



URBANDALE
COMMUNITY SCHOOL DISTRICT

5th Grade

Human Growth & Development

About this Unit of Instruction:

This unit is designed to build off of the 4th grade Human Growth and Development sequence of lessons with a continued focus on the social, emotional, and physical changes that occur during puberty. In addition, students learn more information about the reproductive system.

Learning Requirement: I can identify how my body and relationships change during puberty.

- SH1.5.3** Describe internal and external reproductive body parts using medically accurate terms
- SH1.5.10** Identify characteristics of healthy relationships.
- SH1.5.17** Describe consent and its importance in all relationships.
- SH1.5.18** Describe how to say 'yes' and 'no' to people, behaviors, or situations that could make one feel uncomfortable or unsafe.
- SH6.5.2** Track progress toward achieving a personal goal related to hygiene during puberty.

5th Grade - Lesson 1

Purpose: Students consider physical, emotional, and social changes that are part of puberty.

Standard(s):

SH6.5.2 Track progress toward achieving a personal goal related to hygiene during puberty.

Materials

[Lesson 1 Slidedeck](#)

Ways I Have Changed
Handout

Learning Goal

That personal hygiene is each individual's responsibility.

Mini-Lesson Steps (15 min.):

Step 1: State learning target and success criteria.

Step 2: We are going to start by meeting some 5th graders that share how they are growing and changing. As we meet each student and hear their story, think about the feelings in each one.

Step 3: After you introduce the students' story on the slide. Invite students to discuss the following question, "What are some of the feelings this 5th grader is having as they grow and change?"

Step 4: After you have met each student and shared their story. Ask and discuss, "What are some other feelings young people might have as they go through puberty?"

Step 5: State, "Feelings are not the only thing that changes." Invite responses to the prompt, "What are other things that change?"

Student Portion (15-30 min.):

Students will independently reflect and complete the "Ways I Have Changed" handout.

Closure (5-7 min.):

Reshare learning target. Summarize the lesson by stating, “Growing up is about change and taking time to notice and celebrate those changes is important.”

Student Stories:

Fernando - Fernando has always been close to his family. But now that he's in fifth grade, he finds it hard at times to choose between family and friends. Fernando loves his family – he just wants to hang out with other kids his own age. What do you think Fernando might be feeling?

Samantha - Samantha wonders if the new boy in her class will talk to her today. He seems very quiet and shy – he's been there for two weeks and has hardly said a word to anyone. Samantha likes him and thinks he likes her. What do you think Samantha and the new boy might be feeling?

LeRoy - LeRoy's dad tells him that growing up happens fast enough without rushing it. His dad says that there will be plenty of time for LeRoy to do the things he wants. But LeRoy's friends give him a hard time when he doesn't get to do the things they do or go to some of the places they go. What do you think LeRoy might be feeling?

Bill - Bill's older brother is 5'10" and Bill hopes he will get to be at least that tall. Bill hates being the shortest boy on the basketball team. He'd really like to play another position besides guard. All the girls at school call him “cute” – as if he's a puppy or something. What do you think Bill might be feeling?

Jayla - Jayla's parents can be a little strict at times. Jayla gets jealous of friends who get to make more choices than she does. Her friends seem to have more say about clothes they wear and the things they do. Jayla would like to try wearing a little make up, but she's not sure her parents would go for that. What do you think Jayla might be feeling?

Name: _____

Ways I Have Changed

Directions: Read and Complete the Chart.

		What's different about me now?	Why do I like or don't like the changes?
Socially (my friends)			
Mentally (my thoughts)			
Physically (my body)			
Mentally (my feelings)			

5th Grade - Lesson 2

Purpose: Students learn the differences between male and females and the internal/external reproductive parts body parts using medically accurate terms.

Standard(s):

SH1.5.3 Describe internal and external reproductive body parts using medically accurate terms (e.g., some people have a penis and some people have a vagina).

Materials

[Lesson 2 Slidedeck](#)

Video: Always Changing and Growing Up - Co Ed Puberty Education

Learning Goal

The physiology of their bodies and the correct terminology for parts of the reproductive system.

The menstrual cycle, what to expect during a period and how to manage periods while continuing with normal activities.

Boys and Girls are together for this lesson.

School Nurse and Professional School Counselor Co-Teach

Mini-Lesson Steps (30 min.):

Step 1: Share the learning targets and expectations

Step 2: Have students complete the pretest independently.

Step 3: Introduce the video, “Today we are going to watch a video that will discuss some of the changes that take place during puberty. As you watch the video, you will want to listen for the answers on the pretest.”

Present the Always Changing Video

Step 4: Review the diagrams of the male and female reproductive system.

Ask & Discuss:

Teacher will use the Video Discussion Guide to help lead students through the topics raised during the video.

- Questions for all students.
- Questions about what happens to girls?
- Questions about what happens to boys?

Invite students to write down questions they might have and collect them in the question box for tomorrow’s follow up.

Review the information in the slide deck specific for boys and girls.

Student Portion (15-30 min.):

Review the questions placed in the box and answer those that pertain to the day's learning goals. IF there are questions that do not relate or are appropriate simply state, "If you have a question that did not get answered today, please ask a trusted adult."

Closure (5-7 min.):

Summarize: Today, we learned more about how our body changes and ways we can take care of our body during puberty.

Video Discussion Guide

The Always Changing® and Growing Up Video is designed to give students a base of knowledge about the puberty experience. It can be shown co-ed or separately to girls and boys. Look for opportunities in the way students respond to pose thoughtful questions and to provide factual answers to concerns or questions they may have. Below are some general questions related to the video content to help engage all students in comfortable dialogue.

Questions for all students

What did you learn about how puberty affects personal hygiene?

What are the physical changes in the body for boys/girls during puberty?

Who can you turn to to ask questions about puberty?

What are some of your new hygiene responsibilities now that you are an adolescent?

What are the physical changes that make these hygiene responsibilities necessary?

Does everyone go through puberty at the same time? Why not?

Explain that everyone develops at a different rate and that it is normal.

Why do you need deodorant or antiperspirant now while you didn't a few years ago?

Emphasize activation of new glands and importance of keeping clean.

Questions about what happens to girls

What are the physical changes that girls go through during puberty?

Acknowledge that the female body is getting ready for sexual maturity.

Why do women and girls menstruate?

Explain that this process prepares the body for pregnancy.

What are the signs your body is preparing for your first period? About how often do most girls have a period?

How can you predict when you will get your next period?

Emphasize that periods may not be on a regular schedule for a while.

If you have cramps during your period, what are some things you can do to feel better?
Explain what girls can do to help ease cramps.

Why do some girls get their first period earlier than other girls?

Explain that girls do not all develop exactly at the same time and that some girls may start their periods sooner.

Questions about what happens to boys

What are some common signs of puberty in boys? Why do these changes happen?

Explain that the body is preparing for sexual maturity and that everybody goes through changes.

Do all boys develop at the same rate?

Why not?

Explain that boys do not all develop at the same time and that every boy starts puberty according to his own timetable.

Describe some of the things that can happen as a result of puberty changes that you might not expect (e.g., voice cracking, wet dreams, etc.). Are these normal?

Help boys understand the changes during puberty and emphasize that these are normal.

Why are girls often taller than boys in middle school?

Acknowledge that girls tend to begin puberty sooner than boys, but boys "catch up."

5th Grade - Lesson 3

Purpose: Students learn in this lesson the word “consent” and how it applies to their everyday relationships.

Standard(s):

SH1.5.10 Identify characteristics of healthy relationships.

SH1.5.13 List healthy ways to express affection, love, and friendship.

SH1.5.17 Describe consent and its importance in all relationships.

SH1.5.18 Describe how to say ‘yes’ and ‘no’ to people, behaviors, or situations that could make one feel uncomfortable or unsafe.

Materials

[Lesson 3 Slidedeck](#)

Scenario Cards

Consent Decisions

Learning Goal

Students learn about how consent applies to their everyday relationships.

Mini-Lesson Steps (15 min.):

1. Sharing the learning goal, “Let’s learn about consent.” Invite students to share what they know about the word consent. Then share some common words related to consent: boundaries, consent, bodily autonomy, and body language.
 - Consent – Agreeing to do something.
 - Bodily autonomy – You are in charge of your own body.
 - Boundaries – Limits you set for yourself.
 - Body language – showing thoughts and feelings with your body like your face, eyes, body movements, and more.
2. Introduce the video, “Consent for Kids” by saying: To help you understand consent better, we will watch a short video that explains it.

Student Portion (15-30 min.):

Ask for two students to volunteer to act out a consent scenario in front of the class. If you have more than two volunteers, you can have different pairs of students act out each of the scenarios (there are 2). Ensure the students that no one will have to physically touch another person. Pass out the scenario(s) to the volunteers and have them read from the script. Afterwards, have the class discuss what occurred.

Scenario #1

Teacher Script:

- What did you notice about this scenario?
- What was Aidan saying to Jessica?
- Was Jessica getting consent to take Aidan's photo?
- How could Jessica have responded differently?

Key: Students should understand that Jessica did not get Aidan's consent to take his photo. Aidan said stop, and Jessica continued to take photos. Jessica should have responded by saying, "Sorry, I'll stop taking your picture" instead of arguing with Aidan.

Scenario #2

Teacher's Script/Class Discussion:

- What did you notice about this scenario?
- What was Carlos saying to Sam?
- Was Sam getting consent to borrow money from Carlos?
- How could Sam have responded differently?

Key: Students should understand that Carlos did not want to give Sam his money. When Carlos told Sam he did not want to lend any money, Sam persisted. Carlos seemed unsure when he agreed, so full consent was not given.

Have students work with partners to respond to the "Consent Decision" handout.

Closure (5-7 min.):

Synthesis: Asking for consent or giving an answer when someone asks for consent are important ways to keep you and others safe.

Scenario #1:

Teacher/Narrator: Aidan and Jessica are hanging out at Jessica's house playing video games. Jessica is taking photos of herself and Aidan playing video games. Aidan says that he doesn't want his photo taken, but Jessica continues to take pictures.

Aidan: Hey Jessica, could you please stop taking my photo? I don't feel like getting my picture taken right now.

Jessica: Don't worry, I'm not going to show anyone these pictures. I just want to remember us beating this game.

Aidan: It makes me uncomfortable getting my picture taken.

Jessica: What's the big deal? It's just a couple pictures.

Aidan: I don't know...

- End Scene -

Scenario #2:

Teacher/Narrator: Sam wants to borrow some money from Carlos to get some snacks from the local store. Carlos doesn't feel comfortable giving someone his allowance, and he's unsure Sam will pay him back.

Sam: Hey Carlos, can I borrow some money? I want to get some snacks.

Carlos: Umm I'm not sure...I only get a little allowance each week.

Sam: I'll pay you back! Please, I want to get some chips.

Carlos: Why don't we just go to your house and find snacks there?

Sam: I don't have the chips I like at my house. C'mon, please?

Carlos: Uhhhh, okay...

- End Scene -

Name: _____

Consent Decisions

Instructions: In pairs of two and fill out the worksheet together. For each scenario, write how you might respond if you were in the situation.

1. Your uncle asks you for a hug, but you don't feel like it. What could you say to your uncle?

2. You see someone touching your best friend's hair without asking. You can tell your friend is uncomfortable. What could you do?

3. Your friend said they wanted to play a game with you, and it is really fun. A few minutes later they changed their mind and said they wanted to stop. What could you do?

4. You asked your friend to do something, and they nod, but you're unsure if they actually want to do it. What could you do?