

Recommendations for Using *Puberty: The Wonder Years* 2021 in Grade 5 to Meet CHYA Criteria



Use Grade 5 and Add-On Lesson E

LESSON 1: Ready, Set, Grow!*

Objectives
Students will be able to:
<ul style="list-style-type: none"> Participate in classroom discussions and related activities in a way that is respectful of themselves, their peers, teachers as demonstrated by active participation in community guideline creation and use of guidelines in discussions.
<ul style="list-style-type: none"> Demonstrate preparation to have a conversation with a parent or other trusted adult about puberty by describing three strategies to prepare for the conversation.
<ul style="list-style-type: none"> Demonstrate preparation to have a conversation with a parent or other trusted adult about puberty by identifying two adults they could engage in conversation.

Notes:

- Parent engagement activities in English and Spanish
- Healthy relationship development
- Skill development: communication with parent, caregiver, trusted adult

LESSON 2: Puberty and the Male Reproductive System

Objectives
Students will be able to:
<ul style="list-style-type: none"> Display their communication skills by talking with a parent or other trusted adult about puberty using the second family activity sheet as evidenced by the adult's signature on the activity sheet.
<ul style="list-style-type: none"> Describe five changes that typically occur in people assigned male at birth during puberty after viewing a video about puberty.
<ul style="list-style-type: none"> Identify terms for the anatomy of the male reproductive system by labeling a diagram, matching at least four out of six terms.

Notes:

- Skill development review: communication with parent, caregiver, trusted adult
- Anatomy and Reproduction taught inclusively: Patterns, not rules for anatomy.
- Inclusive language: People assigned male at birth, people with male reproductive system, people with a penis
- Inclusive diagrams: skin tones, intact and circumcised

LESSON 3: Puberty and the Female Reproductive System*

Objectives
Students will be able to:
<ul style="list-style-type: none">• Display their communication skills by talking with a parent or other trusted adult about puberty using the second family activity sheet as evidenced by the adult's signature on the activity sheet.
<ul style="list-style-type: none">• Describe five changes that typically occur in people assigned female at birth during puberty after viewing a video about puberty.
<ul style="list-style-type: none">• Identify terms for the anatomy of the female reproductive system by labeling a diagram, matching at least five out of seven terms.

Notes:

- Parent engagement activities in English and Spanish
- Anatomy and Reproduction taught inclusively: Patterns, not rules for anatomy.
- Inclusive language: People assigned female at birth, people with female reproductive system, people with a vulva
- Inclusive diagrams: skin tones, show similarities between people with penis and people with a vulva

LESSON 4: Reproduction

Objectives
Students will be able to:
<ul style="list-style-type: none">• Describe two key changes in puberty that indicate an individual is physically capable of becoming pregnant or getting someone pregnant.
<ul style="list-style-type: none">• Explain the roles of eggs, sperm, and sexual intercourse in reproduction.
<ul style="list-style-type: none">• List ways pregnancy can occur by giving three examples.

Notes:

- Inclusive language: People with a penis, people with a vulva, " instead of "mother and father," etc.
- Focus on anatomy rather than gender: "penis-in-vagina intercourse" instead of "man inserts penis into woman's vagina"
- Inclusive topic: Multiple ways pregnancy can occur

LESSON 5: Personal Hygiene and Healthy Habits*

Objectives
Students will be able to:
<ul style="list-style-type: none">• Distinguish between accurate and inaccurate sources of information about puberty by listing five or more accurate sources.
<ul style="list-style-type: none">• Develop a personal puberty plan to show their intent to implement personal hygiene and healthy habits.
<ul style="list-style-type: none">• Identify benefits of delaying close sexual contact, including prevention of STIs and pregnancy by naming three benefits of waiting.

Notes:

- Skill development review: communication with parent, caregiver, trusted adult
- Focus on anatomy rather than gender: hygiene tips for all young people, tips for people with a vulva and people with a penis
- Trauma informed strategy: benefits of waiting to have close sexual contact rather than focus on negative risks of sex

LESSON 6: Social and Emotional Changes

Objectives
Students will be able to:
<ul style="list-style-type: none">Identify six social and emotional changes and the role of hormones during puberty.
<ul style="list-style-type: none">Demonstrate respectful communication and boundaries when responding to biographies about peers who are going through puberty.

Notes:

- Focus on anatomy rather than gender: all people have estrogen, progesterone, and testosterone, but in varying levels based on anatomy
- Inclusive: images of wide range of young people with racial, gender, ability diversity
- Healthy relationship development
- Skill development: Identify respect and consent in peer relationships. How to use self-advocacy and intervene for a friend to get help in disrespectful situations

LESSON 7: Consent

Objectives
Students will be able to:
<ul style="list-style-type: none">Explain consent, personal boundaries, and bodily autonomy by identifying their presence in scenarios and creating two cartoons to illustrate consent.
<ul style="list-style-type: none">Identify situations where consent is violated and strategies for responding to uncomfortable or dangerous situations, including sexual harassment, by analyzing scenarios and naming three actions to take.

Notes:

- Inclusive: images of wide range of young people with racial, gender, ability diversity
- Healthy relationship development
- Skill development: Identify peer situations that lack consent and respect; then, rewrite them to show consent and respect. Create two cartoons: one asking for consent, and one responding when someone says “no.”
- Skill development: How to use self-advocacy and intervene for a friend to get help in situations involving interpersonal violence

Add-On LESSON E: Understanding Ourselves and Others: Gender and Sexual Orientation

Objectives
Students will be able to:
<ul style="list-style-type: none">Define and differentiate between gender identity and sexual orientation.
<ul style="list-style-type: none">Identify credible sources of information, including trusted adults, whom students can ask questions about sexual orientation.

Notes:

- Inclusive: images of wide range of young people with racial, gender, ability diversity
- Inclusive: Describe gender identity, gender expression, attraction, sexual orientation
- Skill development: Identify credible sources of information and answers to questions

*Family engagement materials sent home

<https://pubertycurriculum.com/>