

**Reproductive Health
and Disease
Prevention Curriculum**

2023- 2024

**Broward County Public
Schools**

Third Grade

Creating Healthy Habits

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

TARGET GRADE: Third Grade, Lesson 1

TIME: 45 minutes

FLORIDA STANDARDS ALIGNMENT:

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

LEARNING OBJECTIVE:

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

LESSON MATERIALS:

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

LESSON STEPS:

Vocabulary

Cleanliness – keeping your body free from dirt and germs

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

Daily – every day of the week

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

GROUND RULES

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

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

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

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

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

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

Step 1: Review Ground Rules with students.

Step 2: Ask the following questions –

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

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

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

Healthy Habits Chart

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

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

Step 5: Problem Solving

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

whose problem is it to solve.

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

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

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

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

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

Respect for All

TARGET GRADE: Grade 3, Lesson 2

TIME: 45 minutes

FLORIDA STANDARDS ALIGNMENT:

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

LEARNING OBJECTIVE:

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

LESSON MATERIALS:

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

LESSON STEPS:

GROUND RULES:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Teasing, Harassment, and Bullying

TEACHER NOTES/ADVANCED PREPARATION:

Write the following words and definitions on the board.

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

TARGET GRADE: Grade 3, Lesson 3

TIME: 45 minutes

FLORIDA STANDARDS ALIGNMENT:

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

LEARNING OBJECTIVE:

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

LESSON MATERIALS:

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

LESSON STEPS:

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

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- ***no put-downs***
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- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sample Scenarios:

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

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

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

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

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

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

"Another student demands money from you every day and threatens to hit you if you don't give it to them."

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

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

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

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

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

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

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

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

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

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

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

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

____ Ignore them.

____ Tell them to stop.

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

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

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

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

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

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

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

Person 1 _____

Reasons for choosing this person:

Person 2 _____

Reasons for choosing this person:

Person 3 _____

Reasons for choosing this person:

Name: _____

Teasing, Harassment, and Bullying Review

Teasing	Bullying	Harassment
---------	----------	------------

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

1. Making fun of someone when they don't like it is called _____.
2. Continuing to bother someone even after they have asked you to stop is called _____.
3. _____ is repeatedly hurting someone smaller or weaker on purpose with words or physical attacks.
4. Teasing, bullying, and harassment are wrong because:

5. Sometimes, people have wrong ideas about teasing, bullying, and harassment that explain why they do it. Some reasons people tease, bully, or harass others are:

6. If I am bullied, teased, or harassed and I can't stop it on my own, here is what I will say to a trusted adult to explain how I am being treated and why I needed their help.

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

TEACHER NOTES/ADVANCED PREPARATION:

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

TARGET GRADE: Grade 3, Lesson 4

TIME: 45 minutes

FLORIDA STANDARDS ALIGNMENT:

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

LEARNING OBJECTIVE:

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

LESSON MATERIALS:

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

LESSON STEPS:

GROUND RULES:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

After a few responses, ask:

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

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

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

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

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

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

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

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

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

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

Name: _____

Exit Ticket

Use the word bank below to complete each sentence.

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

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

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

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

Name: _____

Exit Ticket

Use the word bank below to complete each sentence.

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

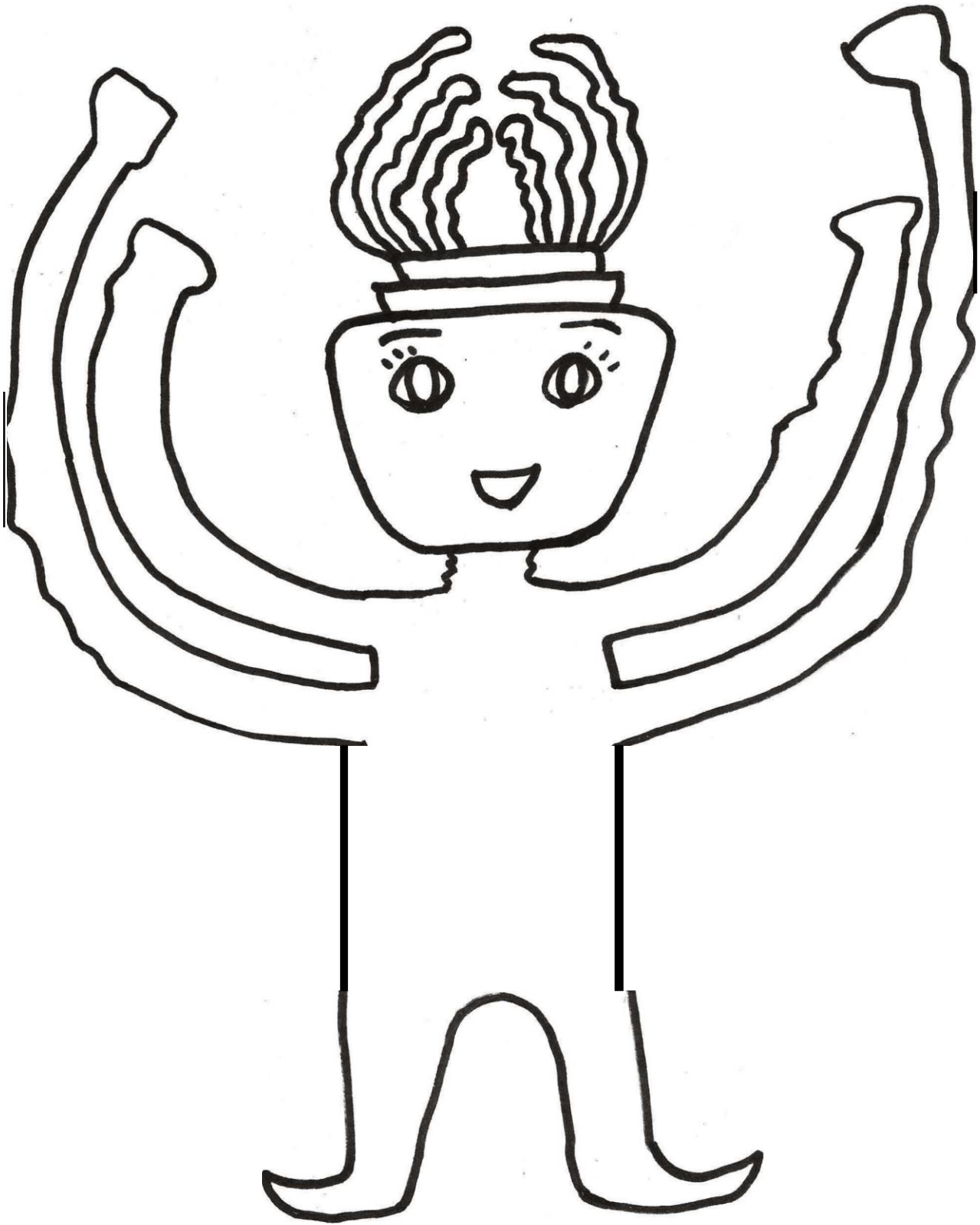
Before I touch someone, even if I've touched them before, I need to ask for their _____.

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

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

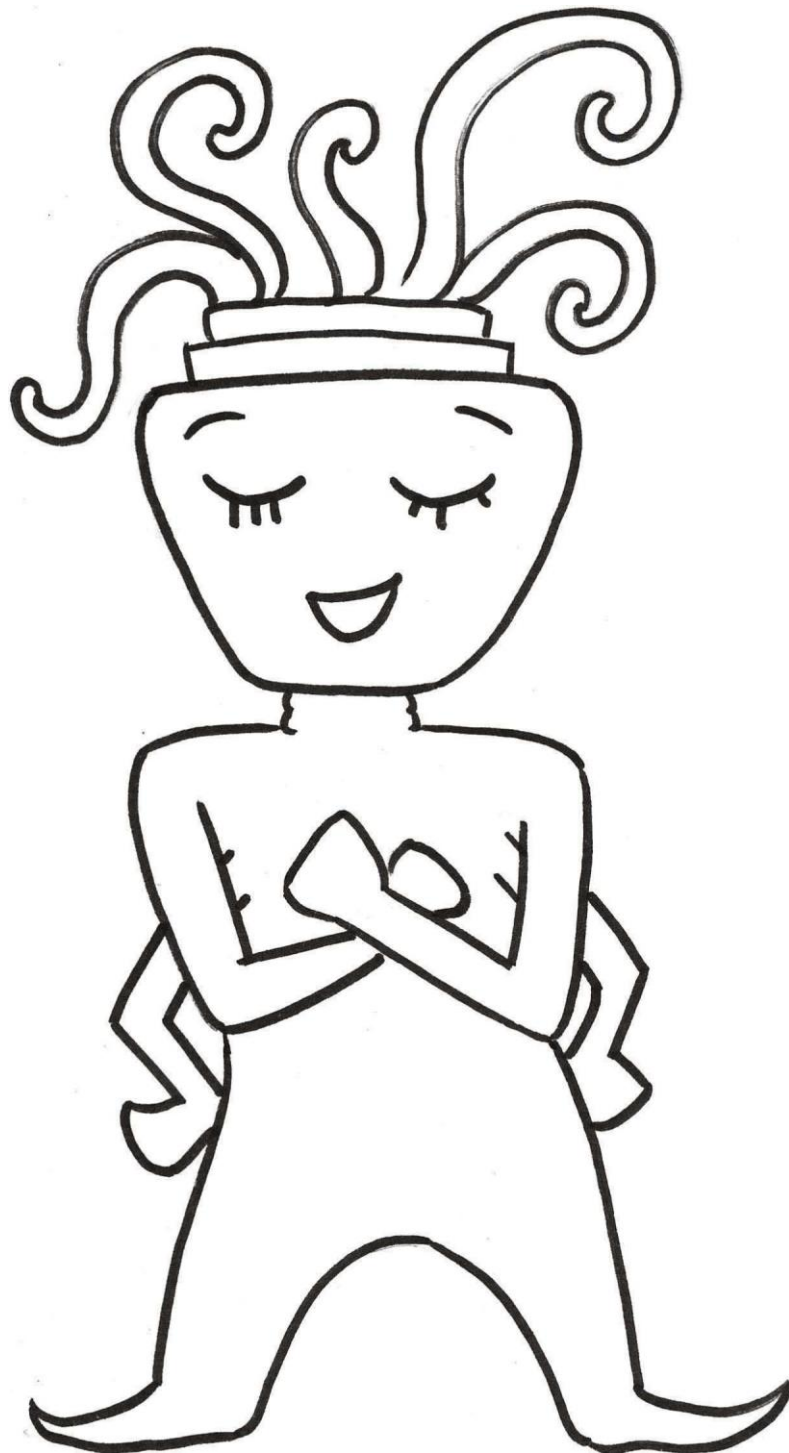
Insert My Body, Their Body once converted to PDF.

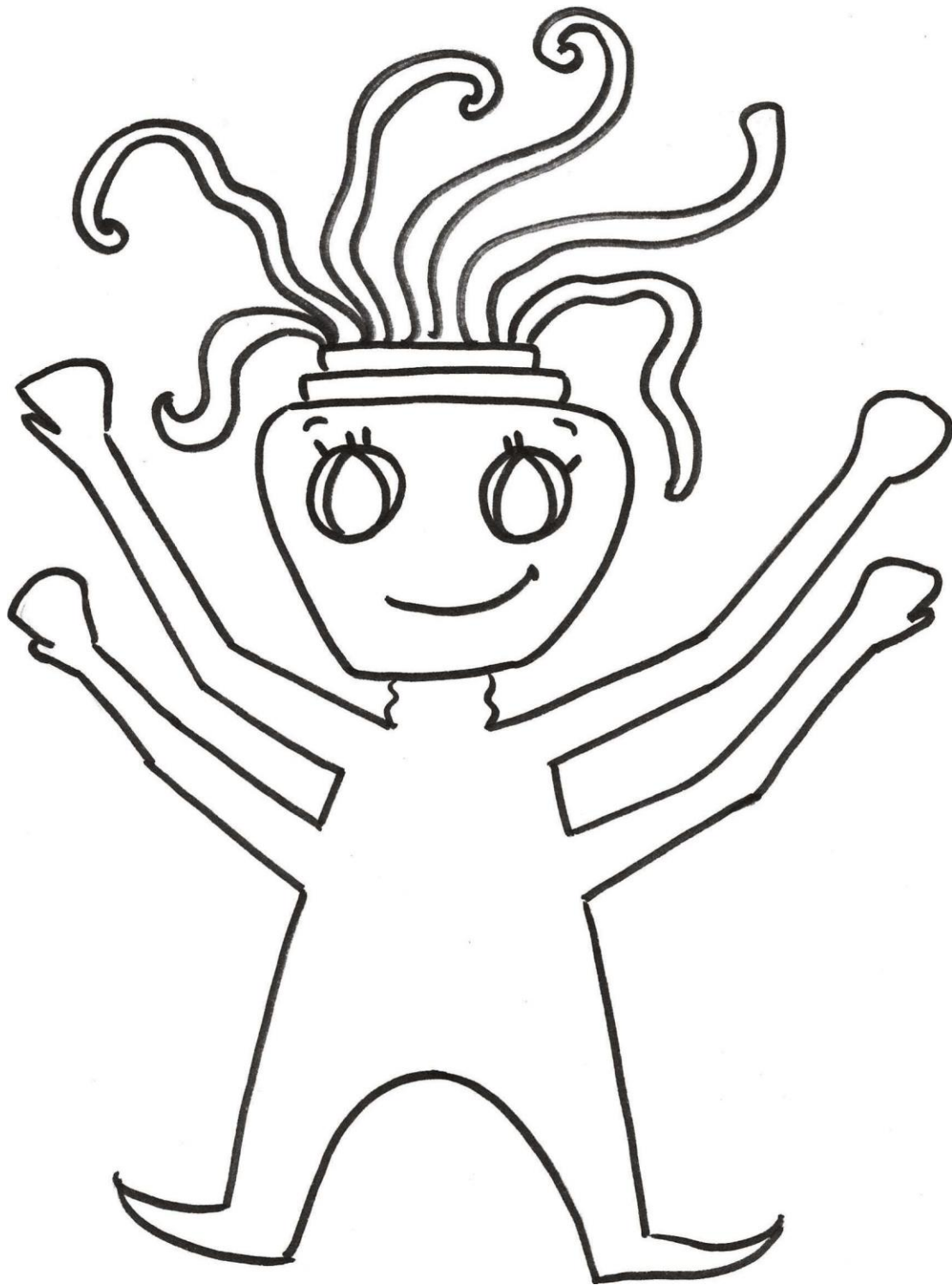
Your body is YOUR BODY!



Thats so important that I think we should
say it again: ItS YOUR BODY.

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





If you want a big hug, you c n ask for one!

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



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

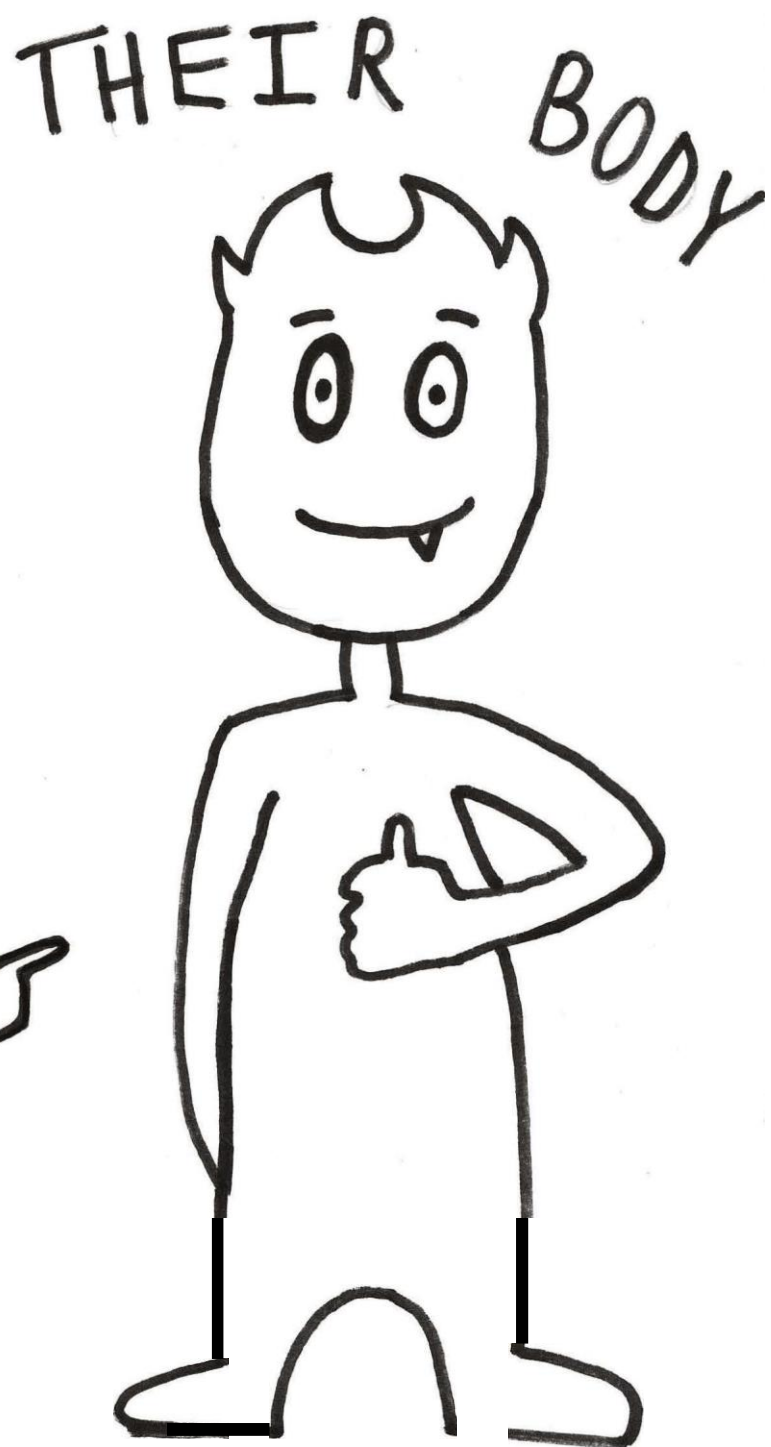


So, if someone says, "Go hug Grandma!"
You can say:



Or, you can say:



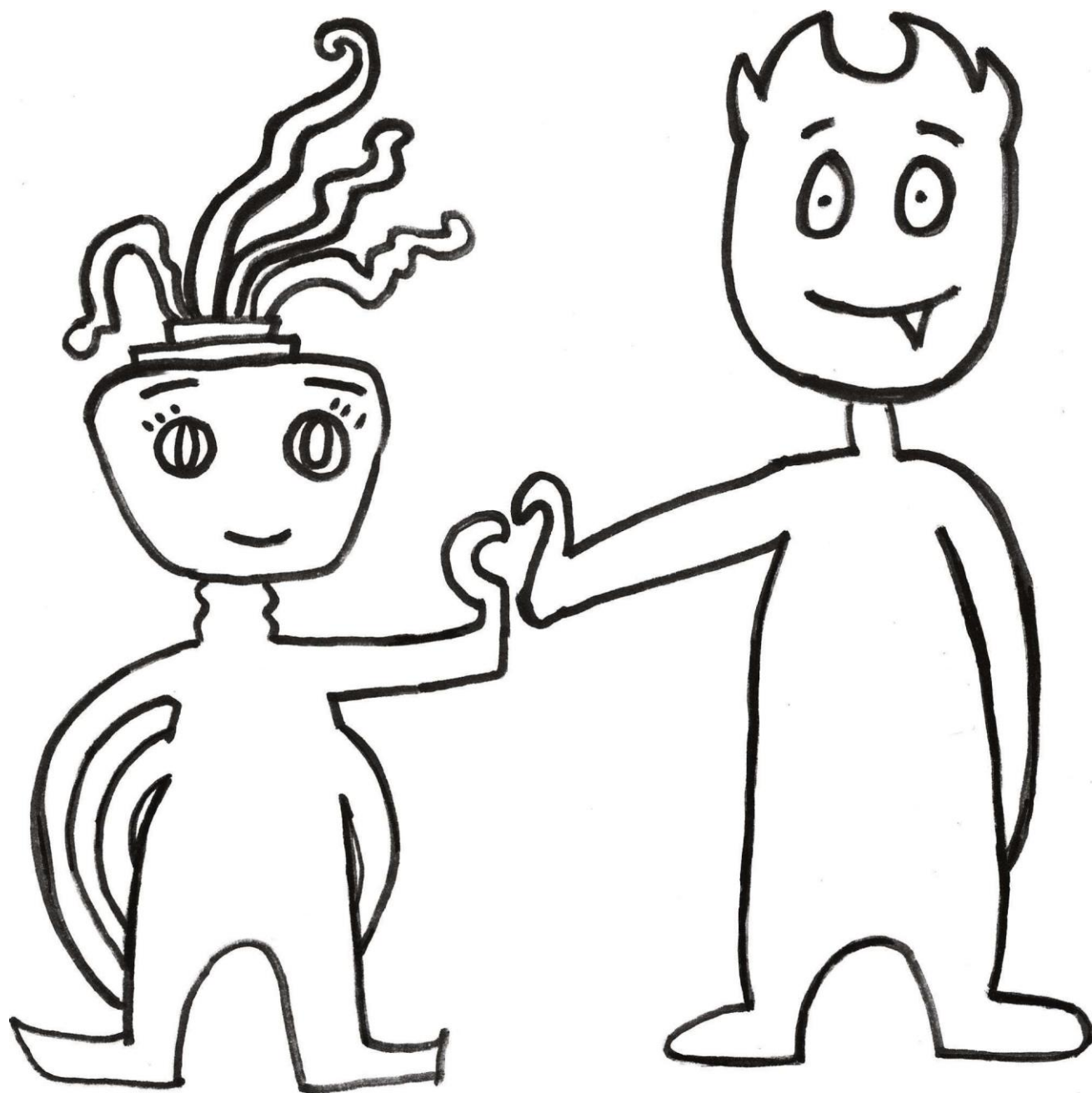


And if your body is your body, then
other people bodies are THEIR
bodies.

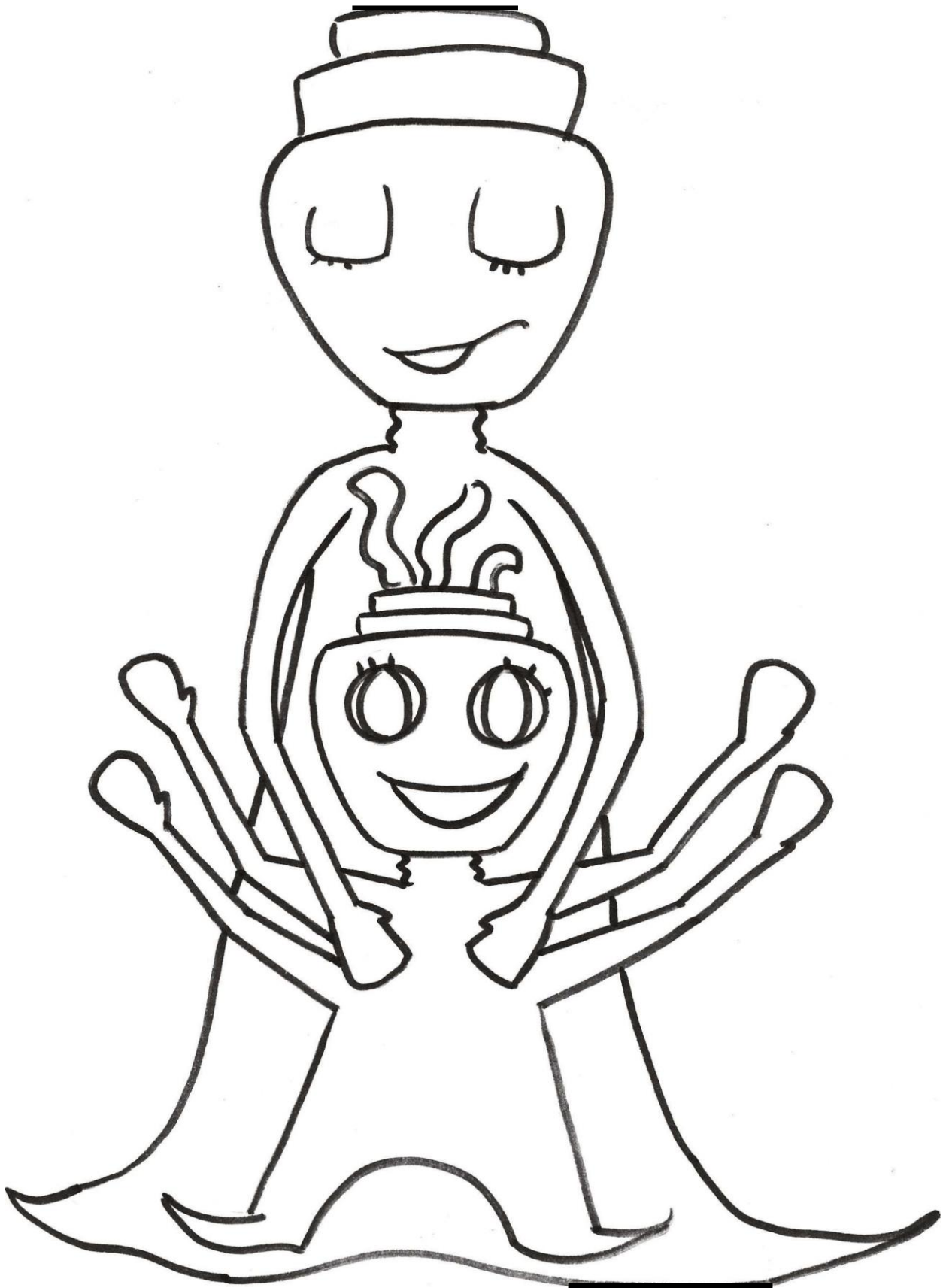


That means if you want to hug your friend, you should ask. And if your friend doesn't want a hug, **THEY** can say, "NO!"

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



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



Personal Timeline

TEACHER'S NOTE/PREPARATION:

TARGET GRADE: Grade 3, Lesson 5

TIME: 45 minutes

FLORIDA STANDARDS ALIGNMENT:

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

LEARNING OBJECTIVE:

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

LESSON MATERIALS:

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

LESSON STEPS:

GROUND RULES

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

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

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

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

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

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

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

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

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

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

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

- Learning to walk
- Learning to talk
- Starting school

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

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

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

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

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

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

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

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

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

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

Puberty: A Girl's Journey

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

TARGET GRADE: Grade 3, Lesson 6

TIME: 45 minutes

FLORIDA STANDARDS ALIGNMENT:

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

LEARNING OBJECTIVE:

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

LESSON MATERIALS:

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

LESSON STEPS:

GROUND RULES

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

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

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

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

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

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

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

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

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

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

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

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

Disclaimer: In order to access this video, you must first sign on to your student's clever account and then go to Discovery Education.

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

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

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

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

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

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

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

Puberty: A Boy's Journey

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

TARGET GRADE: Grade 3, Lesson 7

TIME: 45 minutes

FLORIDA STANDARDS ALIGNMENT:

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

LEARNING OBJECTIVE:

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

LESSON MATERIALS:

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

LESSON STEPS:

GROUND RULES

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

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

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

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

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

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

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

Step 2: Using the exit tickets from lesson 6, do a brief review of the previous lessons to refresh students' memories about puberty in girls. You may also use this time to answer any questions in the question box, providing answers in alignment with the approved curriculum. NOTE TO THE TEACHER: If there are questions outside of the scope of the curriculum, you can read the question aloud, validate the importance of the question and then encourage students to talk to their parents about that question.

Step 3: Remind students that both boys and girls experience changes during puberty and that it is normal to have questions. Remind them to use the question box to ask any questions they may have during the lessons.

Step 4: Give students small squares of paper or notecards to write down questions they may have throughout the video. Show students the Discovery Education video linked below:

Puberty: A Boy's Journey - <https://clever.discoveryeducation.com/learn/videos/949f3d2e-7ec1-455a-9d8a-684ee0b90a30>

Disclaimer: In order to access this video, you must first sign on to your student's clever account and then go to Discovery Education.

Step 5: Using a blank piece of paper, have students draw a Venn Diagram (or print a Venn Diagram for each student). After the video, have students compare the changes that occur in boys and girls.

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

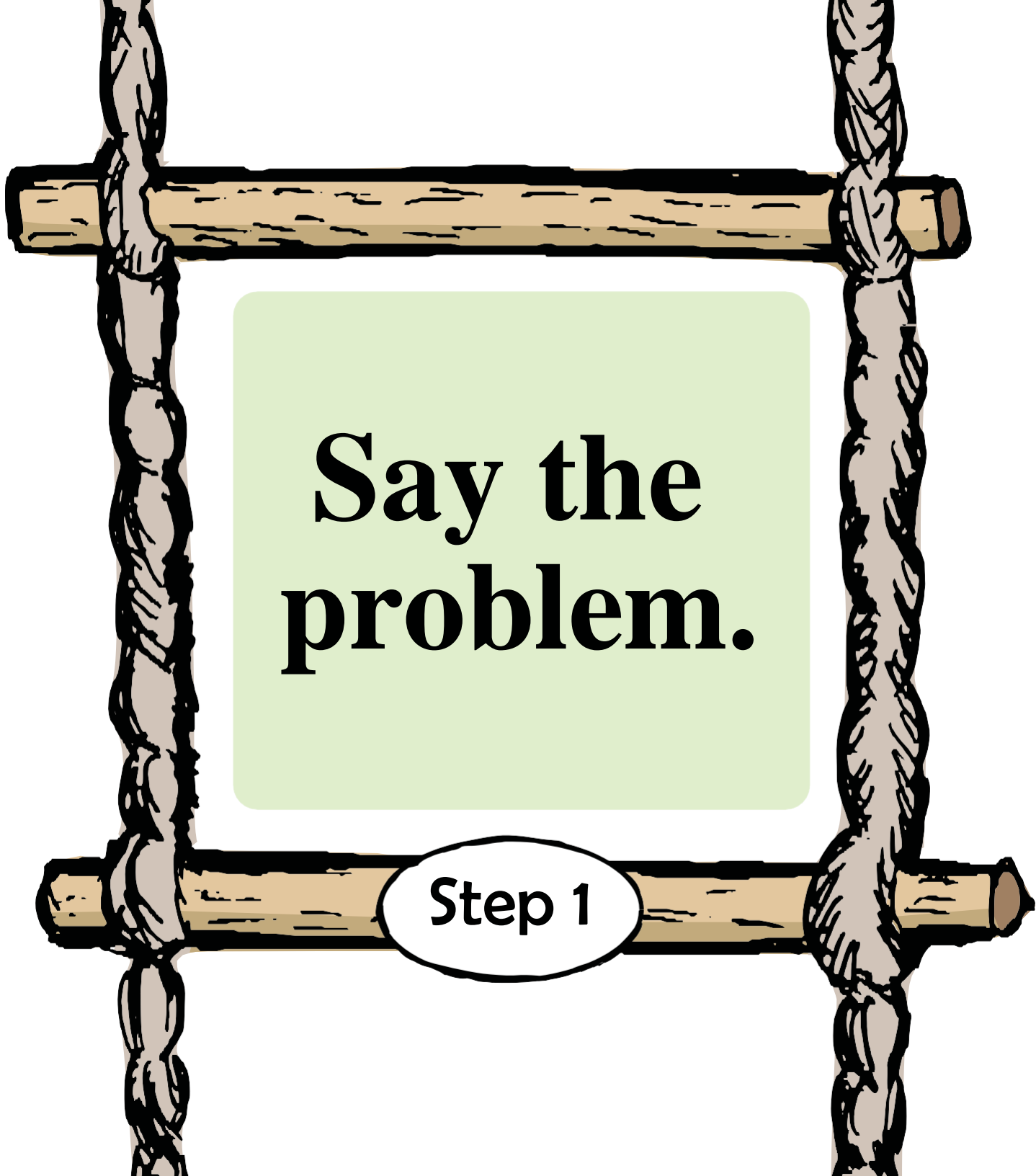
Give each student several strips of scrap paper. Ask students to write at least one question or one thing that they learned today and drop it in the anonymous question box. (If

everyone is writing, nobody feels like the only one with a question). Tell your students NOT to write their name on the strip of paper, unless they would prefer to talk with the teacher privately about their question. Only one question should be written on each strip of paper, but it is OK for students to use as many strips of paper as they like.

Note to teacher: Answer questions the following day to allow yourself time to review the questions from the box that are related to the content within the approved curriculum.

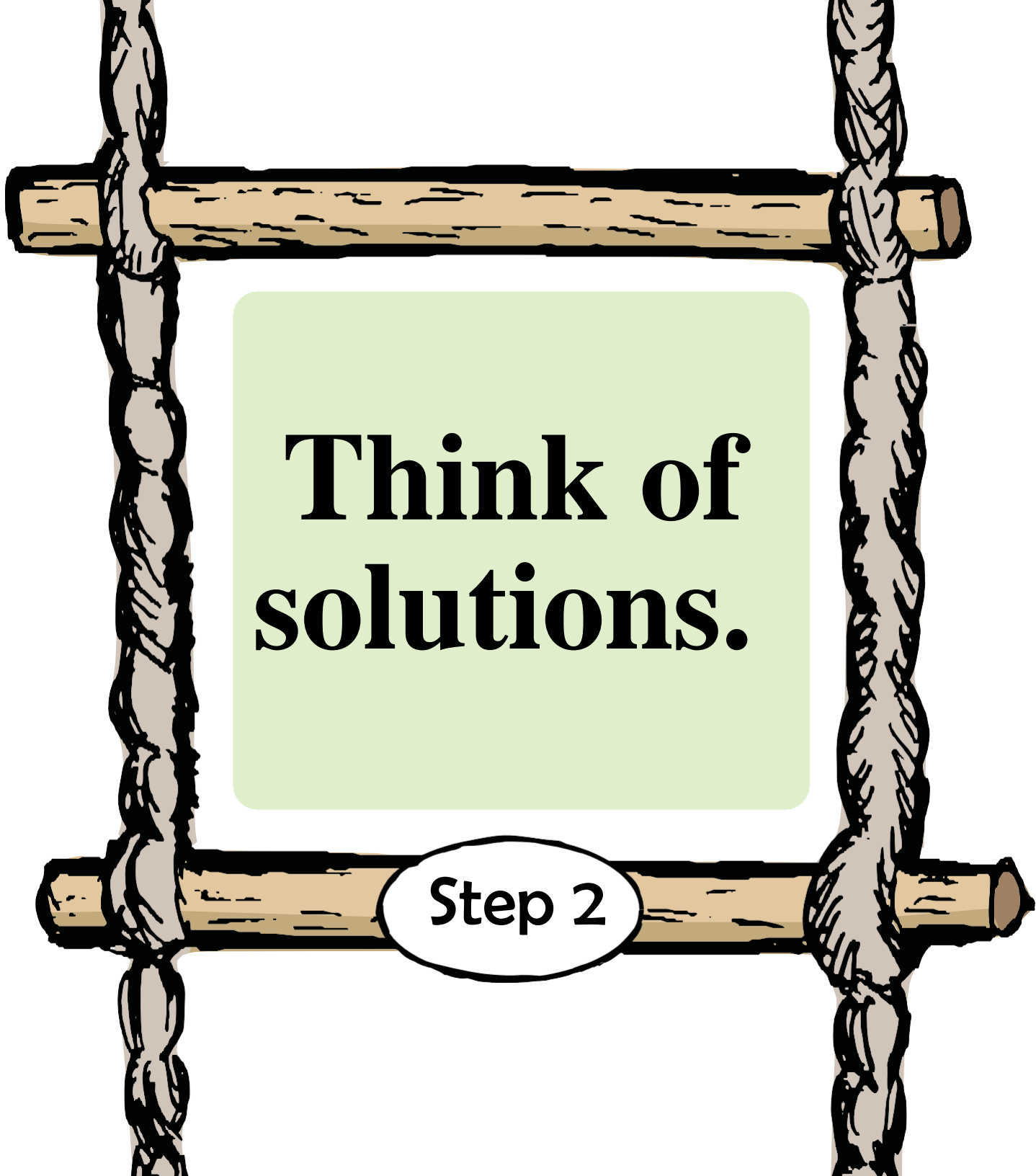
Remind students that you may not be able to answer all questions.

ASSESSMENT: Step 5 of the lesson is designed to assess students' understanding.



**Say the
problem.**

Step 1



**Think of
solutions.**

Step 2



**Explore
the
solutions.**

Step 3



**Pick a
solution.**

Step 4



Step Up!
Try the
solution.

Step 5

STEPS TO SOLVING A PROBLEM

TRY THE
SOLUTION

STEP UP!

PICK A SOLUTION

EXPLORE THE SOLUTIONS

THINK OF SOLUTIONS

SAY THE PROBLEM

PST! Got a Problem?



PAUSE.

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



SAY

Say the problem.



THINK

Whose problem is it?

