

**Human Growth and Development
Grade 4 Unit**

National Sexuality Education Standards

PS.5.CC.1 Define teasing, harassment, and bullying and why they are wrong.

PS.5.SM.1 Discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied.

AP.5.AI.1 Identify medically accurate information about female and male reproductive anatomy.

PD.5.CC.1 Explain the physical, social and emotional changes that occur during puberty and adolescence.

ID.5.SM.1 Demonstrate ways to treat others with dignity and respect.

HR.5.CC.1 Describe the characteristics of healthy relationships.

National Health Standards

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

*other Health standards addressed through Elementary Physical Education classes

Learning Targets:

In this HGD Unit:

- I can identify the name and location of the female and male reproductive organs.
- I can define puberty.
- I can name the physical changes that happen during puberty for girls and boys.
- I can name possible emotional changes that might happen during puberty.
- I can name what I need to do for good personal hygiene
- I can define respect and disrespect with examples.
- I can identify ways to respond respectfully in situations.
- I can name strategies for making good decisions.
- I can identify the positive and negative consequences of how we treat people.



- I can identify characteristics of healthy relationships.
- I can identify where I can get help and who I can talk to for help.

Within Second Step curriculum outside of the HGD unit:

- I can define teasing, bullying and harassment.
- I can explain the difference between teasing, bullying and harassment.
- I can identify if I am being teased, bullied or harassed.
- I can identify if someone else is being teased, bullied or harassed.
- I can name several ways that I can respond if I am being teased, bullied or harassed.
- I can name several ways that I can help if someone else is being teased, bullied or harassed.

Parent/Home Connection

Send the parent letter 2 weeks before beginning the unit

- The letter will be sent home by the principal

- The letter references Fact Sheets for a parent to discuss, if desired, with their child.
- The letter also references the website with parent resources as an option for further information

Send home the parent resource sheet that includes topics they can talk about during the unit.

- Send this 1-2 days BEFORE you begin the first lesson.
- [Link to Parent Conversation Resource](#)

- This document references conversation starters that parents may want to use, please note that lesson #s are shared so you need to follow the lesson plans carefully

Learning Plan

Separate boys and girls for all lessons. The discussions will be the same for both.

Day 1: Lesson Summary - Students will begin to establish a comfort level with the topic of puberty and begin to examine changes that occur during puberty.

Lesson Plan

1. Follow [Lesson #1 from Puberty Changes](#) (Teaching Sexual Health, Alberta Education Human Sexuality curriculum)
 - a. set ground rules for the class
 - b. Three's Company in the body activity and handout



- c. group brainstorm about “body changes”, “thought changes” and “relationship changes”
 - d. group discussion about great things/difficult things about growing up
 - e. define puberty and adolescent (being a teenager)
2. Question and answer (Index Cards- question box)
3. Optional activity at home -“Ask an Adult” - send this for parents

Learning Targets

- I can define puberty.
- I can name the physical changes that happen during puberty for girls and boys.
- I can name possible emotional changes that might happen during puberty.
- I can identify where I can get help and who I can talk to for help.

Day 2: Lesson Summary - Students will examine puberty changes and discover those that are unique to one gender and those that are common to both genders.

Lesson Plan

1. Follow [Lesson #2 from Puberty Changes](#) (Teaching Sexual Health, Alberta Education Human Sexuality curriculum)
 - a. Activity: They tell me I’m going through Puberty: part 1 - Chris’s story
 - b. Activity: Boys, Girls, Both - comparison in changes
 - c. Activity: They tell me I’m going through Puberty: part 2 - Chris’s story, is it about a girl or a boy?
 - d. Reinforce the definition of puberty and adolescent
 - i. take out “start having sexual thoughts, start having sexual feeling”
 - e. Partner activity: Puberty Changes handout
 - f. Go over the answers to the Puberty Changes handout with the class
 - g. Talk to the students about the importance of having people to support you as you experience changes during puberty. Brainstorm a list on an anchor chart: Who can help me when I’m going through puberty?
 - h. Question and answer (Index Cards - Question box)

Learning Targets

- I can define puberty.
- I can name the physical changes that happen during puberty for girls and boys.
- I can name possible emotional changes that might happen during puberty.
- I can identify where I can get help and who I can talk to for help.

Day 3 and 4: Lesson Summary - Students will learn about the opposite genders reproductive system and physical changes as they continue to discuss the changes during puberty. The focus will be to

understand the name of the reproductive parts and how they impact puberty. Students will also learn about decision making and personal hygiene during puberty. Students will discuss self-respect and having a good body image, as well as how to seek help when they are having questions about their body development.

*** Sensitive Issues Statement:** *Describe the functions of the male and female reproductive organs. **Note:** the lesson will name the reproductive parts in relation to puberty, it will not go into detail about functions related to reproduction.*

Lesson Plans *(school nurse may deliver some of these activities)*

1. Show [Always Changing](#) video - watch either the boy or the girl version (Proctor and Gamble)
2. Discuss the changes that occur in boys or girls (*Grafton HGD handouts*)- these handouts should go home for parents (email to parents with link). Girl group begin with girls, Boy group begin with boys, then each should learn the parts from the other group - make sure to go over the “show good character” points on the puberty handout
 - a. [Girls handout](#): Puberty pp. 1-4, Menstrual Cycle, Facts about Female Growth and Development Quiz p. 8 (diagram), Puberty in Girls p. 10
 - b. [Boys handout](#): Puberty pp. 1-4, Healthful Habits for Boys your Age, Growth and Development Worksheet p. 7 (diagram), Puberty in Boys p. 9
3. Discuss the opposite sex with each group.
 - a. Girls: discuss puberty in boys, use Your Body Book p. 38, [Puberty in Boys handout](#)
 - b. Boys: discuss puberty in girls, use Your Body Book p. 16 [Puberty in Girls handout](#)
 - c. Discuss how to show respect for each other- refer back to “show good character”
4. Elementary Puberty Kit activity - examples of tools that will help you with some of the challenging aspects of puberty. Use [puberty kit](#) from Puberty Changes (Teaching Sexual Health, Alberta Education Human Sexuality curriculum) [puberty kit description](#)
 - a. *this can be in game format (ex. Kahoot)*

***this is most likely a place to break and begin the next day’s lesson**

5. Discuss steps to making good decisions, create an anchor chart “making good decisions” - what are some strategies - talk about the steps in the video, also refer back to the anchor chart from yesterday’s lesson about people who can help, add anything from the discussion
6. Show [Respect video series](#) (Human Relations Media) - Part One (Respecting yourself) and Part Two (Respecting others)
 - a. Debrief activity: students in partners or small groups react to some scenarios and practice how they may act with respect, can also practice disrespect - choose from [scenario handouts](#) provided (teacher discretion)
 - b. Group debrief, share a few examples
 - c. Optional activity (or you can send it home for an option) - [Showing Respect/Agree and Disagree handout](#), [Stereotypes/Agree and Disagree handout](#). These are really good partner activities, but if you don’t do some of them in class, make sure to send them home so parents can choose to have these discussions with students at home. You



could begin the next class period by having students share something if it is assigned as homework.

7. Discuss Good Character and Self Respect as a debrief from the video (resources will be added from the additional resources with the video purchase)
8. Question and answer (Index Cards)

Learning Targets

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- I can name what I need to do for good personal hygiene.
- I can name strategies for making good decisions.
- I can define respect and disrespect with examples.
- I can identify ways to respond respectfully in situations.
- I can identify the positive and negative consequences of how we treat people.
- I can identify characteristics of healthy relationships.

Day 5: Internet Safety- Student are introduced to possible dangers on the Internet in the form of characters named the [WizzyWigs](#). (*this lesson may be delivered by Ozaukee County or Grafton's library media support staff*). This lesson also discusses protective behaviors in situations of "stranger danger".

1. Introduce the group to the WizzyWigs by explaining that these animated characters represent some of the dangerous types of people using the Internet. Using a computer and a projector, or individual computers, have the students watch "[Meet The WizzyWigs](#)" and try to identify the dangerous behaviors the WizzyWigs practice.
 - a. Internet Safety Pledge handout - **send home for parents**
2. Watch the video [Its ok to tell](#) and have a class discussion about the Wizzy Wigs' dangerous behaviors and the importance of being able to tell. Refer back to the anchor chart about people who can help you... Why would it be important to be careful on the internet and be able to tell someone? How does this tie to respect for yourself and others?
3. Tell students that it is also important to protect yourself from strangers and also tell a trusted adult if you experience that type of situation. Watch the video [Stranger Danger](#) (Human Relations Media). After the video have a debrief discussion with the class based on the video.
4. Final culminating activity- Make a plan activity: Ask students to "make a plan" - hand out a notecard or piece of paper. Have students write a list of trusted adults that they can go to when they need to talk about puberty. Have students write a list of things they can do to practice self respect and respect for others. Have students write one major thing they've learned about puberty and one thing they are worried about. Encourage students to share these lists with their parents.



Learning Targets

- I can define respect and disrespect with examples.
- I can identify ways to respond respectfully in situations.
- I can name strategies for making good decisions.

Resources

Puberty Packet handouts

Health and Wellness: Your Body Book

Macmillan/McGraw-Hill (A shared resource between 4th and 5th grade teachers)
(Video) - Proctor and Gamble <http://www.pgschoolprograms.com/educators>

Teaching Sexual Health, Alberta Education Human Sexuality curriculum

Puberty Changes- [4th grade lessons and resources](#)

Ozaukee County Services

Internet Safety

"[Meet The WizzyWigs](#)", Wizzy Wigs Web Watchers, NetSmartzKids

[Its ok to tell](#), NetSmartzKids

[lesson plan resource for Wizzy Wigs](#)

Human Relations Media

- Stranger Danger
- Brick by Brick series (respect)

Second Step Curriculum

- Social and Emotional Health - lessons are part of a 6 day rotation in homeroom
- Bullying - lessons are part of a 6 day rotation in homeroom