

# Introduction

Grades 4-6, Lesson #1

## Time Needed

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20-40 minutes

## Student Learning Objectives

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To be able to ...

1. List and explain at least four ground rules.
2. Identify why ground rules are necessary.
3. Promote ways to show respect for one another.

## Agenda

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1. Introduce the unit.
2. Use case study and class input to set ground rules.
3. Discuss slang vs. medical/correct terms.
4. Introduce "anonymous question" cans (boxes, envelopes.)
5. Use *Introduction Worksheet* to summarize lesson.

This lesson was most recently edited November 2021.

## ***Elementary FLASH Grades 4-6***

### **Materials Needed**

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#### **Classroom Materials:**

- Coffee can, manila envelope or shoe box, for anonymous questions
- *Anonymous Question Roots Visual*

#### **Student Materials: (for each student)**

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

## Activity

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- 1. Introduce the unit by explaining that you are beginning a health unit where you will learn about relationships, puberty, reproduction and staying safe.**

This health unit will focus on things that people need to know as they are growing up. Ask the students if they have any ideas about what they will be learning about and affirm their correct answers. Summarize by pointing out that these are important topics for everyone to learn about so that people can understand one another better and keep themselves safe and happy.

If students express embarrassment or discomfort, let them know that it is normal for some people to feel that way at the beginning of the unit, and that you will be working very hard to make sure everyone feels as safe and comfortable as possible while you are all learning about these important and interesting topics.

- 2. Tell the class that you want to share a case study with them and get their reactions to it.**

Let them know this is a story about what happened in another classroom, not at this school, when they started this unit. Read aloud:

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

Open a discussion about the case study. Some questions for the class to consider are:

- "Why do you think some people laughed?"
- "How did Viet feel?"
- "Do you think other people will raise their hands from now on? Why not? How will they feel about speaking in class?"
- "If you were the teacher, how would you handle the problem?"
- "How could the problem have been avoided in the first place?"
- "Do you think this kind of thing could happen in OUR class?"
- "How can we keep it from happening here? Why don't we develop a contract for how we'll treat each other during this unit?"

- 3. Have students develop ground rules.**

List students' suggestions on the blackboard. Feel free to add to their list and remind them that these guidelines are for the students and the teacher to follow. You may want to include some of these:

- Show respect for opinions and beliefs that are different from your own.
- No put-downs.
- Any question is a good question.
- Protect other people's privacy and your own.
  - For example, questions about friends and family members should not include their names or identities. Ask about "someone I know" rather than "my sister."
  - Students can use this framework to protect their own privacy as well.
- It's OK to pass or not answer a question.
- Be considerate of other people's feelings.
- No laughing at each other.
  - You can let the students know you don't mind laughing in general, or laughing when you talk, but that students should not laugh at each other.

#### **4. Discuss slang and baby talk.**

Encourage students to ask questions regardless of whether they know the standard/medical words for things. Explain that you will always try to include the medical word in your answer and to spell it for them on the blackboard.

Note to teacher: Students may use slang or baby talk in the classroom for two reasons: Sometimes, the individual is testing you. ("Will they be shocked if I ask what's really on my mind?" "Do they know the meaning of slang terms?") Sometimes the student doesn't know the standard or medical term. In either case, a matter of fact, nonjudgmental substitution of the medical term by the teacher when answering will diffuse the need to test and will offer important information.

#### **5. Introduce the Anonymous Question Box or Can.**

Explain to students what an anonymous question is – a question they write down on paper without their name on it. No one will know who asked what questions, and you will read and answer them out loud throughout the unit.

Let students know what topics you will be covering. Elementary FLASH has lessons on the following topics: Family, Self Esteem, Gender Roles, Friendship, Decision Making, Sexual Abuse, Puberty, the Reproductive System, Pregnancy and HIV. Mention the topics you will be covering and invite students to write any questions they have on the pieces of paper you have provided.

Ask every student to write at least one question. If they can't think of a question, ask them to write a fact about one of the topics you listed. Remind students that spelling isn't important for these questions. Walk around the room to collect questions and leave the box in a prominent location in the classroom. Invite students to submit additional questions anytime.

Use *Anonymous Question Roots Visual* to offer your students a starting point as they try to think of questions or write the question roots on the board:

"Is it true that...?"

"How do you know if...?"

"What do they mean by...?"

"Is it normal to...?"

"What causes...?"

"What should you do if...?"

**3. Wrap up the lesson.**

Hand out the *Introduction Worksheet* and have students work in pairs filling it out.

**Related Activities for Integrated Learning**

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**A. Art**

Students may volunteer to make posters listing classroom ground rules.

**B. Language Arts**

Have students write a story about a problem they experienced when another student was inconsiderate of their feelings. They should include how they handled the problem or how they would have liked to have handled it.

**Homework**

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Students' options:

- Family homework: There is no homework question for today's lesson. Please read the information on the FLASH Family Homework Sheet for today's family homework.
- Individual homework: What do you expect to learn in this unit? What questions or concerns do you have about this unit?

Visual

## Anonymous Question Roots

"Is it true that...?"

"How do you know if...?"

"What do they mean by...?"

"Is it normal to...?"

"What causes...?"

"What should you do if...?"

# Introduction Worksheet

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

Our ground rules are:

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Sometimes people use slang or baby talk to ask questions because those are the words they know. In this unit we're going to learn the \_\_\_\_\_ words for things.

The topics we will talk about include:

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# Family

Grades 4-6, lesson #2

## Time Needed

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30-90 minutes

## Student Learning Objectives

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To be able to...

1. Describe the benefits of healthy family relationships.
2. Define sexual orientation and gender identity
3. Demonstrate effective verbal and nonverbal communication skills to promote healthy relationships.
4. Recognize that there are different kinds of families.
5. Name something they value about each member of their family.

## Agenda

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1. Explain purpose of the lesson.
2. Define family.
3. OPTIONAL: Show the documentary video *That's a Family* and discuss it.
4. Diagram families.
5. Use brainstorm to identify purpose and importance of families.
6. Use contrasting role-plays to identify "good listening behaviors" and to highlight their importance.
7. Use case study to point out that speaker and listener both benefit from good communication.
8. Answer "Anonymous Question Box" questions about family.
9. Summarize the lesson.

This lesson was most recently edited November 2021.

## Elementary FLASH Grades 4-6

### Materials Needed

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#### Classroom Materials:

- *Communication Roleplay Script* – for teacher and student role-player
- OPTIONAL: Documentary film *That's a Family*

*That's a Family* can be streamed for free through many public library websites. Check to see if your public library subscribes to Kanopy, a free streaming service.

Purchase a DVD or pay to stream the video from New Day Films. Download a free discussion guide. <https://www.newday.com/film/thats-family>

#### Student Materials: (for each student)

- One sheet of white or manila construction paper per student
- Several crayons or colored pencils per student

### FLASH Key Concepts

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Everyone has a sexual orientation and a gender identity.

Kids' families are made up of people who are of all sexual orientations and gender identities.

## Activity

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1. **Explain that this lesson will help students understand the purpose of families and how they contribute to their own families.**

2. **Define family.**

*A family is two or more people who love and take care of each other. Usually they are related and/or live together. Families come in all shapes, sizes and descriptions.*

3. **Discuss identity and how it relates to family**

*People's families are made up of people who all have their own personal identities. People's identities might include their gender, their race, their nationality, their sexual orientation, their ability or disability, their family identity (sister, uncle, etc.), their religious identity if they have one, or others. It's important for family members to help each other feel proud of their identities. This film shows people with many different identities, including individuals of different sexual orientations. Let's talk about some different sexual orientations and gender identities before we watch the film.*

*A person's sexual orientation is based on who they are attracted to and fall in love with. Usually, we say that a man who is attracted to women, or a woman who is attracted to men is straight. The word lesbian usually describes a woman who is attracted to women, and gay usually describes a man who is attracted to men. Bisexual is a word that usually describe a person who is attracted to more than one gender. Someone might also identify as queer, which is a broad term that can include anyone who isn't straight.*

*Gender identity refers to whether a person feels like a boy, a girl, both, neither or somewhere in between. A person knows their gender identity because of how they feel, not because of their body parts. Some gender identities include boy, girl, trans, and non-binary. You can't know what a person's gender identity is by looking at them, or by how they dress. When a person's gender identity is different from what the doctor said when they were born, that person might say they are transgender, or just trans. When a person's gender identity is the same as what the doctor said when they were born, that's called being cisgender.*

*Every person has a sexual orientation and a gender identity, and kids' families are made up of people who are of all different sexual orientations and gender identities.*

*As you watch the film, notice how people take care of each other in their families and help each other feel proud of their identities*

4. **OPTIONAL: Show the 35-minute documentary film *That's a Family* and discuss it.**

The film tells the stories, in their own words, of children in families with parents of different races, religions and abilities; divorced and married parents; couple and single parents; gay, lesbian, and straight parents; adoptive parents, birth parents and grandparents as guardians. Each child discusses the configuration of their family, what's special about their family, what's challenging about their family, and what they want other children to understand about families like theirs. It comes with an excellent teaching guide that can be downloaded for free. <https://www.newday.com/film/thats-family>

## Elementary FLASH Grades 4-6

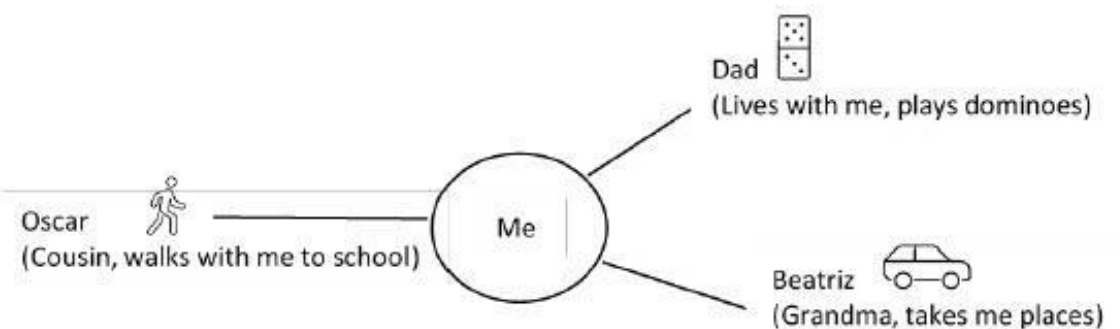
- The film portrays children and families that are happy and highly functional at the time. Acknowledge that most families also experience challenging times.
- The film also does not introduce every configuration of family. With students, point out types of families that were not portrayed (foster families, group homes, couples without children, families with lots of kids, families with someone who is trans or nonbinary, extended families living together, etc.)
- Invite people to comment on the ways their own families are similar to and different from the families in the film, thinking about, for instance, the ways they have fun together, the ways they change over time, the ways that different family members take care of one another.

### 5. Diagram families.

Have each student draw a small circle in the center of a sheet of construction paper. They should write the word “me” inside the circle. You can do the same on the blackboard, diagramming your own family or a fictional family. From the circle, draw one spoke for each member of the family. At the outside end of the spoke, write the person's name or nickname and draw a little picture of something special about that person (e.g., a soccer ball for someone who loves soccer, a smiling mouth for someone with a wonderful laugh, etc.)

Be sure to point out that each person will define “family” differently in deciding who to include. Families might include people who live at home, extended family, birth, adoptive and/or foster family members, pets, etc. Students should include whoever they think of as their family, and there is no wrong way to do this activity.

Allow 15 minutes. Here's an example:



Invite 3 or 4 volunteers to describe their diagrams to the class. Help each volunteer to articulate the characteristic they value about each family member.

### 5. Examine communication within families.

If one of the needs a family can meet is the need to feel listened to, how can a person listen well? How do you know if somebody's really listening to you? How do you feel when someone is doing a good job listening to you? How do you know when they're not?

## Elementary FLASH Grades 4-6

Choose a dramatic student to role-play with you a conversation between two siblings. Play the scene twice, using the *Communication Roleplay Script*.

You play the older sibling; the student plays the younger sibling. In the scenario, the younger sibling is upset because they got in trouble at school for something that they didn't do; the younger sibling feels frustrated and hurt and is trying to tell their older sibling about it.

The first time you exhibit poor listening skills (allow yourself to be distracted by the phone, don't make eye contact, cross your arms and lean backwards, tell the other person they don't really feel upset, and change the subject).

The second time, you exhibit good listening skills (allow no distractions, look the person in the eyes, uncross your arms and lean forward, check out whether you understand the person's feelings by asking, and nod). Each time, ask your fellow role-player how their character felt in the scene.

After the second scene, ask the class to tell you exactly what they saw you do differently in the two scenes. Write the class's observations on the board under the title "Behaviors that contribute to good listening."

### 6. Examine who benefits from good communication.

Tell the class you want to share a case study with them and get their reactions to it. Read aloud:

*"Abdi and Sofia were both in sixth grade and they were best friends. One day Abdi came to school grouchy. He wouldn't take his coat off. He yelled at someone who tripped over his foot by mistake. He didn't even sing during music, and he was usually the best singer in the class. Mr. Tran, his teacher asked him what was wrong, and he wouldn't tell her. The music teacher, Ms. Washington, came out to talk with him during recess, and he just pulled away. Finally, at lunch he told Sofia that his dog had been hit by a car. He told her he couldn't tell anybody but Sofia because he was embarrassed that he might cry. As he said this, one tear slid down his cheek and Sofia offered him her sleeve to wipe it."*

Ask the class how they think Abdi felt. Ask them also how they think Sofia felt. The point is that even though it's a very sad situation, both people also feel good: Abdi, because she didn't laugh at his feelings, and Sofia, because Abdi trusts her so much that he will talk to her when something is personal and important. He feels listened to, and she feels needed and special.

### 8. Answer "Anonymous Question Box" questions about family.

Help students appreciate the similarities, differences and purposes of families. It may helpful to have school and community resources to refer students (e.g. divorce, alcoholism, domestic violence, etc.)

### 9. Summarize the lesson by asking the class to tell you what a family *is* and what it is *for*.

## Related Activities For Integrated Learning

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### Reading

Have students do a book report, not about the plot of a book, but about the family of the main character. Who is in the family? How does each one help meet the needs of the others? What is special about each one?

### Homework

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Students' options:

- Family homework: What are some things that make our family special?
- Individual homework: List 3 things that are special about your family or about a person who is like family to you.

# Communication Roleplay Script

## 1st Roleplay – Poor Listening Skills

The older sibling (played by the teacher) demonstrates poor listening skills:

- Is distracted by the phone
- Doesn't make eye contact
- Crosses arms and leans backwards
- Tells the younger sibling (played by the student) they don't really feel upset
- Changes the subject

Younger Sibling:	You won't believe what Ms. Jones did to me! She wouldn't let me go to recess and said I was talking even though I wasn't! It was totally unfair. And I told her and she wouldn't even listen to me!
Older Sibling:	Don't you think you're making a big deal out of this? I mean, it's just recess.
Younger Sibling:	But it wasn't fair! And I didn't do it! And now she thinks I was being rude and I wasn't!
Older Sibling:	I know you talk sometimes when you're not supposed to. You probably had it coming to you.
Younger sibling:	You're not even listening to me! You don't understand!

## 2nd Roleplay – Good Listening Skills

This time, the older sibling (played by the teacher) exhibits good listening skills:

- Allows no distractions
- Looks directly at younger sibling (student)
- Uncrosses arms and leans forward
- Asks how younger sibling (student) feels
- Nods and shows interested facial expression

Younger Sibling:	You won't believe what Ms. Jones did to me! She wouldn't let me go to recess and said I was talking even though I wasn't! It was totally unfair. And I told her and she wouldn't even listen to me!
Older Sibling:	That's terrible! I'm so sorry.
Younger Sibling:	It wasn't fair! And I didn't do it! And now she thinks I was being rude and I wasn't!
Older Sibling:	I hate it when things like that happen. How are you feeling now?
Younger Sibling:	I feel mad at her and worried that she will think I was being bad. And embarrassed because the other kids saw that I didn't get to go out to recess.
Older Sibling:	I would feel the same way. Do you want to think together about how you could talk with her tomorrow and clear things up?

# Self-Esteem

Grades 4-6, Lesson #3

## Time Needed

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25-35 minutes

## Student Learning Objectives

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To be able to...

1. Demonstrate ways to treat others with dignity and respect.
2. Understand ways family, friends, and peers can have a positive or negative impact on relationships and self-esteem.
3. Make an affirming statement to oneself.

## Agenda

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1. Define self-esteem.
2. Describe the origin.
3. Use riddles (*Visual #1 and Self-Esteem Worksheet*) to unscramble 3 key elements of self-esteem.
4. Identify situations that *damage* self-esteem.
5. Identify situations that *build* self-esteem.
6. Answer "Anonymous Question Box" questions regarding self-esteem.
7. Use an esteem-building small group exercise.
8. Discuss the exercise to summarize the lesson.

This lesson was most recently edited November 2021.

## ***Elementary FLASH Grades 4-6***

### **Materials Needed**

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#### **Classroom Materials: (1 per class)**

- *Self-Esteem Visuals #1 and #2*

#### **Student Materials: (for each student)**

- *Self-Esteem Worksheet (same as Visual #2)*
- Pencils

### **FLASH Key Concepts**

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It is important to treat everyone with caring and respect.

## Activity

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### 1. Define self-esteem.

*Self-esteem means liking yourself or feeling good about yourself. People with lots of self-esteem often make healthier decisions than people with only a little. They also tend to make friends more easily, try their hardest, and cope better with mistakes. This lesson will help everyone learn how to boost their own and others' self-esteem.*

### 2. Describe the origin of self-esteem.

*There are lots of things adults can do to help babies and children build their self-esteem. Children gain self-esteem when people love them, play with them, and are proud of them, and when they learn new skills and try new things. We're going to do three riddles together to figure out the 3 keys to good self-esteem.*

### 3. Use riddles to unscramble 3 key elements of self-esteem.

Show the first scrambled key on Visual #1, but keep the others covered. Read the clue aloud and ask students to respond. Repeat with next two clues/keys. Students write the answers for each key on the *Self-Esteem Worksheet*.

CLUE for Key #1: *"Everybody needs to feel this way. You feel this way when someone chooses you to be on their team. You feel this way when your whole family gets together for a celebration. You feel this way when everybody's going somewhere and they ask, 'Aren't you coming?' You feel this way when you're home sick and somebody calls just to see if you're OK. You feel this way when somebody invites you to be in their club."*

ANSWER for Key #1: **"I belong."**

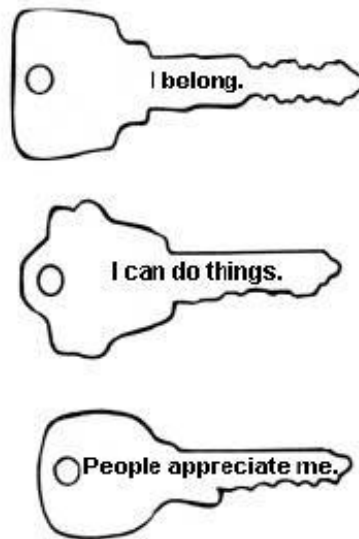
CLUE for Key #2: *"Everyone needs to feel this way too. Quan is only three years old; he feels this way when he puts his clothes on all by himself. Leticia is seven; she feels this way when she rides her bike for the first time. Omar is eleven; he gets this feeling by building model airplanes. Alex is sixteen; they feel this way when driving the car with their new driver's license. Dmitri uses a wheelchair; he feels this way with his new electric wheelchair that allows him to go places without being pushed. Grandpa Joseph feels this way when he takes care of his great-grandbaby for the evening."*

ANSWER for Key #2: **"I can do things."**

CLUE for Key #3: *"Everybody needs to feel this way also. Madison is doing her chores when the phone rings. She asks her little brother, Jayden, to answer the phone. He answers it and takes a message for Madison. She says, "Thanks, kid," and Jayden feels this way. When her mother comes home, she sees that Madison straightened up and she says, "The house looks great, honey." Madison feels this way. Madison's mom opens a shopping bag and shows Madison the graph paper Mary's been asking for. Madison grins. "You remembered," she says, hugging her. Mom feels this way.*

ANSWER for Key #3: **"People appreciate me."**

You will end up with Visual #2 looking like this:



**4. Identify situations that *damage* self-esteem.**

Ask the class to think of reasons a person might feel "I DON'T belong." Repeat the question for "I CAN'T do things" and "People DON'T appreciate me." Point out that treating people unfairly and hurtfully is bad for self-esteem. It is important to treat everyone with caring and respect. You may need to point out that making mistakes do not cause low self-esteem; learning from our mistakes and doing things differently the next time can help build self-esteem.

**5. Identify situations that *build* self-esteem.**

Ask the class for examples of when a person might feel "I DO belong." Have them list times they've felt "I CAN do things." Have them list times they've felt "People DO appreciate me." Finally, ask them how to help build other people's self-esteem.

**6. Answer "Anonymous Question Box" questions about self-esteem.**

**7. OPTIONAL: Use an esteem-building small group exercise.**

In small groups, have each person go around the group saying one thing they appreciate about each other person. Remind them of the ground rule "No put-downs." This exercise will only work in a class that is experienced in small group work. It may work best later in the school year, after the class has built some rapport and a sense of community. As alternatives, see Related Activities A and B below.

**8. Reiterate the 3 things that influence people's feelings about themselves.**

## Elementary FLASH Grades 4-6

*We all learned a lot about self-esteem today. Let's all try to remember three things we can do to help our friends feel good about themselves. If people do this for each other, everyone will have better self-esteem.*

- *Include the person (to give them a sense of belonging)*
- *Compliment them on something they're good at (to remind them they can do things)*
- *Thank them for something (so they'll feel appreciated)*

### Related Activities For Integrated Learning

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#### A. Social Studies

Students can make timelines of their lives, listing things they could do at age 5, now, and things they will be able to do at age 15, age 20, and age 25.

#### B. Art

Students can draw personal coats of arms showing: in one quadrant, one place they belong; in another, something they can do; in a third, something people appreciate about them; and in the fourth, one way they help to build other people's self-esteem.

### Homework

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Students' options:

- Family homework: We learned that self-esteem means liking yourself or feeling good about yourself. What are some things a person should do if they're not feeling good about themselves?
- Individual homework: Compliment or thank someone. Write a few sentences about what you did, including how it felt.

## Self-Esteem Visual 1

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# Keys To Feeling Good About Yourself



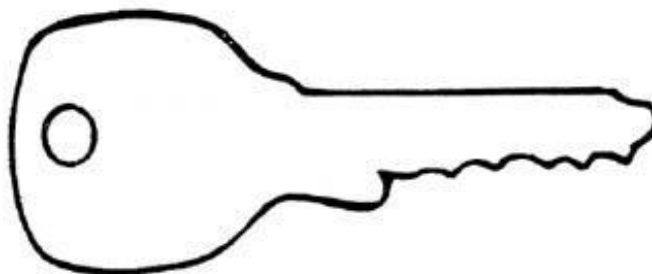
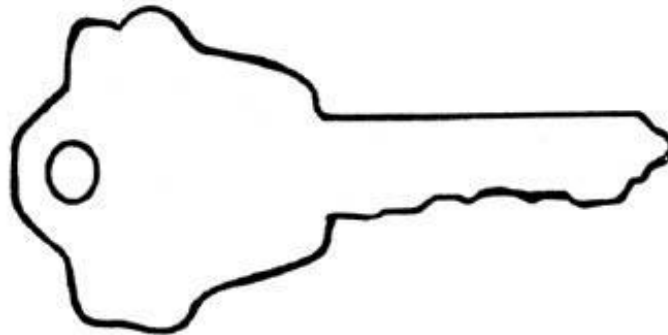
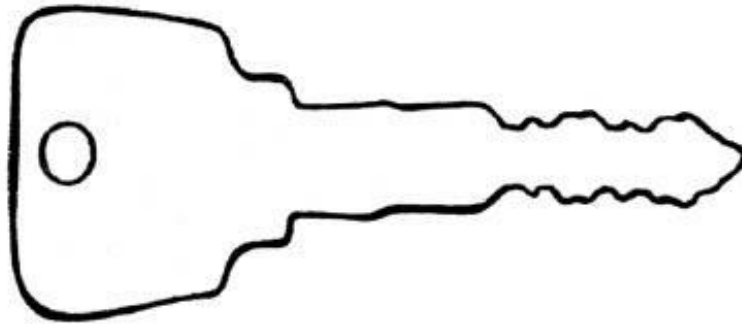
# Self-Esteem Visual 2/Worksheet

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

## Keys To Feeling Good About Yourself

DIRECTIONS: Unscramble the keys. Write the answer inside each key.



# Gender Roles

Grades 4-6, Lesson #4

## Time Needed

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25-45 minutes

## Student Learning Objectives

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To be able to...

1. Define the term "gender stereotype."
2. Describe characteristics related to gender expression and gender roles that make people different from one another.
3. Recognize that a person's beliefs about gender can influence their decisions.

## Agenda

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1. Define "gender stereotypes" and explain the lesson's purpose.
2. Brainstorm gender stereotypes.
3. Use case study to teach that gender stereotypes are learned and can be limiting.
4. Answer "Anonymous Question Box" questions regarding gender roles.

This lesson was most recently edited November 2021.

## ***Elementary FLASH Grades 4-6***

### **Materials Needed**

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#### **Student Materials: (for each student)**

- *Gender Stereotypes Worksheet*

### **FLASH Key Concepts**

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There are no jobs, clothes or toys that are for only one gender. People can choose the things that feel right for them.

It is important to treat everyone with caring and respect.

## Activity

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### 1. Define "gender stereotypes" and explain the lesson's purpose.

*Stereotypes are beliefs that we have about whole groups of people. Sometimes we believe stereotypes and don't even know it! Stereotypes can cause us to expect people to behave in certain ways. Usually, these beliefs are hurtful or mean, but not always. An example of a stereotype about dogs is that all poodles are smart or that all Dobermans are mean. Gender stereotypes are beliefs we have about how people should act based on their gender, which means if they are a boy, a girl, both, neither, or somewhere between. Stereotypes might be true for some people, but they are never true for a whole group of people, and they can be really unfair. Today we are going to learn more about gender stereotypes and how to avoid them.*

### 2. Brainstorm gender stereotypes.

*Gender stereotypes are usually about how men or boys should act, and how women or girls should act, even though these are not the only gender identities. These stereotypes impact everyone, regardless of their gender. Let's brainstorm these common stereotypes, keeping in mind that stereotypes are never true for everyone.*

Have students brainstorm stereotypes or expectations they can think of for men and women or for boys and girls. Record their answers on the board. It may help to ask what they have heard about how men and women are supposed to act, what sorts of jobs they are supposed to have, or how they are supposed to feel. Your lists may end up looking something like this:

#### Women and Girls

- Wear skirts
- Take care of babies
- Cry
- Are pretty
- Stay clean
- Are nice

#### Men and Boys

- Are strong
- Like sports
- Get dirty
- Get mad
- Make money
- Take care of girls

Once you have generated this list, lead a discussion about the way stereotypes can be unfair and limiting for everyone. Include the following points:

- *There is nothing wrong with any of the items on either list. The problem is when people are expected to act in those ways and can't show all of who they are.*
- *Sometimes people are even mean to others who don't fit the stereotypes.*
- *All people feel the pressure of gender stereotypes. Even though the stereotypes are about how men and women should act, people whose gender is non-binary feel these pressures too.*
- *There are no jobs, clothes or toys that are just for one gender, and you can't tell a person's gender by what they wear or do. People can choose the things that feel right for them, and it is important that we always treat everyone with caring and respect.*

### 3. Use case study to teach the concepts that (a) gender stereotypes are learned and (b) that they can be limiting.

## Elementary FLASH Grades 4-6

"Antonio is three years old. His mother is a construction worker and his father is a musician with a band. Since Dad works evenings, he takes care of Antonio during the day. Mom comes home from work, eats dinner with her son and takes care of him while his father is at work.

"Antonio's best friend, Diep, lives next door. Dad overheard a conversation between Antonio and Diep one day. Diep said, 'Let's play house.' Antonio said, 'OK, you be the mommy.' Diep told him to go to work, so she could fix lunch for the baby. Antonio got angry. He yelled, 'Mommies don't fix lunch! I'm not playing with you anymore, Diep!'"

Stop the case study long enough to ask the class why Antonio thinks that moms don't cook lunch.

"Antonio's dad said, 'You guys don't have to fight. Why not play something else?' But when Antonio suggested that Diep be a construction worker, she yelled, 'Only boys do that!'"

Ask the class:

- Why might Diep think that only boys can work in construction? How could that stereotype limit her in life?
- If Antonio keeps feeling that only boys do the cooking, how could that limit him in life?
- If you were Antonio and Diep's babysitter, how could you help them learn that a person's gender doesn't have anything to do with what activities they do at home and what kinds of jobs they can have?

### 4. Answer "Anonymous Question Box" questions about gender roles.

#### Related Activities for Integrated Learning

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##### Social Studies

Identify a person who has fought against gender discrimination and write a report about them.

##### Homework

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Students' options:

- Family homework: How has gender discrimination changed during your life?
- Individual homework: How can gender stereotypes hurt people?

# Friendship

Grades 4-6, Lesson #5

## Time Needed

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35-45 minutes

## Student Learning Objectives

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To be able to ...

1. Describe characteristics of healthy friendships and other relationships.
2. List healthy ways to express affection, love, and friendship.
3. Demonstrate effective communication skills to promote healthy peer relationships.

## Agenda

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1. Explain the reason for the lesson.
2. Have students list the qualities they value in a friend.
3. Discuss feelings of loneliness.
4. Discuss the risks and benefits involved in initiating a friendship.
5. Use a bulletin board exercise to identify skills in building and maintaining friendships.
6. Answer "Anonymous Question Box" questions regarding friendship.
7. Summarize the lesson.

This lesson was most recently edited November 2021.

## ***Elementary FLASH Grades 4-6***

### **Materials Needed**

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#### **Classroom Materials:**

- 2 empty bulletin boards

### **FLASH Key Concepts**

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It's important to treat everyone with caring and respect.

## Activity

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### 1. Explain the reason for the lesson.

Explain that, as people grow up, not only their bodies change, but their understanding of themselves changes and so do their friendships. That is what this lesson is about: understanding yourself and friendships.

### 2. Have students list the qualities they value in a friend.

Have the class make a list of all the qualities they can think of that make someone a good friend. It may help them to think about their own friends – what do they like about them? Give students about 5 minutes to make their list, then ask for volunteers to share one quality each. Praise students for their responses and ask if others had similar responses. There will likely be much overlap among lists. Conclude by summarizing the qualities students have listed. Student lists might contain qualities such as:

- Funny
- Trustworthy
- Have things in common
- Stands up for me
- Is nice to me
- Helps me
- Is good at... (soccer, math, French braiding, etc.)
- Has a... (puppy, trampoline, video game, etc.) that we play with

Note: Students may say that “keeping a friend’s secret” is an important quality. If so, make sure to discuss that it is important not to share friends’ personal information with other kids, but that if a friend is ever in danger or is doing something that could hurt themselves or someone else, it is very important to tell an adult who can help. This is one important way friends take care of each other.

### 3. Discuss feelings of loneliness.

Discuss how it feels to be in a new school where you don't know anybody. Point out that, while a person may feel as if they are the only one with those feelings, it's not true. Remind students that it is important to treat everyone with caring and respect.

### 4. Discuss the risks and benefits involved in initiating a friendship.

Discuss how it feels to initiate conversation or to call or text someone you think you might like to become friends with. Discuss how it feels to be on the receiving end when someone else initiates.

### 5. Use a bulletin board exercise to identify skills in building and maintaining friendships.

- a. Have half the class write ideas about "How to start a conversation to make a friend" and tape them on a bulletin board. This can be done aloud as class discussion instead.
- b. Have the other half of the class write ideas about "How to keep a friend" and tape them on a second bulletin board. This can also be done in discussion format. Depending on

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the ideas generated, the teacher may need to point out qualities of unhealthy friendships (e.g., if either person isn't treated fairly or honestly).

### 6. Answer "Anonymous Question Box" questions about friendship.

### 7. Summarize these points:

- People need friends. Each of us is valuable as a friend for one reason or another.
- People value different things in friends.
- It can be scary to initiate a new friendship, but it's just as scary to other people as it is to ourselves.
- There are many ways to go about starting or keeping a friendship.
- It's important to treat everyone with caring and respect.

## Related Activities for Integrated Learning

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### Language Arts

Read a short story or a picture book about friendship. Discuss friendship qualities that appear in that story.

## Homework

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Students' options:

- Family homework: What are important qualities to have in a friend?
- Individual homework: Write a poem about friends.

# Decision-Making

Grades 4-6, lesson #6

## Time Needed

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50-60 minutes

## Student Learning Objectives

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To be able to ...

1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to promote healthy family and peer relationships.
2. Identify how to make active decisions
3. List and demonstrate the steps in making an active decision.
4. Identify the bystander role.

## Agenda

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1. Explain the importance of decision-making.
2. Explain active vs. passive decisions.
3. Use brainstorm to show that students are already decision-makers.
4. Explain the steps in making an active decision.
5. Walk the class through one active decision as a group.
6. Use the Decision-Making Worksheet or easel paper as individual or small group exercise to help students practice the model on another decision. This exercise introduces the role of the bystander.
7. Answer "Anonymous Question Box" questions regarding decision-making.
8. Summarize the lesson.

This lesson was most recently edited November 2021.

## ***Elementary FLASH Grades 4-6***

### **Materials Needed**

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#### **Classroom Materials:**

- 5-10 sheets of newsprint
- 5-10 markers

***OR***

#### **Student Materials: (for each student)**

- *Decision-Making Worksheet*

## Activity

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### 1. Introduce lesson by discussing the importance of decision-making.

*There are many important decisions people have to make throughout their lives. When we are thinking about dating and other types of relationships in the future, some examples include: Who to choose as friends, how to act toward friends, who to choose to date and at what age, when to go to the doctor about sexual health concerns, whether to talk about sexuality with families or friends, and even how to treat a person who likes us but who we don't feel the same way about.*

### 2. Explain the difference between active and passive decisions.

- a. Active decisions involve conscious thought. Active decisions involve a choice between at least two alternatives, where one can know or guess some of the consequences of each alternative. When making active decisions, people consider their feelings (e.g., fear, happiness), their beliefs and their family's beliefs (for example, "honesty is the most important thing in a relationship"), and the possible consequences, good and bad, of each alternative.
- b. Passive decisions are those where the person has a choice, but allows someone else, or time, or chance to decide. Having red hair is NOT a decision because there is no choice. Having short hair because the person who cuts your hair chooses it is a passive decision. Having short hair because you prefer and you asked them to cut your hair short is an active decision.
- c. There is nothing inherently "good" or "bad" about active vs. passive decisions. In fact, if we consciously decided about every step we took, we'd be late getting where we were going!

### 3. Use a brainstorm to show that students are already decision-makers.

- a. Help students brainstorm all the decisions they have made so far today. Your list may look something like this:
  - when to get up
  - what to wear
  - whether to bathe
  - whether to eat breakfast
  - who to sit with on the bus
  - who to walk to school with
  - what to do on the playground
- b. Help students identify which decisions they made actively, and which they made passively. For example, if someone in your family always cooks breakfast, you may not even think of it as a decision; you just do it. For you it's a passive decision. If, instead, you decide what to make yourself for breakfast, that's active.

### 4. Explain the steps to an active decision:

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Here are the steps to an active decision. Sometimes the steps are followed carefully, even in writing. Other times, people do them quickly or only do a few of the steps, but it can still help them make an active, healthy decision.

- a. List alternatives (people often forget this step!)
- b. Consider the consequences, good and bad, of each alternative.
- c. Consider feelings (your own and, if someone else is involved, theirs).
- d. Consider beliefs (it helps to find out the beliefs and values of people you trust, such as a parent, guardian, or other adult who is like family).
- e. Make the decision.

Sometimes a decision is easy. Other times, a person might be feeling pressured, nervous, or distracted. When people feel like that, making decisions can be much harder. Some people always find it hard to make a decision, no matter the circumstances. We are going to practice using these steps today in class so they will feel easier in real life, even in a tough situation, but no one should ever feel bad if they have difficulty making a decision.

### 5. Walk the class through one active decision: when to do my homework

Walk students through the process introduced in Activity #4, above.

- a. What are my alternatives? List a few on the blackboard under the heading "alternatives": do homework right after school, do homework before bed, do homework a few minutes before it's due, don't do homework at all
- b. What are possible consequences of these alternatives? Make two columns to the right of "alternatives", entitled "good" or "positive" and "bad" or "negative". Help the class fill in the chart. You might end up with something like this:

Alternatives	Positive (good)	Negative (bad)
1. Do homework right after school	<ul style="list-style-type: none"><li>• Will have time to try hard</li><li>• Won't have to think about it rest of night</li></ul>	<ul style="list-style-type: none"><li>• Have other responsibilities after school</li><li>• Need time to relax first</li></ul>
2. Do homework before bed	<ul style="list-style-type: none"><li>• Won't have to worry about it the next day</li><li>• Have time to do other things after school</li></ul>	<ul style="list-style-type: none"><li>• Might be tired</li><li>• Might not have enough time to finish it</li></ul>
3. Do homework a few minutes before it's due	<ul style="list-style-type: none"><li>• Have more time for other things</li></ul>	<ul style="list-style-type: none"><li>• Might not do as good a job</li></ul>
4. Don't do homework	<ul style="list-style-type: none"><li>• More time for other things</li></ul>	<ul style="list-style-type: none"><li>• Won't learn as much</li><li>• Won't be happy with grades</li></ul>

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- c. How do you feel when you get your homework done? Do you like the feeling of getting it out of the way? Do you feel more successful with it if you've had a chance to play first?
- d. What do I believe about doing homework? What does your family or adults who are like family believe about getting homework done? (e.g. it's important to do all chores and homework before playing? It's important to make time for playing after a long day?)

**6. Use the *Decision-Making Worksheet* or easel paper as a small group exercise to help students practice the model on another decision. Introduce the role of the bystander.**

Break the class into groups of 3 to 5 students per group. Assign each group a scenario from below, ensuring that all four scenarios are assigned. Have them use the *Decision-Making Worksheet* or easel paper to:

1. List alternatives (Make sure a group comes up with at least 4 alternatives before they begin weighing them.)
2. Consider consequences (They should think of at least one good consequence and one bad one for each alternative.)

Give the groups no more than 15 minutes. Then post or read aloud parts of each group's results to make the point that the more alternatives a person thinks of, and the more thoughtful they are about each one of them, the better the chances of a good decision. Have them consider aloud how they might feel in the specific situation and what beliefs might affect the decision.

When debriefing Scenario A, point out that this is a situation in which the student is a bystander – that is, a person who is witnessing bullying or harassment. Bystanders have a lot of power and can do many things to help.

If your class is unfamiliar with small group work, or is particularly immature or rowdy, you may find it more productive to do this activity (#6) as an individual learning exercise. The *Decision-Making Worksheet* can be filled out by each student and discussed.

- a. Your friend is being mean to another kid in class, blocking their way from leaving the room and calling them names. (You are the bystander.)
- b. Someone in your class asks you to be their boyfriend or girlfriend. Your parents have said you can't date until you're 15.
- c. Your old friend invites you to a party this Friday and you say "yes". Then someone you have a crush on invites you to watch movies with their family the same night.
- d. Your older sibling has friends over to your house who are passing a bottle of wine. Someone passes it to you.

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7. Answer, or help the group to answer, "Anonymous Question Box" questions about decision-making.
8. Summarize by making the following observations:
  - They are already decision-makers.
  - Practicing active decisions helped us all get better at it in different ways. In this class, we can keep getting better at the skill of making active decisions by practicing together and helping each other.

### **Related Activities for Integrated Learning:**

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#### **A. Language Arts**

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

#### **B. Social Studies**

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

### **Homework:**

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Students' options:

- Family homework: What do you do when you have to make a hard decision?
- Individual homework: Describe a time you had to make a hard decision.

# Decision-Making Worksheet

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

Decision you're trying to make:

Step 1: List alternatives below

Step 2: List the consequences of each alternative below, both the good and bad

Alternatives	Positive (good)	Negative (bad)

Step 3: Write your feelings about this decision (and other people's feelings, if others are involved)

Step 4: Write beliefs about this decision (it helps to find out the beliefs and values of people you trust, such as a parent, guardian, or other adult who is like family)

Step 5: Write your decision

# Consent and Bystander Skills

Grades 4-6, Lesson #7

## Time Needed

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35-45 minutes

## Student Learning Objectives

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To be able to ...

1. Define consent.
2. Recognize when consent has and has not been freely given.
3. Define sexual abuse.
4. Explain the importance of telling an adult about sexual abuse.
5. Understand how to safely and effectively intervene as a bystander when observing bullying, sexual harassment, or unwanted sexual touch

## Agenda

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1. Define consent.
2. Discuss how to obtain consent.
3. Categorize examples - consent or no consent.
4. Discuss consent and power imbalances.
5. Introduce the issues of prevention and reporting with a case study.
6. Introduce and practice bystander skills
7. Use true/false quiz to summarize lesson.

This lesson was most recently edited November 2021.

## ***Elementary FLASH Grades 4-6***

### **Materials Needed**

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None

### **FLASH Key Concepts**

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Everyone has the right to say who touches their body and how.

It is never okay to touch someone, or make someone else touch you, if they don't want to.

If a kid has been touched in a way that made them uncomfortable, it is important to tell a grown-up who can help.

## Activity

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### 1. Define consent.

Start by defining consent: *Consent means permission or agreement to do something. For example, if someone asks to borrow my pencil and I say yes, I have given consent for them to use my pencil. If I said no, or if they take my pencil without asking, I have NOT given consent. Any questions about the definition of consent?*

*What if someone tricked another person into saying yes by lying to them? Or if they threatened to hurt them or spread a mean rumor about them if they didn't say yes? Do you think that would still count as consent? The answer is no – it is only consent if the person really wanted to say yes and they did it on their own, without pressure or tricks.*

### 2. Discuss how to obtain consent.

*It is very important that people have consent before touching another person, even if they are just trying to be friendly. How would you know if you had consent to give someone else a hug or to tickle them? Right - you would really only know if you asked, "Can I give you a hug?" or "Can I tickle you?" and they said yes. One way to be a good friend to someone is to ask first before touching them and give them a chance to say yes or no.*

### 3. Categorize examples – “consent” or “no consent.”

*Let's think about a few examples, and you tell me if you think there was consent or not in each example.*

- Andy takes a pencil off John's desk and walks away with it. John doesn't say anything. No consent
- Jenny says, if you don't let me borrow this pencil, I'm going to break it in half. Tam says ok. No consent
- Fatima asks Jayshawn if she can borrow his pencil. He says sure. Consent
- Maria is excited to see her friend after winter break. She runs up behind her and gives her a hug without saying anything. No consent
- Francisco sees his friend Gabriel on the first day of school. He is happy to see him and asks if he can give him a hug. Gabriel says yes. Consent

### 4. Define sexual abuse.

*It is especially important that people ask for consent before any kind of sexual touch, which is touching any parts of the body that are usually covered by a bathing suit. Sometimes these parts of the body are called private parts. Touching another person sexually without consent is called sexual abuse. It is illegal and it is very hurtful to the person it happens to. Everyone has the right to say who touches their body and how, no matter what. Today we are going to talk more about sexual abuse. Unfortunately, many people have been sexually*

*abused, or know someone who has. It can be hard to talk about this subject. There's no pressure for anyone to speak up today if they're feeling quiet.*

**5. Discuss consent and power imbalances.**

*Sometimes people feel pressured to say yes to something because the person asking them is a lot older or has power over them. This can happen to kids because kids are taught to respect adults and do what they ask. Usually that's a good idea, and adults are working hard to keep kids safe. Sometimes, though, an adult or older kid takes advantage of their power. Adults and older kids are never supposed to touch younger kids on their private parts unless it's a doctor and they have the kid's and parent's permission.*

*Adults and teens are never allowed to touch kids in a sexual way. The law says that it's not possible for kids to give consent for adults or older kids to touch them sexually because they have so much more power. When an adult or older kid touches a younger kid on their private parts or in a sexual way, it is called sexual abuse, and it is illegal, whether or not the kid said it was okay. If a kid has ever been touched in a way that made them uncomfortable, it is important to tell a grown-up who can help them, and to keep asking until an adult helps them.*

*There are a few important things to know about sexual abuse:*

- *It is never, ever the victim's fault. It is always the fault of the person who is doing the sexual abuse.*
- *When kids are sexually abused, it is usually by an adult or an older kid. Sometimes it is by someone close to their own age.*
- *Kids of all genders can be sexually abused, and the person doing the abuse can be of any gender too.*
- *When kids are sexually abused by an adult or older kid, it is usually by a person they know, sometimes even by someone in their family. Sometimes it is a stranger.*
- *Sometimes it only happens once, but often sexual abuse happens for a long time.*
- *Sexual abuse includes when an adult makes the kid touch them. It also includes when they show their private parts to the kid, or they ask to see the kid's private parts.*
- *People who sexually abuse kids sometimes trick or threaten kids, and sometimes they bribe them with gifts. They don't usually use a weapon. They almost always ask kids to keep secrets.*

**5. Introduce the issues of prevention and reporting with a case study.**

*It's never okay to touch someone, or make someone else touch you, if they don't want to. It doesn't matter how old the other person is or what they say. I want to read you a story about a grown-up who tried to take advantage of his power, and we can talk together about how to handle the situation.*

***"Eric and Destiny were doing yard work for their neighbor, Mr. Simms, the way they had done every summer for years. This time, instead of bringing them their pay when they were done, he invited them into his house for lemonade. They figured it was OK, since they'd known him a long time. While he was handing them the cups of lemonade, he touched their hands longer than necessary and then he stroked***

***Destiny's hair while she drank ..."***

Ask the class "How do you think Eric and Destiny felt?" Students will say things like "scared," "angry," "embarrassed." Point out that they may also have felt "fine." But, in this case: You're right, that is how they felt.

***"They looked at each other, and Eric moved closer to Destiny. Then Mr. Simms offered them twice their usual pay if they would take off their clothes."***

Ask the class, "What can the kids do?" As they respond, write their answers on the board. If students suggest violence, say, "It would be all right, if necessary, but it probably isn't necessary." The first thing to do is:

- A. SAY NO, in a strong voice (or "Cut it out." "Leave me alone.")
- B. LEAVE right away, even if it seems weird or awkward.

***"They did tell him to leave them alone. He did stop. And he handed them twice their usual salary anyway, saying 'Let's keep this just between us.' They were afraid to say no, so they did promise not to tell and they took the money and left quickly."***

Ask the class, "How do you think they felt now?" and "What do you think Eric and Destiny should do?" Make sure the class decides that they should tell someone. There are two reasons: To protect themselves from continued abuse and (even if it's a one-time occurrence which they can avoid in the future) to protect other children...neighbors, their own younger siblings.

***"They decided it was OK to break their promise. They told their parents. They thought they might get yelled at for going into Mr. Simms' house to begin with; but their dad just said, 'I'm glad you told us. It's not your fault this happened and I'm sorry it happened to you.' And their mom called the police. She said 'Mr. Simms may be nice in other ways, but he's got a serious problem and we need help protecting you and other children from him.' Eric and Destiny were really glad they told."***

Point out that even though Eric and Destiny told right away in this story, it's never too late to tell, even if something happened years ago.

**6. Introduce and practice bystander skills**

*In our last example, a grown-up did something wrong with kids. In those situations, it's important for kids to leave the situation as quickly as possible and to tell an adult who will help them.*

*Now I want us to consider a different type of situation, where a kid is being teased or bullied right in front of you. There are important ways to help in this situation, such as (1) trying to stop the person who is being mean; (2) helping the person who is being teased or bullied get away; and (3) getting an adult to help.*

Note: You may need to remind students that the purpose of helping as a bystander is to ensure everyone's safety, including their own. If students suggest dangerous or unsafe alternatives, redirect them to safe and effective options.

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**Imagine a boy is being teased for being the smallest person in the class.** Of course, it's never okay to bully or tease someone, and what this person is doing is wrong.

- If you saw this happening, what could you say to the person who is being mean to try to get them to stop?
- How would you get an adult to help you if this were happening on the playground? What if it were happening in the hallway?

**Now let's talk about what to do if a kid touched another kid in a way that made them uncomfortable, or tried to make another kid touch them.** Of course it is never okay to touch someone, or make someone else touch you, if they don't want to. Everyone has the right to say who touches their body and how.

- If you saw a situation like this, what are some things you could say to the kid who was ignoring what the other person wanted to try to get them to stop? What could you say if they were one of your friends?
- What could you do to help the person being touched to get away?
- When you run to an adult to get their help, what could you say?

### 7. Ask the class to tell you whether each of the following statements you will read aloud to them is TRUE or FALSE:

- People who sexually abuse kids usually have weapons. (false)
- When kids are sexually abused, it is often by someone they know. (true)
- Only girls are sexually abused. (false)
- Even if a kid promises to keep the abuse a secret, it's OK to tell. (true)
- If a kid was sexually abused many years ago, they can still tell someone now. It's never too late to tell. (true)

Thank the class for their attention and remind them that they can always talk to you if they have questions about sexual abuse or if they or someone they know needs help.

### Homework

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Students' options:

- Family homework: What would you like me to do if someone asks me to keep a secret from you?
- Individual homework: Explain why it's important to ask for consent before you hug or tickle someone.

# Reporting Sexual Abuse

Grades 4-6, Lesson #8

## Time Needed

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25-35 minutes

## Student Learning Objectives

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To be able to ...

1. Identify parents or other trusted adults to tell if a child has been sexually abused.
2. Demonstrate how to communicate care and concern for others to promote healthy relationships.
3. Give 2 reasons it is important to report sexual abuse.

## Agenda

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1. Explain reasons for this lesson.
2. Use the *Sexual Abuse Prevention Worksheet* to review lesson 7.
3. Use the *Sexual Abuse Prevention Visual* to teach how to respond to a friend's disclosure.
4. Answer "Anonymous Question Box" questions regarding sexual exploitation.

This lesson was most recently edited November 2021.

## ***Elementary FLASH Grades 4-6***

### **Materials Needed**

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#### **Classroom Materials:**

- *Sexual Abuse Prevention Visual*

#### **Student Materials: (for each student)**

- *Sexual Abuse Prevention Worksheet*

## Activity

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### 1. Explain reasons for this lesson.

Explain that this lesson will review yesterday's lesson and help students consider how they might help themselves or a friend if they did experience sexual abuse.

### 2. Use the *Sexual Abuse Prevention Worksheet* to review lesson 7.

- Individually, or in teams of 2-4 people, have students fill in items on the worksheet as a refresher from yesterday's lesson.
- Discuss the worksheets aloud, suggesting that they are welcome to add or change answers as you all share.
- Explain that people tell friends more often than any other group. *We're going to talk today about what to do if a friend tells you they've been sexually abused.*

### 3. Show the *Sexual Abuse Prevention Visual*.

- Discuss each item, asking students to describe in very concrete terms what each behavior might look and sound like.
  - Listen.** Don't watch something else or look at your phone while your friend is talking. Don't change the subject. Just lean forward and show you are listening by looking at them while they talk.
  - Believe them.** People don't often lie about sexual abuse. Say "I believe you."
  - Show you care.** Be serious. Don't make jokes about your friend's feelings. Tell them you are sorry this happened to them.
  - Don't blame them.** It is NEVER the victim's fault. Even if they did something risky or against the rules, it is still the fault of the abuser.
  - Confidentiality.** DO help your friend to tell an adult who can help or tell the adult yourself if your friend is too scared. DON'T tell other classmates because your friend's feelings are at stake. They trusted you.
- In a class discussion, apply the tips in the *Sexual Abuse Prevention Visual* to a sexual abuse scenario.

*We just learned a lot of ways to be helpful. Now we're going to talk about how to use these skills if a friend had been sexually abused.*

*One example of sexual abuse is for an adult to show a child a private part of their body when they normally would have their clothes on. This is different from a parent drying off from a shower or a person changing their clothes in a locker room. In this example, a kid's older neighbor showed them a private part of their body on purpose on the drive to school. The kid tells their friend about it.*

- How could the friend who is hearing this show that they are listening and that they care?*
- How could they help their friend tell an adult?*
- What adult could they tell, even if their friend didn't want anyone to know?*

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*Nice job, everyone. I can see that everyone learned a lot about how to help a friend.*

### 4. Respond to "Anonymous Question Box" and verbal questions re: sexual abuse.

Remind students of the ground rule that nobody will share private information about someone else publicly.

### Homework

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Students' options:

- **Family Homework:** We learned that sometimes adults or older kids touch kids sexually, even though it's against the law and it's never okay. We also learned that if this happens it is very important to tell someone. Who are three people I could tell if this ever happened to someone I know?
- **Individual Homework:** You learned in class today that sometimes adults or older kids touch kids sexually, even though it's against the law and it's never okay. You also learned that if this happens it is very important to tell someone. Make a list of people you could tell if an adult or older kid ever touched someone you know in a sexual way.

# Sexual Abuse Prevention Worksheet

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

1. Write a definition of consent and give one example.

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2. Sometimes people try to get others to say yes by tricking or threatening them. Explain why this is not consent.

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3. If an adult tries to touch a kid sexually, what could a kid do?

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4. If a kid has been sexually abused, name 3 adults they could tell:

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5. Why is it important for a kid to tell somebody if they have been sexually abused, even if they promised to keep it secret? Give at least two reasons.

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

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Visual

## Sexual Abuse Prevention

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# 5 THINGS A FRIEND CAN DO

- 1. Listen.**
- 2. Believe them.**
- 3. Show you care.**
- 4. Don't blame them.**
- 5. Tell an adult, not other classmates.**



# Sexual Abuse Prevention Worksheet - Answer Key

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

1. Write a definition of consent and give one example.

Consent is permission or agreement to do something. It is saying okay without being tricked or threatened.

2. Sometimes people try to get other to say yes by tricking or threatening them. Explain why this is not consent.

Consent is saying yes because you want to, not because someone is making you

3. If an adult tries to touch a kid sexually, what could a kid do?

Say no loudly and leave right away if they can

4. If a kid has been sexually abused, name 3 adults they could tell:

Parent, teacher, counselor, family member, friend, friend's parent, clergy, family friend

5. Why is it important for a kid to tell somebody if they have been sexually abused, even if they promised to keep it secret? Can you think of two reasons?

It is the only way to get help and to get the abuser to stop

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

Listen, believe them, help them tell an adult who can help, tell an adult for them if they are too scared

# Reproductive System, day 1

Grades 4-6, Lesson #9

## Time Needed

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50-75 minutes

## Student Learning Objectives

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To be able to ...

1. Label medically accurate names for parts of the reproductive system.
2. Understand reproductive organs allow humans to reproduce.

## Agenda

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1. Discuss purpose of lesson.
2. Use visuals to describe names, purposes, and locations of reproductive organs.
3. Give class a preview of tomorrow's lesson.

This lesson was most recently edited November 2021.

## ***Elementary FLASH Grades 4-6***

### **Materials Needed**

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#### **Classroom Materials:**

- *Reproductive System Visuals 1 – 4*
- Overhead projector

#### **Student Materials: (for each student)**

- *Reproductive System Worksheets 1 – 4* (2 sides, back-to-back)

### **FLASH Key Concepts**

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The reproductive systems of all genders have many similarities.

People's bodies can look very different from each other. These differences are normal and healthy.

## Activity

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### 1. Explain the purpose of the lesson.

Explain that you are doing this unit so that students will have correct information about bodies, including parts of the reproductive system. Help students understand that the drawings used in this lesson do not represent all people's bodies

*The information about the reproductive system that we will learn today is important, just like learning about all the other body parts and systems, so that students understand how bodies work and are prepared to discuss bodies and the parts of reproductive system respectfully with anyone they need to talk with.*

*These drawings show pictures of what many people's bodies look like, but people's bodies can actually look very different from each other. For example, if someone hasn't gone through puberty yet, if they are intersex, or if they have a disability, their body might look different from these drawings. Surgery or medicine can also change the way someone's body looks, and of course, the size and shape of everyone's body is different. All of these differences are normal and healthy.*

### 2. Describe names, purposes, and locations of reproductive organs.

Project the worksheets to use as a visual while describing the name and function of the reproductive organs and hand out blank copies to students. Write the names in as you go, and have students do the same on their copies. Each of the words below in bold are parts listed on the worksheet/visual. Their corresponding number is provided in parentheses in the script to assist you in labeling the drawing as you are teaching. Remind students that many people's bodies look like the pictures you are about to show, but that people's bodies can look very different from each other. These differences are normal and healthy.

#### **Worksheet/Visual 1** (side view)

*This is a picture of the reproductive organs that are on the inside of someone's body. These are the parts that men usually have in their bodies. There are two parts on the outside. Can anyone name them? That's right, **penis (5)** and **scrotum (8)**. The job of the scrotum is to hold the **testicles (7)** at the proper temperature, lower than 98.6 degrees, for making sperm cells. This is a little cooler than the temperature of the rest of the inside of the body. The scrotum will move toward or away from the body to keep the testicles at this lower temperature. Sperm are important for reproduction because sperm are needed to start a pregnancy.*

*Who knows the testicles other job, besides producing sperm? They also start making the hormone testosterone when a person's body starts changing from a child's to an adult's.*

*Sperm are made in the testicles and then move into the **epididymis (3)** which is a long tube tightly coiled into the back of the scrotum. The sperm stay there for about two weeks while they mature.*

*Then the sperm cells travel up into the body through a tube called a **vas deferens (4)**. There are two, one leading from each epididymis. The sperm travel through the vas deferens and past the **bladder (1)**, where urine (pee) is stored. On the way, the sperm*

## Elementary FLASH Grades 4-6

gathers fluids from several glands. The fluids and the sperm mix together to create a liquid called semen. Eventually the semen enters the tube that will carry it out of the body, the **urethra (6)**. The urethra is the tube that runs through the penis. The penis is sensitive and sometimes it gets erect, which means it gets harder. The urethra in the penis has two jobs. One job is to let urine (pee) out. That is called urination. The other job is to let semen out. That is called ejaculation. Urine and semen never come out of the penis at the same time.

The other opening you see here is the **anus (2)**, where a bowel movement (poop) comes out. Even though the bladder and anus are nearby, they aren't actually part of the reproductive system. They have nothing to do with making a baby.

### **Worksheet/Visual 2** (front view)

These are the same parts we just looked at, but now looking from the front instead of the side. Let's see if we can work together to fill these out (review these with class):

- **Bladder (9)**
- **Penis (10)**
- **Urethra (11)**
- **Vas Deferens (12)**
- **Testicle (13)**

### **Worksheet/Visual 3** (front view)

This is also a picture of the reproductive organs that are on the inside of someone's body. These are the parts that women usually have in their bodies. The reproductive systems of all genders have many similarities. I will point some of them out as we discuss these drawings.

The opening to the outside of the body is called the **vagina (5)**. This is where period blood comes out of the body and where a baby often comes out when someone gives birth. These are the ovaries (1), where eggs cells come from. Eggs are important for reproduction because an egg cell is needed to start a pregnancy. The ovaries also start making the hormone estrogen when a person's body begins changing from a child's to an adult's. Do you remember what part we looked at on the other drawings that were similar? Right, the testicles. There are two ovaries and they sort of take turns ovulating, with one releasing an egg one month and, often, the other releasing one the next month. When an egg leaves an ovary, it usually goes into the **fallopian tubes (3)**. Do you remember two tubes on the other drawing that looked like these, and performed a similar function? That's right – the **vas deferens** carried sperm cells, just like the fallopian tubes carry egg cells.

If an egg and a sperm meet, it could be the beginning of a pregnancy. But most of the time, the egg just travels down the fallopian tubes through the **uterus (4)** and out of the body. Then, a few weeks later, the period blood that was in the uterus also comes out. The period blood comes out of the uterus through the opening called the **cervix (2)** and leaves the body through the vagina.

### **Worksheet/Visual 4** (side view)

These are the same parts we just looked at, but now looking from the side instead of the front. Let's see if we can work together to fill these out.

Already covered in *Worksheet/Visual 3* (review with class):

- **Ovary (6)**

## Elementary FLASH Grades 4-6

- **Uterus (7)**
- **Cervix (8)**
- **Vagina (9)**
- **Fallopian tube (12)**

We already learned about the vagina. The other two openings here are the anus and the urethra. Remember, the **anus (10)** is where bowel movements (poop) come out, and the **urethra (15)** is where urine (pee) comes out. When the urethra goes through the penis, like in the other drawing, it also carries sperm. In this reproductive system there are no sperm, so it only carries pee. And the urethra is always attached to the place where urine is stored: the **bladder (13)**.

There are two folds of skin that protect the openings to the urethra and the vagina, called the **labia (11)**. And in the front, where the labia meet, is the **clitoris (14)**. The clitoris is made of the same kind of tissue as the penis. Like the penis, the clitoris is also sensitive and sometimes it also gets erect.

### 3. Give class a preview of tomorrow's lesson.

Discuss tomorrow's agenda.

- "Anonymous Question Box" and oral questions about reproductive systems.
- Further discussion about how parts of the reproductive system work.

### Homework:

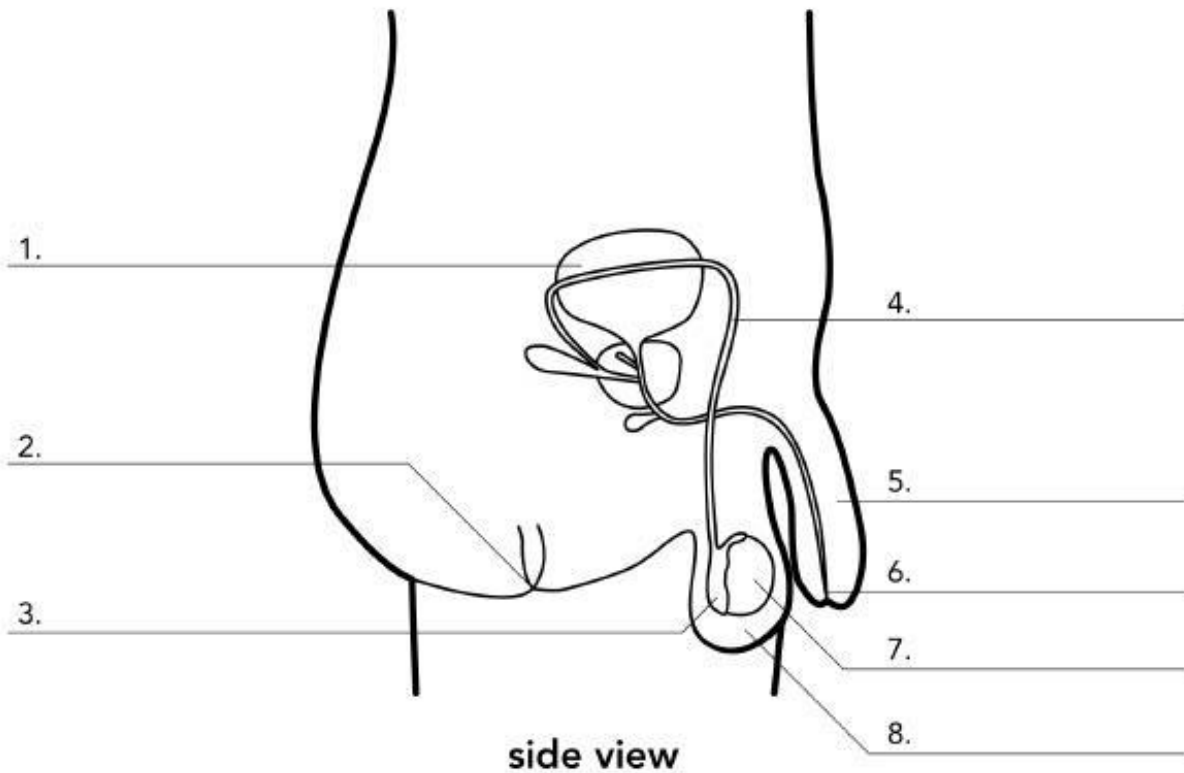
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Students' options:

- Family homework: Why do you think it's important to learn about the reproductive system?
- Individual homework: Complete this sentence. One reason that it's important for people to learn about the reproductive system is...

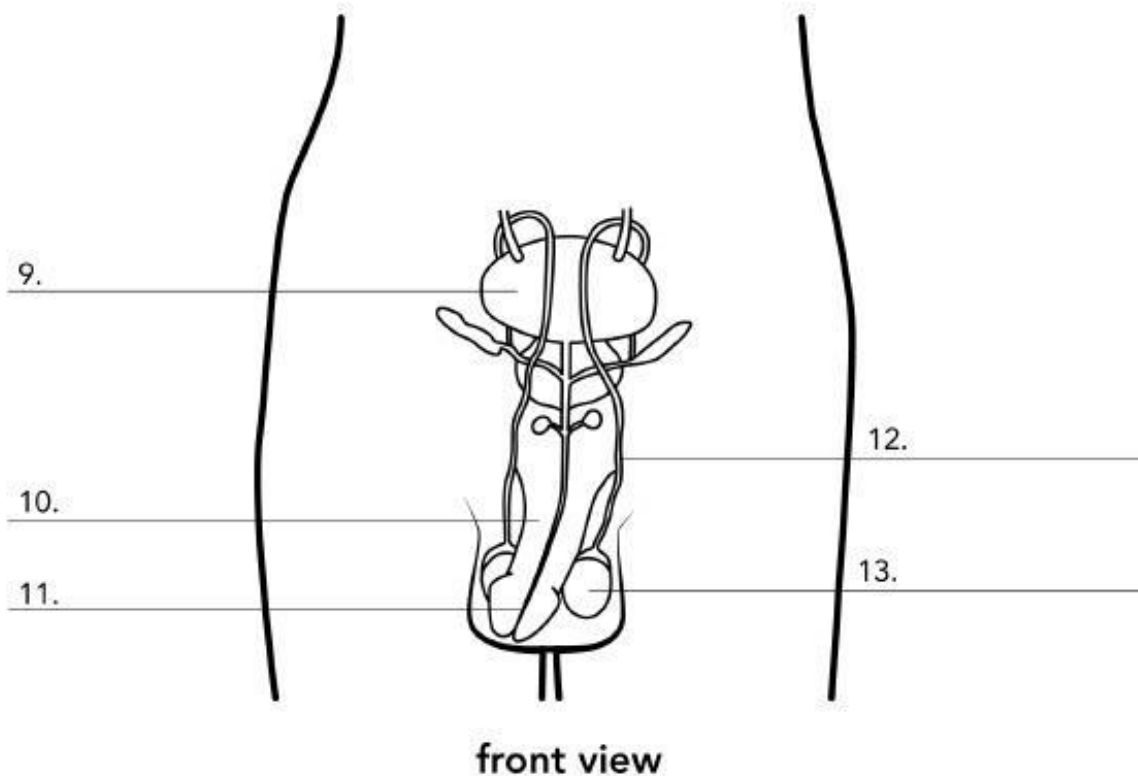
# Reproductive System Visual/Worksheet 1

DIRECTIONS: Fill in the name of each body part. Use correct spelling and medical words.



NOTE: #1 and #2 are not part of the reproductive system

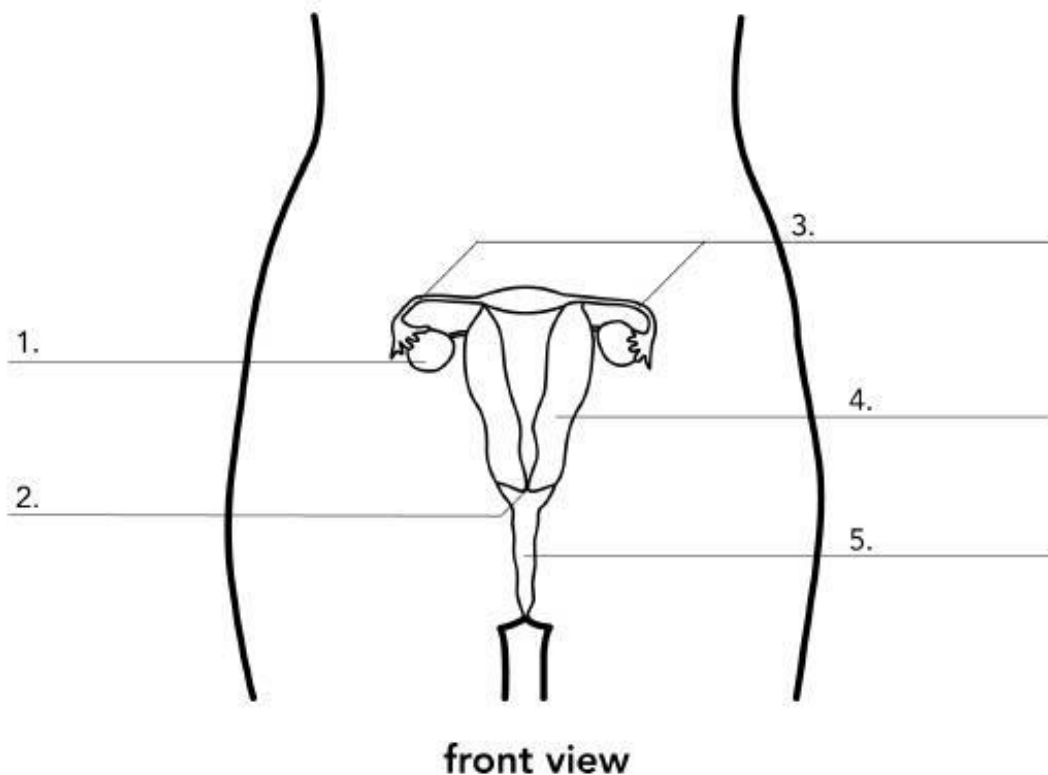
# Reproductive System Visual/Worksheet 2



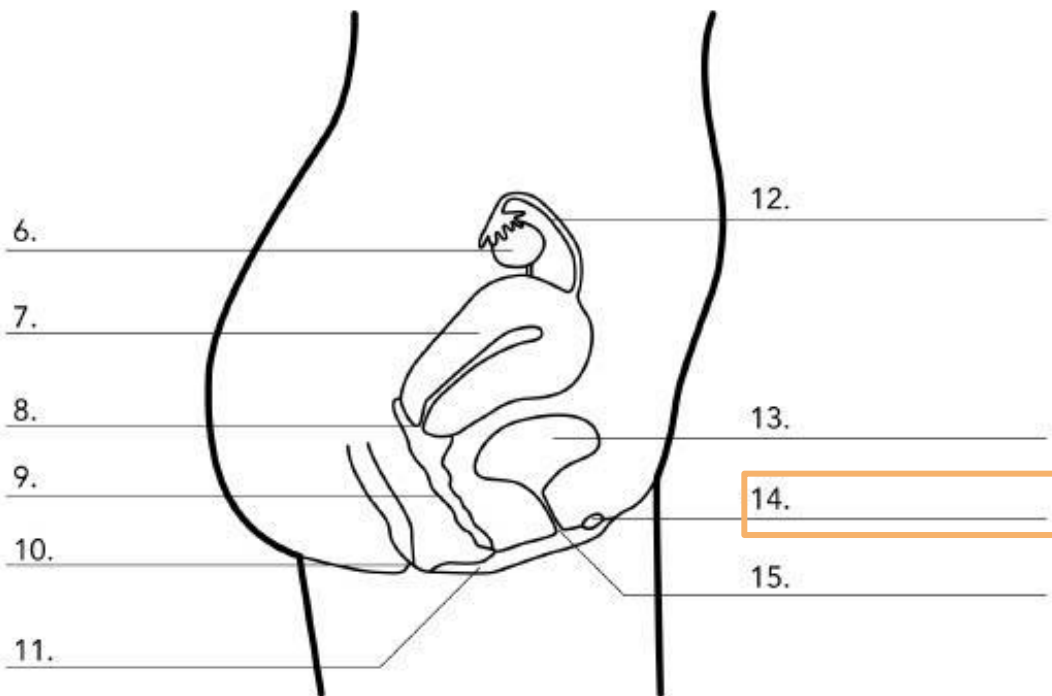
NOTE: #9 is not part of the reproductive system

# Reproductive System Visual/Worksheet 3

DIRECTIONS: Fill in the name of each body part. Use correct spelling and medical words.



# Reproductive System Visual/Worksheet 4

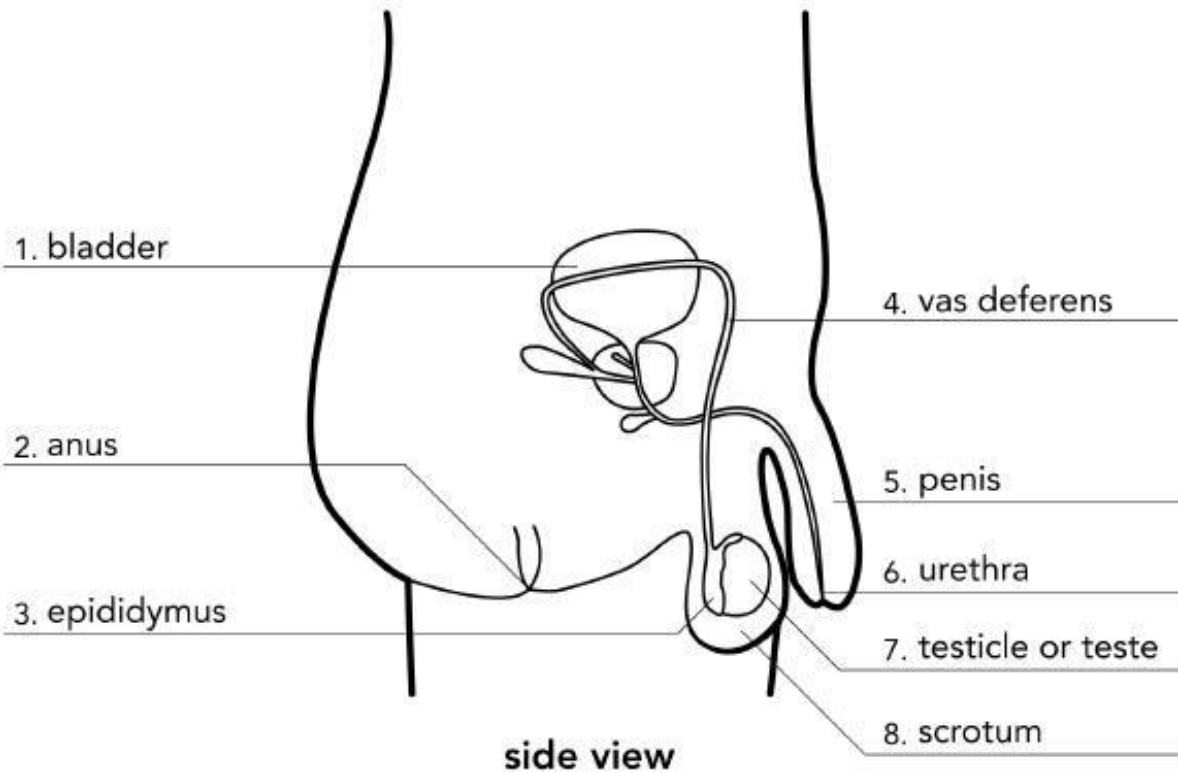


side view

NOTE: #10, 13, and 15 are not part of the reproductive system

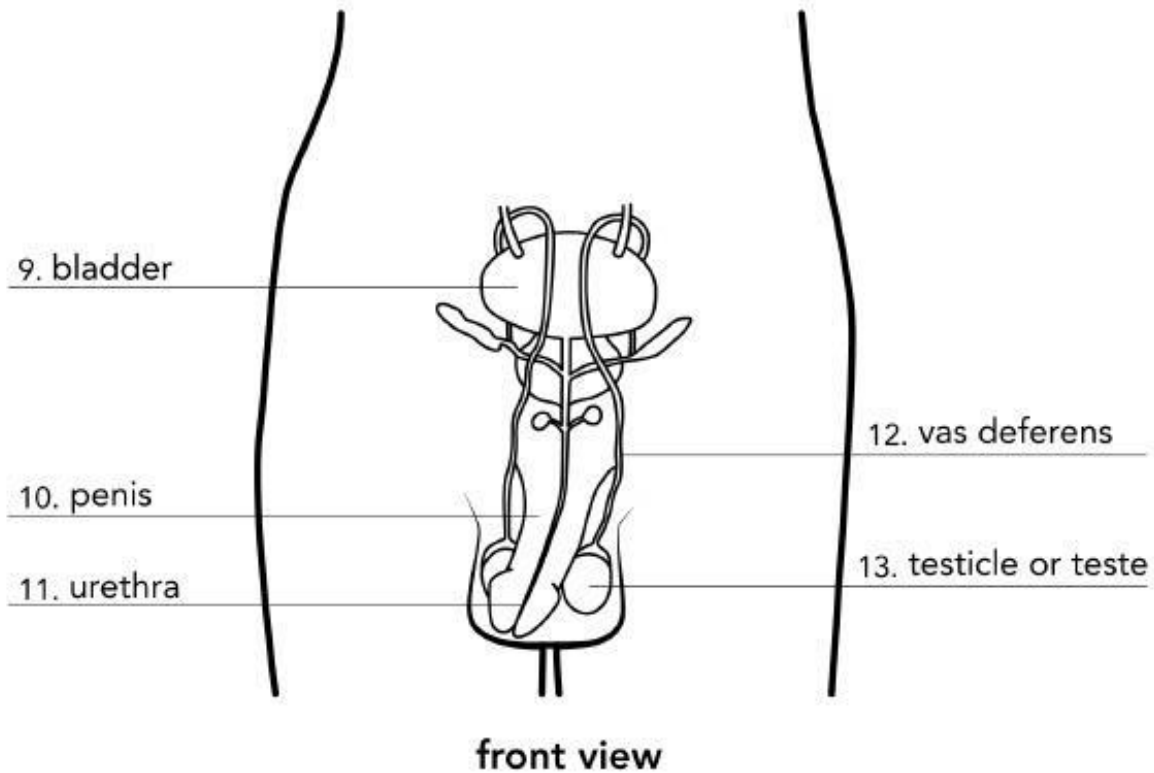
## Reproductive System Visual/Worksheet 1 ANSWER KEY

DIRECTIONS: Fill in the name of each body part. Use correct spelling and medical words.



NOTE: #1 and #2 are not part of the reproductive system

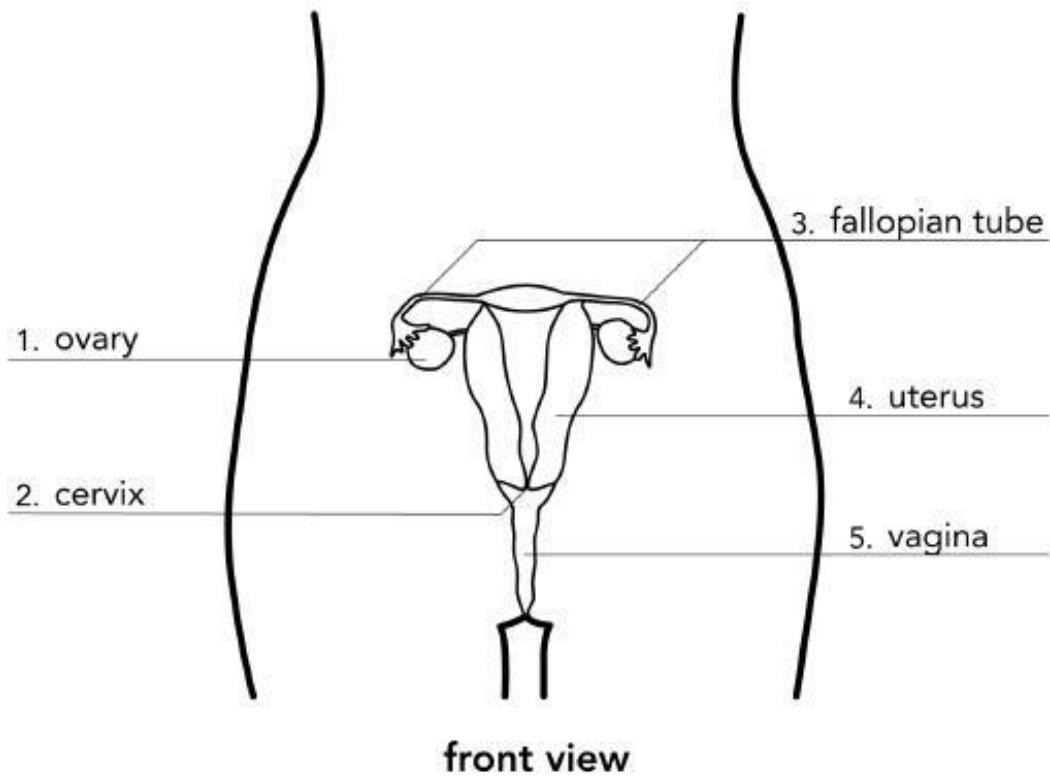
## Reproductive System Visual/Worksheet 2 ANSWER KEY



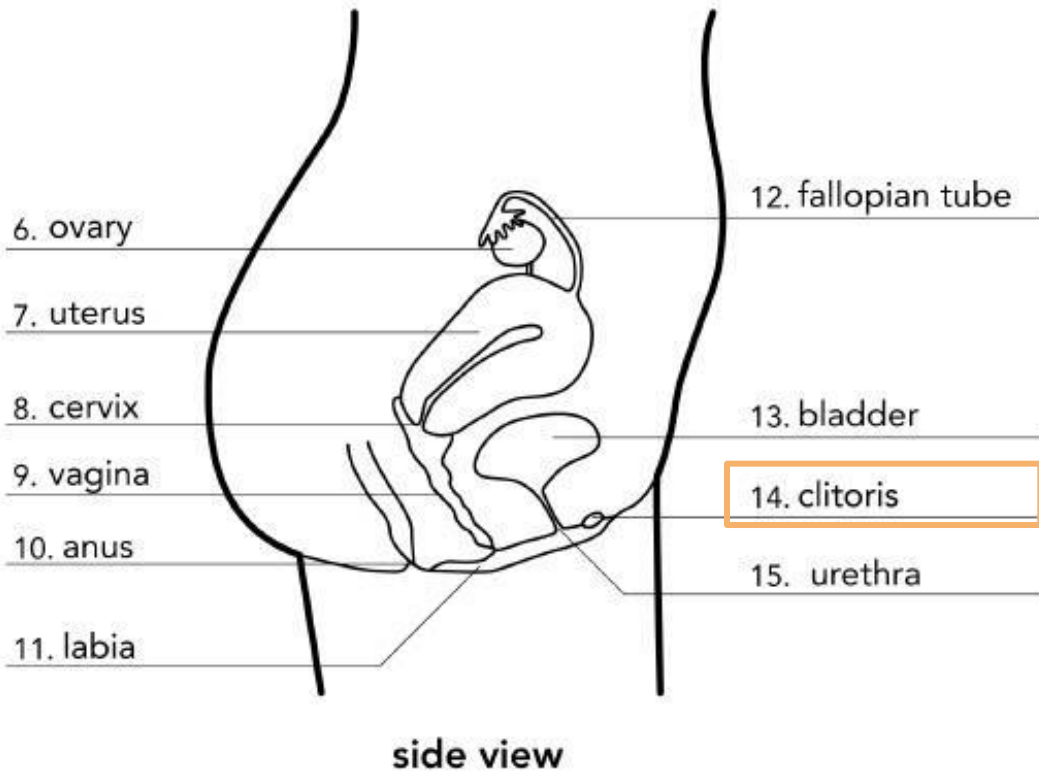
NOTE: #9 is not part of the reproductive system

## Reproductive System Visual/Worksheet 3 ANSWER KEY

DIRECTIONS: Fill in the name of each body part. Use correct spelling and medical words.



## Reproductive System Visual/Worksheet 4 ANSWER KEY



NOTE: #10, 13, and 15 are not part of the reproductive system

# Reproductive System, day 2

Grades 4-6, Lesson #10

## Time Needed

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40-50 minutes

## Student Learning Objectives

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To be able to...

1. Understand the functions of reproductive systems.

## Agenda

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1. Explain lesson's purpose.
2. Explain common terms and functions of the reproductive system.
3. Answer "Anonymous Question Box" questions.
4. Use *Reproductive System Worksheets* to reinforce new terminology and review previous lesson.

This lesson was most recently edited November 2021.

## ***Elementary FLASH Grades 4-6***

### **Materials Needed**

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#### **Classroom Materials:**

- *Reproductive System Visuals/Worksheets #1 – 4* (from Reproductive System, day 1)

#### **Student Materials: (for each student)**

- *Reproductive System Worksheet*

## Activity

---

### 1. Explain the lesson's purpose.

*We are doing today's lesson so that people will understand bodies and reproductive systems better and feel more confident asking questions and discussing these things with their parents, guardians and doctors.*

### 2. Describe common terms and functions of the reproductive systems. Using the *Reproductive System Visuals #1-4* from Day 1, respond to the remainder of the "Anonymous Question Box" questions about the reproductive system. If the following terms do not come up in the anonymous questions, explain them to the class.

- a. genitals
- b. circumcision
- c. ovulation
- d. menstruation
- e. ejaculation
- f. vaginal sex / "Intercourse"
- g. fertilization
- h. implantation
- i. conception

Here is suggested language:

- a. *The outside parts of the reproductive system are called the **genitals**. That's the penis and scrotum or the labia and clitoris.*
- b. *Babies with a penis are born with a sleeve of skin on the penis called the foreskin. Sometimes the doctor removes the foreskin in a procedure called **circumcision**. The penis is normal either way, whether it's been circumcised or not.*
- c. *An egg cell leaves the ovary every 20 to 40 days, more or less. This is called **ovulation**. A person usually can't feel when it happens, but sometimes they might feel a little ache. If that person doesn't get pregnant, a couple of weeks later is when they will menstruate.*
- d. ***Menstruation**, also called having a period, is when the lining of the uterus (the blood and tissue) comes out through the vagina. The uterus builds up a new lining of blood each month.*
- e. *The sperm cells leave the penis in a fluid called semen. When the semen leaves the penis, it is called **ejaculation**. Ejaculation doesn't happen on a regular schedule like ovulation. Ejaculation can happen during sleep or sexual touch. Ovulation and ejaculation don't begin until a person's body has begun changing from a child's to an adult's.*
- f. *"Intercourse" "Intercourse"  
**Vaginal sex** is when the penis is in the vagina. Vaginal sex is a common way that people get pregnant.*

## Elementary FLASH Grades 4-6

- g. *If ejaculation happens during vaginal sex, sperm can swim up into the uterus and fallopian tubes. If a sperm cell and an egg cell meet and join together, it is called **fertilization**.*
- h. *After the egg is fertilized, it will take a week or so to finish traveling down the fallopian tube into the uterus, where it will try to attach to the wall of the uterus. This process is called **implantation**.*
- i. *Sometimes fertilized eggs are able to implant, and sometimes they are not. If it does implant, this is called **conception**, and it is the beginning of a pregnancy.*

*Sometimes people get pregnant without having vaginal sex. For example, sometimes sperm cells are placed inside the vagina or uterus so they can join with an egg cell. Sometime egg and sperm cells meet in a laboratory, where the egg is fertilized, and then a doctor puts the fertilized egg in a person's uterus to implant and begin a pregnancy.*

### 3. Use **Reproductive System Worksheet** to reinforce new terminology and review terms from the previous lesson.

Allow students complete the worksheet individually or in pairs. Then, go over them aloud - having them read the items will give them additional practice pronouncing the terms.

### **Related Activities for Integrated Learning**

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#### **Math**

Students can figure out the following question: If a hypothetical person ovulates from age 12 to 47, 13 times a year, how many eggs are released altogether? (Answer: 455 eggs released total over their lifetime.)

#### **Homework**

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Students' options:

- Family homework: What is one thing about the reproductive system that you wish you had learned when you were younger?
- Individual homework: Create a word search or a crossword puzzle with at least 5 of the terms on the *Reproductive System Worksheet*.

# Reproductive System Worksheet

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

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

- |  |   |
|--|---|
| A. circumcision                            | 1. ___ The penis or clitoris getting harder and larger  |
| B. conception                              | 2. ___ The outside parts of the reproductive system   |
| C. ejaculation                             | 3. ___ The process of fertilization and implantation  |
| D. erection                                | 4. ___ The cell from a testicle that can start a pregnancy  |
| E. fertilization                           | 5. ___ Removal of the foreskin from the penis   |
| F. genitals                                | 6. ___ The meeting of the sperm and egg cell  |
| G. implantation                            | 7. ___ The penis being inside the vagina  |
| H. <u>vaginal sex</u> <b>“Intercourse”</b> | 8. ___ An egg cell coming out of the ovary  |
| I. menstruation                            | 9. ___ Semen coming out of the penis  |
| J. ovulation                               | 10. ___ When a fertilized egg attaches to the wall of the uterus                                    |
| K. semen                                   | 11. ___ The liquid that carries sperm   |
| L. sperm                                   | 12. ___ The lining of the uterus coming out through the vagina (sometimes called "having a period") |

## Reproductive System Worksheet - Answer Key

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

- |   |   |
|---|---|
| A. circumcision                                   | 1. D The penis or clitoris getting harder and larger  |
| B. conception                                     | 2. F The outside parts of the reproductive system   |
| C. ejaculation                                    | 3. B The process of fertilization and implantation  |
| D. erection                                       | 4. L The cell from a testicle that can start a pregnancy  |
| E. fertilization                                  | 5. A Removal of the foreskin from the penis   |
| F. genitals                                       | 6. B The meeting of the sperm and egg cell  |
| G. implantation                                   | 7. H The penis being inside the vagina  |
| H. <u>vaginal sex</u> <b><u>“Intercourse”</u></b> | 8. J An egg cell coming out of the ovary  |
| I. menstruation                                   | 9. C Semen coming out of the penis  |
| J. ovulation                                      | 10. G When a fertilized egg attaches to the wall of the uterus                                    |
| K. semen  | 11. K The liquid that carries sperm   |
| L. sperm  | 12. I The lining of the uterus coming out through the vagina (sometimes called "having a period") |

# Puberty, day 1

Grades 4-6, Lesson #11

## Time Needed

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50-60 minutes

## Student Learning Objectives

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To be able to ...

1. Explain the physical, social, and emotional changes that happen during puberty.
2. Explain that puberty is very similar for people of all genders.
3. Explain how the timing and scope of puberty changes can vary considerably and still be normal and healthy.

## Agenda

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1. Introduce the lesson.
2. Brainstorm puberty changes for all genders.
3. Debrief brainstorm lists, pointing out that puberty is very similar for people of all genders.
4. Use *Puberty Worksheet #1* to review terms.

## Teacher Preparation

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The FLASH curriculum recommends teaching the puberty classes in all-gender classrooms rather than separating classes by gender.

- It ensures that all students are receiving the same information, in the same way, thus decreasing any sense of secrecy associated with these topics.
- The experience of respectful discussion cuts down on disrespectful communication between genders when students have less supervision, such as in hallways and at recess.
- It prepares all students to communicate about sexual health related topics with a future partner, regardless of their gender.
- It supports sexual violence prevention by not creating false distinctions between genders.
- It does not place an undue burden on nonbinary and transgender students to choose a classroom to affiliate themselves with.

This lesson was most recently edited November 2021.

## ***Elementary FLASH Grades 4-6***

### **Materials Needed**

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#### **Student Materials: (for each student)**

- One copy per student of *Puberty Worksheet #1*

### **FLASH Key Concepts**

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Puberty is when a person's body and feelings change from a child's into an adult's.

People's bodies can look very different from each other. These differences are normal and healthy.

## Activity

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### 1. Introduce the lesson.

Explain that today you will be talking about puberty. Ask volunteers to define puberty. Thank them and build on what they said, so you end up defining it as a time when a person's body and feelings change from a child's into a young adult's. Explain that today the class will be learning about changes that happen during puberty.

*Today we will be learning about puberty. Who can tell me what puberty is? That's right – Puberty is a time when a person's body and feelings change from a child's into a young adult's.*

*Puberty can start anywhere between ages 8 and 14, and it takes several years for all of the changes to happen. Puberty involves changes in not only a person's body but also their feelings and relationships. So one person's body might start changing first, but another person may be changing emotionally and socially sooner. It's important to remember that during puberty, as always, people's bodies can look very different from each other. These differences are normal and healthy.*

### 2. Brainstorm puberty changes for all genders.

*The **pituitary gland** in a person's brain will trigger the changes of puberty whenever it is programmed to do so for that particular person by causing new hormones to be released. Most of the changes that happen during puberty happen for everyone regardless of their gender. Boys, girls, nonbinary, and trans people all experience very similar puberty changes. A few of the changes that happen during puberty are different depending on the body parts that people have. Some changes only happen for people who have a uterus and ovaries, and some changes happen only for people with testicles and a penis.*

*Some people decide, with the help of their doctor, to take medicine or hormones to change puberty on purpose to better match their gender. They might take medicine that interferes with hormones so puberty changes don't happen at all. Or, they might take medicine made of hormones so that they have specific changes. Let's think about the kinds of changes that might happen to someone during puberty.*

Have the class brainstorm puberty changes as you write them on the board. Make three columns: (a) people with penis and testicles, (b) people with uterus and ovaries, and (c) to everyone. For each example, ask the class which column they think it belongs in, write it in the appropriate column, and correct assumptions and misinformation as you go.

- **growth spurts (everyone)** – Puberty is a time when people can grow very quickly, and people grow most in their sleep.
- **breasts develop (everyone)** – Most people with a uterus and ovaries will experience breast development, although people experience different amounts of growth. Many people with a penis and testicles also experience some breast development although it usually disappears within six months or a year. It can be surprising if people don't realize how common it is.

## Elementary FLASH Grades 4-6

- **acne may begin (everyone)** – Acne is caused because the skin gets thicker during puberty and it begins to produce more oil. Sometimes the new, thicker layer of skin blocks the pores or openings where the oils are supposed to flow, causing a pimple. People can wash their faces gently with mild soap, but it may not prevent acne altogether. Scrubbing hard can actually make acne worse.
- **body odor (everyone)** – Explain that everyone sweats when they are hot, but that at puberty another group of sweat glands starts to produce sweat also when a person feels stressed or upset. This kind of sweat in teens and adults can have a strong odor, which people feel differently about. Sometimes people shower more often and use deodorant after puberty because of this.
- **pubic and underarm hair develops (everyone)** – Pubic hair grows around a person's genitals (around the labia or penis). Pubic and underarm hair is often coarser and sometimes a different color than the hair on the person's head. Sometimes people choose to shave leg or pubic hair, but this is a choice that people's families have different beliefs about. It's always important to talk with an adult before using a razor.
- **facial hair develops and body hair may thicken (everyone)** – The amount of hair a person gets on their face and body is genetic (inherited from a person's biological family) and will be different for everyone. People sometimes think of facial hair as a change that happens to people with a penis, but people of all genders often grow some hair on their face as well.
- **voice deepens (everyone)** – The vocal cords inside a person's throat grow and thicken during puberty, which makes people's voices deeper. People may notice their voice cracking when they speak sometimes during puberty. This is because the vocal cords don't always get thick evenly. On average, the voices of people with a penis and testicles get lower than people with a uterus and ovaries, but everyone's voice deepens during puberty.
- **genitals enlarge (everyone)** – Just like the rest of their bodies, people's genitals are growing during puberty as well.
- **erectons happen more frequently (everyone)** – An erection is when the penis or the clitoris gets harder and bigger. Everyone gets erections, even babies, although they become more common during puberty. Erections can happen when a person is thinking of something sexual or they can happen for no reason at all, especially during puberty. Erections can happen anytime, including when a person is asleep or when they are out in public, and they happen to everyone.
- **sperm production and ejaculation begin (people with a penis and testicles)** – Sperm are the microscopic cells that can start a pregnancy, when they combine with an egg cell. Sperm cells are made in the testicles, and ejaculation is when the sperm come out of the penis (in a fluid called "semen"). Ejaculation can happen during sleep, or during sexual touch. Once a person can ejaculate, they are able to start a pregnancy.
- **nocturnal emissions begin (people with a penis and testicles)** – The slang term for nocturnal emission is "wet dream." Some people with a penis will ejaculate during their sleep, and some will not. Either way is normal and healthy. They may or may not have

## Elementary FLASH Grades 4-6

been dreaming at all. The nocturnal emission can be their body's response to the higher level of hormones in their bloodstream during a growth spurt.

- **ovulation and menstruation begin (people with a uterus and ovaries)** -- The slang term for menstruating is "having a period." About once a month, starting at puberty, the ovary will release an egg, which is called ovulating. If that person has vaginal sex with a person with sperm, a pregnancy may begin. The uterus has a lining of blood to help a pregnancy grow. If that person doesn't become pregnant, the blood comes out through the vagina, which is called having a period, or menstruating. People can use a pad or tampon or menstrual cup to catch the blood while they are having their period. People have different beliefs about what kind of product is right for someone to use when they first start getting their period, so it's good to talk with a family member about it ahead of time.
- **crushes and attractions may begin (everyone)** – People can have crushes at any age, but they may feel more intense at puberty. A crush is the feeling of liking someone else in a romantic way. Most people will have crushes eventually, but not everyone will. People may notice crushes in elementary school or not until they are older. A person may have crushes on people of a specific gender, or on people of any gender.
- **self-consciousness may increase (everyone)** – Most people go through a time of worrying what other people think about them. During puberty these feeling may be stronger than when a person was younger or when they get older.
- **concern for others may grow (everyone)** – As people mature during puberty, their brains change in a way that makes it easier to empathize and imagine what things might feel like for other people.
- **sudden mood changes may begin (everyone)** – During puberty people's bodies and brains are changing rapidly. Sometimes these fast changes can make people's moods change quickly too.
- **friction with parents or guardians may grow (everyone)** – During puberty people often want more independence and begin to have their own thoughts and beliefs about things. Families are still responsible for the child's safety, and sometimes this can cause friction while everyone is adapting. Families can love and care for each other very much and still have friction.
- **freedom to make decisions grows (everyone)** – People's parents and guardians often trust them with more of their own choices, especially as they take on more responsibilities.
- **understanding of self may grow (everyone)** – As people mature during puberty, they will likely begin to learn more about themselves. This can help people have more empathy for others and can help their self-confidence.

### 3. Debrief lists, pointing out that puberty is very similar for people of all genders.

Ask the class what they notice about the lists. Do most changes happen only to people with a penis and testicles, only to people with a uterus and ovaries only, or to everyone? Affirm

that almost all puberty changes happen to everyone, and that puberty is a very similar experience for all people, regardless of gender.

**4. Hand out *Puberty Worksheet #1* and use it as a discussion tool.**

**\*4th Grade Terms:**  
body odor, mood  
swing, puberty,  
menstruation, acne

Answers:

1. b having a period = menstruation
2. a the penis or clitoris getting larger and harder = erection
3. f the cell from a person with a penis and testicles that can start a pregnancy = sperm cell
4. c sperm coming out of the penis during sleep = nocturnal emission
5. d the cell from a person with a uterus and ovaries that can start a pregnancy = egg cell
6. e the time when a child begins to change into a young adult = puberty
7. g the gland in the brain that triggers the beginning of puberty = pituitary

**Homework:**

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Students' options:

- Family homework: What is something you want me to know about going through puberty?
- Individual homework: List 2 physical changes of puberty that are experienced by all people going through puberty, regardless of their gender.

# Puberty Worksheet 1

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

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

- |                       |   |
|-----------------------|---|
| a) erection           | ___ 1. having a period  |
| b) menstruation       | ___ 2. the penis or <u>clitoris</u> and getting larger and harder                   |
| c) nocturnal emission | ___ 3. the cell from a person with a penis and testicles that can start a pregnancy |
| d) egg cell           | ___ 4. sperm coming out of the penis during sleep                                   |
| e) puberty            | ___ 5. the cell from a person with a uterus and ovaries that can start a pregnancy  |
| f) sperm cell         | ___ 6. The time when a child begins to change into a young adult                    |
| g) pituitary          | ___ 7. the gland in the brain that triggers the beginning of puberty                |

## 4th Grade Terms:

- body odor
- mood swing
- acne
- menstruation
- puberty

# Puberty, day 2

Grades 4-6, Lesson #12

## Time Needed

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40-50 minutes

## Student Learning Objectives

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To be able to ...

1. Explain the physical, social and emotional changes that happen during puberty.
2. Recognize that the physical changes of puberty allow reproduction to take place for most people.
3. Anticipate puberty with positive feelings.

## Agenda

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1. Review purpose of lesson.
2. Respond to "Anonymous Question Box" questions re: puberty.
3. Use Puberty Worksheet #2 to reinforce facts and debunk fears and myths about puberty.
4. Summarize by discussing peer pressure in the puberty years.

This lesson was most recently edited November 2021.

## ***Elementary FLASH Grades 4-6***

### **Materials Needed**

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#### **Student Materials: (for each student)**

- *Puberty Worksheet #2*

### **FLASH Key Concepts**

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Puberty is when a person's body and feelings change from a child's into an adult's.

The reproductive systems of all genders have many similarities.

## Activity

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### 1. Explain the reasons you are doing these lessons on puberty.

- Sometimes people are afraid of things they don't understand. We try to explain things in these lessons in a way that helps everyone understand what to expect during puberty.
- Sometimes people feel as if they are the only one to ever experience certain changes. It helps to know that everyone goes through puberty and experiences very similar changes.
- It's good to understand what others are going through so you can be supportive and be a good friend.

### 2. Respond to "Anonymous Question Box" questions about puberty.

### 3. Use *Puberty Worksheet #2* to reinforce facts and debunk fears and myths about puberty.

- a. Divide the class into 3 teams.
- b. Hand out *Puberty Worksheet #2* and give the teams 20 minutes to reach consensus (within each team) on each item. Encourage people to discuss the items they disagree on and to explain to one another why they believe as they do about an item.
- c. Have one spokesperson for each team write their team's responses on the blackboard and explain, one at a time, why they chose a particular answer. You can award 1 point for each correct answer and an extra  $\frac{1}{2}$  point to the team with the best explanation. The team with the most points wins.

### 4. Summarize by discussing peer pressure in the puberty years.

Discuss how it felt to disagree with teammates, whether there was overt peer pressure to agree (for consensus) or whether each person was considerably listened to. Summarize the lesson by explaining that it is probably more difficult during puberty than at any age disagree with the crowd because people are beginning to separate from their family and to gradually identify more with friends. That is normal, and people have to find ways to trust their own judgment at the same time as they enjoy their friends.

## Related Activities for Integrated Learning

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### A. Social Studies

Students may do reports on puberty rites of various cultures.

### B. Math

Have students find the average age of when these students began puberty.

## Elementary FLASH Grades 4-6

<u>Student</u>	<u>Age in years and months</u>	<u>Age as a decimal</u>
Elizabeth	8 yrs, 11 months	8.9
Jose	9 yrs, 11 months	9.9
Gabriela	10 yrs, 6 months	10.5
Veronika	11 yrs, 4 months	11.3
Cameron	11 yrs, 5 months	11.4
Sam	12 yrs, 8 months	12.7
Amina	12 yrs, 11 months	12.9
Malik	14 yrs, 10 months	14.0

**NOTE:** Depending upon your students' math skill level you can have them convert months to decimals, or you can provide the decimals to them.

### **Homework**

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Students' options:

- Family homework: What is something you wish you had known about puberty before you went through it?
- Individual homework: Define puberty, as if you were explaining it to someone younger than you.

# Puberty Worksheet 2

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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. Puberty is different for everyone and often starts between the ages of 8 and 14.
- \_\_\_\_\_ 2. The pituitary gland in the brain tells the body when to begin puberty
- \_\_\_\_\_ 3. People only get erections when they think about something sexual.
- \_\_\_\_\_ 4. A person might have strong feelings during puberty, including confusion, embarrassment, anxiety, sadness, sexual attraction, happiness, empathy, or caring.
- \_\_\_\_\_ 5. You can tell whether someone is menstruating by looking at them.
- \_\_\_\_\_ 6. Anyone can have some breast growth during puberty, no matter their gender.
- \_\_\_\_\_ 7. It is common for people with a penis to have nocturnal emissions at puberty, but it is also healthy not to.
- \_\_\_\_\_ 8. The main reason teenagers get acne is they eat the wrong foods.
- \_\_\_\_\_ 9. People of all genders experience very similar changes during puberty, including cisgender, transgender, and nonbinary people, and those who don't identify with any gender.
- \_\_\_\_\_ 10. Tampons are the only thing people can use to catch menstrual blood during a person's period.
- \_\_\_\_\_ 11. The vagina is always wet, just like the mouth and eyes.
- \_\_\_\_\_ 12. If someone has not started puberty by age 13, they should see a doctor, because there might be something wrong with their endocrine system.
- \_\_\_\_\_ 13. During and after puberty a person may have crushes on people of a specific gender or of any gender.
- \_\_\_\_\_ 14. One change that happens only to boys is that their voice deepens
- \_\_\_\_\_ 15. People sometimes choose to bathe more often once puberty begins.

# Puberty Worksheet 2 - Answer Key

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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. Puberty is different for everyone and often starts between the ages of 8 and 14.
- 2. The pituitary gland in the brain tells the body when to begin puberty
- 3. People only get erections when they think about something sexual.
- 4. A person might have strong feelings during puberty, including confusion, embarrassment, anxiety, sadness, sexual attraction, happiness, empathy, or caring.
- 5. You can tell whether someone is menstruating by looking at them.
- 6. Anyone can have some breast growth during puberty, no matter their gender.
- 7. It is common for people with a penis to have nocturnal emissions at puberty, but it is also healthy not to.
- 8. The main reason teenagers get acne is they eat the wrong foods.
- 9. People of all genders experience very similar changes during puberty, including cisgender, transgender, and nonbinary people and those who don't identify with any gender.
- 10. Tampons are the only thing people can use to catch menstrual blood during a person's period.
- 11. The vagina is always wet, just like the mouth and eyes.
- 12. If someone has not started puberty by age 12, they should see a doctor, because there might be something wrong with their endocrine system.
- 13. During and after puberty a person may have crushes on people of a specific gender or of any gender.
- 14. One change that happens only to boys is that their voice deepens.
- 15. People sometimes choose to bathe more often once puberty begins.

“Communicable Diseases”

# Introduction to HIV

Grade 5-6, Lesson #14

## Time Needed

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45 minutes

## Student Learning Objectives

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To be able to...

1. Understand how communicable diseases are transmitted.
2. Define human immunodeficiency virus (HIV).
3. Recognize that HIV is not easily transmitted like other common communicable diseases.
4. Identify methods of transmission and prevention of HIV.
5. State that people with HIV should be treated like everyone else, with kindness and respect.

## Agenda

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1. Introduce topic of communicable disease through discussion of common cold.
2. Introduce topic of HIV.
3. Show and discuss video.
4. Play sorting game about HIV transmission.

This lesson was most recently edited November 2021.

## Elementary FLASH Grades 4-6

### Materials Needed

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#### Classroom Materials:

"HIV and Me: Marissa's Story"

5<sup>th</sup> Grade Redefine Positive Video

<https://www.youtube.com/watch?v=S2J7bH1JQ40>

#### Student Materials:

- Category Cards, 1 set per small group
- Behavior Cards, 1 set per small group

### Teacher Preparation

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Prepare to show video, "HIV and Me: Marissa's Story"

### FLASH Key Concepts

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HIV is a serious illness that doesn't have a cure. People who have HIV can live a long, healthy life with the help of a doctor.

People can prevent getting HIV and giving HIV to other people.

Kids your age almost never catch HIV.

It is important to treat everyone with caring and respect, including people who have HIV and other STDs.

## Activities

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### 1. Introduce the topic of communicable diseases.

*Everyone catches a cold some time or other, and it doesn't feel very good. Try to think of a time someone you know had a cold. What were their symptoms? (Stuffy nose, sneezing, coughing, headache, etc.) What can people do to help prevent getting a cold or giving it to someone else? (Wash hands often, sneeze into elbow, use tissue, etc.).*

*A cold is a very common communicable disease (write communicable disease on the board.) A communicable disease is an illness that spreads from one person to another. Different communicable diseases spread in different ways. The germ that causes a cold, for example, spreads easily onto objects that other people might touch, and it spreads into the air when someone sneezes or coughs. There are lots of things people do to prevent giving and getting different communicable diseases. You just gave some great examples, like washing hands and sneezing into a tissue or elbow.*

*What other communicable diseases can you think of – other illnesses that spread from person to person? (Covid-19, flu, lice, measles, athlete's foot, strep throat, etc.) If needed, point out that many illnesses are not communicable, that is, a person can't get them from someone else, such as allergies, asthma, diabetes, stroke and lots of others.*

*Most communicable diseases are cured with medicine or go away on their own, and some can be prevented in the first place with a vaccine.*

### 2. Introduce HIV.

*Today we're going to learn about a communicable disease called HIV. Some of you may have learned about HIV before, and for some of you, this will be a new topic. Once a person has HIV, it doesn't go away. There isn't yet medicine to cure HIV or a vaccine to prevent it, but there is effective medicine to help prevent it and treat it. Fortunately, kids your age almost never catch HIV.*

*We're going to watch a video to learn more about HIV, and then we'll discuss it. It's a true story with real people.*

### 3. Show and discuss video: "HIV and Me: Marissa's Story" (9:30).

Lead class discussion of video:

- *Just to review, which person in the video has HIV?  
Marissa's mom*
- *How did Marissa feel at the beginning of the video? Why?  
She felt scared because she didn't know much about HIV.*

## Elementary FLASH Grades 4-6

- *What did Marissa learn from her mom's doctor that made her feel better?*  
Marissa learned she doesn't have to worry about getting HIV from her mom. HIV doesn't spread from touching, hugging, kissing, food, sharing a bathroom, etc. Marissa also learned that medicine can help her mom live a long and healthy life.
- *How does having HIV make someone sick?*  
HIV makes it hard for the body to fight off germs and illnesses. The immune system in our bodies is what keeps us healthy, but HIV makes the immune system very weak.
- *Now that you've seen the video, why do you think HIV is called a communicable disease?*  
Because it spreads from person to person.
- *What did the video say about how a person gets HIV?*  
A person can get HIV by having sex with someone who has HIV and by sharing needles for drug use with someone who has HIV. A baby can also get it from breastfeeding or being born from a person with HIV.
- *The video listed different ways a person can protect themselves from getting HIV. What were they?*  
(1) Not having sex, (2) Not sharing needles for illegal drugs, (3) Pregnant person taking medicine so HIV doesn't spread to fetus. (You can add the following information that wasn't in the video. Other ways to prevent the spread of HIV are to use a condom during sex, which is like a thin stretchy glove for the penis, and to take medicine that makes it harder to give or get HIV.)
- *If we were to meet Marissa's mom, how do you think we should treat her?*  
Like we would treat any other person. It's important to treat everyone with caring and respect, including people with HIV.

#### 4. Lead small group activity with HIV transmission and prevention cards.

*Next we're going to play a cooperative game to review how HIV can be transmitted and how it can be prevented.*

Divide the class into small groups. Give each small group one set of category cards ("you CAN get HIV" and "you CAN'T get HIV") and one set of behavior cards. Each small group will work together to place the behavior cards under the correct category card. As an example, write the two categories on the board and ask the class where "kissing" belongs (it goes under "you CAN'T get HIV").

If the groups are uncertain about the placement of a particular behavior, they can set the card to the side or make their best guess. When the small group task has been completed, ask volunteers for their answer, and write the behaviors under the correct category on the board.

A person CAN get HIV

- Sharing needles for drug use with someone who has HIV.
- Having sex with someone who has HIV.
- When the person giving birth to them has HIV.
- When the person breastfeeding them has HIV.

A person CAN'T get HIV

- Sitting on public toilet seats.
- Kissing someone who has HIV.
- Hugging someone who has HIV.
- Sharing food with someone who has HIV.
- When a mosquito bites them right after it bites someone with HIV.

"A person CAN get HIV" debrief points:

**Sharing needles for drug use with someone who has HIV**

If a person with HIV injects illegal drugs into their body with a needle, there is some blood left inside the needle afterward. If another person uses the same needle, they are injecting blood with HIV into their own body. This is one way HIV is spread from person to person.

**Having sex with someone who has HIV**

If a person has sex with someone who has HIV, they can get HIV. (Wearing a condom on the penis would protect them. A condom is like a stretchy glove for the penis.)

**When the person giving birth to them has HIV**

HIV can be passed to the developing fetus in the uterus, or to the baby during birth as it passes through the vagina, but this rarely happens in the United States. If a pregnant person with HIV takes HIV medications, there is less than 1% chance that the baby will get HIV.

**When the person breastfeeding them has HIV**

A baby can get HIV if it drinks breast milk from someone who has HIV. Breast milk contains HIV, and it enters the baby's body through the soft tissue in their mouth.

"A person CAN'T get HIV" debrief points:

**Sitting on public toilet seats**

A person cannot get HIV from sitting on toilet seats. (Only if students ask: Even if someone sat on body fluids that spread HIV, the skin would protect them from getting HIV.)

**Kissing someone who has HIV**

HIV is not spread from one person to another through kissing because saliva does not contain HIV. (Only if students ask: If someone had a little cut in their mouth when they were kissing, they still could not spread HIV through kissing because there would not be enough blood to transmit HIV. The only way HIV could be passed this way would be very unlikely: if the person with HIV had a lot of sores in their mouth, and the other person had a lot of sores and cuts in their gums.)

**Hugging someone who has HIV**

There is no way to get HIV from hugging. HIV does not spread from skin to skin.

**Sharing food with someone who has HIV**

HIV does not spread between people from food.

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

Although this may seem similar to sharing a needle, it is not. HIV does not live inside mosquitos, even if the mosquito bites someone who has HIV. Many serious illnesses spread from mosquitos, but HIV is not one of them.

If students bring up questions or concerns about ear piercing or blood brothers/sisters, tell them that even though other diseases are spread this way, no kids have gotten HIV from these things.

**5. Close the lesson**

*Great work everyone! I think we all learned a lot about HIV today. Even though kids your age almost never get HIV, it's still important for us to discuss. I want to make sure you all know how to keep yourselves healthy when you get older.*

**Homework**

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Students' options:

- Family homework: What do you wish you had learned about HIV when you were younger?
- Individual homework: What are 2 of the most important things you learned about HIV today?



**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

# Pregnancy

Grades 4-6, Lesson #13

## Time Needed

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30-50 minutes

## Student Learning Objectives

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To be able to...

1. Describe the process of human reproduction.

## Agenda

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1. Explain lesson's purpose.
2. Answer "Anonymous Question Box."
3. Use the *Reproductive System Visuals* from Day 1 as needed to assist in explaining the process of conception.
4. Use *Pregnancy Visual* to assist in defining key terms.
5. Explain the role of chromosomes in pregnancy.
6. List pregnancy symptoms and discuss pregnancy tests.

This lesson was most recently edited November 2021.

## ***Elementary FLASH Grades 4-6***

### **Materials Needed**

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#### **Classroom Materials:**

- *Pregnancy Visual*
- *Reproductive System Visual* from Reproductive System Day 1 lesson

#### **Student Materials: (for each student)**

- *Pregnancy Worksheet*

## Activity

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### 1. Explain the lesson's purpose.

Explain that today's lesson will help students understand better how pregnancies develop, from a sperm and an egg to the day a baby is born.

### 2. Answer "Anonymous Question Box" questions about pregnancy.

### 3. Use the *Reproductive System Visuals* from Day 1 as needed to assist in explaining the process of conception.

*Pregnancy happens when a sperm cell and an egg cell join together. This is called fertilization. A common way that people get pregnant is by having vaginal sex, which is the penis inside the vagina, without using a condom or other kind of birth control. During vaginal sex, sperm leave the penis in a fluid called semen. When the semen leaves the penis, it is called ejaculation. If ejaculation happens during vaginal sex, sperm can swim up into the uterus and fallopian tubes, and fertilization can happen in the fallopian tubes.*

*There are other ways that people sometimes get pregnant. One way is for sperm cells to be placed inside the vagina or uterus so they can meet an egg cell and fertilization can happen. Another way is for egg and sperm cells to meet and for the egg to become fertilized in a laboratory; then a doctor puts the fertilized egg in a person's uterus.*

*After the egg is fertilized, it will take a week or so to finish traveling down the fallopian tube into the uterus, where it will try to attach to the wall of the uterus. That's called **implantation**. Sometimes fertilized eggs are able to implant, and sometimes they are not. If it does, this is called **conception**, and it is the beginning of a pregnancy.*

*Of course, pregnancy is only one way people start a family. Another way people choose to make a family is through adoption. Adoption is when one person is pregnant and gives birth to a baby, but they aren't able to raise that child themselves. In that circumstance, another person or couple will adopt the child.*

*Sometimes a person chooses to be pregnant for someone else who can't become pregnant, which is called being a surrogate. In that circumstance people make an agreement ahead of time that one person will be pregnant, but that the other person or couple will be the parents of that child. Finally, children often live with and are raised by grandparents or other family members. It's nice to know that there are so many ways to make a family.*

### 4. Use the *Pregnancy Visual* to assist while explaining the following terms:

- **Fetus** – the name for the developing pregnancy while it is still in the **uterus**.
- **Placenta** - an organ that the body grows to use only during pregnancy, to provide nutrients to the developing pregnancy and help filter out anything dangerous.
- **Umbilical cord** – connects the developing pregnancy to the **placenta** to bring nutrients.

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- **Vaginal birth** – one way that babies are born. The baby comes out of the **uterus**, through the **cervix** and out of the body through the **vagina**. Notice that the **stomach** and the **uterus** are two separate organs. The fetus is never in the stomach.
- **Cesarean section** – another way that babies are born. The doctor makes a cut from the outside of the person's body, through the abdomen and **uterus**, and takes the baby out.
- **Identical twins** – when one fertilized egg divides into two, and two pregnancies start from one egg and sperm. These pregnancies grow in the **uterus** at the same time, and these two siblings will look like each other.
- **Fraternal twins** – when the ovaries released more than one egg, and two eggs are fertilized at the same time, but each by different sperm. The pregnancies grow in the **uterus** together, but they are no more alike than any two siblings.

### 5. Explain the role of chromosomes in pregnancy.

It may help to draw this out on the board as you explain.

*Every cell in the human body has a pair of chromosomes that help determine a person's assigned sex – whether the doctor says someone is a boy or a girl when they are born. Egg and sperm cells only have half the chromosomes of other cells. Most egg cells have an X chromosome. Sperm cells usually have either an X or Y chromosome. When an egg joins a sperm with a Y chromosome, the newly formed cell usually has XY chromosomes and will have a male assigned sex. When an egg joins a sperm with an X chromosome, the newly formed cell usually has XX chromosomes and will have a female assigned sex.*

*Intersex is the word for the many natural differences in genitals or chromosomes (such as XO or XXX or XXY) compared to the more frequent ways that most bodies develop. When a baby is intersex, the doctor and parents may assign the baby's sex as male or female, depending on the appearance of their genitals, or the parents may decide not to assign any sex to the baby until the child is older. Being intersex is a natural part of human diversity. One in every 2000 babies are born intersex, about twice as many as identical twins.*

### 6. Explain how a person would know they were pregnant (symptoms, pregnancy test).

Describe how people obtain a pregnancy test at a drug store as well as reputable clinics that offer pregnancy tests and options counseling in your community.

### Homework:

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Students' options:

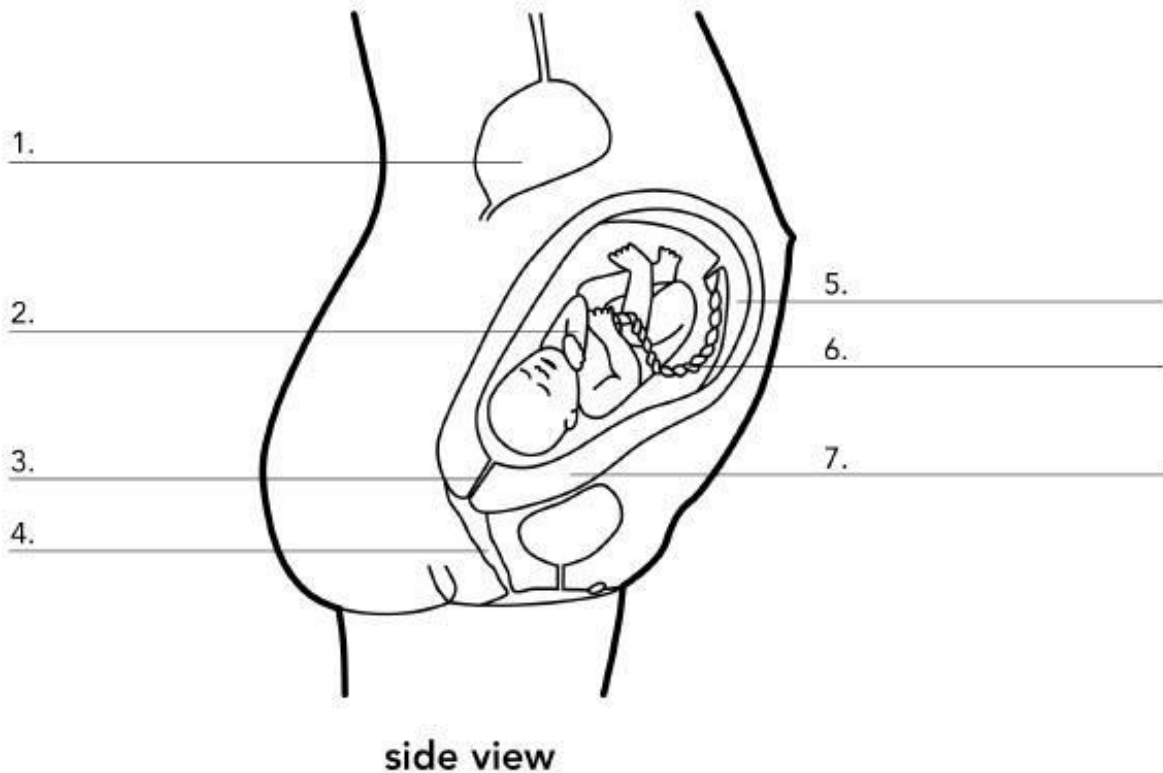
- Family homework: Are there important things about pregnancy you want to make sure I know?
- Individual homework: Giving birth is one way that people start a family. What is another way?

# Pregnancy Visual

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

DIRECTIONS: Fill in the chart using the following terms:

- fetus
- placenta
- umbilical cord
- stomach
- uterus
- cervix
- vagina

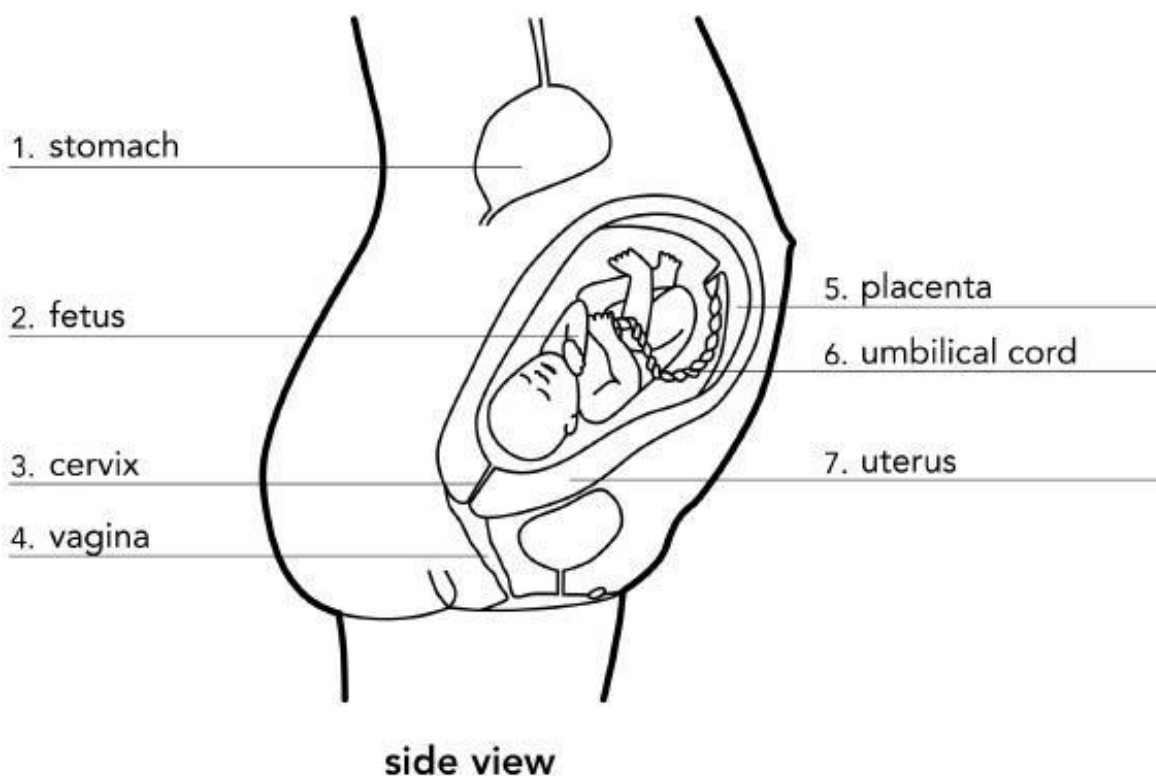


# Pregnancy Visual - Answer Key

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

DIRECTIONS: Fill in the chart using the following terms:

- fetus
- placenta
- umbilical cord
- stomach
- uterus
- cervix
- vagina



# Saying No

Grade 5-6, Lesson #15

This lesson is part of the HIV prevention series in FLASH.

## **Time needed**

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60 minutes

## **Student Learning Objectives**

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The student will be able to ...

1. Define abstinence.
2. Demonstrate effective peer refusal skills.

## **Agenda**

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1. Define abstinence.
2. Teach 4 refusal skills steps.
3. Lead classroom example.
4. Practice refusal skills in 4 different scenarios.
5. Debrief.

This lesson was most recently updated November 2021.

## Elementary FLASH Grades 4-6

### Materials Needed

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#### Student Materials

- *Scenario A: Chris and Miguel*
- *Scenario B: Gloria and Mohamed*
- *Scenario C: Isaiah and Kayla*
- *Scenario D: James Grace*
- *Family Homework: Saying No*

#### Classroom Materials

- *Refusal Skills Visual*
- *Refusal Skills Example: Chris and Miguel fully scripted (2 copies for demonstration)*
- The characters' names in the scenarios reflect the WA State population. If needed, please look up pronunciation in advance.

### FLASH Key Concepts

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Abstinence is choosing to not have oral, anal and vaginal sex.

There are times in everyone's life when abstaining from sex is the healthiest choice.

## Activities

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### 1. Introduce the lesson.

*Today we are going to learn more about abstinence, and we will have a chance to practice saying no to things we might not want to do. I think we will all have fun while we learn some important skills.*

### 2. Define abstinence.

*Let's start by defining the word abstinence. Does anyone know what it means?*

Solicit responses and give definition.

*Abstinence means not doing something. Another way to say it is "being abstinent" or "to abstain" from doing something. For example, if a person is trying to eat healthier, they might abstain from eating junk food. What other things can you think of that people might want to be abstinent from? Think of all the things that might get in the way of being healthy or getting along with others.*

Responses might include smoking, drinking alcohol, using drugs; having sex; eating certain foods; interrupting classmates, fighting, etc. Any responses are fine, as people choose to abstain from many things for different reasons.

*Often when people say the word abstinence, they mean choosing not to have sex. (To share proactively, or in response to questions, the following language may be helpful. Abstinence from sex is not having oral, anal, or vaginal sex. Oral sex is with the mouth and genitals; anal sex is with the penis and anus or butt; vaginal sex is with a penis and vagina.)*

*We are talking about abstinence now, even though kids your age are not having sex, because abstinence will be an important choice when you are older to keep yourself healthy. There are times in everyone's life when abstaining from sex is the healthiest choice.*

### 3. Set abstinence as norm.

*Sometimes we see things on TV or online or we hear older kids say things that make it seem like all teens are having sex. But let me ask you, how many teens do you think are having sex? Just a few? Half? Almost all?*

Solicit responses.

*Would you be surprised if I told you that most middle and high school students are not having sex? Most teens abstain from sex, even though that may not be what we think.*

### 4. Discuss reasons it can be hard for people to say no to their friends.

*Let's go back to all the other things people sometimes need to say no to. If someone offers you a snack you don't like, maybe it's not too hard to just say "no thanks." But sometimes it can be hard to say no. Let's imagine a more challenging situation. What if a friend you really like asks you to do something you shouldn't, like steal candy from his sister's room, or*

## Elementary FLASH Grades 4-6

*watching something on the internet you know you are not allowed to see? Why would it be harder to say no in those situations?*

Solicit responses, making sure the list includes the following:

- You don't want to hurt your friend's feelings
- You are afraid they won't want to be your friend anymore
- You want to seem cool
- You are afraid other people will think you are dumb or a baby
- You really want to do the think you are not supposed to do

*It takes practice to get good at saying no. Today we're going to practice saying no in different types of situations.*

### 5. Discuss strategies for saying no effectively.

*Let's start by thinking about how to say no in a really clear and strong way. What are some things you can say or do that lets someone know you really mean it when you say no? If it's helpful, think of a time someone else told you no – maybe a friend, sibling or parent, and you knew they really meant it. How did you know?*

Solicit responses, making sure the list includes the following. Praise students for their answers.

- Use a firm voice
- Look someone in the eye
- Stand up tall
- Use a loud voice
- Say "no," not "maybe" or something else
- Say no even if you are asked several times

### 6. Teach the 4 refusal skills steps.

Show the *Refusal Skills Visual* and give a brief explanation of each step.

1. *Say NO.*  
*Clearly say that you don't want to do what the other person is asking.*
2. *Explain why.*  
*For example, my mom doesn't allow me too or I don't feel comfortable.*
3. *Suggest an alternative.*  
*Suggest something else that you can do instead. For example, I think that we should make some popcorn or play a video game.*
4. *Leave if you need or want to.*  
*If someone keeps pressuring you or doesn't accept your no, you need to leave the situation or get help from someone else.*

Reinforce the point that forcing or pressuring someone is always wrong.

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*I want to be very clear that people always have to listen when another person says “no,” no matter how they say it. It is never OK to force or pressure someone to do something they don’t want to do, including any kind of sexual touch. It is always the fault of the person who forced or pressured them, and it is always wrong.*

### 7. Lead classroom example of refusal skill.

*Now we are going to use these refusal skills in four different scenarios. But first, let’s hear an example. I’ll read the set up and then I’ll need two volunteers to read the lines.*

*“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.”*

Two volunteer students read the lines from their desks; they do not act them out. After the students are done reading, use the questions below to help students identify the refusal skill steps used in the scenario.

*Let’s go through our steps.*

*Step 1: Was there a clear no in that interaction? (“I’m not going to do it.”)*

*Step 2: Was there an explanation? What was it? (“I don’t think that’s cool.” In other words, he doesn’t think it’s right to pull down anyone’s clothes.)*

*Step 3: Did someone suggest an alternative? (“Let’s go to PE early...”)*

*Step 4: Did Luis decide he needed to leave?*

*Excellent work!*

### 8. Practice

Pass out and review the *Refusal Skills Visual*, which students will use as a guide in developing refusal lines.

*Now we are going to practice using the refusal skills, and you get to write your own lines! Take a few moments and write your own lines in for Scenarios A, B, C, and D. Remember to look at your Refusal Skills while you are writing so you don’t forget to include the 3 first steps for each scenario – a clear no, an explanation, and an alternative. You can add step 4 in any scenario you feel you need to.*

*Because it is often easy to say yes to something, but hard to say no to something, we are going to practice refusing in each of these scenarios today. Remember also that we are going to practice saying no to a person we like and want to stay friends with. You will be reading these lines out loud.*

After students are finished writing:

*Now I am going to have you stand up and walk around the room while I play music. When I stop the music, freeze, and partner up with someone near you. You will read the Scenario A script twice, switching roles between the first and second reading, so that everyone has a chance to read the lines they wrote. Listen closely to the other person’s lines to see if they have a clear no, an explanation, and an alternative. If they do, put your initials on their paper*

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*and compliment them on one of their lines. I will start the music again and we will keep walking and finding new partners until all of the scenarios have been read.*

Repeat for Scenarios B, C and D.

### 9. Debrief

*Thank you so much for your work! I would love to hear some of what you wrote.*

*Step 1: Who wrote or heard a good example of a clear no?*

*Step 2: What were some good explanations you heard?*

*Step 3: Who can tell me some good alternatives that were suggested?*

*Step 4: Did anyone leave? What did you say when you were leaving?*

*Great job! You were all so clear and said NO really well. Saying NO is such an important skill to learn. It's great to know how to do this every day for all kinds of situations, not just for refusing to have sex. The more you practice the easier it gets.*

### Homework

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Students' options:

- Family homework: Explain the refusal skill steps you learned in class today. You can each take a turn practicing them.
- Individual homework: Write a script using the refusal skills we learned in class today, where one person has to say no to someone else.

## **Refusal Skills Visual**

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

# Refusal Skills Example

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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.

# Refusal Skills Scenario A

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## Practice

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:** \_\_\_\_\_  
\_\_\_\_\_

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

**Miguel:** \_\_\_\_\_  
\_\_\_\_\_

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

## Refusal Skills Scenario B

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### 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.

## Refusal Skills Scenario C

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### 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.

## Refusal Skills Scenario D

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### 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.