

Grade 4 Personal Health & Safety Education Unit Plan

Unit Rationale:

This unit focuses on supporting students as they continue developing physically, socially, and emotionally. At this age, students may start to become more interested in interacting with friends, online and in person. Throughout this unit, students will learn the characteristics of healthy friendships and other relationships, habits to ensure online safety, and how to address bullying as an “upstander” in their own relationships, or when they witness it happening to someone else. This is critical knowledge to ensure students establish healthy and safe relationships and can continue to do so as they grow older – this content also supports requirements of Erin’s Law (erinslaw.org), an [Illinois Law](#) requiring that schools offer sexual abuse prevention education for all school-aged children. Also, students will define and explore the concepts of gender identity, sexual orientation, sex assigned at birth, and gender expression to explain the importance of self-expression and respecting their peers’ various identities and ways of expressing themselves. This unit will introduce students to the life stage of puberty, how their bodies physically develop, and how to prepare for upcoming physical, social, and emotional changes with an emphasis on identifying trusted adults that can support them during this time.

Enduring Understandings:

- All people, including young people, deserve to be treated with respect.
- All people, including young people, have the right to express their identity in a way that feels right for them.
- Puberty is a natural process when young people experience social, emotional, and physical changes.
- Trusted adults are available to support young people as their bodies change and grow.
- It is important to be an “upstander” and address bullying when it occurs.
- Characteristics of healthy relationships are similar across the many different types of relationships people have throughout their lives.

Essential Questions:

- What healthy habits do you have?
- What are the characteristics of healthy and unhealthy relationships?
- How are gender identity, sex assigned at birth, and gender expression different?
- What types of changes take place during puberty?
- Why do we go through puberty?
- What actions can a young person take to manage the different changes during puberty?

- How can I stay safe online?
- How can someone be an upstander when they see bullying happening?

Standards:

All lessons are aligned with the [National Sex Education Standards \(NSES\), Second Edition](#). By the end of each grade band, students will have received instruction addressing all standards in each topic for the designated grade band. In addition to aligning with the NSES, lessons meet several Illinois State Standards and National Health Education Standards.

Unit Outline:

	Lesson NSES	Objectives <i>By the end of this lesson, students will be able to...</i>	Lesson Overview and Key Content
1	My Healthy Habits (45 minutes) <i>PD.5.GS.1 IV.5.ADV.1</i>	<ul style="list-style-type: none"> • Identify the different aspects that go into a person’s wellness. • Define “habit” and “being healthy.” • Evaluate their own wellness. 	In this lesson, students will create classroom community expectations together to foster a healthy learning environment. Students will learn about healthy habits and take time to reflect on their own personal healthy habits.
2	Figuring Out Friendship (45 minutes) <i>CHR.5.CC.1 CHR.5.AI.1</i> <i>This lesson supports Erin’s Law requirements.</i>	<ul style="list-style-type: none"> • Describe at least 3 healthy and 3 unhealthy characteristics of relationships. • Compare at least 2 positive and 2 negative ways friends and peers can influence relationships. • Identify at least two trusted adults from different parts of their life they would talk to about a relationship. 	In this lesson, students will complete a worksheet in small groups to identify characteristics of healthy and unhealthy relationships with a focus on healthy friendships. As a class, they will brainstorm ways that relationships can be influenced positively or negatively. The lesson ends with an activity for students to identify trusted adults that they can speak to about relationships.
3	The Gender Snowperson	<ul style="list-style-type: none"> • Differentiate between gender identity, sexual 	In this lesson, students will explore the concepts of gender identity, sexual

	<p>(45 minutes)</p> <p><i>GI.5.CC.1</i> <i>GI.5.CC.2</i> <i>GI.5.CC.3</i> <i>SO.5.CC.1</i> <i>SO.5.CC.2</i></p>	<p>orientation, and sex assigned at birth.</p> <ul style="list-style-type: none"> • Understand that gender, gender identity, sexual orientation, and sex assigned at birth are not binaries, but spectra. • Demonstrate that there are many ways to be a girl, boy, both, or neither. 	<p>orientation, sex assigned at birth, and gender expression by creating a Gender Snowperson. Through a video* and brief discussion, students will be reminded of the importance of respecting each other, and that they can express themselves in a way that feels right for them.</p>
4	<p>Making Sense of Puberty</p> <p>(45 minutes)</p> <p><i>PD.5.CC.1</i> <i>PD.5.AI.2</i></p>	<ul style="list-style-type: none"> • Describe at least three changes that take place during puberty. • Differentiate between physical, social, and emotional changes of puberty. 	<p>In this lesson, students will be introduced to puberty and begin learning about changes they may experience. Through a short story, students will identify common puberty changes. They will complete a sorting activity to reinforce the difference between physical, social, and emotional changes most people can anticipate during puberty.</p>
5	<p>Puberty and Our Bodies</p> <p>(45 minutes)</p> <p><i>AP.5.CC.1</i> <i>PD.5.CC.2</i> <i>PD.5.CC.3</i> <i>PD.5.CC.4</i></p>	<ul style="list-style-type: none"> • Correctly name at least two parts of each of the two reproductive systems. • Describe the functions of at least two parts of each of the two reproductive systems. • Describe puberty changes that happen to people with testicles, people with ovaries, and everyone. 	<p>In this lesson, students will learn the names and functions of reproductive anatomy for most people assigned male at birth and most people assigned female at birth by following along with a presentation of age-appropriate diagrams. The social and emotional puberty changes from the previous lesson will be reviewed, but this lesson will focus on physical puberty changes that happen for everyone, most people assigned male at birth, and most people assigned female at birth. Through AMAZE videos* and the presentation, students will start to think of ways to prepare for puberty changes.</p>
6	<p>Choosing Your Own Puberty Adventure</p> <p>(45 minutes)</p>	<ul style="list-style-type: none"> • Understand how to ask a trusted adult for help with puberty-related changes. 	<p>In this lesson, students will work through a “Choose Your Own Adventure” style presentation with multiple examples of common puberty challenges. Students will consider several options and decide</p>

	<p>PD.5.CC.1 PD.5.AI.1 PD.5.AI.2</p>	<ul style="list-style-type: none"> Understand that puberty is a different experience for everyone and that there are many resources available to navigate puberty changes. 	<p>which healthy choice the character should make in each scenario. This activity will reinforce concepts from previous puberty lessons, reiterate the importance of support from trusted adults, and introduce ways that students can be prepared for puberty changes.</p>
7	<p>Staying Safe Online (50 minutes) IV.5.IC.1 IV.5.SM.1 <i>This lesson supports Erin's Law requirements.</i></p>	<ul style="list-style-type: none"> Identify private information that should not be given out or shared with anyone online. Recognize unsafe behaviors online that should be told to a trusted adult. Understand that explicit images of a person under age 18 must be reported and taken down. 	<p>In this lesson, students will watch and discuss two clips* of "Into the Cloud" from NetSmartz Kids, the digital citizenship and safety program of the National Center for Missing and Exploited Children. Students will identify ways to practice online safety by discussing whom to connect with online, what information is appropriate to share, and signs that they should speak to a trusted adult.</p>
8	<p>Taking a Stand Against Bullying (50 minutes) IV.5.IC.1</p>	<ul style="list-style-type: none"> Differentiate between the terms "upstander" and "bystander." Describe the four steps involved in being an upstander when bullying is happening. Demonstrate effective ways of intervening when someone else is being bullied using the four upstander steps. 	<p>In this lesson, students will watch short videos* about bullying to understand ways to address and prevent bullying by being an "upstander." Students will practice by creating skits to model what it means to be an "upstander" when someone is being bullied.</p>

*Visit the [Grade 4 Unit Videos document](#) to review the videos included in this unit

School to Home Connection:

Establishing a pattern of open and honest conversations at home can help protect students now and as they grow older. Throughout the unit, students will receive optional take-home assignments to support

the learning taking place in the classroom. While optional, families are encouraged to complete all assignments together. These activities are meant to help facilitate important conversations between students and their parents/caregivers.

The following lessons include a School to Home Connection Component in the Grade 4 Unit:

Lesson 1: Students can share their completed “My Healthy Habits” worksheet with a family member at home.

Lesson 2: Have students complete and share the “Circles of Trust” worksheet with a trusted adult/family member.

Lesson 3: Students can bring home their Gender Snowperson handout and explain the terms they learned in class to a trusted adult at home.

Lesson 4: Students can take home and share Chris' Story with an adult at home.

Lesson 5: Students can review the “Puberty and Our Bodies Review” worksheet at home with their family.

Lesson 6: Students can complete the “What’s My Plan” worksheet about preparing for physical, social, and emotional puberty changes at home with a trusted adult.

Lesson 7: Parents/caregiver can review the “Protecting Your Kids Online 2.0” and “Gaming Safely” handout.

Lesson 8: Students can discuss their completed school to home connection worksheet, “Making A Difference to Stop Bullying,” with a family member at home.