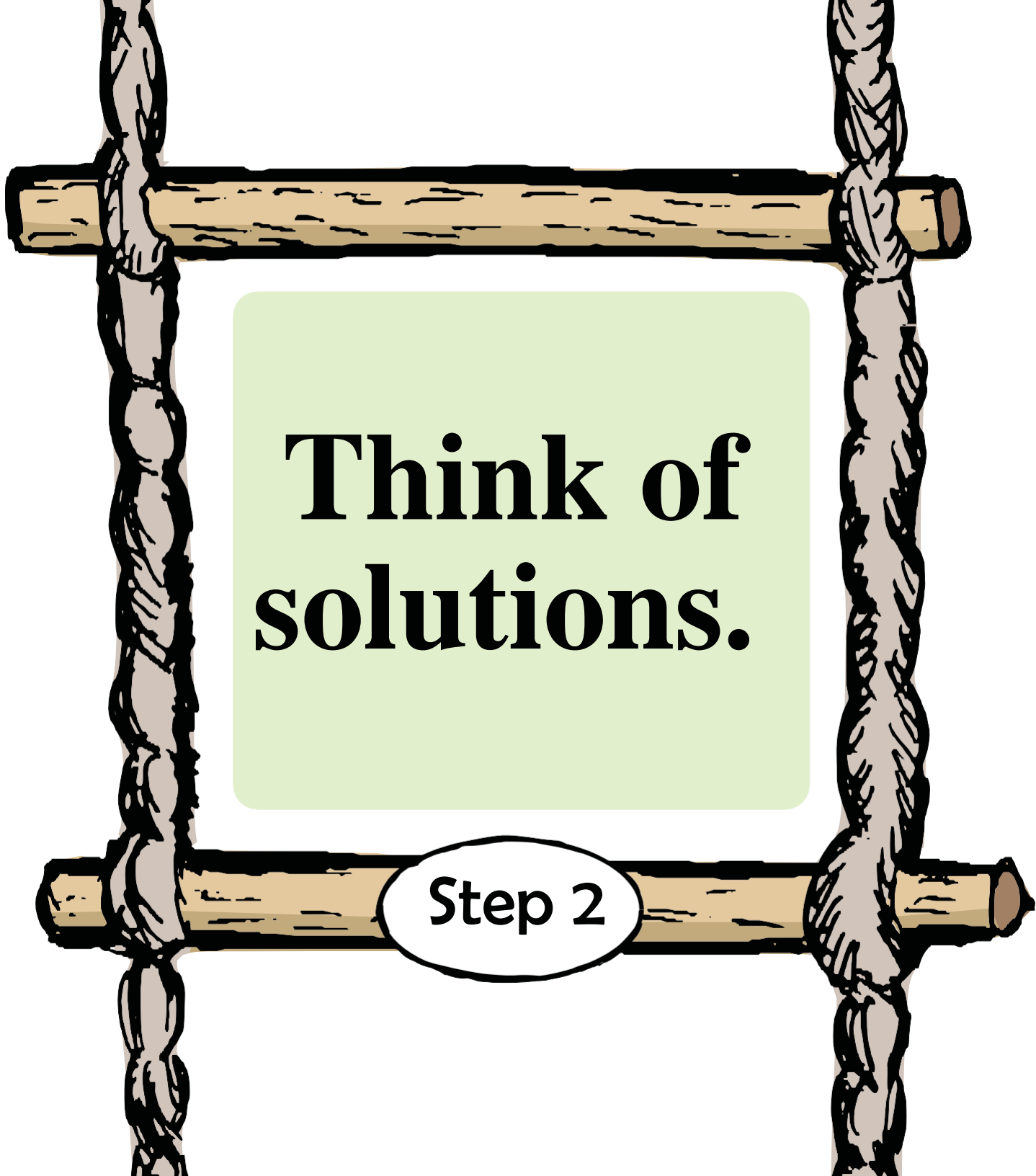
Together, write their  
names, and/or draw their  
faces in the circles.

YOU



**Say the  
problem.**

**Step 1**



**Think of  
solutions.**

**Step 2**

A wooden signpost with a green sign and a white oval. The signpost is made of four wooden poles, two horizontal and two vertical, with a thick, braided rope or twine wrapped around the vertical poles. The sign is a light green square with rounded corners, and the text is in a bold, black, serif font. The oval is white with a black outline and contains the text 'Step 3' in a bold, black, sans-serif font.

**Explore  
the  
solutions.**

**Step 3**

A hand-drawn wooden frame made of four thick, textured logs. The logs are arranged in a square, with the corners overlapping. The frame is light brown with black outlines and some grey shading to indicate texture. In the center of the frame is a white rectangular sign with a light green border. The sign contains the text "Pick a solution." in a bold, black, serif font. Below the sign, on the bottom horizontal log, is a white oval containing the text "Step 4" in a bold, black, sans-serif font.

**Pick a  
solution.**

**Step 4**



**Step Up!**  
Try the  
solution.

Step 5

# STEPS TO SOLVING A PROBLEM

TRY THE  
SOLUTION

**S**TEP UP!

**P**ICK A SOLUTION

**E**XPLORE THE SOLUTIONS

**T**HINK OF SOLUTIONS

**S**AY THE PROBLEM





# PST! Got a Problem?



## PAUSE.

Take a deep breath and ask yourself,  
*What's the problem?*



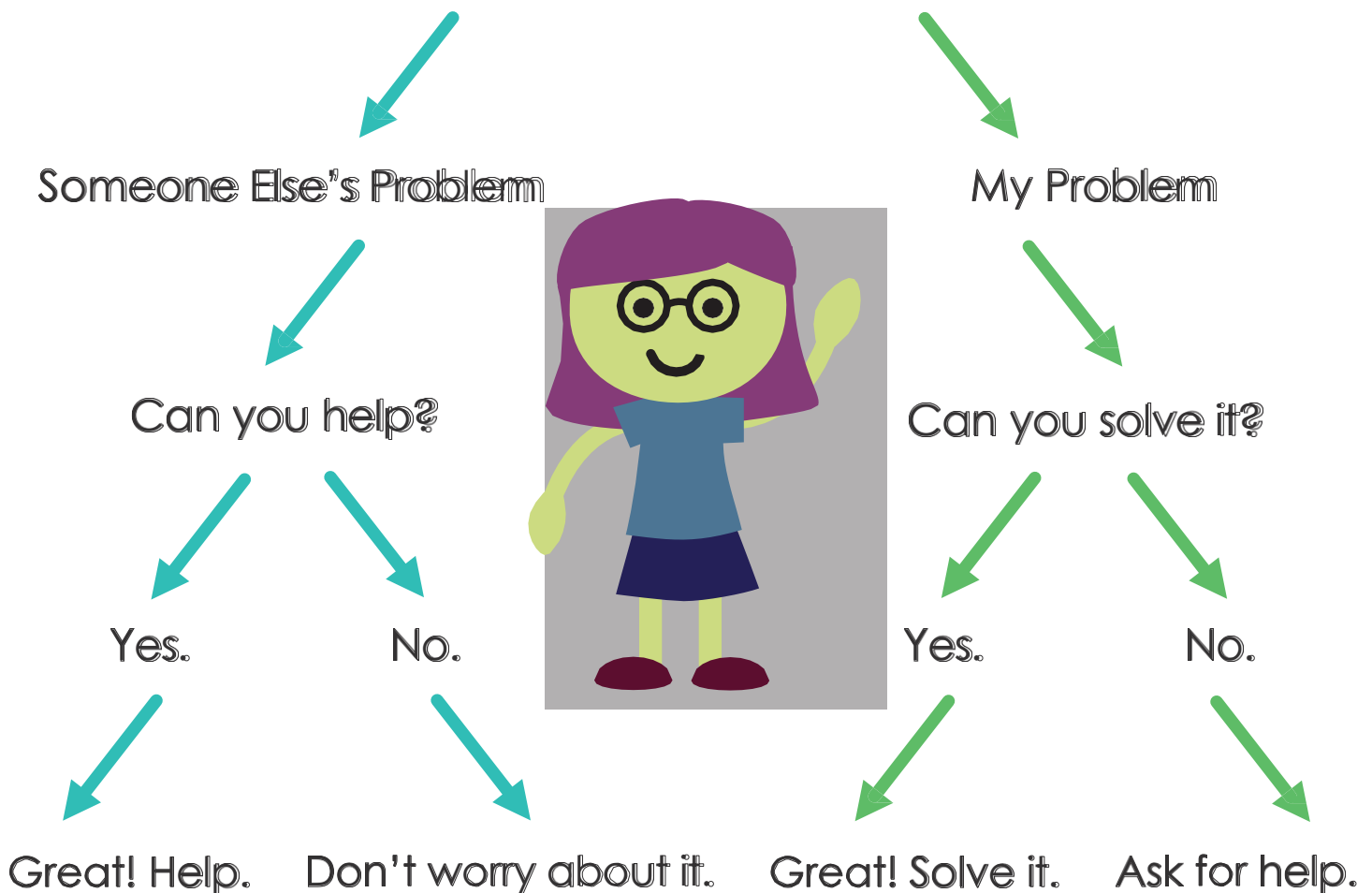
## SAY

Say the problem.



## THINK

*Whose problem is it?*



# Creating Healthy Habits

**TEACHER'S NOTE/PREPARATION:** Problem-solving cards for this lesson are in a separate file. They are not at the end of this lesson. If you choose to use the cards, you will need to print/download them.

**TARGET GRADE:** Third Grade, Lesson 1

**TIME:** 45 minutes

## FLORIDA STANDARDS ALIGNMENT:

- **HE.3.CEH.1.1** – Relate how healthy behaviors impact the community.
- **HE.3.PHC.1.1** – Describe healthy behaviors that affect personal health.
- **HE.3.PHC.3.1** – Explain when assistance is needed when making a health-related decision.
- **HE.3.PHC.3.2** – Recognize healthy options when making decisions for yourself that avoid or reduce health risks.

## LEARNING OBJECTIVE:

1. Students will identify why daily cleanliness is important for health.
2. Students will identify basic daily cleanliness habits and routines.
3. Students will identify the consequences of not maintaining healthy habits.
4. Students will utilize the problem-solving steps.

## LESSON MATERIALS:

- Paper
- Markers or Crayons
- Problem Solving Cards and Poster
- Strips of scrap paper
- Question box

## LESSON STEPS:

### Vocabulary

**Cleanliness** – keeping your body free from dirt and germs

**Grooming** – activities we do to help our body and clothes stay neat and clean

**Daily** – every day of the week

**Communicable Disease**- Illnesses that spread from one person to another.

## GROUND RULES

*Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*

- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

***Make your ground rules list with your class. The first six 6 in bold may work with your grade level.***

*Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are*

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***
- ***speak for yourself***
- ***respect personal boundaries***
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Ask the following questions –

1. Why do we brush our teeth? (To ensure our mouth is clean.) What can happen if we do not brush our teeth?
2. Why is it important to stay neat and clean? (We want to look our best, feel good, and avoid germs.) What are the consequences of not staying clean?
3. What happens if we touch too many germs? (We might get a communicable disease.)
4. What is a communicable disease? (Illnesses that spread from one person to another)

Step 3: Explain to students - It is important to know what to use to stay neat and clean, how to do it, and when to do it. Ask: Do you know how to stay neat and clean? That's A LOT to know. Let's learn HOW to do these things and WHEN to do them.

Step 4: Using the Chart below to guide the discussion, you may use "Ask and Response" techniques to get the children to tell the class the important things to do (How) for each activity and the frequency (When) they should be done. As you are telling "How", you may act out each action and the students may act out the action also.

### Healthy Habits Chart

What	How	When
<p><b><u>General Cleansing</u></b></p> <p>Hands, face, and body</p>	<p>Use soap, warm water, and a washcloth to clean away all the dirt and germs. Use a hand towel or bath towel to dry completely so you don't get cold. Washing means <b>always</b> using soap, not just water.</p>	<p>Hands and face: before meals, after playing, using the restroom, and whenever necessary.</p> <p>Body: bath or shower once a day or at least every other day.</p>
<p><b><u>Oral Care</u></b></p> <p>Brushing teeth</p>	<p>Using only a pea-sized drop of toothpaste, brush teeth with short, gentle strokes, paying special attention to the gumline and hard-to-reach back teeth. Proper brushing should take a full <b>TWO MINUTES</b>.</p>	<p><b>BRUSH AT LEAST</b> two times each day – in the morning after breakfast, and before going to bed. You should also brush after eating any sticky or sugary foods. For fresher breath, brush your <b>TONGUE, too!</b></p>
<p>Flossing Teeth</p>	<p>Holding floss tightly between the thumb and index finger, slide floss up and down teeth, using clean sections of floss as you go from tooth to tooth.</p>	<p>Floss at least once daily. (Do this <b>BEFORE</b> brushing.)</p>

- Ask: How often should you get a new toothbrush? (Every three months, or whenever it begins to show wear, and it's **IMPORTANT** to replace your toothbrush after you've had a cold, a sore throat or the flu, since bristles may collect germs that can lead to reinfection.)
- Ask: What should you do when you sneeze? (Cover your nose and mouth by sneezing into the inside of your elbow. This keeps your hands germ-free.)
- Ask: What should you do with dirty Kleenex (facial tissues)? (Throw them into a trash receptacle. **NEVER** leave used tissues lying around for somebody **ELSE** to pick up.)

#### Step 5: Problem Solving

1. Engage students in conversation and discussion- Say to students. Everyone has problems, but the first step to solving a problem is to say the problem and the next is to identify whose problem it is to solve. We can first say the problem by looking at a situation and identifying what is wrong. Once you know the problem you can ask

whose problem is it to solve.

2. Tell students the steps to solving a problem: Say the problem. Think of solutions. Explore the solutions. Pick a solution. Step up and try the solution. (You may use the problem-solving cards.)
3. Tell students you want them to think about some situations, then tell you what they think would be the best thing to do in each situation. They must say the problem and ask whose problem it is. Ask for student volunteers to move through the steps to solving the problems identified.
  - Ask: You go to a sleepover and forget your toothbrush. What is the Problem? Whose problem is it? Ask for student volunteers to move through the steps to solving the problem. *Note to teacher: Remind students - You should NEVER share your toothbrush with anyone else! Sharing a toothbrush could lead to the spread of germs.*
  - Ask: Your hands are dirty and you need to wash them. You go to the bathroom and there is no soap. What is the Problem? Whose problem is it? Ask for student volunteers to move through the steps to solving the problem.
  - Ask: You have a runny nose and need a tissue, your friend gives you one that has already been used to wipe their nose. What is the problem? Whose problem is it? Ask for student volunteers to move through the steps to solving the problem.
  - Ask: It is picture day at school and you don't have a brush, comb, or other personal hair item. What is the problem? Whose problem is it? Ask for student volunteers to move through the steps to solving the problem. *Note to teacher: Remind students that it is important not to share personal care items with other people. Head lice or other communicable diseases can easily be spread from person to person, particularly in group settings.*
  - Ask: You are visiting a friend for dinner. Your friend is thirsty, but there is no more water in their cup. Your friend asks if they can drink from your cup of water. Ask for student volunteers to move through the steps to solving the problem. *Note to teacher: Remind students - It is important not to use cups, utensils, or other personal care items (such as washcloths, towels, underwear, etc.) with other people. Sharing personal items with others can transmit communicable diseases.*

Step 6: Distribute paper and crayons/markers to students. Ask students to draw pictures of EVERYTHING they can think of that would happen if they never brushed their teeth and/or washed their body.

**QUESTION BOX:** Give each student several strips of scrap paper.

Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.

Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

# Respect for All

**TARGET GRADE:** Grade 3, Lesson 2

**TIME:** 45 minutes

**FLORIDA STANDARDS ALIGNMENT:**

- HE.3.CEH.1.1 – Relate how healthy behaviors impact the community.

**LEARNING OBJECTIVE:**

1. Demonstrate an understanding of how their behavior impacts the community.
2. Demonstrate understanding of at least three ways to treat others with dignity and respect.
3. Demonstrate at least one way students can work together to promote dignity and respect for all people.

**LESSON MATERIALS:**

- Whiteboard or chart paper
- Markers
- Masking Tape
- Construction paper or poster board – one piece per student (or pair of students)
- Crayons
- Stickers
- Other art supplies for creating and decorating posters
- Strips of scrap paper
- Question box

**LESSON STEPS:**

**GROUND RULES:**

*Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

**Make your ground rules list with your class. The first six 6 in bold may work with your grade level.**

*Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:*

- *no put-downs*
- *respect each other*
- *questions are welcome using the question box*
- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students. Answer question(s) from the previous lesson.

Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

Step 2: Start the lesson by asking the class, “What are some ways that people are the same?” Let students give examples of similarities among people. Then say: “Even though there are lots and lots of ways that people are the same, there are also a lot of ways that people are different from one another.” Explain what the word “diversity” means by saying, “People come in all shapes, sizes, colors, religions, and backgrounds. That is what makes each person special.” Then ask, “What are some ways that people are different?” Again, solicit responses. As students provide examples, write them on the board or chart paper, creating a word collage to highlight the diversity. Then, depending on what the students respond, add some additional ideas by saying, for example: “Some of the ways that people are different are in the ways their families are put together. There are many different kinds of families and each one is special and wonderful.”

**NOTE TO THE TEACHER:** If appropriate, ask students for different examples of how families may be different. If there is time, allow students to describe something different or special about themselves or their families. Tell students that everyone can feel good about some of the ways they and their families are special and unique and that we should appreciate all the ways that we are different from each other as well as the same. Say “People also have different religions, different backgrounds, different foods they like. That is what we mean by ‘diversity’—all of the ways that we are different and special. Today we are going to talk about how we treat other people, especially when we think they are different from us in some way.

Step 3: Define the word prejudice by saying: “Prejudice is when you judge or make assumptions about someone based on who they are or who you think they are.” Write the word “prejudice” on the board or chart paper. Show the class that the word prejudice looks like



“pre-judge”. Tell the class, it means “To make a judgment or assumption about a person before you really even know them. For example, if you saw someone wearing a Star Wars t-shirt, what would you assume about them?” Take a few responses. Ask students for other examples of how they may have pre-judged others or how they’ve been pre-judged in the past. People who are prejudiced against someone often treat that person poorly or are hurtful to them or don’t treat them fairly or with respect. It is never okay to be rude or to insult anyone or to treat them unfairly. When you do this to someone just because of assumptions you make about them, that is a form of prejudice.

Step 4: Say: “Everyone has a right to feel good about themselves, their families and what they believe. That is why it is so important to treat everyone with dignity and respect”. Write the words “dignity” and “respect” on the board/chart paper. Say, “Treating people with dignity and respect means treating them well and showing appreciation for other people’s beliefs, ideas, and how they live (what they eat, how they dress, how they celebrate holidays, etc.) even if they are different from us or if we don’t agree with their ideas or beliefs.

Step 5: Ask students the following question: “How can a person show dignity and respect for all people, no matter who they are?” Record responses on board/chart paper.

**NOTE TO THE TEACHER:** Some responses to include if they are not named by students are: Don’t insult other people or make fun of them; listen to people when they speak; value other people’s opinions; be considerate of other people’s likes and dislikes; don’t mock or tease people; don’t talk about people behind their backs; be sensitive to other people’s feelings; don’t pressure someone to do something they don’t want to do; if someone has a practice or custom you don’t understand, ask them about it; stand up for other people when they are being teased or insulted.

Tell students that the class is now going to put their ideas onto posters to hang up in the room for everyone to see and to let others know that this is a classroom where we want everyone to feel welcome and that we treat everyone here with dignity and respect.

**NOTE TO THE TEACHER:** It is best to have students work in pairs for this activity. It can help to have an example to share with students.

Pass out construction paper or poster board to each student or pair of students. Have students pick one of the ideas from the class brainstorm and create a poster based on that idea.

**NOTE TO THE TEACHER:** It is perfectly fine for several posters to be based on the same idea.

Let students decorate their posters with markers, crayons, stickers or any other appropriate art supplies. When they are completed, hang them around the room or in the school hallway as a display.

Step 6: Ask students: “What are some ways people can work together as a group to make sure everyone is treated with dignity and respect?”

**NOTE TO THE TEACHER:** You may have to give some examples so students understand that you are looking for some kind of cooperative activity. Some responses can include: Have

students take turns sharing something special and different about them or their families; have special days to celebrate and honor different traditions and customs; standing up for other people when they hear them being insulted or teased, even when those people may not be around to hear it; have students bring something in to class that demonstrates their pride in something about themselves or their families that make them special; make flags or posters together to celebrate different things people are proud about and then share them with each other and hang them up around the room. You may narrow the choices down to those that can be undertaken, or tell the class that you are going to choose one of these great ideas for the class to do together.

**Step 7:** End the class by thanking students for all of their hard work in thinking about how to show respect and dignity for all people. Say “We all benefit when everyone is treated well. While the ideas we came up with for doing this are a great step toward that goal, creating a world in which everyone is treated with dignity and respect takes a lot of ongoing work. One lesson is not enough. It is up to each of us to keep our commitment to this goal and to remind one another of how important it is for everyone to do their part.

**OPTIONAL ACTIVITY:** Anonymous Question Box activity – (today’s lesson)

Give each student several slips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell their students NOT to write their name on the slip, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each slip of paper, but it is OK for students to use as many slips as they like. (Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum.)

**NOTE TO THE TEACHER:** If there are questions outside of the scope of the curriculum, you can read the question aloud, validate the importance of the question and then encourage students to talk to their parents about that question.

**QUESTION BOX:** *Give each student several strips of scrap paper.*

Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many slips as they like.

**Note to teacher:** Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

**ASSESSMENT:** Step 5 is designed to assess objective 1 while step 6 is designed to assess objectives 2 and 3.

**OPTIONAL HOMEWORK:** Have students work with members of their family to create a family flag or crest that represent pride in who their family is. This activity can be very simple or more

elaborate depending on time and desire. Students should be encouraged to create their flags/crests with their family and to decide together what to put on the flag/crest and how to decorate them. Have students bring their family flag/crests to class and allow each student a few minutes to describe their flag/crest. Hang the family flags/crests around the room.

# Teasing, Harassment, and Bullying

## TEACHER NOTES/ADVANCED PREPARATION:

Write the following words and definitions on the board.

- Teasing – making fun of another person
- Bullying – purposefully and repeatedly causing physical or mental harm on another person
- Harassment – Using threatening, insulting, or dehumanizing actions toward another person either in person or online. This includes through touching, speaking, or other actions.

**TARGET GRADE:** Grade 3, Lesson 3

**TIME:** 45 minutes

## FLORIDA STANDARDS ALIGNMENT:

- HE.3.PHC.4.1 Practice appropriate responses to unwanted, unsafe, and threatening situations.

## LEARNING OBJECTIVE:

1. Explain what teasing, harassment and bullying are and why they are wrong.
2. Explain why people tease, harass or bully others.
3. Identify at least two strategies to communicate about how they are being treated if they are feeling bullied, harassed, or teased.
4. Demonstrate at least one way to communicate about how they are being treated if they are feeling bullied, harassed, or teased.
5. Identify at least two trusted adults they can tell if they are being teased, harassed, or bullied.

## LESSON MATERIALS:

- Whiteboard or chart paper
- Markers
- Paper and pencil/pen for each student
- Worksheets (one each per student):
  - Teasing, Harassment, and Bullying: How Can You Handle It?
  - Who Can I Ask for Help?
  - Teasing, Harassment and Bullying Review
- Strips of scrap paper
- Question box

## LESSON STEPS:

*Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*

- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

**Make your ground rules list with your class. The first six 6 in bold may work with your grade level.**

*Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:*

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***
- ***speak for yourself***
- ***respect personal boundaries***
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

**Step 1:** Review Ground Rules with students. Answer question(s) from the previous lesson.

*Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.*

**Step 2:** Start the lesson by saying “Today we are going to talk about things that people sometimes do that make other people feel bad. Sometimes we might say something or do something by accident or that we don't realize will hurt someone else or make them feel bad, but I'm not talking about that. We are going to talk about what happens when someone does or says something to hurt another person on purpose. We are going to talk about teasing, harassment, and bullying.”

**Step 3:** Show students the definitions you've previously written on the board. Go over each term and provide more explanation by saying: “Teasing is when you make fun of someone or put them down in some way. Sometimes friends can joke with each other and poke fun a little bit but if they are joking, then both people feel it is funny and no one feels hurt. It is not joking, though, if only the person doing the joking finds it funny. Teasing can happen between friends or between people who are not friends and the person who is teasing may

be just kidding or may be serious and the person being teased might just be annoyed or they might get very upset. Either way, this is teasing.

Bullying does not happen between friends. Usually, the bully or bullies are stronger, older, or more powerful in some way and the person being bullied is unable to stop them. Bullying can involve hurting another person with words, like put downs or insults or threatening to hurt them or by spreading rumors or telling secrets behind their backs. Or it can involve using their bodies, like pushing them or hitting them, but with bullying, one person is definitely trying to hurt another person on purpose and it usually doesn't happen just one time but keeps on happening. It is repeated.

Harassment is any behavior that makes someone feel bad or uncomfortable and continues even after the harasser has been asked to stop. So both teasing and bullying can be forms of harassment.”

Say, “What all three of these things - teasing, bullying, and harassment - have in common is that a person is being made to feel bad and it is done on purpose. Some students have mistaken ideas about teasing, bullying and harassment that make them think it is okay and so they do it to other people. I'm going to tell you some of these and would like you to tell me why they are not okay.”

**Scenario #1:** Sometimes students believe it is okay to bully because they have been bullied or teased in their own life and so they believe this is a normal way of treating others.

Possible Response to Scenario #1: Just because someone did something to make you feel bad, does not mean it is okay to do that to other people. It is important for people to learn how to get along well with each other and then everyone will be better off.

**Scenario #2:** Some students believe that it is okay to tease, bully or harass students who are different from them, such as students from different races and cultures, students with disabilities, students with different families, or students who look different.

Possible Response to Scenario #2: These students need to learn that all students are different from one another and all should be treated equally, with respect and understanding.

**Scenario #3:** Students sometimes think that bullying will get them a laugh, win them friends or make them feel better about themselves.

Possible Response to Scenario #3: Bullying others will not make you feel better. In fact, students who bully generally are not happy, don't feel good about themselves, and are not liked by others.

**Scenario #4:** Some students believe that because they belong to a powerful group (for instance, if there are more of them), they are somehow better than students in less powerful groups. This means that they might discriminate against and pick on students from smaller groups.

Possible Response to Scenario #4: Being part of a group can be a really good feeling, if the group is a healthy and supportive one. Being part of an unhealthy group can be bad for you.

Groups who think they need to have power over others and don't respect the differences of others are not healthy.

Next, ask students, "Can anyone think of other wrong ideas that some people have about teasing, bullying, or harassment or reasons why they do it?" As students provide responses, encourage them to explain what is wrong about those ideas or reasons. Then say, "It is important to remember that doing something on purpose that hurts someone else, either with words, threats, or physical actions, is always wrong. Now we want to talk about what we can do if another person or a group of people is teasing, bullying, or harassing us."

Step 4: Say to students: "Unfortunately, people are sometimes teased, bullied or harassed. If this happens to you, it is helpful to have some ideas about how to respond and how to communicate about how you are being treated and how it makes you feel." Pass out worksheet "What to do about Teasing, Bullying and Harassment." Tell students that on this sheet are some strategies for handling someone who is teasing, bullying, or harassing them and ways to make them stop. Read each one aloud. As you read them, ask students to put a check next to the strategies that they think would work for them.

Step 5: Tell students, "Now we are going to practice responding to someone who is teasing, bullying or harassing us. Everybody will get a turn." Ask students to form a line and to bring their worksheets with them. Then say: "Please look at your worksheet and the strategies you checked that you think would work for you. I will read a situation that has teasing, bullying, or harassment. When it is your turn, use one of the strategies that you checked to respond to the bully, or come up with a different strategy. Then return to the back of the line. If you only checked off one strategy, you may sit down after you have your turn. Everyone may sit down after their second turn. If you don't think any of the strategies on your worksheet will work for a particular situation, and you can't think of one, it probably means you should go to a trusted adult for help so give the name of someone you could tell about how you are being treated."

**Note to the Teacher:** Depending on the number of students in the class, you may only have time to go through the line once. In this case, have students sit down after their turn.

Once the line is formed, read one of the following scenarios for each student (or come up with some of your own that may resonate with your class. Do not pick something that describes or closely resembles an actual situation someone in the class is currently dealing with or has dealt with to your knowledge.) Tell students that they have a right to pass if they don't feel comfortable taking a turn. Let students take turns using one of the strategies from the worksheet or one that they came up with on their own, to respond to the bullying, teasing, or harassment. It is okay to repeat the same scenario for more than one student since they may have different strategies to apply to the same situation. Let students decorate their posters with markers, crayons, stickers or any other appropriate art supplies. When they are completed, hang them around the room or in the school hallway as a display.

#### **Sample Scenarios:**

"A group of kids on the playground starts calling you names and you don't like it." "During class when the teacher isn't looking another student keeps kicking your chair."

“A student on your school bus keeps whispering to other students about you and laughing. It makes you feel bad.”

“A group of your classmates plays soccer at recess and lets other students join the game but never lets you play.”

“Another student keeps chasing you on the playground and saying they want to kiss you. You have told them a bunch of times to stop but they just laugh and keep doing it.”

“Every time you wear a certain pair of sneakers to school, another student teases you and says they are ugly.”

“A group of students tells you that you have to share your homework with them and if you don’t they are going to beat you up.”

“Another student demands money from you every day and threatens to hit you if you don’t give it to them.”

“A group of your classmates has made up a nickname for you that they think is funny but you don’t. You have asked them to stop using it but they keep doing it anyway.”

“When one of your friends doesn’t like a suggestion or idea you have, they like to say ‘Oh, that’s so gay.’ It really bothers you.”

Step 6: Pass out the review worksheet. Tell students you would like to see what they remember from the class. Tell them that you would also like for them to practice what they would say to a trusted adult if they needed help with a bully. Have students fill out the worksheet and turn it in. If there is not sufficient time, students can take it home and complete it for homework. If there is time, ask for a few volunteers to share what they would say to a trusted adult for help. Collect worksheets. Tell students: “Teasing, bullying, and harassment and making someone feel bad, frightened or worried on purpose is never okay. If we are being bullied and we can’t stop it ourselves it is important to tell a trusted adult. If we see someone else being bullied we should also tell an adult who can help. It is up to all of us to treat each other with kindness, caring and respect.” Step 6: End the class by thanking students for all of their hard work in thinking about how to show respect and dignity for all people. Say “We all benefit when everyone is treated well. While the ideas we came up with for doing this are a great step toward that goal, creating a world in which everyone is treated with dignity and respect takes a lot of ongoing work. One lesson is not enough. It is up to each of us to keep our commitment to this goal and to remind one another of how important it is for everyone to do their part.

**QUESTION BOX:** *Give each student several strips of scrap paper.*

Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.



Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

**ASSESSMENT:** The review sheet at the end of the lesson is designed to assess objectives 1 and 2.

The worksheet: “Bullying, Teasing, and Harassment: How Can You Handle It?” is designed to assess objective 3. Step 4 and the review sheet are designed to assess objective 4. The worksheet “Who Can I ask for Help?” and review sheet are designed to assess learning objective 5.

**OPTIONAL HOMEWORK:** Encourage students to practice their strategies for confronting bullying with a parent or guardian at home. Have them ask their family members for ideas for other strategies and to help them practice using them. Students should journal their experience with this activity.

## **BULLYING, TEASING, AND HARASSMENT HOW CAN YOU HANDLE IT?**

What can you do if someone bullies you, teases you, or puts you down?

Here are some strategies to get them to stop. Put a check next to the ones you think could work for you. There are some blanks at the end to add your own ideas.

Ignore them.

Tell them to stop.

Laugh along with them to show it doesn't bother you.

Tell yourself that it's their problem, not yours and don't react further.

Look at the bully, say "So, what?" then walk away.

Say "I'm leaving," or "See ya" and walk away.

Say in a strong voice, "You can't treat me like that" or "Leave me alone"

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## **BULLYING, TEASING, AND HARASSMENT HOW CAN YOU HANDLE IT?**

Sometimes, none of these strategies may work. In case you try one of these and the teasing, bullying, or harassment does not stop, then it is time to ask for help from an adult you trust. Think of three people in your trusted triangle you can ask to help you and write down some reasons for choosing that person.

Person 1 \_\_\_\_\_

Reasons for choosing this person:

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Person 2 \_\_\_\_\_

Reasons for choosing this person:

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Person 3 \_\_\_\_\_

Reasons for choosing this person:

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Name: \_\_\_\_\_

### Teasing, Harassment, and Bullying Review

Teasing	Bullying	Harassment
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From the list of words above, fill in the blank with the correct term for each definition.

1. Making fun of someone when they don't like it is called \_\_\_\_\_.
2. Continuing to bother someone even after they have asked you to stop is called \_\_\_\_\_.
3. \_\_\_\_\_ is repeatedly hurting someone smaller or weaker on purpose with words or physical attacks.
4. Teasing, bullying, and harassment are wrong because:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Sometimes, people have wrong ideas about teasing, bullying, and harassment that explain why they do it. Some reasons people tease, bully, or harass others are:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. If I am bullied, teased, or harassed and I can't stop it on my own, here is what I will say to a trusted adult to explain how I am being treated and why I needed their help.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# If You Don't Have Consent, You Don't Have Consent!

## TEACHER NOTES/ADVANCED PREPARATION:

- Print 2 complete sets of the “My Body, Their Body” coloring pages (located at the back of this lesson). One set should be on white paper and the other on a different light-colored paper.

**TARGET GRADE:** Grade 3, Lesson 4

**TIME:** 45 minutes

## FLORIDA STANDARDS ALIGNMENT:

- HE.3.PHC.4.1 Practice appropriate responses to unwanted, unsafe, and threatening situations.

## LEARNING OBJECTIVE:

1. Explain the terms “consent,” “personal boundary” and “bodily autonomy” and how they relate to each other.
2. Demonstrate how to communicate clearly about their personal boundaries.
3. Demonstrate how to be sure to respect another person’s boundaries.

## LESSON MATERIALS:

- Whiteboard or chart paper
- Markers
- Paper and pencil/pen for each student
- My Body, Their Body books (see Teacher Notes/Advanced Preparation above)
- Crayons, colored pencils, or markers (enough for each student to have 3-4 colors)
- Exit tickets
- Strips of scrap paper
- Question box

## LESSON STEPS:

### GROUND RULES:

*Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

**Make your ground rules list with your class. The first six 6 in bold may work with your grade level.**

*Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:*

- **no put-downs**
- **respect each other**
- **questions are welcome using the question box**
- **listen when others are speaking**
- **speak for yourself**
- **respect personal boundaries**
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students. Answer question(s) from the previous lesson.

*Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.*

Step 2: Explain to the class that you're going to start today's lesson by doing something they may not have done in class in a while – coloring! Tell them that every student will get one piece of paper that has a picture on it and a sentence at the bottom. Let them know that they will have about 5 to 10 minutes to color their page, however they wish. Distribute the sheets from both packets randomly, along with the crayons, colored pencils, or markers.

Step 3: After about 10 minutes, or when most students are done, call time. Ask students to look at the color of the paper they have, and to divide themselves into two groups based on that color – so all students whose copies are on white paper will go in one group, and all the students whose copies were made on the other color paper will go to the other group.

Once they are in that group, ask the students to take a few minutes to look at each other's pictures and admire the drawings and how they colored them. After a few minutes, ask for everyone's attention. Say something like, "You may have noticed that at the bottom right-hand corner of your page you have a number. What I'm going to ask you to do is put yourselves in order from one to eleven and stand in that order. It's possible that there may be more than one person with the same number in your group, and that's okay!"

**NOTE TO THE TEACHER:** If movement is limited or not possible for any of the students, make sure the members of each group gather around that student.

Once the students have gotten themselves in order, explain that their pictures, together, tell a story. Starting with the person who has number one in one of the two groups, ask that person (or both people together) to read out loud what is written on their page. Then switch to the other group, and ask the student(s) with #2 on their page to read what is written on their sheet. Alternate back and forth until the entire story has been read.

Once everyone is done, ask them to give themselves a round of applause and to return to their seats with their drawings.

Step 4: Once everyone is seated, ask for the students who didn't get a chance to read part of the story aloud to summarize for you what the story was about. Probe for the following key points:

- That everyone's body is their body.
- That you get to decide who touches your body and who doesn't.
- That you get to decide what kind of touch you're okay with and what kind you're not okay with.
- That other people get to decide who touches their body and who doesn't – and that means we all have to respect other people when they say they don't want to be touched.

Explain that deciding and communicating what you do and don't want done to your body is called "bodily autonomy." Write the phrase on the board. Explain that "bodily" refers to your body, and "autonomy" means "you get to decide."

Explain that how you feel about whether or how you wish to be touched is a "personal boundary" and write that phrase on the board. Tell students that "personal" means it is for each person to decide, and "boundary" means "a limit." Say something like, "So a personal boundary might mean you're okay with being hugged by one person but not by another; or it may be that you don't like hugs at all."

Explain that if you say you are okay with being touched in a certain way, you have given your "consent," and write that word on the board. Explain that "consent" is another word for permission. Say something like, "If you do not have someone's consent you need to ask for it before you hug them or touch them in any way. If someone tries to touch you when you have not given them permission to, you have the right to tell them to stop – and they have a responsibility to stop. If they don't, it's important to go tell someone right away and keep telling until you are heard and helped."

Step 5: Ask students how they know what someone's personal boundaries are. Possible answers may include, "They have to tell you," or "You should ask them first." Tell them you're going to practice doing that right now.

Have each student turn to a partner (if you have an odd number of students, you can pair them up with the additional student). Write on the board, "Hugging." Ask students to decide who will be student one and who will be student two for this activity.

Once every pair has chosen a person one, tell those students that in a moment, they will ask their partner how they feel about hugging. Student #2 should respond honestly – do they like to hug? Who do they like to get hugs from? When do they NOT like hugs? Say “go” so students can start their conversations.

After about 2 or 3 minutes, or once most of the conversations seem to have come to a natural end, call attention to the front of the room. Process the dyad conversations by asking the following questions:

- How did your person #2 feel about hugging?
- What did they say to let you know how they felt?
- Was anything they said unclear at all?
- What do you think someone should do if they’ve clearly set a personal boundary, and the other person doesn’t respect it?

After a few responses, ask:

- Has anyone ever done something to another student that the other student hasn’t liked? What are some examples?
- If you have, what did you do once you found out you did something that didn’t respect that person’s boundaries?

**NOTE TO THE TEACHER:** If students cannot come up with their own examples, you can offer something from your own life. Or you can offer an example relating to hugging, since you’ve just been discussing that, and talk about a time when you hugged someone who wasn’t a hugger. Whatever example you use, be sure to focus on a time when you violated someone else’s boundary by mistake.

After hearing about what students did once they discovered they’d violated someone’s boundary – or after sharing what you did – summarize with the following points:

- It’s super important to be clear about your boundaries
- It’s super important to ask someone else about their personal boundaries, if they haven’t already told you what they are
- If someone doesn’t respect your personal boundaries, even after you’ve told them what they are, you need to go find an adult you know well and trust and tell them so that they can make this behavior stop. You have the right to say who can and cannot touch you, and in what ways!

**NOTE TO THE TEACHER:** Students may bring up being told by their parent(s)/caregiver(s) that they have to kiss or hug a family member or other adult. It’s important to encourage students that if they don’t feel comfortable doing that for any reason, they should tell their parent or caregiver that.

Step 6: Distribute the exit slips to the students and ask them to complete theirs and put them in the collection box or on your desk.

**QUESTION BOX:** Give each student several strips of scrap paper.



Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.

Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

**ASSESSMENT:** Steps 1-3 are designed to achieve learning objective 1. Step 4 is designed to achieve learning objectives 2 and 3.

Name: \_\_\_\_\_

**Exit Ticket**

Use the word bank below to complete each sentence.

Bodily Autonomy	Consent	Boundaries
-----------------	---------	------------

Before I touch someone, even if I've touched them before, I need to ask for their \_\_\_\_\_.

If someone wants to hug me and I don't want them to hug me, I need to be clear about my personal \_\_\_\_\_.

I have the right to say who can or can't touch me. I have \_\_\_\_\_.

---

Name: \_\_\_\_\_

**Exit Ticket**

Use the word bank below to complete each sentence.

Bodily Autonomy	Consent	Boundaries
-----------------	---------	------------

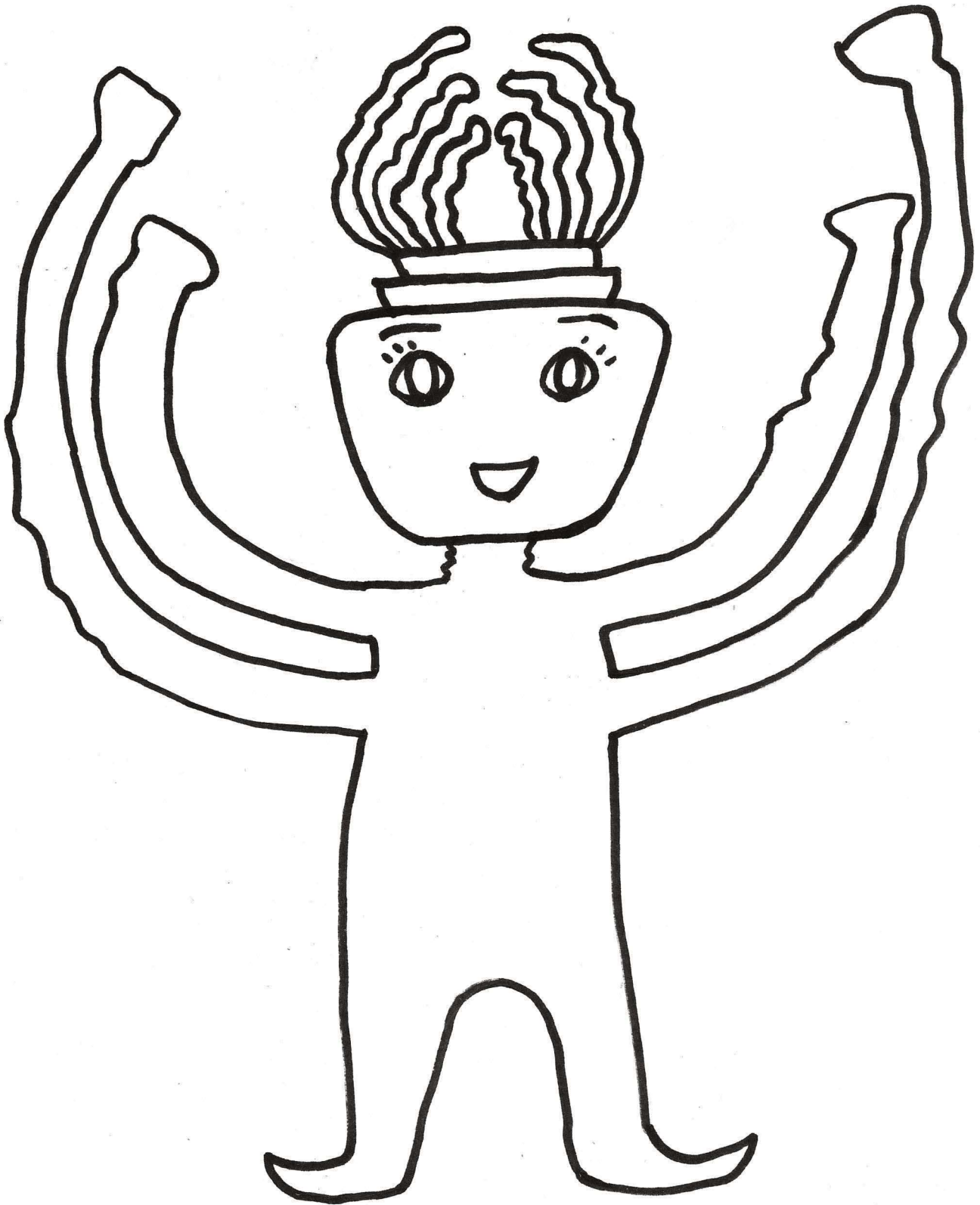
Before I touch someone, even if I've touched them before, I need to ask for their \_\_\_\_\_.

If someone wants to hug me and I don't want them to hug me, I need to be clear about my personal \_\_\_\_\_.

I have the right to say who can or can't touch me. I have \_\_\_\_\_.

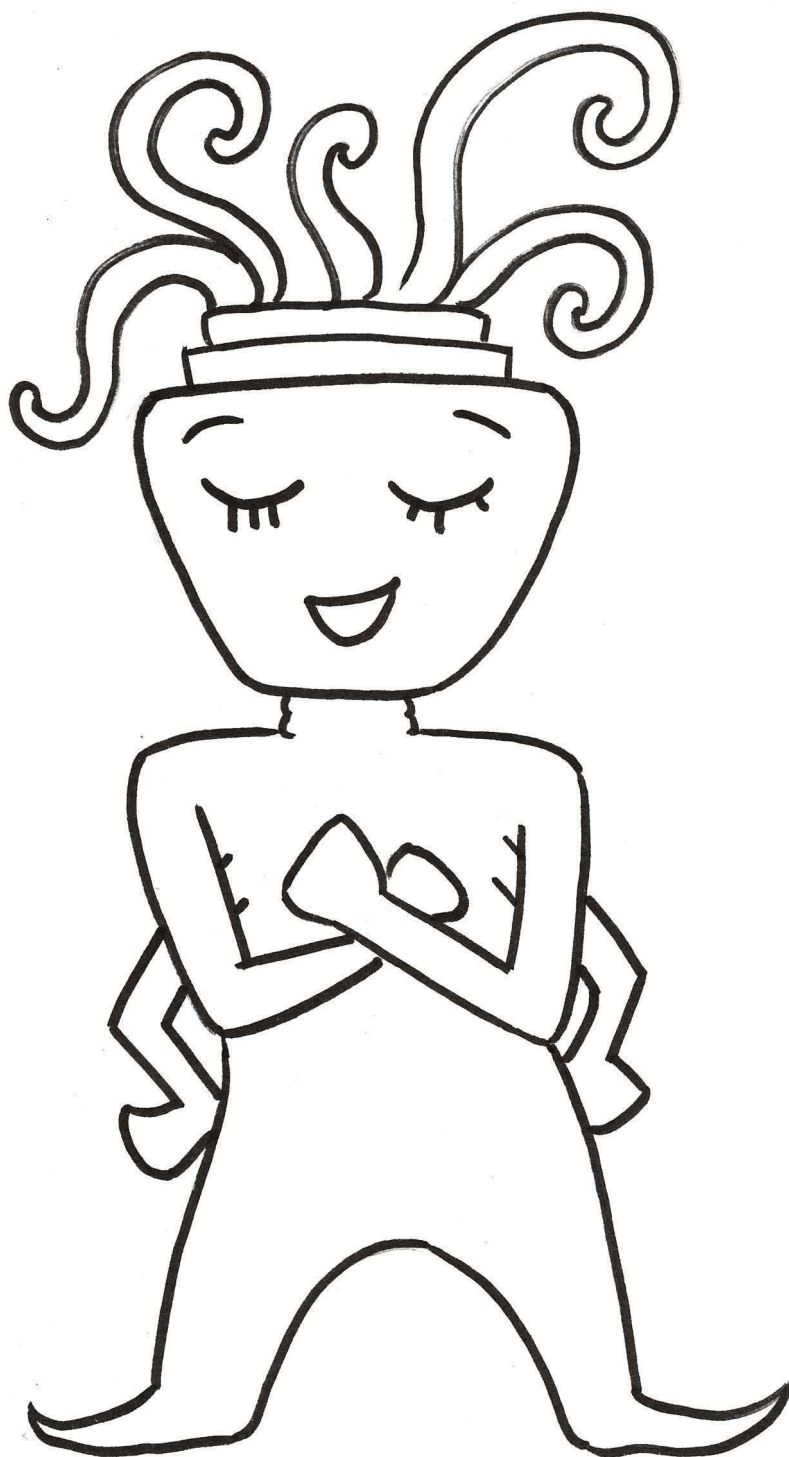
Insert My Body, Their Body once converted to PDF.

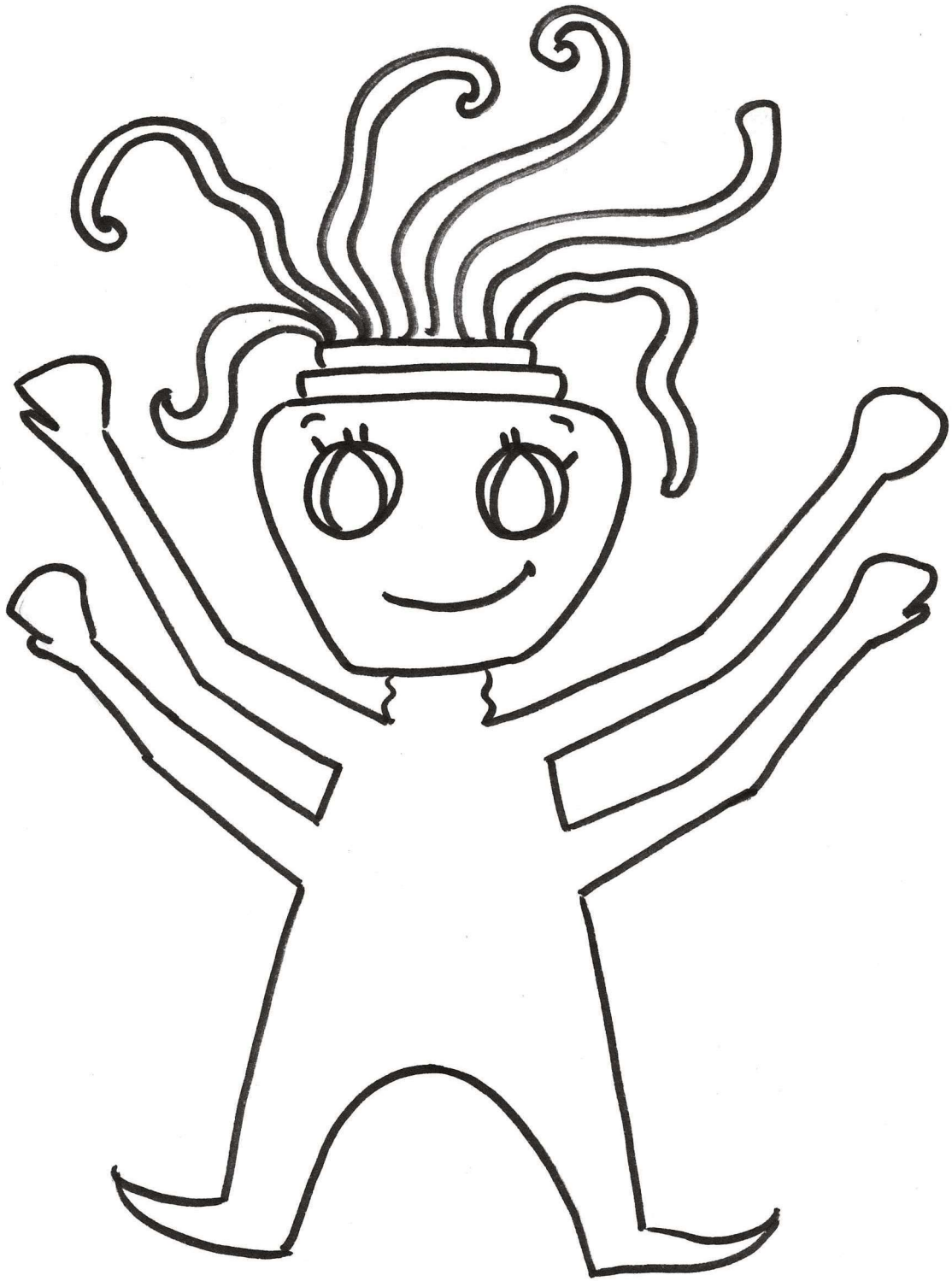
**Your body is YOUR BODY!**



**That's so important that I think we should say it again: It's YOUR BODY.**

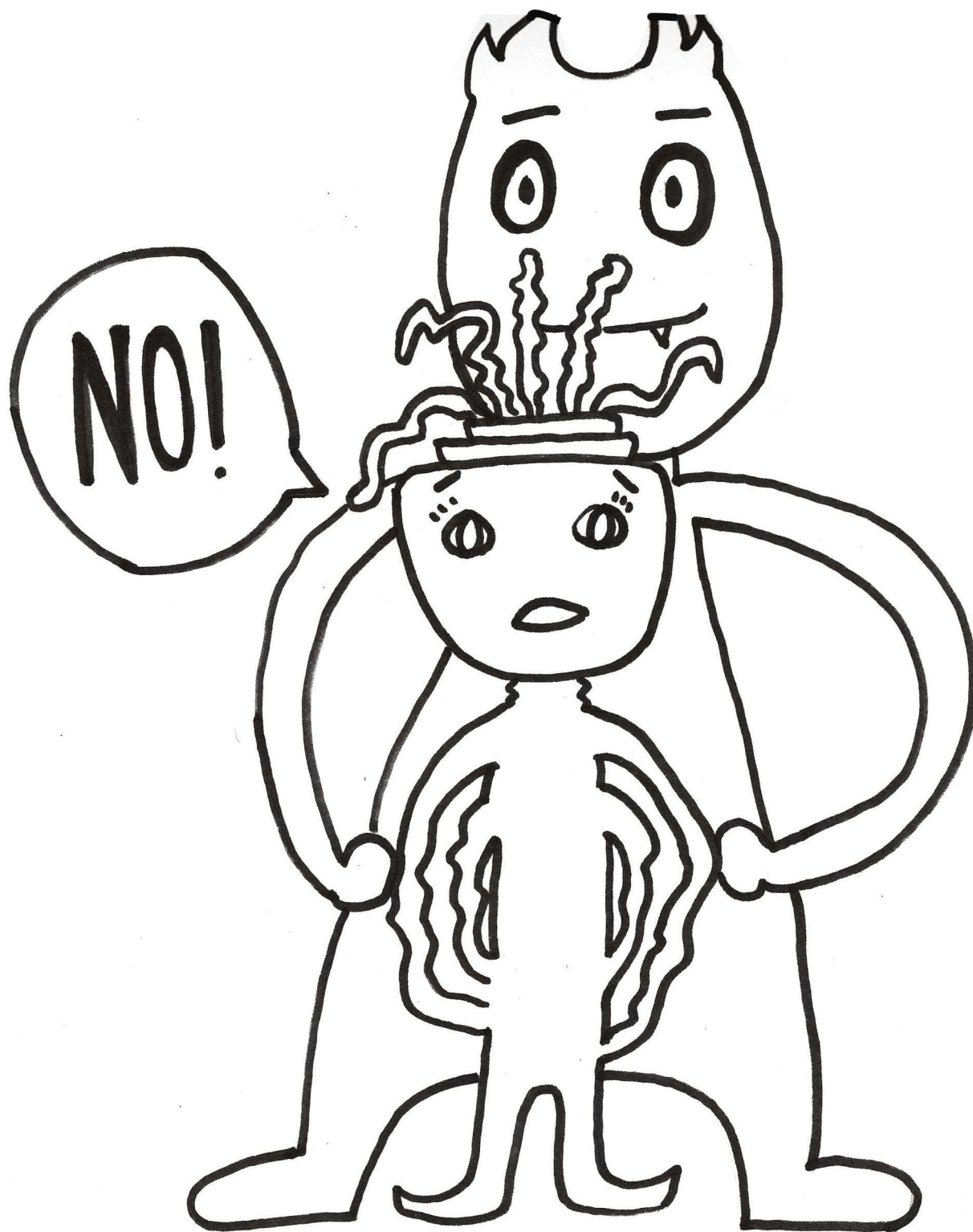
**That means that only you get to decide what to do with your body, who gets to touch it, and how.**





**If you want a big hug, you can ask for one!**

If someone touches your body in a way that you don't like, you can say, "NO!"



**And you can touch your own body any way that you want! (But sometimes touching our own bodies is private, so we do it alone.)**



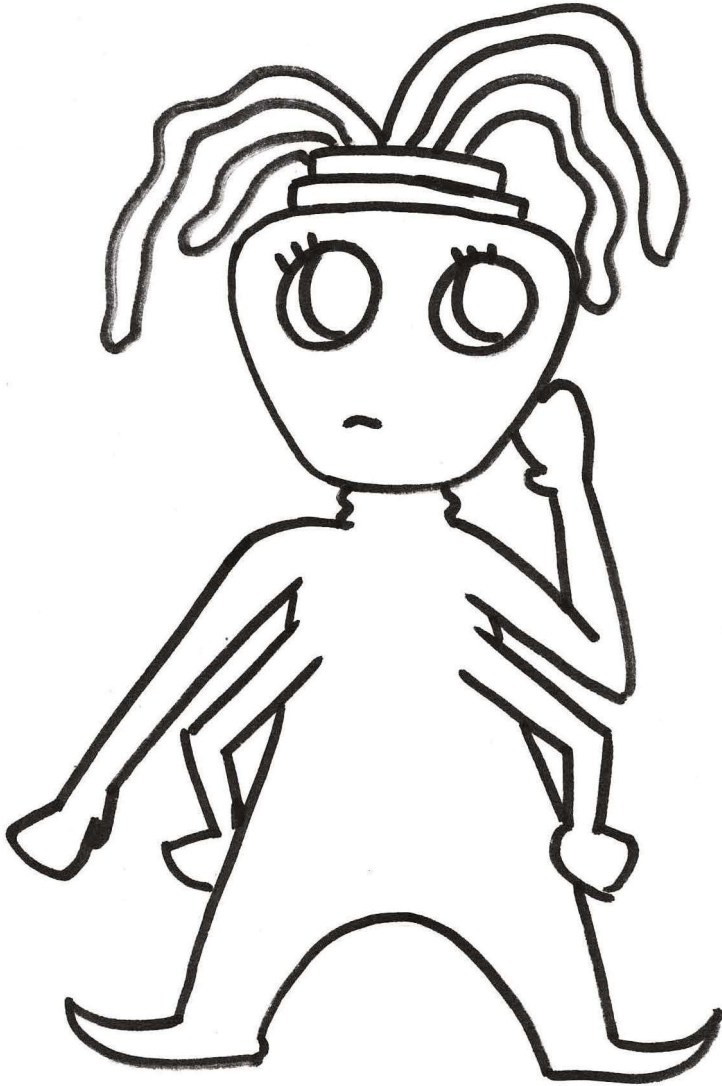


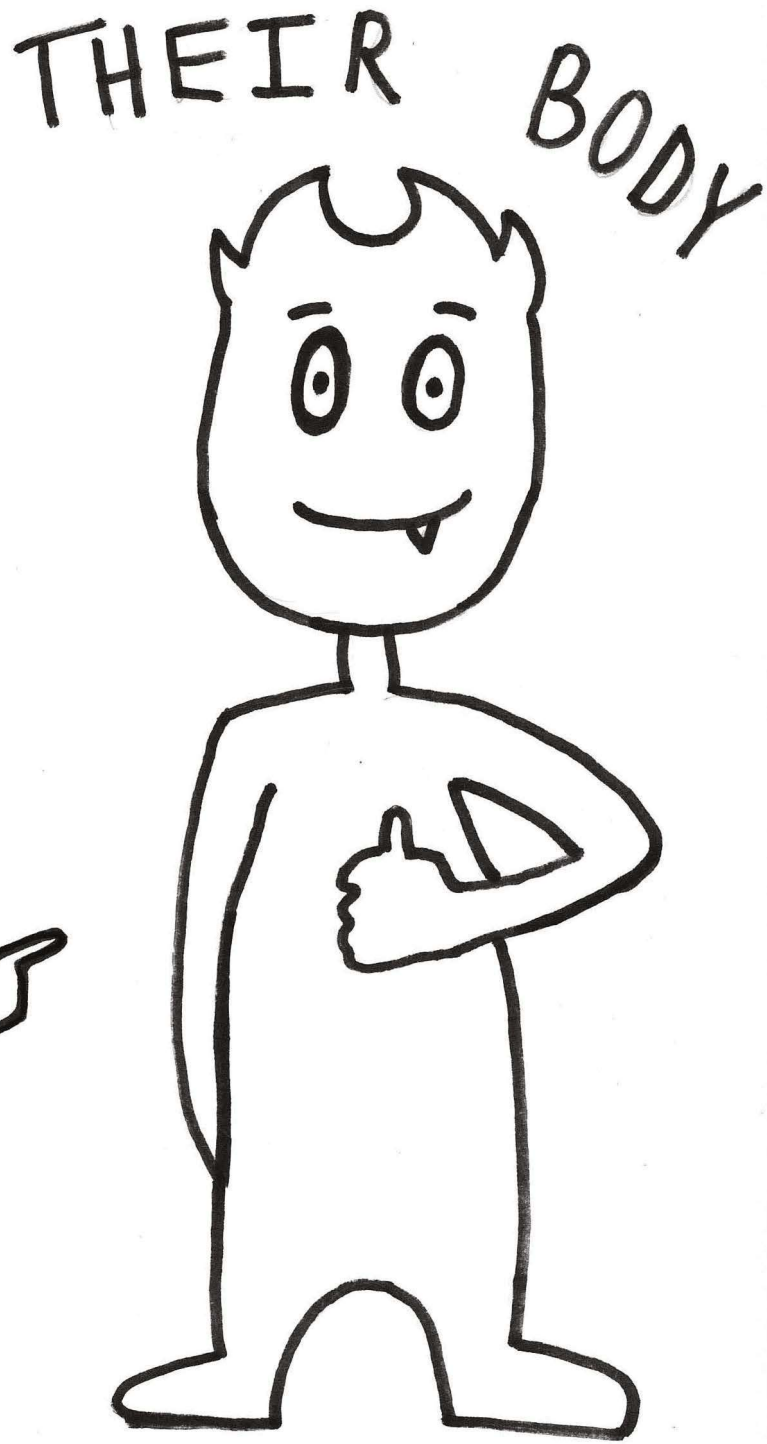
So, if someone says, "Go hug Grandma!"  
You can say:



Or, you can say:

No,  
thank you



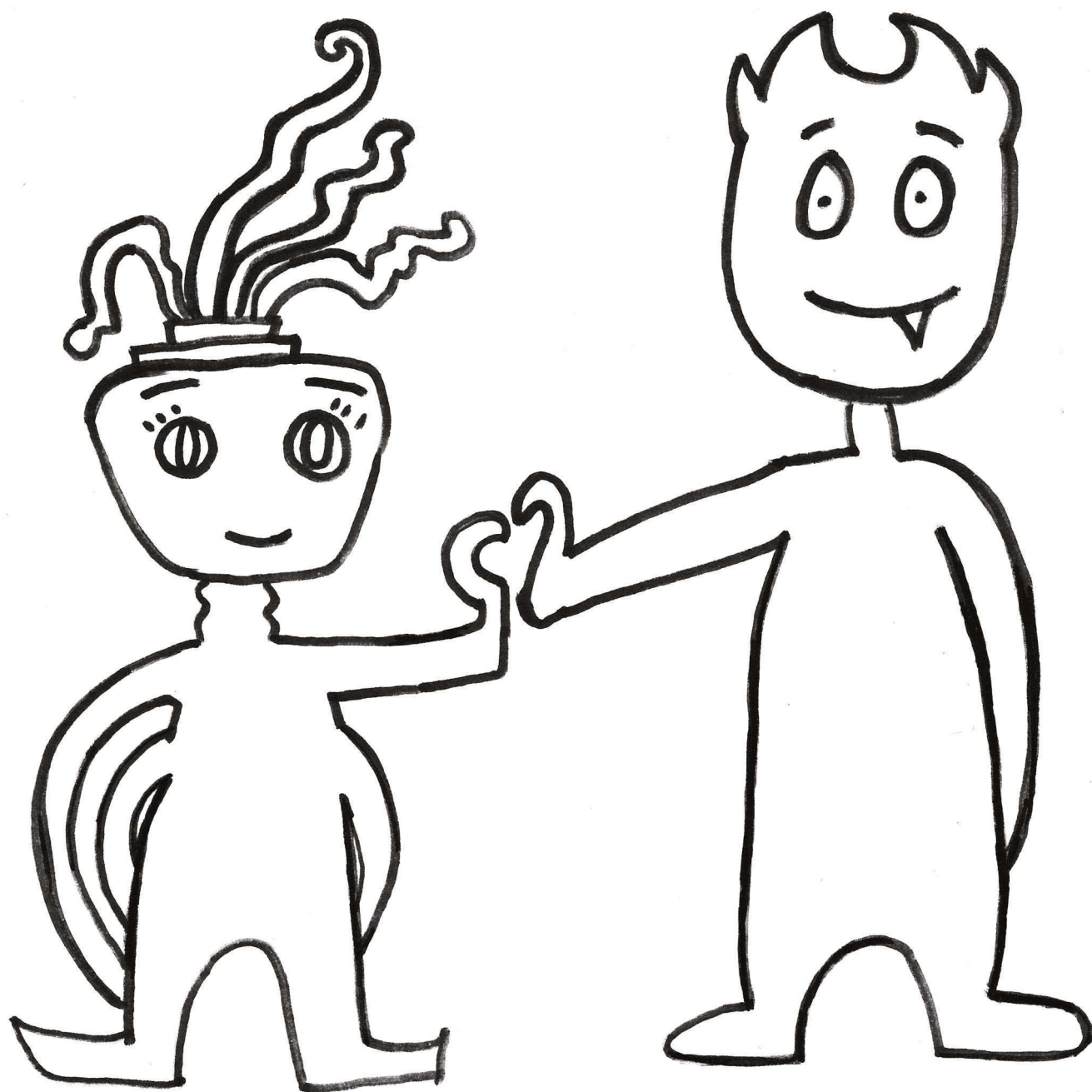


And if your body is your body, then  
other people's bodies are THEIR  
bodies.

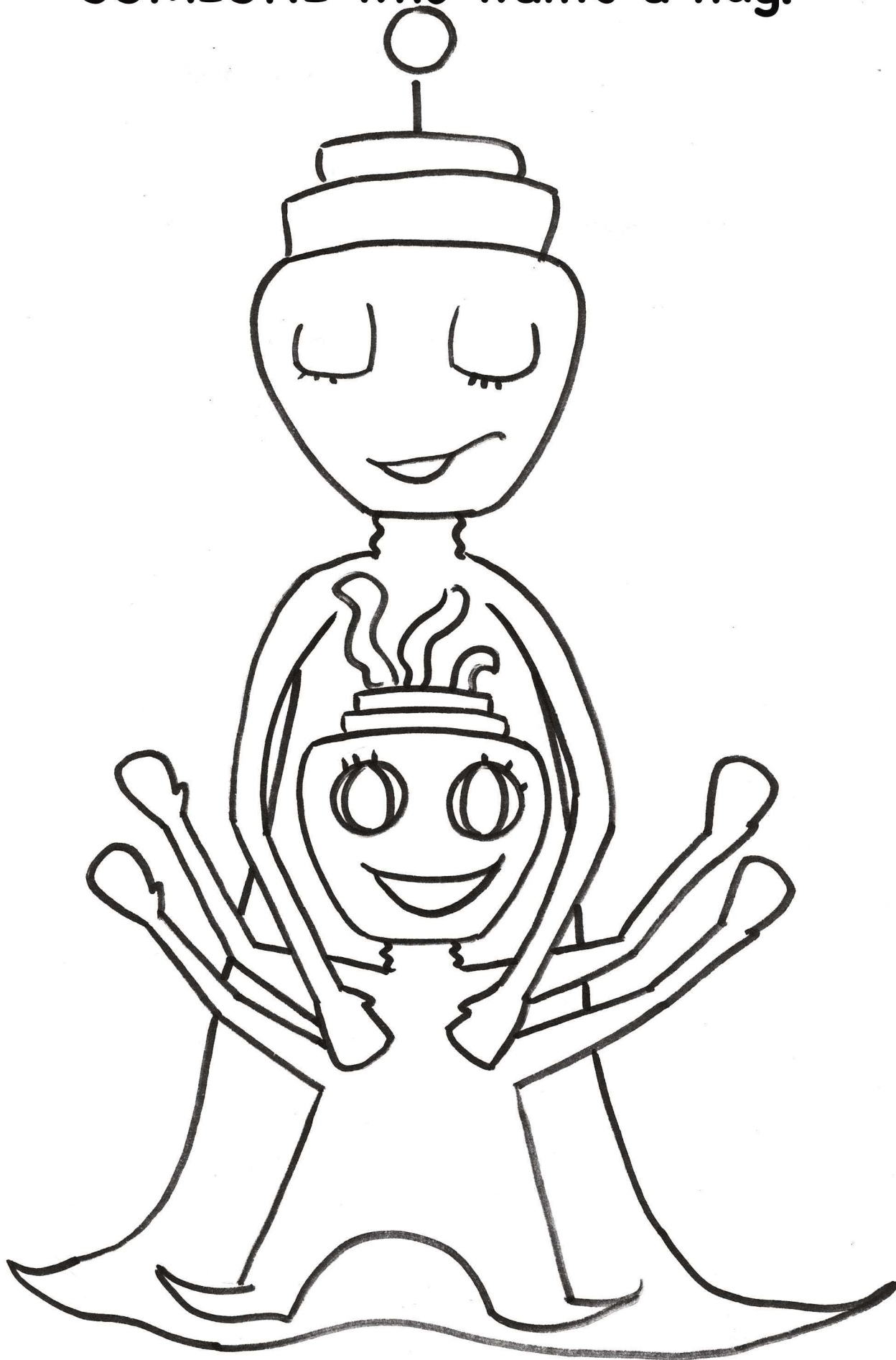


**That means if you want to hug your friend, you should ask. And if your friend doesn't want a hug, THEY can say, "NO!"**

And that doesn't mean that they don't love you. It doesn't mean they won't want a hug another time. But it means you cannot touch them. Because it's THEIR body!



But don't worry. You can always find  
**SOMEONE** who wants a hug!



# Personal Timeline

## TEACHER'S NOTE/PREPARATION:

**TARGET GRADE:** Grade 3, Lesson 5

**TIME:** 45 minutes

## FLORIDA STANDARDS ALIGNMENT:

- SP.PK12.VI.2.4 – Identify aspects of human growth and development appropriate for the students developmental level.
- SP.PK12.US.5.5 – Retell and summarize a story or event.
- WL.K12.NH.5.2 – Write simple statements to describe aspects of daily life.

## LEARNING OBJECTIVE:

1. Recognize at least two stages of human development.
2. Identify at least two significant events in their lives at earlier stages of development.

## LESSON MATERIALS:

- Legal-sized paper – one piece per student
- Whiteboard and markers
- Crayons, colored pencils, or markers – enough for each student to have 2-3 each
- Strips of scrap paper
- Question box

## LESSON STEPS:

### GROUND RULES

*Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

***Make your ground rules list with your class. The first six 6 in bold may work with your grade level.***

*Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:*

- *no put-downs*
- *respect each other*
- *questions are welcome using the question box*
- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students. Answer question(s) from the previous lesson.

Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

Step 2: Introduce the lesson by explaining to students that today's topic is human growth and development. Remind students that babies are born after nine months of development. This development occurs inside a female body part called the uterus, which is a pear-shaped organ inside the abdomen that holds a fetus during pregnancy.

Step 3: Create a timeline on the board by drawing a long line along the bottom. Put the following stages of human development on the timeline and as you write each, ask the class to describe each stage briefly including what people look like and what they typically do during this stage. Stages include:

- Infancy/Babies
- Toddlers
- Big children (elementary school age)
- Adolescents/Teenagers
- Young Adults
- Middle-Aged Adults
- Older Adults

Step 4: Brainstorm some common events that have happened to most people and write these on a section of the board. The list might include:

- Learning to walk
- Learning to talk
- Starting school



- Childhood diseases
- Trips
- Learning to ride a bike/swim
- Any injuries (broken bones, etc.)
- Getting or losing a pet
- Losing baby teeth
- New brother or sisters

Step 5: Next distribute one piece of legal-sized paper and a few crayons/markers to each student. Have them draw a line on the long edge of the paper and write “birth” on the side all the way to the left and their current age on the side all the way to the right. Tell students that they are to write down events – both positive and negative – that have happened in their lives from birth to present. Tell students not to worry about remembering the exact age they were when everything happened or getting things in the exact right order. Instead, they can write words or draw pictures of themselves to indicate the personal milestones. Give students about 10 minutes to complete their personal timelines.

Step 6: Once ten minutes have passed, gather class’s attention, and have them stop their work. Ask them to find two or three people they are seated near and share their timelines in a small group. Give groups about five minutes to gather and share their timelines.

Step 7: Ask students to return their focus to the large group and lead a discussion based on the following questions:

- What do you think about the events in your life so far?
- What is one that you are looking forward to happening in the next few years?

Step 8: Close the activity by saying, “Most of you are big children who are approaching adolescence. You have already experienced a lot of important things in your life, but you are just about to begin a time of incredible change. Adolescence is a time in our lives when we experience a lot of changes with our bodies as we grow taller and mature. In the next two lessons, you will start to learn about something called puberty. It is another significant event on your personal timeline.”

**QUESTION BOX:** *Give each student several strips of scrap paper.*

Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.

*Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.*

**ASSESSMENT:** Steps 4-6 are designed to assess the learning objectives.



# Puberty: A Girl's Journey

**TEACHER'S NOTE/PREPARATION:** Please note that all students should receive puberty lesson for both boys and girls, even if the class is separated by sex.

**TARGET GRADE:** Grade 3, Lesson 6

**TIME:** 45 minutes

## FLORIDA STANDARDS ALIGNMENT:

- HE.3.PHC.1.3 – Recognize that body parts and organs work together to form human body systems.
- HE.3.PHC.1.5 – Demonstrate health behaviors that maintain or improve personal health.
- HE.3.PHC.3.1 – Explain when assistance is needed when making a health-related decision.

## LEARNING OBJECTIVE:

1. Students will understand changes to their reproductive body system and the impact of those changes on their personal health practices.
2. Students will understand how their hygiene practices improve personal health.
3. Students will explain who they can go to for assistance with a health-related decision.

## LESSON MATERIALS:

- Paper and pencil
- Strips of scrap paper
- Question box (using an empty box, create an anonymous question box students can use to ask any questions they may have about puberty)

## LESSON STEPS:

### GROUND RULES

*Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

**Make your ground rules list with your class. The first six 6 in bold may work with your grade level.**

*Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:*

- *no put-downs*
- *respect each other*
- *questions are welcome using the question box*
- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students. Answer question(s) from the previous lesson.

Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

Step 2: Ask students if they have ever heard the word “adolescence.” Write the word on the board. Explain to students that adolescence is the time between childhood and adulthood. Explain to students that during this time, they will experience a lot of growth in their bodies. This growth will change how they look and how they feel.

Step 3: Explain to students that the changes they will experience in their bodies is called puberty. Puberty begins at different ages for all people. Some experience puberty as young as 8 years old and other may not begin to see changes in their body until they are 14.

Step 4: Explain to students that both boys and girls experience changes during puberty and over the next two lessons, they are going to learn about both. Tell them it is normal to have questions and encourage them to use the question box to ask any questions they may have during the lessons.

Step 5: Give students small squares of paper or notecards to write down questions they may have throughout the video. Show students the Discovery Education video linked below:

Puberty: A Girl's Journey - <https://clever.discoveryeducation.com/learn/player/442a65d9-b26a-4f95-b91d-10c1afa03b3b>

Step 6: Exit Ticket: on a piece of paper or notecard, have students write down answers to the following prompts:

- 3 ways they can improve their health during puberty
- 2 ways body parts work together in healthy body systems

1 person they can go to for help in making a health-related decision

**QUESTION BOX:** *Give each student several strips of scrap paper.*

Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.

*Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.*

**ASSESSMENT:** Step 6 of the lesson is designed to assess students' understanding.

# Puberty: A Boy's Journey

**TEACHER'S NOTE/PREPARATION:** Please note that all students should receive puberty lesson for both boys and girls, even if the class is separated by sex.

**TARGET GRADE:** Grade 3, Lesson 7

**TIME:** 45 minutes

## FLORIDA STANDARDS ALIGNMENT:

- HE.3.PHC.1.3 – Recognize that body parts and organs work together to form human body systems.
- HE.3.PHC.1.5 – Demonstrate health behaviors that maintain or improve personal health.
- HE.3.PHC.3.1 – Explain when assistance is needed when making a health-related decision.

## LEARNING OBJECTIVE:

1. Students will understand changes to their reproductive body system and the impact of those changes on their personal health practices.
2. Students will understand how their hygiene practices improve personal health.
3. Students will explain who they can go to for assistance with a health-related decision.

## LESSON MATERIALS:

- Paper and pencil
- Strips of scrap paper
- Question box (using an empty box, create an anonymous question box students can use to ask any questions they may have about puberty)

## LESSON STEPS:

### GROUND RULES

*Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

**Make your ground rules list with your class. The first six 6 in bold may work with your grade level.**

*Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:*

- *no put-downs*
- *respect each other*
- *questions are welcome using the question box*
- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students. Answer question(s) from the previous lesson.

Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

Step 2: Using the exit tickets from lesson 6, do a brief review of the previous lessons to refresh students' memories about puberty in girls. You may also use this time to answer any questions in the question box, providing answers in alignment with the approved curriculum. NOTE TO THE TEACHER: If there are questions outside of the scope of the curriculum, you can read the question aloud, validate the importance of the question and then encourage students to talk to their parents about that question.

Step 3: Remind students that both boys and girls experience changes during puberty and that it is normal to have questions. Remind them to use the question box to ask any questions they may have during the lessons.

Step 4: Give students small squares of paper or notecards to write down questions they may have throughout the video. Show students the Discovery Education video linked below:

Puberty: A Boy's Journey - <https://clever.discoveryeducation.com/learn/videos/949f3d2e-7ec1-455a-9d8a-684ee0b90a30>

Step 5: Using a blank piece of paper, have students draw a Venn Diagram (or print a Venn Diagram for each student). After the video, have students compare the changes that occur in boys and girls.

**QUESTION BOX:** Give each student several strips of scrap paper.

Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If

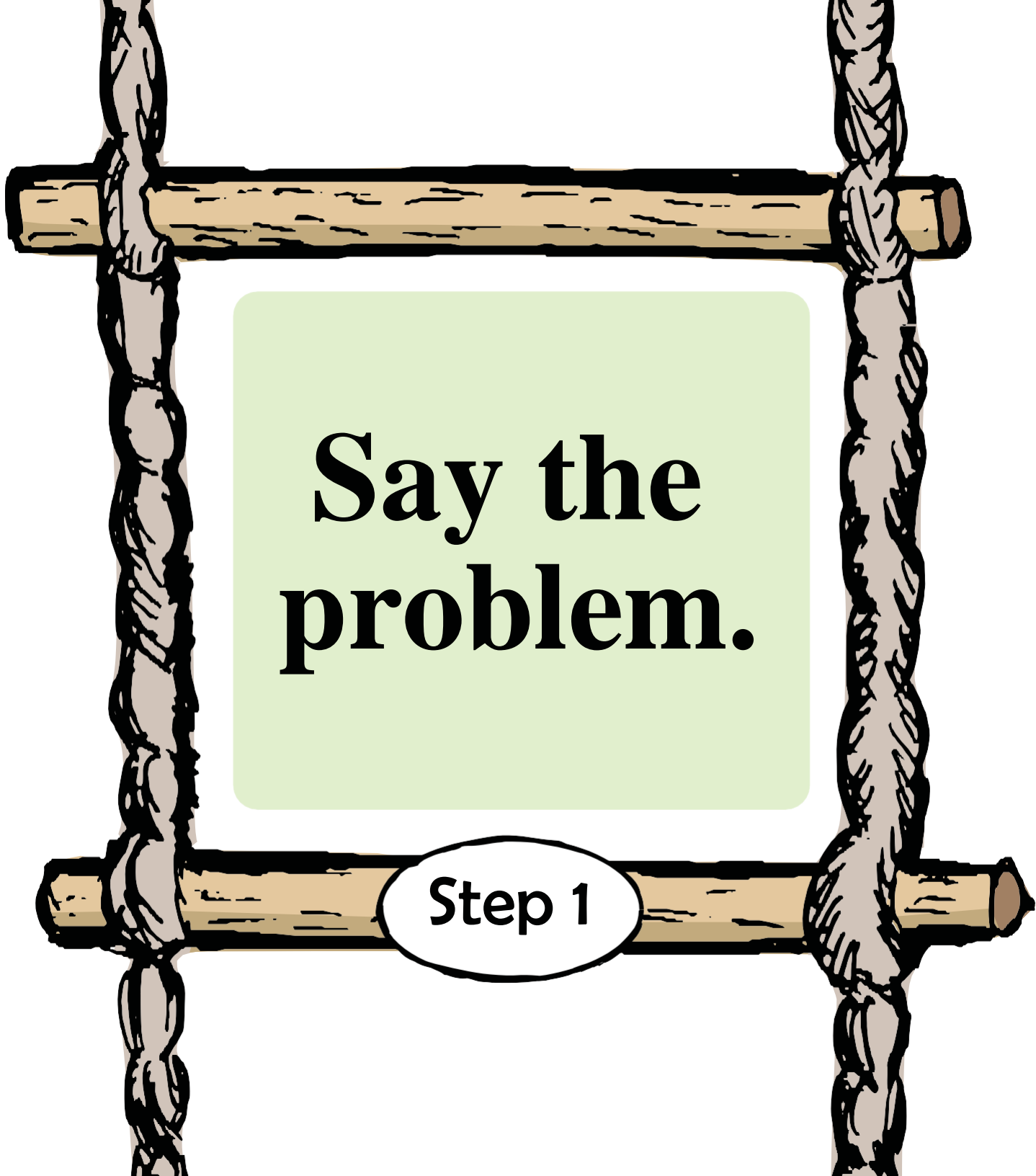
everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.

Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum.

Remind students that you may not be able to answer all questions.

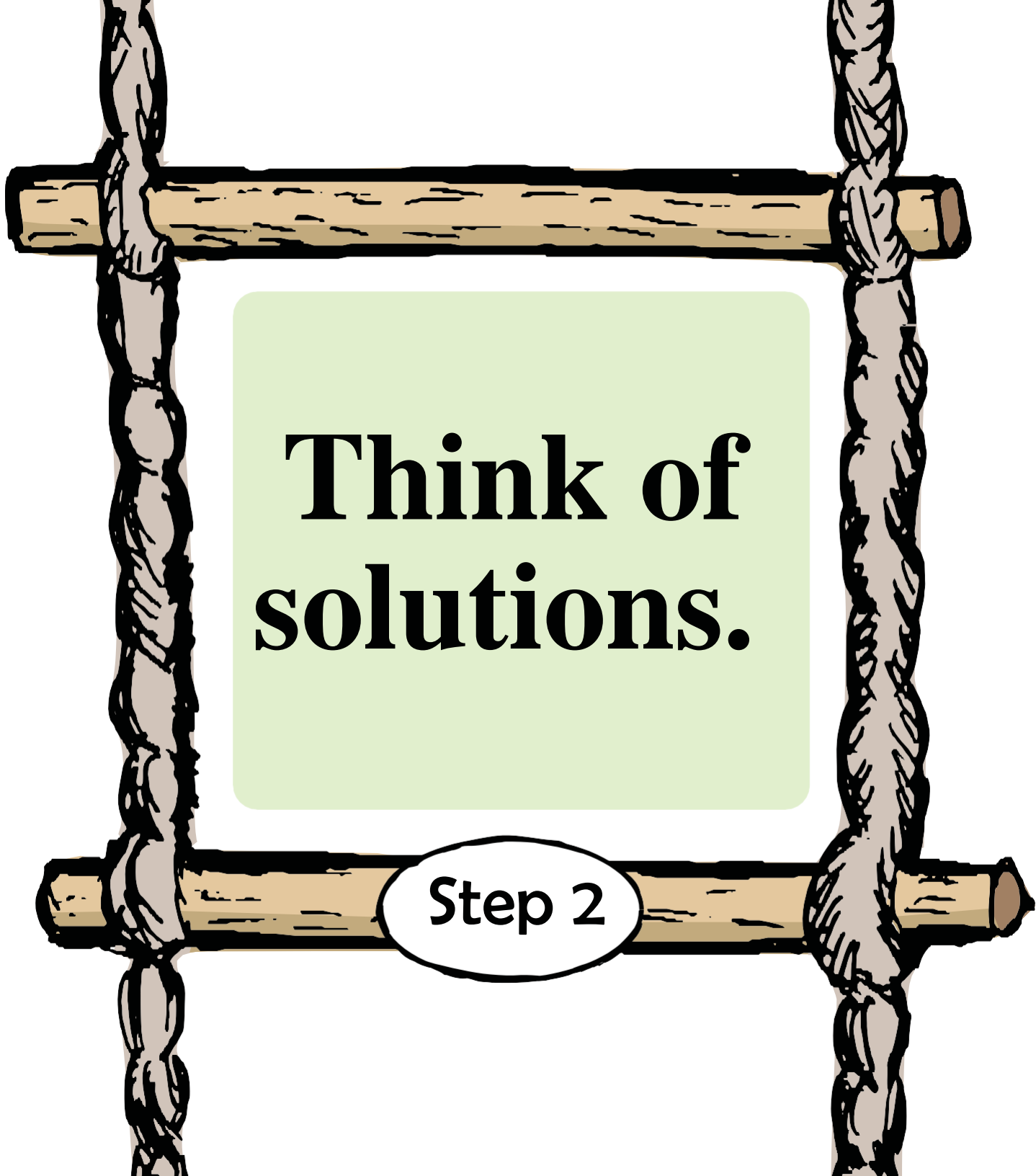
**ASSESSMENT:** Step 5 of the lesson is designed to assess students' understanding.





**Say the  
problem.**

**Step 1**



**Think of  
solutions.**

**Step 2**

A wooden signpost with a green sign and a white oval. The signpost is made of two horizontal wooden poles and two vertical wooden poles, all wrapped in a thick, braided rope. The green sign is in the center, and the white oval is on the bottom pole.

**Explore  
the  
solutions.**

**Step 3**

A hand-drawn wooden frame made of four thick, textured logs. The logs are arranged in a square shape, with the corners overlapping. The frame is light brown with black outlines and some grey shading to indicate texture. In the center of the frame is a white rectangular sign with a light green border. The sign contains the text "Pick a solution." in a bold, black, serif font. Below the sign, on the bottom horizontal log, is a white oval containing the text "Step 4" in a bold, black, sans-serif font.

**Pick a  
solution.**

**Step 4**



**Step Up!**  
Try the  
solution.

Step 5

# STEPS TO SOLVING A PROBLEM

TRY THE  
SOLUTION

**S**TEP UP!

**P**ICK A SOLUTION

**E**XPLORE THE SOLUTIONS

**T**HINK OF SOLUTIONS

**S**AY THE PROBLEM



# PST! Got a Problem?



## PAUSE.

Take a deep breath and ask yourself,  
*What's the problem?*



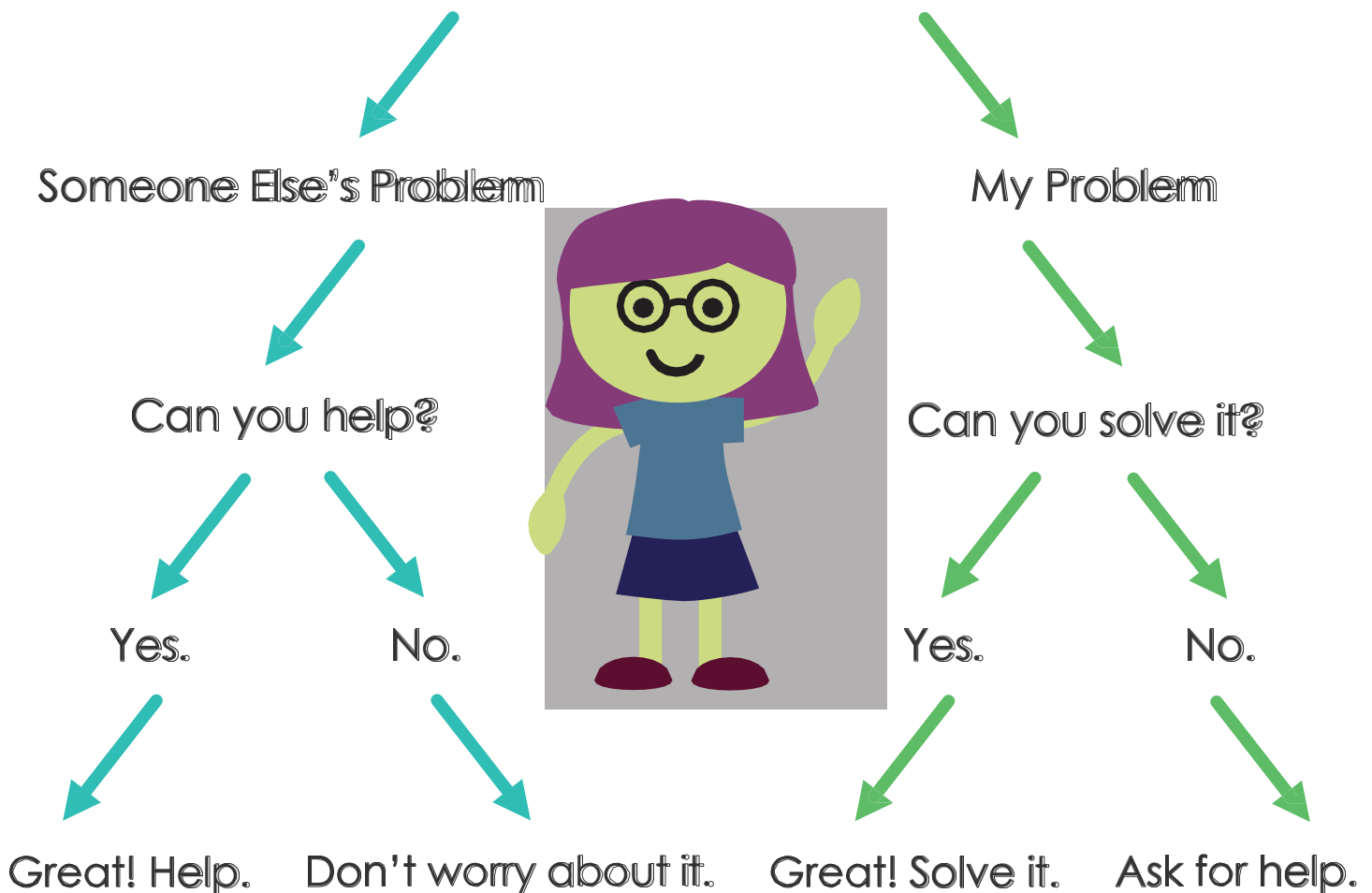
## SAY

Say the problem.



## THINK

*Whose problem is it?*





# Creating Healthy Habits

**TEACHER'S NOTE/PREPARATION:** Problem-solving cards for this lesson are in a separate file. They are not at the end of this lesson. If you choose to use the cards, you will need to print/download them.

**TARGET GRADE:** Fourth Grade, Lesson 1

**TIME:** 45 minutes

## **FLORIDA STANDARDS ALIGNMENT:**

- **HE.4.PHC.1.1** – Identify examples of mental and physical health.
- **HE.4.PHC.2.2** – Describe ways a safe, healthy school environment can influence personal health.
- **HE.4.PHC.3.1**- Examine when assistance is needed to make health-related decisions.
- **HE.4.PHC.3.3** – Predict the personal short-term impact of each option on self and others.
- **HE.4.CEH.1.1** – Investigate how healthy and unhealthy behaviors impact the community.

## **LEARNING OBJECTIVE:**

1. Students will identify why daily cleanliness is important for health.
2. Students will identify basic daily cleanliness habits and routines.
3. Students will identify the consequences of not maintaining healthy habits.
4. Students will utilize the problem-solving steps.

## **LESSON MATERIALS:**

- Paper
- Markers or Crayons
- Problem Solving Cards and Poster

## **LESSON STEPS:**

### **Vocabulary**

**Cleanliness** – keeping your body free from dirt and germs

**Grooming** – activities we do to help our body and clothes stay neat and clean

**Daily** – every day of the week

**Communicable Disease**- Illnesses that spread from one person to another.

## **GROUND RULES:**

*Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*

- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

***Make your ground rules list with your class. The first six 6 in bold may work with your grade level.***

*Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:*

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***
- ***speak for yourself***
- ***respect personal boundaries***
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Ask the following questions –

1. Why do we brush our teeth? (To ensure our mouth is clean.) What can happen if we do not brush our teeth? How would you feel sitting next to someone who did not brush their teeth?
2. Why is it important to stay neat and clean? (We want to look our best, feel good, and avoid germs.) What are the consequences of not staying clean?
3. What is a communicable disease? (Illnesses that spread from one person to another)
4. How can we protect ourselves from some communicable diseases? (Possible answers, coughing into our sleeve, using a tissue, not shaking hands or touching someone if we have coughed or sneezed in our hand, washing hands)

Step 3: Explain to students - It is important to know what to use to stay neat and clean, how to do it, and when to do it. Ask: Do you know how to stay neat and clean?

Step 4: Using the Chart below to guide the discussion, you may use “Ask and Response” techniques to get the children to tell the class the important things to do (How) for each activity and the frequency (When) they should be done.

### Healthy Habits Chart

What	How	When
<p><b><u>General Cleansing</u></b></p> <p>Hands, face, and body</p>	<p>Use soap, warm water, and a washcloth to clean away all the dirt and germs. Washing the entire body including behind ears and under arms. Use a clean bath towel to dry completely. Do not share towels. Washing means <b>always</b> using soap, not just water.</p>	<p>Hands and face: before meals, after playing, using the restroom, and whenever necessary.</p> <p>Body: bath or shower at least once a day.</p>
<p><b><u>Oral Care</u></b></p> <p>Brushing teeth</p>	<p>Using only a pea-sized drop of toothpaste, brush your teeth with short, gentle strokes, paying special attention to the gumline and hard-to-reach back teeth. Proper brushing should take a full TWO MINUTES.</p>	<p>BRUSH AT LEAST two times each day – in the morning after breakfast, and before going to bed. You should also brush after eating any sticky or sugary foods. For fresher breath, brush your TONGUE, too!</p>
<p>Flossing Teeth</p>	<p>Holding floss tightly between the thumb and index finger, slide floss up and down teeth, using clean sections of floss as you go from tooth to tooth.</p>	<p>Floss at least once daily. (Do this BEFORE brushing.)</p>

- Ask: How often should you get a new toothbrush? (Every three months, or whenever it begins to show wear, and it's IMPORTANT to replace your toothbrush after you've had a cold, a sore throat or the flu, since bristles may collect germs that can lead to reinfection.)
- Ask: What should you do when you sneeze and/or cough? (Cover your nose and mouth by sneezing into the inside of your elbow. This keeps your hands germ-free.) Why is it important to cover your sneeze and cough?
- Ask: What should you do with dirty Kleenex (facial tissues)? (Throw them into a trash receptacle. NEVER leave used tissues lying around for somebody ELSE to pick up.)

Step 5: Problem Solving

1. Engage students in conversation and discussion- Say to students. Everyone has problems, but the first step to solving a problem is to say the problem and the next is to identify whose problem it is to solve. We can first say the problem by looking at a situation and identifying what is wrong. Once you know the problem you can ask whose problem is it to solve.
2. Tell students the steps to solving a problem: Say the problem. Think of solutions. Explore the solutions. Pick a solution. Step up and try the solution. (You may use the problem-solving cards.)
3. Tell students you want them to think about some situations, then tell you what they think would be the best thing to do in each situation. They must say the problem and ask whose problem it is. Ask for student volunteers to move through the steps to solving the problems identified.
  - Ask: You go to a sleepover and forget your toothbrush. What is the Problem? Whose problem is it? Ask for student volunteers to move through the steps to solving the problem. *Note to teacher: Remind students - You should NEVER share your toothbrush with anyone else! Sharing a toothbrush could lead to the spread of germs.*
  - Ask: Your hands are dirty and you need to wash them. You go to the bathroom and there is no soap or water. What is the Problem? Whose problem is it? Ask for student volunteers to move through the steps to solving the problem.
  - Ask: You have a runny nose and need a tissue, your friend gives you one that has already been used to wipe their nose. What is the problem? Whose problem is it? Ask for student volunteers to move through the steps to solving the problem.
  - Ask: It is picture day at school and you don't have a brush, comb, or other personal hair item. What is the problem? Whose problem is it? Ask for student volunteers to move through the steps to solving the problem. *Note to teacher: Remind students - It is important not to share personal care items with other people. Head lice or other communicable diseases can easily be spread from person to person, particularly in group settings.*
  - Ask: You are visiting a friend for dinner. Your friend is thirsty, but there is no more water in their cup. Your friend asks if they can drink from your cup of water. Ask for student volunteers to move through the steps to solving the problem. *Note to teacher: Remind students - It is important not to use cups, utensils, or other personal care items (such as washcloths, towels, underwear, etc.) with other people. Sharing personal items with others can transmit communicable diseases.*
  - Ask: You are at a pool party. You realize you have left your bathing suit at home. Ask for student volunteers to move through the steps to solving the problem.
  - Ask: You are visiting a relative. A family friend walks in and announces they have a bad cold. They see you, excitedly call your name, and walk over to give you a hug and kiss. Ask for student volunteers to move through the steps to solving the problem.

- Ask: You need to call your ride to pick you up from school. You have less than 5% battery left on your phone. Your sick friend walks over and asks to use your phone. Ask for student volunteers to move through the steps to solving the problem.

Step 6: Distribute paper and crayons/markers to students. Ask students to draw pictures of EVERYTHING they can think of that would happen if they never brushed their teeth and/or washed their body.

**QUESTION BOX:** *Give each student several strips of scrap paper.*

Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.

*Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.*

# Feeling Safe

**TARGET GRADE:** Grade 4, Lesson 2

**TIME:** 45 minutes

**FLORIDA STANDARDS ALIGNMENT:**

- HE.4.PHC.4.1 – Select appropriate responses to unwanted, unsafe, and threatening situations.

**LEARNING OBJECTIVE:**

1. Define the terms “consent,” “bodily autonomy,” and “personal boundary.”
2. Explain the four steps of the SAFE model.
3. Name at least one adult they could go to for help if someone was touching them in a way that made them feel uncomfortable.

**LESSON MATERIALS:**

- Whiteboard or chart paper and markers
- Strips of scrap paper
- Question box

**LESSON STEPS:**

**GROUND RULES**

*Note to teacher: This curriculum works best in classrooms where there’s a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student’s age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what’s expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

*Make your ground rules list **with** your class. The first six 6 in bold may work with your grade level.*

*Ground rules work better when students are involved in creating the list. The list doesn’t have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:*

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***

- *speaking for yourself*
- *respecting personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *using scientific terms for body parts and activities*
- *using inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students. Answer question(s) from the previous lesson.

Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

Step 2: Explain that today you are going to talk about our personal boundaries, and what to do if someone doesn't respect our boundaries. Say: "In previous grades, you've learned about consent, bodily autonomy, and personal boundaries. Today's lesson is going to be an important review. Let's start with that word, 'boundary.' Can someone tell me what it means to them?" Solicit responses, probing for something that gets close to "a limit on something." Explain that these limits – boundaries can be physical, and they can be personal. Say, "A physical boundary here at school might be the teachers' lounge. Who's allowed to go in there? [Teachers] Who is not allowed to go in there? [Students] So that boundary applies to all students. Our personal boundaries can be different from person to person. For example, one student might love hugs, but another student might not at all. If a person says they're okay with being hugged, they've given their consent. 'Consent' means saying you want to do something. Consent means you give someone permission. What's most important to remember is that each person has the right to say how they do and don't want to be touched – and other people need to respect that boundary. That's called 'bodily autonomy.' Similarly, if someone does not give their consent to be touched, you need to respect their boundary."

**NOTE TO THE TEACHER:** If you have used "welcome charts," where students get to select how they wish to be greeted when they enter your classroom (e.g., a fist bump, hug, wave, or something else), this would be a good place to refer to that as an example of how you show respect for the personal boundaries they set.

Ask, "Is it easy to tell someone when they are touching you in a way that you don't like?" Some students will say yes, and some will say no. Ask for examples of when it's easy to tell someone to stop (e.g., when it's a good friend, when it really hurts) and when it's not easy (e.g., when it is annoying but you don't want to make a big deal out of it, when it's an adult family member).

Say, "Regardless of how hard it might be to speak up, we need to be able to. If not, we won't feel safe at school, at home or with our friends. And we all have a right to feel safe."

Step 3: Write the word “SAFE” in large capital letters in a vertical line on the board. Say, “Thinking about the word SAFE is how we can remember how to respond to people who are touching us in a way that we don’t want to be touched.”

Distribute the blank “SAFE” worksheets. Explain to the class that you are going to give them specific steps they can take to help them stand up for themselves when they feel someone isn’t listening to or respecting their boundaries. Once the sheets have been distributed, ask the students to follow along and fill in the words as you go through them on the board.

Next to the “S” in “SAFE” on the board, write the word “STOP!” As you are writing say, “The S in ‘SAFE’ stands for ‘stop.’ The first thing we need to do is tell the person we don’t like what they’re doing. If we don’t, they might actually think we like it! What’s important, though, is to be clear. If I say ‘stop,’ but I say it quietly and with a smile on my face [do this to model it for the students] am I communicating clearly that I want it to stop? No. What I need to do is look serious and say directly, ‘stop it.’ [Model this for the students] You can use whatever ‘stop’ language feels right to you. What else could someone say?” Probe for: “I don’t like that,” “Cut it out,” “No!” “Don’t do that!”, etc. Make sure the students have completed the word “stop” on their worksheets. I also find that having kids practicing yelling the word stop helps. Demonstrating it out loud and also picking students to come up and model how they would tell someone firmly to stop (even screaming it). We should also tell them that it is okay to yell at or to be stern with adults in that situation.

Next to the “A” write the words “Get AWAY,” with “away” in all capitals, and have them do the same. As you are writing, say, “The ‘a’ is about getting away from the person who isn’t respecting our boundaries. If, say, you are sitting with friends and one pinches you, what should you NOT do?” [pinch the person back] “Instead, you want to say ‘stop that’ and move away from that person, which moves us to the next letter in SAFE...”

Next to the “F” on the board, write, “FIND AN ADULT.” As you write, say, “The ‘f’ stands for ‘find an adult.’ Sometimes, other kids, or even adults, won’t listen when we say ‘stop.’ Or, they’ll stop in that moment and then do it again. So if you’ve said STOP, and you’ve gotten AWAY from the person – it may be time to FIND AN ADULT to help you so it doesn’t happen again.” Ask, “Who are some adults you can go to for help when someone isn’t respecting your boundaries?” Probe for: parents/caregivers, other family members (grandparent, aunt, uncle, etc.), teachers or other adults working at school, friends’ parents/caregivers, etc. Ask, “But what happens if the person who’s not respecting your boundaries is an adult?” If the students don’t say it, say, “Find another adult. You have the right to feel SAFE in your body – so if an adult is not respecting your boundary, you go right to another in your trusted triangle adult and tell that person. You should keep telling until you are heard and helped.”

Turn back to the board, and next to the “E” write the word “EXPLAIN,” saying, “Once you’ve found that adult you trust, EXPLAIN clearly to that person what happened and what you said or did in response.” Be sure the students have written the word “explain” on their sheets.

Step 4: Explain that you are now going to practice using this SAFE model in real-life situations. Read the following scenario aloud:



“Coen is a piker. He loves to poke people. He thinks it’s funny. When he first gets to school, he goes right up to individual kids and gives them a single poke right in the belly button, and yells, ‘poke!’ Some of the kids think it’s funny. Some think it’s annoying but try to ignore him. Patrick really doesn’t like it. He has a scar from a surgery he had a year before, and whenever he’s touched in that area, it can feel unpleasant, or even hurt.”

Say, “So, clearly Patrick doesn’t want Coen to do this anymore. Let’s use the SAFE model together and see what he can do to make it stop.”

Go through the model one letter at a time. With every step, probe with the students how Patrick should do each. For example, “How should Patrick say ‘stop?’” and “If it’s first thing in the morning at school, how can he move away from Coen?” and so on.

Once completed, say, “Great! Now you’re going to practice this on your own.”

- Step 5: Divide the class into pairs. Once they are in their pairs, say, “I want you to talk with your partner about a time that someone touched you without your consent. Discuss how you responded to the situation. Would you have responded differently if you used the SAFE model? Practice, with your partner, how you would respond using the SAFE model.”
- Step 6: Close by reminding students that their bodies are theirs, and that no one has the right to touch them in ways that make them feel uncomfortable. Encourage them to remember the SAFE model and remind them that they can always go to an adult for help.
- Step 7: End the class by giving each student several slips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell their students NOT to write their name on the slip unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each slip of paper, but it is OK for students to use as many slips as they like. (Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum.)

**QUESTION BOX:** *Give each student several strips of scrap paper.*

Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.

*Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum.*

*Remind students that you may not be able to answer all questions.*

**ASSESSMENT:** Step 2 is designed to achieve learning objective 1. Step 3 is designed to achieve learning objective 2. Steps 4 – 7 are designed to achieve learning objective 3.

**OPTIONAL HOMEWORK:** Have students write on a piece of paper the sentence stem, "If I needed to ask an adult for help, I'd ask..." Have them complete that statement with a minimum of 2 sentences saying who they would go to and why.

# Feeling Safe

**TARGET GRADE:** Grade 4, Lesson 3

**TIME:** 45 minutes

**FLORIDA STANDARDS ALIGNMENT:**

- HE.4.PHC.4.1 – Select appropriate responses to unwanted, unsafe, and threatening situations.

**LEARNING OBJECTIVE:**

1. Differentiate between the terms “upstander” and “bystander.”
2. Describe the four steps involved in being an upstander when bullying is happening.
3. Demonstrate effective ways of intervening when someone else is being bullied by creating and acting out a skit that integrates the four upstander steps.
4. Demonstrate an understanding of how being an upstander can inspire others to stand up against bullying.

**LESSON MATERIALS:**

- Computer and LCD projector
- External speakers, if possible so students can hear the video
- Handout: Our Upstander Story – one per every four students in the class, plus some additional copies if students feel they need to start over (Note: there are two versions of this handout for variety; each group should only receive one.)
- Homework: Making a Difference to Stop Bullying – one per student
- Notebook paper and pencils/pens
- Whiteboard or chart paper and markers
- Strips of scrap paper
- Question box

**LESSON STEPS:**

**GROUND RULES**

*Note to teacher: This curriculum works best in classrooms where there’s a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student’s age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what’s expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

***Make your ground rules list with your class. The first six 6 in bold may work with your grade level.***

Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:

- *no put-downs*
- *respect each other*
- *questions are welcome using the question box*
- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students. Answer question(s) from the previous lesson.

Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

Step 2: Explain that you know that the students have learned about bullying over the course of their time in elementary school, both at school and out in the world. Tell them that today you are going to quickly review the different types of bullying and then focus on what they can do if they see someone else being bullied.

First, show the following video on bullying:

<https://www.youtube.com/watch?v=KQZ9hDDz704>.

Once the video is done, ask if anyone has any questions. Next, show the following video on Upstanding: <https://www.youtube.com/watch?v=eeqQCyQOCPg>.

Step 3: Once the video is done, say, "Okay, so Zed talked about something called an 'upstander.' Can someone remind me of what he said, and how that's different from being a 'bystander'?" Probe for the idea that they are both what they sound like – that a bystander sits or stands by while something else is going on and doesn't do anything about it. An upstander, however, will see something going on that's wrong and figure out a way to stand up for what's right – without putting themselves in harm's way or getting into trouble.

Say, "Zed also shared four things you can do if you see someone being bullied. Can someone remind me of what those were?" Probe for:

- Be a buddy

- Interrupt the bully
- Speak out
- Tell someone

As the students share these four messages, write them on the chalk or wipe-off board. Explain that people can do some or all of these to help someone who's being bullied – but that even doing just one makes someone an upstander.

Say, “What we just saw was a cartoon – but we want to take what they were talking about and apply it to real life.”

Step 4: Tell the students they are now going to come up with their own scenes that put those four things into practice. Divide the class into groups of 4. Once they are in their groups, distribute one of the two worksheets, titled, “Our Upstander Story.” Ask them to decide who will be the recorder for their group. Have that person write all of the group members’ names at the top of the sheet. Next, ask them to think of a scene they could create where someone is being bullied – and where an upstander makes a difference. They are then to create an actual scene that their groups will act out in front of the class to show upstander behavior. Be sure to tell them that there may not be time for every group to act out their scene.

Give them the following guidelines for the activity:

- They must use at least two of the four upstander steps listed on the board.
- They cannot come up with a scene in which the upstander(s) bully the bully, or get physical in any way.

Tell them you are going to give them about 12 minutes in which to create their scene by completing the worksheet as a group. Emphasize that you are expecting them to take working on this activity seriously. As they start working, walk around the room to give guidance or pass out additional sheets of paper if any groups make mistakes or wish to start over. After 12 minutes, the teacher may pick a group(s) to share their skit with the whole class.

**Note to the Teacher:** As you are walking around to check in, be sure to eavesdrop on the scenarios they are creating to ensure students do not use inappropriate language or create scenarios that are offensive or attempt to be funny or silly.

Step 5: Call time and ask for groups to volunteer acting out their scenes. Remind the students that there may not be sufficient time to go through all of the scenes. After each, ask the class which of the four steps to being an upstander to bullying they noticed.

**Note to the Teacher:** In some cases, some inappropriate language or humor you did not catch during their work time may come up. This could include profanity, such as the students calling the bully certain names. If this were to happen, interrupt the scene, ask the students in that group to sit down, and either “take over” the scenario – meaning, continue to discuss the example with the larger class – or simply move on to the next group. You can then address the inappropriate behavior with those students after class.

Step 6: Once all the groups have gone, or once there are 5 minutes remaining in class, ask: “What did all of the skits have in common?” The answers will be determined by what the students

create; probe for, however, the concept that when there was an upstander in the situation, the bullying stopped.

Say, "Speaking up when you see someone else being treated badly or being hurt takes courage. It can be scary – but it's really important. Sometimes, all you need to do is have the courage to run and get an adult who can come and make the situation stop. If no one's nearby, however, now you have some other options for making this kind of behavior stop."

Collect the worksheets with the scenes written on them. Distribute the homework sheets and ask them to complete them for the next class session.

**QUESTION BOX:** *Give each student several strips of scrap paper.*

Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.

*Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.*

**ASSESSMENT:** The discussion following the video, as well as the creation of the skits, will help the teacher determine whether the students understand the differences between being an upstander and a bystander. The skit creation will enable the teacher to determine whether students understood the four bystander steps based on how they apply them to their scenes, which will be handed in at the end of class. The homework assignment will provide individual feedback on whether the last learning objective was met.

**HOMEWORK:** Distribute the worksheet: "Making A Difference to Stop Bullying" and ask them to hand it in during your next class.

## **Group Activity Scenario #1**

Instructions: Read the scene below about bullying. Fill in the blanks provided to create a scene in which people become upstanders. Please write clearly, as you will be handing these in when you are done.

Scene: Calvin is a 5th grader who is bigger than the other 5th graders. Whenever he's around teachers, he's very nice and respectful – but the minute adults aren't looking, he trips kids in the hallway and steals their lunches. He has three close friends who tell the kids that if they say anything, it'll get ten times worse for them. Kids are fed up, but they're scared about what will happen if they try to do anything about it.

Questions:

1. What is the name of the upstander in your scene?
2. What is the name of the student who's being bullied in your scene?
3. How does Calvin bully that student?
4. What does the upstander do in your scene to make the bullying stop?
5. What two upstander skills does your upstander use to try to stop the bully?

## Group Activity Scenario #2

Instructions: Read the scene below about bullying. Fill in the blanks provided to create a scene in which people become upstanders. Please write clearly, as you will be handing these in when you are done.

Scene: Jenny, a 5th grader, is considered the most popular student at school. Everyone wants to be her friend. She doesn't like to focus on school work, and makes fun of anyone who actually likes and does well at school. For the past few months, she has focused on one student, who is very smart, but awkward. When that student gets a good grade, Jenny grabs the assignment after class, crumples it up, and throws it away. When the teacher's back is turned, Jenny throws something at the student or says something mean to them. Most of the other students in the class think this is funny and laughs along with her – but not everyone.

Questions:

1. What is the name of the upstander in your scene?
2. What is the name of the student who's being bullied in your scene?
3. How does Calvin bully that student?
4. What does the upstander do in your scene to make the bullying stop?
5. What two upstander skills does your upstander use to try to stop the bully?



## Outstanding Young People Making a Difference to Stop Bullying – Homework

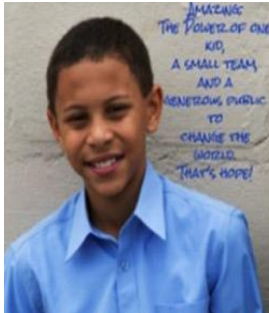
Name: \_\_\_\_\_

Directions: A lot of times, kids experience, or witness bullying and don't feel like they can do anything to make a difference. Read the examples below of how young people who have experienced or witnessed bullying, and used what they went through to work to reduce bullying toward other kids. Once you've read the descriptions, please answer the questions that follow.

### Vanessa VanDyke



At 13, Vanessa was teased by other kids because she wore her curly hair natural, without any products or treatment. She was told that her hair was a “distraction” and that she needed to style it differently. This made Vanessa feel awful about herself – so she and her family stood up on behalf of people who are made fun of just because of how they wear their hair by creating a line of natural hair care products for girls with naturally coily, curly, wavy, and kinky textured hair. They call it Vanessa’s Essence Hair Care, and their mission is to make sure that no one is made to feel badly about how their hair looks just because it may be different from others’.



When Jaylen was 8, he was teased at school because he had motor and vocal tics associated with Tourette’s Syndrome. That’s a condition that causes people to make unwanted twitches, movements, or sounds. Instead of being discouraged by it, he stepped up and became a leader, starting a campaign called “Jaylen’s Challenge” to stop school bullying. He accepts donations and sells anti-bullying wristbands that fund educational programs that help schools address bullying and teach students about accepting and celebrating differences. Celebrities who have worn Jaylen’s bracelets include Leonardo DiCaprio, Anthony Anderson and Sam Waterston. (<http://www.jaylenschallenge.org>)



As a middle schooler, Brigitte was taller than a lot of the other kids, and describes herself as a “geek” who was really into science. Because of these things, she was teased and bullied -- and witnessed others being bullied as well. She decided to do something about it. She wrote a book called “Dorie Witt’s Guide to Surviving Bullying,” which also has a website: <http://www.doriewitt.com>. When she was in high school, this “geek” became the youngest person ever to become involved in a NASA mission, and now gives talks at different schools about making bullying stop.

### Questions:

1. All three of these students were harassed or bullied in some way. Their inspiration to make changes came from their experiences. How can students who are NOT being bullied stand up for those who are?
2. Vanessa created a hair care line; Jaylen sold money to support educational programs; Brigitte wrote a book. If you wanted to make a difference in bullying outside of your school, what would you do?

# Making Sense of Puberty

**TEACHER NOTES/ADVANCED PREPARATION:** If you don't have a whiteboard at the front of the room, take three sheets of newsprint paper. On the top of the first write, "Physical," on the top of the second write, "Social" and "Emotional." Post these at the front of the room with another blank sheet over each to hide what is written there. Have approximately 30 one-inch pieces of masking tape pre-torn and partially stuck to the board or a desk at the front of the room to save time during the "Changes of Puberty" activity.

Print the changes of puberty cards (included between the lesson plan and homework)

**TARGET GRADE:** Grade 4, Lesson 4

**TIME:** 45 minutes

**FLORIDA STANDARDS ALIGNMENT:**

- HE.4.PHC.1.3 – Identify the human body parts and organs that work together to form healthy body systems.
- HE.4.PHC.1.4 – Identify the relationship between healthy behaviors and personal health.
- HE.4.PHC.3.1 – Examine when assistance is needed when making a health-related decision.

**LEARNING OBJECTIVE:**

1. Describe at least three changes that take place during puberty.
2. Differentiate between what could be considered physical, and what are social and emotional changes of puberty.
3. Create a plan for maintaining personal hygiene during puberty.

**LESSON MATERIALS:**

- Paper
- Tape
- Homework worksheets
- Strips of scrap paper
- Question box

**LESSON STEPS:**

**GROUND RULES**

*Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*

- *referred to at the beginning and throughout the unit*

**Make your ground rules list with your class. The first six 6 in bold may work with your grade level.**

*Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:*

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***
- ***speak for yourself***
- ***respect personal boundaries***
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students. Answer question(s) from the previous lesson.

*Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.*

Step 2: Tell the class that you are going to be talking about puberty today. Say, "Puberty is something everyone goes through starting at around your age and over their teen years. It has to do with all the ways our bodies change to prepare us for becoming adults. This includes how we change emotionally – and socially – as well as physically."

Reveal the three flipchart sheets and say, "Most people know something about the physical changes of puberty – what our bodies go through. But there are also emotional changes – ways in which we change that have to do with our feelings. And there are also social changes – ways in which we change based on the people we spend the most time with. We are going to do an activity now that looks at these changes."

Divide the group into pairs. Once they are in their pairs, say, "I am going to give each pair two sheets of paper. On each sheet of paper you will see one of the changes of puberty. Please decide whether each one is a physical change, or an emotional or social change of puberty. Once you have decided, bring your sheets up to the front of the room, take a piece of tape, and stick it on the sheet you've decided they go on."

Answer any questions, and then distribute two slips from Changes of Puberty to each pair. Tell them they have 5 minutes in which to decide and bring their sheets up to the front of the room and place them on the correct list.

**NOTE TO THE TEACHER:** If you have a larger class, you may wish to break the students into groups of 3 as needed. As you distribute the sheets, try to mix them up, when you can, so that the pairs/groups receive sheets that go on different lists.

Step 3: Ask for student volunteers to take turns reading each sheet aloud. Once all the sheets have been read, ask the students whether they think they are all in the correct column, or whether any need to be moved. Move as needed. Then ask students whether they have questions about what any of the changes mean. There are teacher notes in the back of the lesson plan that can assist the teacher in answering any questions that may arise.

**NOTE TO THE TEACHER:** As you go through the information with the students, emphasize whenever possible that the changes you are discussing are all normal, but some people go through them sooner than others and this is also normal.

Step 4: Say something like, “Most of the changes we go through during puberty are physical. So, it can be a really good idea to figure out how you can manage these changes. I’m going to come around with a worksheet where you get to decide what you’re going to do.” Distribute the worksheet and answer any questions students have about the task. Tell students they will have about 5 – 7 minutes to complete it. Also let them know they will be sharing their responses with at least one other student in the room, and so they should write down something they are comfortable with another person reading or hearing.

Step 5: Once 5 – 7 minutes have elapsed, or most students seem finished, call attention to the front of the room. Ask students to get back into their pairs. Instruct them to share the answers they wrote down and talk about any ideas the other person came up with that they have questions about.

Step 6: After about 5 minutes, call attention to the front of the room. Tell the class you’re going to ask them some questions about their conversations, but that no one should share personal information about their partner with the class – that’s up to each person to share if they wish.

Ask: “What was it like to have those conversations with another student? What was [insert student responses] about it?”

“Did you notice you had more ideas in common or were most of your answers different from each other?”

“Would anyone like to share whether they had a tough time coming up with a plan for any of the items?” If any students choose to respond, ask for ideas from the rest of the class.

Step 7: Distribute the answer key with the physical, social, and emotional changes of puberty. Then pass out and explain their homework, telling students that it is due the next class.

**QUESTION BOX:** Give each student several strips of scrap paper.

Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.

*Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.*

**ASSESSMENT:** Steps 2 and 3 are designed to achieve the first two learning objectives, while steps 4 through 6 and the homework are designed to achieve learning objective 3.

**HOMEWORK:** Students will create a plan in the same format as the one they did in class for how they will manage social/emotional changes during puberty.

**Get taller**

**Grow breasts**

**Weight gain**



**Grow hair under  
arms, on legs,  
around genitals**

**Get acne**

**Hair texture may  
change**

**Hormones are raging**

**Voice deepens**

# **Spontaneous erections**

# **Menstruation**

**Wet dreams**



**Hips widen**

# **Voice cracks**

# **Muscle growth**

**Sweat starts to smell**

**May want to try  
more and riskier  
things**

**More interested in  
being with friends**

**May have more  
conflict with parents**

**Start to become  
interested in others  
as more than  
friends/ finding  
partners**



**Peer pressure  
increases**

**Mood swings – feel  
great one minute,  
and then really sad  
or angry the next**

# **Anxiety and stress**

**Intense feelings**

**Feel self-conscious  
about how your body  
looks**

**Might have hard time  
making up your  
mind/feel unsure a  
lot**

**Feel “paranoid” -  
everyone’s looking at  
or talking about you**

**Might start thinking,  
“Who Am I?” – try to  
define yourself as a  
person**



## Changes of Puberty Answer Key

### Physical Changes of Puberty

- Get taller
- Grow breasts
- Weight gain
- Grow hair under arms, on legs, around genitals
- Get acne
- Hair texture may change
- Hormones are raging
- Voice deepens
- Spontaneous erections
- Menstruation
- Wet dreams
- Hips widen
- Voice cracks
- Muscle growth
- Sweat starts to smell

### Social Changes of Puberty

- May want to try more and riskier things
- More interested in being with friends
- May have more conflict with parents/caregivers
- Start to become interested in others as more than friends/finding a partner
- Peer pressure increases

### Emotional Changes of Puberty

- Mood swings – you feel great one minute, and then really sad or angry the next
- Anxiety and stress
- Intense feelings
- Feel self-conscious about how your body looks
- Might have hard time making up your mind/feel unsure a lot
- Feel “paranoid” – everyone’s looking at/talking about you
- Might start thinking, “Who Am I?” – try to define yourself as a person

## **Changes of Puberty Teacher's Notes**

### **PHYSICAL**

#### **Get taller**

Everyone goes through puberty at different rates. This is totally normal.

How tall you will be is determined a lot by genes – or whether your biological family members were tall or short or somewhere in between.

#### **Grow breasts**

It is normal for one breast to be slightly larger than the other

If you have ovaries and a uterus, you're most likely to develop breasts. If you have a penis and testicles, however, you may temporarily develop breasts during puberty.

This is called "gynecomastia," and it can be very embarrassing and sensitive when it happens. A lot of teasing and bullying can take place, which is completely inappropriate and wrong. Gynecomastia usually goes away by itself.

#### **Weight gain**

All young people gain weight during puberty. Sometimes this is due to physical growth; sometimes this is due to an increase in fat on the body. Both are completely normal.

Many young people try to diet to lose weight during this time – and while it's always important to eat healthy food and exercise, a lot of the weight gain during puberty is temporary and evens itself out if you maintain a healthy lifestyle.

#### **Grow hair under arms, on legs, around genitals**

For people with darker hair, this hair growth may be more apparent.

Some people choose to shave this hair, whether it's on the face, legs, under the arms or elsewhere. There is no medical reason to shave, it is only about personal preference. If shaving anywhere near your genitals, it's really important to be extra careful.

#### **Get acne**

During puberty, your body starts producing more oil. The oil and dirt that gets trapped in the pores can lead to pimples or more widespread acne.

Pimples can appear on the face or other parts of the body, like the back or shoulders. Hair texture may change

Not everyone experiences a change in hair quality during puberty, but many people do.

Previously straight hair will sometimes become curlier or coarser; lighter hair may darken.

#### **Hormones are raging**

Hormones are the natural chemicals found in our bodies. We all have them, whether we are kids or adults.

Hormones are responsible for all of the physical changes in puberty (as well as some of the emotional ones). During puberty, they're present at really high levels – but they even out a bit once puberty is done.

### **Voice deepens**

This is more pronounced in boys. But kids of all genders may experience a deepening of their voice during puberty.

### **Spontaneous erections**

When penises stand up by themselves it's called an "erection." This has been happening since infancy and is totally normal. But during puberty and beyond, it can happen more often and can be more noticeable. Also, the erections can last longer.

During puberty, erections can happen out of nowhere, or spontaneously. They don't even have to be thinking about or looking at anything in particular. While this can be embarrassing they also tend to go away on their own after a short period.

### **Voice cracks**

Sometimes, kids' voices will deepen dramatically, going from higher to lower. Other times, there will be a transition between the two where the voice cracks. This can sound funny, but it usually makes the person feel self-conscious. The cracking is temporary, and the voice will be lower at the other end of it!

### **Menstruation**

One of the most dramatic changes a body with ovaries goes through is menstruating or getting a period. This is part of the normal monthly cycle where the body is preparing for a possible pregnancy by building up a lining of blood and tissue in the uterus.

Once a month, one of the ovaries releases an ovum or egg. This is a tiny egg, it's not like a chicken egg! This means the body is preparing for a possible pregnancy. If sperm gets inside the vagina and swims up into the uterus and fallopian tube after the egg is released, that egg and sperm could meet. If that sperm-filled egg then attaches itself to the wall of the uterus, a pregnancy begins. If that doesn't happen, the lining in the uterus is no longer needed, so it and the tiny egg leave the body during menstruation. This lasts about 5 to 7 days. We will talk about this more in another class.

### **Wet dreams**

During puberty, testicles start producing sperm, which as you just heard can cause a pregnancy if it meets an egg in the uterus. Sperm come out of the penis inside a fluid called "semen." It's normal for this semen to come out sometimes while sleeping. This is called a "nocturnal emission" or a "wet dream." This is different from wetting the bed, and is perfectly normal. Wet dreams happen less and less frequently with age.

### **Hips widen**

This can range from subtle to more pronounced. Both are completely normal! Acne

Young people of all genders experience this at some point.

Usually, this is an occasional zit here and there; sometimes it can be more serious. If you get a lot of acne, talk with a parent or caregiver about seeing a dermatologist (skin doctor).

### **Muscle growth**

All bodies and muscles develop during puberty. Everyone is different, and so some people may be more or less muscular.

### **Sweat starts to smell**

Puberty is when we tend to see a big increase in how frequently kids shower or take baths. This is also when a lot of young people start using deodorant.

# WHAT'S MY PLAN? CHANGES OF PUBERTY

## Student Worksheet

Name: \_\_\_\_\_

Directions: For each physical change of puberty listed below, write down one or two ways you think you can try managing it. If something doesn't apply to you/your body, write down what you think another person can do. You'll be sharing this with one other student, so be sure you write down things you are okay with another person knowing!

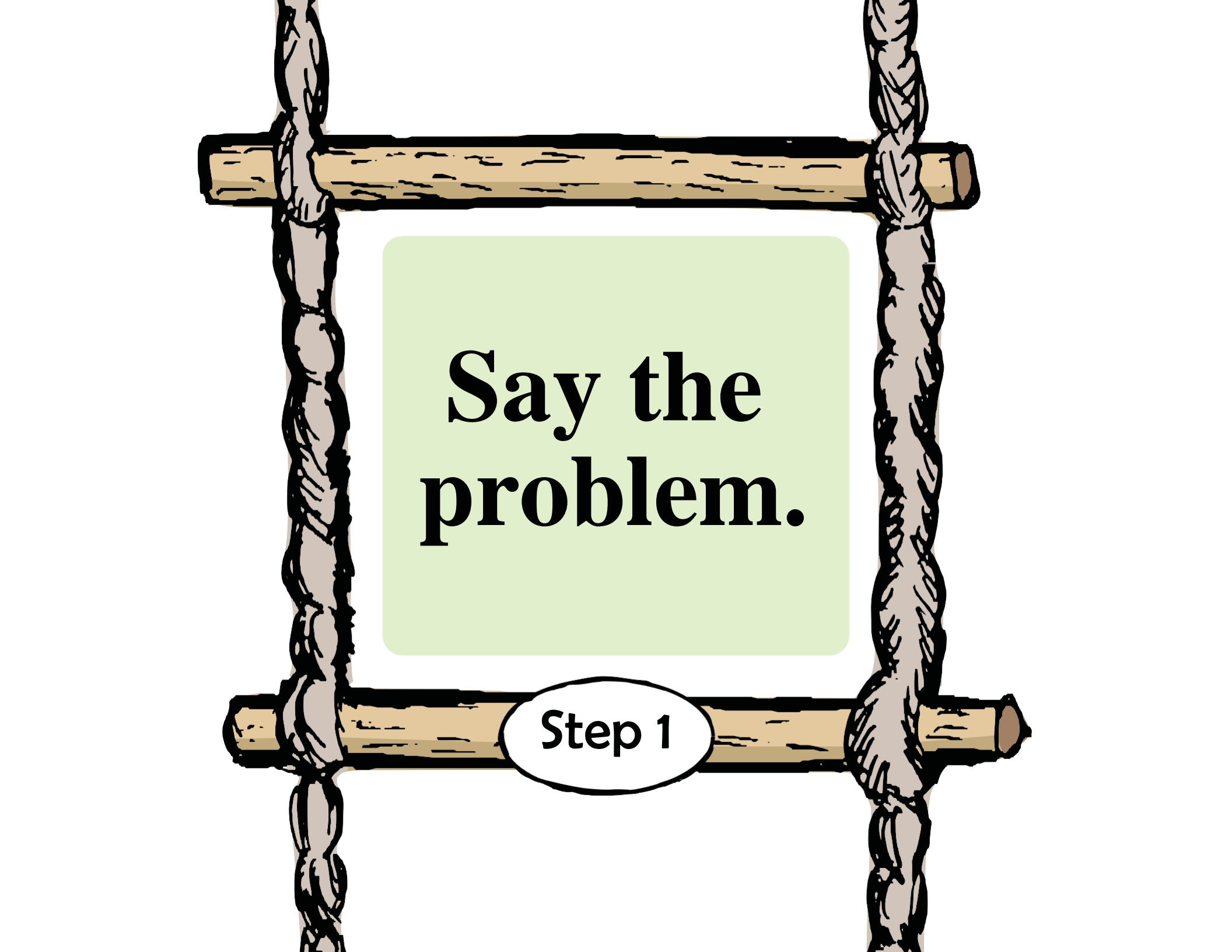
WHEN THIS HAPPENS...	I CAN TRY...
...I GET ACNE	
...MY SWEAT STARTS TO SMELL	
...I GET SPONTANEOUS ERECTIONS IN FRONT OF OTHER PEOPLE	
...I GET MY PERIOD	
...I HAVE A WET DREAM	
...MY HAIR GETS OILY	
...MY ARMS AND LEGS FEEL SORE AS THEY GROW	

WHEN THIS HAPPENS...	I CAN TRY...
<p>...I FEEL INSECURE BECAUSE OTHER KIDS ARE CHANGING BEFORE I AM</p>	
<p>...I HAVE MOOD SWINGS (FEELING HAPPY ONE MINUTE AND REALLY UPSET THE NEXT)</p>	
<p>...I FEEL REALLY ANXIOUS</p>	
<p>...I FEEL LIKE I CAN'T SAY NO WHEN A FRIEND PRESSURES ME TO DO SOMETHING I DON'T WANT TO DO</p>	
<p>...I START TO LIKE SOMEONE AS MORE THAN A FRIEND</p>	
<p>...I LIKE SOMEONE AS MORE THAN A FRIEND, BUT THEY DON'T LIKE ME BACK</p>	

If I have additional questions about puberty, I can ask these adults I trust:

- 1)
- 2)

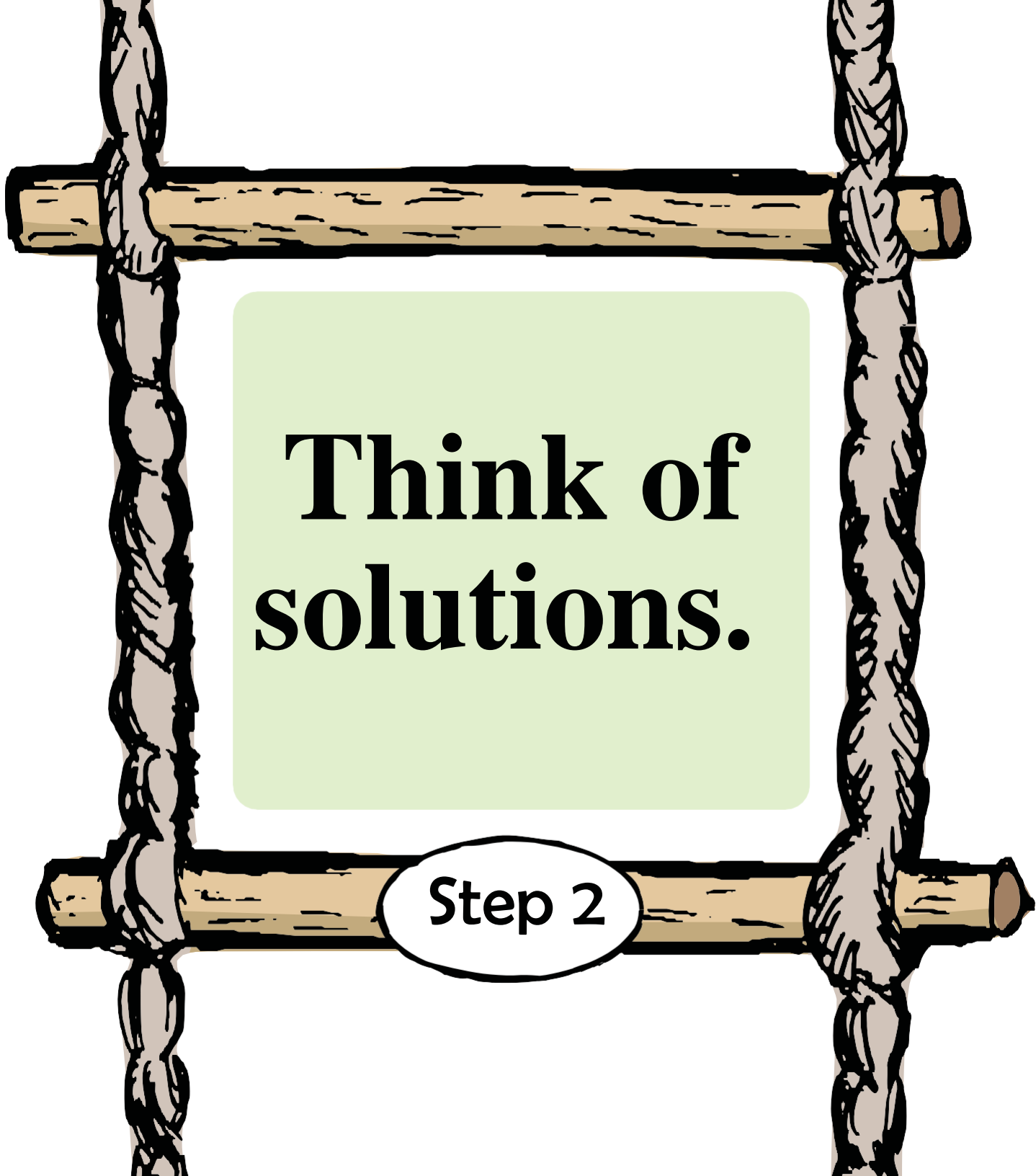




**Say the  
problem.**

**Step 1**



A wooden frame made of four sticks, with a green sign in the center and a white oval at the bottom. The frame is made of four wooden sticks, two horizontal and two vertical, with a thick, braided rope or twine wrapped around each stick. In the center of the frame is a light green rounded square sign with the text "Think of solutions." in a bold, black, serif font. At the bottom center of the frame is a white oval with a black outline containing the text "Step 2" in a bold, black, sans-serif font.

**Think of  
solutions.**

**Step 2**

A wooden signpost with a green sign and a white oval. The signpost is made of four wooden poles, two horizontal and two vertical, with a thick, braided rope or twine wrapped around the vertical poles. The sign is a light green rounded rectangle with the text "Explore the solutions." in a bold, black, serif font. Below the sign is a white oval with the text "Step 3" in a bold, black, sans-serif font.

**Explore  
the  
solutions.**

**Step 3**

A hand-drawn wooden frame made of four thick, textured logs. The logs are arranged in a square shape, with the corners overlapping. The frame is light brown with black outlines and some shading to give it a three-dimensional appearance. In the center of the frame is a white rectangular sign with a light green border. The sign contains the text "Pick a solution." in a bold, black, serif font. Below the sign, on the bottom horizontal log, is a white oval containing the text "Step 4" in a black, sans-serif font.

**Pick a  
solution.**

**Step 4**



**Step Up!**  
Try the  
solution.

Step 5

# STEPS TO SOLVING A PROBLEM

TRY THE  
SOLUTION

**S**TEP UP!

**P**ICK A SOLUTION

**E**XPLORE THE SOLUTIONS

**T**HINK OF SOLUTIONS

**S**AY THE PROBLEM



# PST! Got a Problem?



## PAUSE.

Take a deep breath and ask yourself,  
*What's the problem?*



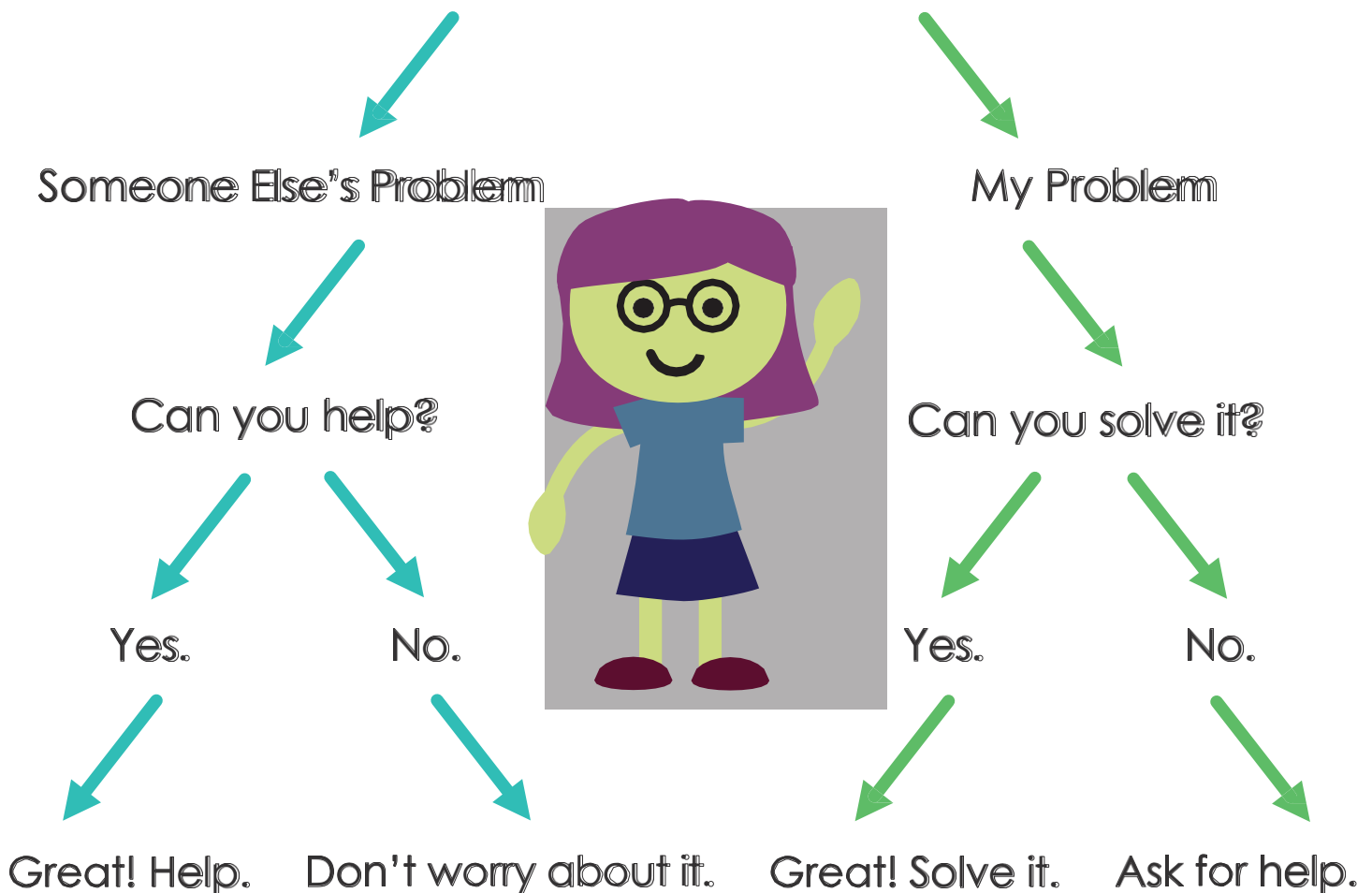
## SAY

Say the problem.



## THINK

*Whose problem is it?*



# Creating Healthy Habits

**TEACHER'S NOTE/PREPARATION:** Problem-solving cards for this lesson are in a separate file. They are not at the end of this lesson. If you choose to use the cards, you will need to print/download them.

**TARGET GRADE:** Fifth Grade, Lesson 1

**TIME:** 45 minutes

## **FLORIDA STANDARDS ALIGNMENT:**

- **HE.5.CH.1.3** – Recognize appropriate health care products and services in the community.
- **HE.5.PHC.3.2** - Select a healthy option when making decisions for yourself to maintain or improve personal health and reduce health risks.
- **HE.5.PHC.3.5** – Summarizes healthy options to health-related issues or problems.
- **HE.5.PHC.4.1**- Evaluate appropriate responses to unwanted, unsafe, and threatening situations.

## **LEARNING OBJECTIVE:**

1. Students will identify why daily cleanliness is important for health.
2. Students will identify basic daily cleanliness habits and routines.
3. Students will identify the consequences of not maintaining healthy habits.
4. Students will utilize the problem-solving steps.

## **LESSON MATERIALS:**

- Paper
- Markers or Crayons
- Problem Solving Cards and Poster
- Strips of scrap paper
- Question box

## **LESSON STEPS:**

### **Vocabulary**

**Cleanliness** – keeping your body free from dirt and germs

**Grooming** – activities we do to help our body and clothes stay neat and clean

**Daily** – every day of the week

**Communicable Disease**- Illnesses that spread from one person to another.

## **GROUND RULES:**

*Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*



- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

***Make your ground rules list with your class. The first six 6 in bold may work with your grade level.***

*Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:*

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***
- ***speak for yourself***
- ***respect personal boundaries***
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Ask the following questions –

1. What is a communicable disease? (Illnesses that spread from one person to another)
2. How can we protect ourselves from some communicable diseases? (Possible answers, coughing into our sleeve, using a tissue, not shaking hands or touching someone if we have coughed or sneezed in our hand, washing hands)

Step 3: Explain to students - It is important to know what to use to stay neat and clean, how to do it, and when to do it. Ask: Do you know how to stay neat and clean?

Step 4: Using the Chart below to guide the discussion, you may use “Ask and Response” techniques to get the children to tell the class the important things to do (How) for each activity and the frequency (When) they should be done.

### Healthy Habits Chart

What	How	When
<p><b><u>General Cleansing</u></b></p> <p>Hands, face, and body</p>	<p>Use soap, warm water, and a washcloth to clean away all the dirt and germs. Washing the entire body including behind ears and under arms. Use a clean bath towel to dry completely. Do not share towels. Washing means <b>always</b> using soap, not just water.</p>	<p>Hands and face: before meals, after playing, using the restroom, and whenever necessary.</p> <p>Body: bath or shower at least once a day.</p>
<p><b><u>Oral Care</u></b></p> <p>Brushing teeth</p>	<p>Using only a pea-sized drop of toothpaste, brush your teeth with short, gentle strokes, paying special attention to the gumline and hard-to-reach back teeth. Proper brushing should take a full TWO MINUTES.</p>	<p>BRUSH AT LEAST two times each day – in the morning after breakfast, and before going to bed. You should also brush after eating any sticky or sugary foods. For fresher breath, brush your TONGUE, too!</p>
<p>Flossing Teeth</p>	<p>Holding floss tightly between the thumb and index finger, slide floss up and down teeth, using clean sections of floss as you go from tooth to tooth.</p>	<p>Floss at least once daily. (Do this BEFORE brushing.)</p>

- Ask: How often should you get a new toothbrush? (Every three months, or whenever it begins to show wear, and it's IMPORTANT to replace your toothbrush after you've had a cold, a sore throat or the flu, since bristles may collect germs that can lead to reinfection.)
- Ask: What should you do when you sneeze and/or cough? (Cover your nose and mouth by sneezing into the inside of your elbow. This keeps your hands germ-free.) Why is it important to cover your sneeze and cough?
- Ask: What should you do with dirty Kleenex (facial tissues)? (Throw them into a trash receptacle. NEVER leave used tissues lying around for somebody ELSE to pick up.)

#### Step 5: Problem Solving

1. Engage students in conversation and discussion- Say to students. Everyone has problems, but the first step to solving a problem is to say the problem and the next is

to identify whose problem it is to solve. We can first say the problem by looking at a situation and identifying what is wrong. Once you know the problem you can ask whose problem it is to solve.

2. Tell students the steps to solving a problem: Say the problem. Think of solutions. Explore the solutions. Pick a solution. Step up and try the solution. (You may use the problem-solving cards.)
3. Tell students you want them to think about some situations, then tell you what they think would be the best thing to do in each situation. They must say the problem and ask whose problem it is. Ask for student volunteers to move through the steps to solving the problems identified.
  - Ask: You go to a sleepover and forget your toothbrush. Ask for student volunteers to move through the steps to solving the problem. *Note to teacher: Remind students - You should NEVER share your toothbrush with anyone else! Sharing a toothbrush could lead to the spread of communicable diseases.*
  - Ask: Your hands are dirty and you need to wash them. You go to the bathroom and there is no soap or water. Ask for student volunteers to move through the steps to solving the problem.
  - Ask: Your friend has started menstruation. You notice blood on the back of her pants while she is walking down the hall. Ask for student volunteers to move through the steps to solving the problem. *(Note to teacher: Discussion may include the importance of not embarrassing the student who has blood on their pants)*
  - Ask: You are at a sporting event with a friend. Your friend drinks from a water bottle and passes it to you. You are very thirsty, but you left your water bottle in the car. Ask for student volunteers to move through the steps to solving the problem. *Note to teacher: Remind students - It is important not to use cups, utensils, or other personal care items (such as washcloths, towels, underwear, etc.) with other people. Sharing personal items with others can transmit communicable diseases.*
  - Ask: You are at a school when your menstruation starts. You look in your bag and notice you left your sanitary products at home. Ask for student volunteers to move through the steps to solving the problem. *Note to teacher: discussion to include seeking a trusted adult for assistance in solving the health-related issue.*
  - Ask: You are visiting a relative. A family friend walks in and announces they have a bad cold. They see you, excitedly call your name, and walk over to give you a hug and kiss. Ask for student volunteers to move through the steps to solving the problem.
  - Ask: You need to call your ride to pick you up from school. You have less than 5% battery left on your phone. Your sick friend walks over and asks to use your phone. Ask for student volunteers to move through the steps to solving the problem.

Step 6: Distribute paper and crayons/markers to students. Ask students to draw pictures of EVERYTHING they can think of that would happen if they never brushed their teeth and/or washed their body.

**QUESTION BOX:** *Give each student several strips of scrap paper.*

Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.

*Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.*

# Being Clear With Your Friends

**TARGET GRADE:** Grade 5, Lesson 2

**TIME:** 45 minutes

**FLORIDA STANDARDS ALIGNMENT:**

- HE.5.PHC.4.1 – Evaluate appropriate responses to unwanted, unsafe, and threatening situations.

**LEARNING OBJECTIVE:**

1. Successfully demonstrate assertive communication when expressing a difference of opinion with another person.
2. Successfully demonstrate at least one appropriate refusal skill when facing peer pressure.

**LESSON MATERIALS:**

- Whiteboard or chart paper and markers
- Worksheet – one situation for each pair of 2 students

**LESSON STEPS:**

**GROUND RULES**

*Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

***Make your ground rules list with your class. The first six 6 in bold may work with your grade level.***

*Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:*

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***
- ***speak for yourself***

- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students. Answer question(s) from the previous lesson.

*Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.*

Step 2: Tell students that relationships aren't always easy, whether they are relationships with family members, friends, classmates, or even romantic relationships. One of the things that happens, even in the best relationships, is that people have different opinions, likes and dislikes, and ideas about how to spend their time. Tell students that when conflict happens, it is very important to be able to communicate honestly. Ask, "What can sometimes make communication difficult even with someone you really like?"

Some possible responses might include:

- "I don't want to upset them."
- "I'm too embarrassed to talk about it."
- "We don't talk like that."
- "I don't want them stop being my friend."
- "It's too much work – I just want to have a friend I don't have to stress about."
- "It's none of their business."

Say, "While these are certainly all reasons that make it difficult to communicate in a relationship, no relationship can last without good communication of some kind. And HOW we express ourselves is just as important as WHAT we are trying to communicate. We are going to look at three ways that people communicate with each other: aggressively, passively, or assertively." Reveal the pre-printed definitions and review. Tell students: "Being AGGRESSIVE is when someone tries to get what they want by bullying the other person into it. Being PASSIVE is when a person is unclear in expressing their needs or afraid to. Sometimes this means that they won't speak up about what they want, but just go along with what the other person wants. Being ASSERTIVE is when a person says what they want or mean without being hurtful to the other person. They express their needs or opinions clearly while being respectful of the other person." Ask, "What if someone asked you to go see a particular movie that you really didn't want to see. How might you respond if you were passive?"

Possible responses might include:

- “I’d probably go anyway.”
- “I’d say, ‘Well, I’ve already seen it – but that’s ok, I’ll see it again if you really want to see it.’”

Ask, “What can be problematic about this kind of response?”

Possible responses might include:

- “Because you’d end up seeing a movie you didn’t want to see.”
- “Your friend might feel guilty for making you go.”
- “You might go but be really annoyed with your friend.”
- Ask, “How would you respond to the same question using aggressive communication?”
- Possible responses might include:
  - “I’ll go to the movies, but we’re going to see THIS movie, not that one.”
  - “Oh, I hate that movie. It’s so stupid.”
  - “Man, you have really bad taste in movies.”
- Ask, “What can be problematic about this kind of response?”
- Possible responses might include:
  - “Because it becomes all about what I want.”
  - “Because that’s rude and can make the other person feel bad.”
  - “Because your friend might get mad and you might lose them as a friend.”

Ask, “How would you respond to the same question using assertive communication?”

Possible responses might include:

- “I’d love to go to a movie, but not that one. Let’s see something we both want to see. What else is playing?”
- “I don’t really want to see that movie but I want to hang out with you. Can we do something else?”
- “I think I’m going to skip that movie because I heard it was really scary, but you go and we can hang out later together.”

Ask, “What makes this an effective way of responding?”

Possible responses might include:

- “Because both people’s needs count.”
- “Because the person says what they mean, but don’t offend the other person.”
- “Because they can find a compromise that they would both like.”

**Note to the Teacher:** It is possible that some students will insist that aggressive communication is the best especially if they really want to get their way. If this happens, try to facilitate a discussion about this. Some questions you can ask include: “If you can get what you want without hurting the other person, might it make more sense to do it that way? Why or why not?” “Would it be worth losing a friend to get your way?” “Would you stay friends with someone who answered you that way all the time to get what they wanted?”

Summarize this discussion by making the following points:

- Being in a relationship does not mean that a person has to give up who they are and their own needs.
- In a healthy relationship, both people should be able to express themselves openly, and be able to listen to, appreciate, and accept the other person's needs.
- Compromise is a part of every relationship. This means that you give in sometimes, and the other person gives in at other times. But if one person is giving in more often than the other, it is an unequal, unhealthy relationship.
- It is important to stick to what you believe in and the decisions you make, even if they're different from what people around you are saying.
- No one should do anything in a relationship that they do not feel right about doing.

Step 3: Explain to students that while most people in relationships respect one another when one of them doesn't want to do something and take each other's feelings into account, sometimes, people just don't take "no" for an answer. Say, "In these cases, it is really important to be able to stick to your beliefs and your decisions. But it can be hard, especially if the other person is putting pressure on you. So, let's discuss some good refusal skills for those situations." Explain that there are three good strategies they can use: "But what happens if the person who's not respecting your boundaries is an adult?" If the students don't say it, say, "Find another adult. You have the right to feel SAFE in your body – so if an adult is not respecting your boundary, you go right to another in your trusted triangle adult and tell that person. You should keep telling until you are heard and helped."

Turn back to the board, and next to the "E" write the word "EXPLAIN," saying, "Once you've found that adult you trust, EXPLAIN clearly to that person what happened and what you said or did in response." Be sure the students have written the word "explain" on their sheets.

- Say "no" clearly and firmly.
- Keep repeating your refusal until the person stops asking (tell the person that they are pressuring you and they should stop).
- If all else fails, simply walk away and refuse to discuss the issue further.

Step 4: Tell students that you will now practice using assertive communication in responding to potential conflict situations. Explain that in this activity they will role play carrying out a decision they make and communicating it clearly and assertively. Divide students into pairs. Show the class the pre-written instructions so everyone can see:

- Review the situation and decide what to do.
- Decide who will play the roles.
- Decide as a group how the person can be assertive and stand up to their friend.
- Plan a very short role-play about two minutes long.

Hand out the scenarios from the "Conflict Situations" to each pair.

**Note to the Teacher:** Feel free to add specific scenarios that may related to something that has actually happened in your class or that you feel is appropriate for your students. Choose the ones that will have the most relevance and meaning for your class. You can also give the



same scenario to more than one pair and see how different pairs decide to demonstrate assertive communication. Once completed, say, "Great! Now you're going to practice this on your own."

Step 5: Give groups about 5 minutes to plan. Then have each Pair present its role-play. After each role play, discuss the following questions:

- Was the student assertive?
- What technique(s) did they use? (Said "No" clearly; Kept repeating refusal; Walked away)
- Do you think they were effective? Why or why not?

**QUESTION BOX:** *Give each student several strips of scrap paper.*

Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.

*Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.*

**ASSESSMENT:** The role plays are designed to assess Learning Objectives one and two. Through role play, students should be able to demonstrate assertive communication and appropriate refusal skills.

### **CONFLICT SITUATION – 1**

Monique’s parents expect her to come home directly from school each day. But today, Jamila wants Monique to come to her house for a little “get together” after school. Some of the other kids are coming over and Jamila’s mother won’t be home. Monique doesn’t want to go because she knows her parents will be really angry if she goes and she isn’t sure it is safe without any adults there. Jamila doesn’t want to take “no” for an answer because Monique is her best friend.

Question: How can Monique use assertive communication skills to tell Jamila how she feels? Write down some ideas for a role play that will demonstrate Monique using assertive communication to express her views. Think about some ways that Jamila might respond and what else Monique can do.

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### **CONFLICT SITUATION – 2**

Santi asked Jared if he could borrow his bike to go to soccer practice. This is a brand new bike Jared just got for his birthday, and he really doesn’t want to lend it to Santi. Santi promises to take good care of it and says he would lend his bike to Jared if he asked because they are friends so Jared should do the same thing.

Question: How can Jared use assertive communication skills to tell Santi how he feels? Write down some ideas for a role play that will demonstrate Jared using assertive communication to express his views. Think about some ways that Santi might respond and what else Jared can do.

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### **CONFLICT SITUATION – 3**

It was a hot day and Ben and Maya had played hard. They both want to get cold drinks from the corner store but don’t have enough money. Ben suggests they walk to his house since his Mom always leaves her purse around and they could take some money from there.

Question: How can Maya use assertive communication skills to tell Ben how she feels? Write down some ideas for a role play that will demonstrate Maya using assertive communication to express her views. Think about some ways that Ben might respond and what else Maya can do.

#### **CONFLICT SITUATION – 4**

Michael invited Tracey to come over to his house after school. As they were walking to Michael's house they see a younger kid they know from school. The younger kid is by himself riding his skateboard. Michael wants to mess with this kid, just to play around, but Tracey is uncomfortable with that idea.

Question: How can Tracey use assertive communication skills to tell Michael how she feels? Write down some ideas for a role play that will demonstrate Maya using assertive communication to express her views. Think about some ways that Ben might respond and what else Maya can do.

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#### **CONFLICT SITUATION – 5**

Noor's friend Taylor found her mother's cigarettes on the kitchen table. Taylor took them and said she always wanted to try one just to see what it was like. Taylor asked Noor if she would please try one with her so they could compare notes. Noor is a little bit curious but really doesn't want to try it. She is afraid she will become addicted and really can't stand the smell. What should Noor do?

Question: How can Noor use assertive communication skills to tell Taylor how she feels? Write down some ideas for a role play that will demonstrate Noor using assertive communication to express her views. Think about some ways that Taylor might respond and what else Noor can do.

# What is Love Anyway?

**TARGET GRADE:** Grade 5, Lesson 3

**TIME:** 45 minutes

## **FLORIDA STANDARDS ALIGNMENT:**

- HE.5.PHC.3.2 – Select a healthy option when making decisions for yourself to maintain or improve personal health and reduce health risks.
- HE.5.R.2.5 - Explain how attitudes and thoughts can influence your behavior and affect others.

## **LEARNING OBJECTIVE:**

1. Describe the difference between “liking” and “loving.”
2. Demonstrate that they have a trusted adult with whom they can speak to about their feelings and sexual health-related topics.

## **LESSON MATERIALS:**

- Whiteboard or chart paper and markers
- Strips of scrap paper
- Question box

## **LESSON STEPS:**

### **GROUND RULES**

*Note to teacher: This curriculum works best in classrooms where there’s a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student’s age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what’s expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

***Make your ground rules list with your class. The first six 6 in bold may work with your grade level.***

*Ground rules work better when students are involved in creating the list. The list doesn’t have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:*

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***

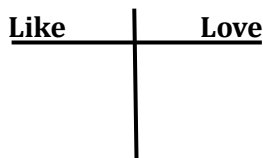
- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students. Answer question(s) from the previous lesson.

Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

Step 2: Start the session by asking students to take out a piece of paper and divide it in half by drawing a vertical line down the center.

Draw a similar line on the board. Then ask them to draw a horizontal line near the top, creating a "T". Do the same to demonstrate what you would like them to do. Then ask the students to write the word "Like" on the top of the left side of the division, and the word "Love" at the top of the right side. Do the same. When done, it should like this:



Step 3: Tell the students you are going to give them 60 seconds to come up with a list of 5 (or more) things they LIKE. Tell them these cannot be people, they have to be things – objects, activities, places, etc. Have them write what they like on the left side of their sheet. Tell them to keep writing until you call time – but that they need to have a minimum of five. Let them know they will have the option of sharing examples of these but will not be required to.

Stop them at 60 seconds. Next, ask them to come up with a list of 5 (or more) things they LOVE. Again, be sure to emphasize that these cannot be people, they have to be things – objects, activities, place, etc. Call time at 60 seconds. Say, "I am now going to ask for some volunteers to share something they said they like. Please remember that we always agree to respect our classmates, even if we disagree with something they may say. So, if someone says they like something and you don't like it, please do not judge or make fun of their choice." Ask for some responses and write those on the board on the left side of the line. After the "like" side is filled, ask for examples of things they said they love and write those on the right side.

Once the table has been filled on the board, ask the students what they notice about the lists. Sample responses might include, “Some people put things on the ‘like’ side while other people put those same things on the ‘love’ side;” “They’re very similar;” “They’re very different,” etc. Ask students:

“What was it like to do this?”

“Was it easier to think of things you like or things you love? Why?”

After students have shared some of their impressions of the experience of doing the activity, ask how they decided which things went on which list. Record key points from this feedback on the board, which may include references to the frequency with which they do something (the more they do it, the more they may like or love it); the duration relating to it (it could be something they’ve done every day after school or place they’ve visited for several years); emotional connection to it (a gift from or something that used to belong to a relative or friend), something they’re good at (playing a video game or a sport), etc.

Step 4: Explain that you will now be talking about people. Write an identical “T” with “Like” and “Love” written at the top of each side and ask the students, “Who are some of the people in our lives we might like, and who are some of the people we would say we love?” (Note: the list will be different every time, and that’s okay. Also expect students to say some people can be liked or loved; if that is the case, write the person on both sides. Also, some students may see a person put up and ask, “What if you don’t like or love them?” – such as a sibling. Acknowledge that this is a list of who we might have these feelings for and that some people may like or love a brother or sister. Finally, be sure to tell them that this must be people they know PERSONALLY – it should not include celebrities).

The figure might end up looking something like this, although the people and their placement may change:

Like		Love	
- A new student	- A new friend	- A friend you’ve had since you were very young	- A sibling
- A cousin	- A teacher	- A cousin	- A parent
- A mail carrier	- A friend’s parent		- A grandparent
- A coach	- Youth group leader		
- The custodian in your building or school	- Religious leader		
	- Camp counselor		

Ask the students, “So, what’s the difference? How do you know whether you like someone and when you love them?” Have a discussion about this highlighting, if it is not said, “you just know.” Explain that our feelings are not something we decide to feel – we just like or dislike someone or something. Say, “While we may end up liking someone we didn’t before – or liking an activity we hated at first – we can’t sit down and say, ‘I’m going to make myself like or love this activity or person.’”

Step 5: Say, “As we get older, our feelings start to change. We may experience a type of romantic love that we don’t have when we’re younger. It’s really hard to explain, because just like the liking and loving we just talked about, it’s something you know when you feel it.” Explain that

when people are older they may end up in romantic relationships with each other that are different from friendships. People might have romantic partners such as boyfriends or girlfriends – or, when they’re older, they may choose to live together or get married. Sometimes, these adults will have children, and sometimes they won’t.

Say, “Some people may want to have these types of relationships starting in middle school, and some aren’t interested until high school or later.” Ask, “What makes these types of relationships different from friendship or your relationships with your family members?” Probe for: “You do different things together,” “you feel like being with that person all the time,” “you like doing nice things for them and think of what they might want to do before what you might want to do,” “you hold hands/kiss,” “when you get older, you might want to have sex with that person,” etc.

Say, “No matter at what age we start having these feelings of love and wanting to touch, kiss, etc., most people experience these feelings at some point in their lives – often, for different people over the course of their lifetimes.”

Say, “As you start going through puberty, your hormones – those natural chemicals in your body – will start going up and down. This means you may feel intense emotions from time to time – both positive and negative. This may also be when you start to feel more intense love. During puberty, it’s common to have feelings for people. It’s also okay if you don’t feel romantic feelings or attraction for anyone at all.”

Step 6: Explain that while love seems like a pretty straightforward term – we may say “I love you” all the time; we talk about how we love this TV show, this shirt - it is a really complicated topic and we only just touched on it.

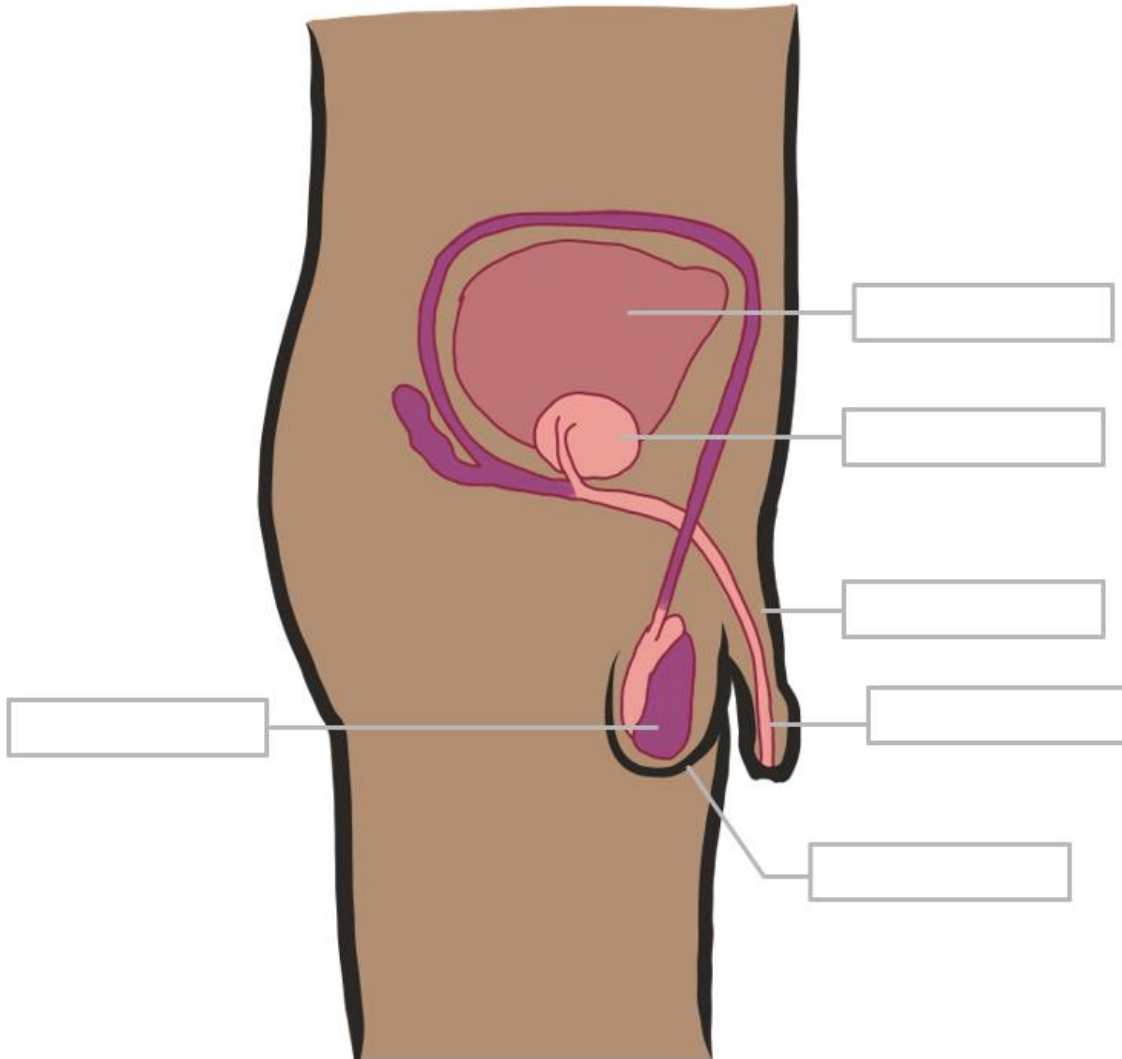
**QUESTION BOX:** *Give each student several strips of scrap paper.*

Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.

*Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.*

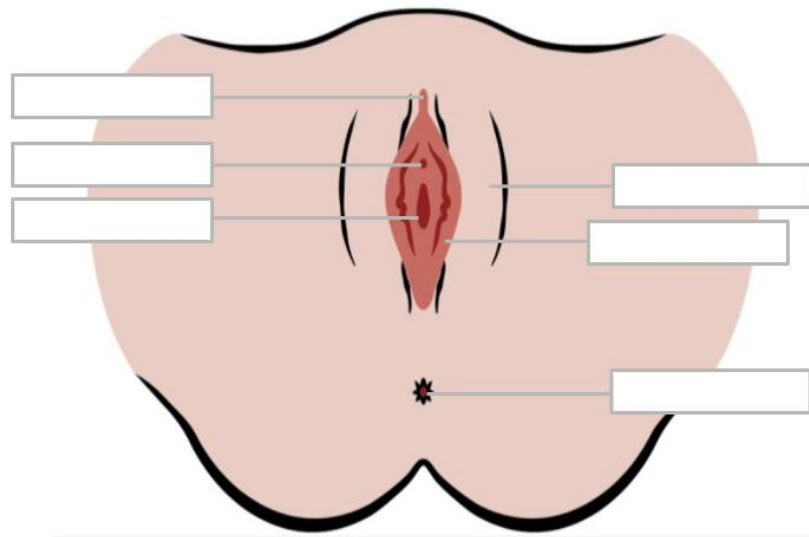
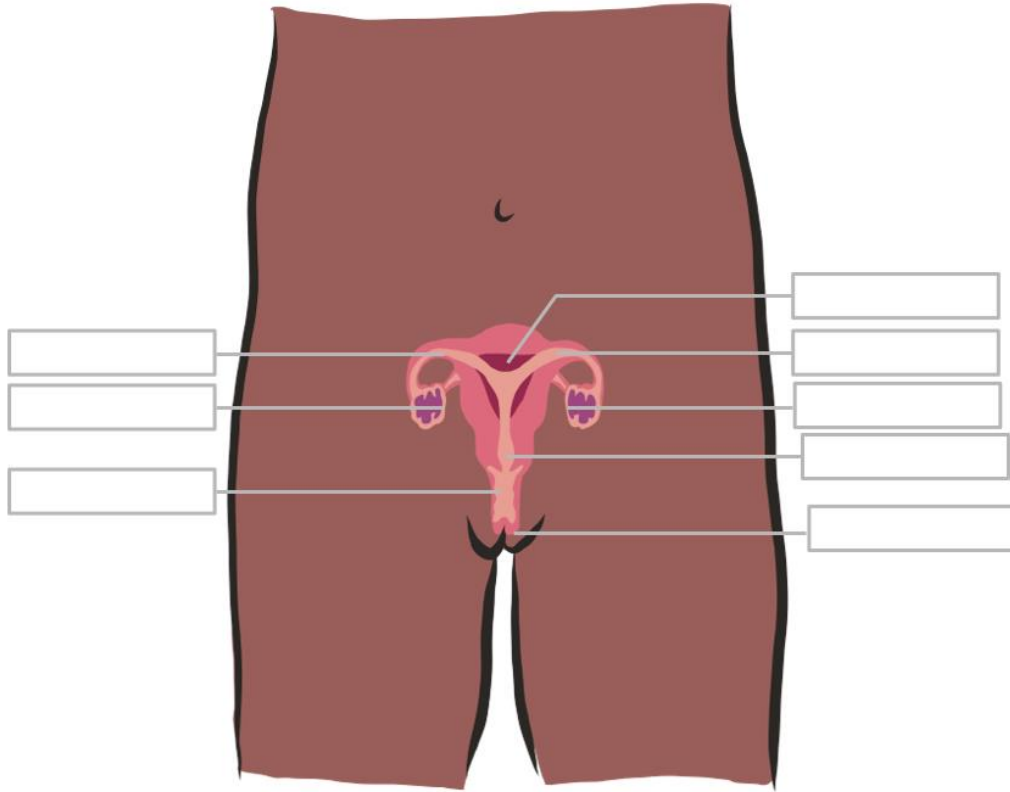
**ASSESSMENT:** Steps 1 – 4 are designed to achieve learning objective one; Steps 5 and 6 are designed to achieve learning objective two.

**STUDENT WORKSHEET:  
BIOLOGICAL MALE REPRODUCTIVE SYSTEM**





**STUDENT WORKSHEET:  
BIOLOGICAL FEMALE REPRODUCTIVE SYSTEM**



# Sexual and Reproductive Anatomy

**TARGET GRADE:** Grade 5, Lesson 4

**TIME:** 45 minutes

## **FLORIDA STANDARDS ALIGNMENT:**

- HE.5.PHC.1.3 – Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.
- SC.5.L.14.1 - Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.

## **LEARNING OBJECTIVE:**

1. Correctly name at least two parts of the reproductive system.
2. Describe the functions of at least two parts of the reproductive system.

## **LESSON MATERIALS:**

- Lesson PowerPoint
- Whiteboard or chart paper and markers
- Worksheets – one of each for each student
- Strips of scrap paper
- Question box

## **LESSON STEPS:**

### **GROUND RULES**

*Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

***Make your ground rules list with your class. The first six 6 in bold may work with your grade level.***

*Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:*

- ***no put-downs***

- *respect each other*
- *questions are welcome using the question box*
- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students. Answer question(s) from the previous lesson.

Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

Step 2: Introduce the lesson by having the PowerPoint open to slide one and saying “We have hundreds of different body parts. Can someone tell me a body part that almost everyone has?”

**NOTE TO THE TEACHER:** Possible responses will range from nose, ears, elbow, heart, lungs, etc. to skeletal or circulatory system. All answers are good as the point is to demonstrate how similar humans are to each other. A student may point out that not everyone has arms, fingers, etc. Acknowledge that this is certainly true, but that most people have these parts.

Step 3: Say, “While there are all these body parts that almost everyone has, there are some parts that some people have, and some that others have. This includes our the body parts of our reproductive system.

Our reproductive system functions in making and having babies when you're older, if you choose to do that. Today, we're going to focus on the parts that are involved in reproduction, or making babies.”

Go to slide 2 and say something like, “We have reproductive body parts from the time we're born, but we can't make babies when we're little. When we reach puberty – which can start anywhere between the ages of 9 and 14 – our bodies start releasing special hormones from the pituitary gland. Hormones are the natural chemicals in our bodies that are responsible for different functions and changes.”

Go to slide 3 and point out that one change they may have noticed already is that their clothes from last year might not fit as well this year, as they have continued to grow taller and have their bodies change in other ways.

Step 4: Go to slide 4 and distribute the Reproductive System One Student Worksheet and ask students to take out something to write with.

Explain that there are two different kinds of reproductive systems, one for biological males and another of biological females. Tell students that you're going to go through the first one now that includes the anatomy of biological males. Ask the students to write the name of each body part on their sheet as you explain what each is. [Note: You should click before revealing each term on slide 4; each time you read a word that is bold and underlined, stop and remind students to write that word on their worksheets.]

Go to slide #5. Click to reveal the word penis on the diagram, explaining that it's the part that extends from the body to the tip.

**NOTE TO THE TEACHER:** When the word "penis" is first said out loud, there is likely to be a big reaction – giggling, laughter, embarrassment. This is perfectly ok. Allow the students a few moments to laugh and get it out of their systems, then ask: "Why do we laugh when we hear the word "penis"? Be prepared to have a brief discussion about this. It is important to acknowledge their discomfort and normalize use of the proper terms. Tell students, it is perfectly ok to feel embarrassed or uncomfortable since we hardly hear the word "penis" or some of the other words we will discuss but that it is important to learn them.

Point to the opening in the penis and say, "This is the opening to the urethra. Does anyone know what comes out from here? Take a few responses and say, "It is the opening where urine, or pee, comes out. It's also where semen and male sperm come out. During puberty, the body of someone with a penis and testicles begins to make semen and sperm. Sperm are one of the two tiny cells that are needed to make a baby. We'll talk about the other type of cell in a minute. The semen is the fluid that has sperm in it."

Point to the testicles and say something like, "Speaking of testicles – that's what these are [point to them on the diagram]. Does anyone know what they do?" Take a few responses and say, "The testicles are two little round organs that make male sperm." Point to the scrotum and pronounce the term. Say, "The scrotum is the pouch of skin that holds the testicles and keeps them the right temperature to make sperm." Explain that the penis and scrotum make up one type of genitals.

Point back to the urethral opening and show on the diagram how male sperm can be made in the testicles and travel through the reproductive system to leave the body through the urethral opening. Also, point out the bladder and explain that this is where urine, or pee, is stored. Show how urine also travels from the bladder, through the urethra and out of the body.

Step 5: Go to slide #6 and distribute the Reproductive System Two Student Worksheet. Explain that this is the biological female system involved in reproduction, and again, that they should write in the name of each body part as you go through them. Go to slide #7 to start going through the parts.

Point to the two ovaries. Pronounce the word then say, "Does anyone know what the ovary does?" Take a few responses and say, "The ovaries are two little round organs that store ova. "Ova" is another word for eggs. Remember how I said before that male sperm is one of the two cells needed to make a baby? The other one is ova or eggs. When puberty begins, the

ovaries start to send out one egg from one of the ovaries each month. The egg goes from the ovary into the fallopian tube where they start making their way down to the uterus.”

Next, say something like, “As a baby grows inside the body, and before it is born, it is called a ‘fetus.’ A fetus grows inside the uterus. If sperm doesn’t get inside the body to make a pregnancy, the egg breaks apart in the uterus and leaves the body along with blood and tissue that have built up inside the uterus in case pregnancy happens. That’s called menstruation or having a period.”

Next, point out the vagina. Pronounce the word and say, “This is the passageway leading from the uterus to the outside of the body. During childbirth, a fetus will come through the cervix, into the vagina and come out through the opening to the vagina. The opening to the vagina is also where menstrual blood leaves the body, and where a tampon can be inserted during menstruation. It’s also how sperm gets inside the body to try to find an egg to start a pregnancy.”

Say something like, “The opening to the vagina is located at the top of the vulva.” Go to slide #8. Explain that “vulva” is another word for genitals that include the parts on this slide, and that these parts are on the outside of her body. First, point to the urethral opening. Say that this is the opening through which urine leaves the body. Explain that everyone has a urethra, and therefore, everyone has a urethral opening. Point to the vaginal opening and say, “This is the opening through which a fetus or menstrual blood comes out.” Then point to the clitoris and say “This is the clitoris, located above the urethral opening. It doesn’t have anything to do with reproduction, but it is very sensitive when it’s touched.”

Reveal the words for the outer labia and inner labia. Explain that labia is another word for “lips,” and that these two sets of lips protect the rest of the genitals, especially the openings you just described. Finally, advance to reveal the word “anus,” and explain that this body part doesn’t have anything to do with reproduction either, but you wanted to include it so people understand the locations of these other body parts. Explain that the anus is the hole through which solid waste or ‘poop’ leaves the body.”

Step 6: Explain that you are going to play a game now to see how much everyone remembers.

Divide the class into 5 groups. Ask each group to select one person to serve as the group’s spokesperson for one question only. Say something like, “I’m going to read a question, and your groups will have 10 seconds to come up with the correct answer. Once you’ve come up with that answer, your spokesperson will come to the white board and wait. When everyone’s up there, I’ll say, ‘go,’ and you will all write your answer. Each group that gets it right will get one point.” Ready?”

**NOTE TO THE TEACHER:** If mobility is an issue for any students, have some index cards on hand and distribute them as needed. When it comes time to write responses on the board, have those students who cannot make it to the board write their response on the index card and read their response from their seat.

After the groups have chosen their spokesperson and given that person a white board marker, ask the first question:

“In what part of the body is sperm made?”

After 10 seconds, call time and ask the spokesperson to come to the front of the room. Once lined up, say “go” and have them start writing. Tell them if they or their group didn’t know they should guess. Read the responses and give a point to each group that answered correctly [Testicle]. Be patient around spelling, but feel free to offer the correct spelling if students are a bit off.

**NOTE THE TEACHER:** If students use slang words, keep in mind that may be the only language they may have heard before this class. They also may just be trying to get a rise out of you. Since you won’t know their motivation, should they use a slang term, gently correct them and ask them to continue. For example, if they were to write, “balls” for “testicles,” there is likely to be laughter. Try not to be intimidated; simply ask, “And what is the word we learned for ‘balls?’” and then erase the word and replace it with testicles.

Ask those students to rejoin their groups, and say that the person to their left should be the next spokesperson. Ask the next question:

“What grows inside of the ovaries?” After 10 seconds, have the next spokesperson come up and write their answers. Again, give a point for each correct answer [Ova or Eggs].

Have them return to their seats.

Continue rotating spokesperson and going through questions as time allows, using the following questions:

“What is a baby called before it’s born?” - FETUS

“In what part of the body does a fetus grow?” - UTERUS

“Where does an egg go once it’s released from an ovary?” – FALLOPIAN TUBE

“Where do the testicles live?” – SCROTUM

“What has to happen before someone can make sperm or eggs?” – PUBERTY

“Of the body parts that I told you about today, what’s one that everyone has, no matter what their bodies look like?” – URETHRA, URETHRAL OPENING, BLADDER, ANUS

**QUESTION BOX:** *Give each student several strips of scrap paper.*

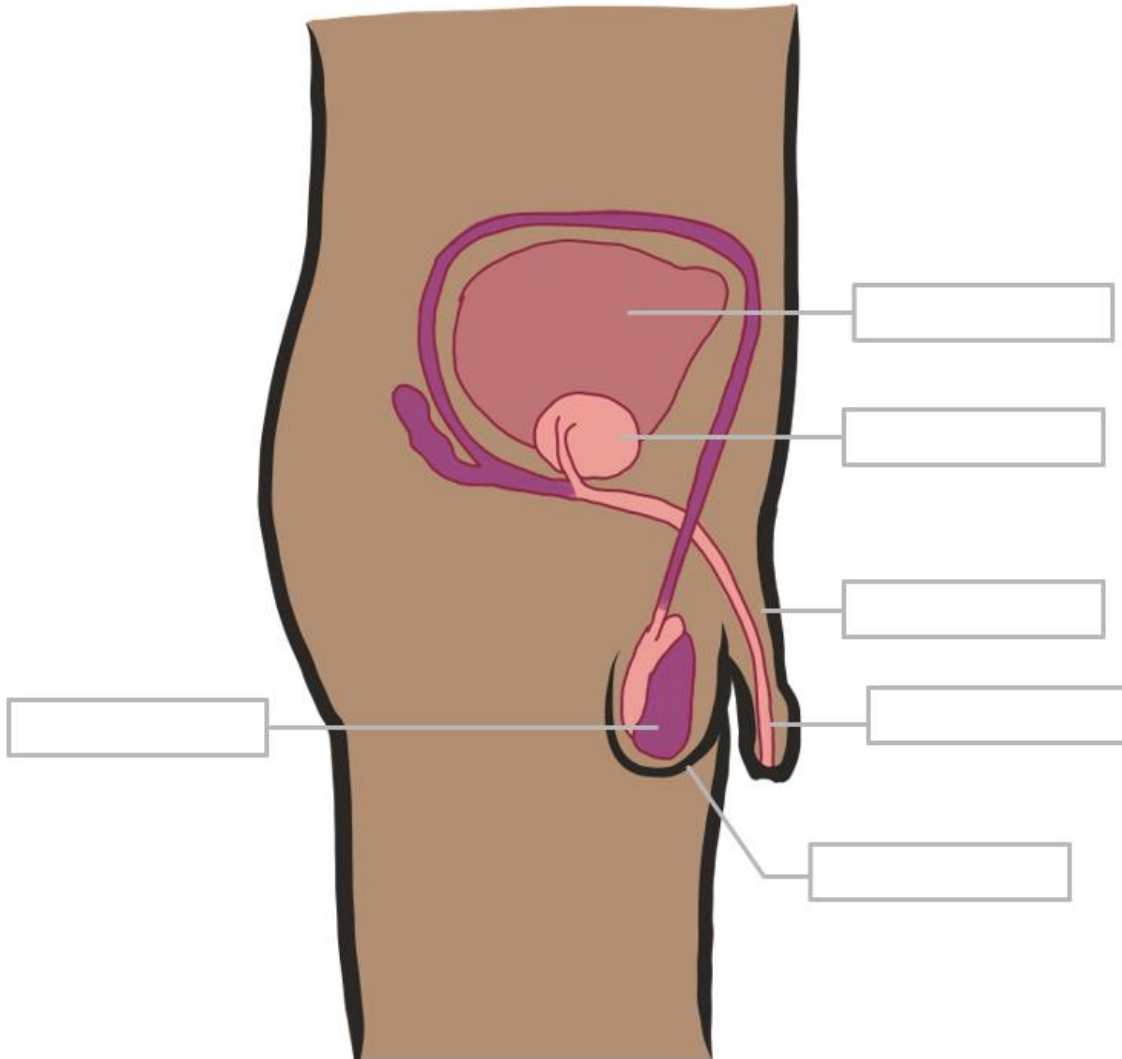
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**Note to teacher:** Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

**ASSESSMENT:** Steps 1 – 4 are designed to achieve learning objective one; Steps 5 and 6 are designed to achieve learning objective two.

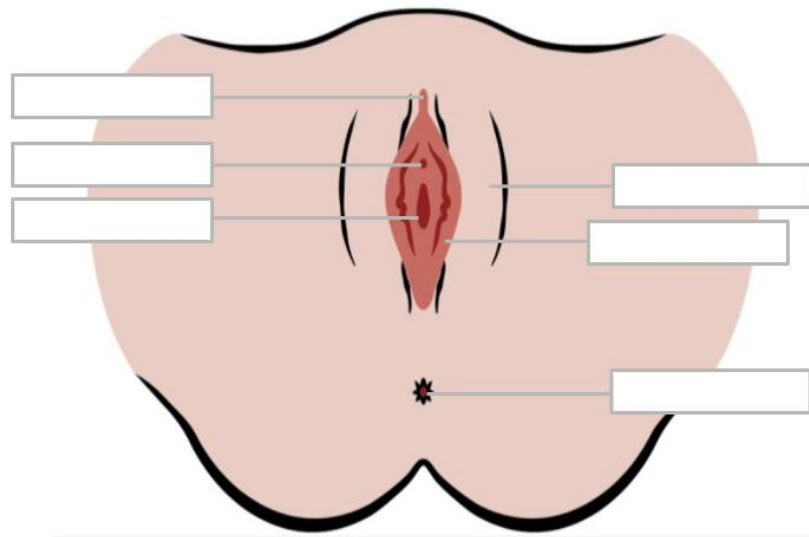
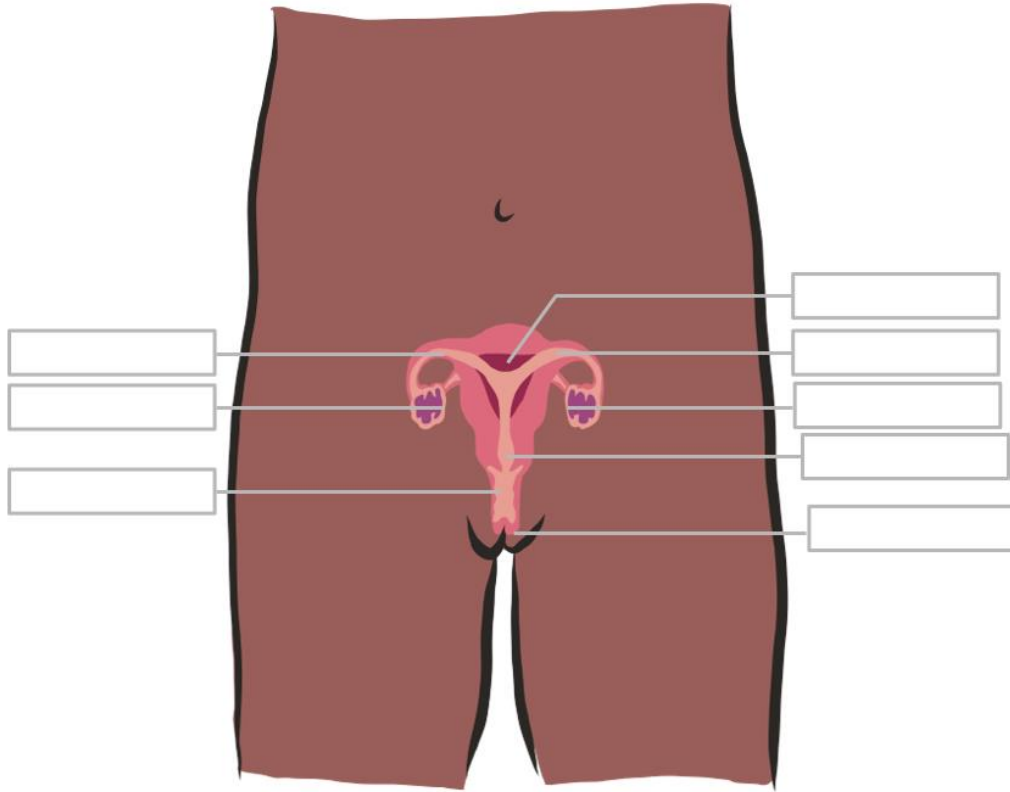


**STUDENT WORKSHEET:  
BIOLOGICAL MALE REPRODUCTIVE SYSTEM**





**STUDENT WORKSHEET:  
BIOLOGICAL FEMALE REPRODUCTIVE SYSTEM**



# Puberty and Reproduction

**TARGET GRADE:** Grade 5, Lesson 5

**TIME:** 45 minutes

## **FLORIDA STANDARDS ALIGNMENT:**

- HE.5.PHC.1.3 – Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.
- SC.5.L.14.1 - Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.

## **LEARNING OBJECTIVE:**

1. Describe how puberty prepares human bodies for the potential to reproduce.
2. Describe the process of human reproduction by identifying the correct order of steps involved in conception.

## **LESSON MATERIALS:**

- Lesson PowerPoint
- Whiteboard or chart paper and markers
- Worksheets – one of each for each student

## **LESSON STEPS:**

### **GROUND RULES**

*Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

***Make your ground rules list with your class. The first six 6 in bold may work with your grade level.***

*Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:*

- ***no put-downs***
- ***respect each other***

- *questions are welcome using the question box*
- *listen when others are speaking*
- *speak for yourself*
- *respect personal boundaries*
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students. Answer question(s) from the previous lesson.

Note to teacher: Please answer questions from the question box that are related to the content within the approved curriculum. Remind students that you may not be able to answer all questions.

Step 2: Tell students that today you are going to discuss how puberty can prepare the human body for the potential to reproduce. Ask: "Who remembers what puberty is?"

Note to the Teacher: Answers might include a normal part of growing up when our bodies change from being a child's body to an adult body. Remind students that puberty typically begins anywhere from age 8 – 16 – and continues all the way until a person reaches their full adult height, sometime in the later teens to the early twenties.

Say, "One of the biggest differences between a person who has gone through puberty and somebody who has not is that an adult body may have the ability to reproduce or make a pregnancy. That is an important change that happens during puberty. The main changes that happen during puberty are the result of hormones: testosterone and estrogen, mainly. Hormones are natural chemicals our bodies make."

Step 3: Start the PowerPoint with slide one of the male reproductive system and say "Who can remember the names of the body parts, or reproductive organs, that we talked about in a previous lesson?" Together with the students, name the parts on the diagram.

Note to the Teacher: You may want to provide a word bank on the board to help students to remember the names.

Next, show slides two and three of the female reproductive system and again ask "Who can remember the names of these body parts that we talked about in a previous lesson?"

Step 4: Tell students: "Puberty begins when a person's body starts to produce a very large quantity of hormones that they were only producing in small amounts before. The mix of hormones in our bodies determine which changes our bodies will have. For example, higher

testosterone leads to the growth of more facial hair and higher estrogen leads to more breast growth.”

Show students slide four that has both the biological male and biological female interior diagrams on it together. Explain to students that only some body parts are needed to make a pregnancy and therefore are part of the reproductive system. Point to each diagram in turn as you say, “On this diagram, the parts that are used in reproduction are the testicles, penis, urethra and vas deferens.” Say, “On this diagram, the parts that are used in reproduction are the uterus, ovaries, fallopian tubes and vagina.”

Step 5: Tell students: “Through the production of testosterone and estrogen, the reproductive system becomes able to reproduce or make a pregnancy.” Tell them that you are now going to explain to them how conception occurs.

*Note to the Teacher: As you go through the process of conception, use the interior sex organ diagrams to help to explain each of these processes.*

Say: “When puberty begins in biological males, testicles, which is where most of the hormone testosterone is produced, start to produce male sperm. Male sperm are tiny cells that can meet with a female egg to start a pregnancy. For reproduction to happen, the sperm exit the testicles and travel up through the two small tubes called the vas deferens. After they pass through the vas deferens, the sperm cells mix with semen. Semen is a fluid that helps to protect and nourish the sperm and make them able to fertilize an egg. After the sperm mix with the semen, they travel up through the urethra in the penis and out of the tip of the penis. This is called an ‘ejaculation.’”

Next say: “When puberty begins in biological females, ovaries, which produce most of the hormone called estrogen, start to release an egg, called an ovum, about once a month. The process of the ovary releasing an ovum is called ovulation. When ovulation occurs, the egg or ovum enters the fallopian tube. (Remind students that once ovulation begins, each month the body starts to prepare the uterus for a pregnancy just in case it happens.) So, every month, the lining of the uterus thickens with extra blood and tissue. If no fertilized egg comes down to the uterus, which is most months, then the uterus sheds its lining, which flows out of the body through the vagina, and this is called menstruation or having a period.)

Say “Conception, or reproduction, generally happens when the semen containing hundreds of millions of sperm cells leaves the penis (ejaculation) and enters the vagina through penis-vagina sex.”

*Note to the Teacher: It is likely that some students will react with embarrassment, discomfort, or disgust from the mention of penis-vagina sex. Explain to students that this is an adult behavior and that because they are in fifth grade, it is perfectly normal for them to think it is yucky or funny.*

Say, “Even though hundreds of millions of sperm are ejaculated, the egg only draws in one sperm to cause fertilization. The fertilized egg then travels back down to the uterus where if it attaches itself to the wall of the uterus a pregnancy has started. The fetus will stay in the uterus for about nine months before a baby is born.”

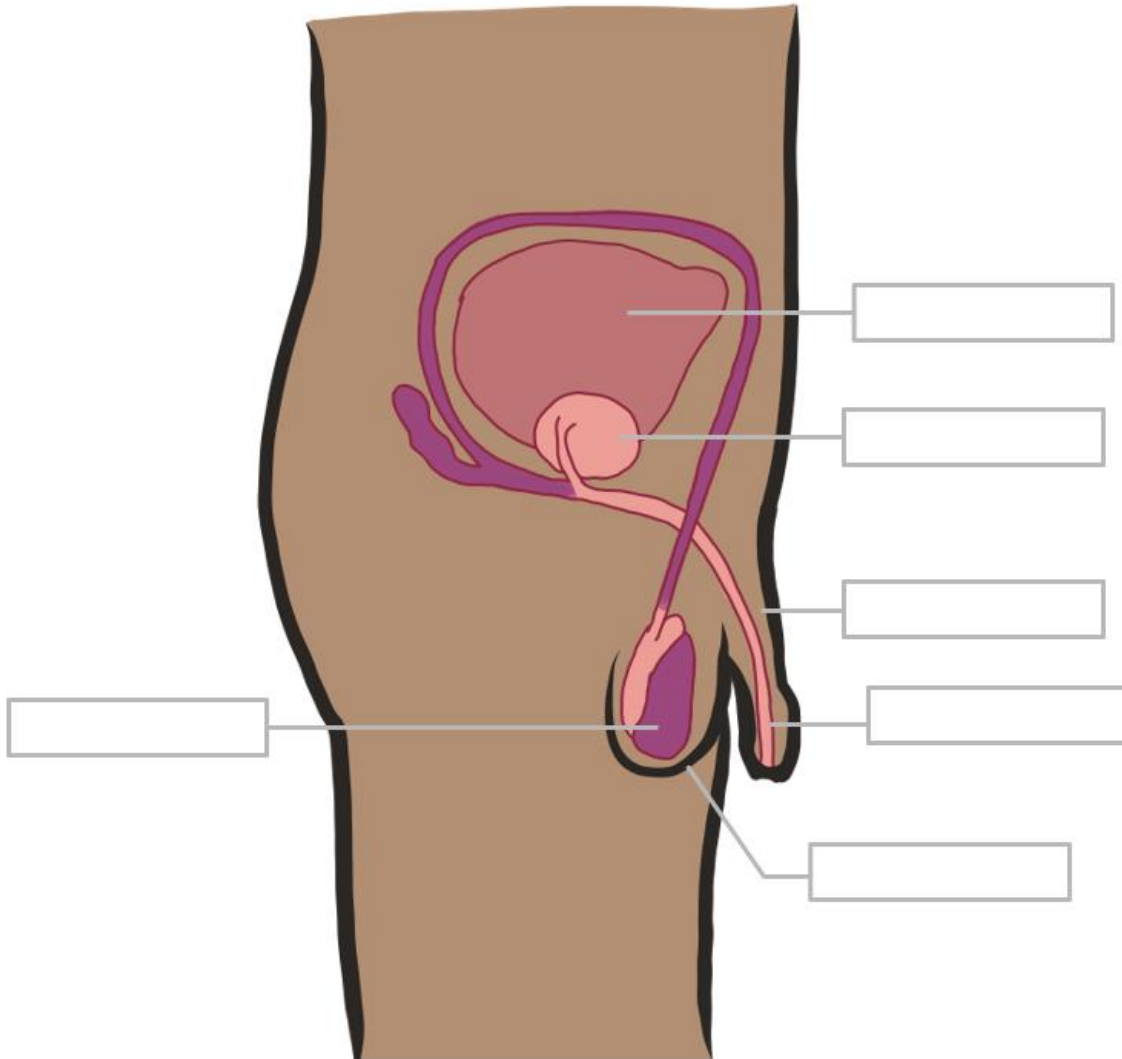
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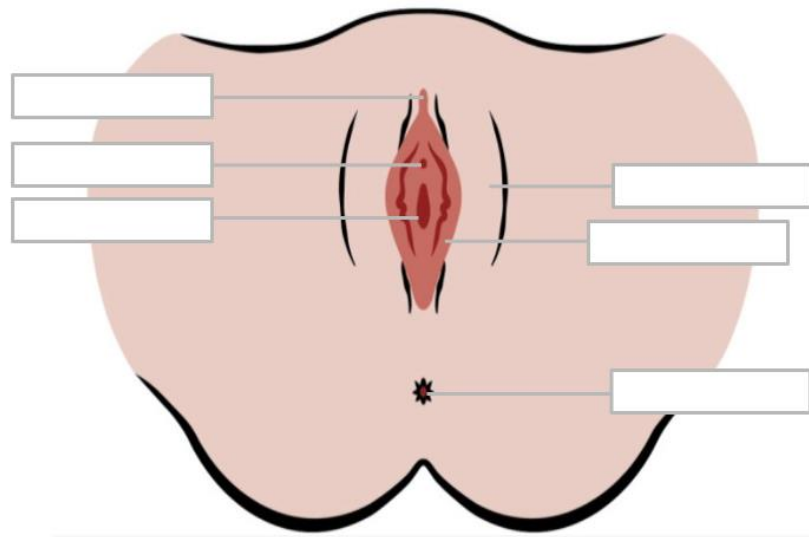
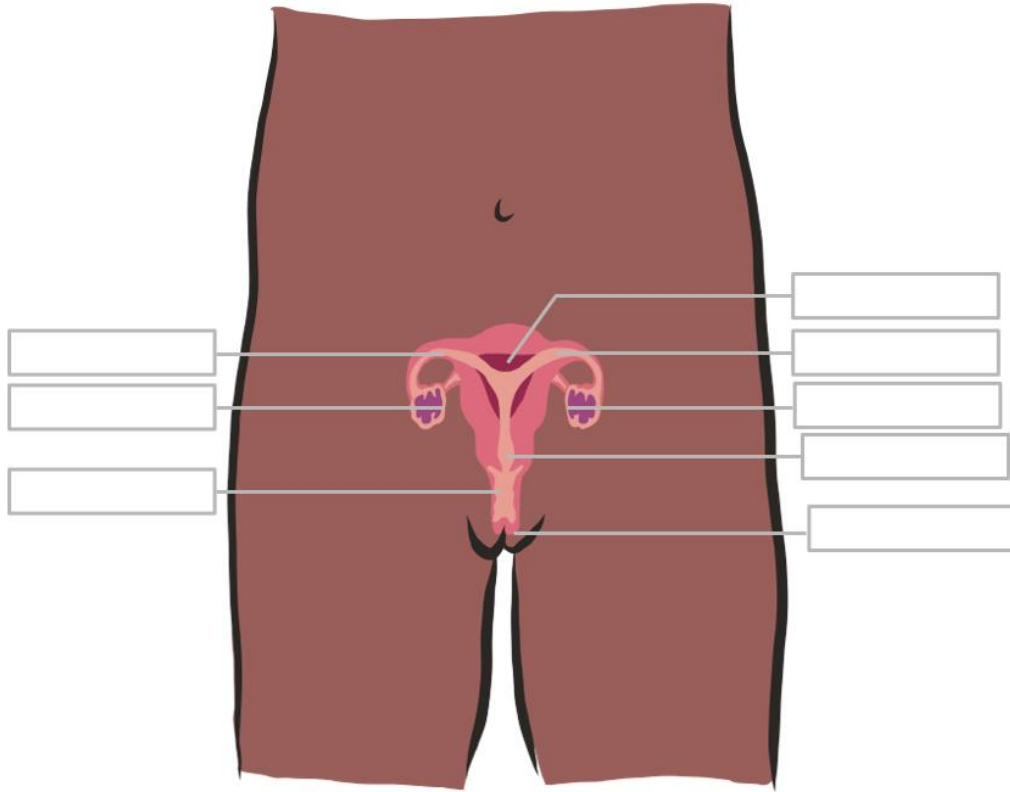
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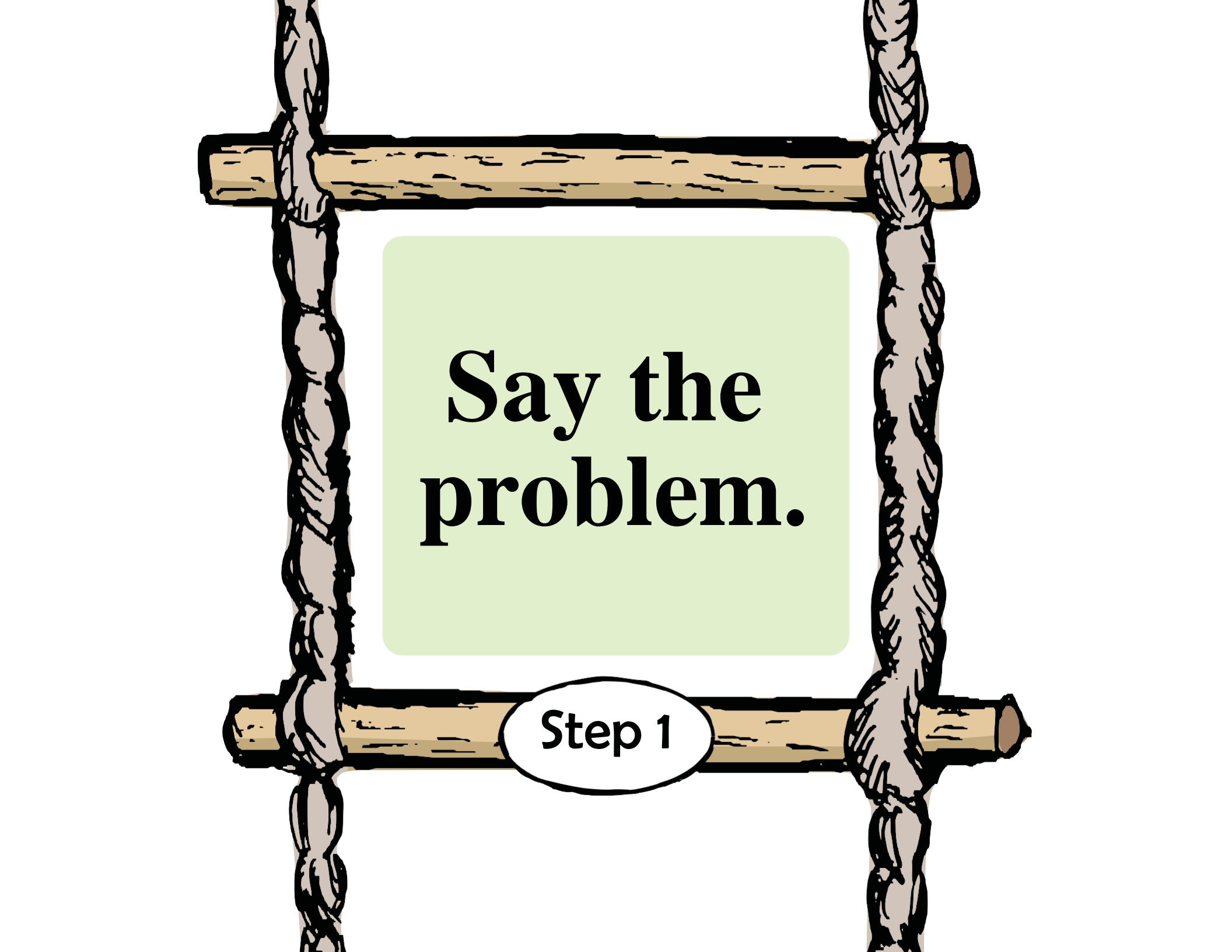
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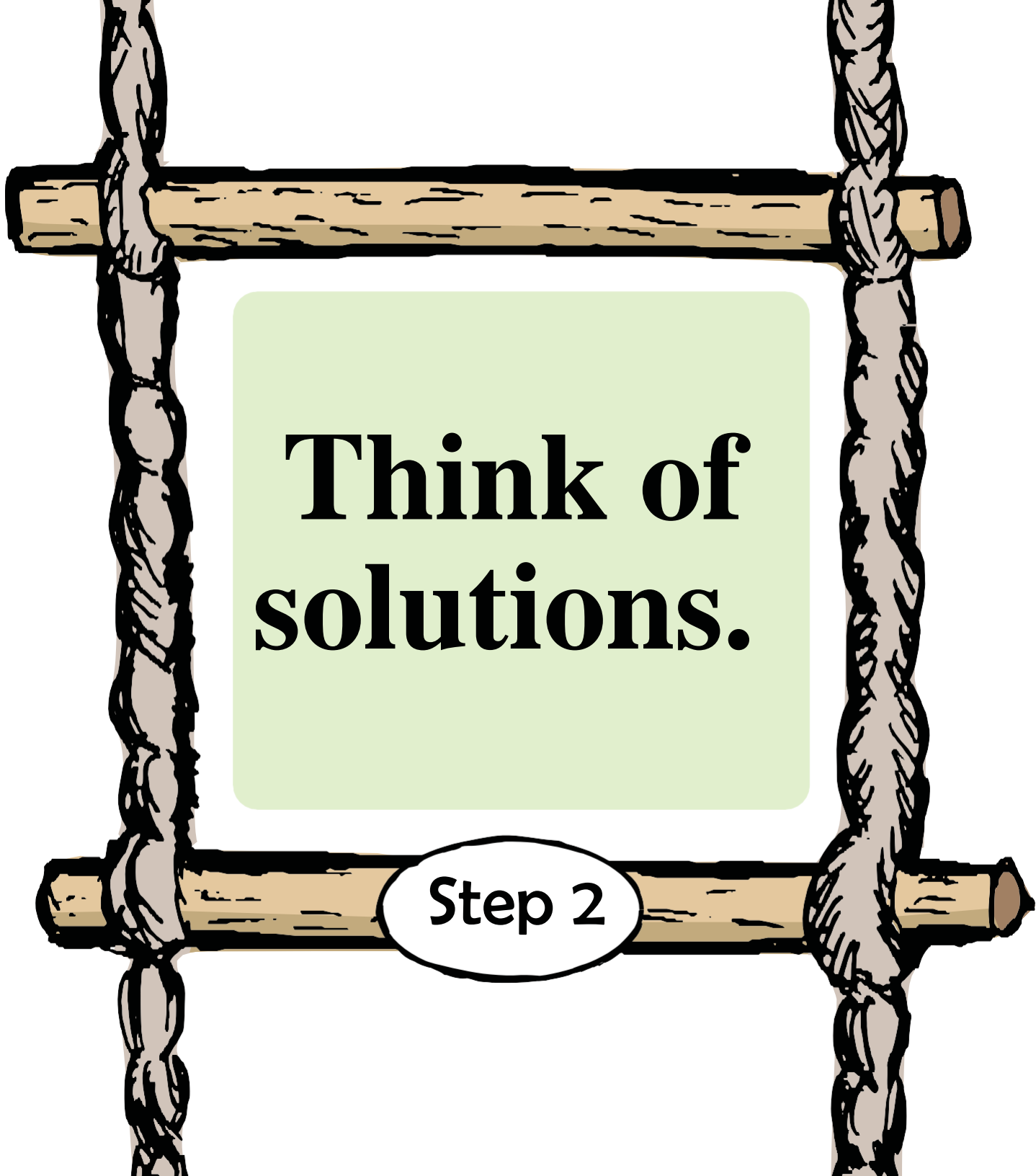




**Say the  
problem.**

**Step 1**



A wooden frame made of four sticks, with a green sign in the center and a white oval at the bottom. The frame is made of four wooden sticks, two horizontal and two vertical, with a thick, braided rope-like texture around the joints. The green sign is in the center, and the white oval is at the bottom center.

**Think of  
solutions.**

**Step 2**

A wooden signpost made of four logs, with two horizontal logs and two vertical logs. A green rectangular sign is attached to the top horizontal log, and a white oval sign is attached to the bottom horizontal log. The text "Explore the solutions." is written on the green sign, and "Step 3" is written on the white oval.

**Explore  
the  
solutions.**

**Step 3**

A hand-drawn wooden frame made of four thick, textured logs. The logs are arranged in a square shape, with the corners overlapping. The frame is light brown with black outlines and shading to give it a three-dimensional appearance. In the center of the frame is a white rectangular sign with a light green border. The sign contains the text "Pick a solution." in a bold, black, serif font. Below the sign, on the bottom horizontal log, is a white oval containing the text "Step 4" in a black, sans-serif font.

**Pick a  
solution.**

**Step 4**



**Step Up!**  
Try the  
solution.

Step 5

# STEPS TO SOLVING A PROBLEM

TRY THE  
SOLUTION

**S**TEP UP!

**P**ICK A SOLUTION

**E**XPLORE THE SOLUTIONS

**T**HINK OF SOLUTIONS

**S**AY THE PROBLEM



# PST! Got a Problem?



## PAUSE.

Take a deep breath and ask yourself,  
*What's the problem?*



## SAY

Say the problem.



## THINK

*Whose problem is it?*

