

FUSD Grade 5 Social/Sexual Health Curriculum

Taught by: School nurse or counselor

The curriculum for Grade 5 addresses the following Arizona Department of Education Comprehensive Health Standards. Standard 1, **“Students comprehend concepts related to health promotion and disease prevention”**, Standard 3, **“Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks”**, Standard 5, **“Students demonstrate the ability to use interpersonal skills to enhance health”**.

The following are components of Arizona Comprehensive Health Standards 1, 3, and 5 which are addressed in this level of the curriculum:

1. Explain the relationship between positive health behaviors and health care and the prevention of injury, illness, disease, disability, and premature death.
2. Describe the interrelationship of mental, emotional, social and physical health during adolescence.
3. Describe how family and peers influence the health of adolescents.
4. Describe ways to reduce risks related to adolescent health problems.
5. Explain the importance of assuming responsibility for personal health behaviors.
6. Distinguish between responsible and risky/harmful behaviors.
7. Demonstrate ways to communicate care, consideration, and respect of self and others.
8. Identify causes of conflict among youth in schools and communities and demonstrate refusal and negotiation skills to enhance health.

Lesson Format:

- Lessons are taught to boys and girls in separate settings.
- Parent permission is required for students to attend the lessons.
- Students without permission to attend will be provided with alternative instruction.
- The instructor will use a question box to allow students to write questions anonymously.
- Students are taught the information for their own gender in Lesson 1 and for the opposite gender in Lesson 2.
- Any assignments or quizzes are ungraded.

Lesson Outline

***Lesson 1 and Lesson 2: Student Learning Objectives:* Students will learn the anatomy/physiology of the reproductive systems and aspects of normal physical and emotional growth during puberty of males/females.**

Materials Needed: "Always Changing": Fifth Grade Puberty Instructor's Guide and Video

- The instructor will give the pretest used in the **"Always Changing"** curriculum for both genders.
- Students will view the **"Always Changing"** video and receive reinforcement of material through instruction.
- The instructor will reinforce the portion of the video related to the male and female reproductive systems using drawings and definitions included in the **"Always Changing"** curriculum or other selected charts or posters.
- The instructor will provide information on physical and emotional changes associated with puberty using the **"Always Changing"** instructor's guide in the following areas:
 - 1) Physical changes associated with puberty to include hormonal changes (estrogen and testosterone) and how they are related to: growth patterns and secondary sexual characteristics for boys and girls. (The instructor will use the **"Physical Changes at Puberty for Girls"** and the **"Physical Changes at Puberty for Boys"** from the **"Always Changing"** curriculum to illustrate these changes).
 - 2) The instructor will address personal hygiene needs, to include body odor, acne, menstruation.
 - 3) The instructor will describe feelings which may be experienced during mood swings during puberty.
 - 4) Menstruation will be explained, using the **"Always Changing"** curriculum guide. Following instruction, students will be given a quiz on the four phases of the menstrual cycle. (Female students will be introduced to

keeping a calendar of their own menstrual cycle.)

- 5) Characteristic growth patterns for both boys and girls will be presented by the instructor.
 - 6) Boys and girls will take the post test included in the **"Always Changing"** curriculum.
- Students will discuss resources for questions they may have regarding information covered in this lesson, e.g., parents, the school nurse, the school counselor, their family doctor, etc.

Lesson 3: Student Learning Objective: Students will demonstrate an understanding of the transmission and prevention of several common sexually transmitted diseases.

Materials Needed: Student activity sheet 6.1 of "Teaching Kids How AIDS Works Curriculum"

- The instructor presents the term "communicable disease" and has students provide synonyms for communicable, e.g., contagious, infectious, spreadable, etc. Students provide ways in which communicable diseases can be spread . Students brainstorm a list of common communicable diseases.
- Instructor writes "STD" on the board and explains that this stands for "sexually transmitted disease" and defines it as a disease which can be spread through physical contact with another person's sexual body parts.
- The names of several common STDs are given to students, along with their symptoms and health consequences. HIV/AIDS, Herpes, and Chlamydia are presented. Students are told that these are only a few types of sexually transmitted diseases and there are many others.
- The instructor explains how each of the above diseases may be transmitted from person to person and tells students that refraining from sexual behavior is the best choice for preventing these diseases.
- The instructor provides discussion on the effect of drug and alcohol use in reducing good judgment and decision making, and that intravenous drug use may result in some STDs because of blood born pathogens.

- A six-step process for making healthy choices is provided by the instructor:
Materials needed: Student Activity Sheet 6.1 of “Teaching Kids About How AIDS Works” Curriculum
1. Slow down or stop. (Think about what’s going on, think about what you see, not just what your friends are doing, when people move ahead without thinking their choices may be more risky.)
 2. Think about the risk. (Is it a healthy behavior or an unhealthy risk? Are there any benefits to this behavior? Could something unsafe happen if you take this risk? Right away? Later on?)
 3. Make a decision. (What is the best choice for you? Why?)
 4. Make a plan. (If you have made a healthy decision to not take the risk, making a plan helps you get out of the risky situation. Say no, leave if you need to, suggest changing the situation or doing something else.)
 5. Follow through on the plan.
 6. Congratulate yourself. (Making a healthy choice isn’t always easy, especially if your friends are taking risks with their behavior.)
- The instructor presents several scenarios and provides an opportunity for students to practice this process.

Lesson 4: Student Learning Objective: Students will learn effective skills for dealing with possible sexual abuse, sexual harassment, and other forms of harassment such as bullying.

Materials Needed: “Olweus Bullying Circle”

- The instructor introduces the lesson by telling students they will be talking about situations which might affect their personal safety and they will also be discussing harmful behaviors of some students that can make school feel unsafe.
- The first topic introduced is sexual abuse. The instructor tells students that sexual abuse happens when one person uses another person to satisfy sexual needs and that it is harmful behavior which may include inappropriate touching (abuser touching victim’s sexual body parts or victim being pressured or forced to touch sexual body parts of abuser). It is explained that sexual abuse may also

involve behaviors like someone asking to look at private body parts of another person or someone exposing their body parts to someone else. It could include someone asking to take pictures or videos of them that show their private parts or asking them to look at pictures or videos of other people's private body parts.

- Students are asked if they have ever heard the term "stranger danger" and, if so, what it means. They are then told that "stranger danger" or being sexually abused by strangers is very dangerous and happens, but that in most cases of sexual abuse, children know their abusers. It could be a family friend, a relative, an older friend, or even a family member.
- The instructor discusses the internet as a method sexual predators may use to engage children in sexually inappropriate discussion, send them sexually inappropriate pictures, or even ask to meet them. **(The instructor may wish to visit the [Isafe.org](http://www.itsafe.org) website for more information on cyberassault.)**
- Students are introduced to rules which can help stop sexual abuse if it happens to them.
 - 1) Their body belongs to them and they always have the right to say no.
 - 2) If they can leave the situation they should.
 - 3) If something feels wrong, then it probably is wrong. They should always trust their feelings.
 - 4) They need to tell somebody. (Brainstorm who they can tell).
 - 5) They should always remember that if something like this happens to them, it is never their fault.
- The instructor introduces the second part of the lesson telling students they will discuss bullying behavior, why it is harmful and how they can stop it if it happens to them or they see it happening to someone else.
- Students are asked to generate a list of bullying behaviors, which the instructor writes on the chalkboard.
- Direct and indirect bullying are defined. Direct bullying is defined as physical harm, threats, insults, name calling, or making fun of someone. Indirect bullying is defined as spreading rumors or lies about someone, writing bad things about someone as graffiti, or telling others not to play with someone. Bullying can be done on the internet through emails or websites.
- The concept of "sexual bullying" or "sexual harassment" is introduced through

examples: 1) When someone makes unwanted jokes about sex or teases another person about their sexual body parts; 2) Showing pictures or writing notes about sex that are unwanted; 3) calling a person names based on their sex or sexual orientation; 4) spreading rumors about sexual activity; 5) physical behaviors like grabbing someone in a sexual way; 6) sexual gesturing, or exposing sexual body parts to someone else; or 7) making inappropriate gestures or movements with sexual body parts.

- Students are then asked to verbally volunteer their ideas as to why any type of bullying is harmful.
- Students are told that they can help decrease bullying in their school. The role of bystanders (people who watch the bullying behavior) is discussed. Sometimes bystanders don't do anything to help when they see someone being a victim of a bully.
- The "**Bullying Circle**" from the "**Olweus Bullying Prevention Program**" is introduced. This presents information as to various reactions of student bystanders in an acute bullying situation.
- Students are told that if they want their school to be a safer place, they should report bullying, refuse to join in and should not continue to watch if they see someone being bullied.
- Instruction is provided as to what students can do if they are being bullied, i.e., always report it to an adult, talk to their parents, a teacher, the school counselor, the school nurse, or ask a friend to help them talk to an adult who can help; do not physically retaliate against the bully.

Lesson 5: Student Learning Objectives: Students will identify both healthy and unhealthy behaviors and practice skills to avoid risky/ harmful behaviors.

Materials Needed: Flagstaff Unified School District HIV/AIDS Curriculum

- The instructor provides a general discussion of behaviors which contribute to adolescent health (having friendships, positive family relationships, exercise and other positive social activities, adequate nutrition, rest, making good decisions, etc.
- Students are asked to generate a list of risky/unhealthy behaviors. The instructor ensures all of the following types of risky/unhealthy behaviors are

covered: alcohol or other drug abuse, improper nutrition and eating disorders, engaging in sexual behaviors.

- The instructor will define refusal skills (saying no to harmful behaviors) and have students practice ways of refusing to engage in risky/harmful behaviors through role-play. Students are taught that refusal skills involve assertiveness with not only the words they say, but how they say them, e.g., body language, eye contact, posture, shaking head, voice inflection, etc.
 - The instructor discusses that it is much easier to say no to someone they don't like than someone they like and consider their friend.
 - The instructor will provide a model of resisting risky or harmful peer pressure and present role play situations for students to practice the skills encompassed in the model. **(Flagstaff Unified School District HIV/AIDS Curriculum, pages 28-30.)** This compliments and extends the decision making process taught in Lesson Three.
1. Ask Questions: When someone asks you to do something, asking the questions
What, When, Where and Why? helps to clarify what will happen.
 2. Name the Risk or Trouble: Clearly identify the problem, e.g., "That's illegal", "That's against my family's rules", "That's against school rules", "That's dangerous", or "Those boys are too old for us".
 3. Identify the Consequences: "We could be arrested for that," "I could be grounded for that", "We could be suspended from school", or "That stuff is harmful to my body", etc.
 4. Suggest Alternatives which Are Fun, Legal, and Appropriate: "Why don't we go over to my house and play my new video game", "Let's ask if we can go to the mall", or "Let's go shoot some baskets", etc.
 5. Leave If You Need To: If your friends still want to engage in the risky or harmful behavior, walk away, but.....
 6. Leave the Door Open: Provide others with a chance to change their mind and choose your alternative, e.g., "If you change your mind, I'll be at my house", "If you change your mind, I'll be at the park shooting baskets", etc.

As time permits, students will be provided with scenarios in order to practice this process through role play.