



# FEDERAL WAY PUBLIC SCHOOLS

Each Scholar: A voice. A dream. A **BRIGHT** future.

## SCHOLAR PAGES

GRADE 5

HIV/AIDS LESSONS

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## Grade 5 Lesson 1: Introduction

**Learning Target:** I will understand the topics in this unit and agreements.

**Success Criteria:** I can explain the agreements for the sexual health unit.

**Standards:**

- **H4.Se5.4:** Demonstrate ways to show respect for all people.
- **H8.Se5.5:** Promote ways to show respect for all people.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Our expectations are:


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

Topics in this unit include:


- Is it true that..?
- How do you know if...?
- What do they mean by...?
- Is it normal to...?
- What causes...?
- What should you do if...?

# Grade 5 Lesson 2: Puberty Part 1

**Learning Target:** I will describe the physical, emotional, and social changes of puberty.

**Success Criteria:** I can explain what triggers puberty and specific affects puberty has on people.

## Standards

- **H1.Se2.4a:** Understand physical, social, and emotional changes occur during puberty.
- **H1.Se2.4b:** Recognize puberty and physical development can vary considerably.
- **H7.Se.2.5:** Identify ways to manage physical, social, and emotional changes that occur during puberty.
- **H1.Se2.5:** Describe how puberty and physical development can vary considerably.
- **H1.Se3.5:** Recognize puberty prepares the body for reproduction.

## Lesson 2: Puberty Worksheet #1

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

Match the word and its definition. Write the letter of each word next to the correct definition.

- |                       |  |
|-----------------------|--|
| A. Erection           | _____ 1. having a period   |
| B. Menstruation       | _____ 2. The penis or clitoris filling with blood and getting larger   |
| C. Nocturnal emission | _____ 3. The cell from a man that can start a pregnancy                |
| D. Ovum               | _____ 4. Sperm coming out of the penis during sleep                    |
| E. Puberty            | _____ 5. The egg cell from a woman that can start a pregnancy          |
| F. Sperm              | _____ 6. A child's body beginning to change into an adult's body       |
| G. Pituitary          | _____ 7. The gland in the brain that triggers the beginning of puberty |

Athletic Supporter (jock strap or cup)		
Training bra		
Deodorant		
Menstrual hygiene products		
		



## Grade 5 Lesson 3: Puberty Part 2

**Learning Target:** I will learn facts about puberty.

**Success Criteria:** I can distinguish puberty facts from myths.

**Standards:**

- **H1.Se2.4a:** Understand physical, social, and emotional changes occur during puberty.
- **H1.Se2.4b:** Recognize puberty and physical development can vary considerably.
- **H7.Se.2.5:** Identify ways to manage physical, social, and emotional changes that occur during puberty.
- **H1.Se2.5:** Describe how puberty and physical development can vary considerably.

### Lesson 3: Puberty Worksheet #2

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

DIRECTIONS: Write “T” for “true” next to each statement you believe is correct. Write “F” for “false” next to the wrong statements.

- \_\_\_\_\_ 1. Girls may start puberty any time between the ages of 8 and 13.
- \_\_\_\_\_ 2. Usually, boys start puberty a little younger than girls.
- \_\_\_\_\_ 3. The pituitary gland, in the brain, tells the body when to begin puberty.
- \_\_\_\_\_ 4. Boys only get erections when they think about something sexual.
- \_\_\_\_\_ 5. A person's feelings may change from moment to moment, especially during puberty.
- \_\_\_\_\_ 6. If your parents started puberty early, you might too.
- \_\_\_\_\_ 7. You can tell whether a girl is menstruating by looking at her.
- \_\_\_\_\_ 8. Boys often have some breast growth during puberty.
- \_\_\_\_\_ 9 . It is common for boys to have nocturnal emissions at puberty, but it is also healthy not to.
- \_\_\_\_\_ 10. The main reason teenagers get acne is they eat the wrong foods.
- \_\_\_\_\_ 11. Girls should not use tampons until they are grown.
- \_\_\_\_\_ 12. The vagina is always wet, just like the mouth and eyes.
- \_\_\_\_\_ 13. There is something wrong with a boy if he ejaculates in his sleep.
- \_\_\_\_\_ 14. If a boy has not started puberty by age 13, he should see a doctor, because there might be something wrong with his endocrine system.
- \_\_\_\_\_ 15. It is OK for a girl to shower or play sports during her menstrual period.
- \_\_\_\_\_ 16. A boy should start wearing an athletic supporter (“jock strap”) during puberty when he plays sports, to protect and support his genitals.
- \_\_\_\_\_ 17. A girl may start wearing a bra for support when her breasts start to develop, especially if she is uncomfortable being active and playing sports.
- \_\_\_\_\_ 18. It is necessary to wash more often once you begin puberty.

## Grade 5 Lesson 4: Reproductive System Part 1

**Learning Target:** I will learn facts about puberty.

**Success Criteria:** I can distinguish puberty facts from myths.

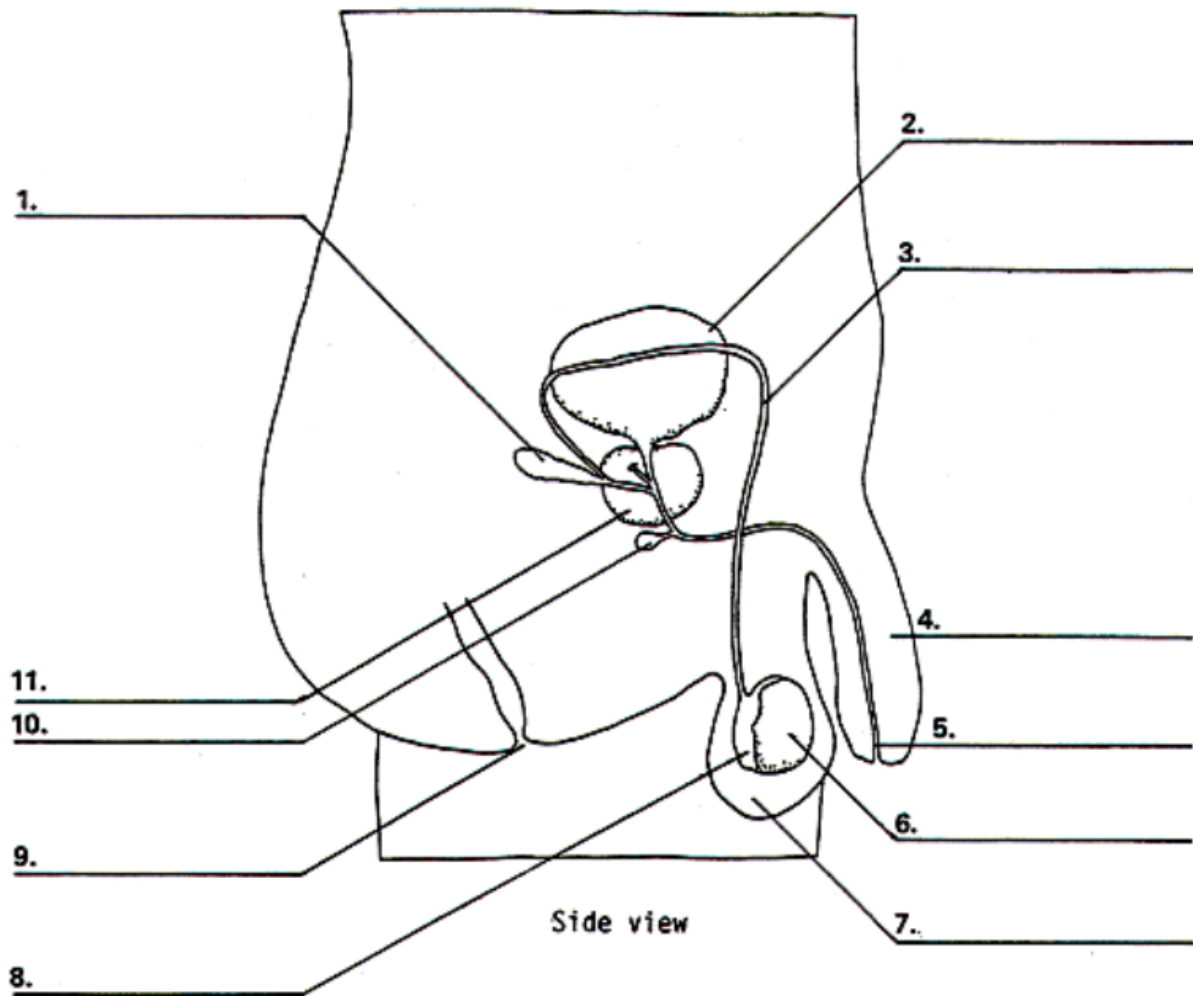
**Standards:**

- **H1.Se1.4:** Label medically accurate names for body parts, including internal and external reproductive anatomy.
- **H1.Se3.4:** Understand reproductive organs allow living things to reproduce.
- **H1.Se1.5:** Understand functions of reproductive systems.
- **H1.Se3.5:** Recognize puberty prepares the body for reproduction.

## Lesson 4: Male Reproductive System Side View

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

bladder	Vas deferens	seminal vesicle	anus
penis	testicles or "testes"	Cowper's gland	urethra
prostate gland	scrotum	epididymis	

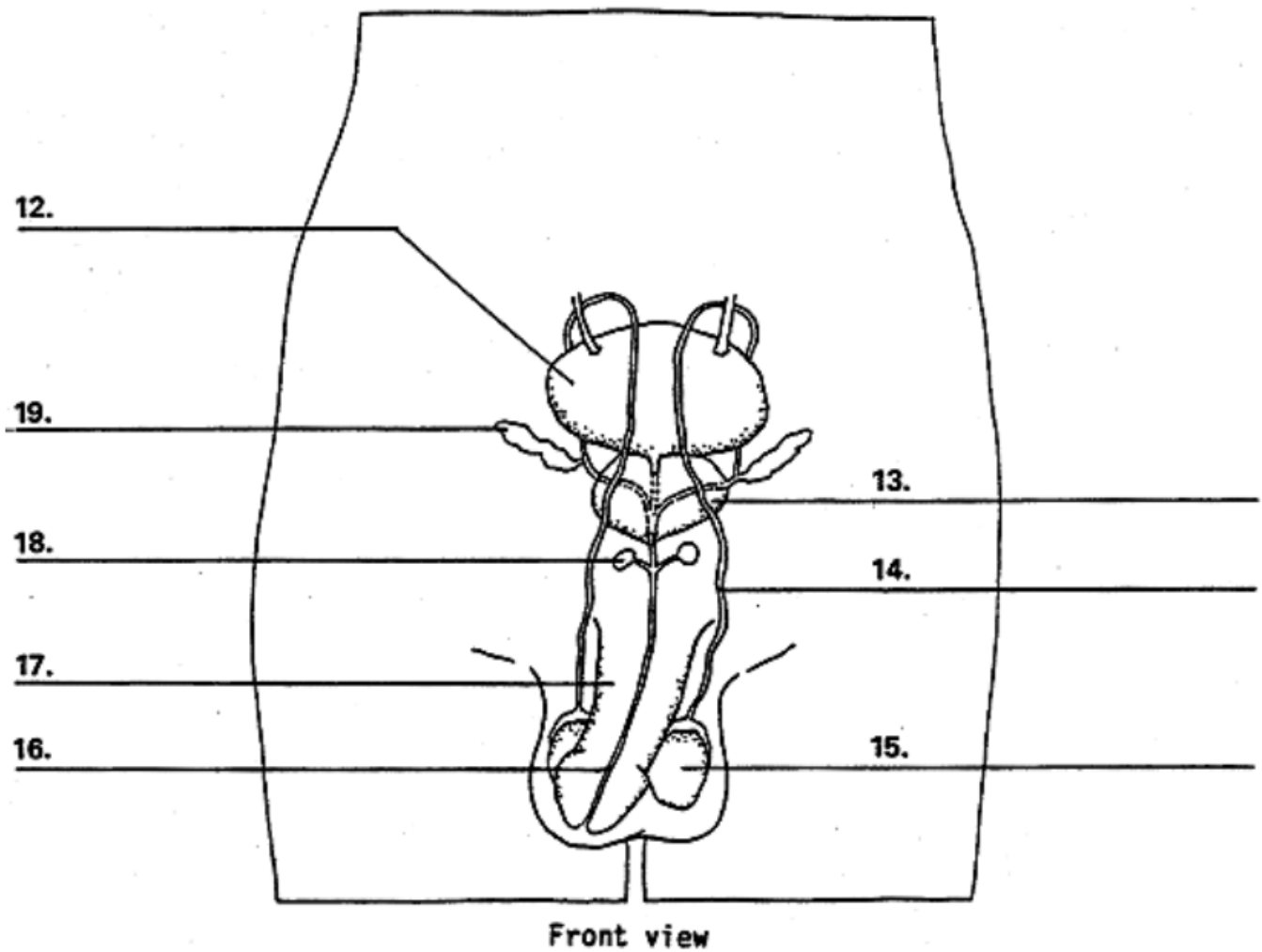


NOTE: #9 and #2 are not part of the reproductive system

## Lesson 4: Male Reproductive System Front View

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

bladder	Vas deferens	seminal vesicle
penis	testicles or "testes"	Cowper's gland
prostate gland	urethra	

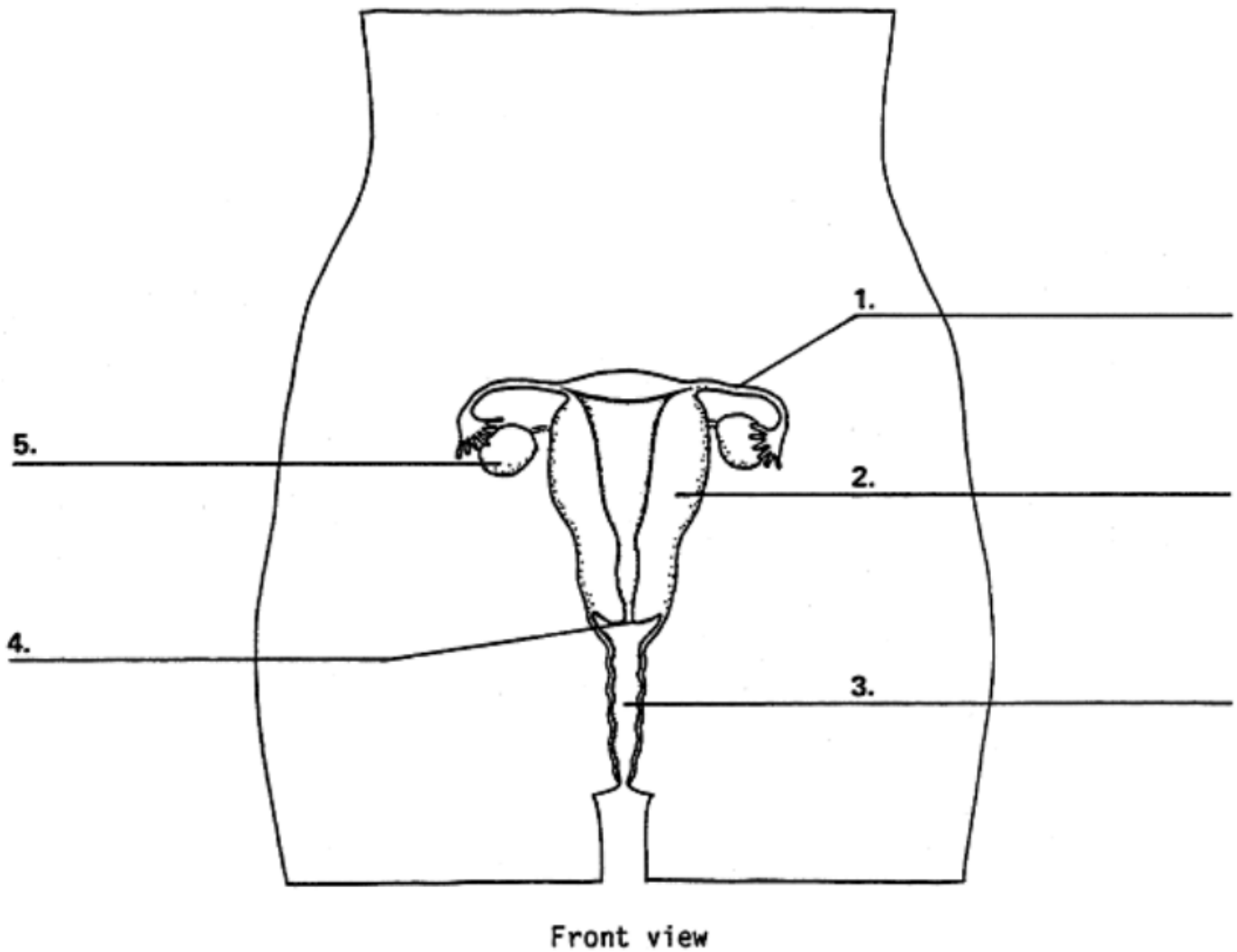


NOTE: #12 is not part of the reproductive system

## Lesson 4: Female Reproductive System Front View

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

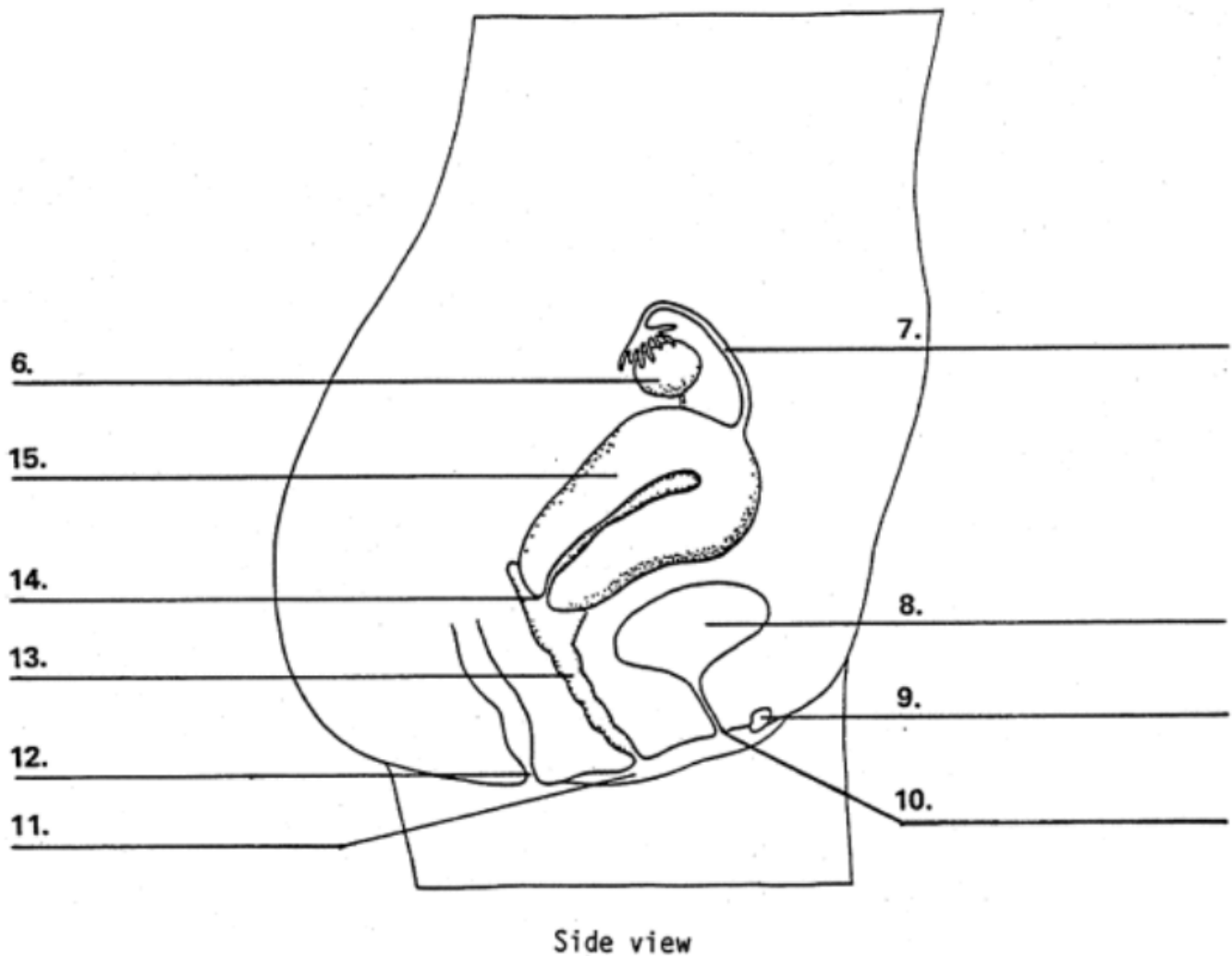
uterus	fallopian tubes	vagina	cervix	ovaries
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## Lesson 4: Female Reproductive System Side View

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

Fallopian tube	ovary	vagina	urethra
bladder	uterus	anus	
clitoris	cervix	labia	



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

## Grade 5 Lesson 5: Reproductive System Part 2

**Learning Target:** I will learn facts about puberty.

**Success Criteria:** I can distinguish puberty facts from myths.

**Standards:**

- **H1.Se3.4:** Understand reproductive organs allow living things to reproduce.
- **H1.Se1.5:** Understand functions of reproductive systems.
- **H1.Se3.5:** Recognize puberty prepares the body for reproduction.



## Lesson 5 Reproductive System Student Worksheet 1

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

DIRECTIONS: Mark an "M" next to any part of a male's (a boy or man) body, an "F" next to any part of a female's (a girl or woman) body, or "E" if the part could belong to either a male or a female.

M -- for Male F -- for Female E -- for Either

- \_\_\_\_\_ 1. Penis
- \_\_\_\_\_ 2. Scrotum
- \_\_\_\_\_ 3. Cervix
- \_\_\_\_\_ 4. Bladder
- \_\_\_\_\_ 5. Vagina
- \_\_\_\_\_ 6. Testicle
- \_\_\_\_\_ 7. Fallopian Tube
- \_\_\_\_\_ 8. Cowper's Gland
- \_\_\_\_\_ 9. Labia
- \_\_\_\_\_ 10. Urethra
- \_\_\_\_\_ 11. Seminal Vesicle
- \_\_\_\_\_ 12. Epididymis
- \_\_\_\_\_ 13. Ovary
- \_\_\_\_\_ 14. Prostate Gland
- \_\_\_\_\_ 15. Uterus
- \_\_\_\_\_ 16. Anus
- \_\_\_\_\_ 17. Vas Deferens
- \_\_\_\_\_ 18. Clitoris

## Lesson 5 Reproductive System Student

### Worksheet 2

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

Date: \_\_\_\_\_

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

- A. Circumcision
- B. Conception
- C. Ejaculation
- D. Erection
- E. Fertilization
- F. Genitals
- G. Implantation
- H. Intercourse
- I. Menstruation
- J. Nocturnal Emission
- K. Ovulation
- L. Ovum
- M. Pituitary
- N. Puberty
- O. Semen
- P. Sperm

- \_\_\_ 1. The penis or clitoris filling with blood and getting harder and larger
- \_\_\_ 2. The outside parts of a male or female reproductive system
- \_\_\_ 3. Ejaculation during sleep (sometimes called a wet dream)
- \_\_\_ 4. The process of fertilization and implantation
- \_\_\_ 5. A cell from a woman's body that can start a pregnancy (sometimes called an "egg cell")
- \_\_\_ 6. A cell from a man's body that can start a pregnancy
- \_\_\_ 7. An operation to remove the foreskin from the penis
- \_\_\_ 8. The meeting of the sperm and ovum
- \_\_\_ 9. The penis being inside the vagina
- \_\_\_ 10. The gland in the brain that triggers puberty
- \_\_\_ 11. A ripe ovum coming out of the ovary
- \_\_\_ 12. Semen coming out of the penis
- \_\_\_ 13. The nesting of a fertilized egg in the wall of the uterus
- \_\_\_ 14. The body beginning to change from a child's into an adult's
- \_\_\_ 15. The liquid that carries sperm
- \_\_\_ 16. The lining of the uterus coming out through the vagina (sometimes call a period)

## Grade 5 Lesson 6: Healthy Boundaries and Personal Safety Part 1

**Learning Target:** I will define sexual exploitation and distinguish between facts and myths about sex abuse.

**Success Criteria:** I can list examples of safe, healthy and fair touch and unsafe, unhealthy, and unfair/confusing touch.

**Standards:**

- **H1.Se6.4:** Describe characteristics of healthy friendships and other relationships.
- **H2.Se6.4a:** Explain importance of communicating with trusted adults about relationships.
- **H4.Se6.4:** Demonstrate positive ways to communicate differences of opinion and feelings while maintaining relationships.
- **H2.Se6.4b:** Understand ways family, friends, and peers can have a positive or negative influence on relationships.
- **H8.Se6.5:** Understand how to support a peer to recognize healthy and unhealthy relationships.
- **H1.Se6.5c:** Define sexual abuse.

No Student Worksheet

## Grade 5 Lesson 7 Healthy Boundaries and Personal Safety Part 2

**Learning Target:** I will understand why it is important to report sexual exploitation and who to report to

**Success Criteria:** I can describe ways to help a friend who has been exploited and why reporting is important.

### Standards

- **H1.Se6.4:** Describe characteristics of healthy friendships and other relationships.
- **H2.Se6.4a:** Explain importance of communicating with trusted adults about relationships.
- **H4.Se6.4:** Demonstrate positive ways to communicate differences of opinion and feelings while maintaining relationships.
- **H2.Se6.4b:** Understand ways family, friends, and peers can have a positive or negative influence on relationships.
- **H8.Se6.5:** Understand how to support a peer to recognize healthy and unhealthy relationships.
- **H1.Se6.5c:** Define sexual abuse.

## Lesson 7 Healthy Boundaries and Personal Safety Worksheet

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

### Healthy Boundaries and Personal Safety Worksheet

1. Touch is important. Sometimes it is fair and safe. Give three examples:


2. Some touch is obviously unfair or unsafe. It never feels okay. Give three examples:


3. Some kinds of touch are confusing. They might feel okay one minute and awful the next. They might not hurt, but they just don't feel quite right. They may give a person an "uh-oh" feeling. Give three examples:


4. What three things can people do if they get that "uh-oh" feeling?


5. Sometimes a young person is too confused or scared to do anything. Sometimes they might try to do something about it and get exploited anyway. If that happened, name three people the young person could tell about it:


6. Why is it important to tell somebody even if you promised to keep it a secret? Can you think of two reasons?


7. If your friend were sexually exploited and told you about it, name three ways you could be of help:


8. Wait for your teacher’s directions for this part. Draw a picture of yourself and choose a caption.

--

## Grade 5 Lesson 8: HIV Part 1: Understanding my Immune System

### Learning Target:

- Today I will explain to a partner what communicable diseases, like HIV, are and how they are transmitted.

### Success Criteria:

- I can tell a partner what a communicable disease is, how they are transmitted, and how HIV is and isn't transmitted.
- **Video:** HIV and Me: Marissa's Story" - [https://www.youtube.com/watch?v=S2J7bH1JQ40&ab\\_channel=JodieHowerton](https://www.youtube.com/watch?v=S2J7bH1JQ40&ab_channel=JodieHowerton)

### Standards:

- Define human immunodeficiency virus (HIV) – **H1.Se4.5a**
- Identify methods of transmission and prevention of HIV. – **H2.Se4.5b**

**Next page**



**A person CAN  
get HIV**

**A person CAN'T get  
HIV**

Sharing needles for drug use  
with someone who has HIV

Sitting on public toilet  
seats

Kissing someone  
who has HIV

Having sex with  
someone  
who has  
HIV

When the person giving birth  
to them has HIV

Sharing food with someone  
who has HIV

When the person breast  
feeding them has HIV

Hugging someone who  
has HIV

When a mosquito bites them  
right after it bites someone  
with HIV

## Grade 5 Lesson 9: HIV Part 2: Abstinence and Refusal Skills

### **Learning Target:**

- I will be able to tell my partner the definition of abstinence and practice refusal skills.

### **Success Criteria:**

- I can write and describe the peer refusal skill steps in different scenarios.
- I can tell my partner how abstinence is applied in the different scenarios.

### **Standards:**

- Demonstrate appropriate interpersonal communication skills. **H4.W6.5**
- Apply decision- making skills to make a health- enhancing choice. **H5.W7.5**

# **Refusal Skills – Ways to say “No”**

- 1. Say no.**
- 2. Explain why.**
- 3. Suggest an alternative.**
- 4. Leave if you need or want to.**

# **Refusal Skills - Ways to say “No”**

- 1. Say no.**
- 2. Explain why.**
- 3. Suggest an alternative.**
- 4. Leave if you need or want to.**

## Refusal Skills Example – Scenario A

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### Class Demonstration

Chris, Miguel, and Luis are all in 6<sup>th</sup> grade together. Chris does not like Luis and thinks he is a know-it-all. One afternoon, Chris tries to get Miguel to distract Luis so he can go pants him in the hallway. Miguel does not want to participate in this and thinks that Chris should just leave Luis alone.

**Chris:** Hey Miguel. Let's go get Luis while no teachers are around.

**Miguel:** Dude, I don't think that's cool.

**Chris:** Oh come on Miguel. Don't be such a wimp.

**Miguel:** I'm not going to do it. Let's hurry and get to P.E. early so we can get the good basketballs.

**Chris:** Ok. I'm sorry I called you names. You're right.

## Scenario B: Mohamed and Gloria

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

### Small Group Practice

#### Practice

Mohamed and Gloria are hanging out together at Gloria's house after school. Gloria thinks that Mohamed is really cute. They are out in the backyard playing in the yard while Gloria's aunt is cooking dinner. Gloria goes over to Mohamed and tries to kiss him behind the shed. Mohamed does not want to kiss Gloria. He thinks the idea of kissing a girl is pretty gross and just wants to continue playing their game.

**Gloria:** Hey Mohamed. You should kiss me while no one can see us.

Mohamed:

---

---

**Gloria:** What's wrong with you that you don't want to kiss me? You can be such a baby sometimes.

Mohamed:

---

---

**Gloria:** Ok. You're right. That was rude of me.

## Scenario C: Kayla and Isaiah

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

### Practice

Kayla is a 6<sup>th</sup> grade girl who is away at overnight camp. One night a group of the campers sneaks out into the woods to hang out while the camp counselors sleep. Isaiah, a 6<sup>th</sup> grade boy, suggests that they all play spin the bottle. Kayla feels uncomfortable with this and doesn't want to play. She decides to go back to her cabin, but Isaiah tries to get her to stay and play.

**Isaiah:** Come on guys. Let's play spin the bottle. It'll be fun.

Kayla:

---

---

**Isaiah:** Come on Kayla. It'll be fun. Just try it.

Kayla:

---

---

**Isaiah:** Ok. I'm sorry. You're right.

## Scenario D: Mai, Grace, and James

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

### Practice

Mai and Grace two 6<sup>th</sup> grade girls, go to school with James, a 6<sup>th</sup> grade boy. Mai and Grace have a class together and don't get along. James thinks it would be funny for him and Grace to spread a rumor that Mai got her period over the summer. Even though Grace doesn't like Mai she thinks that would be mean and wouldn't like it if that rumor were going around about her. James tries to talk her into it.

**James:** Let's spread a rumor about Mai. We can tell everybody that she got her period this summer.

Grace:

---

---

**James:** Oh Grace, give me a break. It will be funny.

Grace:

---

---

**James:** Ok. I'm sorry. You're right.