

# **AISD Elementary Health Education Human Sexuality & Responsibility K-2 DRAFT Curriculum**

The AISD K-2 Human Sexuality and Responsibility curriculum provides information and skill development for students in kindergarten through second grade so that they may reach their highest potential for physical, emotional, mental and social health. The unit contained within these pages meets the [AISD EHAA Local Policy](#) and supports students in learning about healthy relationships, personal safety, identity, anatomy and physiology, and reproduction. These topics are introduced, presented, and discussed at age-appropriate grade levels and students are encouraged to communicate with parents and trusted adults throughout the curriculum. For more information about the curriculum and AISD policy for Human Sexuality and Responsibility Instruction, please visit the [AISD Health and Physical Education website](#).

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**AISD Elementary Health Education  
Human Sexuality & Responsibility  
K-2 DRAFT Curriculum**

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**Austin Independent School District**  
**K-2 Scope and Sequence**  
**Human Sexuality Curriculum**

**DRAFT** 1/28/21

**Healthy Relationships**

<b>NSES (K-2)</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
Identify different kinds of family structures HR.2.CC.1	1	Identify different kinds of family structures HR.2.CC.1	Identify different kinds of family structures HR.2.CC.1
Describe the characteristics of a friend HR.2.CC.2	Describe the characteristics of a friend HR.2.CC.2	Describe the characteristics of a friend HR.2.CC.2	4
Demonstrate ways to show respect for different types of families HR.2.IC.1	1	Demonstrate ways to show respect for different types of families HR.2.IC.1	Demonstrate ways to show respect for different types of families HR.2.IC.1
Identify healthy ways for friends to express feelings to each other HR.2.IC.2	Identify healthy ways for friends to express feelings to each other HR.2.IC.2	Identify healthy ways for friends to express feelings to each other HR.2.IC.2	Identify healthy ways for friends to express feelings to each other HR.2.IC.2

**Personal Safety**

<b>NSES (K-2)</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched. PS.2.CC.1	Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched. PS.2.CC.1	Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched. PS.2.CC.1	Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched. PS.2.CC.1
Explain what bullying and teasing are PS.2.CC.2	Explain what bullying and teasing are PS.2.CC.2	Explain what bullying and teasing are PS.2.CC.2	5
Explain why bullying and teasing are wrong PS.2.CC.3		Explain why bullying and teasing are wrong PS.2.CC.3	Explain why bullying and teasing are wrong PS.2.CC.3
Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched PS.2.AI.1	Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched PS.2.AI.1	Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched PS.2.AI.1	Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched PS.2.AI.1
Identify parents and other trusted adults they can tell if they are being bullied or teased PS.2.AI.2	Identify parents and other trusted adults they can tell if they are being bullied or teased PS.2.AI.2	Identify parents and other trusted adults they can tell if they are being bullied or teased PS.2.AI.2	Identify parents and other trusted adults they can tell if they are being bullied or teased PS.2.AI.2
Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable PS.2.IC.1	Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable PS.2.IC.1	Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable PS.2.IC.1	Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable PS.2.IC.1

Demonstrate how to respond if someone is bullying or teasing them PS.2.IC.2	Demonstrate how to respond if someone is bullying or teasing them PS.2.IC.2	Demonstrate how to respond if someone is bullying or teasing them PS.2.IC.2	Demonstrate how to respond if someone is bullying or teasing them PS.2.IC.2
Demonstrate how to clearly say no, how to leave an uncomfortable situation and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable PS.2.SM.1	Demonstrate how to clearly say no, how to leave an uncomfortable situation and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable PS.2.SM.1	Demonstrate how to clearly say no, how to leave an uncomfortable situation and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable PS.2.SM.1	Demonstrate how to clearly say no, how to leave an uncomfortable situation and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable PS.2.SM.1
<b>Identity</b>			
<b>NSES (K-2)</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
Describe differences and similarities in how boys and girls may be expected to act ID.2.CC.1	Describe differences and similarities in how boys and girls may be expected to act ID.2.CC.1	Describe differences and similarities in how boys and girls may be expected to act ID.2.CC.1	Describe differences and similarities in how boys and girls may be expected to act ID.2.CC.1
Provide examples of how friends, family, media, society and culture influence ways in which boys and girls think they should act ID.2.INF.1	2	Provide examples of how friends, family, media, society and culture influence ways in which boys and girls think they should act ID.2.INF.1	Provide examples of how friends, family, media, society and culture influence ways in which boys and girls think they should act ID.2.INF.1
<b>Anatomy and Physiology</b>			
<b>NSES (K-2)</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
Use proper names for body parts, including male and female anatomy AP.2.CC.1	Use proper names for body parts, including male and female anatomy AP.2.CC.1	Use proper names for body parts, including male and female anatomy AP.2.CC.1	Use proper names for body parts, including male and female anatomy AP.2.CC.1
<b>Pregnancy and Reproduction</b>			
<b>NSES (K-2)</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
Explain that all living things reproduce PR.2.CC.1	3	Explain that all living things reproduce PR.2.CC.1	Explain that all living things reproduce PR.2.CC.1

1. It was more important to us for students to understand their own family before exploring different types of families. This is reflected by a low agreement to this standard at Kindergarten in the survey data.
2. All lessons in Kinder maintain the student as the focal point instead of the world around them. The identity lesson focuses on the child's understanding of personal behaviors and preferences instead of what society and culture impose upon them.
3. Personal safety is a more relevant and more important topic for students at this grade level. The lessons reflect a focus on understanding their family and the people in their family who can help them when they are feeling uncomfortable. This topic is also addressed in Kindergarten Science TEKS 9.A and 9.B.
4. This standard is covered in multiple locations of AISD curriculum/content. It is more important to focus our lesson on the higher level topics of how to navigate the interactions between friends.
5. Similar to #4: Students come to 2nd grade with a solid understanding of bullying and teasing. We will focus instead on higher level topics such as why they are wrong and the effect they have on others.



AISD Human Sexuality & Responsibility  
K-2 Lesson Outline Comparison (without NSES)

# DRAFT

1/28/2021

LESSON NUMBER	Lesson Component	KINDER	1ST GRADE	2ND GRADE
<b>1</b>	<b>Title</b>	<b>My Family (Healthy Relationships)</b>	<b>Living Things (Pregnancy &amp; Reproduction)</b>	<b>Reproduction (Pregnancy &amp; Reproduction)</b>
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>• I can tell what a family is.</li> <li>• I can talk to my family members.</li> <li>• I know at least two of my family's values or beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell the difference between living and nonliving things.</li> <li>• I can give examples of living and nonliving things.</li> <li>• I can match adult living things with their babies</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell that living things reproduce.</li> <li>• I can tell that living things can only make new versions of themselves instead of something new.</li> </ul>
	<b>Vocabulary</b>	Family, Values, Beliefs	Living, Nonliving, Adult, Baby	Reproduction
<b>2</b>	<b>Title</b>	<b>My Friends (Healthy Relationships)</b>	<b>Families and Friends (Healthy Relationships)</b>	<b>Families (Healthy Relationships)</b>
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>• I can tell how a good friend makes me feel and what they do.</li> <li>• I can tell how bullying and teasing are different.</li> <li>• I know at least two adults I trust and can talk to if I am bullied.</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell that there are different kinds of families.</li> <li>• I can show how to be respectful to others.</li> <li>• I can tell how a good friend makes me feel and what they do.</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell how my family is different from other families.</li> <li>• I can show how to respect families that are different from mine.</li> </ul>
	<b>Vocabulary</b>	Characteristic, Friend, Bully/ing, Teasing, Trust	Family, Friend, Household, Respect	Different, Respect, Values
<b>3</b>	<b>Title</b>	<b>My Body (Anatomy &amp; Physiology, Personal Safety)</b>	<b>Boys and Girls (Identity)</b>	<b>Identity</b>

AISD Human Sexuality & Responsibility  
K-2 Lesson Outline Comparison (without NSES)

# DRAFT

1/28/2021

	<b>Objectives</b>	<ul style="list-style-type: none"> <li>I can tell the names of some of my body parts.</li> <li>I know that I am the only person who gets to touch my body if I want.</li> <li>I know at least two adults I trust and can talk to if I am uncomfortable being touched.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell ways that people believe boys should act.</li> <li>I can tell ways that people believe girls should act.</li> <li>I can tell some sports, hobbies or activities that I like.</li> <li>I can use “I statements” to express my feelings.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell ways that people believe boys and girls should act.</li> <li>I can tell what my family believes about the differences between how boys and girls should act.</li> <li>I can respectfully disagree and compromise with a friend.</li> </ul>
	<b>Vocabulary</b>	<b>Body Parts:</b> Top, Bottom, Front, Back, Buttocks, Breast, Vulva, Penis  Rights, Comfortable, Uncomfortable	Feelings, Beliefs, Influence	Media, Society, Influence, Disagree, Compromise
<b>4</b>	<b>Title</b>	<b>My Choices (Personal Safety)</b>	<b>Bullying and Teasing (Personal Safety)</b>	<b>Empathy (Personal Safety)</b>
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>I can show how to say no if someone touches me and I am uncomfortable.</li> <li>I can show how to leave if someone touches me and I am uncomfortable.</li> <li>I can show how to talk to a trusted adult if someone touches me and I am uncomfortable.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell the difference between bullying and teasing.</li> <li>I can tell why bullying and teasing are wrong.</li> <li>I know at least two adults I trust and can talk to if I am bullied.</li> <li>I can show what to do if I am bullied or teased.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell how bullying and teasing make others feel.</li> <li>I know at least one adult in my family and one adult outside my family who I trust and can talk to if I am bullied.</li> <li>I can show what to do if I am bullied or teased.</li> </ul>
	<b>Vocabulary</b>	No, Go, Tell	Bully, Bullying, Teasing, Trust	Bully, Bullying, Teasing, Trust, Empathy
<b>5</b>	<b>Title</b>	<b>My Identity (Identity)</b>	<b>Bodies and Boundaries (Anatomy &amp; Physiology, Personal Safety)</b>	<b>Boundaries (Anatomy &amp; Physiology, Personal Safety)</b>

**AISD Human Sexuality & Responsibility**  
**K-2 Lesson Outline Comparison (without NSES)**

# DRAFT

1/28/2021

	<b>Objectives</b>	<ul style="list-style-type: none"> <li>• I can tell some toys, games, or clothes that I like.</li> <li>• I can use “I statements” to express my feelings.</li> <li>• I can show a friend what to do if they are bullied or teased.</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell the names of my private body parts.</li> <li>• I know that I am the only person who gets to touch my body if I want.</li> <li>• I can show how to respond to uncomfortable touch using the Go, No, Tell strategy.</li> <li>• I know at least two adults I trust and can talk to if I am uncomfortable being touched.</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell the names of my reproductive body parts.</li> <li>• I know that I am the only person who gets to touch my body if I want.</li> <li>• I can create and practice a safe strategy for responding to uncomfortable touch.</li> <li>• I know at least one adult in my family and one adult outside my family who I trust and can talk to if I am uncomfortable being touched.</li> </ul>
	<b>Vocabulary</b>	Boy, Girl, Feelings, I Statement	<b>Body Parts:</b> Head, Arms, Legs, Stomach, Buttocks, Breast, Vulva, Penis  Rights, Uncomfortable	<b>Body Parts:</b> Buttocks, Breast, Vulva, Penis, Vagina, Scrotum  Strategy, Reproductive System

**AISD Elementary Health Education  
Human Sexuality & Responsibility  
K-2 Lesson Overviews**

[Kindergarten](#)

[First Grade](#)

[Second Grade](#)

**Kindergarten - Lesson 1: My Family**

In this lesson, students will define family and describe the structure of their own family. Students will learn about family values and discuss their family's values with a parent or guardian.

**Kindergarten - Lesson 2: My Friends**

In this lesson, students will identify the characteristics of a friend and how they feel when they interact with a friend. Students will explain the difference between bullying and teasing and identify at least two adults they trust and will talk to if they are bullied or teased.

**Kindergarten - Lesson 3: My Body**

In this lesson, students will identify external reproductive body parts. Students will explain that all people, including children, have the right to tell others not to touch their body and they will identify parents and other trusted adults they can tell if they are uncomfortable about being touched.

**Kindergarten - Lesson 4: My Choices**

In this lesson, students will explain how it feels when they are uncomfortable and will demonstrate how to respond if they are uncomfortable. Students will practice how to say 'No,' how to leave the situation, and how to talk with an adult they trust.

**Kindergarten - Lesson 5: My Identity**

In this lesson, students will compare and contrast the social expectations of boys and girls. Students will share personal preferences and identify ways to respect the preferences of others. Students will demonstrate how to respond if someone is not respectful toward them or a friend.

**AISD Elementary Health Education  
Human Sexuality & Responsibility  
K-2 Lesson Overviews**

[Kindergarten](#)

[First Grade](#)

[Second Grade](#)

**First Grade - Lesson 1: Living and Nonliving**

In this lesson, students will explain the difference between and give examples of living and nonliving things. Students will explain that all living things reproduce and identify adult and juvenile versions of various living things.

**First Grade - Lesson 2: Families and Friends**

In this lesson, students will identify and describe different family structures. Students will practice respectful language with their peers and describe how the language affects themselves and others.

**First Grade - Lesson 3: Boys and Girls**

In this lesson, students will compare and contrast the social expectations of boys and girls. Students will identify examples of how friends, family, media, society and culture influence how boys and girls think they should act. Students will use "I Statements" to express their feelings and opinions to a friend.

**First Grade - Lesson 4: Bullying and Teasing**

In this lesson, students will explain the difference between bullying and teasing and tell why they are wrong. Students will practice how to respond to bullying or teasing and will identify at least two adults they can talk to if they are being bullied or teased.

**First Grade - Lesson 5: Bodies and Boundaries**

In this lesson, students will identify external reproductive body parts and explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched. Students will practice how to say 'No,' how to leave, and how to talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable.

**AISD Elementary Health Education  
Human Sexuality & Responsibility  
K-2 Lesson Overviews**

[Kindergarten](#)

[First Grade](#)

[Second Grade](#)

**Second Grade - Lesson 1: Reproduction**

In this lesson, students will define reproduction and explain that all living things reproduce. Students will explain that when a living thing reproduces, they are only able to make new versions of themselves instead of something different.

**Second Grade - Lesson 2: Families**

In this lesson, students will identify different kinds of family structures and will explain how their family is different from other families. Students will demonstrate ways to show respect for different types of families by using respectful language and kind actions.

**Second Grade - Lesson 3: Identity**

In this lesson, students will compare and contrast the social expectations of boys and girls. Students will identify examples of how friends, family, media, society and culture influence how boys and girls think they should act. Students will learn how to be respectful towards others even when they disagree.

**Second Grade - Lesson 4: Empathy**

In this lesson, students will define empathy and explain how it is a skill that can be used to understand the effects of bullying and teasing. Students will practice responding to bullying and teasing by using empathy or getting support from a trusted adult.

**Second Grade - Lesson 5: Boundaries**

In this lesson, students will identify external and internal reproductive body parts and explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched. Students will create and practice a safe strategy for responding to uncomfortable touch that includes multiple adults they trust with whom they can talk if they are uncomfortable being touched.

**AISD Elementary Health Education  
Human Sexuality & Responsibility  
Kinder Lesson 1 - My Family**

**DRAFT**

**Ground Rules:** Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum. Students will describe or identify:

1. Two classroom ground rules;
2. Two ways rules are kept;
3. A parent(s) or trusted adult to talk to about today's lesson.

**Teacher Tips:**

- Review "Guidelines for Discussion" to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don't feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	My Family
Grade:	Kindergarten
Lesson Objectives:	I can tell what a family is. I can talk to my family members I know at least two of my family's values or beliefs.
Estimated Lesson Time:	30 minutes
Vocabulary:	<b>Family</b> - a group of people going through the world together, often adults and the children they care for (Definition from <a href="#">Learning for Justice</a> ) <b>Family Values</b> - the beliefs, activities, or ideals that are important to a family
Materials & Technology:	Youtube: <a href="#">Sesame Street: Family Song</a> <a href="#">My Family Worksheet</a>
Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement

**AISD Elementary Health Education  
Human Sexuality & Responsibility  
Kinder Lesson 1 - My Family**

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**Beginning - Engage (5-10 minutes)**

- Introducing the unit

*“Today, we will begin learning about relationships. Relationships are the connections you have with yourself and others, including your family and friends. When we talk about relationships, we often feel really big or really strong emotions. Sometimes, we might have emotions that feel good to us and sometimes we might feel emotions that do not feel as good. It is important to recognize these big emotions and know that whatever you are feeling is ok. Likewise, however other people feel is ok too. We will all feel different and we must be respectful of how others think and feel too.”*
- Setting Ground Rules Discussion
  - The teacher will guide a discussion to set the ground rules for having hard conversations or learning about challenging topics in the classroom. The focus of the discussion should be on how to respect what someone is thinking or how they are feeling.
  - The teacher may write suggestions for classroom ground rules on a chart paper or similarly visible hard copy or digital document.
  - Guiding Questions:
    - *What does it mean to be respectful?*
    - *What are some things we can do to be respectful to the people in our class?*
    - *How will you make sure that you are respectful to the people in our class?*
- Teachers should refer to the ‘Guidelines for Discussion’ to ensure that all aspects of the guidelines have been addressed by the classroom rules agreed upon by students. Review the ground rules with students and remind them that the teacher is always available to support students who feel disrespected or uncomfortable.

**Middle - Explore (15 minutes)**

- Introduce the topic of Family and engage students in a discussion about Families. The teacher may take notes on chart paper or digital documents to capture student perspectives.

*“The first type of relationship we will talk about is the relationship we have with our family. What is a family? Who are some of the people in your family?”*
- Define Family

*“A family is a group of people who are going through the world together, often adults and the children they care for. No family is exactly the same as another family and that is what makes each person’s family so special. We will listen to a short song to learn more about families. As you listen, think about the different people who are said to be part of a family.”*
- Watch [Sesame Street: Family Song](#) and then discuss the video:
  - *Who are some of the people mentioned that are part of a family?* (Possible Responses: Mom, Dad, Brother, Sister, Uncle, Aunt, Grandpa)
  - *Raise your hand if you have any of these same people in your family.*
  - *Are there any people in your family who aren’t mentioned in the song?* (Possible Responses: Grandma, Stepmom, Stepdad, Half Brother/Sister, etc.)



**AISD Elementary Health Education  
Human Sexuality & Responsibility  
Kinder Lesson 1 - My Family**

**DRAFT**

- Discuss

*“The most important thing to remember about family is that it is built on a foundation of people who care for or love one another. Families can look very different from other families and as long as each person in a family cares for the other people, then it is a family.”*

- Discuss

*“Another important part of being in a family is spending time together and having the same values. We will listen to the song one more time. Last time we listened to discover the different people in a family. This time, listen for all the different things that families might do together.”*

- Watch [Sesame Street: Family Song](#) and then discuss the video:

- *What are some of the different things that family members might do together?* (Possible responses: Hanging out, soccer, fishing, and dancing)
- *Raise your hand if you do some of these things with your family.*
- *What other activities do you enjoy doing with your family?*

**End - Evaluate (10 minutes)**

- Peer Discussion (Think, Pair, Share) - What makes my family special?

*“Let’s take a moment to share with a friend near us something that makes your family special. You may turn to a partner that is sitting close to you and tell them one thing that makes your family special. It can be how someone in your family makes you feel, it can be something that you like doing with your family, or it can be something different. You may start the sentence by saying, ‘One thing that makes my family special is blank.’ You have three minutes to share with your partner.”*

- Define Family Values

*“Those things you shared that make your family special are often called your family values. Family values are the beliefs, activities, or ideals that are important to your family.”*

- My Family Worksheet

*“To finish our lesson today, you will think carefully about your family and their values. On the worksheet, you will get to draw a picture of your family. For this drawing, let’s focus on only the people that live with you. In your picture, make sure to include each person that lives with you and label them with their name and their title, such as Mom, Brother, Grandpa, or Aunt. Then, after you draw the picture, you will fill in the first blank in the following sentence: My family is special! We value blank and blank. Finally, you will take this worksheet home and talk with an adult in your family and decide one value together to put in the second blank.”*

# My Family

In the space below, draw a picture of your family.



Fill in the blank

**My family is special! We value**

**\_\_\_\_\_ and \_\_\_\_\_.**

**AISD Elementary Health Education  
Human Sexuality & Responsibility  
Kinder Lesson 2 - My Friends**

**DRAFT**

**Ground Rules:** Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum and at the beginning of each lesson.

**Teacher Tips:**

- Review “Guidelines for Discussion” to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don’t feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	My Friends
Grade:	Kinder
NSES:	<ul style="list-style-type: none"> <li>● Describe the characteristics of a friend (Healthy Relationships 2.CC.2)</li> <li>● Explain what bullying and teasing are (Personal Safety 2.CC.2)</li> <li>● Identify parents and other trusted adults they can tell if they are being bullied or teased (Personal Safety 2.AI.2)</li> </ul>
Lesson Objectives:	<p>I can tell how a good friend makes me feel and what they do.            I can tell how bullying and teasing make me feel.            I know at least two adults I trust and can talk to if I am bullied or teased.</p>
Estimated Lesson Time:	30 minutes
Vocabulary:	<p><b>Characteristic</b> - a distinguishing trait or quality of someone or something (<a href="#">Merriam-Webster</a>)  <b>Friend</b> - A person attached to another by feelings of affection; a person who is on good terms with another (<a href="#">Dictionary.com</a>)  <b>Bullying</b> - one significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power that causes direct physical, mental, or emotional harm and may be written, verbal or physical. (AISD policy definition)  <b>Teasing</b> - Doing something to provoke or make fun of someone in a playful way (Oxford definition)</p>
Materials & Technology:	<p><a href="#">Learn360 - Cookie Monster sings the Friendship Song</a>            Chart Paper or Digital version  <a href="#">My Friend Worksheet</a></p>
Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement

**AISD Elementary Health Education  
Human Sexuality & Responsibility  
Kinder Lesson 2 - My Friends**

**DRAFT**

**Beginning - Engage (10 minutes)**

- Review the ground rules and the topic of Families from the previous session  
*“Last time we were together, we started our lesson by setting a few ground rules as a class. Do you remember the important ground rules we will all follow when we talk about big topics like families?”*  
(Call on students to recall or read the classroom ground rules.) *“Why did we create these rules together? (Provide time for some students to respond.) These rules are important because they help all of us feel safe and comfortable in this classroom. Thank you for remembering to be respectful to everyone in our learning today.”*
  
- Review Families  
*“Last time, we talked about Families and why each person’s family is special. I hope you had a chance to talk with an adult in your family about one of your family’s values. Would anyone like to share a family value with the rest of the class?”*
  
- Introduce the topic of Friends and engage students in a discussion about Friends.  
*“Today, we will be learning about another type of relationship: Friends. Who can tell us something they know about friends?”* (Call on students to share what they know about friends.) *“Friends are very important people in our lives and today we are going to learn how a good friend makes us feel and what we can do when it does not feel good. Let’s start by hearing a song from Cookie Monster. In this video, Cookie Monster sings about all the things he likes to do with his friends. During the video, look for things that these friends are doing.”*
  
- Watch the [“Cookie Monster Friendship Song”](#)
- Discuss the video using these guiding questions
  - *What did the friends in the video do together? (The teacher may list the responses on chart paper or other tracking tools.)*
  - *Is there something that the friends did that you like to do too?*
  - *What are some other things that you like to do with your friends?*
  - *How do you think the friends in this video were feeling? How could you tell?*
  - *How do your friends make you feel? (The teacher may list the feelings/emotions on chart paper or other tracking tools.)*

**Middle - Explore (10 minutes)**

- Directions: Create a T-Chart. One side of the chart says ‘A good friend \_\_\_\_\_’ and the other side says ‘And it makes me feel \_\_\_\_\_’  
*“Think about what a good friend does with you or for you and don’t forget about how it makes you feel. Use the sentences at the top of the chart to state your answer. So you could say, ‘A good friend plays soccer with me, and it makes me feel happy.’ OR ‘A good friend is helpful, and it makes me feel supported.’*
  
- Provide time for students to share their responses. The teacher may need to provide additional examples of emotions or feeling words that students can use to describe their friend. Students can begin working on the [My Friend Worksheet](#). Students should focus on one friend and characteristics

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about that friend. Students will complete prompts one and two on the worksheet. (The final section about a trusted adult will be completed later in the lesson.) Provide support and encouragement as needed.

*“You just wrote about the characteristics you like in a friend. A characteristic is a distinguishing trait or quality of someone or something. Usually, the characteristics of our friends help us to feel good about them. If a person’s characteristics do not make us feel good, then we have to think carefully if that person is truly our friend or not.”*

- **Direct Teach Teasing and Bullying**

*“In the friendship song, I heard Cookie Monster say, ‘...or tickle and poke until friend tells you to stop it.’ What do you think he is talking about? (Provide time for students to share their thinking.) This is called teasing.”*

- **Define and discuss: Teasing**

*“Teasing means that we do something to provoke or make fun of someone (Oxford Definition). Sometimes adults and kids tease others in a playful way. They might say, ‘I’m joking’ or ‘I was just kidding.’ It is important that if someone is teasing, even if they are being playful or joking, and the other person does not like it, then the teasing should stop. How would you feel if a friend were teasing you and they didn’t stop when you asked them to stop? (Provide time for students to share their thinking.) If another person teases you so much that you feel these very big emotions or you feel this way over and over, then it is called bullying.”*

- **Define and discuss: Bullying**

*“Bullying is one significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power that causes direct physical, mental, or emotional harm and may be written, verbal or physical. (AISD policy definition) Bullying is always wrong because it causes other people to feel sad, upset, or hurt. If you ever feel like someone is teasing or bullying you, you can always tell an adult that you trust.”*

**End - Evaluate (10 minutes)**

- **Teasing or Bullying Activity**

*“Let’s take a look at some examples and see if you think they are something a friend would do or not do. If you think the scenario is something a friend would do, then you can stand up. If you think the scenario is something a friend would NOT do, then you can sit down.”* Read each of the following statements:

- *A girl helps you stand up after you fall during a soccer game.*
- *A boy on the bus tries to stick out his foot and trip you every day.*
- *Javier says, “Those shoes are so cool!” when you come to school with a new pair of shoes on.*
- *Sarah laughed when you spilled applesauce on your shirt but you didn’t think it was funny.*
- *Brian called you stupid when you didn’t know the answer to a math problem.*
- *Mariella let you have a turn on the swing during recess.*

- **Trusted Adult**

*“If the actions of another person are making you feel bad or uncomfortable then it is not something that a friend does. It is important to know that if someone is making you feel that way, it is wrong and you*

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*can always ask for help. Think carefully about the adults in your family. These adults should always help you if you ask for it. On your worksheet, there is space to identify one adult that you trust that you can talk to if you are feeling teased or bullied.”*

- *“Now we have explored the relationships you have with your family and your friends. Next time, we will dig deeper to understand your relationship with yourself!”*

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# My Friend

Think about one of your friends and fill in the blanks.



1. My friend and I like to \_\_\_\_\_,  
and it makes me feel \_\_\_\_\_.



2. My friend is \_\_\_\_\_,  
and they make me feel \_\_\_\_\_.



3. If I am feeling teased or bullied, one adult who I  
trust and can talk to is \_\_\_\_\_.

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Kinder Lesson 3 - My Body**

**DRAFT**

**Ground Rules:** Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum and at the beginning of each lesson.

**Teacher Tips:**

- Review “Guidelines for Discussion” to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don’t feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	My Body
Grade:	Kinder
NSES:	<ul style="list-style-type: none"> <li>● Use proper names for body parts, including male and female anatomy (Anatomy &amp; Physiology 2.CC.1)</li> <li>● Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched. (Personal Safety 2.CC.1)</li> <li>● Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched (Personal Safety 2.AI.1)</li> </ul>
Lesson Objectives:	<p>I can tell the names of some of my body parts.</p> <p>I know that I am the only person who gets to touch my body if I want.</p> <p>I know at least two adults I trust and can talk to if I am uncomfortable being touched.</p>
Estimated Lesson Time:	30-40 minutes
Vocabulary:	<p>Body Parts</p> <ul style="list-style-type: none"> <li>● Top, Bottom, Front, Back</li> </ul> <p>Swimsuit Area</p> <ul style="list-style-type: none"> <li>● Buttocks - the external part of the bottom and back of the body</li> <li>● Breast Area - the external part of the top and front of the body</li> <li>● Vulva - an external part of the female genitalia</li> <li>● Penis - an external part of the male genitalia</li> </ul> <p>Comfortable - the feeling of being safe and secure</p> <p>Uncomfortable - feeling yucky, scared, or unsafe</p>
Materials & Technology:	<p><a href="#">Head Shoulders Knees &amp; Toes</a></p> <p><a href="#">Hokey Pokey</a></p> <p>Anatomy &amp; Physiology Images</p> <p>My Body Worksheet</p>



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Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement

**Beginning - Engage (5-10 minutes)**

- Introduction

*“In our first two lessons, we learned about our relationships with others. What two types of relationships did we learn about? (Answer: Families and Friends) We learned that families are the people who are going through the world together and care for one another. We learned that friends are the people who you like and make you feel good. These are very important relationships with others and in the rest of these lessons, we will explore the most important relationship in your life. The relationship you have with yourself! Today we will learn about our physical body.”*

- Discuss - What Do Bodies Do?

*“First, let’s think about all the incredible things that our bodies can do. What are some ways that your body can move? (Possible responses: Walk, Run, Jump, Play, etc. Encourage students to do all the movements that they suggest. Have fun with this section.) What are some other things that your body can do? (Possible responses: Use their senses [touch, taste, smell, see, hear], Chew, Heart beat, lungs breathe. Be prepared for students to say silly things like burp or use the bathroom. Remember to affirm the student and respond seriously.) Yes! These are all wonderful and real things that our body can do. Let’s learn more about the parts of the body and what they do. Starting with a few body parts you might already know.”*

- Songs about bodies - Practice learning about bodies with songs that students may already know

- [Head Shoulders Knees & Toes](#)
- [Hokey Pokey](#)

**Middle - Explore (10-15 Minutes)**

- Show slides 1 & 2 of Anatomy & Physiology images

*“Our bodies are wonderful things that can do so much. There are lots of parts to our bodies and you named quite a few parts during the song. There are lots of different ways that people talk about the parts of their body. In the first pictures, we can see that each body has a top and a bottom. In the next pictures, we can see that each body has a front and a back.”*

- Introduce Body Parts

*Next, we are going to talk about the parts of the body that most people keep covered and that’s why they are often called the ‘Swimsuit Area.’ These are the parts of the body that we almost always keep covered. In our class, we will learn and use the proper names for these body parts. They’re not weird or funny. Everyone has them! These are also the few parts of the body that are different for different types of people. Let’s take a look at the pictures.*

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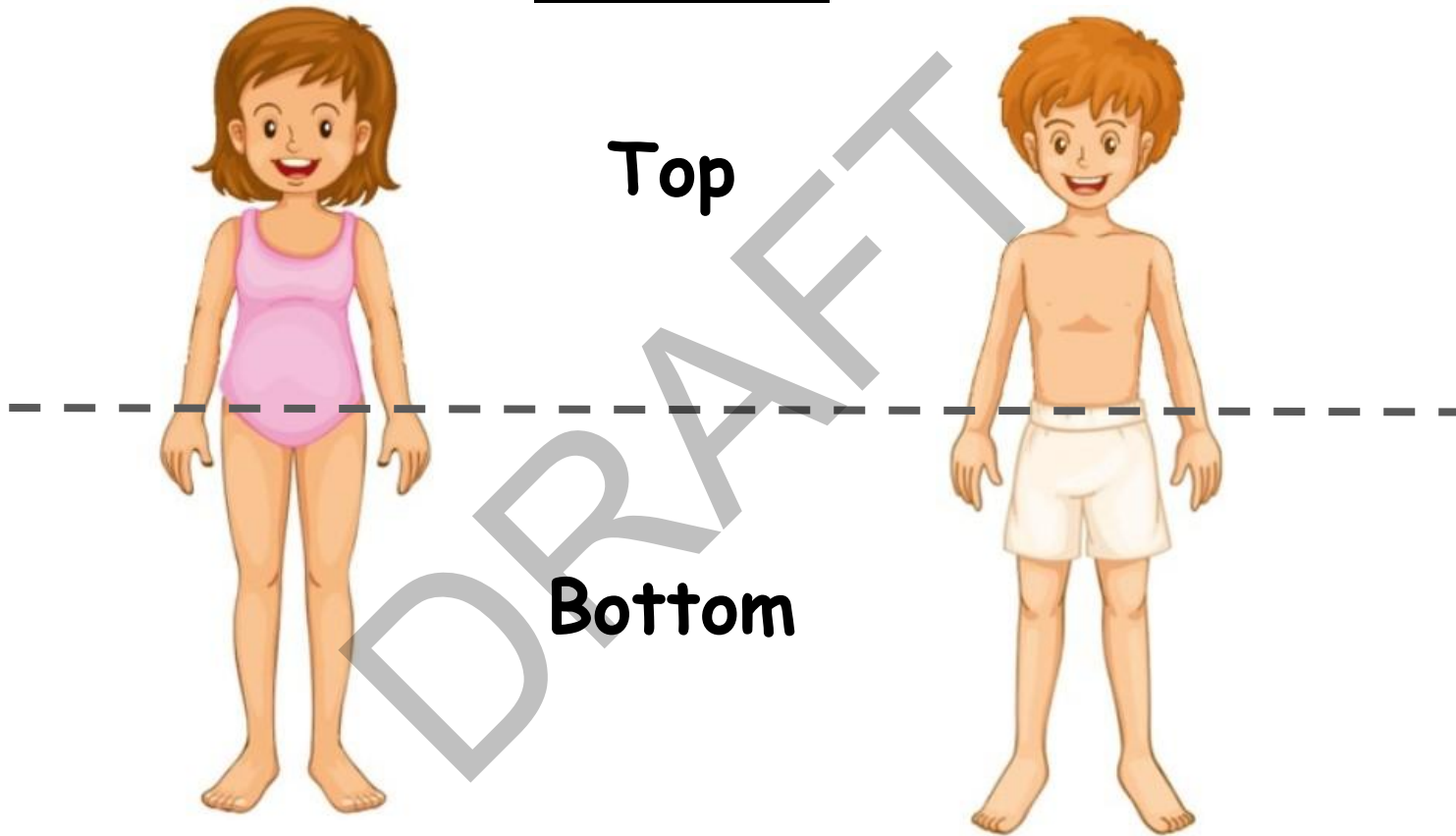
- Show slide 3 of Anatomy & Physiology images  
*“In these pictures, four body parts are labeled: the Breast Area, Buttocks, Vulva, and Penis. All people have the breast area which is the top and front part of our body. Inside the breast area is our heart, lungs, and ribcage. All people also have buttocks, which many people call their bottom. The buttocks are located on the back of our body. The two parts that are different for some people than others are the parts on the front of our body. Most of the time, females are born with a vulva on the outside of their body. On the other hand, males are born with a penis on the outside of their body. These parts, just like all the other parts in your body, are normal and do important jobs and just like every other part of your body, from your hand to your head, you have the right to decide whether or not another person touches these parts.”*
  
- My Body Pledge  
*“Today we will learn a pledge to help you remember that only you have the right to decide whether or not another person touches your body. You may repeat after me.”* (Students repeat each line after the teacher.)
  - *My Body is Mine*
  - *I am the boss of my body.*
  - *I don't have to be hugged,*
  - *Kissed,*
  - *Or touched*
  - *If I am uncomfortable.*

**End - Evaluate (5-10 Minutes)**

- Discuss Comfortable and Uncomfortable  
*“Let's talk about the difference between comfortable and uncomfortable. What do you think it means to be comfortable? (Possible responses: Happy, excited, energized, etc.) Yes, usually when we feel comfortable, we feel safe and happy, like everything is ok. What do you think it means to be uncomfortable? (Possible responses: Unsafe, feel yucky, sick to their stomach, sad, scared, etc.) Yes, usually when we feel uncomfortable we might feel scared, like something is not right or that we are not safe. If you ever feel uncomfortable or unsafe, you have the right to stop what is happening and tell an adult you trust like your parents or a teacher.”*
  
- Students will complete the My Body Worksheet  
*“For your work today, you will circle the body parts that we usually keep covered with a swimming suit. At the bottom of the worksheet, read the pledge again and then write the name of one adult you trust that you will tell if you are feeling uncomfortable, unsafe, or scared.”*
  
- Next Time  
*“During our next class, we will learn about three important strategies that you can use to respond if someone touches you and it makes you feel uncomfortable.”*

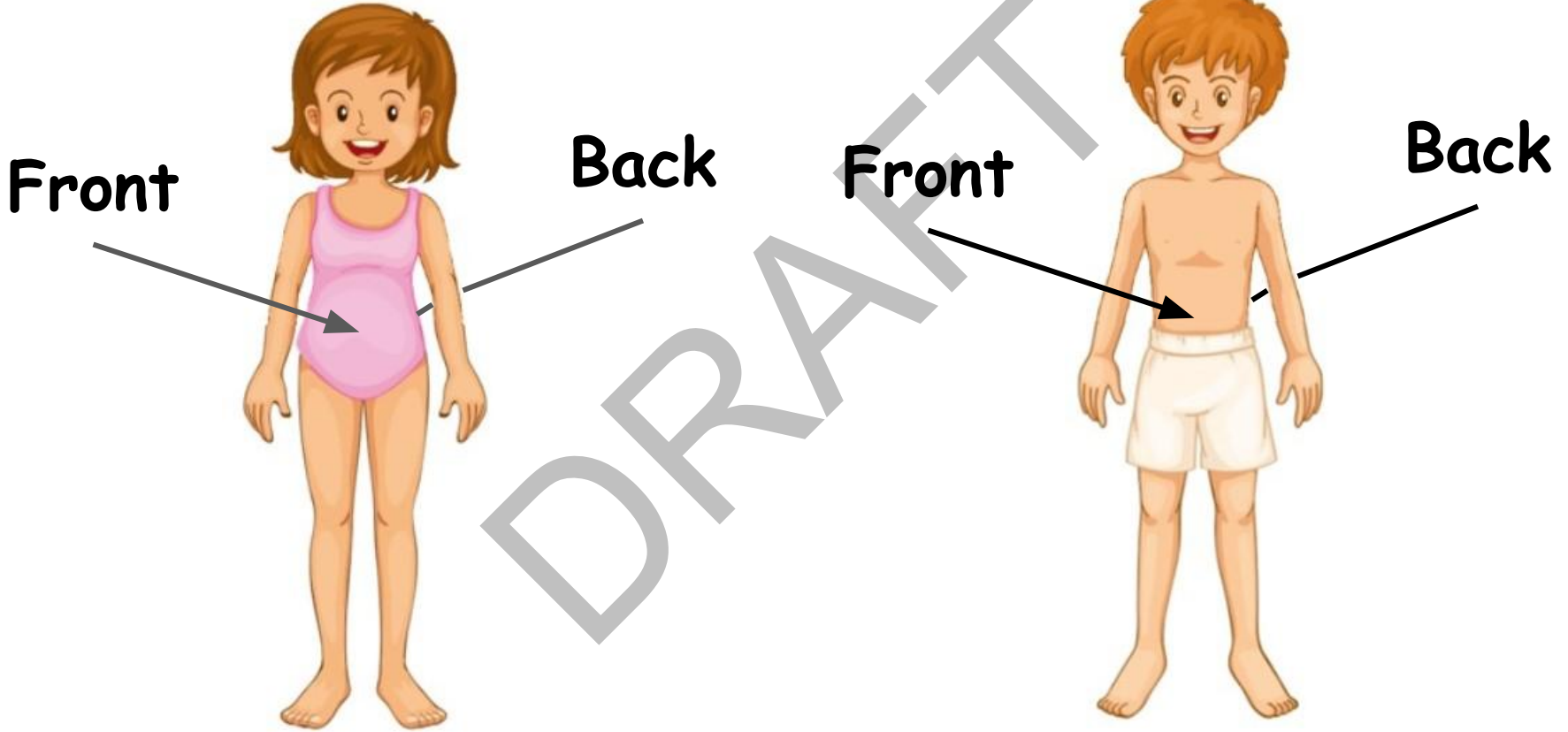
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Top

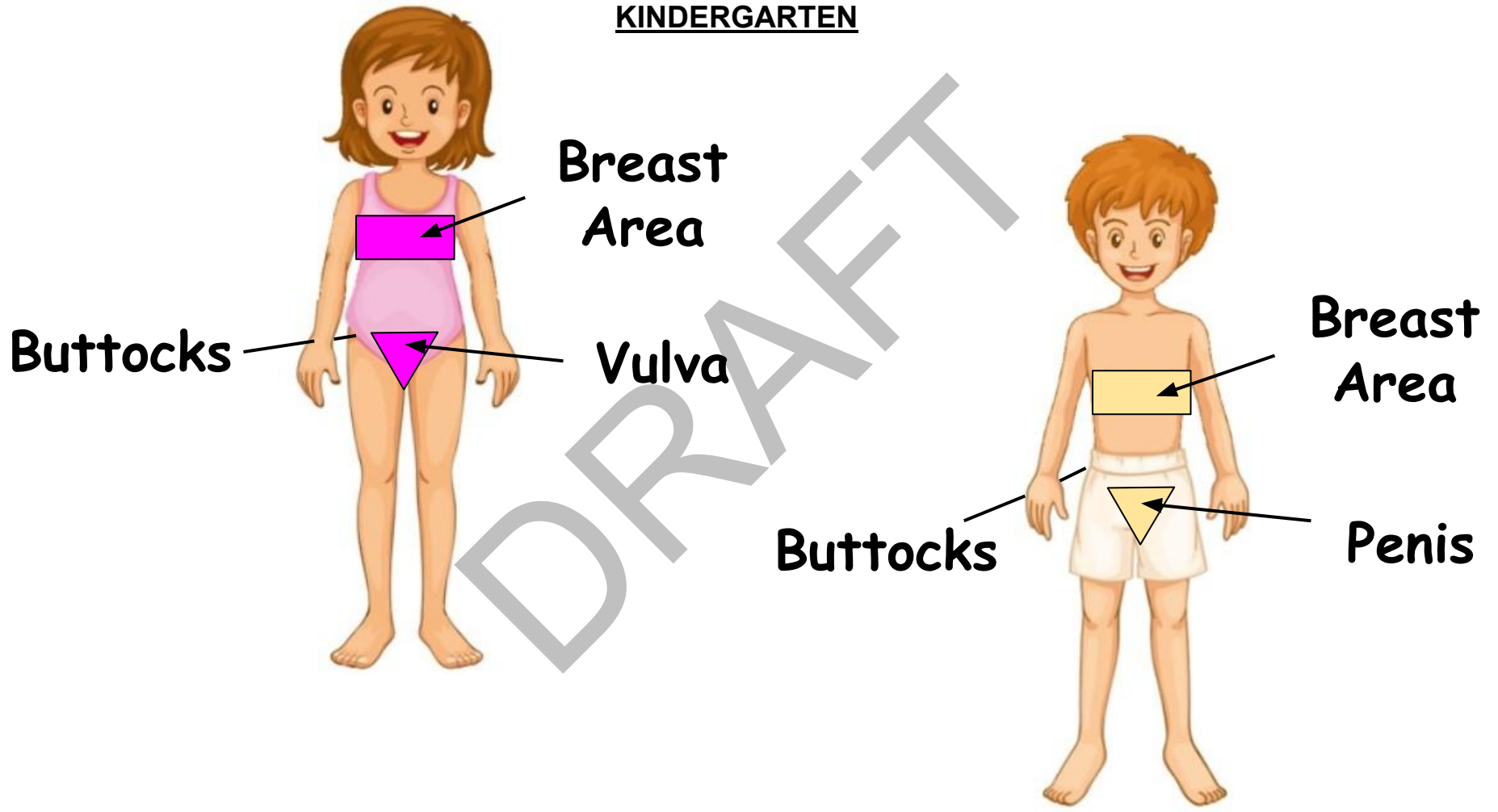


Bottom

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Breast Area

Buttocks

Vulva

Breast Area

Buttocks

Penis

# My Body

Circle the body parts that we usually keep covered by our swimming suits:



## My Body Pledge

**My body is mine.**

**I am the boss of my body.**

**I don't have to be hugged,**

**kissed, or touched**

**by anyone if I am**

**UNCOMFORTABLE.**

**If I am uncomfortable, I  
will tell a trusted adult.**

**My trusted adult is**

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Human Sexuality & Responsibility  
Kinder Lesson 4 - My Choices**

**DRAFT**

**Ground Rules:** Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum and at the beginning of each lesson.

**Teacher Tips:**

- Review “Guidelines for Discussion” to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don’t feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	My Choices
Grade:	Kinder
NSES:	<ul style="list-style-type: none"> <li>● Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable (Personal Safety 2.IC.1)</li> <li>● Demonstrate how to clearly say no, how to leave an uncomfortable situation and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable (Personal Safety 2.SM.1)</li> </ul>
Lesson Objectives:	<p>I can show how to say no if someone touches me and I am uncomfortable.            I can show how to leave if someone touches me and I am uncomfortable.            I can show how to talk to a trusted adult if someone touches me and I am uncomfortable.</p>
Estimated Lesson Time:	30-40 minutes
Vocabulary:	<p>Comfortable - having positive feelings, such as safe, secure, and with needs met            Uncomfortable - having negative feelings, such as unsafe, afraid, or anxious with unmet needs            No, Go, Tell</p>
Materials & Technology:	<p>Comfortable vs Uncomfortable Slide Deck  <a href="#">Video: Touching</a>            My Choices Worksheet</p>
Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement

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Human Sexuality & Responsibility  
Kinder Lesson 4 - My Choices**

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**Beginning - Engage**

- Review classroom ground rules  
*Before we begin the lesson today, can someone please remind the class about our agreements for having tough conversations and learning about our body and our relationships?* Provide enough time to review each of the ground rules and what they mean or look like in the classroom.
- Review Comfortable and Uncomfortable using slide deck  
*Last time we were together, we learned about our body parts. We also learned two words that we might feel when thinking about our body parts: comfortable and uncomfortable. Who remembers what it feels like to be comfortable?* Provide enough time for student responses. *Who remembers what it feels like to be uncomfortable?* Provide enough time for student responses. *Today we will look at a few pictures of people. For each picture, decide if the person in the picture is comfortable or uncomfortable and why.*
- Show images of comfortable and uncomfortable and elicit responses from various students.  
*There are many different reasons why people feel uncomfortable. In the pictures, we saw people who felt uncomfortable in their stomachs, bodies, and brains. We might also feel uncomfortable when someone touches our bodies and we don't want them to. It is important to recognize when you are feeling uncomfortable. Today we are going to discuss strategies that you can use when you feel uncomfortable.*

**Middle - Explore**

- Objective: Students will demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable
- Watch the video about Touching and guide students in a discussion about the video using the following questions:  
*What was this video about?*  
*What is something you saw or heard during the video?*  
*What was making Muhammad uncomfortable in the video?*  
*What did Muhammad do when he felt uncomfortable?*  
*What different ways did Muhammad say no in this video?* (No, Stop it, I don't like that, Leave me alone, complete statement, "I can say no if I don't want \_\_\_\_\_, I don't like it and it makes me feel unhappy.")
- Brainstorm with the students other ways that they can say no if someone is touching them in a way that makes them uncomfortable.  
*We have shared the ways that Muhammad said no in the video. How will you say no to someone if they are touching your body in a way that makes you feel uncomfortable?* The teacher may write the various student responses on a chart paper or other tracking tool.

**End - Evaluate**

- Review ways to say no and explain the other two strategies for responding if someone touches you in a way that makes you uncomfortable.



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Kinder Lesson 4 - My Choices**

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*We have heard about and listed a lot of different ways we can say no to someone if they touch us in a way that makes us feel uncomfortable. Saying NO is the first of three strategies that you can do if someone touches you and it makes you feel uncomfortable. The second strategy is to leave the area, or GO! If you can, you should try to move as quickly as possible away from the person who has made you feel uncomfortable. Then, you can do the third strategy which is to TELL a trusted adult. Last time, we named one adult that you trust and can talk to when you feel uncomfortable. You should go to them and tell them right away what happened.*

- Write No, Go, Tell on chart paper or on another tracking tool for students to see and restate the three strategies for responding if someone touches them in a way that makes them feel uncomfortable.  
*Here are the three strategies we have learned today about how to respond if someone touches you in a way that makes you feel uncomfortable. First you say "NO," second you should "GO" to a place away from the person making you uncomfortable, and third you should "TELL" a trusted adult about what happened and how it made you feel. Now let's practice these strategies together.*
- Read each of the statements below. Students will demonstrate how to respond to each situation using the No, Go, Tell strategies. Students may respond in unison, "No, Go, Tell!"
  - *Your friend tries to hold your hand on the playground, but you don't want to. What would you do?*
  - *A family member wants to give you a kiss on the cheek, but you don't feel comfortable. What would you do?*
  - *An adult you don't know touches your hair and you felt uncomfortable. What would you do?*
- Lesson Closure  
*Today we learned about what we can do if someone touches your body and it makes you feel uncomfortable. What is the first strategy? What is the second strategy? What is the third strategy? To finish our lesson today, you can color in or trace on the My Choices worksheet. Next time, we will learn about how to show respect towards other people who are different than you.*



# Comfortable and Uncomfortable

# Let's Review

**What does it feel  
like to be  
comfortable?**

**What does it feel  
like to be  
UNcomfortable?**

**For each of the following images  
tell whether the person looks  
comfortable or uncomfortable and  
why you think that.**

**Comfortable  
Or  
Uncomfortable?  
Why?**



**Comfortable  
Or  
Uncomfortable?  
Why?**



**Comfortable  
Or  
Uncomfortable?  
Why?**





**Comfortable  
Or  
Uncomfortable?  
Why?**





**Comfortable  
Or  
Uncomfortable?  
Why?**



**Comfortable  
Or  
Uncomfortable?  
Why?**



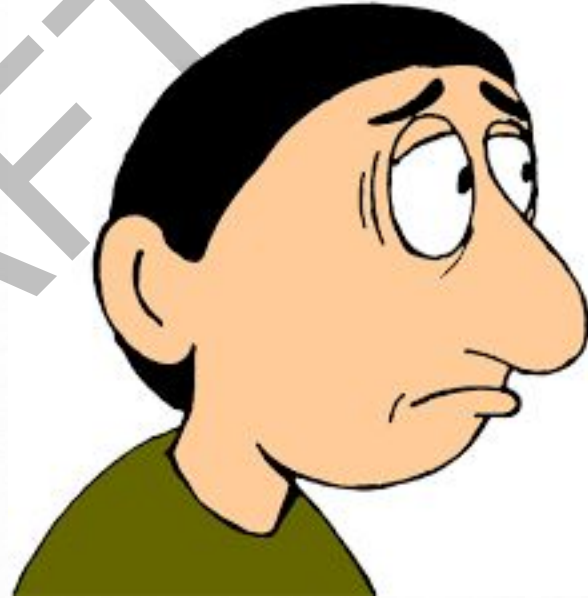
**Comfortable  
Or  
Uncomfortable?  
Why?**



**Comfortable  
Or  
Uncomfortable?  
Why?**



**Comfortable  
Or  
Uncomfortable?  
Why?**



# THANKS



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# My Choices

I get to choose who does or does not touch my body.  
If I am ever uncomfortable, I will say, "NO," GO to a safe  
place, and TELL an adult that I trust.

Color in the three strategies below.

Say or show:

NO!



GO

to a safe place  
with other people



and

TELL

an adult  
you trust



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Kinder Lesson 5 - My Identity**

**DRAFT**

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**Teacher Tips:**

- Review “Guidelines for Discussion” to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don’t feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	My Identity
Grade:	Kinder
NSES:	<ul style="list-style-type: none"> <li>● Describe differences and similarities in how boys and girls may be expected to act (Identity 2.CC.1)</li> <li>● Identify healthy ways for friends to express feelings to each other (Healthy Relationships 2.IC.2)</li> <li>● Demonstrate how to respond if someone is bullying or teasing them (Personal Safety 2.IC.2)</li> </ul>
Lesson Objectives:	<p>I can tell some toys, games, or clothes that I like.            I can use “I statements” to express my feelings.            I can show a friend what to do if they are bullied or teased.</p>
Estimated Lesson Time:	30-40 minutes
Vocabulary:	<p><b>Identity</b> - how you feel about yourself  <b>Feelings</b> - an emotional state or a reaction  <b>‘I Statement’</b> - a strategy for clearly expressing one’s feelings</p>
Materials & Technology:	<p>Boy, Girl, or Everyone Images            ‘I’ Statement Template Image/Slide            My Identity Worksheet</p>
Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement



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Human Sexuality & Responsibility  
Kinder Lesson 5 - My Identity**

**DRAFT**

**Beginning - Engage**

- Review classroom ground rules  
*Before we begin the lesson today, can someone please remind the class about our agreements for having tough conversations and learning about our body and our relationships?* Provide enough time to review each of the ground rules and what they mean or look like in the classroom.
  
- Review the three safety strategies that were learned during the last class.  
*Last time, we learned about three strategies you can use if someone touches you in a way that makes you feel uncomfortable. What is the first strategy? What is the second strategy? What is the third strategy?* Provide enough time for students to respond to each question and explain each strategy.
  
- Introduce Identity/Personality  
*In these lessons, we have been exploring the relationship that you have with family, friends, and yourself. We have learned about your body and how to keep yourself safe when you are feeling uncomfortable. Today, we are going to think more about what is happening on the inside of our body. We will think about who we are and what we like to do. This is called our identity, or personality. Let's think about the different things that we all like.*
  
- On a chart paper or other tracking tool, the teacher will write student responses to the following questions.
  - *What are some foods that you like?*
  - *What are some games that you like?*
  - *What kind of clothes do you like?*
  
- Reflect on the chart that shows the student preferences.  
*Let's look closer at this list and think about if this list is correct for everyone in the class. Raise your hand if you like \_\_\_\_\_.* Look around. Does everyone have their hand raised, yes or no? Continue in this manner and encourage students to look around and see if everyone likes the same things from the list. Most likely, not all students will like every item that is on the list.

**Middle - Explore**

- In a group discussion, the teacher will label a few items from the list with the help of the students. The possible labels are B for Boy, G for Girl, or E for Everyone.  
*Now I have a big challenge for you. I am going to say one item from the list of things that we like. Instead of raising your hands, this time I want you to say if this is something that a boy should like, a girl should like, or that everyone can like.* The teacher should call out a few items from the list that can obviously be labeled as 'Everyone,' most students will see that all foods can be enjoyed by everyone and not labeled as Boy or Girl. Then, the teacher should state a few of the more challenging items that some students might think are only for boys or girls. Many of these will be on the list of games or clothes. (The teacher may use the Boy, Girl, or Everyone Images that is provided.) If a student says that an item or activity is labeled as only boy or girl, the teacher may prompt the student with a follow-up question: *Why do you think this is only for boys? Why do you think this is only for girls?*

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Kinder Lesson 5 - My Identity**

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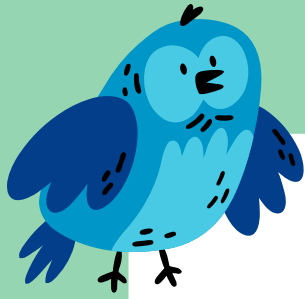
- Reflect on the previous activity using the following questions.
  - *What did you notice about each item that we labeled?* It doesn't matter what the item or activity is, it is something that can be enjoyed by every person.
  - *Who is able to enjoy every item that we listed?* Everyone!
  
- Say:

*We all have our own likes and dislikes. Whatever you like to do, or whatever you like to eat, or whatever you like to wear, then that is OK! If you like to dance, DANCE! If you like to wear shorts, WEAR SHORTS! If you like to paint, PAINT! It is normal for everyone to like different things, this is part of our identity, or who we are. Sometimes, we might disagree on who should like different things and you might see toys or games that people think might only be for boys or might only be for girls. It is important to treat others with respect even though they may not like what we like. We must also be prepared to clearly tell others how we feel if they are not respecting our choices, our likes, or our identity.*
  
- Practice using 'I statements'

*Today we are going to help people state their feelings using 'I' Statements. An 'I' Statement is a strategy for clearly telling your feelings. Let's look at an example.* The teacher will show the I Statement template image to all students and explain the example that is given. *In this example, the person says, "I feel sad when people ignore me because it hurts my feelings." They filled in the blanks with the clear words they were feeling. Let's try an example together using this situation. Imagine that you are on the playground and another student came up to you and poked you with a stick and you did not like it because it hurt. What is an 'I' statement that you could say to the other student?* Possible response: I feel angry when people poke me with sticks because it hurts my body. \*Note: the goal of an I statement is not to blame or shame the other person, which is why the 'I' statement template uses the word 'people' instead of 'you.' *Let's try another example. Imagine that a girl in your class is playing soccer at recess and a boy student says to her, "Hey! You can't play because soccer is only for boys!" What could the girl say to the boy using an 'I' statement?* Possible response: I feel upset when people say I can't play soccer because it is a game that everyone can play.

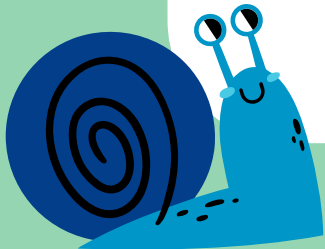
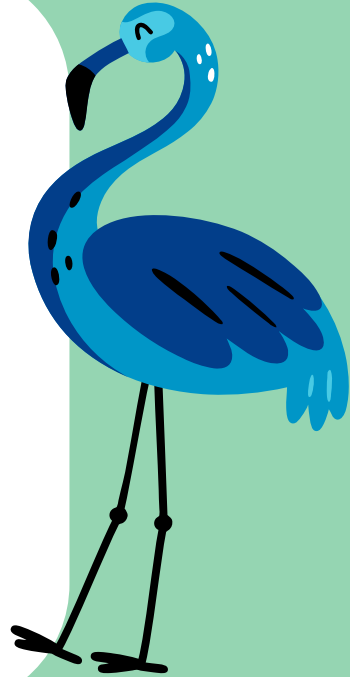
**End - Evaluate**

- Think - Pair - Share: In this activity, the teacher will provide two scenarios and the students will discuss with a partner how they could respond using an 'I' Statement.
  - *Scenario 1: You want to read your favorite book from the classroom library, but another student has the book and will not let you have a turn. What could you say?*
  - *Scenario 2: Your friend is walking in the hallway and they fall down. Three other students start laughing at your friend. What could your friend say?*
  
- My Identity Worksheet: In this activity, students will reflect on their personal likes and dislikes and draw at least 4 things that they enjoy. It can be anything that they like such as food, toys, games, clothes, colors, animals, etc. Remind students that they should only draw things that they like, not things that other people say they should like.



# BOY, GIRL OR EVERYONE

Kinder - Lesson 5



FOR EACH PICTURE, TELL IF  
IT IS SOMETHING A **BOY**  
SHOULD LIKE, A **GIRL**  
SHOULD LIKE, OR **EVERYONE**  
CAN LIKE!

**BOY, GIRL, OR EVERYONE?**



**WATER?**

**EVERYONE!!!**

**BOY, GIRL, OR EVERYONE?**



**FRUIT?**

**EVERYONE!!!**

**BOY, GIRL, OR EVERYONE?**



**PIZZA?**

**EVERYONE!!!**

**BOY, GIRL, OR EVERYONE?**

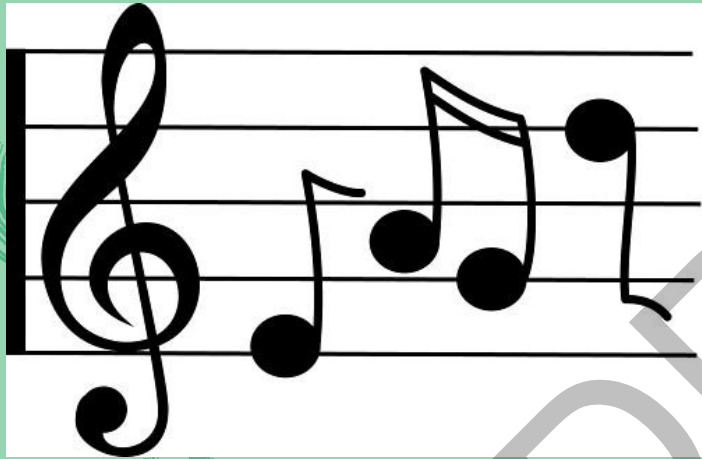


**SOCCER?**

**EVERYONE!!!**



**BOY, GIRL, OR EVERYONE?**



**DANCING?**

**EVERYONE!!!**

**BOY, GIRL, OR EVERYONE?**



**DOLLS?**

**EVERYONE!!!**

**BOY, GIRL, OR EVERYONE?**



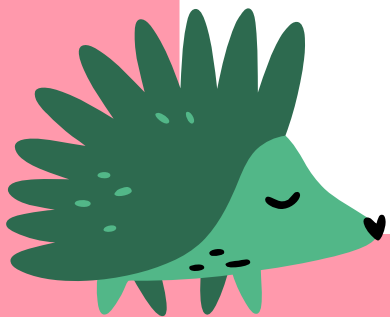
**TRUCKS?**

**EVERYONE!!!**

**ALL** THINGS CAN  
BE ENJOYED BY  
**ALL** PEOPLE!!



# THANKS!



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# 'I' Statements

**Example:**

**I feel sad**

**When people ignore me**

**Because it hurts my feelings.**

**Your turn:**

**I feel \_\_\_\_\_**

**When people \_\_\_\_\_**

**Because \_\_\_\_\_**

# My Identity

Draw 4 things that you like in the squares below! You could draw your favorite food, toy, game, clothes, animal or anything else that you like!


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**Ground Rules:** Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum. Students will describe or identify:

1. Two classroom ground rules;
2. Two ways rules are kept;
3. A parent(s) or trusted adult to talk to about today's lesson.

**Teacher Tips:**

- Review "Guidelines for Discussion" to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don't feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	Living Things
Grade:	1st Grade
NSES:	<ul style="list-style-type: none"><li>● Explain that all living things reproduce (Pregnancy &amp; Reproduction 2.CC.1)</li></ul>
Lesson Objectives:	I can tell the difference between living and nonliving things. I can give examples of living and nonliving things. I can match adult living things with their babies.
Estimated Lesson Time:	30-40 minutes
Vocabulary:	Living - anything that can grow, move, breathe, and interact with the world around them. Nonliving - things that cannot grow, move, breathe, or interact with the world around them. Adult - the latest stage of life for a living thing Juvenile - the early stage of life for a living thing
Materials & Technology:	Living and Nonliving Slides Living Things Worksheet
Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement



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**Beginning - Engage (5-10 minutes)**

- Introducing the unit

*Today, we will begin learning about relationships. Relationships are the connections you have with yourself and others, including your family and friends. When we talk about relationships, we often feel really big or really strong emotions. Sometimes, we might have emotions that feel good to us and sometimes we might feel emotions that do not feel as good. It is important to recognize these big emotions and know that whatever you are feeling is ok. Likewise, however other people feel is ok too. We will all feel different and we must be respectful of how others think and feel too.*
- Setting Ground Rules Discussion
  - The teacher will guide a discussion to set the ground rules for having hard conversations or learning about challenging topics in the classroom. The focus of the discussion should be on how to respect what someone is thinking or how they are feeling.
  - The teacher may write suggestions for classroom ground rules on a chart paper or similarly visible hard copy or digital document.
  - Guiding Questions:
    - *What does it mean to be respectful?*
    - *What are some things we can do to be respectful to the people in our class?*
    - *How will you make sure that you are respectful to the people in our class?*
- Teachers should refer to the 'Guidelines for Discussion' to ensure that all aspects of the guidelines have been addressed by the classroom rules agreed upon by students. Review the ground rules with students and remind them that the teacher is always available to support students who feel disrespected or uncomfortable.

**Middle - Explore (15 minutes)**

- Introduce the topic of Living and Nonliving and engage students in a discussion about the differences between living and non living things. The teacher may take notes on chart paper or digital documents to capture student perspectives.

*The first topic we will talk about is the relationship between living and nonliving things. What are some examples of living things? What are some examples of nonliving things? What is the difference between them?*
- Show the Living and Nonliving Slides and discuss
  - Slides 1-5: *Living things are things that grow, move, breathe, and feel. This means that they can interact with the world around them using their senses. The three categories of living things are humans, plants, and animals. All of these things can grow, move, breathe, and feel. Plants are a little different than humans and animals because they don't move to a new place, but they can shift, turn, and grow towards the sun. They also breathe in the opposite of humans and animals. Plants inhale carbon dioxide and exhale oxygen. Plants can feel using their roots and leaves. They feel for moisture, or water, in the ground and they feel the temperature in the air.*
  - Slides 6-8: *Nonliving things are the opposite of living things, which means they cannot grow, move, breathe, or feel. Some examples of nonliving things include toys, technology, clothing, and so much more. What are some other examples of nonliving things?*

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- Slide 9-11: *Living things all have a life cycle that includes their birth, life, and death. All living things will eventually die. Throughout this lifecycle, they often will have different versions of themselves. This usually means they start their life as babies, then become juveniles, then become adults. These images show a juvenile chicken and then an adult chicken. The next images show a baby human, a kid or juvenile, and an adult. Adult and juvenile versions of living things have a very special relationship. For most living things, the adult cares for the juvenile to make sure that they are safe and grow into healthy adults themselves.*

**End - Evaluate (10 minutes)**

- Review the topic of living and nonliving using the following questions
  - *What is the difference between living and nonliving things?*
  - *How can you tell if something is living or nonliving?*
  - *What are some examples of living things?*
  - *What are some examples of nonliving things?*
- Living and Nonliving Worksheet - In this activity, students will complete the worksheet by coloring the living things and then matching the juvenile with its adult.  
*In your worksheet, color in all the pictures that show living things. Then, draw a line connecting any juvenile living thing with its adult version.* Provide students time to complete the worksheet.
- Preview the next lesson - Families and Friends  
*Today, we learned about the differences between living and nonliving things. We also learned that living things have a life cycle through which they grow during their lifespan. Next time, we will explore in depth the relationship between adults and juveniles and others. We will learn more about families and friends.*

# Living and Nonliving



**GROW!**

**MOVE!**

**Living Things can...**

**BREATHE!**

**FEEL!**

DRAFT



**Humans!**

**Plants!**



**Living Things are...**



**Animals!**

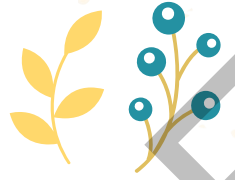
DRAFT

# Let's Compare!



## Humans

- Move
- Grow
- Breathe
- Feel



## Plants

- Move
- Grow
- Breathe
- Feel



## Animals

- Move
- Grow
- Breathe
- Feel



**What are some  
examples of  
living things?**

**GROW!**

**MOVE!**

**Nonliving Things cannot...**

**BREATHE!**

**FEEL!**

DRAFT



**TOYS!**



**TECHNOLOGY!**



**Nonliving Things are...**

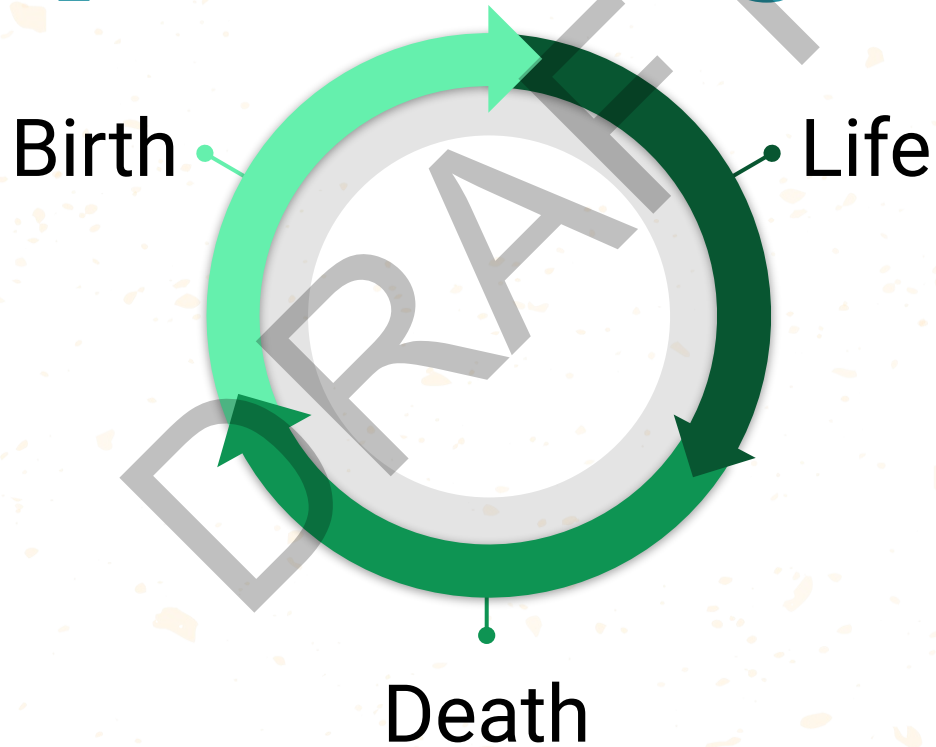
**CLOTHING!**

**AND SO MUCH MORE!**

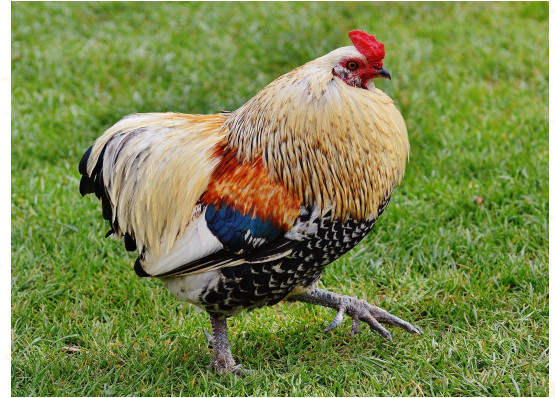
**Can you think of  
more nonliving  
things?**

The background is a light cream color with scattered yellow speckles. It features several decorative elements: yellow wavy lines in the top left and top right corners; a large yellow circle with a white grid pattern in the bottom right; and a yellow circle with a white scalloped edge in the bottom left. A large, faint, grey watermark of a question mark is centered behind the text.

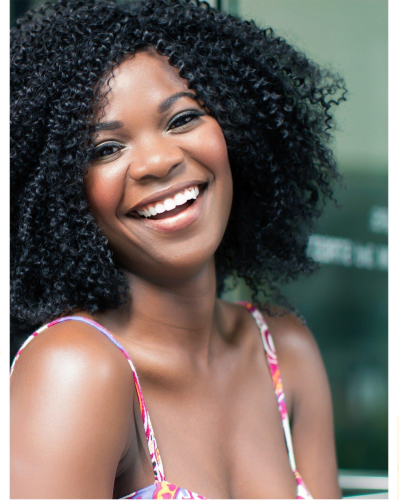
# Lifecycle of Living Things



# Lifecycle of Living Things



# Lifecycle of Living Things



# Thanks!

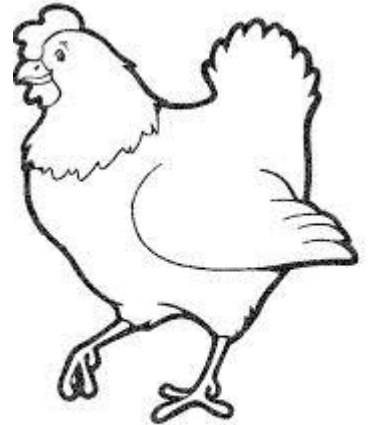
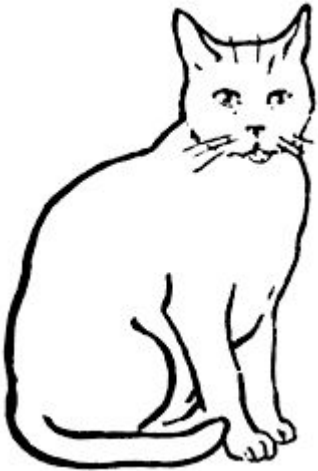


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# Living Things

Color all the living things that you see below. Then, draw a line connecting any juveniles with their matching adult.





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**Teacher Tips:**

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- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	Families and Friends
Grade:	1st Grade
NSES:	<ul style="list-style-type: none"> <li>● Identify different kinds of family structures (Healthy Relationships 2.CC.1)</li> <li>● Demonstrate ways to show respect for different types of families (Healthy Relationships 2.IC.1)</li> <li>● Describe the characteristics of a friend (Healthy Relationship 2.CC.2)</li> </ul>
Lesson Objectives:	<p>I can tell that there are different kinds of families.</p> <p>I can show how to be respectful to others.</p> <p>I can tell how a good friend makes me feel and what they do.</p>
Estimated Lesson Time:	30-40 minutes
Vocabulary:	<p><b>Family</b> - a group of people going through the world together, often adults and the children they care for (Definition from <a href="#">Learning for Justice</a>)</p> <p><b>Friend</b> - A person attached to another by feelings of affection; a person who is on good terms with another (<a href="#">Dictionary.com</a>)</p> <p><b>Respect</b> - A way of treating or thinking about something or someone</p> <p><b>Characteristic</b> - a distinguishing trait or quality of someone or something (<a href="#">Merriam-Webster</a>)</p>
Materials & Technology:	<p>Families Slide Deck</p> <p>Families and Friends Worksheet</p>
Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement



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**Beginning - Engage**

- Review the ground rules and the topic of Living and Nonliving from the previous session  
*“Last time we were together, we started our lesson by setting a few ground rules as a class. Do you remember the important ground rules we will all follow in this classroom?”* (Call on students to recall or read the classroom ground rules.) *“Why did we create these rules together? (Provide time for some students to respond.) These rules are important because they help all of us feel safe and comfortable in this classroom. Thank you for remembering to be respectful to everyone in our learning today.”*
- Review the topic of Living and Nonliving  
*In our last lesson, we learned about living and nonliving things. What are some of the things that living things can do that nonliving things cannot do? (Grow, Move, Breathe, Feel, or Interact with the world around them.) What are some examples of living things? What are some examples of nonliving things? (Provide time for some students to respond.) We also talked about the growth of living things from baby to juvenile and then to adult. What do we call this? (The Life cycle) For all living things, there are babies, juveniles, and adults, and the adults usually take care of the juveniles or babies and this is the first of the relationships we will talk about today.*
- Introduce the topic of families and friends  
*Humans are special because of the bonds or relationships we form with others. The first relationship you have in life is the relationship with your family. What is a family? Who are some of the people in your family?”*
- The teacher can guide the discussion about family using the questions below. Write down the various people that students identify from their families on chart paper or another tracking tool.
  - *What is a family?*
  - *Who are some of the people in your family?*

**Middle - Explore**

- Define Family  
*A family is a group of people who are going through the world together, often adults and the children they care for. No family is exactly the same as another family and that is what makes each person’s family so special. Let’s explore some different types of families!*
- The teacher presents the Families slide deck. Read each slide in order.  
*In these pictures, we saw lots of different types of families. We saw families with two parents and some families with only 1 parent. We also saw that some children live with their grandparents, adoptive parents, or foster parents. We also saw families that have no children and only pets. What other types of families have you heard of or seen? Who else could children live with in their family?*
- Respecting different kinds of families  
*As we have seen, there are many kinds of families and many of them might look different from your own. They are a special group of people who take care of one another and it is important that we show everyone the respect they deserve. What is respect? Define Respect: *Respect is a way of treating or thinking about something or someone. Being respectful requires that you consider how your actions will**

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*make other people feel. If something you say or do makes them feel good or safe, then it is respectful. How can you show respect to families that are different from your own?* Provide time for students to think about this question and respond. It may not be immediately apparent for students to understand this question. The teacher may prompt the students with possible answers such as Doing activities with friends from other families, Inviting all class members to their birthday party, and Using kind words towards others.

- Transition to discussing friends following the concept of respect.  
*Showing respect to other families is a lot like how we show respect or kindness to our friends in this class and in the school. How does it feel when a friend shows you respect or kindness?* Provide time for students to think about this question and respond. *That's right, it makes us feel good, happy, or safe. What are some other things a friend could do to make you feel this way?* The teacher may write some of these actions on a chart paper or other tracking tool.
- Define Characteristic  
*A characteristic is a distinguishing trait or quality of someone or something. It is not just something that they do but is part of who they are. If someone always helps us when we fall or always says nice things to us, then we might say they are kind. Usually, the characteristics of our friends help us to feel good about them.*
- Think-Pair-Share  
*What are some characteristics that you might want in a good friend?* Provide students with time to discuss with a partner and then share out loud to the class. Possible responses: Kind, Caring, Honest, Funny, Generous, and Helpful. *These are all characteristics that make us feel good. We might see these characteristics in our friends or in our family members.*

End - Evaluate (10 Minutes)

- Family and Friends Worksheet - Circles  
*For the final activity in this lesson, we will take the time to recognize the family and friends in our life that are important to us. You are at the center of your world, or your circle. Your family are the people who are closest to you and care for you. In the FAMILY circle, write in the names of your family members who make you feel safe and happy. Then, in the FRIENDS circle, write in the names of the friends who demonstrate the characteristics of a good friend in order to make you feel good.*
- Family and Friends Worksheet - Respecting others  
*Then, at the bottom of the worksheet, it says, "One thing I will do to show kindness to someone different from me is \_\_\_\_\_" Think about someone who might be different than you and what you can do to make them feel happy or safe. Write that action on the line.*



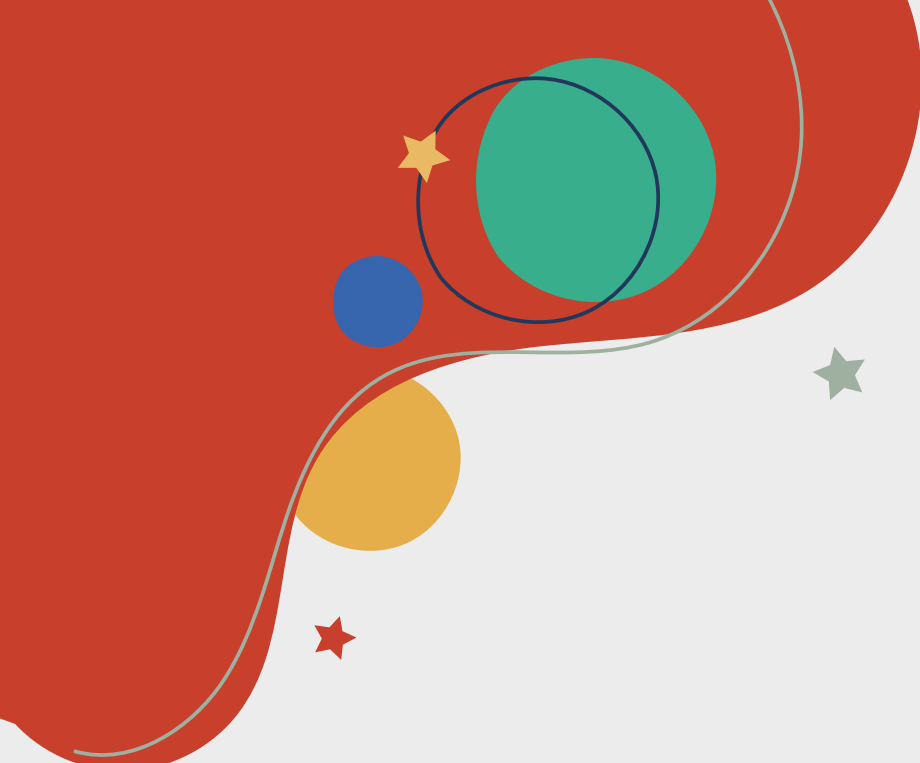
**DIFFERENT  
KINDS OF  
FAMILIES**

DRAFT




**FAMILIES ARE THE  
PEOPLE WHO GO  
THROUGH LIFE  
WITH YOU!**





**FAMILIES OFTEN  
LIVE TOGETHER IN  
THE SAME HOUSE  
AND THEY CARE  
FOR ONE  
ANOTHER.**

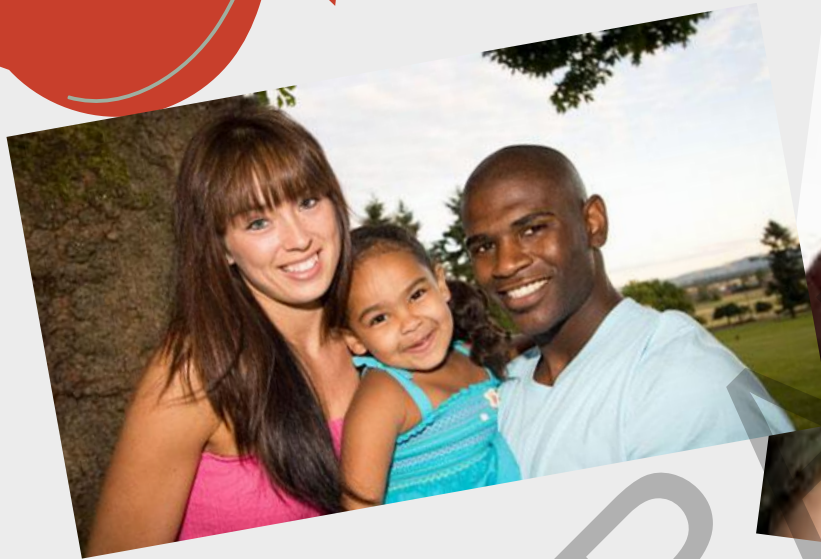




# THERE ARE MANY DIFFERENT KINDS OF FAMILIES.



**Some FAMILIES HAVE 2  
PARENTS AND CHILDREN**



**Some FAMILIES HAVE 1  
PARENT AND CHILDREN**







**SOME CHILDREN LIVE WITH  
THEIR GRANDPARENTS**



**AND OTHERS LIVE WITH THEIR  
ADOPTIVE OR FOSTER PARENTS!**





# **SOME FAMILIES MIGHT NOT HAVE ANY CHILDREN**



**AND SOME MIGHT  
ONLY LIVE WITH  
PETS!**



**IT DOES NOT MATTER WHAT A  
FAMILY LOOKS LIKE...**





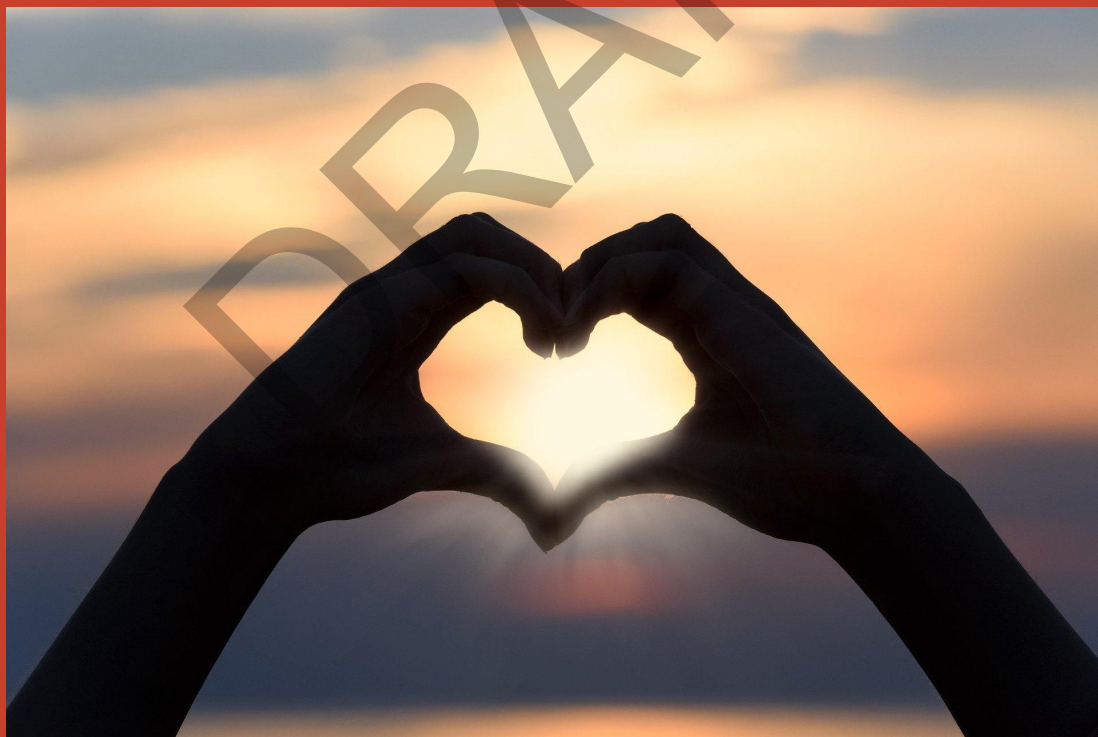
**OR WHETHER IT IS BIG...**



**OR SMALL...**



**ALL FAMILIES  
ARE SPECIAL!**



# THANKS!

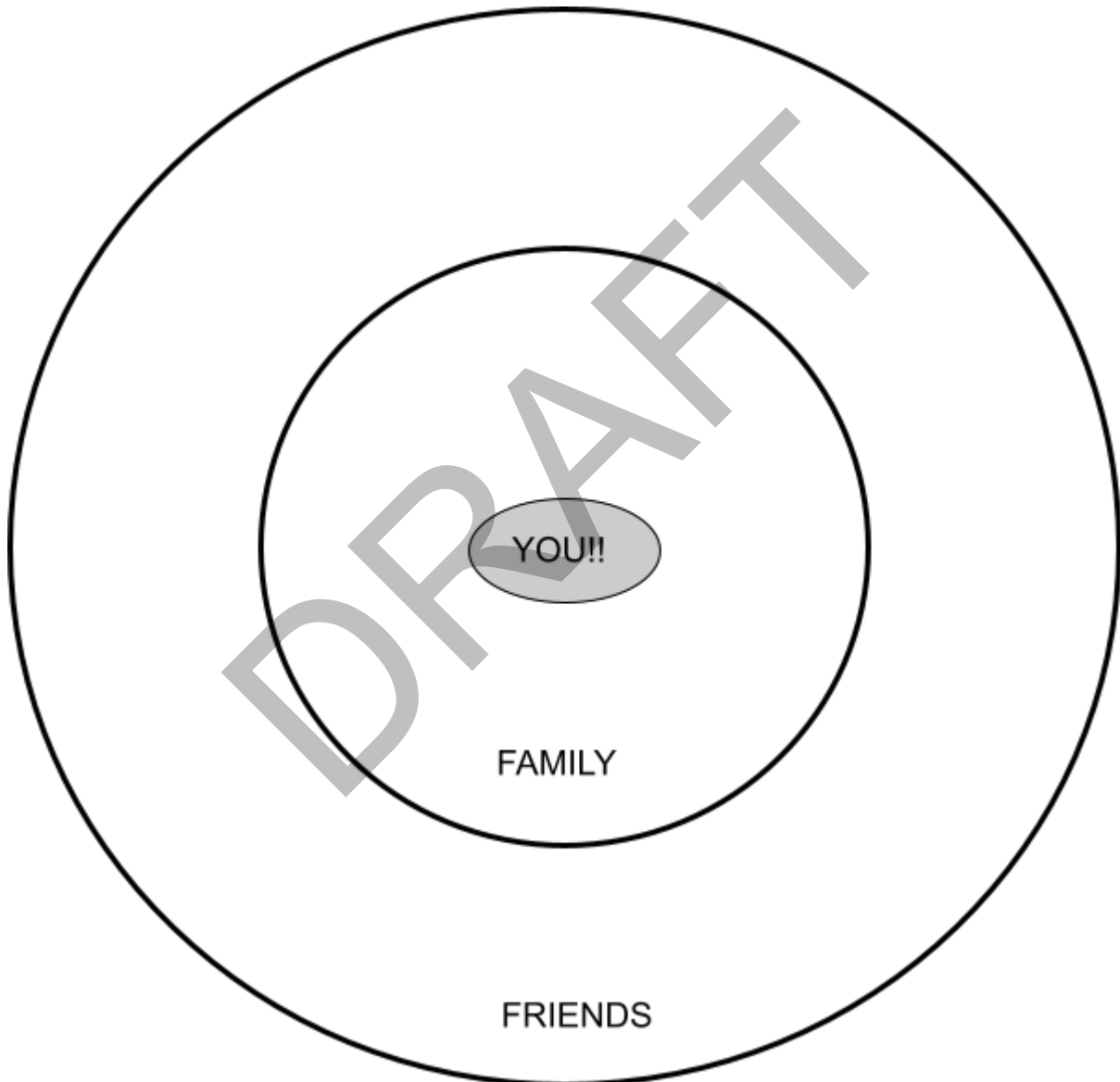
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# Families and Friends

You are at the center of your world. Fill in the circles below with the names of the family and friends that make you feel happy and safe.



One thing I will do to show kindness to someone different from me is \_\_\_\_\_.

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2. Two ways rules are kept;
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**Teacher Tips:**

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- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	Boys and Girls
Grade:	1st Grade
NSES:	<ul style="list-style-type: none"> <li>● Describe differences and similarities in how boys and girls may be expected to act (Identity 2.CC.1)</li> <li>● Provide examples of how friends, family, media, society and culture influence ways in which boys and girls think they should act (Identity 2.INF.1)</li> <li>● Identify healthy ways for friends to express feelings to each other (Healthy Relationship 2.IC.2)</li> </ul>
Lesson Objectives:	<p>I can tell ways that people believe boys should act.            I can tell ways that people believe girls should act.            I can tell some sports, hobbies or activities that I like.            I can use “I statements” to express my feelings.</p>
Estimated Lesson Time:	30-40 minutes
Vocabulary:	<p><b>Influence</b> - to have an effect on someone or something  <b>Identity</b> - how you feel about yourself, a person's beliefs and personality  <b>Feelings</b> - an emotional state or a reaction  <b>'I Statement'</b> - a strategy for clearly expressing one's feelings</p>
Materials & Technology:	<p>Boy, Girl, or Everyone Images (optional)            'I' Statement Template            'I' Statement Worksheet</p>
Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement



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**Beginning - Engage**

- Review classroom ground rules  
*Before we begin the lesson today, can someone please remind the class about our agreements for having tough conversations and learning about our body and our relationships?* Provide enough time to review each of the ground rules and what they mean or look like in the classroom.
- Review the concepts of family, friends, and respect  
*Last time, we learned about different kinds of relationships we have with others and how they make us feel. What are the two types of relationships we discussed? (Family and Friends) What are some ways that can show respect towards other families or friends who might be different from you?* Provide enough time for students to respond and explain.
- Introduce Identity/Personality  
*In these lessons, we have been exploring how your relationships make you feel. Today, we are going to think more about ourselves and what we do to make ourselves feel happy and safe. We will think about who we are and what we like to do. This is called our identity, or personality. Let's think about the different things that we like.*
- On a chart paper or other tracking tool, the teacher will write student responses to the following questions.
  - *What are some foods that you like?*
  - *What are some hobbies that you like?*
  - *What are some sports that you like?*
- Reflect on the chart that shows the student preferences.  
*Let's look closer at this list and think if this list is correct for everyone in the class. Raise your hand if you like \_\_\_\_\_.* Look around. Does everyone have their hand raised, yes or no? Continue in this manner and encourage students to look around and see if everyone likes the same things from the list. Most likely, not all students will like every item that is on the list.

**Middle - Explore**

- Use one student example from the list above and highlight how influence makes others feel. The teacher may also use the example below.  
*I noticed that [Student's Name] didn't like \_\_\_\_\_.* How would it make you feel if someone tried to make you do \_\_\_\_\_? Other example: Imagine that you don't like eating cheeseburgers. How would it feel if someone tried to make you eat a cheeseburger?
- Introduce and Define Influence  
*Influence means to have an effect on someone or something. Another person or the media might try to get you to think or do something that you don't actually want to do. Here is an example of influence: Imagine that you have a friend who likes to play basketball, but you don't really like to play basketball. Then, at recess you go outside to play with your friend who is already playing basketball so you go play with them too. This is influence. Someone or something else had an effect on a choice that you made.*



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- Boy-Girl Comparison

*Now I have a big challenge for you. I am going to say one item from the list of things that we like. Instead of raising your hands, this time I want you to say if this is something that a boy should like, a girl should like, or that everyone can like.* The teacher should call out a few items from the list that can obviously be labeled as 'Everyone,' most students will see that all foods can be enjoyed by everyone and not labeled as Boy or Girl. Then, the teacher should state a few of the more challenging items that some students might think are only for boys or girls. Many of these will be on the list of games or clothes. (The teacher may use the Boy, Girl, or Everyone Images that are provided.)

- Reflect on the Boy or Girl Responses

For each item that students think is labeled as a Boy or Girl item, the teacher should ask a follow-up question: *Why do you think this is only for boys? Why do you think this is only for girls? What are some examples of things that other people believe boys should do or how boys should act? What are some examples of things that other people believe girls should do or how girls should act?* Provide time for students to share their thinking.

- Say:

*We all have our own likes and dislikes. Whatever you like to do, or whatever you like to eat, or whatever you like to wear, then that is OK! If you like to dance, DANCE! If you like to wear shorts, WEAR SHORTS! If you like to paint, PAINT! It is normal for everyone to like different things, this is part of our identity, or who we are. Sometimes others will try to influence our choices and make us do something that we don't want to do. It is ok to stand up for your feelings and tell them why. In the next activity we will practice clearly telling others how we feel. Sometimes, we might disagree on who should like different things. It is important to treat others with respect even though they may not like what we like. We must also be prepared to clearly tell others how we feel if they are not respecting our choices, our likes, or our identity.*

- Practice using 'I statements'

*Today we are going to help people state their feelings using 'I' Statements. An 'I' Statement is a strategy for clearly telling your feelings. Let's look at an example.* The teacher will show the I Statement template image to all students and explain the example that is given. *In this example, the person says, "I feel sad when people ignore me because it hurts my feelings." They filled in the blanks with the clear words they were feeling. Let's try an example together using this situation. Imagine that you are on the playground and another student came up to you and poked you with a stick and you did not like it because it hurt. What is an 'I' statement that you could say to the other student?* Possible response: I feel angry when people poke me with sticks because it hurts my body. \*Note: the goal of an I statement is not to blame or shame the other person, which is why the 'I' statement template uses the word 'people' instead of 'you.' *Let's try another example. Imagine that a girl in your class is playing soccer at recess and a boy student says to her, "Hey! You can't play because soccer is only for boys!" What could the girl say to the boy using an 'I' statement?* Possible response: I feel upset when people say I can't play soccer because it is a game that everyone can play.

**End - Evaluate**

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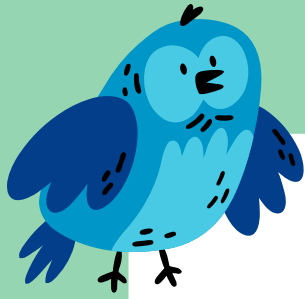
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- Think - Pair - Share: In this activity, the teacher will provide two scenarios and the students will discuss with a partner how they could respond using an 'I' Statement.
  - *Scenario 1: John loves dancing during PE class, but his friend says, "That's silly. Dancing is just for girls!" What could John say?*
  - *Scenario 2: Stephanie wants to join the robotics club after school. She really likes doing math and building things. Her friend, Mariah, says, "Eww. There are so many boys in that club. It's just boy stuff." What could Stephanie say?*

- My Identity Worksheet: In this activity, students will practice using 'I' Statements to clearly express their feelings.

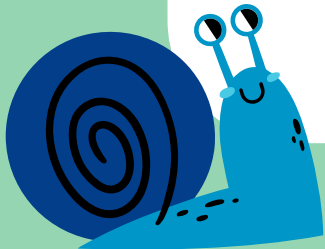
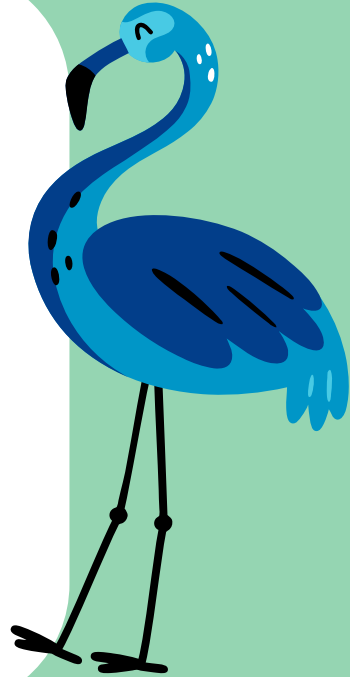
*In this activity, you will complete four 'I' statements for four different feelings. Think about each of these feelings: Happy, Angry, Sad, and Super Excited. For each feeling, write when you felt that feeling and why.*

DRAFT



# BOY, GIRL OR EVERYONE

Kinder - Lesson 5



FOR EACH PICTURE, TELL IF  
IT IS SOMETHING A **BOY**  
SHOULD LIKE, A **GIRL**  
SHOULD LIKE, OR **EVERYONE**  
CAN LIKE!

**BOY, GIRL, OR EVERYONE?**



**WATER?**

**EVERYONE!!!**

**BOY, GIRL, OR EVERYONE?**



**FRUIT?**

**EVERYONE!!!**

**BOY, GIRL, OR EVERYONE?**



**PIZZA?**

**EVERYONE!!!**

**BOY, GIRL, OR EVERYONE?**

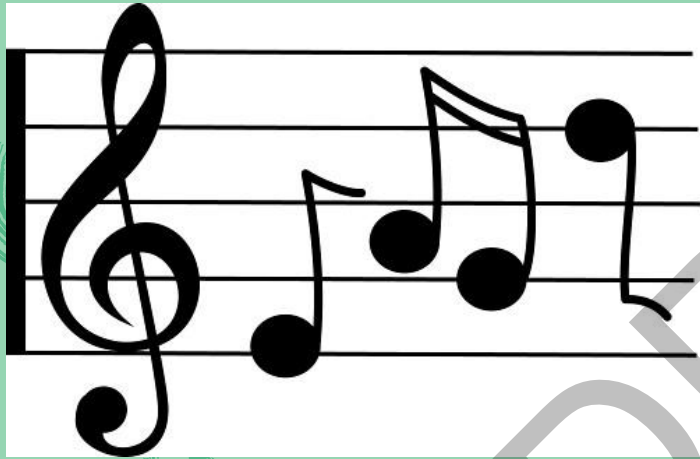


**SOCCER?**

**EVERYONE!!!**



**BOY, GIRL, OR EVERYONE?**



**DANCING?**

**EVERYONE!!!**

**BOY, GIRL, OR EVERYONE?**



**DOLLS?**

**EVERYONE!!!**

**BOY, GIRL, OR EVERYONE?**



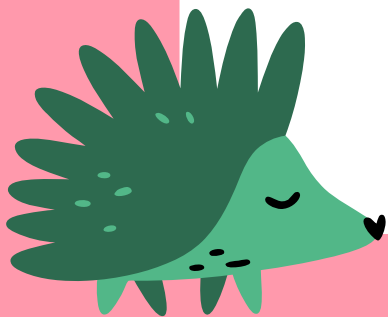
**TRUCKS?**

**EVERYONE!!!**

**ALL** THINGS CAN  
BE ENJOYED BY  
**ALL** PEOPLE!!



# THANKS!



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# 'I' Statements

**Example:**

**I feel sad**

**When people ignore me**

**Because it hurts my feelings.**

**Your turn:**

**I feel \_\_\_\_\_**

**When people \_\_\_\_\_**

**Because \_\_\_\_\_**

# 'I' Statements

Practice making an 'I' Statement for each of the feelings below.

1. I feel **HAPPY** when \_\_\_\_\_  
because \_\_\_\_\_.

2. I feel **ANGRY** when \_\_\_\_\_  
because \_\_\_\_\_.

3. I feel **SAD** when \_\_\_\_\_  
because \_\_\_\_\_.

4. I feel **SUPER EXCITED** when \_\_\_\_\_  
because \_\_\_\_\_.

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**Ground Rules:** Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum. Students will describe or identify:

1. Two classroom ground rules;
2. Two ways rules are kept;
3. A parent(s) or trusted adult to talk to about today's lesson.

**Teacher Tips:**

- Review "Guidelines for Discussion" to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don't feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	Bullying and Teasing
Grade:	1st Grade
NSES:	<ul style="list-style-type: none"> <li>● Explain what bullying and teasing are (Personal Safety 2.CC.2)</li> <li>● Explain why bullying and teasing are wrong (Personal Safety 2.CC.3)</li> <li>● Identify parents and other trusted adults they can tell if they are being bullied or teased (Personal Safety 2.AI.2)</li> <li>● Demonstrate how to respond if someone is bullying or teasing them (Personal Safety 2.IC.2)</li> </ul>
Lesson Objectives:	<p>I can tell the difference between bullying and teasing.</p> <p>I can tell why bullying and teasing are wrong.</p> <p>I know at least two adults I trust and can talk to if I am bullied.</p> <p>I can show what to do if I am bullied or teased.</p>
Estimated Lesson Time:	30-40 minutes
Vocabulary:	<p><b>Bullying</b> - one significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power that causes direct physical, mental, or emotional harm and may be written, verbal or physical. (AISD policy definition)</p> <p><b>Teasing</b> - Doing something to provoke or make fun of someone in a playful way (Oxford definition)</p> <p><b>Trust</b> - to believe in, or agree with, someone or something</p>
Materials & Technology:	<p>Teasing Images</p> <p>Bullying is BOO!</p> <p>BrainPop Jr - Bullying</p> <p>Bullying and Teasing Worksheet</p>
Spanish Materials:	



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SPED Considerations:	See General Accommodations Supplement
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**Beginning - Engage**

- Review classroom ground rules

*Before we begin the lesson today, can someone please remind the class about our agreements for having tough conversations and learning about our body and our relationships?* Provide enough time to review each of the ground rules and what they mean or look like in the classroom.

- Review the concepts of feelings and influence

*Last time, we learned other people or things can influence how we feel. We might be influenced or expected to act or behave in ways that don't align with our identity, or personality. We practiced using 'I' Statements to clearly express both positive and negative feelings.*

- Introduction

*Today we are going to focus on recognizing and understanding things that might cause us to have feelings such as sadness, anger, or fear. Let's start by looking at some pictures. For each image, describe what you see.*

- Image 1: There are two people who look like kids. One might be a boy and one might be a girl. One person is pointing at another person who has a tear on their face.
- Image 2: There are two people in this image and both appear to be boys. One is bigger and pointing and laughing at the smaller boy who appears to be crying.
- Image 3: There are two people in this image and both appear to be girls. One girl is pointing at the other girl who has her face in her hands.

*What do you think is going on in these images?* Possible responses: Bullying, teasing, making fun of someone, Hurting someone's feelings.

**Middle - Explore**

- Introduce Teasing

*Teasing means that we do something to provoke or make fun of someone (Oxford Definition). Sometimes adults and kids tease others in a playful way. They might say, 'I'm joking' or 'I was just kidding.' It is important that if someone is teasing, even if they are being playful or joking, and the other person does not like it, then the teasing should stop. How would you feel if a friend were teasing you and they didn't stop when you asked them to stop? (Provide time for students to share their thinking.) How could you use an 'I' Statement to express your feelings? If another person teases you so much that you feel these very big emotions or you feel this way over and over, then it is called bullying.*

- Introduce Bullying

*Bullying is one significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power that causes direct physical, mental, or emotional harm and may be written, verbal or physical. (AISD policy definition) Bullying is always wrong because it causes other people to feel sad, upset, or hurt. Let's learn more about Bullying.*

- Show Bullying is BOO! Slides

Slide 1: *It can be hard to understand bullying so this friendly ghost will help us better understand it. This*

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*is BOO. They are a kind ghost and their name, BOO, can help us recognize bullying.*

*Slide 2: The B stands for Being Mean. Any action or behavior that causes someone else to feel hurt, upset, sad, or afraid is mean. This could be physical like hitting, kicking, or pushing as well as emotional like name-calling and excluding others. The O stands for On Purpose. This means that someone knows and understands that they are trying to make someone else feel bad. They are doing it on purpose. They want to make someone feel hurt, upset, sad, or afraid. The last O stands for Over and Over Again. This means that the person continues to hurt someone's feelings even after they have said, "Stop," or even if an adult has told them to "Stop."*

- Watch ['Bullying' on BrainPop Jr.](#)

*In this video we will learn more about bullying and what you can do if you experience it or see it happening to others. Watch the video. Let's focus on what you can do if you experience or see bullying. Think back to the video, what can you do if someone is bullying you? Provide time for students to share their thinking. Great! Three important strategies are to stay calm, tell the bully to stop, and tell an adult. Now, what can you do if you see someone who is being bullied? Provide time for students to share their thinking. Great! You could tell an adult yourself, you could team up with others to stand up to the bully, and you could be a good friend to the person being bullied.*

- Discuss Trusted Adults

*We have heard a few times that talking to a trusted adult is a good strategy for dealing with teasing and bullying. But how do you know who a trusted adult is? Trust means that you believe in someone or something and that you agree with them. A trusted adult is someone who we believe will help us or support us. They make us feel safe. Think for a moment about the adults in your life. Are there any that make you feel safe and supported? On your worksheet today, you will have the chance to pick two adults that you trust to talk with if you are ever feeling teased or bullied. I challenge you to pick one adult from your family or who lives with you and one adult in school. That way, you have an adult you can talk to wherever you are.*

**End - Evaluate**

- The teacher leads a review discussion using these guiding questions
  - *Why are teasing and bullying wrong?*
  - *What can you do if you are being teased or bullied?*
  - *What can you do if you see someone being teased or bullied?*

- Bullying and Teasing Worksheet

*On your worksheet today, you will use the ghost BOO to tell about bullying. You will state how bullying makes other people feel, and you will identify the TWO adults in your life that you trust and can talk to if you are feeling teased or bullied.*

- Preview the Bodies and Boundaries Lesson

*In our next lesson, we will explore the most important relationship you have and that's the relationship you have with yourself! We will learn about our bodies and your rights to your own body.*

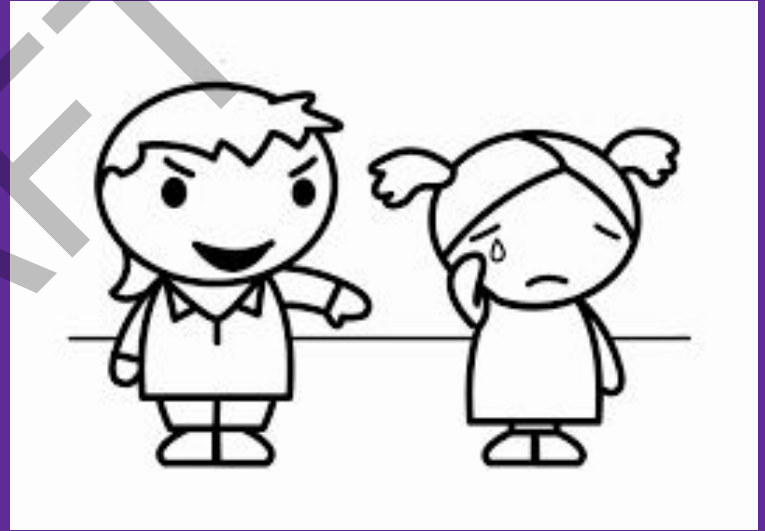
**For each image, describe what you see.**

DRAFT

# What do you see?

I see a \_\_\_\_\_.

Someone is \_\_\_\_\_.



—

# What do you see?

I see a \_\_\_\_\_.

Someone is \_\_\_\_\_.



# What do you see?

I see a \_\_\_\_\_.

Someone is \_\_\_\_\_.



Hi! My name is  
**BOO**. You can  
use my name to  
better understand  
bullying!



# BULLYING IS...

**B - BEING MEAN**

**O - ON PURPOSE**

**O - OVER AND  
OVER AGAIN**



Hi! My  
name is  
**BOO!**



# Bullying and Teasing

Bullying is...

Being \_\_\_\_\_

On \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_ again.

Bullying is wrong because it makes people feel

\_\_\_\_\_.

If I am teased or bullied, I will tell a trusted

adult. I can tell \_\_\_\_\_

and \_\_\_\_\_.

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**Ground Rules:** Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum. Students will describe or identify:

1. Two classroom ground rules;
2. Two ways rules are kept;
3. A parent(s) or trusted adult to talk to about today's lesson.

**Teacher Tips:**

- Review "Guidelines for Discussion" to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don't feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	Bodies and Boundaries
Grade:	1st Grade
NSES:	<ul style="list-style-type: none"> <li>● Use proper names for body parts, including male and female anatomy (Anatomy &amp; Physiology 2.CC.1)</li> <li>● Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched. (Personal Safety 2.CC.1)</li> <li>● Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched (Personal Safety 2.AI.1)</li> <li>● Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable (Personal Safety 2.IC.1)</li> <li>● Demonstrate how to clearly say no, how to leave an uncomfortable situation and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable (Personal Safety 2.SM.1)</li> </ul>
Lesson Objectives:	<p>I can tell the names of my body parts.</p> <p>I know that I am the only person who gets to touch my body if I want.</p> <p>I can show how to respond to uncomfortable touch using the Go, No, Tell strategy.</p> <p>I know at least two adults I trust and can talk to if I am uncomfortable being touched.</p>
Estimated Lesson Time:	30-40 minutes
Vocabulary:	<p>Body Parts:</p> <ul style="list-style-type: none"> <li>● Head</li> <li>● Arms</li> <li>● Legs</li> <li>● Stomach</li> <li>● Buttocks - the external part of the bottom and back of the body</li> </ul>

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	<ul style="list-style-type: none"> <li>● Breast Area - the external part of the top and front of the body</li> <li>● Vulva - an external part of the female genitalia</li> <li>● Penis - an external part of the male genitalia</li> </ul> <p>Comfortable - the feeling of being safe and secure Uncomfortable - feeling yucky, scared, or unsafe</p>
Materials & Technology:	<p><a href="#">Parts of the Body Song</a> <a href="#">Head Shoulders Knees &amp; Toes</a> Anatomy &amp; Physiology Images Body Safety Rules Bodies and Boundaries Worksheet</p>
Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement

**Beginning - Engage (5-10 minutes)**

- Review classroom ground rules  
*Before we begin the lesson today, can someone please remind the class about our agreements for having tough conversations and learning about our body and our relationships?* Provide enough time to review each of the ground rules and what they mean or look like in the classroom.
- Introduction  
*In our first four lessons, we learned about our relationships with others and how they make us feel. We learned about families and we learned about friends. We have learned about the influences our families and friends have on us and how they make us feel. We learned how to identify our feelings and we practiced how to talk to others when they make us feel upset or afraid. Today, we are going to learn more about our bodies. The skills you have learned will be useful in talking with others about today's lesson.*
- Discuss - What Do Bodies Do?  
*First, let's think about all the incredible things that our bodies can do. What are some ways that your body can move?* (Possible responses: Walk, Run, Jump, Play, etc. Encourage students to do all the movements that they suggest. Have fun with this section.) *What are some other things that your body can do?* (Possible responses: Use their senses [touch, taste, smell, see, hear], Chew, Heart beat, lungs breathe. Be prepared for students to say silly things like burp or use the bathroom. Remember to affirm the student and respond seriously.) *Yes! These are all wonderful and real things that our body can do. Let's learn more about the parts of the body and what they do. Starting with a few body parts you might already know.*
- Songs about bodies - Practice learning about bodies with songs that students may already know
  - [Parts of the Body Song](#)
  - [Head Shoulders Knees & Toes](#)

**Middle - Explore (10-15 Minutes)**

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- Show slide 1 of Anatomy & Physiology images  
*Our bodies are wonderful things that can do so much. There are lots of parts to our bodies and you named quite a few parts during the song. There are lots of different ways that people talk about the parts of their body. In the first pictures, we can see that each body has a head, arms, stomach and legs. What does our head do for our body? What about our arms, legs, and stomach? Provide time for students to share their responses.*
  
- Introduce Body Parts  
*Next, we are going to talk about the parts of the body that most people keep covered and that's why they are often called the 'Swimsuit Area.' These are the parts of the body that we almost always keep covered. In our class, we will learn and use the proper names for these body parts. They're not weird or funny. Everyone has them! These are also the few parts of the body that are different for different types of people. Let's take a look at the pictures."*
  
- Show slide 2 of Anatomy & Physiology images  
*In these pictures, four body parts are labeled: the Breast Area, Buttocks, Vulva, and Penis. All people have the breast area which is the top and front part of our body. Inside the breast area is our heart, lungs, and ribcage. All people also have buttocks, which many people call their bottom. The buttocks are located on the back of our body. The two parts that are different for some people than others are the parts on the front of our body. Most of the time, females are born with a vulva on the outside of their body. On the other hand, males are born with a penis on the outside of their body. These parts, just like all the other parts in your body, are normal and do important jobs and just like every other part of your body, from your hand to your head, you have the right to decide whether or not another person touches these parts.*
  
- My Body Rules  
*There are a few important rules when it comes to your body. These rules will help you stay safe and understand when it is time to talk to a trusted adult. Display the 'My Body Rules' image.*
  - Rule 1: My Body is Mine *Rule 1 is My Body is Mine. That means that everyone has the right to say "NO" if they do not like if or how their body is being touched.*
  - Rule 2: I Know My Body *Rule 2 is I Know My Body. That means that we know and will always use the proper name for my body parts. It's not funny or weird. Everyone has these parts and knowing the name of them will keep you safe.*
  - Rule 3: No Secrets *Rule 3 is No Secrets. No one should ever ask you to keep secrets about your body especially if the secret makes you feel sad, scared, or uncomfortable.*
  - Rule 4: Telling is OK *Rule 4 is Telling is OK! If you are ever feeling sad, scared, or uncomfortable, especially about your body. It is always OK to tell an adult that you trust. It is important that you tell right away and do not wait.*

**End - Evaluate (5-10 Minutes)**

- Discuss Comfortable and Uncomfortable  
*In order to be able to use these rules it is important to know the difference between comfortable and uncomfortable. What do you think it means to be comfortable? (Possible responses: Happy, excited, energized, etc.) Yes, usually when we feel comfortable, we feel safe and happy, like everything is ok.*

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*What do you think it means to be uncomfortable? (Possible responses: Unsafe, feel yucky, sick to their stomach, sad, scared, etc.) Yes, usually when we feel uncomfortable we might feel scared, like something is not right or that we are not safe. If you ever feel uncomfortable or unsafe, you have the right to stop what is happening and tell an adult you trust like your parents or a teacher.*

- **Discuss No, Go, Tell Strategy**

*If you are ever in a situation when you feel scared, yucky, or uncomfortable, especially if someone touches your body and you don't like it, you can ALWAYS stand up for yourself. You can use the strategy of NO! GO! TELL!*

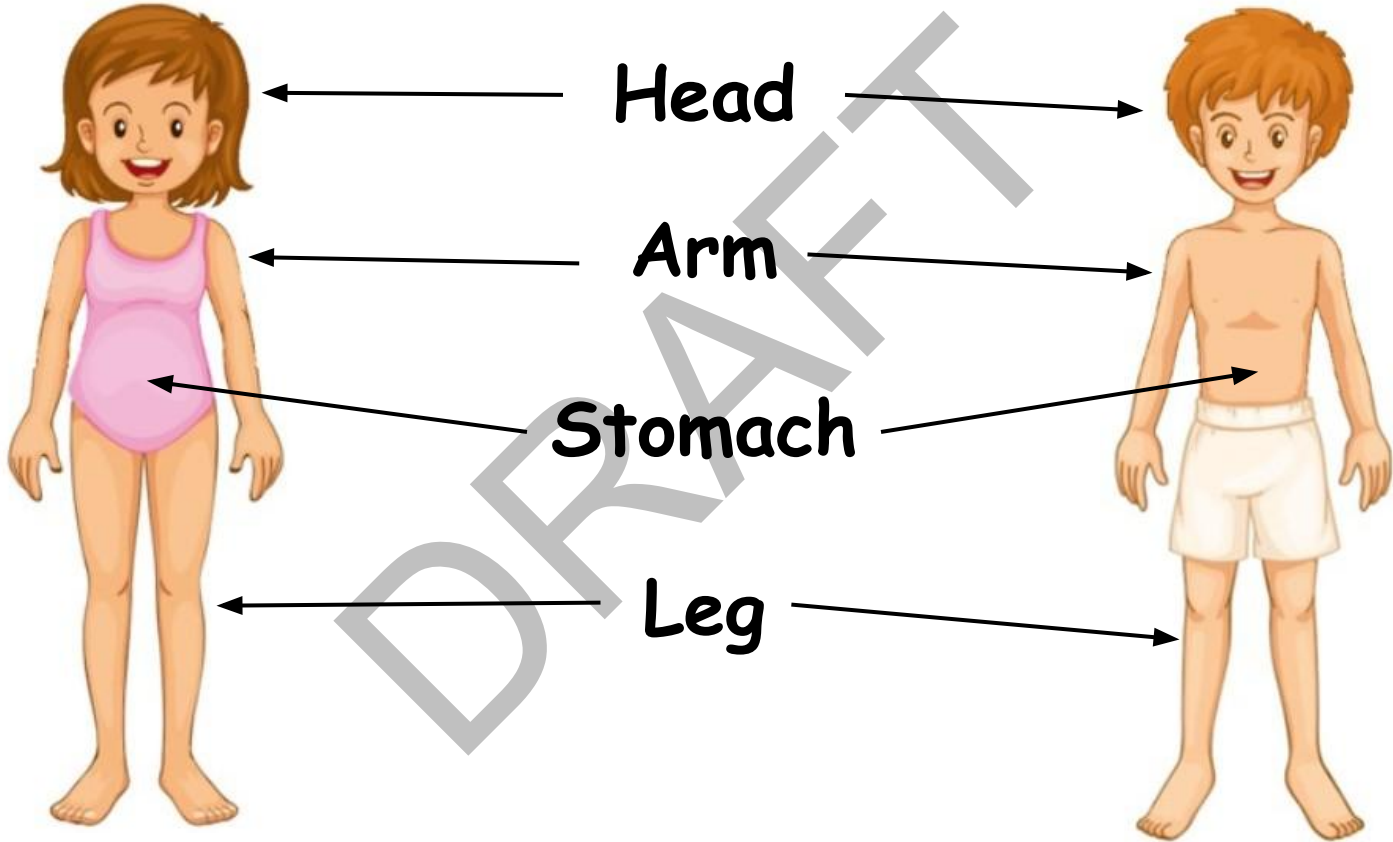
- *Say NO! Be confident and loud.*
- *Go to a safe space, try to find a place with other people.*
- *Tell a trusted adult as soon as possible. Tell them everything that happened including when, where, and what happened that made you feel that way. Use proper names.*

- **Students will complete the Bodies and Boundaries Worksheet**

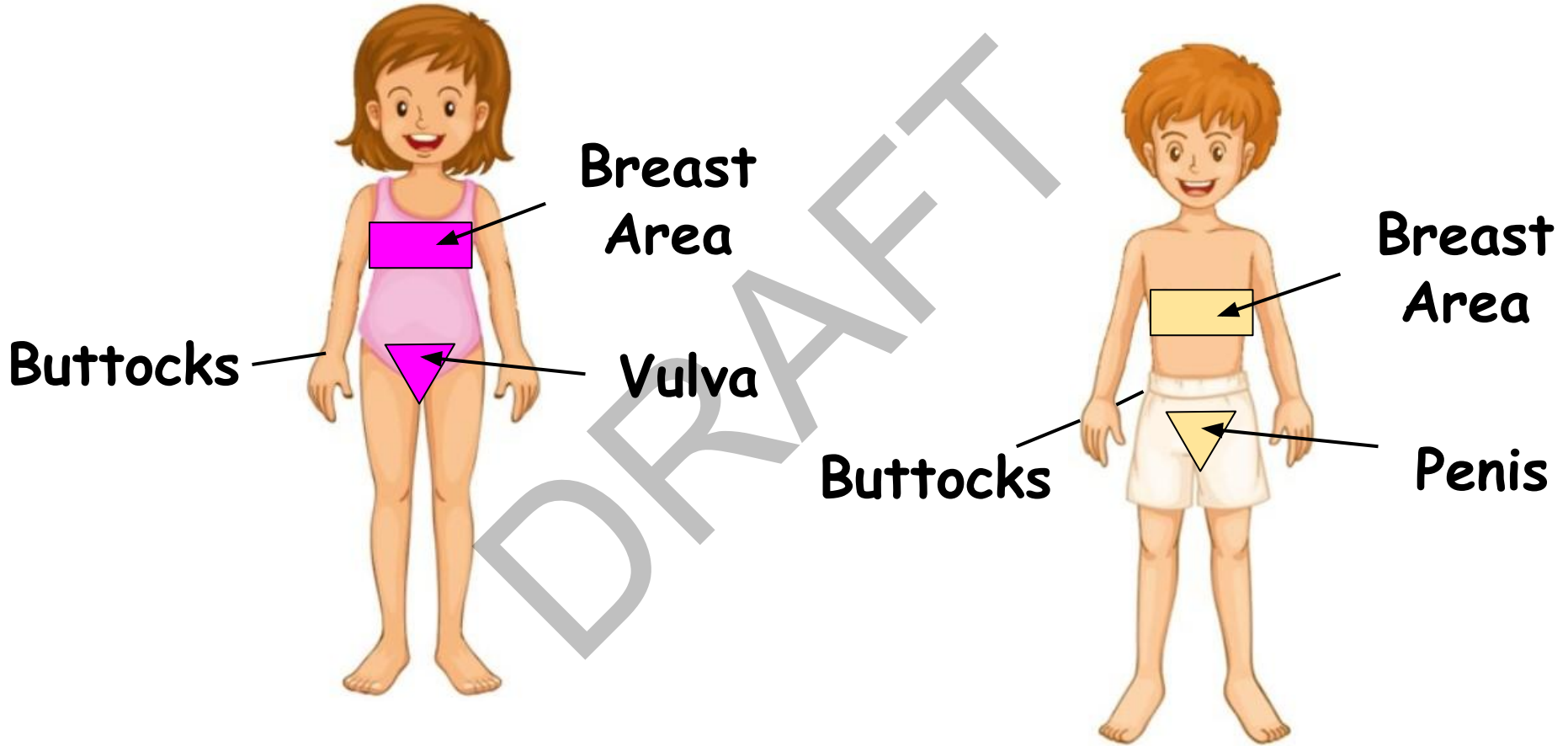
*For your work today, you will draw a line connecting the name of the body parts to the body that it belongs to. Remember, that some parts belong to both bodies. Then, fill in the blanks with the correct words to form the 4 Body Safety Rules.*

DRAFT

1st Grade



1st Grade



# My Body Safety Rules:

## 1. My Body is Mine

I have the right to say “NO” if I don’t like the way my body is touched.



## 2. I know My Body

I know the proper name for my body parts. It’s not funny or weird. Everyone has these parts.

## 3. NO secrets

No one should be asking me to keep a secret, especially if it makes me feel sad, scared, or uncomfortable.



## 4. Telling is OK!

I know at least 3 adults that I can tell if I am feeling sad, scared, or uncomfortable. If someone breaks my rules, I will tell right away!



# Bodies and Boundaries

Draw a line connecting the name of each private body part to the person who has the part.



Buttocks

Breast Area

Vulva

Penis



Fill in the blanks below with the words of the 4 Body Safety Rules!

1. My Body is \_\_\_\_\_!

2. I Know my \_\_\_\_\_!

3. \_\_\_\_\_ Secrets!

4. Telling is \_\_\_\_\_!

NO! GO! TELL!

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**Ground Rules:** Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum. Students will describe or identify:

1. Two classroom ground rules;
2. Two ways rules are kept;
3. A parent(s) or trusted adult to talk to about today's lesson.

**Teacher Tips:**

- Review "Guidelines for Discussion" to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don't feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	Reproduction
Grade:	2nd Grade
NSES:	● Explain that all living things reproduce (Pregnancy & Reproduction 2.CC.1)
Lesson Objectives:	I can tell that living things reproduce. I can tell that living things can only make new versions of themselves instead of something new.
Estimated Lesson Time:	30-40 minutes
Vocabulary:	<b>Reproduction</b> - the process through which new versions of the same thing are made
Materials & Technology:	Video: <a href="#">Living and Nonliving Things</a> Reproduction Slides Reproduction Worksheet
Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement

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**Beginning - Engage (5-10 minutes)**

- Introducing the unit

*Today, we will begin learning about relationships. Relationships are the connections you have with yourself and others, including your family and friends. When we talk about relationships, we often feel really big or really strong emotions. Sometimes, we might have emotions that feel good to us and sometimes we might feel emotions that do not feel as good. It is important to recognize these big emotions and know that whatever you are feeling is ok. Likewise, however other people feel is ok too. We will all feel different and we must be respectful of how others think and feel too.*
- Setting Ground Rules Discussion
  - The teacher will guide a discussion to set the ground rules for having hard conversations or learning about challenging topics in the classroom. The focus of the discussion should be on how to respect what someone is thinking or how they are feeling.
  - The teacher may write suggestions for classroom ground rules on a chart paper or similarly visible hard copy or digital document.
  - Guiding Questions:
    - *What does it mean to be respectful?*
    - *What are some things we can do to be respectful to the people in our class?*
    - *How will you make sure that you are respectful to the people in our class?*
- Teachers should refer to the 'Guidelines for Discussion' to ensure that all aspects of the guidelines have been addressed by the classroom rules agreed upon by students. Review the ground rules with students and remind them that the teacher is always available to support students who feel disrespected or uncomfortable.

**Middle - Explore (15 minutes)**

- Introduce the topic of Living and Nonliving and engage students in a discussion about the differences between living and non living things. The teacher may take notes on chart paper or digital documents to capture student perspectives.

*The first topic we will talk about is the relationship between living and nonliving things. What are some examples of living things? What are some examples of nonliving things? What is the difference between them?*
- Watch Video: [Living and Nonliving Things](#) and discuss the video using the following questions. The teacher may start and stop the video to ask these questions or wait until the video is over.
  - *What can living things do that nonliving things cannot?* Grow, Breathe, Move, Reproduce, and feel emotions
  - *What are some common emotions that living things can experience?* Anger, Fear, Happiness
  - *Fill in the blank, eventually, all living things will \_\_\_\_\_.*
  - *Plants are very different from humans and animals yet they are still living? Explain how plants move and breathe.* Plants are a little different than humans and animals because they don't move to a new place, but they can shift, turn, and grow towards the sun. They also breathe in the opposite of humans and animals. Plants inhale carbon dioxide and exhale oxygen. Plants

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can feel using their roots and leaves. They feel for moisture, or water, in the ground and they feel the temperature in the air.

- Continue the discussion

*Living things can interact with the world around them using their senses. Nonliving things are the opposite of living things, which means they cannot grow, move, breathe, reproduce, or feel. Living things all have a life cycle that includes their birth, life, and death. Throughout this lifecycle, they often will have different versions of themselves. This usually means they start their life as babies, then become juveniles, then become adults. For most living things, the adult cares for the juvenile to make sure that they are safe and grow into healthy adults.*

- Introduce Reproduction

*In the video, there was one big word that we need to learn: Reproduce. What do you think it means to reproduce? Provide time for students to share some responses. Reproduction is the process through which new versions of the same thing are made. When you trace a picture, you are reproducing the image. When a company makes a product that is the same as one they already have, they are reproducing the product. When living things reproduce, they are making new versions of themselves. That means that adult versions of a living thing make the baby versions. Let's think about that for a minute with different living things.*

- Present Reproduction Slides

*In these slides, we will look at different living things. We will try to match the adult with the baby versions that have been reproduced. The adult is on the left and the baby options are on the right. You pick the baby that matches the adult!*

**End - Evaluate (10 minutes)**

- Review the topic of living and nonliving using the following questions

- *What is the difference between living and nonliving things?*
- *How can you tell if something is living or nonliving?*
- *What are some examples of living things?*
- *What are some examples of nonliving things?*
- *What does it mean to reproduce?*

- Living and Nonliving Worksheet - In this activity, students will complete the worksheet by coloring the living things and then matching the juvenile with its adult.

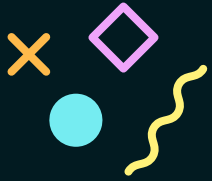
*In your worksheet, you will color all the living things that can reproduce. Then, write at least 3 things that living things can do that nonliving things cannot.* Provide students time to complete the worksheet.

- Preview the next lesson - Families

*Today, we learned about the differences between living and nonliving things. We also learned that living things have a life cycle through which they grow during their lifespan and that all living things reproduce. Next time, we will explore the relationships that humans have with one another. We will focus on families and learn about different kinds of families.*

# REPRODUCTION





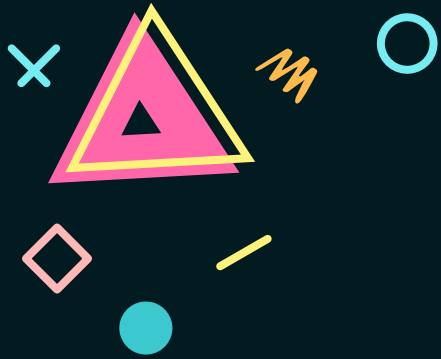
# REPRODUCTION



THE PROCESS THROUGH WHICH NEW VERSIONS  
OF THE SAME THING ARE MADE



FOR EACH PICTURE,  
MATCH THE ADULT  
WITH THE BABY



A.



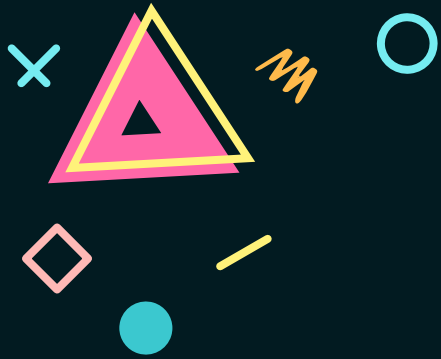
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B.







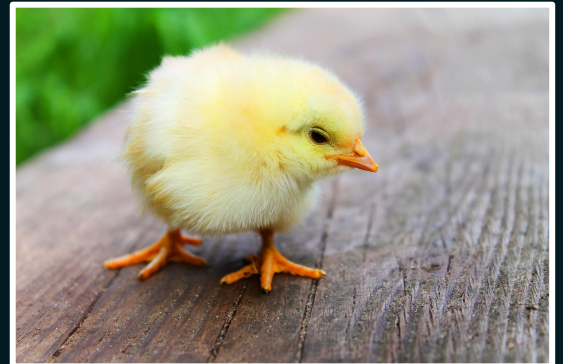
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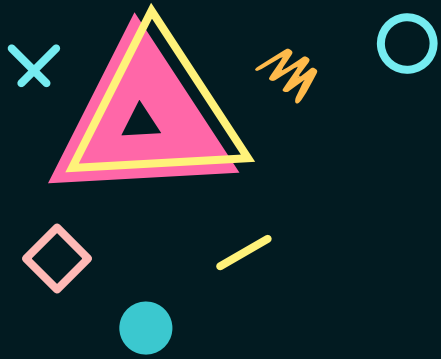


A.



B.





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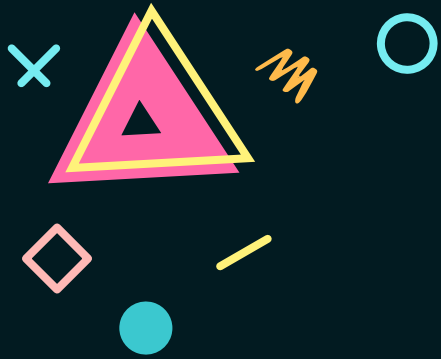


A.



B.





A.



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B.





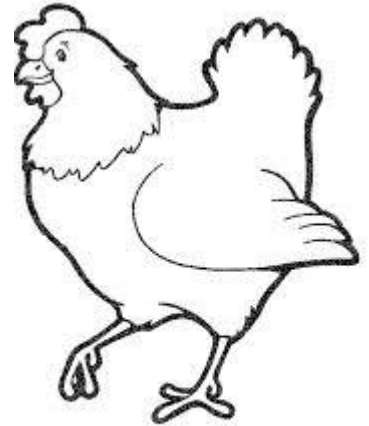
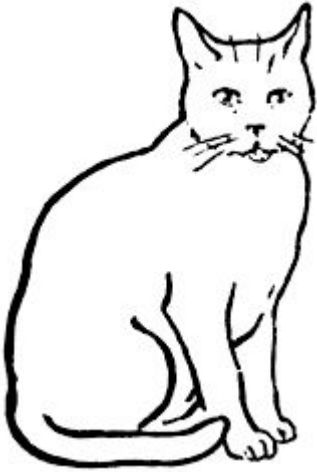
# THANKS!

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# Living Things

Circle all the living things that can reproduce.



What are 3 things that living things can do that nonliving things cannot?

- 1.
- 2.
- 3.



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- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	Families
Grade:	2nd Grade
NSES:	<ul style="list-style-type: none"><li>● Identify different kinds of family structures (Healthy Relationships 2.CC.1)</li><li>● Demonstrate ways to show respect for different types of families (Healthy Relationships 2.IC.1)</li></ul>
Lesson Objectives:	I can tell how my family is different from other families. I can show how to respect families that are different from mine.
Estimated Lesson Time:	30-40 minutes
Vocabulary:	Different Respect
Materials & Technology:	3 containers or paper bags labeled ADULTS, CHILDREN, PETS One coin One dice Family Member Cut Outs Families Worksheet
Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement

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**Beginning - Engage**

- Review the ground rules and the topic of Living and Nonliving from the previous session  
*“Last time we were together, we started our lesson by setting a few ground rules as a class. Do you remember the important ground rules we will all follow in this classroom?”* (Call on students to recall or read the classroom ground rules.) *“Why did we create these rules together? (Provide time for some students to respond.) These rules are important because they help all of us feel safe and comfortable in this classroom. Thank you for remembering to be respectful to everyone in our learning today.”*
  
- Review the topic of Living and Nonliving  
*In our last lesson, we learned about living and nonliving things. What are some of the things that living things can do that nonliving things cannot do?* (Grow, Move, Breathe, Feel, or Interact with the world around them.) *What are some examples of living things? What are some examples of nonliving things?* (Provide time for some students to respond.) *We also talked about the growth of living things from baby to juvenile and then to adult. What do we call this?* (The Life cycle) *For all living things, there are babies, juveniles, and adults, and the adults usually take care of the juveniles or babies and this is the first of the relationships we will talk about today.*
  
- Introduce the topic of families and friends  
*Humans are special because of the bonds or relationships we form with others. The first relationship you have in life is the relationship with your family. What is a family? Who are some of the people in your family?”*
  
- The teacher can guide the discussion about family using the questions below. Write down the various people that students identify from their families on chart paper or another tracking tool.
  - *What is a family?*
  - *Who are some of the people in your family?*

**Middle - Explore**

- Define Family  
*A family is a group of people who are going through the world together, often adults and the children they care for. No family is exactly the same as another family and that is what makes each person’s family so special. Let’s explore some different types of families!*
  
- **Family Photo Activity**
  - Materials: 3 containers or paper bags labeled ADULTS, CHILDREN, PETS; one coin; one dice; all emoji family member images cut out and separated into the 3 containers or paper bags with adults in one container, children in the second container, and pets in the third container. (The teacher may choose to do this with students in small groups to give every student a chance. If so, then print and cut out one set of family members for each group of students. Containers are not necessary for the activity as long as the family member cards are selected blindly, such as face down on a table.)
  - Purpose: This activity shows how random and different every family can be. Students will select members of the family from each of the bags at random. What they draw from the bags will create a ‘Family Photo’ that they may use on their worksheet.

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- Directions
  - Place the three containers in the front of the classroom
  - For each bag, the teacher or student will flip the coin first, then depending on the flip they may or may not roll the dice.
    - Number of ADULTS: Heads = 2; Tails = roll the dice
    - Number of CHILDREN: Heads = 0; Tails = roll the dice
    - Number of PETS: Heads = 0; Tails = roll the dice

- Say:

*In this activity we will be making Family Photos. These will be snapshots of what different kinds of families could look like. For this activity, there are three groups of living things that will make up the families, Adults, Children, and Pets. We will be using the coins and dice to randomly create different family groups. First, we will flip the coin for adults. If it is heads, then we can pick 2 adults from the Adults container. If it is tails, then we will roll the dice and the number on the dice is how many adults are in the family. Next, we will flip the coin for children. If it is heads, then there will not be any children in the family. If it is tails, then we will roll the dice and the number on the dice is how many children are in the family. Finally, we will flip the coin for pets. If it is heads, then there will not be any pets in the family. If it is tails, then we will roll the dice and the number on the dice is how many pets are in the family. Each time, we will draw the correct number from the bag without looking. Let's do one round together.*

- Reflection Discussion Questions

- *Who would like to describe the family that they chose during this activity?*
- *How is this family different from your real family?*
- *Are there any other family combinations that you know about?*

- Respecting different kinds of families

*As we have seen, there are many kinds of families and many of them might look different from your own. They are a special group of people who take care of one another and it is important that we show everyone the respect they deserve. What is respect? Define Respect: Respect is a way of treating or thinking about something or someone. Being respectful requires that you consider how your actions will make other people feel. If something you say or do makes them feel good or safe, then it is respectful. How can you show respect to families that are different from your own?* Provide time for students to think about this question and respond. It may not be immediately apparent for students to understand this question. The teacher may prompt the students with possible answers such as Doing activities with friends from other families, Inviting all class members to their birthday party, and Using kind words towards others.

End - Evaluate

- Families Worksheet

*For the final activity in this lesson, we will identify the important family members in our lives. On your worksheet, there are two squares. In the square on the left, you can draw an image of your family. Be sure to include every person who lives in your home and label your drawing with their names. Then, in the square on the right, draw a family that is different than yours. It can be one of the examples we*



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*pulled from the containers earlier or one that is completely your own design. Be sure to label each person in the drawing with their title, such as Mom, Dad, Brother, or Aunt.*

*Then, below the squares, think about what you can do to show respect to people from families that are different from yours. Write two ways that you can be respectful towards that family.*

- Preview the next lesson

*Today, we learned a lot about families and how important they are. Next time, we will learn about identity and the way that it can be influenced by our families, friends, and others.*

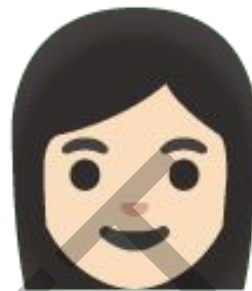
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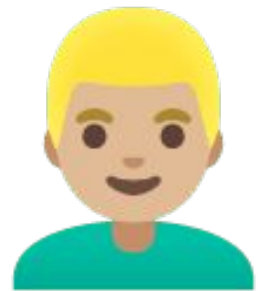
**Grandma**



**Grandpa**



**Mom**



**Dad**



**Grandma**



**Grandpa**



**Mom**



**Dad**



**Grandma**



**Grandpa**



**Mom**



**Dad**



**Aunt**



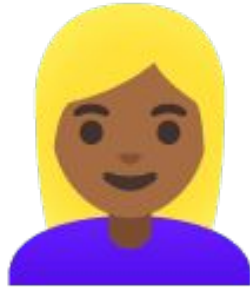
**Uncle**



**Step Mom**



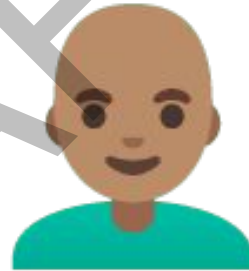
**Step Dad**



**Aunt**



**Uncle**



**Step Mom**



**Step Dad**

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**Baby Girl**



**Baby Boy**



**Daughter**



**Son**



**Baby Girl**



**Baby Boy**



**Child**



**Child**



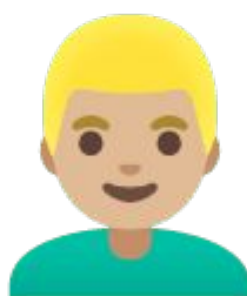
**Baby**



**Teenager**



**Teenager**



**Adult Child**



**Dog**



**Cat**



**Fish**



**Rabbit**



**Dog**



**Cat**



**Fish**



**Chicken**

# Different Kinds of Families

In the square below, draw a picture of your family. Make sure to include all family members who make you feel happy and safe.

In the square below, draw a picture of a family that looks different than yours. Label each member of the family.

--	--

Two ways that I can show kindness to families different than mine are:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

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Lesson Title:	Identity
Grade:	2nd Grade
NSES:	<ul style="list-style-type: none"> <li>● Describe differences and similarities in how boys and girls may be expected to act (Identity 2.CC.1)</li> <li>● Provide examples of how friends, family, media, society and culture influence ways in which boys and girls think they should act (Identity 2.INF.1)</li> <li>● Identify healthy ways for friends to express feelings to each other (Healthy Relationship 2.IC.2)</li> </ul>
Lesson Objectives:	<p>I can tell ways that people believe boys and girls should act.</p> <p>I can tell what my family believes about the differences between how boys and girls should act.</p> <p>I can respectfully disagree and compromise with a friend.</p>
Estimated Lesson Time:	30-40 minutes
Vocabulary:	<p><b>Influence</b> - to have an effect on someone or something</p> <p><b>Identity</b> - how you feel about yourself, a person's beliefs and personality</p> <p><b>'I Statement'</b> - a strategy for clearly expressing one's feelings</p> <p><b>Disagree</b> - to have different feelings or opinions than another person</p>
Materials & Technology:	<p>Angus All Aglow (Tumblebooks via MackinVia)</p> <p><a href="#">Remote Control Car Commercial Example</a></p> <p>Using 'I' Statements slides</p> <p>'I' Statements Worksheet</p>
Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement

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**Beginning - Engage**

- Review classroom ground rules  
*Before we begin the lesson today, can someone please remind the class about our agreements for having tough conversations and learning about our body and our relationships?* Provide enough time to review each of the ground rules and what they mean or look like in the classroom.
  
- Review the concepts of family, friends, and respect  
*Last time, we learned about different kinds of relationships we have with others and how they make us feel. What are the two types of relationships we discussed?* (Family and Friends) *What are some ways that can show respect towards other families or friends who might be different from you?* Provide enough time for students to respond and explain.
  
- Introduce Identity/Personality  
*In these lessons, we have been exploring how your relationships make you feel. Today, we are going to think more about ourselves and what we do to make ourselves feel happy and safe. We will think about who we are and what we like to do. This is called our identity, or personality. Let's think about the different things that we like.*
  
- On a chart paper or other tracking tool, the teacher will write student responses to the following questions.
  - *What are some of your favorite things?*
  - *Next, we are going to read a story about a boy and some of his favorite things. As we listen to the story, identify at least one thing that he likes and one feeling he has during the story.*

**Middle - Explore**

- Read: Angus All Aglow
  - To access this book, log into the **AISD portal** and then select **MackinVia**
  - On the left side, select **Databases** and then look for and click to open **Tumble Premium**
  - In the top right corner, click on **TumbleSearch**
  - In the **Search by Title** space, type in '**Angus All Aglow**'
  - When the book information appears, click on **Read Online** to begin a narrated version of the story.
  
- During the story, the teacher may stop and ask questions or wait until the end of the story. Use the following guiding questions to review the story with students.
  - *Who is the main character in this story?*
  - *What are some of the things that Angus likes?*
  - *How did Angus feel when Grandma June gave him the necklace?*
  - *What did the kids at school do when Angus arrived wearing the necklace?*
  - *How did that make him feel?*
  - *Why is Melody an important character in the story?*
  - *How did Angus get his glow back?*



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- Reflect on the story with students.

*In this story we heard about how the kids at school laughed at him and made fun of him. Why do you think they did that?* Help students understand that the kids in the story laughed at Angus because he is a boy and boys aren't supposed to wear necklaces. *Interesting! How did it make Angus feel when other kids laughed at him for wearing a necklace?* Sad, upset, etc. *That's right, Angus did not feel very good. We said that some of Angus' favorite things are sparkly. That is simply who he is. It's part of his personality, his identity. That's just like us and the things we like.* Refer back to the list that students made. *These things are the parts of your personality or identity. The things that you like make up who you are.*

- Define and Discuss Influence

*Sometimes, other people will try to influence how we think or feel about ourselves or others. Influence means to have an effect on someone or something. Other people can influence us or media like TV and movies can influence us. For example: Imagine that you are watching TV and a commercial comes on the screen for a new remote control car. In the commercial there are boys playing with the car. [Video Example](#) This commercial is influencing how we think and feel about toy cars. The commercial implies that only boys play with cars. Is that true? Can girls play with cars too? Girls, raise your hand if you like cars too. Some girls like cars and some do not. This works in the opposite way too. Boys, raise your hand if you like cars. Do all boys like to play with cars? Maybe all the boys in this class like cars, but do you think that all boys like cars? What are some other ways that we have been influenced to think about what boys or girls should do or how they should act?* Provide time for students to share some responses.

*We all have our own likes and dislikes. Whatever you like to do, or whatever you like to eat, or whatever you like to wear, then that is OK! If you like to dance, DANCE! If you like to wear shorts, WEAR SHORTS! If you like to paint, PAINT! It is normal for everyone to like different things, this is part of our identity, or who we are. Sometimes others will try to influence our choices and make us do something that we don't want to do. It is ok to stand up for your feelings and tell them why. In the next activity we will practice clearly telling others how we feel. Sometimes, we might disagree on who should like different things. It is important to treat others with respect even though they may not like what we like. We must also be prepared to clearly tell others how we feel if they are not respecting our choices, our likes, or our identity.*

- Practice using 'I statements' - Show the 'Using I Statements' slides

Slide 1: *Today we are going to help people state their feelings using 'I' Statements. An 'I' Statement is a strategy for clearly expressing feelings. It can be used for expressing what you like and how it makes you feel. 'I' Statements can also help you when you have a conflict with others. Let's start by using an 'I' Statement to express likes and dislikes.*

- Slide 2: Show the I Statement template for expressing likes and dislikes

*Expressing your likes and dislikes and being able to give a reason is an important skill in communicating with others. Try this with someone near you. Think about one thing that you like and share your feelings using this sentence stem. The other partner can respond by agreeing or disagreeing. Disagreeing means that you do not have the same opinion or feelings as another person.*

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*Disagreeing is OK as long as we are still respectful of the person. Take a turn sharing and then take a turn responding.* Provide students time to share.

- Slide 3: Show the I Statement slide for use during conflicts  
*This slide shows an example of how a person might use an 'I' statement when their feelings have been hurt. The person says, "I feel sad when people laugh at my clothes because I like how I look, please stop laughing." They have clearly stated their feelings, when they were hurt and why, and something the other person can do to support or solve the problem.* \*Note: the goal of an I statement is not to blame or shame the other person, which is why the 'I' statement template uses the word 'people' instead of 'you.'
  
- Slide 4: Students practice using 'I' Statements during conflict  
*Let's try an example together using this situation. Imagine that you are on the playground and another student came up to you and poked you with a stick and you did not like it because it hurt. What is an 'I' statement that you could say to the other student?* Possible response: I feel angry when people poke me with sticks because it hurts my body, please stop poking me.

**End - Evaluate**

- Think - Pair - Share: In this activity, the teacher will provide two scenarios and the students will discuss with a partner how they could respond using an 'I' Statement.
  - *Scenario 1: John loves dancing during PE class, but his friend says, "That's silly. Dancing is just for girls!" What could John say?*
  - *Scenario 2: Stephanie wants to join the robotics club after school. She really likes doing math and building things. Her friend, Mariah, says, "Eww. There are so many boys in that club. It's just boy stuff." What could Stephanie say?*
  
- My Identity Worksheet: In this activity, students will practice using 'I' Statements to clearly express their feelings.  
*In this activity, you will complete three 'I' statements. The first two 'I' statements will help you state your opinion about something that you like or dislike. These statements help you practice communicating your identity. The third 'I' statement will be in response to a conflict that is provided. Be sure to state the feeling, when it is being hurt and why, and what the other person can do to support or solve the problem.*



# Using 'l' Statements

# 'I' Statements to express likes/dislikes

## 'I' Statement:

I like \_\_\_\_\_  
because it makes  
me feel \_\_\_\_\_.

## Possible responses from a friend:

Agree: Cool! \_\_\_\_\_ makes  
me feel \_\_\_\_\_ too!

Disagree: OK. I don't really like  
\_\_\_\_\_ because it makes  
me feel \_\_\_\_\_.

# 'I' Statements to use during conflict

## Example:

**I feel sad  
when people laugh at my clothes  
because I like how I look,  
please stop laughing.**

# 'I' Statements to use during conflict

Fill in the Blanks:

I feel \_\_\_\_\_  
when people \_\_\_\_\_  
because \_\_\_\_\_  
please \_\_\_\_\_.

# THANKS



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# 'I' Statements

Practice writing an 'I' Statement to clearly explain how you feel.

1. I like \_\_\_\_\_ because it makes me feel \_\_\_\_\_.

2. I like \_\_\_\_\_ because it makes me feel \_\_\_\_\_.

Read the scene below. Fill in the blanks to write an 'I' statement that Daniel can say to Stacy.

*"Daniel and Stacy sit next to each other in class. When Daniel came back from the drinking fountain, he saw Stacy writing on the cover of his science notebook."*

Stacy, I feel \_\_\_\_\_

when people \_\_\_\_\_

because \_\_\_\_\_,

please \_\_\_\_\_.



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- Review “Guidelines for Discussion” to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don't feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	Empathy
Grade:	2nd Grade
NSES:	<ul style="list-style-type: none"> <li>● Explain why bullying and teasing are wrong (Personal Safety 2.CC.3)</li> <li>● Identify parents and other trusted adults they can tell if they are being bullied or teased (Personal Safety 2.AI.2)</li> <li>● Demonstrate how to respond if someone is bullying or teasing them (Personal Safety 2.IC.2)</li> </ul>
Lesson Objectives:	<p>I can tell how bullying and teasing make others feel.</p> <p>I know at least one adult in my family and one adult outside my family who I trust and can talk to if I am bullied.</p> <p>I can show what to do if I am bullied or teased.</p>
Estimated Lesson Time:	30-40 minutes
Vocabulary:	<p><b>Bullying</b> - one significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power that causes direct physical, mental, or emotional harm and may be written, verbal or physical. (AISD policy definition)</p> <p><b>Teasing</b> - Doing something to provoke or make fun of someone in a playful way (Oxford definition)</p> <p><b>Empathy</b> - Feeling or understanding what someone else is feeling (Second Step definition)</p> <p><b>Trust</b> - to believe in, or agree with, someone or something</p>
Materials & Technology:	<p><a href="#">Birds on a Wire - For the Birds</a></p> <p>Dixie and the Big Bully</p> <p><a href="#">BrainPop Jr - Bullying</a></p> <p>Empathy Poster</p> <p>Empathy Worksheet</p>

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Spanish Materials:	
SPED Considerations:	See General Accommodations Supplement

**Beginning - Engage**

- Review classroom ground rules  
*Before we begin the lesson today, can someone please remind the class about our agreements for having tough conversations and learning about our body and our relationships?* Provide enough time to review each of the ground rules and what they mean or look like in the classroom.
  
- Review the concepts of feelings and influence  
*Last time, we learned other people or things can influence how we feel. We might be influenced or expected to act or behave in ways that don't align with our identity, or personality. We practiced using 'I' Statements to clearly express our identity and our feelings during a conflict.*
  
- Introduction  
*Today we are going to focus on recognizing and understanding when other people might cause us to have feelings such as sadness, anger, or fear. We will start with a short video about some birds. During the video, watch for how the actions of one or more characters affected the others.*
  
- Discuss the video using the following questions
  - *At the beginning of the video, how were the little birds making fun of the big bird? Making impressions, Laughing at them, Excluding them, Whispering about them*
  - *After the big bird joined the little birds on the wire, what did the little birds do? How would you feel in that situation if you were the big bird?*
  - *At the end, the big bird laughs at the little birds. Do you think this action helped solve the problem?*

**Middle - Explore**

- Introduce Teasing and Bullying  
*Teasing means that we do something to provoke or make fun of someone (Oxford Definition). Sometimes this might sound playful and the teaser will say, 'I'm joking' or 'I was just kidding.' Even if the teaser is joking or being playful, if the other person does not like it, then the teasing should stop. If the teasing continues over and over again and it still hurts the person, then it may turn into bullying. Bullying is when someone is being mean, on purpose, over and over again. A bully knows that what they are doing is hurting another person physically, mentally, emotionally, or socially. Bullying is always wrong because it causes other people to feel sad, upset, or scared. Let's learn more about bullying.*
  
- Watch ['Bullying' on BrainPop Jr.](#)  
*In this video we will learn more about bullying and what you can do if you experience it or see it happening to others. Watch the video. Let's focus on what you can do if you experience or see bullying. Think back to the video, what can you do if someone is bullying you? Provide time for students to share their thinking. Great! Three important strategies are to stay calm, tell the bully to stop, and tell an adult. Now, what can you do if you see someone who is being bullied? Provide time for students to share their thinking. Great! You could tell an adult yourself, you could team up with others to stand up to the bully,*

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*and you could be a good friend to the person being bullied.*

- **Introduce Empathy**

*At the end of the video, the narrator discusses the ways to make sure you don't become a bully. One important word that can help us avoid becoming a bully is EMPATHY. Empathy is feeling or understanding what someone else is feeling. Practicing empathy is easy if you always ask yourself a few simple questions when you interact with others: Show the Second Step Empathy Poster*

- *What does the person's face tell me about their feelings?*
- *What does the person's body tell me about their feelings?*
- *What is their point of view?*
- *How can I help?*
- *How can I be kind to this person?*

- **Say**

*Empathy is an important skill that you will use for the rest of your life. It is an important foundation of having healthy relationships with all the people in your life. When we are able to recognize the feelings of others, we can support them and show them kindness.*

**End - Evaluate**

- **Discuss Trusted Adults**

*We have heard a few times that talking to a trusted adult is a good strategy for dealing with teasing and bullying. But how do you know who a trusted adult is? Trust means that you believe in someone or something and that you agree with them. A trusted adult is someone who we believe will help us or support us. They make us feel safe. Think for a moment about the adults in your life. Are there any that make you feel safe and supported? On your worksheet today, you will have the chance to pick two adults that you trust to talk with if you are ever feeling teased or bullied. I challenge you to pick one adult from your family or who lives with you and one adult in school. That way, you have an adult you can talk to wherever you are.*

- **The teacher leads a review discussion using these guiding questions**

- *Why are teasing and bullying wrong?*
- *What can you do if you are being teased or bullied?*
- *What can you do if you see someone being teased or bullied?*
- *How can empathy help you avoid becoming a bully?*

- **Empathy Worksheet**

*On your worksheet today, you will match the words we learned today with their definitions. You will also think about the adults in your life that you trust and will talk to when you are feeling teased or bullied.*

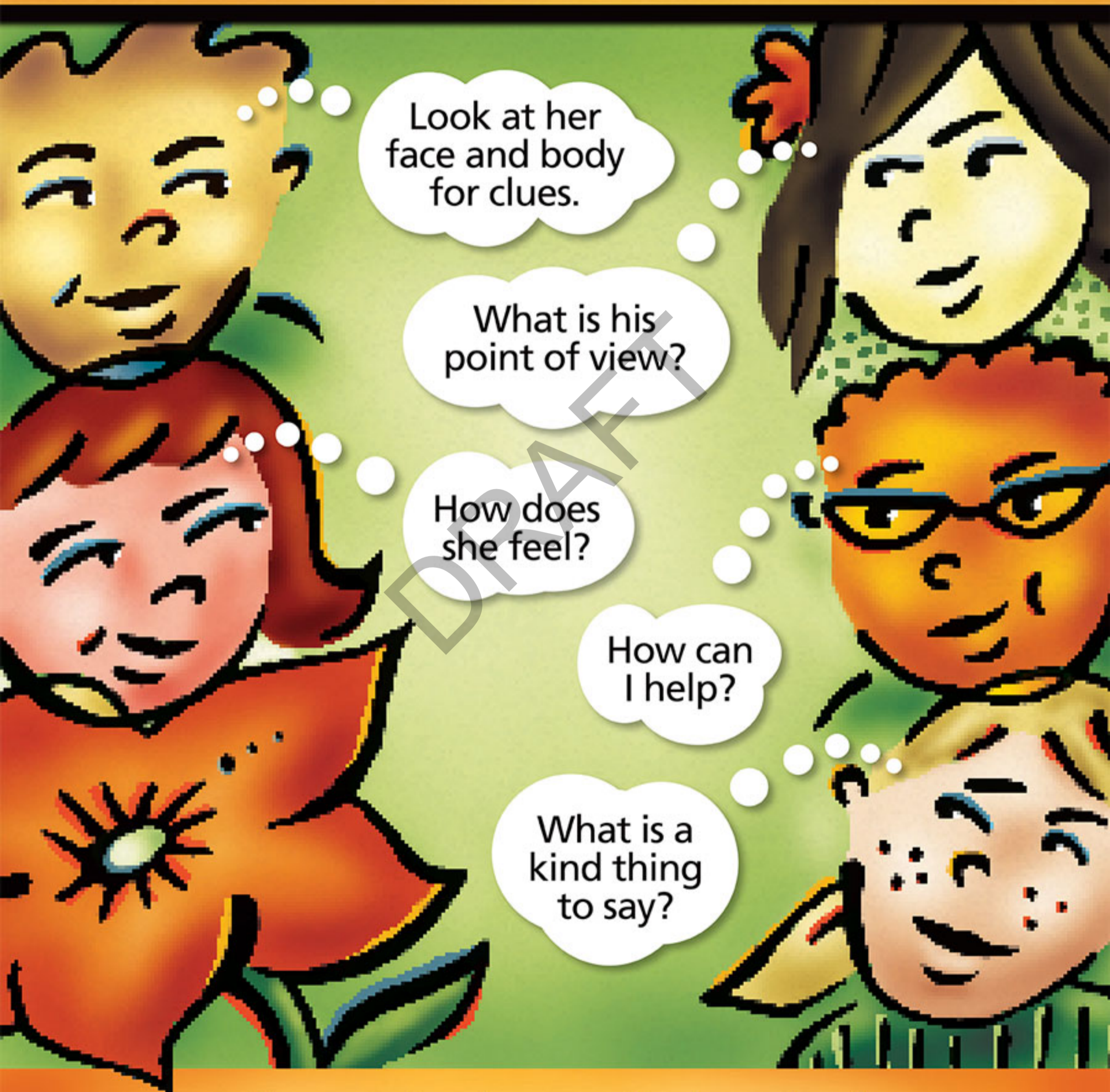
- **Preview the Boundaries Lesson**

*In our next lesson, we will explore the most important relationship you have and that's the relationship you have with yourself! We will learn about our bodies and your rights to your own body.*



# Empathy

is feeling or understanding what someone else is feeling.



Compassion is empathy in action!



# Empathy

Use the words in the box below to fill in the blanks next to the definition that matches the word.

Bullying

Teasing

Empathy

Trust

1. \_\_\_\_\_ is feeling or understanding the feelings of others.
2. \_\_\_\_\_ is being mean, on purpose, over and over again.
3. \_\_\_\_\_ is making fun of someone that may or may not hurt their feelings.
4. \_\_\_\_\_ is to believe in or agree with someone in a way that makes you feel safe.

*If I am teased or bullied, I will tell a trusted adult. I can tell \_\_\_\_\_ and \_\_\_\_\_.*

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**Ground Rules:** Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules, or review ground rules at the onset of this curriculum. Students will describe or identify:

1. Two classroom ground rules;
2. Two ways rules are kept;
3. A parent(s) or trusted adult to talk to about today's lesson.

**Teacher Tips:**

- Review “Guidelines for Discussion” to ensure a safe climate for the discussion of sensitive topics.
- For questions that teachers don't feel comfortable answering, please refer that student to a trusted adult.
- Use equity practices to solicit responses from all students, such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

Lesson Title:	Boundaries
Grade:	2nd Grade
NSES:	<ul style="list-style-type: none"> <li>● Use proper names for body parts, including male and female anatomy (Anatomy &amp; Physiology 2.CC.1)</li> <li>● Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched. (Personal Safety 2.CC.1)</li> <li>● Identify parents and other trusted adults they can tell if they are feeling uncomfortable about being touched (Personal Safety 2.AI.1)</li> <li>● Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable (Personal Safety 2.IC.1)</li> <li>● Demonstrate how to clearly say no, how to leave an uncomfortable situation and how to identify and talk with a trusted adult if someone is touching them in a way that makes them feel uncomfortable (Personal Safety 2.SM.1)</li> </ul>
Lesson Objectives:	<p>I can tell the names of my reproductive body parts.            I know that I am the only person who gets to touch my body if I want.            I can create and practice a safe strategy for responding to uncomfortable touch.            I know at least one adult in my family and one adult outside my family who I trust and can talk to if I am uncomfortable being touched.</p>
Estimated Lesson Time:	30-40 minutes
Vocabulary:	<p>Body Parts:</p> <ul style="list-style-type: none"> <li>● Buttocks - the external part of the bottom and back of the body</li> <li>● Breast Area - the external part of the top and front of the body</li> <li>● Vulva - an external part of the female reproductive system</li> <li>● Penis - an external part of the male reproductive system</li> <li>● Vagina - an internal part of the female reproductive system</li> <li>● Scrotum - the bag of skin below the penis</li> </ul>

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	Strategy - a method or process of managing a specific situation Reproductive System - The system of organs and parts that work together that allow a living thing to reproduce
Materials & Technology:	<a href="#">The Systems of the Human Body</a> Reproductive System slide deck Boundaries Worksheet
Spanish Materials:	<a href="#">Los Sistemas Del Cuerpo Humano</a>
SPED Considerations:	See General Accommodations Supplement

**Beginning - Engage (5-10 minutes)**

- Review classroom ground rules  
*Before we begin the lesson today, can someone please remind the class about our agreements for having tough conversations and learning about our body and our relationships?* Provide enough time to review each of the ground rules and what they mean or look like in the classroom.
- Introduction  
*In this unit, we have learned about our relationships with others and how they make us feel. We learned about families and we learned about friends. We have learned about the influence that families, friends, and the media have on us and how they make us feel. We learned how to identify our feelings and we practiced how to talk to others when they make us feel upset or afraid. Today, we are going to learn more about our bodies.*
- Introduce Body Systems  
*Our body is an incredible machine that does a lot of different things. In this video, we will learn about the way in which body systems work together to help us do everything that our bodies do.*
- Watch [The Systems of The Human Body](#) and discuss the video using the following questions:
  - *What is a body system?* A group of organs or body parts that perform a function in the body
  - *What is one body system that was mentioned in the video and what does it do?* Bone system gives structure, protects the internal organs, and helps us move; Respiratory system helps us breathe; Nervous system helps us feel and interact with the world; Cardiovascular system pumps blood through the body.
  - *Name one or more of the body parts in the \_\_\_\_\_ system?*

**Middle - Explore (10-15 Minutes)**

- Introduce the Reproductive System  
*So, we can see that each system is made up of various organs or parts to help our body perform a function. Today we are going to learn about a new system: The Reproductive System. Think back to the very first lesson in this unit. We learned about living and nonliving things. What is the difference between living and nonliving things? What can living things do that nonliving things cannot do?* Grow,

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Breathe, Move, Feel, and Reproduce *Today, we are going to learn more about Reproduction and the parts of our body that help in that process.*

- Present the Reproductive System Slide Deck
  - Slide 1 - Define the Reproductive System *The Reproductive System is the group of organs and body parts that allow living things to reproduce.*
  - Slide 2-3 - Connect to prior learning *When we discussed living things, we learned about reproduction and that it is the process through which new versions of the same thing are made. Such as when dogs make new puppies and cats make new kittens.*
  - Slide 4 - Relate to Humans *Humans have a few important body parts that make up the reproductive system and we are going to learn about those today. These are the parts of the body that most people keep covered and that's why they are often called the 'Swimsuit Area.' In our class, we will learn and use the proper names for these body parts. They're not weird or funny. Everyone has them! These are also the few parts of the body that are different for different types of people. Let's take a look at the pictures.*
  - Slide 5 - Reproductive System of someone with a Vagina *This picture shows the reproductive system of someone with a vagina. There are four body parts labeled: Buttocks, Breast, Vulva, and Vagina. Everyone has a buttocks on the back of their body, which many people call their bottom. The breasts are located at the top and front part of the body. This reproductive system has a vulva on the outside of the body and a vagina on the inside of the body. These parts, just like all the other parts in the human body, are normal and do important jobs. Most of the time, people born with this reproductive system are called females, or girls. You have the right to decide whether or not another person touches these parts of your body.*
  - Slide 6 - Reproductive System of someone with a Penis *This picture shows the reproductive system of someone with a penis. There are four body parts labeled: Buttocks, Chest, Penis, and Scrotum. Just like the other reproductive system, this one also has a buttocks on the back of the body. The top and front of this body, however, is most commonly called the chest. This reproductive system has a penis and a scrotum on the outside of the body. The scrotum is the sack of skin that hangs below the penis and holds other parts of the reproductive system . Most of the time, people born with this reproductive system are called males, or boys. These parts, just like all the other parts in the human body, are normal and do important jobs. You have the right to decide whether or not another person touches these parts of your body.*
  
- My Body Rules

*There are a few important rules when it comes to your body. These rules will help you stay safe and understand when it is time to talk to a trusted adult. Display the 'My Body Rules' image.*

  - Rule 1: My Body is Mine *Rule 1 is My Body is Mine. That means that everyone has the right to say "NO" if they do not like if or how their body is being touched.*
  - Rule 2: I Know My Body *Rule 2 is I Know My Body. That means that we know and will always use the proper name for my body parts. It's not funny or weird. Everyone has these parts and knowing the name of them will keep you safe.*
  - Rule 3: No Secrets *Rule 3 is No Secrets. No one should ever ask you to keep secrets about your body especially if the secret makes you feel sad, scared, or uncomfortable.*



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- Rule 4: Telling is OK *Rule 4 is Telling is OK! If you are ever feeling sad, scared, or uncomfortable, especially about your body. It is always OK to tell an adult that you trust. It is important that you tell right away and do not wait.*

- Discuss Comfortable and Uncomfortable

*How does it feel to be comfortable?* Possible responses: Happy, excited, energized, etc.

*How does it feel to be uncomfortable?* Possible responses: Unsafe, feel yucky, sick to their stomach, sad, scared, etc.

*Usually when we feel uncomfortable we might feel scared, like something is not right or that we are not safe. If you ever feel uncomfortable or unsafe, you have the right to stop what is happening and tell an adult you trust like your parents or a teacher.*

**End - Evaluate (5-10 Minutes)**

- Discuss No, Go, Tell Strategy

*If you are ever in a situation when you feel scared, yucky, or uncomfortable, especially if someone touches your body and you don't like it, you can ALWAYS stand up for yourself. You can use the strategy of NO! GO! TELL!*

- *Say NO! Be confident and loud.*
- *Go to a safe space, try to find a place with other people.*
- *Tell a trusted adult as soon as possible. Tell them everything that happened including when, where, and what happened that made you feel that way. Use proper names.*

- Students will complete the Boundaries Worksheet

*For your work today, you will draw a line connecting the name of the body parts to the body that it belongs to. Remember, that some parts belong to both bodies. Then, fill in the blanks with the correct words to form the 4 Body Safety Rules. Finally, and the most important part is to identify and write the names of the two adults that you trust and will talk to if someone touches your body in a way that makes you feel uncomfortable. Think of one adult that you live with and one adult outside your home so that you can feel safe wherever you are.*

# **The Reproductive System**

**The group of organs and body parts that allow living things to reproduce.**

# Remember Reproduction?



REPRODUCTION

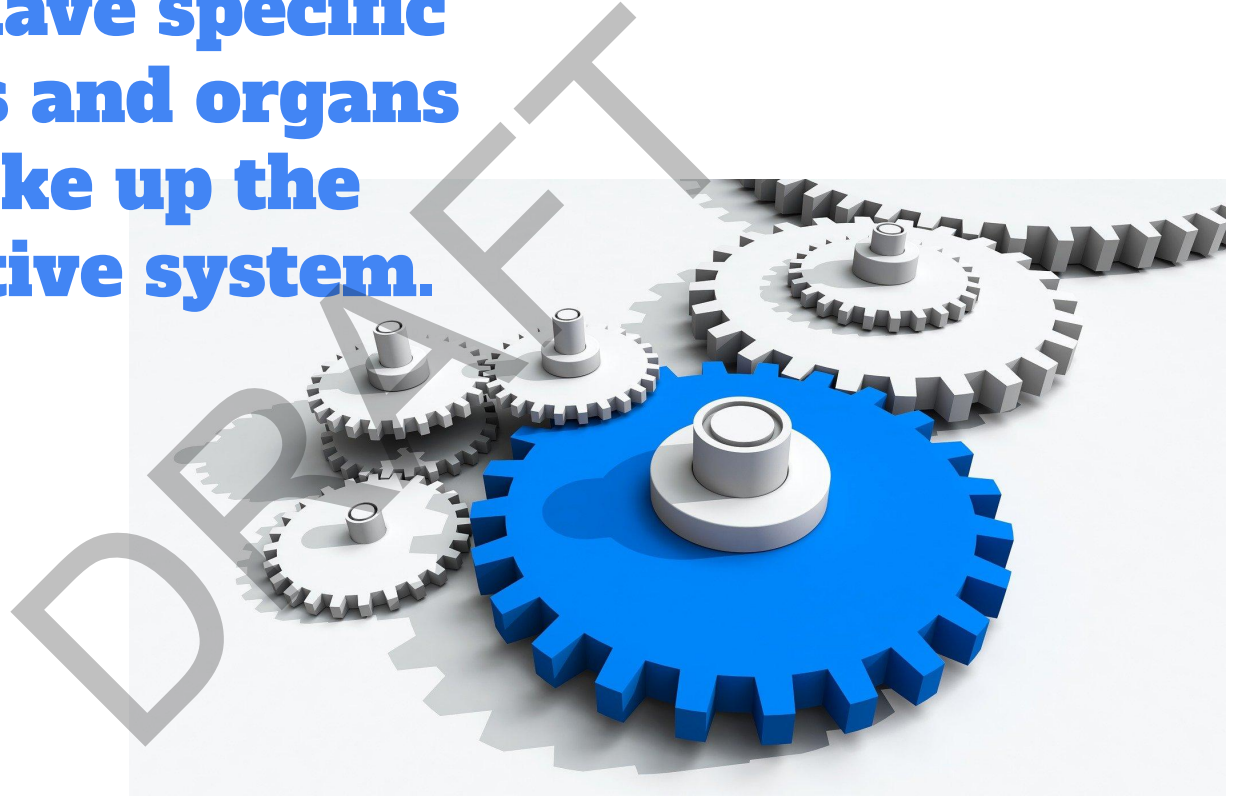


THE PROCESS THROUGH WHICH NEW VERSIONS  
OF THE SAME THING ARE MADE

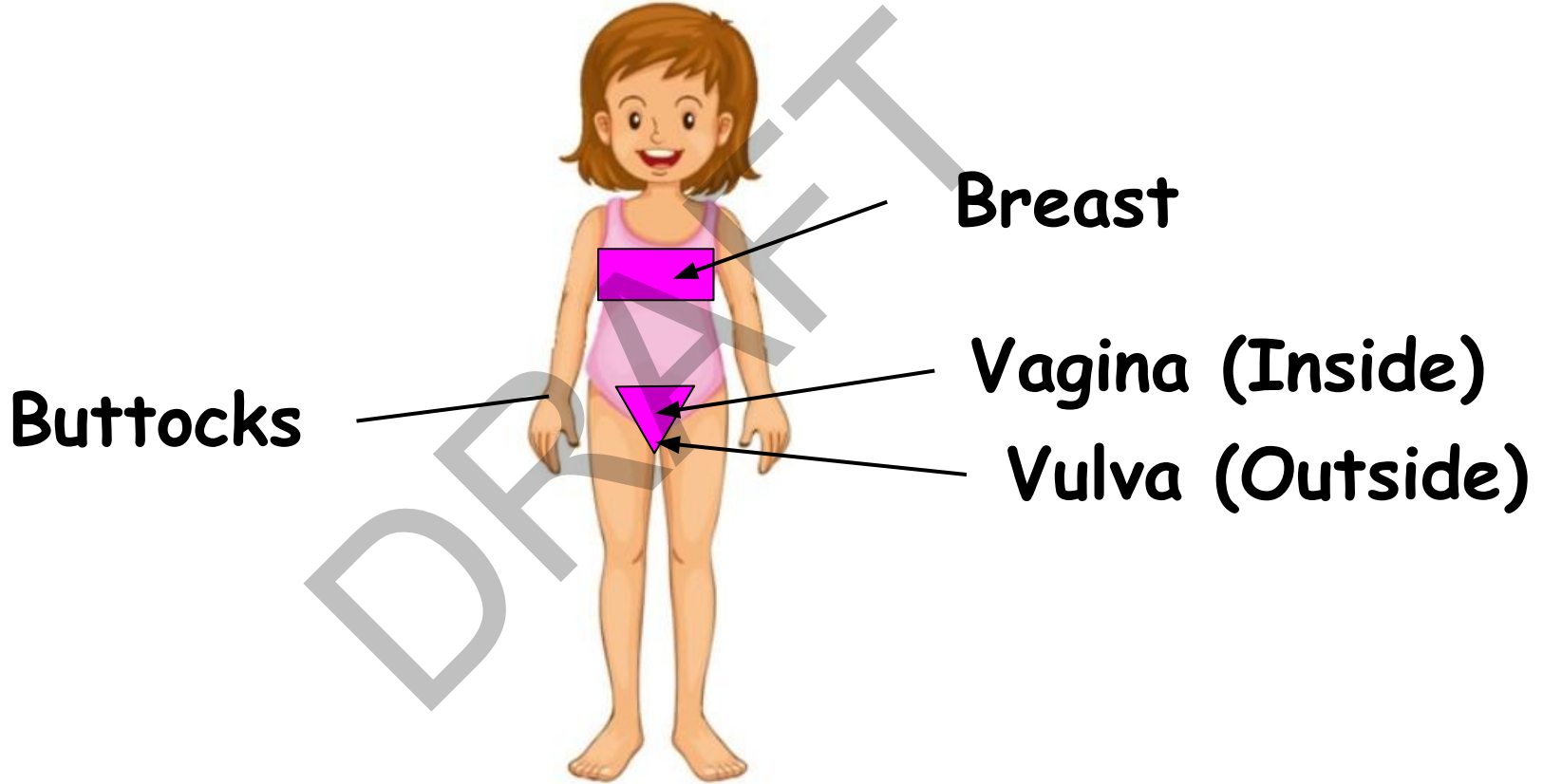
# Remember Reproduction?



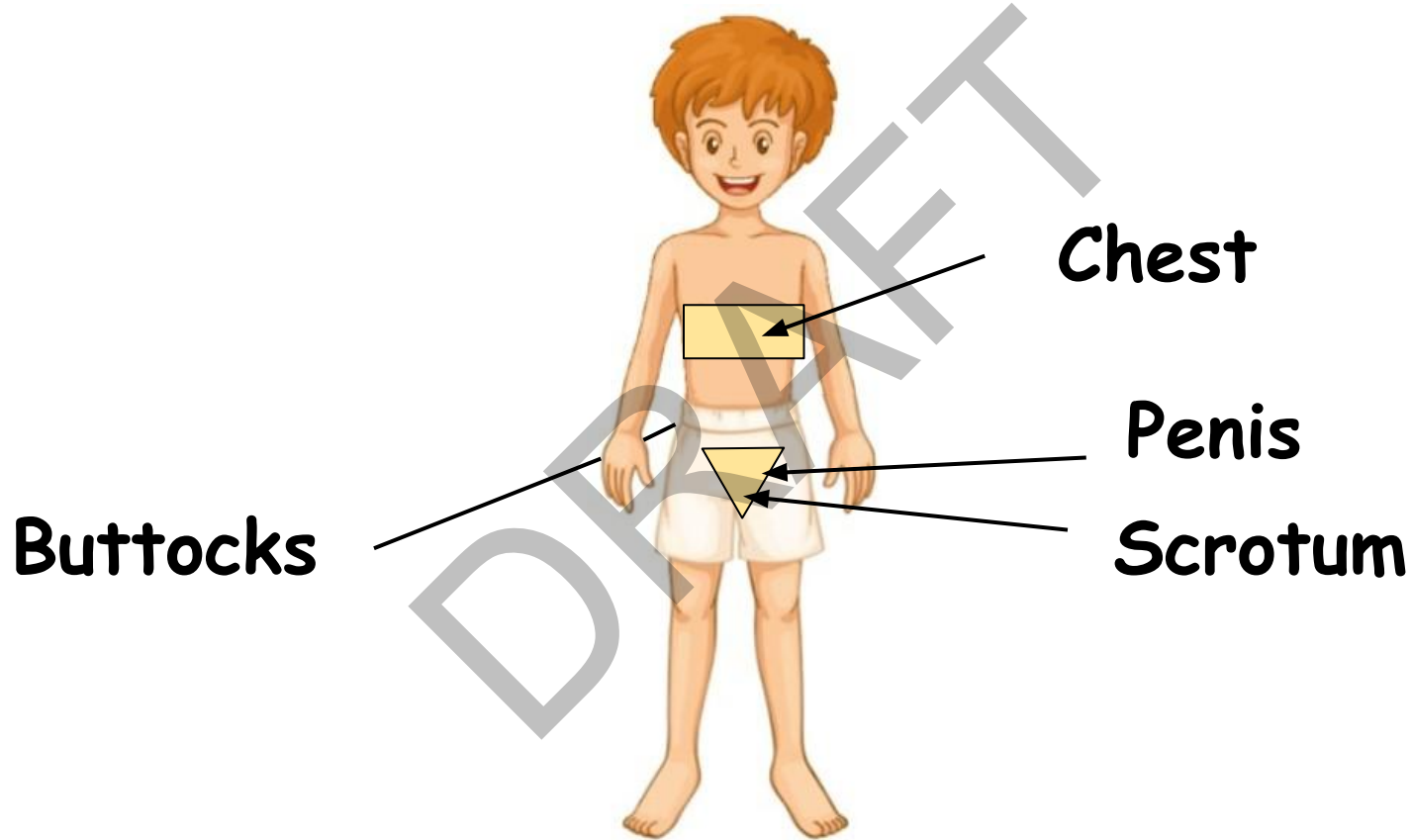
**Humans have specific  
body parts and organs  
that make up the  
reproductive system.**



# Reproductive System of someone with a Vagina



# Reproductive System of someone with a penis



# My Body Safety Rules:

## 1. My Body is Mine

I have the right to say “NO” if I don’t like the way my body is touched.



## 2. I know My Body

I know the proper name for my body parts. It’s not funny or weird. Everyone has these parts.

## 3. NO secrets

No one should be asking me to keep a secret, especially if it makes me feel sad, scared, or uncomfortable.



## 4. Telling is OK!

I know at least 3 adults that I can tell if I am feeling sad, scared, or uncomfortable. If someone breaks my rules, I will tell right away!



# Bodies and Boundaries

Draw a line from the body part to the person who has the part.



Chest  
Buttocks  
Vagina  
Breast  
Penis  
Vulva  
Scrotum



*Fill in the blanks below with the words of the 4 Body Safety Rules!*

My Body is \_\_\_\_\_!

I Know my \_\_\_\_\_!

\_\_\_\_\_ Secrets!

Telling is \_\_\_\_\_!

NO!  
GO!  
TELL!

*My 2 trusted adults that I can tell as part of the No, Go, Tell strategy are:*

\_\_\_\_\_ at my home!

\_\_\_\_\_ outside my home!