

Grade 5 Personal Health and Safety Education Unit Plan

Unit Rationale:

This unit focuses on supporting students as they continue developing physically, socially, and emotionally. Students' identities continue to develop as they get older. At this age, students may become more interested in understanding and building their identity. Throughout this unit, students will examine their self-image, explore concepts related to gender, define sexual orientation, and discuss the importance of respecting the identities of their peers.

In addition, this unit will review information about puberty and introduce reproduction. Students will go over reproductive anatomy and learn about hormones that cause physical changes during puberty. Lessons include factual information about bodies and reproduction including how puberty prepares the body for the possibility of reproduction. Students learn how pregnancy happens and basic information about how to prevent pregnancy. Students will then learn about communicable and non-communicable diseases and that some communicable diseases are sexually transmitted infections (STIs). Students will learn that most students their age choose to abstain from sexual activity and that abstinence is the only 100% effective way to prevent pregnancy and STIs.

Students will learn about sexual abuse and harassment and how to report abuse, which meets the requirements of Erin's Law (erinslaw.org), an [Illinois Law](#) requiring that schools offer sexual abuse prevention education for all school-aged children. As students get older, they have an increased desire for independence, and will likely need to navigate peer pressure. This unit will conclude with lessons about consent and healthy communication skills that students can use in all relationships, and students will be encouraged to identify trusted adults as sources of factual information on the topics of identity, puberty, reproduction, and healthy relationships.

Enduring Understandings:

- All people, including young people, deserve to be treated with respect.
- All people, including young people, have the right to express and assert their gender identity and sexual orientation in a way that feels right for them.
- Puberty is a natural process when young people experience social, emotional, and physical changes due to hormones.
- Pregnancy can occur through the process of sexual intercourse. There are also alternative methods of pregnancy that people may choose for a variety of reasons.
- All people, including young people, have options to protect themselves from pregnancy and STIs.

- No one has the right to touch your body in a way that makes you feel unsafe or uncomfortable, and there are many ways to report abuse.
- Consent should be an informed decision, and it is important in all interactions and relationships.
- Trusted adults are available to support young people as they change and grow.

Essential Questions:

- What is my self-image?
- How can people talk respectfully about gender?
- *Optional lesson:* What types of changes take place during puberty?
- Why do we go through puberty?
- What are the ways pregnancy can happen?
- What is the difference between communicable and non-communicable diseases/conditions?
- How can people prevent STIs and pregnancy?
- How can someone get help if they are experiencing sexual abuse or harassment?
- How do we talk about who and what we like or love?
- What information does someone need to make a decision before consenting to an activity?
- How can I demonstrate assertive communication in relationships?

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 <i>NSES</i> | Objectives <i>By the end of this lesson, students will be able to...</i> | Lesson Overview and Key Content |
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| 1 | Learning About My Self-Image (45 minutes) <i>IV.5.ADV.1</i> | <ul style="list-style-type: none"> • Identify their own perceptions of themselves. • Become more aware of their individual strengths and positive qualities. | In this lesson, students will create classroom community expectations together to foster a healthy learning environment. Students will define self-image, identify their own positive self-image through a worksheet activity, and end with a brief discussion about how self-image can be influenced. |

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| 2 | <p>Thinking Outside the (Gender) Box</p> <p>(45 minutes)</p> <p><i>GI.5.CC.1</i> <i>GI.5.CC.2</i> <i>GI.5.CC.3</i> <i>GI.5.CC.4</i> <i>GI.5.AI.1</i> <i>SO.5.CC.2</i> <i>SO.5.ADV.1</i></p> | <ul style="list-style-type: none"> Define the following terms: Sex assigned at birth, gender identity, cisgender, transgender, and non-binary. Differentiate between a person's gender identity and gender expression. Describe at least two gender role stereotypes and how they may have an impact on people. Identify at least one trusted adult in their lives they can go to with their questions about gender. | <p>In this lesson, students will use the Gender Unicorn to explore the concepts of gender identity, sex assigned at birth, gender role stereotypes, and gender expression. Students will reinforce understanding through a matching or coloring activity.</p> <p><i>Note: Sexual orientation is briefly mentioned in this lesson. It will be further defined and discussed in lesson 8.</i></p> |
| Opt. | <p>Intro to 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 what could be considered physical, and what are social and emotional changes of puberty. | <p>In this optional 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> <p><i>Note: This lesson is optional at the discretion of the teacher, based on whether students demonstrate a need for additional puberty review.</i></p> |
| 3 | <p>Changes During Puberty</p> <p>(50 minutes)</p> <p><i>AP.5.CC.1</i> <i>PD.5.CC.2</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 | <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 (answer key) and videos.* This lesson will focus on hormones and the</p> |

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| | <p><i>PD.5.CC.3</i> <i>PD.5.CC.4</i></p> | <p>of the two reproductive systems.</p> <ul style="list-style-type: none"> • Explain the impact estrogen and testosterone have on a person as they develop, physically and emotionally. • Explain what “puberty blocker” medications are and the role they may play for transgender young people. | <p>physical puberty changes that happen as a result. Students will understand the connection between puberty and gender identity and be introduced to puberty blocker medications that transgender young people may use. Students will be reminded of trusted adults that they can go to about questions about puberty.</p> |
| 4 | <p>So THAT’s How Babies Are Made!</p> <p>(45 minutes)</p> <p><i>SH.5.CC.1</i> <i>SH.5.CC.2</i> <i>PD.5.CC.2</i></p> | <ul style="list-style-type: none"> • Define “sexual intercourse” within the context of human reproduction. • Describe what cells are involved in human reproduction (sperm and egg). • Explain at least two ways in which pregnancy can happen that do not include sexual intercourse. • Identify reasons why someone might choose to get pregnant using an alternative method from sexual intercourse. | <p>In this lesson, students will learn the definition of sexual intercourse as it relates to pregnancy. Students will watch a short video* and follow along with an animated presentation to understand the process of reproduction. Students will complete a brief activity of putting the steps for a pregnancy to occur in order to reiterate concepts and vocabulary including sperm, egg, fertilization, and implantation. The lesson will end with an explanation of alternative methods to pregnancy, specifically artificial insemination and in-vitro fertilization, and why someone may choose these methods.</p> |
| 5 | <p>Learning About Communicable and Non-Communicable Diseases</p> | <ul style="list-style-type: none"> • Name which common diseases are communicable and which are non-communicable. | <p>In this lesson, students will complete a sorting activity using common illnesses and conditions to define and identify differences between communicable and non-communicable diseases. Students will complete a worksheet of true or false questions about communicable diseases</p> |

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| | (45 minutes) <i>SH.5.CC.3</i> | <ul style="list-style-type: none"> Describe ways to avoid communicable diseases. Identify what to do if you encounter blood or needles. Describe two ways that HIV and STIs are not transmitted. | to learn facts about HIV and STIs and discuss how transmission could occur including sexual contact with infected fluids or through the sharing of needles. Students will learn what to do if they encounter needles outside of a medical context. |
| 6 | Decisions About Protecting Yourself (50 minutes) <i>SH.5.CC.1</i> <i>SH.5.CC.3</i> <i>PD.5.CC.3</i> | <ul style="list-style-type: none"> Define abstinence. List reasons most young people choose abstinence. Identify ways to prevent pregnancy and sexually transmitted infections. Optional Activity: Explain the key steps for using an external condom correctly. Explain minors' rights to sexual health care. | In this lesson, students will build on concepts from lessons 4 and 5 to learn about forms of protection. Students will define abstinence and discuss reasons why most young people may choose this method. In addition to discussing sexual abstinence, students will complete guided notes to learn basic facts about birth control, STI medication, and condoms as methods of protection from STIs and/or pregnancy. The lesson will conclude with information about minors' rights to sexual health care according to Illinois law and sexual health services according to CPS policy . |
| 7 | Your Body Your Rights (45 minutes) <i>IV.5.CC.1</i> <i>IV.5.IC.1</i> <i>IV.5.IC.2</i> <i>IV.5.SM.1</i> <i>CHR.5.CC.2</i> <i>This lesson supports Erin's Law requirements.</i> | <ul style="list-style-type: none"> Define the terms "sexual abuse" and "sexual harassment." List at least 3 accurate facts about sexual abuse among young people their age. Identify a trusted adult they can speak with if they or someone they know is being sexually abused or harassed. | In this lesson, students will define and identify ways to report sexual harassment and sexual abuse. Students will complete a worksheet to learn facts about sexual abuse. After, students will have a brief discussion about why it may be challenging to report or tell an adult about abuse. Students will complete a worksheet to brainstorm ways to tell a trusted adult if they or someone they know is being sexually abused or harassed and identify trusted adults that they would be able to talk to. |

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| | | <ul style="list-style-type: none"> Describe steps a person can take when they are being or have been sexually abused. | |
| 8 | <p>What is Love Anyway?</p> <p>(45 minutes)</p> <p><i>ID.5.CC.1</i> <i>ID.5.AI.1</i> <i>SO.5.CC.2</i></p> | <ul style="list-style-type: none"> Describe the difference between “liking” and “loving.” Define sexual orientation and its most common identities. Demonstrate that they have a trusted adult with whom they can speak about sexual orientation, among other sexuality-related topics. Differentiate between sexual orientation and gender identity. | <p>In this lesson, students will complete a large group activity of sorting objects, activities, places, and people to demonstrate the difference between “like” and “love.” Students will recall the Gender Unicorn from lesson 2 to begin a discussion about romantic love and sexual orientation. Students will define common sexual orientation identities (heterosexual, lesbian, gay, bisexual). Students will be reminded throughout the lesson that feelings of attraction are not something we decide. Also, it is common to feel a variety of emotions during puberty due to hormones, so it is okay if they are unsure, and it may become more clear as they get older.</p> |
| 9 | <p>Yes, No, Maybe So</p> <p>(50 minutes)</p> <p><i>CHR.5.IC.1</i></p> <p><i>This lesson supports Erin’s Law requirements.</i></p> | <ul style="list-style-type: none"> Explain what the word consent means. Identify at least three categories of information people need in order to make an informed decision before consenting to an activity. | <p>In this lesson, students will define consent and watch a video* about it. Students will have a discussion to brainstorm examples of when they may want to say “yes” and give consent, say “no,” or ask for more information before making a decision. Students will go through and discuss what additional information that they may ask about before consenting to an activity. To model using these categories, students will practice in pairs saying yes, no, or asking for more information with scenarios.</p> |
| 10 | <p>Being Clear With Your Friends</p> <p>(50 minutes)</p> <p><i>CHR.5.IC.1</i></p> | <ul style="list-style-type: none"> Successfully demonstrate assertive communication when expressing a difference of opinion with another person. | <p>In this lesson, students will define and identify three different communication styles (aggressive, passive, and assertive). Students will discuss examples of each style and why assertive communication is typically the most effective to use in all types of</p> |

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| | CHR.5.CC.1 | <ul style="list-style-type: none"> • Successfully demonstrate at least one appropriate refusal skill when facing peer pressure. | relationships. Students will learn steps to say no when faced with peer pressure to continue demonstrating assertive communication. In small groups, students will demonstrate assertive communication in conflict situation scenarios and present skits to their classmates. |
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*Visit the [Grade 5 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 5th Grade Unit:

Lesson 1: Pick three of the words from the worksheet and write down ways that you will work on achieving those self-image goals on the back of the worksheet.

Lesson 2: Students should identify an adult they know well and trust, whether a parent, family member or another adult in their lives, and conduct the gender survey assignment.

Optional Lesson: Students can take home and share “Chris’ Story” with an adult at home

Lesson 3: Students can review the “Puberty Review” worksheet at home with their family.

Lesson 4: Students interview a family member to learn their own birth story or how they joined their family.

Lesson 5: Ask students to bring home their “Facts” worksheet and share something new they learned with an adult at home.

Lesson 6: Students can take home their guided notes worksheet from the lesson and share something new they learned with a trusted adult.

Lesson 7: Students can share the “What We Talked about Today School-to-Home Connection” worksheet.

Lesson 8: Students can complete the School to Home Connection worksheet, “Defining Sexual Orientation” with a trusted adult at home.

Lesson 9: Students can bring home the handout with the role-play scenarios and talk to a trusted adult at home about why they made the decision they made in the scenario in class.

Lesson 10: Take home the scenarios you practiced and share what you learned with a trusted adult at home.