Proposed Revisions for the
5th Grade S.H.A.R.E.
Sexuality, Health, and Responsibility
Education Curriculum
Revised February 15, 2017
ADVANCE PREPARATION FOR LESSON:
Teacher should be familiar with the functioning of the reproductive systems and be prepared to respond to questions.

A NOTE ABOUT LANGUAGE:
The terms “boy” and “girl” are used intentionally in this lesson to make it accessible for 5th grade students, who are more concrete learners than students in middle or high school.

While we use the terms “male” and “female” when referring to particular anatomy (the “male” or “female” reproductive systems, for example), it is important to remember that someone can have a penis even if they don’t identify as a boy or a vulva even if they don’t identify as a girl.

The use of more inclusive terms related to gender identity and biological sex is introduced in subsequent grade levels.

LEARNING OBJECTIVES:
By the end of this lesson, students will be able to:

1. Correctly identify at least two parts of the biological male reproductive system. [Knowledge]
2. Correctly describe the functions of at least two parts of the biological male reproductive system. [Knowledge]
3. Correctly identify at least two parts of the biological female reproductive system. [Knowledge]
4. Correctly describe the functions of at least two parts of the biological female reproductive system. [Knowledge]
5. Identify at least one reliable, accurate source of information about reproductive anatomy. [Knowledge]

PROCEDURE:

STEP 1: Introduce the lesson by saying “We have hundreds of different body parts. Can someone tell me a body part that almost everyone has?”

Note to the Teacher: Possible responses will range from nose, ears, elbow, heart, lungs, etc. to skeletal or circulatory system. All answers are good as the point is to demonstrate how similar humans are to each other. A student may point out that not everyone has arms, fingers, etc. Acknowledge that this is certainly true, but that most people have these parts and people that may be missing some parts should not be treated any differently. (2 minutes)
STEP 2: Say, “While there are hundreds of parts that almost everyone has in common, there are only a few parts that just biological males have that biological females don’t have and there are only a few parts that just biological females have that biological males don’t have.

Today, we are going to talk about those biological male and biological female parts which are part of our reproductive system.”

Tell them that the reproductive system includes those body parts that are used in reproduction; that is, in making and having babies.

Say, “Most people have either biological male reproductive parts or biological female reproductive parts and that most people who have biological male reproductive parts are boys and most people who have biological female reproductive parts are girls.” (1 minute)

STEP 3: Distribute the male diagram handout and colored pencils or crayons. Ask the students to color each part as you discuss it and to write the name on their sheet by the correct part.

Show the Male Body slide. Point to the penis and pronounce the term. Say, “The penis is the external male sex organ.”

Note to the Teacher: When the word “Penis” is first said out loud, there is likely to be a big reaction – giggling, laughter, embarrassment. This is perfectly OK. Allow the students a few moments to laugh and get it out of their systems, then ask: “Why do we laugh when we hear the word “penis”? Be prepared to have a brief discussion about this. It is important to acknowledge their discomfort and normalize use of the proper terms. Tell students, it is perfectly OK to feel embarrassed or uncomfortable since we hardly hear the word “penis” or some of the other words we will discuss but that it is important to learn them.

Point to the opening in the penis and say, “This is the opening to the urethra. Does anyone know what comes out from here?

Take a few responses and say, “It is the opening at the tip of the penis where the urine, or pee, comes out.

Once a male goes through puberty, the urethra is also where semen comes out, semen contains sperm. Sperm are tiny cells that are needed to conceive a child.

Point to the testicles and pronounce the term. Say, “These are the testicles. Does anyone know what they do?”

Take a few responses and say, “The testicles are two little round organs that make sperm. It takes a sperm and an egg to make a baby. Sperm cells are very fragile.”

Point to the epididymis and pronounce the term. Say, “The epididymis is a tube located at the back of the testicles that stores and carries sperm.”

Point to the vas deferens and pronounce the term. Say, “The vas deferens is a tiny muscular tube in the male reproductive system that carries sperm from the epididymis to the urethra.

Point to the scrotum and pronounce the term. Say, “The scrotum is the pouch of skin that holds the testicles and keeps them the right temperature to make sperm.” Point to the prostate and pronounce the term.

Point to the seminal vesicle and say the term. Say, “The prostate and seminal vesicle are responsible for creating semen. Semen helps sperm travel through the urethra and out of the body.”

Point back to the urethral opening and show on the diagram how sperm can be made in the testicles and travel through the male reproductive system to leave the body through the urethral opening.

Also, point out the bladder and explain that this is where urine, or pee, is stored. Show how urine also travels from the bladder, through the urethra and out of the body. Explain that these
parts of the body are called genitals. (15 minutes)

**STEP 4:** Proceed to the next slide showing the penis with a foreskin.
Point to the foreskin and pronounce the term. Say, "The foreskin is a fold of skin which covers the head of the penis. Some biological males do not have foreskins as they were removed shortly after birth. The removal of the foreskin can be for a variety of reasons including: religious beliefs, cultural practice, or health reasons."

**STEP 5:** Distribute the female diagram handout. Ask the children to color each part as you discuss it and to write in each name by the correct part. Show the Female Body slide.
Point out an ovaries and pronounce the word. Ask, "Does anyone know what the ovary(ies) does?"
Take a few responses and say, “The ovaries are two little round organs that store ova. Ova are another word for eggs. The ova are very small, about the size of a period at the end of a sentence, and are needed to conceive a child. The female provides the egg, which can join with the male’s sperm to make a baby. Once a female goes through puberty, the ovaries start to send out one egg each month.”
Point out the fallopian tubes and pronounce the word. Say, "The fallopian tubes transport the ova from the ovary to the uterus."
Point to the uterus and pronounce the word. Say, "The uterus is a hollow pear shaped organ where a fetus can grow if a person is pregnant."
Next, say, “Before a baby is born, it is called a fetus.”
Point to the cervix and pronounce the word. Say, "The cervix is the lower, narrow part of the uterus that opens into the vagina."
Point to the vagina and pronounce the word. Say, "The vagina is the muscular canal that extends from the cervix to the outside of the body. This is the passageway between the uterus and the vaginal opening through which a baby comes out when it is time to be born."
There is a second picture of the internal female genitalia. This is a different view and is being used to show the students the internal section of the clitoris.
Say to the students, “The yellow portion in the picture is the internal portion of the clitoris. The clitoris is a very sensitive part of the female genitalia.”

**STEP 6:** Next, bring up the slide of the external diagram of the female.
Point to the vulva and pronounce the word. Say, "The vulva is the term used for female external genital organs, including the labia, clitoris, and entrance to the vagina. These parts are on the outside of her body."
Point to the urethral opening and pronounce the term. Say, "This is the opening in the female body where urine leaves the body. Just like males, females have a urethra that connects to the bladder and carries urine outside the body through the urethral opening.
Point to the vaginal opening and pronounce the term. Say, "This is the opening to the vagina through which a baby is born and through which blood passes when a girl menstruates each month."
Point to the labia and pronounce the term. Say, "The labia are folds of skin that surround the opening to the vagina."
Point to the clitoris and pronounce the word. Say “This is the external portion of the clitoris, located above the urethral opening, it is very sensitive to the touch.”
Point to the anus and pronounce the word. Say, “This is the anus, the opening at the lower end of the digestive tract through which solid waste is excreted.”
Sexual and Reproductive Anatomy

**Note to the Teacher:** make sure it is clear the anus is common in both males and females even though it is not represented in the male diagrams. (15 minutes)

**STEP 7:** Ask students to name the parts of the male and female genitals as you point to them. Help them to pronounce each word correctly by having the group say each word together several times and ask for a volunteer to say what the function is for each. Then ask: “What are some good places someone could go if they wanted to learn more about the reproductive system?”

**Note to the Teacher:** Responses that you want to encourage are: books from the library or the bookstore; films or DVDs that you see in school; the school nurse; your doctor. If students suggest the Internet, make sure to reinforce that the Internet does have some reliable and accurate information but it also has a lot of bad and wrong information and so the Internet is only a good source if they find a reliable site. The same for television or even magazines. If students suggest friends or older siblings, tell them that, although we learn a lot from our friends, classmates and older siblings, they often don’t have accurate information so they are not generally a good source. Tell students if they learn something about the reproductive system from someone their age or from an older child or teenager, to check it out with an adult or look in a book, to find out if it is accurate. **Reinforce students should have adult supervision and/or permission before accessing resources.**

Conclude the lesson by encouraging students to learn about their bodies and tell them that it is good to know the names of their body parts, to take care of their bodies and to feel proud of them. (7 minutes)

**RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

The home connection assignment is designed to assess all five learning objectives from each student individually.

**HOME CONNECTION:**

Distribute “Body Parts” worksheet. For the home connection, have students work with a family member to identify whether each part belongs to the male or female reproductive system, to identify the function for each part, and one source of accurate information about reproduction. Allow students two days to complete the home connection.
**Body Parts**

*Home Connection*

**FRONT**

**Directions:**

1. Check the box that correctly identifies who has each part
2. Put the letter from the list on the back of this sheet that correctly identifies the description or main function for each part.

<table>
<thead>
<tr>
<th>BODY PART</th>
<th>BIOLOGICAL MALES HAVE THIS</th>
<th>BIOLOGICAL FEMALES HAVE THIS</th>
<th>EVERYONE HAS THIS</th>
<th>DESCRIPTION OR FUNCTION (from list on back)</th>
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<td>1. URETHRA</td>
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<td>17. SEMINAL VESICLES</td>
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<td>19. EPIDIDYMIS</td>
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One good place to get accurate information about reproduction is:

__________________________________________________________
Descriptions and Functions:

a. Carries urine from the bladder to the outside of the body.
b. Fold of skin which covers the head of the penis.
c. Two small round organs that produce sperm, which are needed to make a baby.
d. Transport ova (eggs) from the ovaries to the uterus.
e. Opening where solid waste (poop) leaves the body.
f. Tube that stores and carries sperm to the vas deferens.
g. The reproductive system parts on the outside of the body.
h. The organ that stores urine (pee).
i. The lower, narrow part of the uterus that opens to the vagina.
j. Store the eggs (ova).
k. Creates semen.
l. Part on the outside of the body that contains the vaginal opening, the urethral opening and the clitoris.
m. The muscular canal that extends from the cervix to the outside of the body where the baby is born.
n. Folds of skin that surround the opening to the vagina.
o. A very sensitive part of the female genitalia.
p. Creates semen.
q. Part that contains the urethra through which urine and, in grown males, semen with sperm pass through to leave the body.
r. Pouch of skin that holds the testicles.
s. Tube that carries sperm from the epididymis to the urethra.
Directions:
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One good place to get accurate information about reproduction is:  

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Revised 2/15/17
Female Diagram

The area in yellow is the internal portion of the clitoris.
Reproductive Anatomy

Reproduction
Puberty and Reproduction

ADVANCE PREPARATION FOR LESSON:
Print out the Steps to Human Reproduction Cards and cut them out. Make enough sets for each small group.
You should be familiar with the functioning of the reproductive system and human reproduction and be prepared to respond to questions. A review can be found in the article "Sexual Reproduction" included in the lesson.

It is also important for you to be aware of your district and/or state policies in place that may dictate what they can and cannot share about human reproduction.

LEARNING OBJECTIVES:
By the end of this lesson, students will be able to:
1. Describe how puberty prepares the human male body for the potential to reproduce. [Knowledge]
2. Describe the process of human reproduction by identifying the correct order of steps involved in conception. [Knowledge]

A NOTE ABOUT LANGUAGE:
The terms “boy” and “girl” are used intentionally in this lesson to make it accessible for 5th grade students, who are more concrete learners than students in middle or high school. While we use the terms “male” and “female” when referring to particular anatomy (the “male” or “female” reproductive systems, for example), it is important to remember that someone can have a penis even if they don’t identify as a boy or a vulva even if they don’t identify as a girl. The use of more inclusive terms related to gender identity and biological sex are introduced in subsequent grade levels.

PROCEDURE:
STEP 1: Tell students that today you are going to discuss how puberty can prepare the human body for the potential to reproduce.
Ask: “Who remembers what puberty is?”
Answers might include a normal part of growing up when our bodies change from being a child’s body to an adult body. Remind students that puberty typically begins anywhere from age 8 to 16 – usually a little earlier for female bodies than male bodies – and continues all the way until a person reaches their full adult height, sometime in the later teens for female bodies and up to the early twenties for male bodies.
Ask: “Who remembers how puberty starts?”
Answer should be pituitary gland starts sending out hormones.
Puberty and Reproduction

Say, “One of the biggest differences between a person who has gone through puberty and somebody who has not is that an adult body is the ability to reproduce, or make a baby. That is an important change that happens during puberty. The main changes that happen during puberty are the result of hormones: testosterone and estrogen mainly. Hormones are the natural chemicals our bodies make.” (5 minutes)

**STEP 2:** Start the PowerPoint with slide one and say “Who can remember the names of the male body parts that we talked about in a previous lesson?” Together with the students, name the parts on the diagram.

Go to slide two and review the exterior of the male penis with the foreskin still in place. Remind students the removal of the foreskin can be due to religious, cultural, or health reasons.

**Note to the Teacher:** You may want to provide a word bank on the board/butcher paper to help students to remember the names.

Next, show slides three and four of the female body and again ask “Who can remember the names of the parts of the female body parts that we talked about in a previous lesson?” (9 minutes)

**STEP 3:** Tell students: “Puberty starts because a person’s body starts to produce a very large quantity of hormones that they were only producing in small amounts before.

Male bodies start to produce a lot more testosterone and a little bit of estrogen and female bodies start to produce a lot more estrogen and a little bit of testosterone. All of these changes happen because of the new surge of these hormones.”

Show students slide four that has both the male and female interior diagrams on it together. Explain to students that only some of the male and female body parts are needed for reproduction and therefore are part of the reproductive system.

Say, “On the male diagram, the parts that are used in reproduction are the testicles, penis, urethra, prostate, seminal vesicle, epididymis, and vas deferens.”

Say, “On the female diagram, the parts that are used in reproduction are the uterus, ovaries, fallopian tubes and vagina.” (5 minutes)

**STEP 4:** Tell students: “Through the production of testosterone and estrogen, the reproductive system becomes able to reproduce or make a baby.” Tell them that you are now going to explain to them how conception occurs. Proceed to slide six of the PowerPoint.

**Note to the Teacher:** As you go through the process of conception, use the diagrams of the interior male and female bodies to help to explain each of these processes. The description below is a suggestion for explaining the process of human conception.

Say:

- “When puberty begins in biological males, testicles, which is where most of the hormone testosterone is produced, start to produce sperm. Sperm are tiny cells that are needed to reproduce.

- For reproduction to happen, the sperm exit the epididymis and travel up through the two small tubes called the vas deferens.

- After they pass through the vas deferens, the sperm cells mix with semen produced by the prostate and seminal vesicle. Semen is a fluid that helps to protect and nourish the sperm and make them able to fertilize an egg.

- After the sperm mix with the semen, they travel up through the urethra in the penis and out of the tip of the penis. This is called an ejaculation.”
Puberty and Reproduction

Next say:

• “When puberty begins in biological females, ovaries, which produce most of the hormone called estrogen, start to release an egg, called an ovum, about once a month. The process of the ovary releasing an ovum is called ovulation.

• When ovulation occurs, the egg or ovum enters the fallopian tube. (*Remind students that once ovulation begins, the uterus, each month starts to prepare for a fertilized ovum because if a person becomes pregnant, the uterus is where the fetus will live and grow until it is born.*)

• So, every month, the lining of the uterus thickens with extra blood and tissue. If no fertilized egg comes down to the uterus then the uterus sheds its lining, which flows out of the body through the vagina and this is called menstruation or having a period.

• Say “Conception, or reproduction, generally happens when the semen containing hundreds of millions of sperm cells leaves the penis (ejaculation) and enters the vagina through sexual intercourse.

*Note to the Teacher:* It is likely that some students will react with embarrassment, discomfort, or disgust from the mention of sexual intercourse. Explain to students that this is an adult behavior and that because they are only in fifth grade, it is perfectly normal for them to think it is yucky or funny.

• The semen with the sperm travels through the vagina and into the uterus through its opening called the cervix and then into the fallopian tubes.

• Even though hundreds of millions of sperm are ejaculated only one sperm can attach itself to the egg and fertilize it.

• The fertilized egg then travels back down to the uterus where if it attaches itself to the wall of the uterus a pregnancy has started. The fetus will stay in the uterus for about nine months before a baby is born.”

*Note to the Teacher:* Please remind students the image only represents the process of fertilization and is not a representation of sexual intercourse.

*Note to the Teacher:* If asked about twin development, explain twins can either result from two ova being released, fertilized, and growing in separate placentas (fraternal twins) or from an ovum splitting and the fetuses sharing a placenta (paternal twins) (15 minutes)

**STEP 5:** Tell students, "If an egg is not fertilized, the biological female will begin menstruation also known as her period."

Menstruation is a monthly shedding of lining of the female's uterus; it lasts about 3 to 5 days (average) and contains blood and tissue that exits her body through the cervix and vagina – the first day of menstruation is the first day of your period.

The menstrual cycle is the approximately monthly menstruation. Average menstrual cycles run 25-30 days. During puberty, menstrual cycles can be very irregular.

Problems with periods include the following: amenorrhea (no period), dysmenorrhea (painful period), and abnormal bleeding.

Most periods vary somewhat, the flow may be light, moderate or heavy and can vary in length from about 2 to 7 days; with age, the cycle usually shortens and becomes more regular.

The menstrual cycle is the hormonal driven cycle; day 1 is the first day of your period (bleeding). Day 14 is the approximate day you ovulate (release an egg). Around day 25 hormone levels begin to drop if an egg is not fertilized. The egg will begin to dissolve and the cycle begins again with the period at about day 30.
Puberty and Reproduction

The average age for a girl to get her first period in the US is 12, but the range of age is about 8 to 15 years old.
Women usually have periods until about ages 45 to 55.
See your doctor for any abnormalities in your period (for example, excessive bleeding, no periods, severe pain, fever with tampon use, sudden irregularities, and other problems).
Women should change the pad/tampon before it becomes soaked with blood (about every 4 to 8 hours); follow directions on the box to help avoid TSS (toxic shock syndrome), a potentially deadly disease.
Additionally, there is a product called the “cup” which can provide a healthy alternative to using a tampon. (10 minutes)

**STEP 6:** At this point, show the video, “The Menstrual Cycle.”
Answer any question once the video has been completed. (10 minutes)

**STEP 7:** Close by telling students that it is okay if they still have more questions. Tell them that they should go home and ask their adult family members, doctor, or a trusted adult their questions. Remind them that they can always come to you or to the school nurse. (5 minutes)

**RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**
The activity in step five is designed to assess objectives one and two.

**HOME CONNECTION:**
There is no home connection for this assignment.
Sexual Reproduction

The Body and the Hormones

Most of us are equipped to have kids. Of course there are exceptions, for example when individuals suffer from certain diseases. In addition to organs like the liver, heart, and lungs, we have reproductive organs and we produce hormones inside our bodies. Hormones are courier substances that travel in the blood to carry messages from one organ to another. There are many different types of hormones. One group, sex hormones, controls the ability of women and men to reproduce.

The most important sex hormones in the female body are estrogen and progesterone. The male hormones are called androgens. The most important androgen is testosterone. It is not true that androgens are found only in males and estrogens are found only in females. Men carry female hormones and women carry male hormones as well.

Let’s look at the difference between the male and female reproductive organs. When choosing a method of birth control (contraception) these “little” differences actually make a big difference.

The Male

Did You Know?

25% of young women who have intercourse without using a method of birth control at any time during the cycle will become pregnant within one month.

85% will become pregnant within one year.

From the reproductive point of view, the major differences between males and females are:

- Starting at puberty, men can make babies basically anytime provided they ejaculate.
- Sperm can stay alive in a woman’s reproductive organs for up to three days.
- Men are able to conceive children almost until the end of their lives.
- Men do not have a cycle to regulate fertility like women do.
- Men need to reach orgasm and ejaculate in order to reproduce.
The sperm production - How men produce babies

The male body has internal and external reproductive organs. The internal organs are (epididymis, vas deferens, prostate, urethra) and external reproductive organs are (penis, scrotum holding the testicles or testes).

Sperm production begins at the onset of puberty, at an average age of 13 years, and lasts throughout the life of a man. The sure sign for a young man that he is able to reproduce is that his erection is followed by an ejaculation. This is of course only “physically speaking”.

Emotionally, you might be very far from being ready to take on the responsibility of becoming a father. Sperm, more precisely spermatozoa, are produced by the testicles, which are glands within the scrotum. The scrotum functions like a thermostat, regulating the temperature of the testicles. If you’re a male, then you know that the scrotum becomes smaller and more wrinkled when you enter a cold pool. The scrotum contracts to bring the testicles closer to the body to keep them warm. The testicles produce hormones and sperm. Sperm production is an ongoing process. It takes about 70 days for one sperm to mature.

Let’s have a look at how sperm actually grow. At the beginning, sperm forms in the testicles, then travels through the epididymis. After that, the sperm reaches the vas deferens. It is stored there until ejaculation occurs. The prostate gland produces a liquid that helps sperm to survive after leaving the male body. During ejaculation, spermatozoa and liquid from the prostate and other glands make a mix while travelling through the urethra. This mix is called semen. The urethra is a tube that also connects to the bladder for passing urine. During sexual excitement, for example during making love, this connection is interrupted so that the semen does not come into contact with urine. A sperm has the ability to swim and travel on its own. It has an oval-shaped head and a tail that serves as a propeller. Sperm carry the genetic information from the male and can unite with the female egg to produce an embryo. After two months, the embryo becomes a fetus, and later becomes a baby.

Survival of the fittest

Spermatozoa are very fragile and their chances of survival are very low. This is why the testicles of each individual produce millions of spermatozoa each day. The milky or creamy looking ejaculate consists of hundreds of millions of sperm, but only a few of them will survive the journey through the female vagina to the fallopian tube where the female egg is waiting to meet a sperm. Out of those few, only one will actually penetrate the egg and fertilize it.

Sperm, although it is very fragile, can also be very persistent. Occasionally pregnancy can occur without intercourse and even if the hymen is intact. The hymen is the membrane that partially covers the virgin vagina. This is called “splash pregnancy”. Sperm have been known to move very quickly from outside the vagina into the uterus. After intercourse sperm can survive up to three days in the reproductive organs of a female.

The Female
Remember what we said earlier about the differences between the sexes? Here are the little differences that make up a female:

- The woman is able to have children from the time she begins to produce eggs (around 12 years) to the onset of menopause (around 52 years).
- The woman can conceive only during the three days (approximately) surrounding ovulation each month (2 days before and on the day of ovulation).
- The woman has a menstrual cycle that determines her fertility.
- The female egg can only be fertilized by male semen in a time period of 6-12 hours.
- The woman can become pregnant without being sexually aroused and reaching orgasm.
- The woman could be a virgin and still get pregnant (splash pregnancy).

Puberty: When hormones start working overtime

The female body has internal and external reproductive organs. The exterior ones are: Mons pubis, clitoris, urethra, opening of the vagina (6-10 cm), inner and outer lips, and hymen. The interior organs are: cervix, uterus (womb), fallopian tubes (8-10 cm) and ovaries. The cervix is the entrance to the uterus.

Already at birth, the female body is equipped with a bank account of 300,000-400,000 egg cells, which are located in the ovaries. Of this large amount only 300-500 will be released during the reproductive years of a woman’s life. Starting between the ages of 8-10, hormone production rises and makes the body change from a girl to a young woman. The first menstruation, between ages 11-14, is the sure sign that the body is preparing to have children. This is of course only “physically speaking”. Emotionally, you might be very far from being ready to have children of your own.

From puberty on:

- The female produces one egg (ovulation) every month in the left or the right ovary.
- This egg is released to start its journey to the uterus through one of the fallopian tubes.
- The body prepares for a possible pregnancy.

Keep in mind that we’re talking about the usual stuff here. Of course there are exceptions such as the production of more than one egg, which might lead to two or more babies. This all happens due to the amazing teamwork between the hormones and organs. These things go on over and over again each month and this is what we call the female cycle.

<table>
<thead>
<tr>
<th>Did You Know?</th>
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<tbody>
<tr>
<td>In 2000, the fertility rate for adolescents (number of pregnancies per 1,000 women of reproductive age) was 17.3 compared with 33.9 for women in the 35-39 age group and 5.9 for women in the 40-44 age group. The highest abortion rates (number of abortions per 1,000 women) occur in women 18-19 years and 20-24 years of age.</td>
</tr>
</tbody>
</table>

The Amazing Female Cycle

The cycle covers a time frame of 23-35 days. The average cycle lasts 28 days. The first day of the cycle is the first day of menstruation. The last day of the cycle is the last day before the following menstruation. Cycle lengths vary individually and they are not always regular. Stress, weight gain or weight loss, for example, can disturb it. After the first menstruation it may take 1-3 years until a woman gets a regular cycle.

During the first 14 days of the cycle (usually, but depending on cycle length) an egg is ripening. A hormone in the brain, which is called follicle stimulating hormone (FSH), stimulates the ripening process. The coat around the egg produces estrogen. This most important female hormone makes the lining of the uterus grow to form a nutritious and secure bedding for the egg to settle into after fertilization.
Approximately at day 14 of a 28-day cycle, an egg is ready to be released. Another hormone in the brain, which is called luteinizing hormone (LH), gives the impulse for the egg to emerge from the ovary and be taken up by the fallopian tube. This important event is called ovulation. This is also the most fertile time of the month for the woman to get pregnant. The egg then travels through the fallopian tube to the uterus. The journey takes about seven days. In the meantime, another important hormone produced in the ovary, progesterone, is preparing the uterus for a pregnancy by securing a sufficient blood supply and by preventing the uterus from contracting and losing a fertilized egg.

Sperm can fertilize the ready egg in the fallopian tube during a 6 to 12 hour period. Fertilization happens when a sperm enters the egg and the embryo starts to form. Two cells divide and become four, the four cells divide and become eight, and so on. By the time the cluster of cells reaches the uterus and settles down into the lining of the uterus, it has become an embryo. This settling down is called implantation. It takes about seven days from fertilization to implantation. The rise of estrogen and progesterone in the blood stream of the woman, along with the pregnancy hormone HCG from cells surrounding the embryo, signals pregnancy. From now on, the female body concentrates on the growth of the embryo and stops the cycle until a few weeks after the baby is born. This is why women cannot conceive again while they are pregnant. A woman can only have one pregnancy at a time, but this does not exclude the possibility of having more than one embryo or fetus at a time, e.g. twins.

The rise in estrogen and progesterone signals to the ovaries: Do not produce any more eggs for now. We have to take care of this embryo first! A pregnancy test can be positive 8-10 days after ovulation. If no fertilization of the egg occurs, the production of progesterone stops. So does the production of estrogens. The message is basically: We do not have a fertilized egg to produce an embryo this month, so stop all the preparations and start all over again! The end of the story is that the thickened lining of the uterus, which was supposed to be the bed for the fertilized egg, is no longer necessary. The same applies to the egg, which did not get fertilized. The body rids itself of this bedding and the egg by bleeding. This is known as the period or menstruation.

The link to contraception
This was a brief description of what’s happening with our bodies when it comes to reproduction. What does this have to do with contraception then? Remember we were talking about the principles of contraception:

<table>
<thead>
<tr>
<th>Did You Know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you know that a woman can become pregnant even:</td>
</tr>
<tr>
<td>• when she has intercourse for the first time?</td>
</tr>
<tr>
<td>• when she has her period?</td>
</tr>
<tr>
<td>• if she had no period yet?</td>
</tr>
<tr>
<td>• if her partner ejaculates not inside her vagina but close by?</td>
</tr>
</tbody>
</table>

- Hormonal methods: make the body believe that the ovaries produce hormones while they are, in fact, resting and not producing eggs. Most hormonal methods stop ovulation.
- Barrier methods: prevent sperm and egg from meeting each other.
- Chemical methods (spermicides): destroy sperm upon contact.
- Surgical methods: interrupt the transportation route of eggs or sperm.
- Emergency contraception: delays egg release.

http://www.sexualityandu.ca/sexualhealth/all-about-puberty/sexual-reproduction
Reproductive Anatomy

Reproduction

www.advocatesforyouth.org
Learning about HIV

ADVANCE PREPARATION FOR LESSON:
It is helpful for students to have a basic understanding of the human immune system and how it works, and the concept of germs. The teacher should also review the teacher’s resource included with this lesson to make sure to be up to date on information about HIV and AIDS. Finally, the teacher should also be prepared not to discuss explicit sexual situations but to refer a student with such a question to ask an adult family member.

LEARNING OBJECTIVES:
By the end of this lesson, students will be able to:
1. Define HIV as a virus that is transmitted through bodily fluids that weakens your immune system. [Knowledge]
2. Identify at least two ways in which HIV can be transmitted. [Knowledge]
3. Identify at least two ways in which HIV is not transmitted. [Knowledge]
4. Identify at least one way to prevent HIV transmission. [Knowledge]

PROCEDURE:
STEP 1: Open PowerPoint, “Learning about HIV”
Begin the activity by providing and reviewing the agenda on slide 2.
Slide 3 – define the term disease. Introduce the difference between communicable and non-communicable diseases.
Explain that communicable diseases are diseases that one person can give to another; or get from someone else. Ask students to raise their hands and give examples of communicable diseases (some responses may include: the common cold, stomach virus, the flu)
Say, “Non-communicable diseases are those that cannot be spread from one person to another.” Ask for examples of non-communicable diseases, or infections (Some responses may include: appendicitis, an infected finger, asthma, cancer.) (3 minutes)

STEP 2: Tell students you are going to name some different medical problems people may have and they should tell you whether they are communicable or not. Ask:
• Can you get a sore throat from someone? (YES)
• Can you get allergies from someone? (NO)
• Can you get a broken arm from someone? (NO)
• Can you get lice from someone? (YES)
• Can you get cavities from someone? (NO)

NSES ALIGNMENT:
By the end of 5th grade, students will be able to:
SH.5.CC.1 – Define HIV and identify some age-appropriate methods of transmission, as well as ways to prevent transmission.

TARGET GRADE:
Grade 5 Lesson 3

TIME: 60 Minutes

MATERIALS NEEDED:
• Butcher paper/Board
• Markers/chalk
• Handout: “Facts about HIV” – one per student
• PowerPoint - “Learning about HIV”
• “Teacher’s Resource: HIV Infection and AIDS” for the teacher
• “Facts about HIV – Answer Key” for the teacher
Learning about HIV

Ask students if they have any questions about whether a certain illness is communicable (contagious).

Respond to students’ questions by giving the correct answer and then explaining why (if it is non-communicable, either it is caused by a germ that is not contagious or it is not caused by a germ at all.)

If you are unsure, tell the student you are unsure and that you will find out and let them know. (3 minutes)

**STEP 3:** Present slide 4 to students. Explain the term "germs" is an umbrella term that covers many things. Review the different types of germs and the basic information outlined.

Slides 5-9 are designed to help the students understand the immune system and how it works to protect us. Review with students and answer any clarifying questions. (lymphocytes and phagocytes are both types of white blood cells).

Slide 10 discusses some common vaccines available today.

Slide 11 focuses on ways we can prevent spreading common "germs" and how we can protect ourselves. (15 minutes)

**STEP 4:** Tell students that today you want to talk about a particular communicable infection called HIV.

Ask students what have they heard of HIV.

Bring up slide 12 and say, “HIV stands for ‘Human Immunodeficiency Virus.’ That’s a big name, so let's break it down a bit.

- ‘Human’ means it is a people disease. You can't get it from a pet or give it to a pet.
- 'Immunodeficiency’ is really two words put together.
  - ‘Immuno’ refers to the immune system, or the system that enables us to fight diseases.
  - A ‘deficiency’ refers to when something is lacking.”

Ask students what have they heard of AIDS.

Continue with slide 12 and say, ”AIDS stands for ‘Acquired Immune Deficiency Syndrome.’ Again that is a big name, so let's break it down as well.

- 'Acquired' means something that happens over time.
- ‘Immune’ refers to the immune system, or the system that enables us to fight diseases.
- A ‘deficiency’ refers to when something is lacking. 'Syndrome' is a condition caused by a set of symptoms.'

Move to slide 13 and review the process and facts regarding HIV and AIDS, symptoms, and treatment.

Move to slide 14 and discuss how HIV can be transmitted.

Move to slide 15 and discuss how to prevent the spread of HIV.

Move to slide 16 and have students name some things they can do with someone that has the HIV virus. (10 minutes)

**STEP 6:** Distribute the handout, “Facts about HIV.”

Have students work in pairs to complete the worksheet. Allow 8 minutes for students to do this.

Once all have been completed, review the questions with the class.

All answers are TRUE. For each question, provide the answer as well as an explanation for why it is true (See teacher’s guide with explanations.) (16 minutes)
Learning About HIV

STEP 7: Conclude the lesson by saying “HIV is a serious infection and it is communicable but it is also very difficult to catch. As long as we know how HIV is and is not transmitted, we can protect ourselves and be good friends, family members to people we know with HIV or AIDS. (1 minute)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:
The worksheet “Facts about HIV” is designed to assess Objectives one, two and three. Additionally, through step eight, the teacher can further assess student understanding of HIV transmission by their responses to ways they can safely interact with people with HIV.

HOME CONNECTION:
None.
Facts about HIV

Answer Key

FACTS ABOUT HIV
(TRUE OR FALSE)

Directions: Write TRUE next to those statements that are true, and FALSE next to those statements that are false.

1. You cannot get HIV by being in the same room with a person who is living with HIV.
   (True: HIV is not transmissible through the air)

2. So far, there is no vaccine to prevent HIV.
   (True: Researchers are working on a vaccine and there will likely be one in the future. There is an injection a person can take every day that can make it harder to contract HIV but it is not a vaccine)

3. HIV cannot be transmitted by sneezing.
   (True: HIV is not transmissible through the air through sneezing or coughing)

4. HIV is a communicable (contagious) disease.
   (True: HIV is spread by the transfer of infected bodily fluids)

5. You cannot get HIV from sharing a drink.
   (True: HIV is not found in saliva)

6. HIV affects the body’s immune system.
   (True: HIV attacks the immune system and makes it weaker, making it harder to fight infections)

7. AIDS and HIV are two different things.
   (True: AIDS describes when a person with HIV gets sick because their immune system can no longer fight off infections. It can take years for a person with HIV to develop AIDS).

8. If you come into contact with the blood of someone who is NOT living with HIV you cannot get HIV.
   (True: HIV can only be transmitted from a person who already is infected. If two people are not infected, then neither one can transmit it to the other.)

9. Someone who uses the same needle as someone who is living with HIV to use drugs, can contract HIV.
   (True: Sharing needles for drug use with someone living with HIV is one of the easiest ways to get HIV)

10. If someone with HIV is bleeding, they can transmit HIV to someone else.
    (True: HIV infection is transmissible from infected blood. The other person would need to have a cut on their own skin, however, in order for the virus to get into their body.)

11. HIV is no longer considered a “terminal illness” like it was when it was first discovered.
    (True: Treatment for HIV patients has improved in the last three centuries allowing people with HIV to live longer. Medications for treating HIV cost around $3,000 per month on average)
FACTS ABOUT HIV
(TRUE OR FALSE)

Directions: Write TRUE next to those statements that are true, and FALSE next to those statements that are false.

_______ 1. You cannot get HIV by being in the same room with a person who is living with HIV

_______ 2. So far, there is no vaccine to prevent HIV.

_______ 3. HIV cannot be transmitted by sneezing.

_______ 4. HIV is a communicable (contagious) disease.

_______ 5. You cannot get HIV from sharing a drink.

_______ 6. HIV affects the body’s immune system.

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_______ 10. If someone with HIV is bleeding, they can transmit HIV to someone else.

_______ 11. HIV is no longer considered a “terminal illness” like it was when it was discovered.
STDs and HIV - CDC Fact Sheet

Are some STDs associated with HIV?
Yes. In the United States, people who get syphilis, gonorrhea, and herpes often also have HIV, or are more likely to get HIV in the future.

Why does having an STD put me more at risk for getting HIV?
If you get an STD you are more likely to get HIV than someone who is STD-free. This is because the same behaviors and circumstances that may put you at risk for getting an STD can also put you at greater risk for getting HIV. In addition, having a sore or break in the skin from an STD may allow HIV to more easily enter your body.

What activities can put me at risk for both STDs and HIV?
• Having anal, vaginal, or oral sex without a condom;
• Having multiple sex partners;
• Having anonymous sex partners;
• Having sex while under the influence of drugs or alcohol can lower inhibitions and result in greater sexual risk-taking.

What can I do to prevent getting STDs and HIV?
The only way to avoid STDs is to not have vaginal, anal, or oral sex. If you are sexually active, you can do the following things to lower your chances of getting STDs and HIV:
• Choose less risky sexual behaviors.
• Use condoms consistently and correctly.
• Reduce the number of people with whom you have sex.
• Limit or eliminate drug and alcohol use before and during sex.
• Have an honest and open talk with your healthcare provider and ask whether you should be tested for STDs and HIV.
• Talk to your healthcare provider and find out if pre-exposure prophylaxis, or PrEP, is a good option for you to prevent HIV infection.

People who have STDs are more likely to get HIV, when compared to people who do not have STDs.
If I already have HIV, and then I get an STD, does that put my sex partner(s) at an increased risk for getting HIV?

It can. If you already have HIV, and then get another STD, it can put your HIV-negative partners at greater risk of getting HIV from you.

Your sex partners are less likely to get HIV from you if you

- Use antiretroviral therapy (ART). ART reduces the amount of virus (viral load) in your blood and body fluids. ART can keep you healthy for many years, and greatly reduce your chance of transmitting HIV to sex partners, if taken consistently.
- Choose less risky sexual behaviors.
- Use condoms consistently and correctly.

The risk of getting HIV may also be reduced if your partner takes pre-exposure prophylaxis, or PrEP, after discussing this option with his or her healthcare provider and determining whether it is appropriate.

Will treating STDs prevent me from getting HIV?

No. It’s not enough.

If you get treated for an STD, this will help to prevent its complications, and prevent spreading STDs to your sex partners. Treatment for an STD other than HIV does not prevent the spread of HIV.

If you are diagnosed with an STD, talk to your doctor about ways to protect yourself and your partner(s) from getting re-infected with the same STD, or getting HIV.

Where can I get more information?

Sexually Transmitted Diseases
www.cdc.gov/std/

HIV/AIDS and STDs
www.cdc.gov/std/hiv/

PrEP
(pre-exposure prophylaxis)
www.cdc.gov/hiv/basics/prep.html

CDCINFO Contact Center
1-800-CDC-INFO
(1-800-232-4636)
TTY: (888) 232-6348
https://wwwn.cdc.gov/dcs/ContactUs/Form

CDC National Prevention Information Network (NPIN)
npin.cdc.gov/disease/stds
P.O. Box 6003
Rockville, MD 20849-6003
E-mail: npin-info@cdc.gov

American Sexual Health Association (ASHA)
www.ashasexualhealth.org/stdsstis/
P. O. Box 13827
Research Triangle Park, NC 27709-3827
1-800-783-9877
5th Grade S.H.A.R.E
SEXUALITY, HEALTH, AND RESPONSIBILITY EDUCATION
LESSON #3

Diseases
- Diseases:
  - an abnormal condition affecting the body
  - symptoms and signs will occur in most cases, but not always.
- There are two types of diseases:
  1. Communicable—diseases that can be shared (infectious)
     - What are some examples of communicable diseases?
  2. Non-communicable—diseases that cannot be shared (non-infectious)
     - What are some examples of non-communicable diseases?

Germs
- Germs:
  - Bacteria
  - Viruses
  - Fungi
  - Parasites
- Germs can enter your body through:
  - Air
  - Water
  - Cuts in the skin
  - Touching objects and then touching your mouth or eyes.

DRAFT
Our Immune System

- The Tonsils:
  - First line of defense against ingested or inhaled diseases.
- The Thymus:
  - Involved in the proper function of T-lymphocytes (T-cells)
- The Spleen:
  - Filters the blood for diseases
- The Bone Marrow:
  - Produces leukocytes

Immune Response

From the immune system, cells circulate around your body looking for germs. When a disease is found your immune cells' response depends on the disease.

Immune Response (cont.)

Phagocytes are a type of white blood cell that can surround and eat germs. Lymphocytes are a different kind of white blood cell that attack germs by creating antibodies that neutralize germs.

Lymphocytes also destroy cells which have been infected by a virus. After defeating a disease lymphocytes remember the disease throughout your life.
Immune Response (cont.)

The memory of immune cells led to the idea of a vaccine where weak or dead germs are injected into your body.

Your immune system can then "practice" on the weak form of the disease.

Common Vaccines

- Flu
- Measles
- Mumps
- Chicken pox
- Tetanus
- Human Papilloma Virus (HPV)

How Can You Protect Yourself From Common Germs?

- Cover your nose and mouth when you sneeze or cough
- Use tissues and throw them away
- Wash your hands with soap and water for at least 15 seconds
- Get your routine immunizations from your doctor

HIV/AIDS

- HIV (human immunodeficiency virus):
  - Human – people disease
  - Immuno – refers to the immune system
  - Deficiency – refers to something lacking
- AIDS (acquired immune deficiency syndrome):
  - Acquired – over time
  - Immune – refers to the immune system
  - Deficiency – refers to something lacking
  - Syndrome – a condition caused by a set of symptoms
HIV/AIDS (cont.)

- HIV is a virus that attacks our immune system and makes it weak so it’s harder for the body to fight off other infections.
- AIDS is a stage of the disease when most of the immune system has been destroyed lowering the ability of the immune system to fight disease.
- A person with HIV can appear healthy for some years before developing AIDS.
- There is no cure for HIV/AIDS, only treatment.
- The HIV virus is not an easy disease to transmit like the cold or the flu.

HIV/AIDS (cont.)

- To prevent the spread of HIV:
  - Do not share blood or needles
  - Practice safer sex or abstinence
  - Avoid behaviors or situations which may impair your ability to make good decisions (alcohol, drug use)
  - PrEP - Pre-exposure prophylaxis uses antiretroviral drugs to protect HIV-negative people from HIV before potential exposure.
    - PrEP drugs can only be prescribed by a physician
    - Not 100% effective
    - Very expensive - Can cost $1,000 per year or more

HIV/AIDS (cont.)

- HIV can be passed through infected bodily fluids such as:
  - Blood
  - Semen
  - Vaginal fluids
  - Breast milk
- HIV can also be spread by sharing needles
- HIV cannot be spread through tears or saliva
- HIV can be passed from an infected mother to her baby:
  - While the baby develops in the mother’s uterus
  - At the time of birth
  - During breastfeeding
    - Transmission rate is less than 1% with medication. Mother is tested at the beginning of the pregnancy.

HIV/AIDS (cont.)

- Name things you can do with someone infected with HIV:
  - Hug someone
  - Kiss someone on the cheek
  - Share food
  - Swim in the same pool
  - Go to school together
  - Sit next to each other
What Is Love Anyway?

ADVANCE PREPARATION FOR LESSON:
Be sure to go through the Teacher’s Guide: Teaching about Sexual Orientation.

LEARNING OBJECTIVES:
By the end of this lesson, students will be able to:
1. Describe the difference between “liking” and “loving.” [Knowledge]
2. Define “sexual orientation” and its most common categories. [Knowledge]
3. Demonstrate that they have a trusted adult with whom they can speak about sexual orientation, among other sexuality-related topics. [Knowledge]

PROCEDURE:
STEP 1: Start the session by asking students to take out a piece of paper and divide it in half by drawing a vertical line down the center. Draw a similar line on the board.

Note to the Teacher: This portion of the lesson is to provide students with a framework of “like” vs. “love” as it relates to concrete objects, activities, etc.

Then ask them to draw a horizontal line near the top, creating a “T”. Do the same to demonstrate what you would like them to do.

Then ask the students to write the word “like” on the top of the left side of the division, and the word “love” at the top of the right side. Do the same. (2 Minutes)

When done, it should like this:

Like | Love

STEP 2: Ask students to provide their definitions of “like” and “love” and how they are different. Accept all answers and have students build on others responses. (10 minutes)

Note to the Teacher: You may want to use and example from your own life to help demonstrate this concept to the students. Remember to avoid anything overly personal in the process as this is only relating to “things” and not people.

STEP 3: Tell the students you are going to give them 60 seconds to come up with a list of 5 (or more) things they LIKE. Tell them these cannot be people, they have to be things – objects, activities, places etc. Have them write what they like on the left side of their sheet or screen.
Tell them to keep writing until you call time – but that they need to have a minimum of five. Let them know they will have the option of sharing examples of these, but will not be required to. Stop them at 60 seconds.

Next, ask them to come up with a list of 5 (or more) things they LOVE. Again, be sure to emphasize that these cannot be people, they have to be things – objects, activities, place, etc. Call time at 60 seconds.

Say, “I am now going to ask for some volunteers to share something they said they like. Please remember that we always agree to respect our classmates, even if we disagree with something they may say. So if someone says they like something and you don’t like it, please do not judge or make fun of their choice.”

Ask for some responses and write those on the board on the left side of the line. After the “like” side is filled, ask for examples of things they said they love and write those on the right side. Once the table has been filled on the board, ask the students what they notice about the lists. Sample responses might include, “Some people put things on the ‘like’ side while other people put those same things on the ‘love’ side;” “They’re very similar;” “They’re very different;” etc. Ask students: “What was it like to do this?” “Was it easier to think of things you like or things you love? Why?”

After students have shared some of their impressions of the experience of doing the activity, ask how they decided which things went on which list.

Record key points from this feedback on the board, which may include references to the frequency with which they do something (the more they do it, the more they may like or love it); the duration relating to it (it could be something they’ve done every day after school or place they they’ve visited for several years); emotional connection to it (a gift from or something that used to belong to a relative or friend), something they’re good at (playing a video game or a sport), etc. (12 minutes)

**STEP 4:** Explain that you will now be talking about people. Write an identical “t” with “like” and “love” written at the top of each side.

Ask the students, “Who are some of the people in our lives we might like, and who are some of the people we would say we love?”

*Note: the list will be different every time, and that’s okay. Also expect students to say some people can be liked or loved; if that is the case, write the person on both sides. Also, some students may see a person put up and ask, “What if you don’t like or love them?” – such as a sibling. Acknowledge that this is a list of who we might have these feelings for and that some people may like or love a brother or sister. Finally, be sure to tell them that this must be people they know PERSONALLY – it should not include celebrities).*

The figure might end up looking something like this, although the people and their placement may change:

<table>
<thead>
<tr>
<th>Like</th>
<th>Love</th>
</tr>
</thead>
<tbody>
<tr>
<td>A new student</td>
<td>A friend you’ve had since you were very young</td>
</tr>
<tr>
<td>A cousin</td>
<td>A sibling</td>
</tr>
<tr>
<td>A mailcarrier</td>
<td>A parent</td>
</tr>
<tr>
<td>A coach</td>
<td>A grandparent</td>
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<tr>
<td>The custodian in your building or school</td>
<td>- Religious leader</td>
</tr>
<tr>
<td></td>
<td>- Camp counselor</td>
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<tr>
<td></td>
<td>- A cousin</td>
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</tbody>
</table>
What Is Love Anyway?

Ask the students, “So, what’s the difference? How do you know whether you like someone and when you love them?”

Have a discussion about this highlighting, if it is not said, “you just know.”

Explain that our feelings are not something we decide to feel – we just like or dislike someone or something.

Say, “While we may end up liking someone we didn’t before – or liking an activity we hated at first – we can’t sit down and say, ‘I’m going to make myself like or love this activity or person.’”

(12 minutes)

**STEP 5:** Say, “As we get older, our feelings start to change. We may experience a type of romantic love that we don’t have when we’re younger. It’s really hard to explain, because just like the liking and loving we just talked about, it’s something you know when you feel it.”

Explain that when people are older they may end up in romantic relationships with each other that are different from friendships. People might have boyfriends, girlfriends, partners – or, when they’re older, they may choose to live together or get married. Sometimes, these adults will have children, and sometimes they won’t.

Say, “Some people may want to have these types of relationships starting in middle school, and some aren’t interested until high school or later.”

Ask, “What makes these types of relationships different from friendship or your relationships with your family members?”

Probe for: “You do different things together,” “you feel like being with that person all the time,” “you like doing nice things for them and think of what they might want to do before what you might want to do,” “you hold hands/kiss,” “when you get older, you might want to have sex with that person,” etc.

Say, “No matter at what age we start having these feelings of love and wanting to touch, kiss, etc., most people experience these feelings at some point in their lives – often, for different people over the course of their lifetimes.”

Start the PowerPoint and show the first slide as you say the following:

“Sometimes, we will feel this way about people who are a different gender than we are. This is called being ‘heterosexual.’ You may also hear the word ‘straight.’”

Advance to the second slide and then the third slide as you say, “Sometimes, we will have these feelings for people who are our same gender. This is called being ‘gay.’ Some gay women will call themselves ‘lesbians.’

And sometimes we might have feelings for people of all genders. This is called being ‘bisexual.’”

Explain that our understanding of which gender or genders we feel love and attraction for is called our “sexual orientation.”

Say, “Even though the phrase ‘sexual orientation’ has the word ‘sexual’ in it, in many cases, people have strong feelings of love before feelings of sexual attraction or before acting on those feelings. You don’t need to have done anything sexual with someone to know your sexual orientation.”

Say, “As you start going through puberty, your hormones – those natural chemicals in your body – will start going up and down. This means you may feel really intense emotions from time to time – both positive and negative. This may also be when you start to feel more intense love. During puberty, it’s common to have feelings for people of your same gender and for people of a different gender. Sometimes, that’s part of understanding your sexual orientation. Sometimes, it’s not, and you’ll have feelings that come and go. So you may not know what your orientation is right away, or until you’re older – and that’s okay.” (9 minutes)
What Is Love Anyway?

STEP 6: Explain that while love seems like a pretty straightforward term – we say “I love you” all the time; we talk about how we love this TV show, this shirt, is a really complicated topic and you only just touched on it.

Distribute the index cards and ask students to write anonymously any questions they may have about sexual orientation.

Note to the Teacher: These should be collected and either answered in the next class as you would with an anonymous question box, put into a handout and shared at the next class session or put into a handout and shared with parents so they have some guidance as to what their kids know and want to know about this topic.

Distribute the home connection and explain the assignment. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The home connection assignment will accomplish two things: first, it will check each student’s understanding of the term “sexual orientation;” second, it will require students to identify a trusted adult with whom to share their definition.

In addition, the anonymous questions will, in the aggregate, give an overall impression of students’ knowledge and understanding about sexual orientation.

HOME CONNECTION:

Ask students to complete the worksheet: “Defining Sexual Orientation,” and return it during your next class session.
Teacher’s Guide

Note: This teacher’s guide is designed to accompany the PowerPoint presentation, “Sexual Orientation.” Use it as a guide, or an actual script you can use to explain this topic to your students.

• As we get older, our feelings of romantic love are different from what we feel for friends or family members.

• If people feel this way about people who are a different gender than they are, they are called “heterosexual.” You may also hear the word “straight.”

• If people feel this way about people who are the same gender as they are, they are called “homosexual.”

• Some people might have romantic feelings for people of all genders. This is called being “bisexual.”

• Our understanding of which gender or genders we feel romantic attraction is very important. Sometimes this romantic attraction can develop into sexual attraction.”

• Even though the phrase “sexual orientation” has the word “sexual” in it, in many cases, people have strong feelings of romantic attraction before they have feelings of sexual attraction -- or before they act on them. You don’t need to have done anything sexual with someone to know your sexual orientation.

• As you start going through puberty, hormones -- those natural chemicals everyone has in their bodies -- will start going up and down. This means you may feel really intense emotions from time to time -- both positive and negative. This may also be when you start to feel more intense romantic love.

• During puberty, it’s common to have feelings for people of your same gender and for people of different genders. Sometimes, that’s part of understanding your sexual orientation. Sometimes, it’s not, and you’ll have feelings that come and go. So you may not know what your orientation is right away, or until you’re older -- and that’s okay.