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| **Draft Lesson Scope & Sequence Sexual Health Education: Grade 4** | | |
| **Lesson Title** | **Key Concepts Covered in Lesson** | **WA State Standards & Lesson Student Learning Objectives** |
| **Lesson 1:** Introduction (FLASH) | * The goal of sexual education is safe and healthy people. | 1. Understand the purpose of the sexual health education unit  2. Understand the class procedures/protocols for asking sexual health questions  3. Distinguish between definitions of "sex" and "sexuality."  4. List and explain at least four ground rules for discussing sexual health concepts.  5. Identify why ground rules are necessary (to protect people's feelings). |
| **Lesson 2:** Puberty (Day 1, FLASH) | **1. Puberty is when a person’s body and feelings change from a child’s into an adult’s.**   * When a person finishes going through puberty, they are physically able to start a pregnancy. This doesn’t mean that they are ready to be a parent. * Some people start having more intense crushes during puberty. * Some people start having sexual feelings during puberty. * Puberty is an exciting time for lots of people.   2**. Puberty is very similar for boys and girls.**   * Most of the changes of puberty happens to everyone, regardless of their gender. * A few changes happen only to boys or only to girls, such as periods for girls and ejaculation for boys. * Male and female bodies are mostly the same. The main difference is their reproductive system. | ***H1.Se2.4a: Understand physical, social, and emotional changes occur during puberty.***  1. Describe the physical, emotional and social changes of puberty.  2. Explain that puberty is triggered by the endocrine system, specifically the pituitary gland.  3. Distinguish among definitions of erection, menstruation, nocturnal emission, ovum, puberty, and sperm.  4. Explain the purposes of bras, athletic supporters and menstrual hygiene products.  **Make connections between puberty and hygiene.**  1. Explain hygiene and its importance.  2. Define hormones.  3. Discuss ways children can take care of themselves by having good hygiene. Resource for Hygiene: Kids Health: http://kidshealth.org/en/kids/stay-healthy |
| **Lesson 3:** Puberty (Day 2, FLASH) | 1. **People’s bodies can look very different from each other, but are still normal and healthy.**  * All different types of physical changes during puberty are normal, including different heights, weights, breast sizes, penis sizes, amounts of acne, voice changes, etc. * Everyone goes through puberty at their own speed and when the time is right for their body. Puberty usually happens sometime between ages 8 and 18.   2. **Everyone deserves to be treated with respect.**   * It is not okay to make fun of other people’s bodies. * It is not okay to bully or tease someone because of how they are going through puberty, or because they seem different than you. | ***H1.Se2.4b: Recognize puberty and physical development can vary considerably.***  ***H1.Se2.3: Understand puberty is part of the process of growth and development.***   1. Distinguish puberty facts from myths. 2. Understand physical, social, and emotional changes occur during puberty. |
| **Lesson 4:** Sexual Exploitation (Day 1, FLASH) | *.*   1. **Everyone has the right to say who touches their body and how.**  * Adults should never touch kids on their genitals, bottoms, or breasts unless that adult is a doctor or that adult is helping them bathe or dress.   You shouldn’t have to let someone hug or kiss you if you don’t want to   1. **It is never okay to touch someone, or make someone else touch you, if they don’t want to.**  * Is it not okay to trick someone or talk them into touching. * You shouldn’t hug or kiss someone if they don’t want you to.  1. **If a kid has been touched in a way that made them feel uncomfortable, it is important to tell a grown-up who can help.**  * If you find out that a friend has been touched in a way that makes them uncomfortable, it is important to help your friend find a grown-up to tell who will help. * If you tell a grown-up that you need help and they don’t help you, find another grown-up and tell them too. | ***H1.Se6.2b Explain why unsafe touches should be reported to a trusted adult.***  ***H2.Se6.4a Explain importance of communicating with trusted adults about relationships.***  ***H1.Se6.3b Understand that a child is not at fault if an unsafe touch occurs.***  1. List 3 examples each of “safe or healthy or unfair touch,” “unsafe or unhealthy or unfair touch” and “confusing touch”.  2. Define sexual exploitation.  3. Distinguish between facts and myths about sex abuse, with 5 out of 6 correct.  4. Describe 3 ways to get out of an exploitative situation. |
| *Optional Lesson 1:* Gender Roles (FLASH) | 1. **There are a lot of ways to be a boy or a girl. There are no “girl things” or “boy things.”**   * It is not okay to make fun of boys for doing things that are thought of as “girl things”, or to make fun of girls for doing things that are thought of as “boy things.” * People have a lot of ideas about what boys and girls should be interested in that just aren’t true. Boys and girls are interested in all different kinds of things. | ***H1.Se5.3a: Describe that gender roles can vary considerably.***  ***H2.Se6.4b: Understand ways family, friends, and peers can have a positive and/or negative influence on relationships.***  ***H2.Se5.4: Identify how media, society, and culture can influence ideas regarding gender roles identity, and expression.***  1. List several similarities and differences between the expectations of each gender.  2. Recognize that a person’s beliefs about roles can influence his or her decisions.  3. Recognize sources of gender role beliefs.  4. List famous men and women throughout history who have filled a variety of roles, including health pioneers. |
| *Optional Lesson 2:* Friendship (FLASH) | **1. Everyone deserves to be treated with respect.**   * It is not okay to hurt other people or be mean to them. * It is not okay to bully or tease someone because they are different than you. * It is not okay to make fun of other people’s bodies. | ***H1.Se6.5a: Describe characteristics of healthy friendships and other relationships.***  1. Identify characteristics of a “good” friend and assess self.  2. List at least three opening statements to initiate conversations.  3. List at least 3 ways to maintain a friendship. |

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| **Draft Lesson Scope & Sequence Sexual Health Education: Grade 5** | | |
| **Lesson Title** | **Key Concepts Covered in Lesson** | **WA State Standards & Lesson Student Learning Objectives** |
| **Lesson 1:** Introduction (FLASH) | * The goal of sexual education is safe and healthy people   **1. Puberty is when a person’s body and feelings change from a child’s into an adult’s.**   * When a person finishes going through puberty, they are physically able to start a pregnancy. This doesn’t mean that they are ready to be a parent. * Some people start having more intense crushes during puberty. * Some people start having sexual feelings during puberty. * Puberty is an exciting time for lots of people  1. **People’s bodies can look very different from each other, but are still normal and healthy.**  * All different types of physical changes during puberty are normal, including different heights, weights, breast sizes, penis sizes, amounts of acne, voice changes, etc. * Everyone goes through puberty at their own speed and when the time is right for their body. Puberty usually happens sometime between ages 8 and 18. | ***H7.Se.2.5: Identify ways to manage physical, social, and emotional changes that occur during puberty***  1. Understand the purpose of the sexual health education unit  2. Understand the class procedures/protocols for asking sexual health questions  3. List and explain at least four ground rules for discussing sexual health concepts.  4. Identify why ground rules are necessary (to protect people's feelings).  5. Review Puberty Concepts from 4th grade: encourage questions surrounding puberty concepts for the question box) |
| **Lesson 2:** Reproductive System (Day 1, FLASH) | * Male and Female reproductive systems work differently. | ***H1.Se3.4: Explain males and females have reproductive organs that allow them to reproduce.***  ***H1.Se3.5: Understand puberty prepares the body for reproduction***  ***H1.Se1.4: Label proper names for body parts, including internal and external male and female anatomy.***  ***H1.Se1.5: Understand functions of male and female reproductive systems.***  1. Identify the medical terms, locations, and functions of at least 7 of the structures in and near the male reproductive system.  2. Identify the medical terms, locations, and functions of at least 7 of the structures in and near the female reproductive system. |
| **Lesson 3:** HIV&AIDS  (Year 1, Day 1, FLASH) | 1. **HIV is a very serious illness that eventually causes death.**   * People who have HIV can live for a long time with the help of a doctor.   **2. People can prevent getting HIV and giving HIV to other people.**   * People can prevent getting or giving HIV by not having sex. * People can prevent getting or giving HIV by using a condom if they do not have sex. * People can prevent getting or giving HIV by not sharing needles.  1. **Kids your age almost never catch HIV.**  * The behaviors that spread HIV, like having sex and sharing needles, are not things kids do. * You can’t catch HIV by being around someone who has HIV. | ***H1.Se4.5a: Define HIV.***  ***H1.Se4.5b: Identify methods of transmission and prevention of HIV.***  1. Distinguish between healthy concern and unhealthy fear.  2. Understand that HIV is hard to catch, affects few children and is preventable.  3. Distinguish between illnesses caused by germs and those caused by other factors (i.e. genes, chemicals).  4. Define “communicable disease” and give examples.  5. Discuss ways in which HIV is not passed. |
| **Lesson 4:** Sexual Exploitation (Day 2, FLASH) | *.*   1. **Everyone has the right to say who touches their body and how.**  * Adults should never touch kids on their genitals, bottoms, or breasts unless that adult is a doctor or that adult is helping them bathe or dress.   You shouldn’t have to let someone hug or kiss you if you don’t want to   1. **It is never okay to touch someone, or make someone else touch you, if they don’t want to.**  * Is it not okay to trick someone or talk them into touching. * You shouldn’t hug or kiss someone if they don’t want you to.  1. **If a kid has been touched in a way that made them feel uncomfortable, it is important to tell a grown-up who can help.**  * If you find out that a friend has been touched in a way that makes them uncomfortable, it is important to help your friend find a grown-up to tell who will help. * If you tell a grown-up that you need help and they don’t help you, find another grown-up and tell them too. | ***H1.Se6.5c: Define sexual abuse.***  ***H1.Se6.5a: Differentiate between healthy and unhealthy relationships.***  ***H8.Se6.5: Understand how to support a peer to recognize healthy and unhealthy relationships.***  1. List 3 people a child could tell about having been sexually exploited.  2. Give 2 reasons it is important to report sexual exploitation.  3. Describe 3 ways to help a friend who tells you he/she has been exploited. |

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| **Draft Lesson Scope & Sequence Sexual Health Education: Grade 6** | | |
| **Lesson Title** | **Key Concepts Covered in Lesson** | **WA State Standards & Lesson Student Learning Objectives** |
| **Lesson 1:** Introduction | * A goal of sexual health education unit is to support young people in making healthy choices. | 1. Understand the purpose of the sexual health education unit  2. Understand the class procedures/protocols for asking sexual health questions  3. List and explain at least four ground rules for discussing sexual health concepts.  4. Identify why ground rules are necessary (to protect people's feelings). |
| **Lesson 2:** The Reproductive System (Day 1, FLASH) | * Male and Female reproductive systems work differently. | ***H1.Se1.6: Describe male and female reproductive systems including body parts and their functions.***  1. Identify the medical terms, locations, and functions of at least 7 of the structures in and near the male reproductive system.  2. Identify the medical terms, locations, and functions of at least 7 of the structures in and near the female reproductive system. |
| **Lesson 3:** The Reproductive System (Day 2, FLASH) | * Male and Female reproductive systems work differently. | ***H1.Se1.6: Describe male and female reproductive systems including body parts and their functions.***  ***H1.Se2.6: Identify physical, social, mental, and emotional changes that occur during puberty.***   1. Distinguish reproductive system facts from myths. 2. Distinguish among definitions of: ovulation, ejaculation, intercourse, fertilization, implantation, conception, circumcision, genitals, and semen. 3. Explain the process of the menstrual cycle and sperm production/ ejaculation. |
| **Lesson 4:** HIV Overview: Immune System(Lesson 5-1 or 6-1 KNOW Curriculum) | 1. **People can prevent getting HIV and giving HIV to other people.**   * People can prevent getting or giving HIV by not having sex. * People can prevent getting or giving HIV by using a condom if they do not have sex. * People can prevent getting or giving HIV by not sharing needles.   2. **Kids your age almost never catch HIV.**   * The behaviors that spread HIV, like having sex and sharing needles, are not things kids do. * You can’t catch HIV by being around someone who has HIV.   3. **HIV is a very serious illness that eventually causes death.**   * People who have HIV can live for a long time with the help of a doctor. * HIV is a type of STD.   4. **An STD is an illness that people catch from having sex with someone who already has it.**   * Doctors can help people get better from most STDs.  1. **It is important to treat people who have HIV or other STDs with respect.** | ***H1.Se4.6b: Identify methods of transmission and prevention of HIV.***  ***H1.Se4.6b: Explain how HIV/STDs are transmitted.***   1. Understand basic facts about HIV and other STDs. 2. Identify how HIV and other STDs are transmitted. 3. Identify how HIV and other STDs can be prevented. |
| **Lesson 5:** Abstinence and Refusal Skills (Lesson 6-2, KNOW Curriculum) | 1. **Abstinence is choosing to not have sex.**   * There are 3 main kinds of sex: oral, anal, and vaginal. * Oral sex is when one person’s mouth goes on another person’s genitals, and sex is when a penis goes in someone’s anus (butt), and vaginal sex is when a penis goes in someone’s vagina.   2. **There are times in everyone’s life when abstaining from sex is the healthiest choice.**   * People choose not to have sex for lots of important reasons, including their health, future plans, religious beliefs, waiting for the right person, and not being old enough. * Kids your age should not have sex. * Abstinence is not just for kids and teens. Many adults choose to be abstinent.   3. **Choosing abstinence means a person does not have to worry about pregnancy or STDs.**   * Abstinence is a 100% effective way to not get pregnant or catch an STD. * Women get pregnant from having vaginal sex with a man. | ***H1.Se4.6c: Identify examples of protective factors and risk behaviors.***  ***H1.Se4.6a: Define abstinence and explain why it is the most effective method of preventing pregnancy and HIV/STDs.***  ***H1.Se5.6b: Recognize that everyone has the right to set boundaries based on personal values.***  1. Define abstinence.   1. 2. Explain the benefits of abstinence. 2. 3. Know the refusal skills steps. 3. 4. Demonstrate refusal skills in a realistic scenario. |