

HUMAN GROWTH AND DEVELOPMENT

CURRICULUM FOR GRADES 5 – 9



**Catalina Foothills School District
2101 E. River Road
Tucson, Arizona 85718**

JUNE 2015

Approved by the Catalina Foothills School District Governing Board on June 9, 2015

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Human Growth and Development

Introduction

In order to more fully meet the educational needs of our students, and in accordance with Arizona Revised Statutes and State Board Rule, the Catalina Foothills School District (CFSD) offers fourth through ninth grade students Human Growth and Development learning opportunities. The Human Growth and Development (HG&D) sub-team of the K-12 Comprehensive Health revision team assessed the existing Human Growth and Development curriculum to determine what modifications were needed to update activities and/or content in various lessons. Older materials and media were replaced with similar more factually up-to-date materials covering the same content. While there were only minor modifications made to grades 5 and 9, some new content was added to grades 6-8. The 2011 *National Sexuality Standards* and the resources provided by the Arizona Department of Education provided guidance in this work.

Sexuality is part of who we are as individuals – it exists throughout our lives. Parents and caregivers have the opportunity to be their children’s first sexuality educators; however, many children may learn about human growth and development and other elements of sexuality education outside of the home.

In today’s fast-paced, connected world, kids are bombarded daily with messages about sexuality from media and the Internet in many forms (e.g., television, movies, music, advertising, print, radio). They also learn from their peers. It is nearly impossible to protect children from all the messages they undoubtedly receive. It is important for parents to share their beliefs and values with them. Children can also learn from religious leaders, community and group leaders, other family members, and health and education professionals. It is our hope that we can assist students in understanding their bodies, respecting others, making tough decisions, developing and maintaining meaningful relationships, taking responsibility for their own behavior, and communicating with family, peers, and partners about sexuality issues.

The goal of Human Growth and Development is to provide students at grades 5-9 with age-appropriate, medically accurate information on a broad set of topics related to sexuality, including human development, relationships, decision-making, abstinence, contraception, and disease preventions. The information is presented in a factual, unbiased manner appropriate to the grade level at which it is offered.

The Human Growth and Development benchmarks form a supplemental, sub-category of benchmarks that are part of the Health program for grades four through nine. There are seven Measurement Topics for Human Growth and Development:

- Body Care & Concern
- Anatomy & Physiology
- Disease
- Media
- Interpersonal
- Legal and Ethical
- Resources and Services

Within each Measurement Topic, there are grade level specific benchmarks, which identify the essential learning for students at each applicable grade level. Although the Human Growth and Development benchmarks are supplemental to the Health and Physical Education Curriculum, they are organized to form a learning pathway for students at grades five through nine as they progress through our schools.

This section of the K-12 Comprehensive Health curriculum is designed to assist teachers in the implementation of the Human Growth and Development curriculum. It contains the grade level specific Human Growth and Development benchmarks as well as lessons and materials. *Only* students whose parents provide written permission can participate in the Human Growth and Development lessons. Students without permission will be provided an alternate program.

At the elementary and middle school level, lessons shall be ungraded, require no homework, and any evaluation administered for the purpose of self-analysis shall not be retained or recorded by the school or teacher in any form. At all levels, lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about the student's or his or her parents' personal beliefs or practices in sex, family life, morality, values, or religion. The teachers and counselors who served on the sub-committee for the Human Growth and Development revision are available for questions and support, as needed, during implementation. Questions can also be directed to the Associate Superintendent.

CATALINA FOOTHILLS SCHOOL DISTRICT
GRADES 5-9 HUMAN GROWTH & DEVELOPMENT CURRICULUM

Human Growth and Development is an **optional** curriculum taught at the **fifth** through ninth grade levels as a component of Catalina Foothills School District's K-12 Comprehensive Health Curriculum. In accordance with state statutes, written parental permission is a requirement for student participation in the lessons delineated herein. Per Arizona Statute (AZ15-102), parents must "opt in" to CFSD's Human Growth and Development Curriculum.

OVERVIEW OF STUDENT LEARNING BY MEASUREMENT TOPIC AND BENCHMARK

BODY CARE & CONCERN

5th Grade

BC-5-1 Understand the importance of basic hygiene (e.g., acne, menstrual products).

6th Grade

BC-6-1 Understand the importance of basic hygiene (e.g., menstrual products, toxic shock, bathing/showering, genital cleanliness).

7th Grade

BC-7-1 Understand the importance of basic hygiene (e.g., body issues of today – waxing, shaving, and piercing).

8th Grade

BC-8-1 Understand the importance of basic hygiene (e.g., body issues of today – tattooing).

9th Grade

BC-9-1 Understand the importance of basic hygiene (e.g., piercing cleanliness issues, tattooing).

ANATOMY/PHYSIOLOGY

5th Grade

AP-5-1 Recognize that there are physical changes occurring in the male and female reproductive systems during puberty.

AP-5-2 Understand specific terminology relating to puberty and body changes and understand that each person's rate of development is varied.

6th Grade

AP-6-1 Identify the main parts and functions of the male and female reproductive systems.

AP-6-2 Know that abstinence is the only method 100% effective in preventing pregnancy.

AP-6-3 Understand socio-emotional and physical (hormonal) changes that occur during puberty and adolescence.

7th Grade

AP-7-1 Understand the basic structure and function of the male and female reproductive systems.

AP-7-2 Know that abstinence is the only method 100% effective in preventing pregnancy.

AP-7-3 Understand that there is variability in physical and socio-emotional development.

8th Grade

- AP-8-1 Understand the basic structure and function of the male/female reproductive systems.
- AP-8-2 Know that abstinence is the only method 100% effective in preventing pregnancy.
- AP-8-3 Understand the development of human life from fertilization to birth.
- AP-8-4 Understand how methods of contraception prevent pregnancy.

9th Grade

- AP-9-1 Explain in depth the anatomy and physiology of male and female reproductive systems.
- AP-9-2 Know that abstinence is the only method 100% effective in preventing pregnancy.
- AP-9-3 Evaluate methods of pregnancy prevention (abstinence and contraception).
- AP-9-4 Understand options in the event of unintended pregnancies.

DISEASE

5th Grade

No benchmarks at this level.

6th Grade

- D-6-1 Know that sexually transmitted diseases (STDs) exist and can cause illness.
- D-6-2 Know that abstinence prevents STDs.

7th Grade

- D-7-1 Know that there are a variety of STDs and their signs and symptoms.
- D-7-2 Know that abstinence prevents STDs.

8th Grade

- D-8-1 Recognize the different STDs, how they are transmitted, prevention, treatment, and the effects on one's body.
- D-8-2 Know that abstinence prevents STDs.

9th Grade

- D-9-1 Describe sexually transmitted infections along with their modes of transmission (signs, symptoms, prevention, prevalence, and treatment).

MEDIA

5th Grade

- M-5-1 Recognize that the media has influence on a person's self-image and self-concept.
- M-5-2 Recognize aspects of gender stereotyping.

6th Grade

- M-6-1 Examine the influence of media on the perception of appropriate behavior (e.g., dress, flirting, public displays of affection, language).

7th Grade

- M-7-1 Examine how media and peer pressure influence personal decision-making.

8th Grade

No benchmarks at this level.

9th Grade

M-9-1 Analyze the inter-relationship between media messages and teen sexual behavior, including social media.

INTERPERSONAL

5th Grade

I-5-1 Differentiate between conformity and individuality.

6th Grade

I-6-1 Examine the influence of friends on personal behavior and decision-making.

7th Grade

I-7-1 Examine how to make tough decisions in the face of outside pressure.

8th Grade

I-8-1 Know how to apply refusal skills in making responsible decisions.

9th Grade

I-9-1 Model and practice communication and refusal skills (delaying tactics, identification of risky situations, identification of bystander intervention, etc.).

LEGAL & ETHICAL

5th Grade

No benchmarks at this level.

6th Grade

LE-6-1 Understand situations and behaviors with others that constitute bullying, inappropriate “touch,” and sexual harassment, and know your legal rights.

7th Grade

LE-7-1 Understand appropriate and inappropriate “touch” with others and know your legal rights.

LE-7-2 Recognize the legal, social, and emotional consequences of texting and sexting.

8th Grade

LE-8-1 Understand appropriate and inappropriate “touch” with others and know your legal rights.

LE-8-2 Understand Arizona law pertaining to financial responsibilities of parenting and legal liability relating to sexual intercourse with a minor.

LE-8-3 Recognize the legal, social, and emotional consequences of sexting.

9th Grade

LE-9-1 Understand the emotional, legal, and financial consequences of teen sexual behavior and pregnancy.

LE-9-2 Recognize inappropriate behaviors (dating violence, sexual manipulation, sexual harassment, sexual molestation, date rape, pejorative language).

LE-9-3 Advocate respect for personal differences.

RESOURCES & SERVICES

5th Grade

R-5-1 Know that counselors, school nurse, teachers, and family members are resources for dealing with personal concerns and health issues.

6th Grade

R-6-1 Know how to ask trusted adults questions that deal with personal concerns and health issues.

7th Grade

R-7-1 Know how to ask trusted adults questions that deal with personal concerns and health issues.

8th Grade

R-8-1 Know how to ask trusted adults questions that deal with personal concerns and health issues.

9th Grade

R-9-1 Know how to access appropriate community resources relating to sexual issues.

HUMAN GROWTH AND DEVELOPMENT

ELEMENTARY SCHOOL LEVEL

GRADE 5



Catalina Foothills School District
2101 E. River Road
Tucson, Arizona 85718

June 2015

Revised November 2021

Approved by the Catalina Foothills School District Governing Board on June 9, 2015

Grade 5 Revisions Approved by the Governing Board on _____

Fifth Grade Level Overview

Human Growth and Development

Human Growth and Development is an optional curriculum taught at the fifth grade level in elementary school as a component of Catalina Foothills School District's K-12 Comprehensive Health Curriculum. In accordance with state statutes, written parental permission is a requirement for student participation in the lessons delineated herein. Per Arizona Statute (AZ15-102), parents must "opt in" to CFSD's Human Growth and Development Curriculum.

In Fifth Grade, students will:

- BC-5-1 Understand the importance of basic hygiene (e.g., acne, menstrual products).
- AP-5-1 Recognize that there are physical changes occurring in the male and female reproductive systems during puberty.
- AP-5-2 Understand specific terminology relating to puberty and body changes and understand that each person's rate of development is varied.
- M-5-1 Recognize that the media has influence on a person's self-image and self-concept.
- M-5-2 Recognize aspects of gender stereotyping. (Moved from grade 4 to grade 5)**
- I-5-1 Differentiate between conformity and individuality.
- R-5-1 Know that counselors, school nurse, teachers, and family members are resources for dealing with personal concerns and health issues.

Fifth Grade Session Focuses:

Session 1

Benchmark Focus:

- M-5-1 Recognize that the media has influence on a person's self-image and self-concept.
- I-5-1 Differentiate between conformity and individuality.

Session 2

Benchmark Focus:

- BC-5-1 Understand the importance of basic hygiene (e.g., acne, menstrual products).
- AP-5-1 Recognize that there are physical changes occurring in the male and female reproductive systems during puberty.
- AP-5-2 Understand specific terminology relating to puberty and body changes and understand that each person's rate of development is varied.

Session 3

Benchmark Focus:

- R-5-1 Know that counselors, school nurse, teachers, and family members are resources for dealing with personal concerns and health issues.
- AP-5-1 Recognize that there are physical changes occurring in the male and female reproductive systems during puberty.
- AP-5-2 Understand specific terminology relating to puberty and body changes and understand that each person's rate of development is varied.

Session 4

Benchmark Focus:

- AP-5-1 Recognize that there are physical changes occurring in the male and female reproductive systems during puberty.
- AP-5-2 Understand specific terminology relating to puberty and body changes and understand that each person's rate of development is varied.
- M-5-1 Recognize that the media has influence on a person's self-image and self-concept.
- M-5-2 Recognize aspects of gender stereotyping. (Moved from grade 4 to grade 5)

Annotated List of Fifth Grade Media:

Session 1

Evolution by Dove (Video, 1.5 minutes)

http://selfesteem.dove.us/Articles/Video/Evolution_video_how_images_of_beauty_are_manipulated_by_the_media.aspx

The video illustrates how clever lighting, make-up, and digital manipulation (Photoshop) make it possible to completely transform an image so that it no longer reflects the shape, size, or features of the original model. Professional makeup artists prepare a model for a photo shoot and show the process of photoshopping the final image before publication.

Session 2

What is Puberty? DVD, Video 1 (Boys' Version to Boys and Girls' Version to Girls) in *The Puberty Workshop and Curriculum* by Human Relations Media (14 minutes)

Viewers meet hosts Damian and Alie who introduce two expert doctors who explain the biological and physical changes that are common during puberty. Basic hygiene is also addressed as well as other changes in puberty, such as sleeping more, desire for independence, fighting with parents more often, making new friends, and having new romantic interest in peers.

Session 3

Girls and Puberty – DVD, Video 2 in the *Puberty Workshop and Curriculum* (Boys' Version to Boys and Girls' Version to Girls) by Human Relations Media (15 minutes)

The focus of this video is girls and puberty. It addresses the changes in girls that are common during puberty, the female reproductive system, and menstruation. Basic hygiene during the menstrual period is also addressed.

Boys and Puberty – DVD, Video 3 in the *Puberty Workshop and Curriculum* (Boys' Version to Boys and Girls' Version to Girls) by Human Relations Media (13 minutes)

The focus of this video is boys and puberty. It addresses the common changes that most boys experience during puberty and the male reproductive system.

(Both the Girls' Version and the Boys' Version address puberty of both genders.)

Session 4

New Emotions, New Feelings – DVD, Video 4 in the *Puberty Workshop and Curriculum* (Boys' Version to Boys and Girls' Version to Girls) by Human Media Relations (16 minutes)

Hosts, Damien and Alie, discuss the new emotions and feelings that come along with puberty, emphasizing that a changing body can make young people feel awkward, embarrassed, or even proud. Changes in self-confidence, or how one feels about his/her self is a normal part of growing up. Also addressed are new relationships (e.g., romantic crushes) and the need to communicate well and make good decisions.

Session Lesson Plans

- BOYS -

and

- GIRLS -

Fifth Grade

(The lesson plans are the same for the boys and the girls, but the boys and girls are to be separated for the lessons.)

Human Growth and Development
Fifth Grade

BENCHMARK FOCUS:

- M-5-1 Recognize that the media has influence on a person's self-image and self-concept.
- I-5-1 Differentiate between conformity and individuality.

MATERIALS:

- Visual: Ground Rules / Question Box
- Video: *Evolution* by Dove
http://selfesteem.dove.us/Articles/Video/Evolution_video_how_images_of_beauty_are_manipulated_by_the_media.aspx
"A Look at Media Manipulation" – Fact Sheet 5 (Teacher information for *Evolution* by Dove, page 97 of *The Puberty Workshop and Curriculum*)
- Worksheets/Handouts:
 - "My Values," Page 88, in the *Puberty Workshop and Curriculum* binder
 - "Colorful Lemon Visual" in Common Sense Media, *Picture Perfect*, lesson materials
 - ~~"Magazine Magic Student Handout" in Common Sense Media *Picture Perfect* lesson materials~~
Remove
 - *Picture Perfect* Assessment in Common Sense Media, *Picture Perfect*, lesson materials
 - **What Happens to You Emotionally During Adolescence?** (Added from Grade 4)
- ~~Article: *A Real Girl, 14, Takes a Stand Against the Flawless Faces in Magazines* from *New York Times*~~
Remove
- PowerPoint Slides for Session 1

PROCEDURE:

1. Establish Ground Rules
 - No "put-downs"
 - Be sensitive to each other's feelings
 - Use correct terminology
 - Personal matters should be discussed with the teacher, and not during group discussion
 - There are no dumb questions
 - It is okay to pass in any discussion
 - Use the question box
2. Introduce "Question Box" to students.
 - All questions are valid.

- The teacher may choose not to answer questions, which are unrelated to the curriculum or considered inappropriate, or questions which do not apply to all students.
- The teacher may answer some questions privately.

3. Getting Started

- Complete “My Values” rating sheet on page 88, from Activity 4, *New Emotions, New Feelings* section in The Puberty Workshop and Curriculum binder. Have students rate the most important qualities they look for in a friend. Discuss the friendship qualities that students value the most before beginning the lesson.

[Follow the enclosed Common Sense Media lesson plan, *Picture Perfect*.]

Warm-up (approximately 10 minutes)

PROJECT the colorful lemon visual for the class to see from the Picture Perfect lesson plan. Alternatively, you may print out the image for students.

TELL students to imagine that someone posted this photo online. Underneath the photo, the person typed: This is what happens when you put food coloring in a lemon!

ASK: *What would make this photo “real”?*

Sample responses:

- If you could really put food coloring in a lemon and have it look like that
- If someone took the photo of a real lemon

ASK: *What would make this photo “fake”?*

Sample responses:

- If someone changed it on the computer
- If it didn’t really look like that in the original photo

HAVE students vote on whether they think the photo is “real” or “fake.”

DEFINE the Key Vocabulary term **alter**.

EXPLAIN that this photo was altered, using computer programs. Lemons don’t look like that in real life, even if you put food coloring in them.

ASK: *Even though the lemon in this photo isn’t real, what do you like about the image?*

Guide students to recognize that this edited image is kind of magical. Wouldn’t it be cool if we could cut open a lemon and see a rainbow of colors inside?

POINT OUT that altering photos can be a fun and creative process. We can use computer programs to make places, people, and objects look like images that could exist only in our imaginations.

ASK: *What do you think about the message under the photo, now that you know a computer program made the lemon look colorful?*

Guide students to recognize that such a caption might trick people into believing something that’s not true.

ASK: *What if the photo didn’t have anything written underneath it? Do you think it would still trick people?*

Students should recognize that some people still might think the colorful lemon was real. They might even think that some lemons are naturally like that.

EXPLAIN that technology allows us to change photos in all sorts of ways. Altering a photo can be a fun and artistic activity. But it can also fool or trick people into believing things that aren't true.

Teach 1: Beauty Evolution (approximately 10 minutes)

POINT OUT that images of people in magazines, on billboards, and in commercials are usually altered. They make people look different than they do in real life. This is because editors and advertisers want the images to look perfect.

TELL students that they are going to watch a video that shows how this happens.

SHOW students the Dove® Campaign for Real Beauty's video, "[Evolution](#)."

HAVE students share something that they remember seeing in the video – something that stood out to them.

Sample responses:

- They put a lot of makeup on a model and styled her hair
- They used the computer to make the model's face look different
- They made the model's eyes bigger and her neck longer

ASK: *Do you think that the picture on the billboard could fool or trick people into believing something that's not true?*

Draw comparisons between the photo of the lemon and the photo of the woman. Both images were changed on the computer. Neither the lemon nor the woman actually look like that in real life. The picture on the billboard could trick people into thinking that the woman really looks this way.

POINT OUT that it's natural for people to compare themselves to others. Sometimes when we see another person – in real life or in a photo – we may think: "Do I look like that? Does that person look better than me? Do I want to look like that?" But photos in ads are often altered to look perfect. We might compare ourselves to people who look perfect in photos, but they may not look that way in real life.

DEFINE the key vocabulary term, **product**.

ASK: *How might making someone look "perfect" in an advertisement help sell a product?*

Guide students to make the connection between admiring someone's "perfect" appearance in a photo and being encouraged to buy products for self-improvement. People who feel unsure about their appearance might think they need to buy a certain product – makeup or hair products or clothes, for example – to look better.

Teach 2: Magazine Magic (approximately 20 minutes) **Remove**

ARRANGE students in groups of four or five.

DISTRIBUTE the **Magazine Magic Student Handout**, one for each group.

ALLOW students 10 minutes to analyze the magazine covers and answer the questions on the handout.

INVITE a representative from each group to report its findings to the class. You may use the following sample responses to guide the discussion.

For ~~Self Magazine/Kelly Clarkson~~:

ASK: *What kind of message does this magazine cover send about how girls should look?*

This cover sends the message that girls should put a lot of effort into losing weight, having perfect skin, and looking their best at all times. Students may be interested in knowing that this particular magazine

cover was controversial. When this magazine issue came out, some people were upset with how much *Self* magazine digitally slimmed Clarkson's waist, arms, and face.

ASK: *What kinds of products do you think this magazine will advertise?*

Students should deduce that most of the ads would be for products that make you look thin and perfect: diet products, hair and skin care products, makeup, and clothes.

ASK: *How might a girl feel about herself after looking at this magazine?*

Students should understand that seeing a lot of photos, articles, and ads like these could make girls uneasy about their own looks. They might feel they are too fat, that their skin and hair are not perfect enough, or that they need nicer clothes. They might feel that they need to buy products to make themselves look better.

For *Men's Fitness*/Andy Roddick:

ASK: *What kind of message does this cover send about how boys should look?*

Students should recognize that this cover sends the message that boys need to be lean and muscular. They should have styled hair and tanned skin. Students may be interested in knowing that Andy Roddick commented that the magazine made his arms look much bigger and digitally erased a birthmark on his arm.

ASK: *What kinds of products do you think this magazine will advertise?*

Students should deduce that most of the ads will be for products that make you look lean, muscular, and perfect: diet products, fitness equipment, and hair care products.

ASK: *How might a boy feel about himself after looking at this magazine?*

Students should understand that seeing a lot of photos, articles, and ads like these could make boys feel insecure about their own looks. They might feel they are too fat or too skinny, that they don't have big enough muscles, or that their skin and hair are not perfect enough. They might feel that they need to buy products to help improve their appearance.

Wrap-up (approximately 10 minutes)

You can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

Most people want to be popular. Ads appeal to this need. A person in an ad has a **product**. Other people are giving this person attention.

ASK:

- What does your experience tell you about having a popular item (product) in an ad and being popular?
- What is different about these ads and real life?
- When we see these advertisements, what messages are we giving ourselves about our bodies? About what we might need to be popular and accepted? And about who we are?
- Where else besides magazines, are we seeing these messages?

ASK: *What does it mean to alter a photo?*

Altering a photo means changing the way it looks. Computer programs allow us to fix, edit, and touch up photos in all sorts of ways.

ASK: ~~What are some upsides and downsides of photo altering?~~

~~On the positive side, technology allows us to edit photos so that they look like things that might exist only in our imaginations. But if people compare themselves to altered photos of celebrities and models, which are unrealistic, they might feel bad about how they look.~~

ASK: ~~Why do you think so many photos in magazines and advertisements are altered? How might altering a photo help sell a product?~~

~~Students should recognize that magazines and advertisers alter images of people to improve their appearance. Consumers who see such flawless images of people may want to take steps towards looking just like them. They might buy products that promise to make them more attractive.~~

~~When we look at these images and understand they are sales ads, not a description of society, we can start writing other messages to ourselves about our bodies.~~

NEW MESSAGES: ~~(discuss as a group)~~

~~We all grow differently. There is no “right way” to look.~~

~~We all grow at different rates.~~

~~We are the genuine thing—our bodies are not “photoshopped,” surgically altered, or placed on bizarre regimes in order to look the way they do.~~

ASK: ~~What other messages should we be thinking about for ourselves?~~

Worksheet: What Happens to You Emotionally During Adolescence? (Added from Grade 4)

Use the document camera to show students the words and definitions for “conformity” and “individuality.”

Conformity: Doing the same things most of my peers are doing

Individuality: Decision making based on our own values and ideas, regardless of peers’ decisions

Briefly discuss what each word means. Give examples about how just because friends are doing something, like dating or staying out past midnight, doesn’t mean the same decision is best for you. Part of how we make decisions is through our own value systems, which change over time and are influenced by friends, the media, our parents, and our community.

As you get older, some of your values will change. Qualities that were important when you were younger, may not be as important as you get older. New qualities will become part of your values. As you explore your values, you may decide to “conform” and follow the path of your friends, or listen to an “inner voice” and follow a path of your own, as an individual.

Listed below are decisions you may be facing in the coming years. Do you think the decision you will make will be as a result of “conformity” or “individuality”?

Conformity or Individuality?

- Going out on a date
- Doing well in school
- Buying your first car
- Helping others
- Keeping in shape/exercising
- Choosing friends
- Buying a new pair of jeans
- Going to a party
- Trying alcohol or tobacco products
- Choosing a college
- Doing a “dare”
- Trying a new ride at Disneyland

Teachers: During discussions about conformity or individuality students may ask you questions about gender identify or expression, or transgender people. **In fourth grade HG&D, students studied gender stereotypes.** Please note that CFSD revised Policy JB, Equal Educational Opportunities, includes gender identify or expression. The policy is included in the section on Background Information for Teachers.

Gender identity refers to “one’s sense of oneself as male, female, or transgender” (American Psychological Association, 2006).

Gender expression refers to the “...way in which a person acts to communicate gender within a given culture; for example, in terms of clothing, communication patterns and interests. A person’s gender expression may or may not be consistent with socially prescribed gender roles, and may or may not reflect his or her gender identity” (American Psychological Association, 2008, p. 28).

4. Ask students to write a question or comment for the **Question Box**.

Extension Activity (if time is available)

Read aloud the first three paragraphs of *The New York Times* article [“A Real Girl, 14, Takes a Stand Against the Flawless Faces in Magazines.”](#)

Explain that Julia believes altered photos can make girls feel bad about the way they look. She also believes they give boys the wrong idea about how girls are supposed to look. So Julia started an online petition called “Seventeen Magazine: Give Girls Images of Real Girls!” for people to sign. In it, she asks *Seventeen* magazine to promise to always include some real photos—ones that are not altered.

Ask students whether or not they would sign Julia’s petition and to explain the reasons for their decision. Then engage students in a discussion of how Julia stood up for what she believed, and how the Internet gives people the chance to share important messages with others across the world.

Session 1 Materials

**- BOYS -
and
- GIRLS -**

Fifth Grade

Important Background Information for Questions and Discussions

Established Ground Rules for Sex Education for Teachers

- No "put-downs"
- Be sensitive to each other's feelings
- Use correct terminology
- Personal matters should be discussed with the teacher, and not during group discussion
- There are no dumb questions
- It is okay to pass in any discussion
- Use the question box

Classes will also be told:

"All questions are valid. However, I will have to make the final decision about the appropriateness of each question for total class discussion. If you turn in a question anonymously which I choose not to answer, it is not because it is a bad question. I may feel that is not of interest to all students or that I am not prepared to lead a class discussion around that issue. Please see me at the end of class if that happens, so that I can try to answer your question privately."

Answering Students' Questions about Sexuality

Questions Seeking Information

- Be honest. If you don't know the answer, say so. Tell group members you will find the answer and get back to them or provide resources so they can find the answer.
- Answer questions age-appropriately. Pre- and early adolescents need simpler, more concrete answers than do young adults, for instance.
- Don't give too much unnecessary information. Try to give simple answers that avoid technical jargon.
- If you aren't sure what the young person is really asking (in verbal questions only, not written ones) you might ask, "What have you heard about that?" or "Can you tell me what you already know about that?"
- After answering the question, you might ask, "Does that answer the question?" to double-check your perception.

Value Laden Questions

- Do not impose your own personal values.
- Discuss the range of values regarding a specific issue.
- When participants ask informational questions about value laden issues, it is appropriate to discuss the value components.
- Encourage students to discuss values with parents.
- If participants bring up a value and only discuss one point of view, it is important for you to make sure the other points of view are discussed.

Adapted from: Family Communication Project, American Counselors Association

Personal Questions

- Feel free NOT to answer personal questions. You and the other participants have the right to privacy.
- NEVER discuss your own sexual behavior.
- Use your judgment to answer harmless questions. Remember, sharing about yourself should always be done with a reason – to model appropriate sharing, to build group cohesion, to demonstrate empathy.

“Am I Normal” Questions

- Keep your ears open. Sometimes these questions are disguised.
- Discuss the range of normal and individual differences.
- Use a reassuring and comforting tone.

Other Considerations

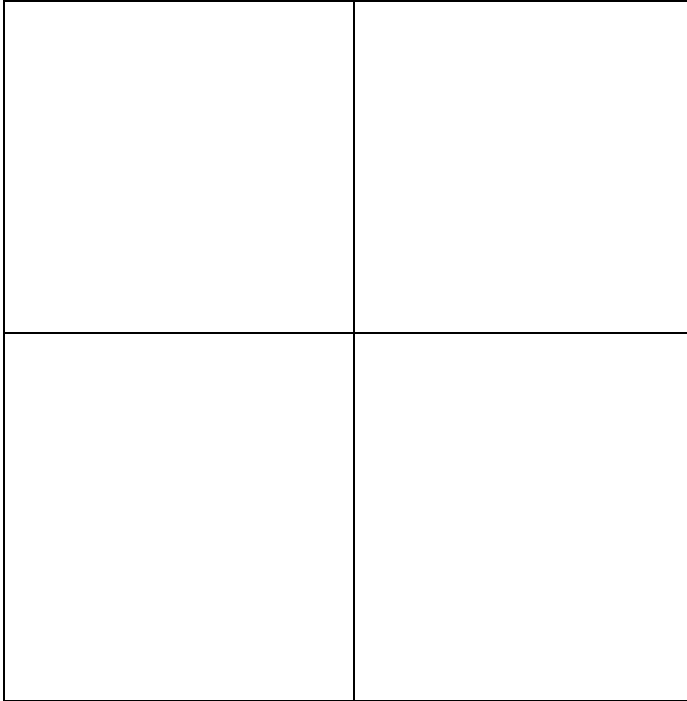
- Be aware of your nonverbal communication. It can communicate distaste and disagreement.
- It is OK to let group members know that a question is a bit embarrassing. Let them know that you need a little time to think about the best way to answer it and that you will get back to them.
- Allow students to ask questions in their own language. They may use slang because they don't know the scientific words. If they use slang, make sure you check out the meaning. When you answer their questions, use scientific language.
- Try not to let “shock value” questions shock you. That simply reinforces participants' desire to embarrass you.
- When answering questions, avoid using the word, “you.” Instead use “one”, “most young people”, “teenagers”, “students”, etc. When teachers use the word, “you” in a sexual context, students often feel singled out or embarrassed and other students may stop asking questions.
- Avoid sarcasm at all costs and use your sense of humor to create a positive climate.

Adapted from: Family Communication Project, American Counselors Association

Important Background Information for Questions and Discussions

Paper used for the Question Box should be of uniform size.

Teachers may provide uniform slips of paper to the students or 8 1/2" X 11" paper can be prepared by quartering it as displayed below. Preparing paper this way ensures that a student will not be teased or taunted by his/her peers. If students write on whatever paper they have available, it is possible that other students can identify the person who asked the question. That could prove embarrassing and could shut down students questioning all together.



- Ask students to fold the paper in half in a uniform way when they have finished writing.
- Every student writes. There are prompts in the lesson plans. Students need to write the entire time available for writing.
- Questions must be written down on the paper that is provided by the teacher.

GROUND RULES

- No “put downs.”
- Be sensitive to each other’s feelings.
- Use correct terminology.
- Personal matters should be discussed with the teacher, and not during group discussion.
- There are no dumb questions.
- It is okay to pass in any discussion.
- Use the question box.

QUESTION BOX

- All questions are valid.
- The teacher may choose not to answer inappropriate questions.
- The teacher may answer some questions privately.

What happens to you emotionally during adolescence?

Do you sometimes:

Yes

No

Get mad at your parents when they tell you that you can't do something?

Need a hug, but feel you're too old to ask for it?

Wish you were younger so you wouldn't have the responsibilities you do now?

Feel like crying or laughing for no reason at all?
Worry about how you look?

Find that you want to have a new group of friends?

Think a lot about the opposite sex?

Relax! Your emotions, or feelings, are telling you that you are growing up.

The hormones that cause physical changes in your body also prepare your mind for life as an adult. You will be expected to behave more maturely and learn how to cope with your own problems.

You have noticed that your life has changed during your childhood. Your best friend when you were five is probably not your best friend now. The things you like to do now are probably not what you'll want to do in five years. Even the things that were important to you when you were little have changed. Your emotional changes are often the hardest to handle, especially now that you will soon be an adolescent.

Your moods may swing from high to low in a very short period of time. One minute you'll be having a great time and, in another minute, something will bother you and you may feel like crying.

One reason you may feel upset is your reaction to the many physical changes your body goes through as an adolescent. These changes happen rapidly and can be very confusing and frustrating. Your changing body may not move as gracefully as you would like it to, or your voice may squeak when you are giving an oral report. Experiences such as these may make you feel embarrassed or shy. You may feel very alone- that nobody on Earth has ever been in your situation. You are not alone. Everybody shares these feelings. These are normal adolescent emotions.

If you answered yes to one of the questions above, describe the situation. Did you find a solution to handling your emotions? What are some good ways to help you control your emotions? (Discuss with the people in your group.)

Name: _____

ACTIVITY 4
My Values

What are the most important qualities you look for in a friend? Read the list of qualities below and check off if each one is very important, somewhat important or not important to you.

QUALITY	Very important	Somewhat important	Not important
1. trustworthy			
2. funny			
3. great hair			
4. helpful			
5. kind			
6. attractive face			
7. loyal			
8. good listener			
9. supportive			
10. clear skin			
11. smart			
12. honest			
13. great body			
14. has the same interests as me			
15. has the coolest clothes			

1. What do you think are the most important qualities that a friend should have?

2. Which qualities are the least important to you?

3. How important are physical qualities—such as great hair, attractive face, clear skin, great body and cool clothes—in a friend? Explain your answer.

4. Look back at the friendship qualities you value the most. Given your answers, do you think people worry too much about their physical appearance? Explain your answer on the back of this page.

Picture Perfect

Essential Question

How can photos be changed on the computer, and how can that affect our feelings about the way we look?

Lesson Overview

Students consider how digitally manipulated photos can affect the way people feel about their appearance, as well as help sell products. After learning that photos can be transformed on the computer, students first discuss how photo alteration can be both creative and, at times, deceptive. They then watch a short video that shows the evolution of a makeup-free model into a digitally enhanced billboard ad. Finally, students work in groups to analyze the messages on two magazine covers featuring digitally altered photographs.

Learning Objectives

Students will be able to ...

- recognize that photos can be altered digitally, and consider the upsides and downsides of this practice.
- discuss how photo alteration can distort our perceptions and affect our self-image.
- analyze how advertising uses photo alteration to help sell products.

Materials and Preparation

- Prepare to show students the **Colorful Lemon Visual**. If you are unable to project the visual for the class to see, print out hard copies for students.
- Preview the Dove® Campaign for Real Beauty's video "Evolution" and prepare to show it to students (www.youtube.com/watch?v=hibyAJOSW8U).

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grade 3: RI.4, RI.7, RI.10, RF.4a, SL.1a, SL.1b, SL.1c, SL.1d, SL.6, L.3a, L.6

grade 4: RI.4, RI.7, RI.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.6, L.3a, L.6

grade 5: RI.4, RI.7, RI.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.6, L.3a, L.6

NETS-S: 1a-c, 2a-b, 2d, 3a-d, 4a-d, 5a-d, 6a-b, 6d


Key Vocabulary –

alter: to change the way something looks

product: something that a company advertises and sells

introduction

Warm-up (10 minutes)

 **PROJECT** the **Colorful Lemon Visual** for the class to see. Alternatively, you may print out the image for students.

TELL students to imagine that someone posted this photo online. Underneath the photo, the person typed: *This is what happens when you put food coloring in a lemon!*

ASK:

What would make this photo “real”?

Sample responses:

- If you could really put food coloring in a lemon and have it look like that
- If someone took the photo of a real lemon

What would make this photo “fake”?

Sample responses:

- If someone changed it on the computer
- If it didn't really look like that in the original photo

HAVE students vote on whether they think the photo is “real” or “fake.”

DEFINE the Key Vocabulary term **alter**.

EXPLAIN that this photo was altered, using computer programs. Lemons don't look like that in real life, even if you put food coloring in them.

ASK:

Even though the lemon in this photo isn't real, what do you like about the image?

Guide students to recognize that this edited image is kind of magical. Wouldn't it be cool if we could cut open a lemon and see a rainbow of colors inside?

POINT OUT that altering photos can be a fun and creative process. We can use computer programs to make places, people, and objects look like images that could exist only in our imaginations.

ASK:

Now that you know a computer program made the lemon look colorful, what do you think about the message under the photo?

Guide students to recognize that such a caption might trick people into believing something that's not true.

What if the photo didn't have anything written underneath it? Do you think it would still trick people?

Students should recognize that some people still might think the colorful lemon was real. They might even think that some lemons are naturally like that.

EXPLAIN that technology allows us to change photos in all sorts of ways. Altering a photo can be a fun and artistic activity. But it can also fool, or trick, people into believing things that aren't true.

teach 1

Beauty Evolution (10 minutes)

POINT OUT that images of people in magazines, on billboards, and in commercials are usually altered. They make people look different than they do in real life. This is because editors and advertisers want the images to look perfect.

TELL students that they are going to watch a video that shows how this happens.

SHOW students the Dove® Campaign for Real Beauty's video "Evolution" (www.youtube.com/watch?v=hibyAJOSW8U).

HAVE students share something that they remember seeing in the video – something that stood out to them.

Sample responses:

- They put a lot of makeup on a model and styled her hair
- They used the computer to make the model's face look different
- They made the model's eyes bigger and her neck longer

ASK:

Do you think that the picture on the billboard could fool, or trick, people into believing something that's not true?

Draw comparisons between the photo of the lemon and the photo of the woman. Both images were changed on the computer. Neither the lemon nor the woman actually look like that in real life. The picture on the billboard could trick people into thinking that the woman really looks this way.

POINT OUT that it's natural for people to compare themselves to others. Sometimes when we see another person – in real life or in a photo – we may think: "Do I look like that? Does that person look better than me? Do I want to look like that?" But photos in ads are often altered to look perfect. We might compare ourselves to people who look perfect in photos, but they may not look that way in real life.

DEFINE the Key Vocabulary term **product**.

ASK:

How might making someone look "perfect" in an advertisement help sell a product?

Guide students to make the connection between admiring someone's "perfect" appearance in a photo and being encouraged to buy products for self-improvement. People who feel unsure about their appearance might think they need to buy a certain product – makeup or hair products or clothes, for example – to look better.

Picture Perfect



**This is what happens when
you put food coloring in a lemon!**

A Look at Media Manipulation

Sometimes, things aren't exactly as they appear. Have you ever looked at a magazine and thought to yourself: "Wow, that person looks perfect. Why don't I look like that?"

The truth is that advertisers and magazine editors specialize in altering, enhancing or "airbrushing" photos to make people appear flawless. It all begins in the studio, where professionals work on the person's hair, makeup, nails, clothing and props. Special lights are used to make the model look better.

Then, photographers use computer programs to edit the photos. What do they change? Anything and everything. Pimples, wrinkles and blemishes are erased. Skin tones are evened out or made to look tan. Hips, legs and waists are thinned. Eyes are made bigger and eye color gets brighter. Necks, breasts, legs, jawlines—every part of the body can be resized. By the end of the editing process, the photo doesn't really represent a real person at all.

You might be surprised to compare a "before editing" photo of a celebrity to the finished product. Visit the link below for an excellent example of media manipulation. It's a commercial produced by Dove, called "Evolution."

<http://www.youtube.com/watch?v=hibyAJOSW8U>

or

<http://tinyurl.com/DOVE-TV>

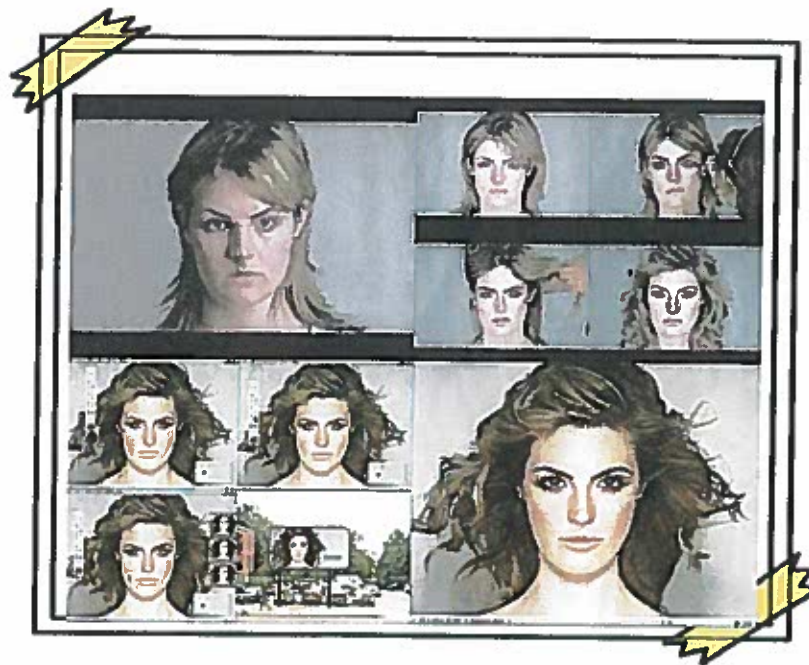


Image source: Womenology website, http://womenology.ogilvypr.com/2011/02/beauty-and-the-media-beast/dove_evolution

Picture Perfect

1. Which photo looks like a real girl?

a) Photo 1

b) Photo 2



Photo 1



Photo 2

Explain your answer:

2. If a girl told you that she wanted to look like the girl in Photo 2, what would you tell her?

3. These two pictures are of the same pig. How do you think the pig got his stripes in the second picture?



a) He was born that way.

b) Someone used paint to put stripes on him.

c) Someone used a computer to put stripes on him.

Image Source: Tim Piper. "dove evolution." *The Dove® Campaign for Real Beauty*. Web. 16 Oct. 2012. <<http://www.youtube.com/watch?v=iYhCnojf46U>>

Picture Perfect

ASSESSMENT TEACHER VERSION

1. Which photo looks like a real girl?

a) Photo 1

b) Photo 2

Answer feedback

The correct answer is **a**.



Photo 1



Photo 2

Explain your answer:

Students should recognize that Photo 2 has been altered. Sample responses may include, "The girl in Photo 2 was changed on the computer," or "The girl in Photo 2 looks too perfect."

2. If a girl told you that she wanted to look like the girl in Photo 2, what would you tell her?

Students may point out that the photo looks like it was changed on the computer, and that the girl in the photo couldn't look like that in real life. They also may tell the girl that she shouldn't feel the need to change how she looks; she's perfect the way she is.

3. These two pictures are of the same pig. How do you think the pig got his stripes in the second picture?



a) He was born that way.

b) Someone used paint to put stripes on him.

c) Someone used a computer to put stripes on him.

Answer feedback

The correct answer is **c**. A zebra-pig does not exist in real life. The second picture of the pig was altered on the computer to look like it has zebra stripes.

Image Source: Tim Piper. "dove evolution." *The Dove® Campaign for Real Beauty*. Web. 16 Oct. 2012. <<http://www.youtube.com/watch?v=iYhCnoj46U>>

conformity - doing the same things most of my peers are doing

individuality - decision making based on our own values and ideas, regardless of peers' decisions

Conformity or Individuality?

As you get older, some of your values will change. Qualities that were important when you were younger, may not be as important as you get older. New qualities will become part of your values. As you explore your values, you may decide to “conform” and follow the path of your friends, or listen to an “inner voice” and follow a path of your own, as an individual.

Listed below are decisions you may be facing in the coming years. Do you think the decision you will make will be as a result of “conformity” or “individuality”?

	CONFORMITY	INDIVIDUALITY
Going out on a date		
Doing well in school		
Buying your first car		
Helping others		
Keeping in shape/exercising		
Choosing friends		
Buying a new pair of jeans		
Going to a party		
Trying alcohol or tobacco products		
Choosing a college		
Doing a “dare”		
Trying a new ride at Disneyland		

Human Growth & Development

Grade 5 – Session 1

Content approved by the CFSD Governing Board on 6/9/15

1

GROUND RULES

- No “put downs.”
- Be sensitive to each other’s feelings.
- Use correct terminology.
- Personal matters should be discussed with the teacher, and not during group discussion.
- There are no dumb questions.
- It is okay to pass in any discussion.
- Use the question box.

Content approved by the CFSD Governing Board on 6/9/15

2

QUESTION BOX

- All questions are valid.
- The teacher may choose not to answer inappropriate questions.
- The teacher may answer some questions privately.

Content approved by the CFSD Governing Board on 6/9/15

3

What are the most important qualities you look for in a friend? Read the list of qualities below and check off if each one is very important, somewhat important or not important to you.

QUALITY	Very important	Somewhat important	Not important
1. trustworthy			
2. funny			
3. great hair			
4. helpful			
5. kind			
6. attractive face			
7. loyal			
8. good listener			
9. supportive			
10. clear skin			
11. smart			
12. honest			
13. great body			
14. has the same interests as me			
15. has the coolest clothes			

Content approved by the CFSD Governing Board on 6/9/15

4

1. What do you think are the most important qualities that a friend should have?

2. Which qualities are the least important to you?

3. How important are physical qualities—such as great hair, attractive face, clear skin, great body and cool clothes—in a friend? Explain your answer.

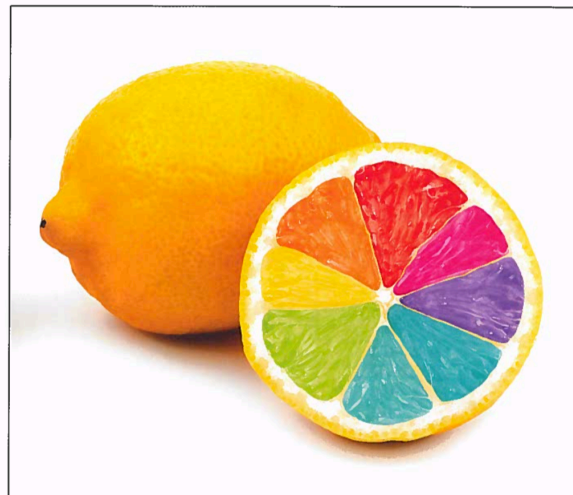
4. Look back at the friendship qualities you value the most. Given your answers, do you think people worry too much about their physical appearance? Explain your answer on the back of this page.

Content approved by the CFSD Governing Board on 6/9/15

5

COLORFUL LEMON
VISUAL

Picture Perfect



**This is what happens when
you put food coloring in a lemon!**

Content approved by the CFSD Governing Board on 6/9/15

6



Content approved by the CFSD Governing Board on 6/9/15

7

Picture Perfect

1. Which photo looks like a real girl?

- a) Photo 1
- b) Photo 2



Photo 1



Photo 2

Explain your answer:

2. If a girl told you that she wanted to look like the girl in Photo 2, what would you tell her?

3. These two pictures are of the same pig. How do you think the pig got his stripes in the second picture?



- a) He was born that way.
- b) Someone used paint to put stripes on him.
- c) Someone used a computer to put stripes on him.

Content approved by the CFSD Governing Board on 6/9/15

8

What happens to you emotionally during adolescence?

Do you sometimes:

Yes

No

Get mad at your parents when they tell you that you can't do something?

Need a hug, but feel you're too old to ask for it?

Wish you were younger so you wouldn't have the responsibilities you do now?

Feel like crying or laughing for no reason at all?

Worry about how you look?

Find that you want to have a new group of friends?

Think a lot about the opposite sex?

Relax! Your emotions, or feelings, are telling you that you are growing up.

The hormones that cause physical changes in your body also prepare your mind for life as an adult. You will be expected to behave more maturely and learn how to cope with your own problems.

You have noticed that your life has changed during your childhood. Your best friend when you were five is probably not your best friend now. The things you like to do now are probably not what you'll want to do in five years. Even the things that were important to you when you were little have changed. Your emotional changes are often the hardest to handle, especially now that you will soon be an adolescent.

Your moods may swing from high to low in a very short period of time. One minute you'll be having a great time and in another minute something will bother you and you may feel like crying.

Content approved by the CFSD Governing Board on 6/9/15

9

conformity - doing the same things most of my peers are doing

individuality - decision making based on our own values and ideas, regardless of peers' decisions

Content approved by the CFSD Governing Board on 6/9/15

10

Conformity or Individuality?

As you get older, some of your values will change. Qualities that were important when you were younger, may not be as important as you get older. New qualities will become part of your values. As you explore your values, you may decide to "conform" and follow the path of your friends, or listen to an "inner voice" and follow a path of your own, as an individual.

Listed below are decisions you may be facing in the coming years. Do you think the decision you will make will be as a result of "conformity" or "individuality"?

	CONFORMITY	INDIVIDUALITY
Going out on a date		
Doing well in school		
Buying your first car		
Helping others		
Keeping in shape/exercising		
Choosing friends		
Buying a new pair of jeans		
Going to a party		
Trying alcohol or tobacco products		
Choosing a college		
Doing a "dare"		
Trying a new ride at Disneyland		

Content approved by the CFSD Governing Board on 6/9/15

11

QUESTION BOX

- All questions are valid.
- The teacher may choose not to answer inappropriate questions.
- The teacher may answer some questions privately.

Content approved by the CFSD Governing Board on 6/9/15

12

Human Growth and Development Fifth Grade

BENCHMARK FOCUS:

- BC-5-1 Understand the importance of basic hygiene (e.g., acne, menstrual products).
- AP-5-1 Recognize that there are physical changes occurring in the male and female reproductive systems during puberty.
- AP-5-2 Understand specific terminology relating to puberty and body changes and understand that each person's rate of development is varied.

MATERIALS:

- DVD (Girls' Version and Boys' Version):
 - *What is Puberty?* - DVD, Video 1 in the *Puberty Workshop and Curriculum*, 14 minutes (Human Media Relations) (**Boys' Version to Boys; Girls' Version to Girls**)
- Worksheets:
 - Pretest on puberty, pages 15-16, "What is Puberty?" section of *The Puberty Workshop and Curriculum* binder
 - *Hygiene and You*, pages 25-26
 - *In the Know*, page 27
- Visual: Hygiene Kit/Tub with personal care items
 - Note: Products for hair removal are not included in the kit. Students need to discuss hair removal with a parent/guardian and get permission before using a product for hair removal (e.g., razor, shaving cream/gel)
- Visual: Spotlight on Puberty for **Boys** by Human Relations Media (blue tri-fold brochure) (Moved from grade 4 to grade 5)
- Visual: Spotlight on Puberty for **Girls** by Human Relations Media (pink tri-fold brochure) (Moved from grade 4 to grade 5)
- Fact Sheet: Menstruation and Menstrual Cycle Fact Sheet from womenshealth.gov (Teacher Background Section)
- PowerPoint Slides for Session 2

PROCEDURE:

1. Review the Ground Rules and the use of the Question Box. Review questions from the Question Box.
2. Complete pretest on puberty, page 15 (True or False?).
3. Show video, *What is Puberty?* (**Boys' Version to Boys; Girls' Version to Girls**)
4. Review the pretest with the whole class on the document camera and then collect them.
5. Show students the hygiene kit/tub and discuss personal care items. (Ensure there are items such as, acne medications, soaps, and shaving items for boys). Ask students what they think are some common

products they might start using in the next three to five years. Make sure items include acne medications and shaving items for boys.

6. Emphasize the importance of keeping clean! Discuss what the consequences might be by not keeping properly clean (germs, illnesses, an increase of acne, people not wanting to be close to you because of your smell). Discuss as puberty hits, so do increased odors because of the development of each person's sweat glands.
7. Students complete "Hygiene and You," worksheet page 25, individually. Review with whole class when students are finished.
8. (Optional – if time permits): Students complete "In the Know" worksheet, page 27, in small groups. Discuss questions and answers as a whole class. (Boys do not need to answer question 6.)
9. We want students to start understanding the concept of change and how change occurs differently for each individual.
10. Ask students to write questions or comment on something they learned today for or a question the Question Box.

Contents of Human Growth & Development Sample Hygiene Kit/Tub

Elementary School

5th Grade Boys Tub:

- Soap
- Shampoo
- Deodorant
- Equate Medicated Acne Gel
- Suave Performance Series Antiperspirant/Deodorant
- Clearasil Stay Clear

5th Grade Girls Tub:

- Soap
- Shampoo
- Deodorant
- Equate Acne Treatment Cream
- Suave Performance Series (or other brand) Antiperspirant/Deodorant
- Clearasil Stay Clear
- Always Pantliners
- Stayfree Maxi Pads
- Always Thin Ultra Pads
- Playtex Regular Tampons
- Tampax Regular Tampons

Middle School

6th Grade Boys and 6th Grade Girls Tub:

- Equate Everyday Pantliners
- Always Thin Ultra Pads
- Stayfree Maxi Pads
- Stayfree Heavy Pads
- Playtex Regular Tampons
- Tampax Regular Tampons
- Playtex Unscented Slimfits
- OB Regular Tampons

7th/8th Grade Boys - 7th/8th Grade Girls: No sample materials tub

Note: Brands associated with products subject to change based on availability.

Session 2 Materials

**- BOYS -
and
- GIRLS -**

Fifth Grade

The Puberty Workshop and Curriculum
WHAT IS PUBERTY? PROGRAM SUMMARY

As the first program of *The Puberty Workshop and Curriculum* begins, viewers meet hosts Damian and Alie, who introduce the program's two experts, Dr. Peter Richel and Dr. Lisa Thornton. Dr. Thornton explains that puberty is the period between childhood and adulthood when important biological changes happen. Adolescence is defined as the period when social and emotional changes happen.

The experts explain that hormones trigger the beginning of puberty in both boys and girls. These hormones come from glands in the endocrine system. Hormones send informational signals throughout the body and travel from glands to the bloodstream, where they regulate processes like growth, development, tissue function and mood.

Viewers learn the major glands: the pituitary, which controls height and growth; the thyroid, which controls metabolism and weight; the adrenal gland, which controls the release of adrenaline; and the pancreas, which regulates insulin. The hosts explain that puberty begins when the pituitary gland sends hormonal messengers to the male and female sex organs. This prompts the ovaries to produce estrogen and the testicles to produce testosterone.

The program points out that hormones control the rate of growth. Dr. Thornton tells viewers that puberty begins at different ages for different people: About half of all girls will begin puberty by fifth grade and finish around age 16, while boys usually begin around seventh grade and finish by age 18. The Tanner Scale depicts general physical development for boys and girls.

New hair is one of the major changes of puberty: Boys and girls experience hair growth or thickening on the arms, legs, armpits and genitals, plus the face, chest and back for boys. Another change is body odor caused by new chemicals in sweat. Viewers are reminded to shower or bathe daily and use antiperspirant or deodorant. The hosts tell viewers that pimples are the result of hair follicles or pores becoming clogged with oil. Young people should wash their faces with mild soap to prevent pimples.

The hosts review several other changes that are common during puberty. They include sleeping more, desire for independence, fighting with parents more often, making new friends and having new romantic interest in peers. Finally, they urge young people to talk to their parents or another trusted adult if they have questions about puberty.

Name: _____

ACTIVITY 1A
Pre/Post Test

True or False?

1. It usually takes about a year for the changes of puberty to happen. _____
2. Boys usually start going through puberty at a younger age than girls do. _____
3. It's a good idea to bathe or shower daily, use deodorant and take better care of your personal hygiene during puberty. _____
4. Body hair that grows during puberty should be removed. _____
5. Hormones cause the changes of puberty to occur in both males and females. _____
6. During puberty, boys and girls usually need less sleep than they used to require. _____
7. During puberty, girls begin to menstruate. _____
8. Moody behavior stops once puberty begins. _____
9. During puberty, boys and girls may become more interested in social relationships, greater independence and making new friends. _____
10. During puberty, boys' bodies begin to produce sperm. _____

The Answer Key for this activity appears on the next page.

Answer Key

1. It usually takes about a year for the changes of puberty to happen.
FALSE! *Most changes of puberty take place over the span of about five years.*
2. Boys usually start going through puberty at a younger age than girls do.
FALSE! *It's actually the opposite—girls usually start going through puberty at a younger age than boys do.*
3. It's a good idea to bathe or shower daily, use deodorant and take better care of your personal hygiene during puberty.
TRUE!
4. Body hair that grows during puberty should be removed.
FALSE! *Although it is common in some cultures for people to remove their body hair, it is not necessary to do so.*
5. Hormones cause the changes of puberty to occur in both males and females.
TRUE!
6. During puberty, boys and girls usually need less sleep than they used to require.
FALSE! *The opposite is true—boys and girls need more sleep during puberty since their bodies are doing so much growing during that time.*
7. During puberty, girls begin to menstruate.
TRUE!
8. Moody behavior stops once puberty begins.
FALSE! *Both boys and girls may experience more mood swings and intense feelings during puberty, because of the hormonal changes that are occurring.*
9. During puberty, boys and girls may become more interested in social relationships, greater independence and making new friends.
TRUE!
10. During puberty, boys' bodies begin to produce sperm.
TRUE!

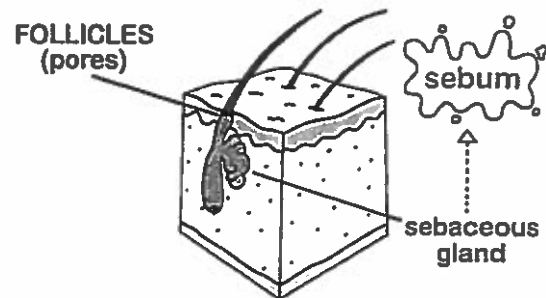
How much do you know about good hygiene? Find out by taking this quiz.

1. Pimples and greasy hair are a result of:
 - a. a bad diet
 - b. overactive sebaceous (oil) glands in your skin
 - c. not enough exercise
2. What's the best way to take care of oily hair?
 - a. Shampoo and condition three times a day.
 - b. Use lots of styling products.
 - c. Wash hair every day or every other day with a shampoo formulated for oily hair.
3. What's the best way to deal with pimples? Circle all that apply.
 - a. Scrub your face with soap three or more times a day.
 - b. Squeeze or pop your pimples.
 - c. Eat lots of fresh fruits and vegetables and drink lots of water.
 - d. Choose facial products that are "non-comedogenic" or "non-acnegenic."
 - e. Wash your face after exercising to remove sweat
 - f. Choose an over-the-counter pimple product containing benzoyl peroxide and/or salicylic acid.
4. TRUE or FALSE? Antiperspirant and deodorant are the same thing.
5. TRUE or FALSE? Body odor and bad breath are caused by bacteria.
6. What's the best way to fight body odor?
 - a. Bathe every day, wear clean clothes and apply antiperspirant/deodorant.
 - b. Use lots of cologne or perfume.
 - c. Avoid people on hot days.
7. TRUE or FALSE? By middle school, most kids (both boys and girls) should be shaving their facial or body hair.
8. Which would be a better way to shave?
 - a. Use a sharp razor, warm water and shaving cream or gel.
 - b. Use a dull razor and cold water, no soap.

The Answer Key appears on the next page.

Answer Key

1. **(B)** Sebaceous glands are located all over your skin, especially on your face and scalp. Normally, these glands produce oil to keep your skin soft and your hair shiny and waterproof. The hormones of puberty, however, can make the sebaceous glands produce too much oil, resulting in pimples ("zits") and oily hair.



2. **(C)** You don't need to wash your hair more than ~~once a~~ day. If you're having a real problem, a shampoo that is specially formulated for oily hair may help. Slick styling products can make the problem worse by adding extra oil to your hair.
3. **(C) , (D) , (E) and (F)** Washing your face is important to get rid of dead skin cells, sweat and excess oil, but once or twice a day is enough. Washing too often or scrubbing can actually make pimples worse by irritating your skin. Choose facial products marked "non-comedogenic"—they won't clog your pores. Ask an adult to help you choose a face wash product—many contain benzoyl peroxide and salicylic acid. A healthy diet can help clear up your skin, too. What you shouldn't do is squeeze your zits (it can spread bacteria and cause scars) or sleep with makeup on (it can clog pores).
4. **FALSE.** Deodorant masks body odor, but antiperspirant prevents or dries up sweat.
5. **TRUE.** Odor-causing bacteria multiply on your skin or in your mouth. Bathing, brushing your teeth and flossing daily will help control odors.
6. **(A)** Regular bathing with soap and clean clothes will keep you feeling fresh. If you sweat a lot, you might want to try wearing cotton clothes, underwear and socks because cotton absorbs sweat well.
7. **FALSE.** Everyone develops at different times. Some middle school students won't need to shave. Even if they do have facial or body hair, there's no rule that says everyone has to remove it. If you want to shave or otherwise remove hair on your face, legs or armpits, that's fine. If you don't, that's fine too.
8. **(A)** A sharp razor with shaving cream or gel prevents cuts and irritation. Warm water softens the skin. Remember to go slowly!

Name: _____

ACTIVITY 7

In the Know

Now that you are learning some details about puberty, you can share what you've learned with others. Imagine that a younger sibling or a cousin asks you the questions below. Write an answer for each one. Use the back of this page if you need more room. Be sure to include specific details you learned from the video.

1. Why is my skin breaking out?

2. Why am I still the shortest person in my class?

3. How can I keep from smelling so bad after gym class?

4. Why am I so moody?

5. How does your body know when to start changing?

6. My friend already got her period last summer, but I still haven't. Is that normal?

7. What's going on with this new hair on my body?

KEEP YOUR BODY CLEAN, RESTED AND WELL-FED



Because your body is changing so much during puberty, it's important to take good care of yourself. That means eating well, getting enough sleep and paying attention to your personal hygiene.

What about body odor?

During puberty, your sweat glands become more active. That means you sweat more and can have a stronger body odor. A few simple hygiene basics can keep body odor under control:

- Shower or bathe with soap every day to remove odor-causing bacteria and sweat. Don't forget to wash under your arms and around your private areas.
- Start each day with clean underwear and socks.
- Use deodorant if necessary.



Taking Care of Your Skin

Your body's new hormones can make the sebaceous (oil producing) glands on your face and scalp produce too much oil, resulting in pimples (acne) or oily hair.

Mild acne can be controlled with these simple steps:



- Wash your face gently twice a day with a mild cleanser to remove the dead skin cells, excess oil and sweat that can cause acne.
- Don't wash your face too often or scrub too hard. This can irritate and dry out your skin, making it produce even more oil.
- Shampoo your hair as needed.
- Don't squeeze pimples—it can spread bacteria and cause scarring.
- Talk to a dermatologist if these steps don't work.

EMOTIONAL CHANGES ARE PART OF PUBERTY TOO!

Here are some totally normal changes to expect:



- You may have mood swings—feeling happy one moment and sad or angry the next.
- Your relationship with your parents will become more complex as you develop into a different, more mature person. You might argue over rules, but remember that your parents understand how you feel—they went through puberty, too!
- Your friendships may change—you'll make new friends and you may lose touch with some old ones.
- Being cool or popular among your peers may become a lot more important to you. But no matter how much you want to be accepted, take care not to make bad decisions that could affect the rest of your life.
- You will become more aware of sexual feelings or physical attraction. Some kids may form dating relationships quite early, while others show no interest until they are older.
- You'll crave more independence and freedom to do your own thing.

Help! I Have Cramps!



Cramps are a dull ache in the lower abdomen or back that can happen before and during your period. Cramps can cause discomfort and diarrhea. If you get cramps, talk to your mom or other trusted adult.

Exercise, a warm bath, a hot compress and over-the-counter pain relievers like ibuprofen can help. Don't take any medicines without talking to your doctor, your mom, or other trusted adult.



Tips for a Healthy Puberty

Puberty is one of the most exciting times in your life, but it can be stressful, too.



Keep these tips in mind:

- You may feel you're too tall, too short, too skinny or too heavy compared to your friends. Don't feel self-conscious about your body—it's a work in progress!
- Don't be afraid to ask questions. It's natural to be curious about what's going on. Talk to an adult you trust, or get more information at your library or on the Internet.
- Stay healthy. Getting plenty of exercise and at least 8 hours of sleep each night will help you feel better, even when it seems like things are constantly changing.
- Go easy on fast food, greasy snacks and sugary sodas. Your body needs healthy foods now more than ever.
- If you are having a bad day, talk to someone. Reaching out to others about uncomfortable feelings (like sadness, anger or frustration) is a healthy way to cope.
- Remember to laugh. Puberty isn't always funny, but having a sense of humor can make it a lot more fun.

Learning More

For more information on puberty and your body, check out these articles:

Kids Health

www.kidshealth.org/teen/sexual_health/changing_body/puberty.html

PBS KIDS

www.pbskids.org/itsmylife/body/puberty/index.html

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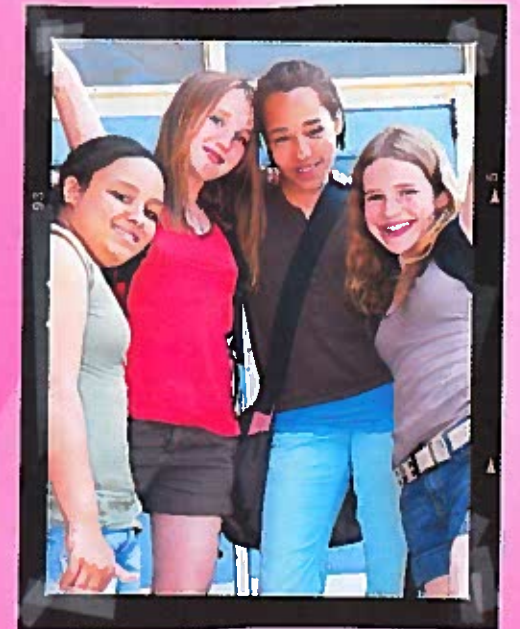
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SPOTLIGHT on

Puberty



For Girls

What Is Puberty?

Puberty is the time when a girl begins to change into a woman. It is a physical and emotional process that usually lasts several years.



Over time, these changes will affect the way you look, feel, think and relate to others. You may be thrilled by some of these changes, while others may be confusing or uncomfortable at first.

For girls, puberty can start at any time between the ages of 8 and 14. It's different for everyone.

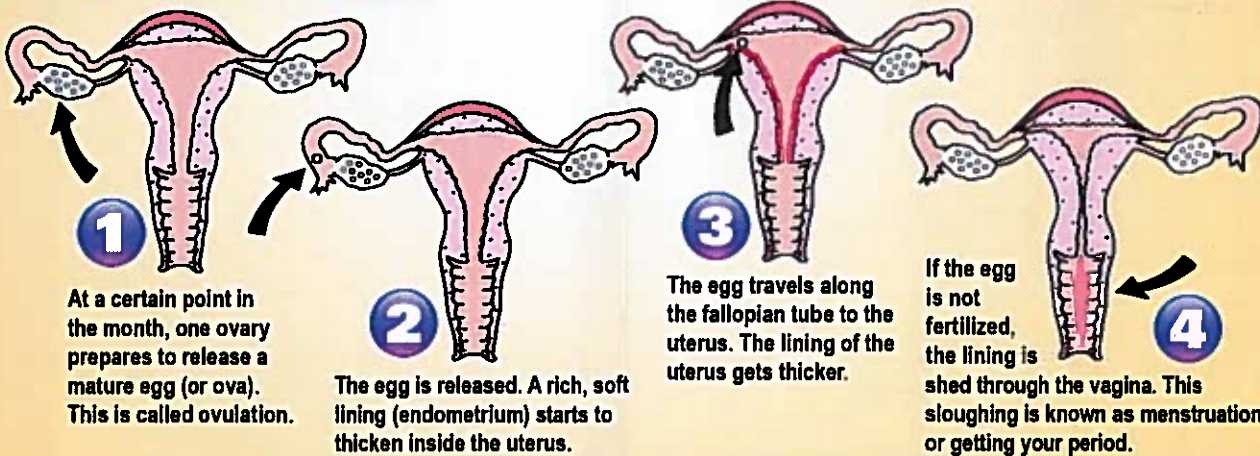
Body chemicals called hormones trigger the beginning of puberty. These chemicals give the body many new instructions on how to grow and develop.

The female hormone is called estrogen.

GETTING YOUR PERIOD

Getting your period ("menstruation") means that you are growing up! Your body is preparing to become an adult.

THE MENSTRUAL CYCLE



The 5 Stages of Puberty for Girls

STAGE 1 (averages ages 8 - 11)

Your body probably won't show signs of changes on the outside, but inside your ovaries are enlarging and beginning to produce estrogen, the female hormone. Estrogen is the trigger that tells your body it's time to start puberty.

STAGE 2 (averages ages 11 - 12)

Your breasts start to develop "breast buds," small deposits of fat under the nipples. Your body will grow in height and weight. You will start to notice the first signs of pubic hair.

STAGE 3 (averages ages 12 - 13)

Overall growth will continue. You will get taller, heavier and stronger. Your breasts will continue to develop. Your pubic hair will thicken. Your vagina may begin to produce a clear or white-colored discharge. This helps the vagina stay clean and healthy. Some girls get their first menstrual periods at this stage.

STAGE 4 (averages ages 13 - 14)

Ovulation (release of egg cells) begins in some girls, but is typically not a regular monthly routine until Stage 5.

STAGE 5 (average ages 15 - 17)

This is the final stage of development. You are close to reaching your adult height and weight. Your breasts and pubic hair growth are complete. You get your periods regularly, usually once every 28 days. Some cycles can be shorter, and some longer.

Questions and Answers on My Period



When will I get my first period?

Most girls get their first period sometime between the ages of 9 and 15. Here's a hint: Your first period will usually start about two years after your breasts begin to develop.

How many days will my period last?

A period usually lasts from 3 to 7 days, once a month. Your period may be irregular for the first two years. It takes a little time to get on a regular monthly schedule.

Will everyone know?

Not unless you tell them!



Will my period hurt?



You may feel some discomfort before, during or after your period. Common symptoms include cramps, bloating, sore or swollen breasts, headaches, mood changes and irritability. It's all normal!

If you have severe symptoms, talk to your doctor or to another trusted adult to help find ways to manage them.

Should I tell my parents?

Yes! They will be thrilled that you are growing up healthy and strong. Also, you'll probably need help from your mom or other trusted adult to buy sanitary supplies (pads and tampons).



What happens if I get my first period in school?



It's okay, and very normal. If you think you might get your first period soon, keep some sanitary supplies in your backpack or in your locker. You can always go to the school nurse if you need a sanitary napkin.



Am I too young to use a tampon?

A tampon is a small, soft, absorbent roll of cotton that you place inside your vagina while you are having your period. Most young teens can use them. Ask your mom or other trusted adult to help you the first time you use one. It is very important to change your tampon every few hours. If you leave it in too long, it can cause infections.



How often should I change my pad?

Your flow will tell you how often! During the first couple of days, the flow is heavier, then it tapers off. You can probably use just a panty liner for the last day.



Can I go swimming and play other sports?

Of course! Just use a tampon.

Can I get pregnant now?

Your body is preparing for adulthood and that includes having children, when and if you want them. Having your period means that you are capable of becoming pregnant if you have sexual intercourse.



Breasts

For girls, one of the first outward signs of puberty is the development of breasts. This doesn't happen overnight, and each girl's breast growth is unique.

- Between the ages of 8 and 13, you may notice a slight swelling or growth around your nipple. This is called a "breast bud."
- As your breasts grow, they may feel sensitive or itchy. This feeling usually goes away after a few months.
- It's normal for one breast to grow faster than the other. Eventually they will even out.
- Your breast tissue is delicate and should be supported. Ask your mom or another trusted adult to help you find a bra that fits properly.
- Breasts are usually fully developed by age 15 - 17.



KEEP YOUR BODY CLEAN. RESTED AND WELL-FED



Because your body is changing so much during puberty, it's important to take good care of yourself. That means eating well, getting enough sleep, and paying more attention to your personal hygiene.

What's that smell?

During puberty, your sweat glands become more active. That means you sweat more and have stronger body odor. But a few simple hygiene basics can keep body odor under control:



- Shower or bathe with soap every day to remove odor-causing bacteria and sweat. Don't forget to wash under your arms and around your private areas.

- Start each day with clean underwear and socks.

- Use deodorant if necessary.

- Beat stinky feet by keeping your feet dry and wearing clean socks every day. Air out your sneakers often.

TAKING CARE OF YOUR SKIN



Your body's new hormones can make the sebaceous (oil producing) glands on your face and scalp produce too much oil, resulting in pimples (acne) or oily hair.

Mild acne can be controlled with these simple steps:

- Wash your face gently twice a day with a mild cleanser to remove the dead skin cells, excess oil and sweat that can cause acne.

- Don't wash your face too often or scrub too hard. This can irritate and dry out your skin, making it produce even more oil.

- Shampoo your hair as needed.

- Don't squeeze pimples—it can spread bacteria and cause scarring.

- Talk to a dermatologist if these steps don't work.



What's up down below?

- Aside from the hair growing in your armpits, your legs, chin and chest, you will also start to develop pubic hair in the area between your legs and around your penis. It will start out soft and straight but eventually it will become thicker and curly.
- You will also start to have erections more often than before. This can be embarrassing sometimes, but don't worry about it.
- An erection doesn't mean you're ready to be sexually active—it's a natural reaction to the surge of male hormones that your body is creating.
- Erections can lead to ejaculation—a release of semen through the penis. Semen is made up of sperm cells and other fluids.
- Sometimes you might ejaculate while you're asleep. This is called a "wet dream" and is totally normal. Wet dreams usually stop later in puberty.

What's going on with my voice?

Just like the rest of your body, your larynx (or voice box) is changing, too.

Your voice becomes deeper as the larynx grows. But it doesn't reach its new size overnight. When a boy's voice suddenly squeaks or "cracks," it's because the larynx is trying to adjust to its new size!



Tips for a Healthy Puberty

Puberty is one of the most exciting times in your life, but it can be stressful, too.



Keep these tips in mind:

- You may feel you're too tall, too short, too skinny or too heavy compared to your friends. Don't feel self-conscious about your body—it's a work in progress!
- Don't be afraid to ask questions. It's natural to be curious about what's going on. Talk to an adult you trust, or get more information at your library or on the Internet.
- Stay healthy. Getting plenty of exercise and at least 8 hours of sleep each night will help you feel better, even when it seems like things are constantly changing.
- Go easy on fast food, greasy snacks and sugary sodas. Your body needs healthy foods now more than ever.
- If you are having a bad day, talk to someone. Reaching out to others about uncomfortable feelings (like sadness, anger or frustration) is a healthy way to cope.
- Remember to laugh. Puberty isn't always funny, but having a sense of humor can make it a lot more fun.

Learning More

For more information on puberty and your body, check out these articles:

KidsHealth

www.kidshealth.org/teen/sexual_health/changing_body/puberty.html

PBS KIDS

www.pbskids.org/itsmylife/body/puberty/index.html

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SPOTLIGHT on

Puberty



For Boys

WHAT IS PUBERTY?

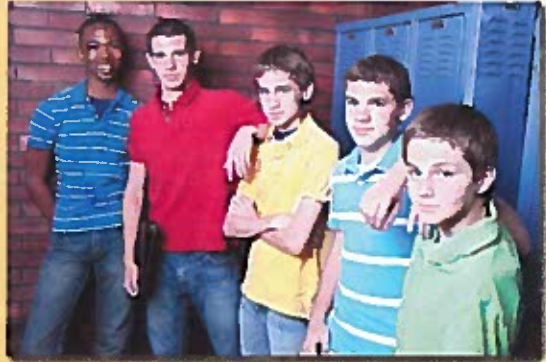
Puberty (or adolescence) is the time when a boy begins to change into a man. It is a physical and emotional process that usually lasts several years.

Over time, these changes will affect the way you look, feel, think and relate to others. You may be thrilled by some of these changes, while others may be confusing or uncomfortable at first.

Puberty usually happens between the ages of 9 and 16.

Body chemicals called hormones trigger the beginning of puberty. These chemicals give the body many new instructions on how to grow and develop.

The male hormone is called testosterone.



GROWING PAINS

For boys, puberty usually doesn't hurt but it may be uncomfortable sometimes.

Your body may grow in spurts that sometimes cause "growing pains."

This is normal and will go away as you finish your growth. Talk to a trusted adult if your growing pains are bothersome.



The Five Stages of Puberty for Boys

During puberty, your body goes through five stages of development. Every boy progresses from childhood to adulthood at his own pace.



It's important to remember that your development is unique to you!



STAGE 1 (averages ages 9–12)

The testes begin to produce testosterone and sperm cells (about 2,000 to 3,000 daily). These cells take three to six months to mature, but only live up to 72 hours. Some boys experience a growth spurt—a rapid increase in height and weight.

STAGE 2 (averages ages 12–13)

Height and weight continue to increase. Shoulders and chest begin to get broader. Underarm hair starts to appear, as well as a small amount of pubic hair "down below." Testicles begin to grow. Awareness of sexual feelings begins.

STAGE 3 (averages ages 13–14)

Penis begins to grow. Pubic hair increases. Erections happen more often and wet dreams can occur. Further increase in height and weight. Voice begins to deepen. Facial hair and pimples may develop.

STAGE 4 (averages ages 14–15)

Penis and testicles continue to grow. Facial hair increases on chin and upper lip. Voice gets deeper. Skin gets oilier. Pimples may continue. Most boys have first ejaculations.

STAGE 5 (average age 16)

Nearing full adult height and body shape. Facial hair grows more completely. Shaving may begin now or soon. Body hair (especially chest hair) continues to grow. Wet dreams may still occur.

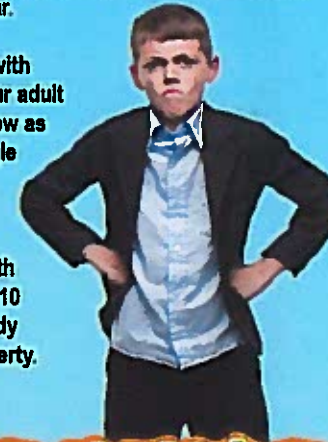
Who shrank my clothes?

Your clothes aren't really shrinking—you're growing!

Sometimes it may seem like you got taller overnight!

Over time, your body will get taller, your shoulders will get broader, your feet will get bigger and your chest and arms will become more muscular.

By the time you are done with puberty, you will reach your adult height. You might even grow as much as 4 inches in a single year, but the average is about 2 inches a year.



Most boys start their growth spurt between the ages of 10 and 16. But really, your body is growing all through puberty.

The wonders of whiskers

Growing facial hair is another puberty milestone for boys. You'll notice some light fuzz at first. Slowly, darker hairs will begin to sprout on your chin and upper lip.

- Just because you're growing facial hair, it doesn't mean you have to start shaving. Make that decision when YOU—not your whiskers—are ready.



- When you decide it's time to start shaving, ask a parent or older sibling to show you the right way to avoid irritating or cutting your skin.



- A sharp razor, warm water and shaving cream will help prevent nicks. Don't rush and use a light touch!
- Keep in mind that once you start shaving, the hair will usually grow back a little thicker and tougher than the hair that grew first.

Changes to the body... and beyond!

The changes of puberty go beyond physical growth. There are many emotional changes, too.

Here are some totally normal changes to expect:

- You may want to experiment with new activities and interests.
- You'll crave more independence and freedom to do your own thing.
- You may have mood swings—feeling happy one moment and sad or angry the next.



- Your relationship with your parents will become more complex as you develop into a different, more mature person. You might argue over rules, but remember that

your parents understand how you feel—they went through puberty, too!

- Your friendships may change—you'll make new friends and you may lose touch with some old ones.
- Being cool or popular among your peers may become a lot more important to you. But no matter how much you want to be accepted, take care not to make bad decisions that could affect the rest of your life.
- You will become more aware of sexual feelings or physical attraction. Some kids may form dating relationships quite early, while others show no interest until they are older.





<http://www.womenshealth.gov>

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Menstruation and the Menstrual Cycle

Q: What is menstruation?

A: Menstruation (men-STRAY-shuhn) is a woman's monthly bleeding. When you menstruate, your body sheds the lining of the uterus (womb). Menstrual blood flows from the uterus through the small opening in the cervix and passes out of the body through the vagina (see diagram on page 2). Most menstrual periods last from 3 to 5 days.

Q: What is the menstrual cycle?

A: When periods (menstruations) come regularly, this is called the menstrual cycle. Having regular menstrual cycles is a sign that important parts of your body are working normally. The menstrual cycle provides important body chemicals, called hormones, to keep you healthy. It also prepares your body for pregnancy each month. A cycle is counted from the first day of 1 period to the first day of the next period. The average menstrual cycle is 28 days long. Cycles can range anywhere from 21 to 35 days in adults and from 21 to 45 days in young teens.

The rise and fall of levels of hormones during the month control the menstrual cycle.

Q: What happens during the menstrual cycle?

A: In the first half of the cycle, levels of estrogen (the “female hormone”) start to rise. Estrogen plays an important role in keeping you healthy, especially by helping you to build strong bones and to help keep them strong as you get older. Estrogen also makes the lining of the uterus (womb) grow and thicken. This lining of the womb is a place that will nourish the embryo if a pregnancy occurs. At the same time the lining of the womb is growing, an egg, or ovum, in one of the ovaries starts to mature. At about day 14 of an average 28-day cycle, the egg leaves the ovary. This is called ovulation.

After the egg has left the ovary, it travels through the fallopian tube to the uterus. Hormone levels rise and help prepare the uterine lining for pregnancy. A woman is most likely to get pregnant during the 3 days before or on the day of ovulation. Keep in mind, women with cycles that are shorter or longer than average may ovulate before or after day 14.

A woman becomes pregnant if the egg is fertilized by a man's sperm cell and attaches to the uterine wall. If the egg is not fertilized, it will break apart. Then, hormone levels drop, and the thickened lining of the uterus is shed during the menstrual period.

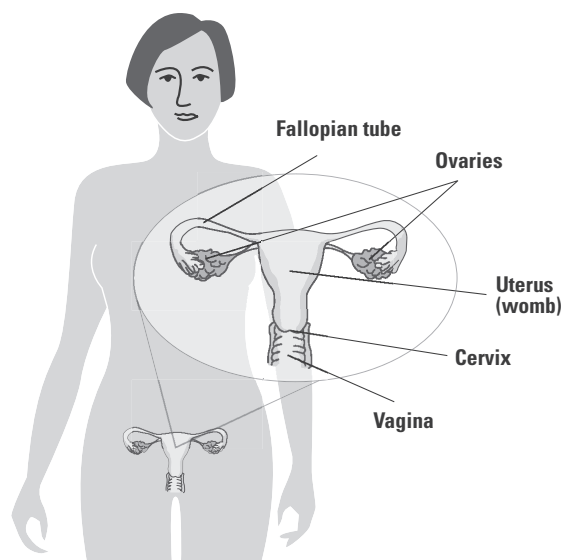


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The picture below shows the path the egg takes from the ovary, through the fallopian tube, and to the uterus.



Q: What is a typical menstrual period like?

A: During your period, you shed the thickened uterine lining and extra blood through the vagina. Your period may not be the same every month. It may also be different than other women's periods. Periods can be light, moderate, or heavy in terms of how much blood comes out of the vagina. This is called menstrual flow. The length of the period also varies. Most periods last from 3 to 5 days. But, anywhere from 2 to 7 days is normal.

For the first few years after menstruation begins, longer cycles are common. A woman's cycle tends to shorten and become more regular with age. Most of the time, periods will be in the range of 21 to 35 days apart.

Q: What kinds of problems do women have with their periods?

A: Women can have a range of problems with their periods, including pain, heavy bleeding, and skipped periods.

- **Amenorrhea (ay-men-uh-REE-uh)** — the lack of a menstrual period. This term is used to describe the absence of a period in:
 - Young women who haven't started menstruating by age 15
 - Women and girls who haven't had a period for 90 days, even if they haven't been menstruating for long

Causes can include:

- Pregnancy
- Breastfeeding
- Extreme weight loss
- Eating disorders
- Excessive exercising
- Stress
- Serious medical conditions in need of treatment

As above, when your menstrual cycles come regularly, this means that important parts of your body are working normally. In some cases, not having menstrual periods can mean that your ovaries have stopped producing normal amounts of estrogen. Missing these hormones can have important effects on your overall health. Hormonal problems, such as those caused by polycystic ovarian syndrome (PCOS) or serious problems with the reproductive organs, may be involved. It's important to talk to a doctor if you have this problem.



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- **Dysmenorrhea (dis-men-uh-REE-uh)** — painful periods, including severe cramps. Menstrual cramps in teens are caused by too much of a chemical called prostaglandin (pros-tuh-GLAN-duhn). Most teens with dysmenorrhea do not have a serious disease, even though the cramps can be severe. In older women, the pain is sometimes caused by a disease or condition such as uterine fibroids or endometriosis.

For some women, using a heating pad or taking a warm bath helps ease their cramps. Some over-the-counter pain medicines can also help with these symptoms. They include:

- Ibuprofen (eye-byu-PROH-fuhn) (for instance, Advil, Motrin, Midol Cramp)
- Ketoprofen (key-toh-PROH-fuhn) (for instance, Orudis KT)
- Naproxen (nuh-PROK-suhn) (for instance, Aleve)

If these medicines don't relieve your pain or the pain interferes with work or school, you should see a doctor. Treatment depends on what's causing the problem and how severe it is.

- **Abnormal uterine bleeding** — vaginal bleeding that's different from normal menstrual periods. It includes:
 - Bleeding between periods
 - Bleeding after sex
 - Spotting anytime in the menstrual cycle
 - Bleeding heavier or for more days than normal
 - Bleeding after menopause

Abnormal bleeding can have many causes. Your doctor may start by checking for problems that are most common in your age group. Some of them are not serious and are easy to treat. Others can be more serious. Treatment for abnormal bleeding depends on the cause.

In both teens and women nearing menopause, hormonal changes can cause long periods along with irregular cycles. Even if the cause is hormonal changes, you may be able to get treatment. You should keep in mind that these changes can occur with other serious health problems, such as uterine fibroids, polyps, or even cancer. See your doctor if you have any abnormal bleeding.

Q: When does a girl usually get her first period?

A: In the United States, the average age for a girl to get her first period is 12. This does not mean that all girls start at the same age. A girl can start her period anytime between the ages of 8 and 15. Most of the time, the first period starts about 2 years after breasts first start to develop. If a girl has not had her first period by age 15, or if it has been more than 2 to 3 years since breast growth started, she should see a doctor.

For help teaching your daughter about her changing body, visit <http://www.girlshealth.gov/body/period/index.cfm> for information on getting your period.

Q: How long does a woman have periods?

A: Women usually have periods until menopause. Menopause occurs between the ages of 45 and 55, usually around age 50. Menopause means that a woman is no longer ovulating (produc-



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TDD: 1-888-220-5446

ing eggs) or having periods and can no longer get pregnant. Like menstruation, menopause can vary from woman to woman and these changes may occur over several years.

The time when your body begins its move into menopause is called the menopausal transition. This can last anywhere from 2 to 8 years. Some women have early menopause because of surgery or other treatment, illness, or other reasons. If you don't have a period for 90 days, you should see your doctor. He or she will check for pregnancy, early menopause, or other health problems that can cause periods to stop or become irregular.

Q: When should I see a doctor about my period?

A: See your doctor about your period if:

- You have not started menstruating by the age of 15.
- You have not started menstruating within 3 years after breast growth began, or if breasts haven't started to grow by age 13.
- Your period suddenly stops for more than 90 days.
- Your periods become very irregular after having had regular, monthly cycles.
- Your period occurs more often than every 21 days or less often than every 35 days.
- You are bleeding for more than 7 days.
- You are bleeding more heavily than usual or using more than 1 pad or tampon every 1 to 2 hours.
- You bleed between periods.
- You have severe pain during your period.

- You suddenly get a fever and feel sick after using tampons.

Q: How often should I change my pad and/or tampon?

A: You should change a pad before it becomes soaked with blood. Each woman decides for herself what works best. You should change a tampon at least every 4 to 8 hours. Make sure to use the lowest absorbency tampon needed for your flow. For example, use junior or regular tampons on the lightest day of your period. Using a super absorbency tampon on your lightest days increases your risk for toxic shock syndrome (TSS). TSS is a rare but sometimes deadly disease. TSS is caused by bacteria that can produce toxins. If your body can't fight the toxins, your immune (body defense) system reacts and causes the symptoms of TSS (see below).

Young women may be more likely to get TSS. Using any kind of tampon puts you at greater risk for TSS than using pads. The Food and Drug Administration (FDA) recommends the following tips to help avoid tampon problems:

- Follow package directions for insertion.
- Choose the lowest absorbency for your flow.
- Change your tampon at least every 4 to 8 hours.
- Consider switching between pads and tampons.
- Know the warning signs of TSS (see below).
- Don't use tampons between periods.



<http://www.womenshealth.gov>

1-800-994-9662

TDD: 1-888-220-5446

If you have any of these symptoms of TSS while using tampons, take the tampon out, and contact your doctor right away:

- Sudden high fever (over 102 degrees)
- Muscle aches
- Diarrhea
- Vomiting
- Dizziness and/or fainting
- Sunburn-like rash
- Sore throat
- Bloodshot eyes ■

For more information

For more information about menstruation, contact [womenshealth.gov](http://www.womenshealth.gov) at 1-800-994-9662 or the following organizations:

Food and Drug Administration

Phone Number(s): (888) 463-6332

Internet Address: www.fda.gov

American College of Obstetricians and Gynecologists (ACOG) Resource Center

Phone Number(s): (202) 638-5577; (202) 863-2518 (for publications requests only)

Internet Address: www.acog.org

Association of Reproductive Health Professionals

Phone Number(s): (202) 466-3825

Internet Address: <http://www.arhp.org>

Center for Young Women's Health

Phone Number(s): (617) 355-2994

Internet Address: <http://www.youngwomenshealth.org>

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This FAQ was reviewed by:

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Investigator

National Institute of Child Health and Human Development

National Institutes of Health

Content last updated October 21, 2009.

Human Growth & Development

Grade 5, Session 2

Content approved by the CFSD Governing Board on 6/9/15

GROUND RULES

- No “put downs.”
- Be sensitive to each other’s feelings.
- Use correct terminology.
- Personal matters should be discussed with the teacher, and not during group discussion.
- There are no dumb questions.
- It is okay to pass in any discussion.
- Use the question box.

Content approved by the CFSD Governing Board on 6/9/15

QUESTION BOX

- All questions are valid.
- The teacher may choose not to answer inappropriate questions.
- The teacher may answer some questions privately.

Content approved by the CFSD Governing Board on 6/9/15

Pre-Test

	True or False?
1. It usually takes about a year for the changes of puberty to happen.	_____
2. Boys usually start going through puberty at a younger age than girls do.	_____
3. It's a good idea to bathe or shower daily, use deodorant and take better care of your personal hygiene during puberty.	_____
4. Body hair that grows during puberty should be removed.	_____
5. Hormones cause the changes of puberty to occur in both males and females.	_____
6. During puberty, boys and girls usually need less sleep than they used to require.	_____
7. During puberty, girls begin to menstruate.	_____
8. Moody behavior stops once puberty begins.	_____
9. During puberty, boys and girls may become more interested in social relationships, greater independence and making new friends.	_____
10. During puberty, boys' bodies begin to produce sperm.	_____

Content approved by the CFSD Governing Board on 6/9/15

Answer Key

1. It usually takes about a year for the changes of puberty to happen.
FALSE! Most changes of puberty take place over the span of about five years.
2. Boys usually start going through puberty at a younger age than girls do.
FALSE! It's actually the opposite—girls usually start going through puberty at a younger age than boys do.
3. It's a good idea to bathe or shower daily, use deodorant and take better care of your personal hygiene during puberty.
TRUE!
4. Body hair that grows during puberty should be removed.
FALSE! Although it is common in some cultures for people to remove their body hair, it is not necessary to do so.
5. Hormones cause the changes of puberty to occur in both males and females.
TRUE!
6. During puberty, boys and girls usually need less sleep than they used to require.
FALSE! The opposite is true—boys and girls need more sleep during puberty since their bodies are doing so much growing during that time.
7. During puberty, girls begin to menstruate.
TRUE!
8. Moody behavior stops once puberty begins.
FALSE! Both boys and girls may experience more mood swings and intense feelings during puberty, because of the hormonal changes that are occurring.
9. During puberty, boys and girls may become more interested in social relationships, greater independence and making new friends.
TRUE!
10. During puberty, boys' bodies begin to produce sperm.
TRUE!

Content approved by the CFSD Governing Board on 6/9/15

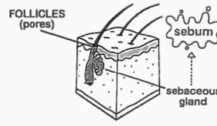
How much do you know about good hygiene? Find out by taking this quiz.

1. Pimples and greasy hair are a result of:
 - a. a bad diet
 - b. overactive sebaceous (oil) glands in your skin
 - c. not enough exercise
2. What's the best way to take care of oily hair?
 - a. Shampoo and condition three times a day.
 - b. Use lots of styling products.
 - c. Wash hair every day or every other day with a shampoo formulated for oily hair.
3. What's the best way to deal with pimples? Circle all that apply.
 - a. Scrub your face with soap three or more times a day.
 - b. Squeeze or pop your pimples.
 - c. Eat lots of fresh fruits and vegetables and drink lots of water.
 - d. Choose facial products that are "non-comedogenic" or "non-acnegenic."
 - e. Wash your face after exercising to remove sweat
 - f. Choose an over-the-counter pimple product containing benzoyl peroxide and/or salicylic acid.
4. TRUE or FALSE? Antiperspirant and deodorant are the same thing.
5. TRUE or FALSE? Body odor and bad breath are caused by bacteria.
6. What's the best way to fight body odor?
 - a. Bathe every day, wear clean clothes and apply antiperspirant/deodorant.
 - b. Use lots of cologne or perfume.
 - c. Avoid people on hot days.
7. TRUE or FALSE? By middle school, most kids (both boys and girls) should be shaving their facial or body hair.
8. Which would be a better way to shave?
 - a. Use a sharp razor, warm water and shaving cream or gel.
 - b. Use a dull razor and cold water, no soap.

Content approved by the CFSD Governing Board on 6/9/15

Answer Key

1. (B) Sebaceous glands are located all over your skin, especially on your face and scalp. Normally, these glands produce oil to keep your skin soft and your hair shiny and waterproof. The hormones of puberty, however, can make the sebaceous glands produce too much oil, resulting in pimples ("zits") and oily hair.
2. (C) You don't need to wash your hair more than ~~more~~ once a day. If you're having a real problem, a shampoo that is specially formulated for oily hair may help. Slick styling products can make the problem worse by adding extra oil to your hair.
3. (C) . (D) . (E) and (F) Washing your face is important to get rid of dead skin cells, sweat and excess oil, but once or twice a day is enough. Washing too often or scrubbing can actually make pimples worse by irritating your skin. Choose facial products marked "non-comedogenic"—they won't clog your pores. Ask an adult to help you choose a face wash product—many contain benzoyl peroxide and salicylic acid. A healthy diet can help clear up your skin, too. What you shouldn't do is squeeze your zits (it can spread bacteria and cause scars) or sleep with makeup on (it can clog pores).
4. **FALSE.** Deodorant masks body odor, but antiperspirant prevents or dries up sweat.
5. **TRUE.** Odor-causing bacteria multiply on your skin or in your mouth. Bathing, brushing your teeth and flossing daily will help control odors.
6. (A) Regular bathing with soap and clean clothes will keep you feeling fresh. If you sweat a lot, you might want to try wearing cotton clothes, underwear and socks because cotton absorbs sweat well.
7. **FALSE.** Everyone develops at different times. Some middle school students won't need to shave. Even if they do have facial or body hair, there's no rule that says everyone has to remove it. If you want to shave or otherwise remove hair on your face, legs or armpits, that's fine. If you don't, that's fine too.
8. (A) A sharp razor with shaving cream or gel prevents cuts and irritation. Warm water softens the skin. Remember to go slowly!



Content approved by the CFSD Governing Board on 6/9/15

Now that you are learning some details about puberty, you can share what you've learned with others. Imagine that a younger sibling or a cousin asks you the questions below. Write an answer for each one. Use the back of this page if you need more room. Be sure to include specific details you learned from the video.

1. Why is my skin breaking out?

2. Why am I still the shortest person in my class?

3. How can I keep from smelling so bad after gym class?

4. Why am I so moody?

5. How does your body know when to start changing?

6. My friend already got her period last summer, but I still haven't. Is that normal?

7. What's going on with this new hair on my body?

Content approved by the CFSD Governing Board on 6/9/15

QUESTION BOX

- All questions are valid.
- The teacher may choose not to answer inappropriate questions.
- The teacher may answer some questions privately.

Human Growth and Development
Fifth Grade

BENCHMARK FOCUS:

- R-5-1 Know that counselors, school nurse, teachers, and family members are resources for dealing with personal concerns and health issues.
- AP-5-1 Recognize that there are physical changes occurring in the male and female reproductive systems during puberty.
- AP-5-2 Understand specific terminology relating to puberty and body changes and understand that each person's rate of development is varied.

MATERIALS:

- DVDs (Girls' Version and Boys' Version): *Girls and Puberty* and *Boys and Puberty*, Videos 2 and 3 in *The Puberty Workshop and Curriculum* by Human Relations Media (DVD, Video 2 - 15 minutes, Video 3 - 13 minutes); **Show Boys' Version to Boys and Girls' Version to Girls** (Both the Girls' Version and the Boys' Version address puberty of both genders.)
- Worksheets:
 - The Female Reproductive System diagram and labeling worksheets, pages 44-45 & pages 51-54, female, in *The Puberty Workshop and Curriculum* binder
 - The Male Reproductive System diagram and labeling worksheets, pages 69-70 & pages 75-76, male, in *The Puberty Workshop and Curriculum* binder
- PowerPoint Slides for Session 3

PROCEDURE:

1. Review questions in the Question Box from the previous session.
2. Brainstorm with students a list of people who would be a resource to them when they have continued questions. Write names on the board.
3. Talk about how to access help away from home. Encourage discussions with parents, as their own experiences might be very similar to what their parents experienced when they were going through puberty.
4. Talking to your parents will make your relationship with them stronger.
5. Show respect for your parents' opinions and values, even if you disagree.
6. Don't insist on always getting your own way. Be willing to compromise.
7. Show *Girls and Puberty* and *Boys and Puberty* videos. **Show Boys' Version to Boys and Girls' Version to Girls.**
8. Prior to viewing puberty video of the opposite sex, review discussion topic expectations and ground rules. For example, "The information may make you feel a little uncomfortable, but the intent is so you will have awareness and understanding of the puberty changes of the opposite sex."

9. Students complete Male Reproductive System and Female Reproductive System worksheets (pp. 44-45, 69-70).
10. Review answers as a whole class with document camera and collect papers.
11. Have students write questions or comments about something they learned today for the Question Box.

Session 3 Materials

**- BOYS -
and
- GIRLS -**

Fifth Grade

GRADE 5
SESSION 3: BOYS

**The Puberty Workshop
and Curriculum**

**BOYS AND PUBERTY
PROGRAM SUMMARY**

Damian opens the boys' portion of *The Puberty Workshop and Curriculum* by reviewing common changes that most boys experience during puberty. Dr. Peter Richel notes that boys usually start puberty between the ages of 10-14. One of the first changes that boys may notice is growth of the penis and testicles. Dr. Richel reviews the male reproductive system, explaining that its two main jobs are to produce sperm and deliver sperm into the female's body.

Viewers learn that the penis, the male sex organ, is filled with spongy tissue and blood vessels. An erection happens when blood flows to the penis and enlarges it. The testicles, or testes, are two glands that produce and store sex hormones and sperm cells. They are held by the scrotum, a skin pouch that hangs outside the body. The epididymis is a coiled tube above the testicles used to store sperm. Sperm move through the epididymis to another tube called the vas deferens. The male reproductive system also includes accessory glands such as the Cowper's gland, prostate gland and seminal vesicles that secrete a nourishing fluid that mixes with sperm to form semen. Semen is carried through the urethra and exits at the tip of the penis.

Dr. Richel explains that boys are born with a fold of skin, called the foreskin, which covers the glans of the penis. Circumcision is the surgical removal of the foreskin for religious or cultural reasons. There is no functional difference between boys who are circumcised and boys who are not, although they look a bit different.

Next, viewers learn that it is common for boys to develop slightly enlarged breast tissue during puberty. This is because boys are producing the female hormone estrogen along with the male hormone testosterone and their bodies are sensitive to both hormones. Boys are also reassured that it's normal to have erections for no reason. Dr. Richel then explains that a nocturnal emission, or wet dream, happens when a boy ejaculates while sleeping. An ejaculation happens when muscles flex, pushing semen from an erect penis. A nocturnal emission is normal.

Damian explains that the testicles begin to make sperm cells for the first time during puberty—many millions per day. They are stored in the testicles and the epididymis. Sperm cells take three to six months to mature, but only live up to 72 hours. Each sperm cell contains half the DNA necessary to create another human. Sperm cells are very sensitive to temperature and are stored in the scrotum, outside the body, where optimal temperature can be maintained.

Finally, viewers learn that growth spurts can occur between the ages of 10-14 or older, meaning that boys grow at different rates. A boy's voice also deepens as his larynx grows and the vocal cords thicken and lengthen.

Name: _____

ACTIVITY 4A

The Male Reproductive System

Label the parts of the male reproductive system on the diagram below. Each word in the word bank will be used once. When you are finished, consult the *Male Anatomy* fact sheets on pages 73-74 to see a labeled diagram of the male reproductive system.

Word Bank

Cowper's gland

epididymis

glans

penis

prostate gland

scrotum

seminal vesicle

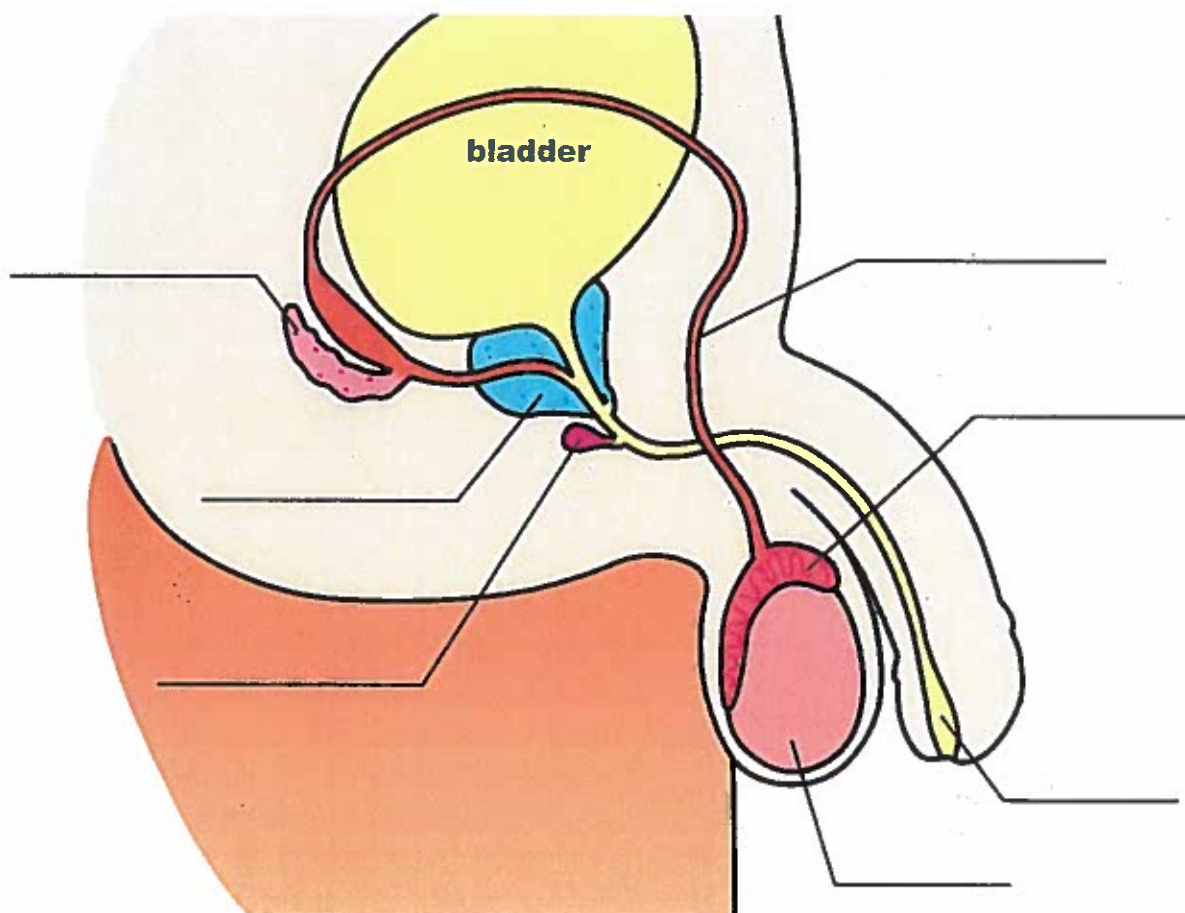
shaft

testicle

urethra

vas deferens

**The Male Reproductive System
(Internal View)**



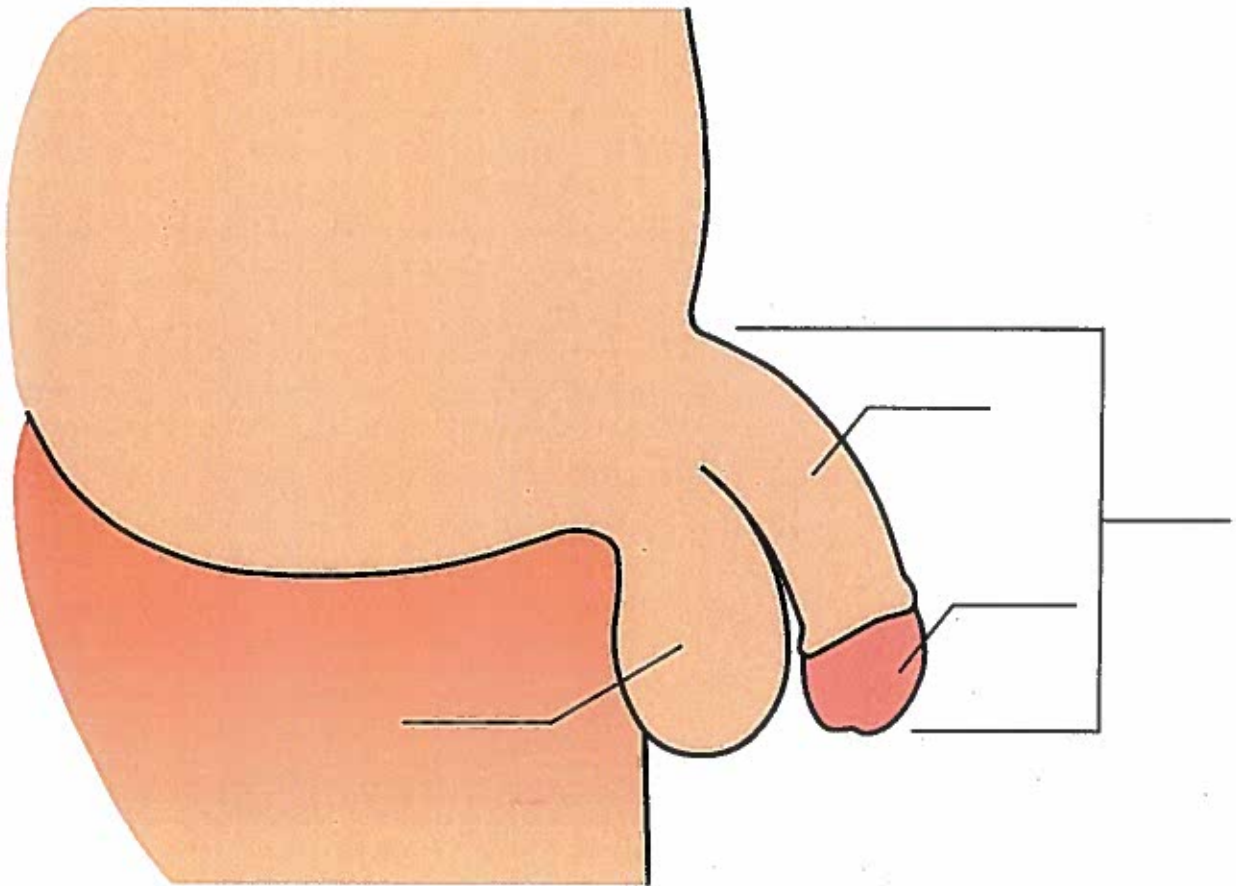
This activity is continued on the next page.

Name: _____

ACTIVITY 4B

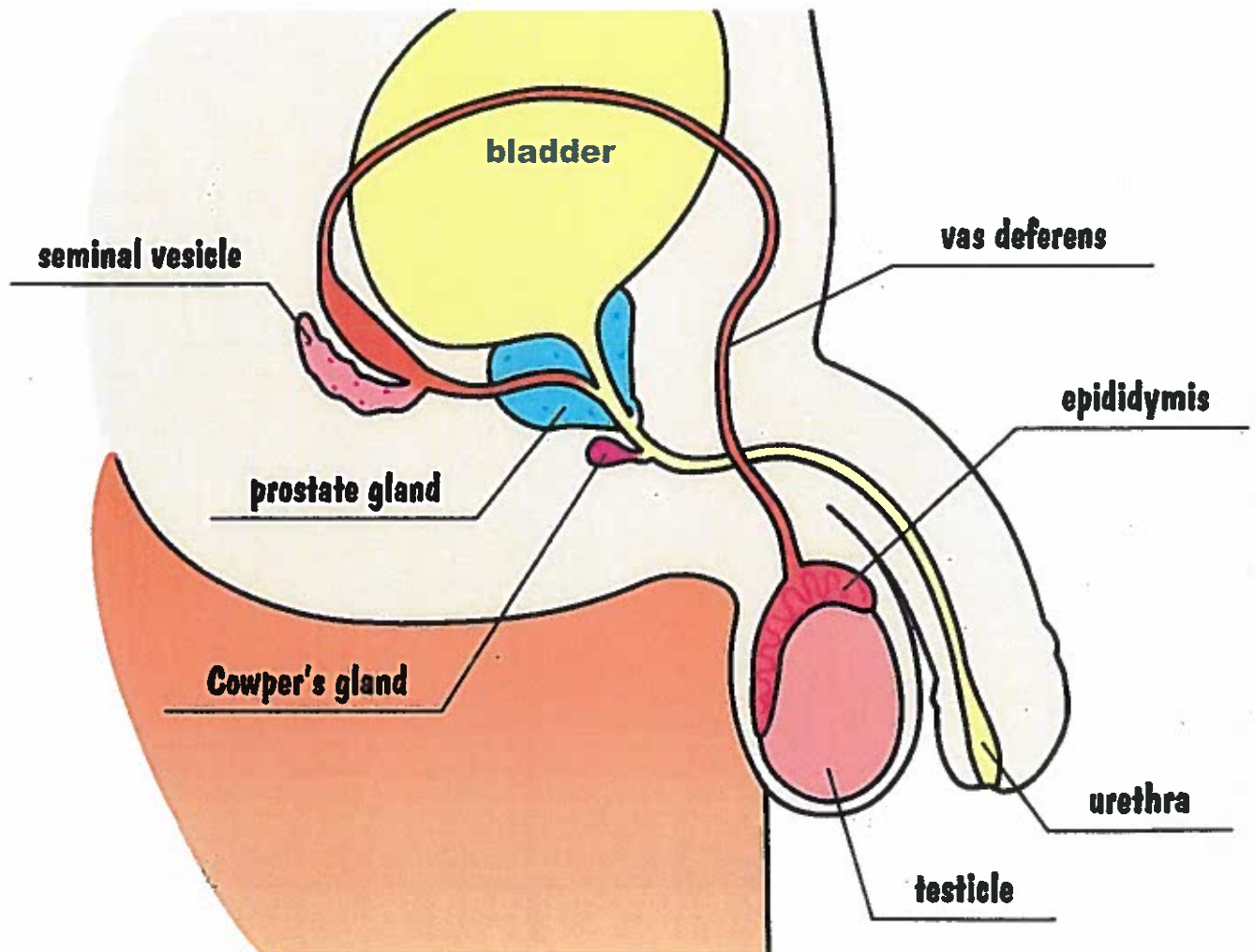
The Male Reproductive System

**The Male Reproductive System
(External View)**



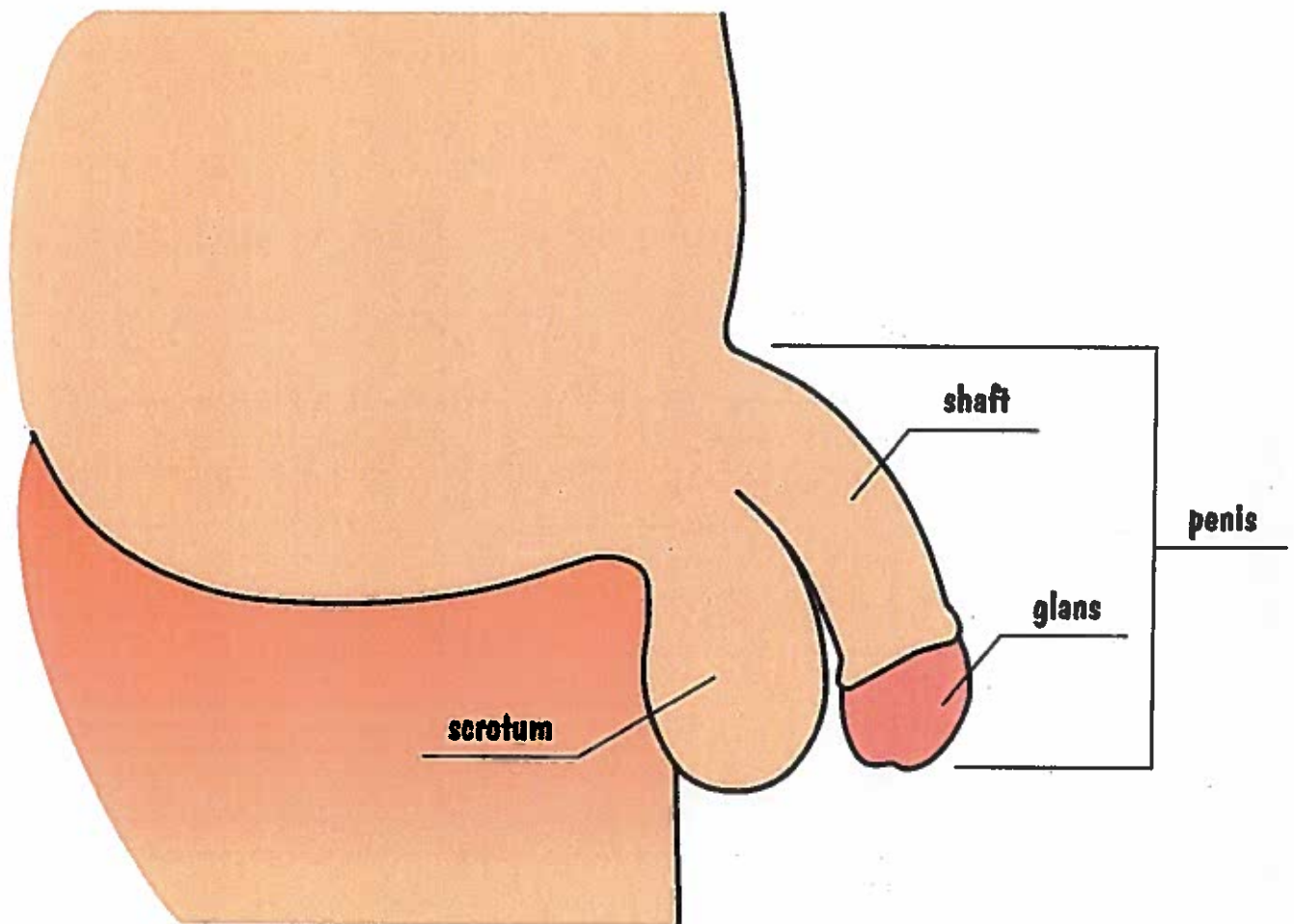
Name: _____

The Male Reproductive System (Internal View)



Name: _____

The Male Reproductive System (External View)



Name: _____

ACTIVITY 4A

The Female Reproductive System

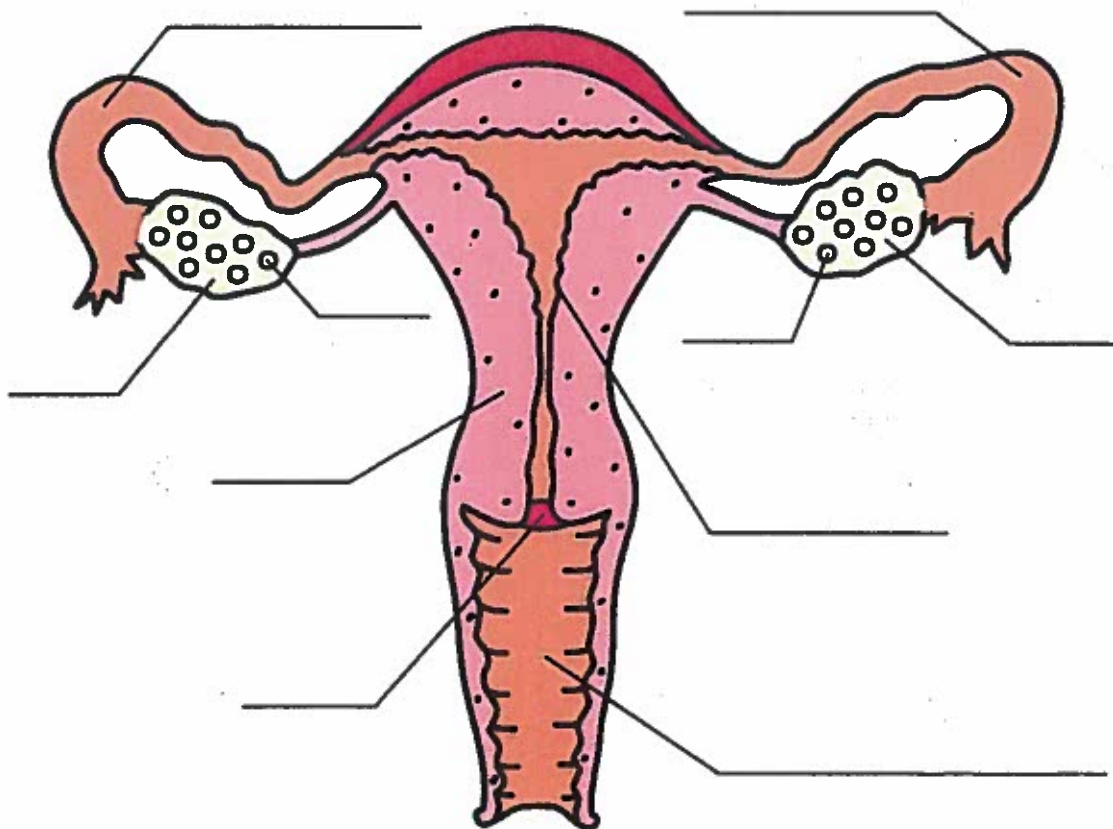
The female reproductive system has both internal (inside) and external (outside) elements. Label the parts of the female reproductive system on the diagrams shown below and on the next page. Keep in mind that some of the words in the first word bank will be used more than once. When you are finished, consult the *Female Anatomy* fact sheets on pages 51-52 to see labeled diagrams of the internal and external portions of the female reproductive system.

Word Bank

cervix
eggs
endometrium
fallopian tube

ovary
uterus
vagina
(or birth canal)

**The Female Reproductive System
(Internal View)**



This activity is continued on the next page.

Name: _____

ACTIVITY 4B

The Female Reproductive System

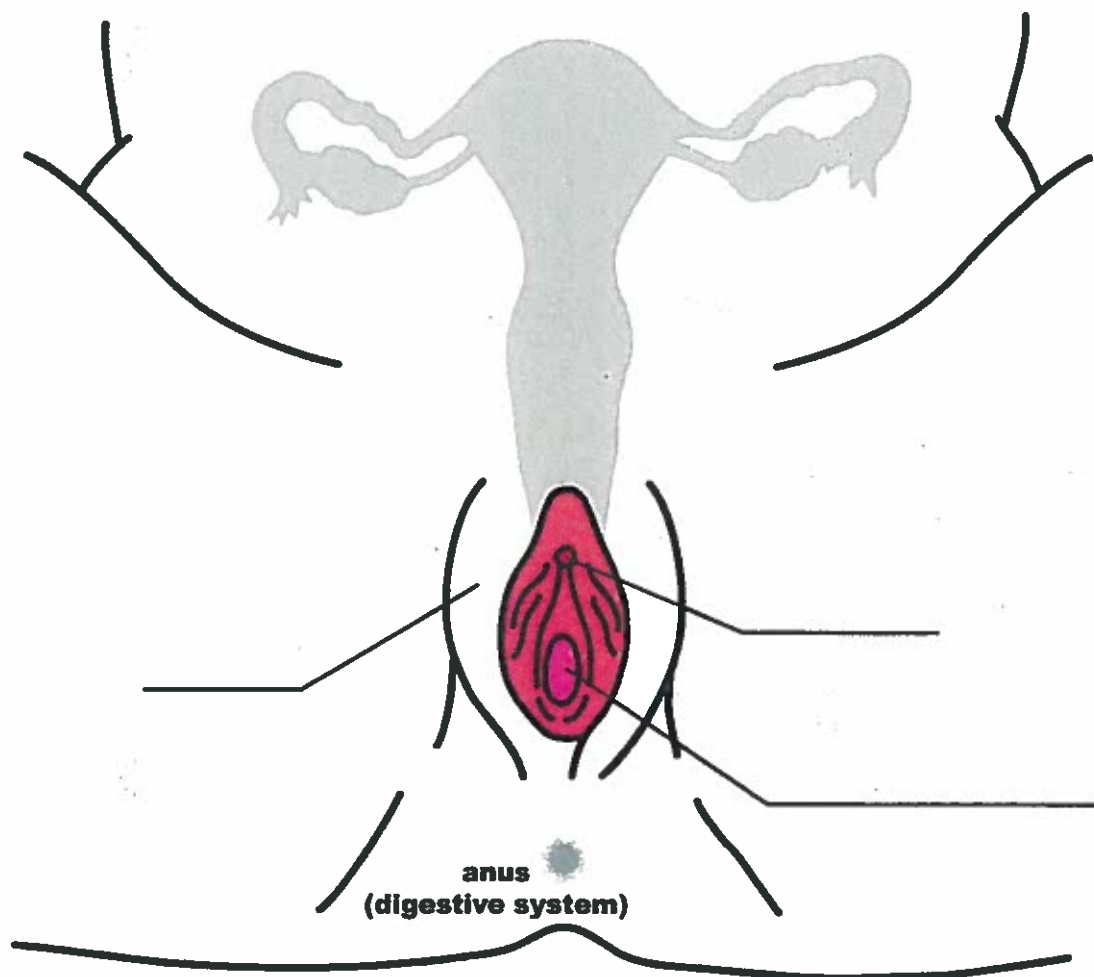
Word Bank

clitoris

labia

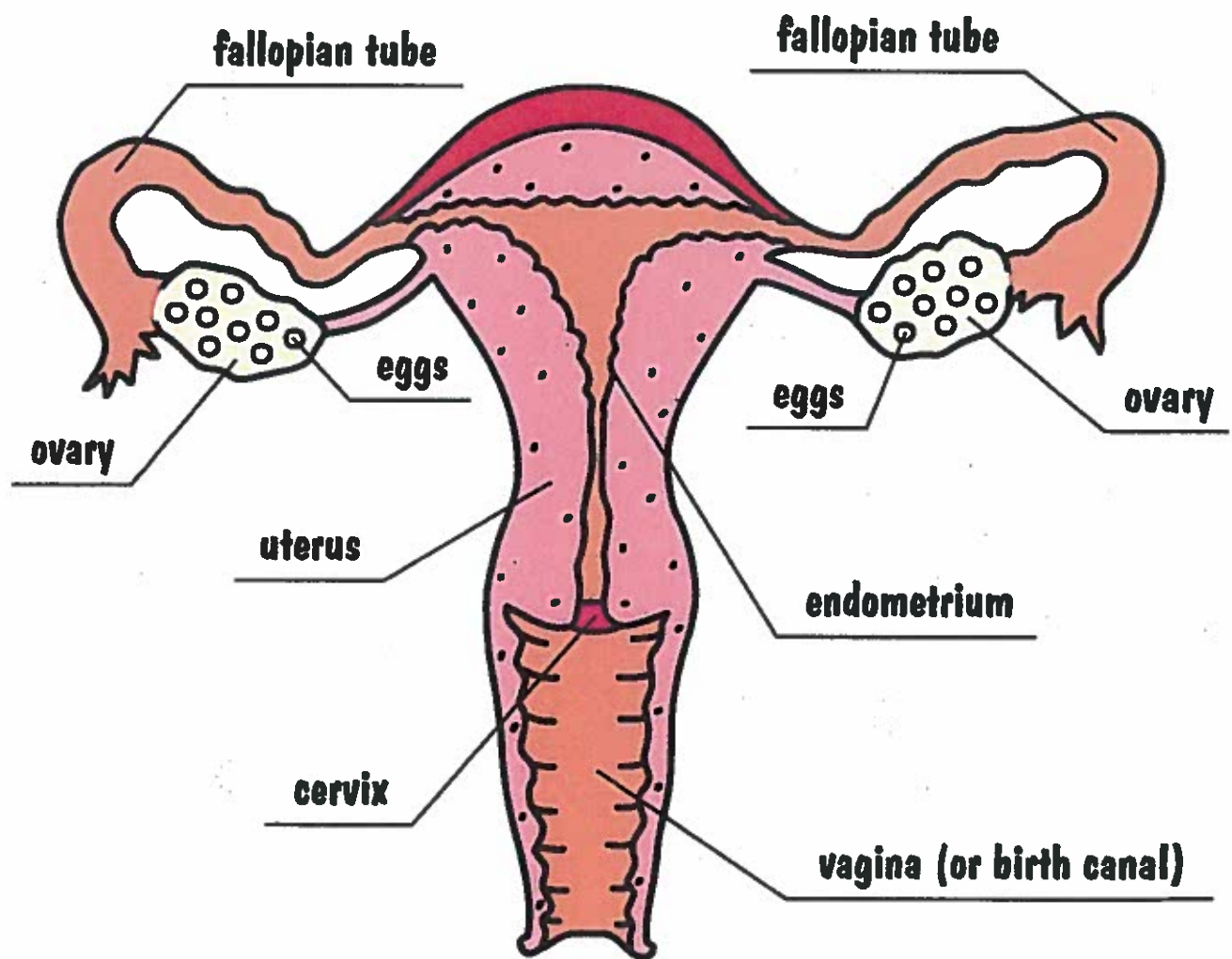
vaginal opening

**The Female Reproductive System
(External View)**



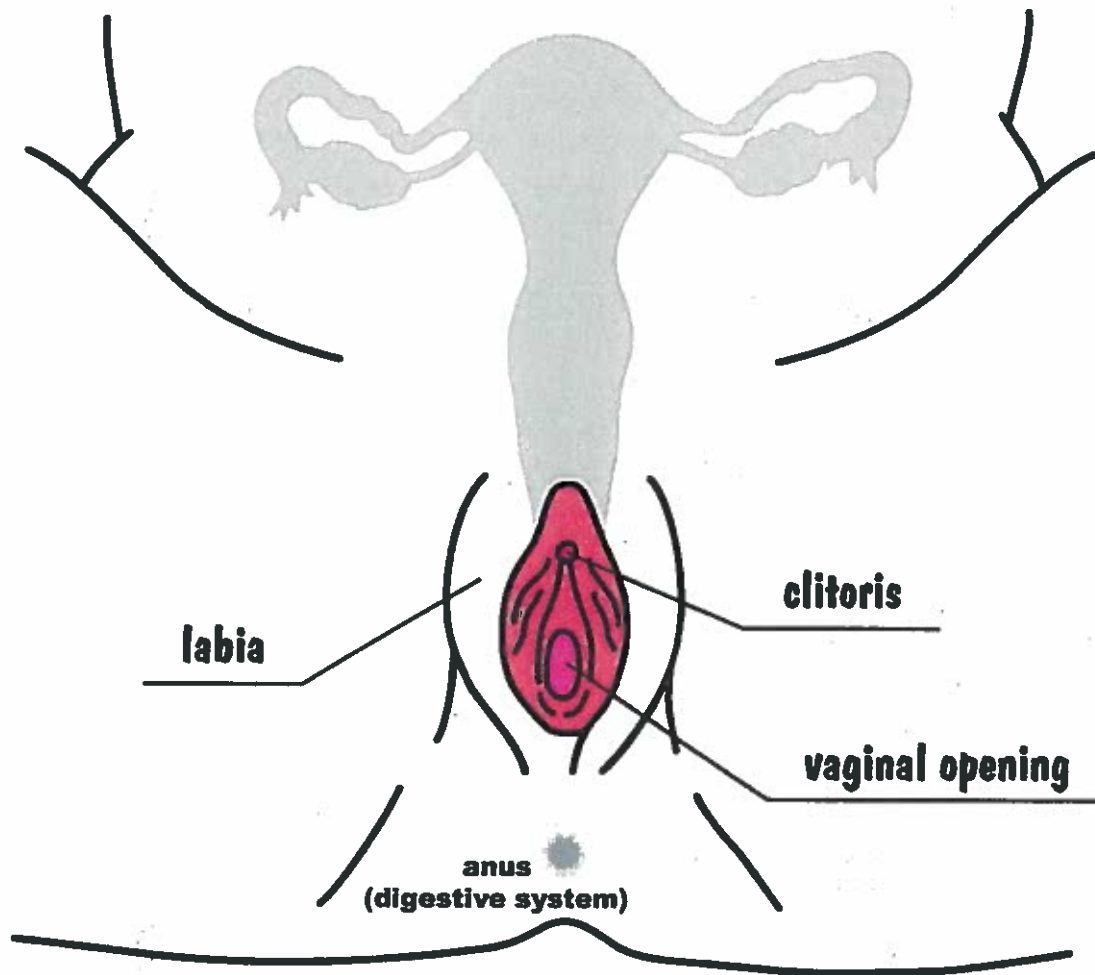
Name: _____

The Female Reproductive System (Internal View)



Name: _____

The Female Reproductive System (External View)

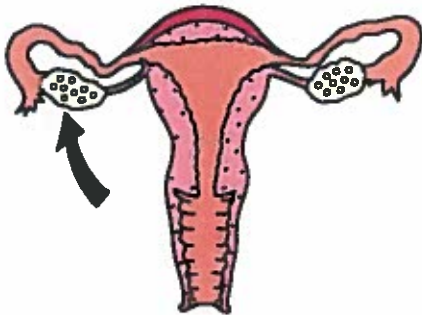


The Menstrual Cycle

The menstrual cycle can seem confusing at first, but it helps to think about it divided into four different parts. The first part begins right after a girl's period is over. During this phase, an ovary prepares to release an egg.

In the second part of the cycle, a mature egg is released into the fallopian tube. This is called **ovulation**. The uterus begins to build up the endometrium (or lining) in case the egg becomes fertilized by a sperm cell. If fertilized, the egg would implant in this soft lining and a pregnancy would begin.

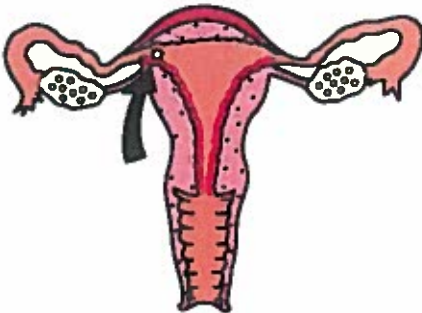
In the third part of the cycle, the egg travels from the fallopian tube to the uterus. If the egg is not fertilized, the endometrium begins to disintegrate and shed. The shedding of the lining is the menstrual period and lasts about three to five days. The whole cycle begins again. This diagram shows what happens at each phase of the menstrual cycle:

**1.**

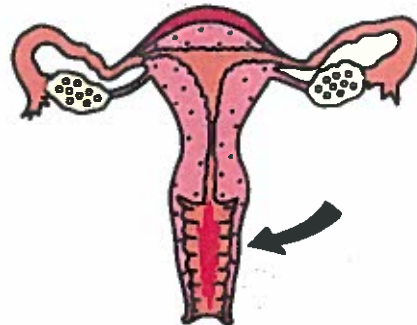
At a certain point in the month, one ovary prepares to release a mature egg (or ova). This is called **ovulation**.

**2.**

The egg is released. A rich, soft lining (**endometrium**) starts to thicken inside the uterus.

**3.**

The egg travels along the fallopian tube to the uterus. The lining of the uterus gets thicker.

**4.**

If the egg is not fertilized, the lining is shed through the vagina. This sloughing is known as **menstruation** or getting your period.

Girls and women need to use either sanitary pads or tampons to absorb the flow of blood and other tissues that leave the vagina during a period. There are many different types of pads, ranging from small, thin ones that can be used on light flow days (called panty liners) to long, thick, super-absorbent pads that can be used on heavy flow days or overnight. Pads are worn in the underwear, outside of the body.

How to Use a Pad:

1. Unwrap the pad if it is closed up in some type of protective sac.
2. Pull off the paper strip that covers the adhesive (sticky) part of the pad.
3. Attach the sticky part of the pad securely to the center of your underwear—not too far in front or in back is fine.
4. If the pad has paper “wings,” wait until you have positioned the main part of the pad before removing the paper strips that cover the wings. Wrap those sticky strips around the sides of your underwear.

What about Tampons?

Tampons work a bit differently than pads. They are worn inside the vagina to absorb the menstrual flow before it leaves the body. They often have a small applicator that helps guide them into the vagina.

Girls are often nervous about using tampons, but there is an instruction guide inside every box. It usually takes a little practice to be comfortable using tampons—sometimes it helps to use a small hand mirror so you can see what the instructions tell you to do.

Pads or Tampons: How to Decide?

It's a personal choice, and varies from person to person. The main difference between pads and tampons is that the pad is worn *outside* the body and a tampon is worn *inside* the body. Tampons can be used during any activity or sport, including swimming. Pads can be used during most activities and sports, but not while swimming. If you need to swim while you have your period, you'll need to use a tampon. In any other case, the choice is up to you.

This fact sheet is continued on the next page.

GRADE 5
SESSION 3: GIRLS

Alie opens the second part of *The Puberty Workshop and Curriculum* by asking girls what changes they have noticed. After they list some changes, Dr. Lisa Thornton reassures them that these changes are normal. One of the first noticeable changes is breast development. Breast buds can begin to grow between the ages of 7-13. There five stages of breast development span about five years. Dr. Thornton explains that breasts are made of milk glands, ducts, connective tissue and fat. There is no muscle in the breasts, but they are supported by the muscles in the chest wall. The biological role of breasts is to produce milk to nourish a newborn baby. Viewers learn that soreness, itchiness and tenderness are common as the breasts begin to grow. It's also normal for one breast to develop more quickly than the other. Girls are advised to start wearing a bra when breast buds can be noticed through a t-shirt.

The program moves on to the female reproductive system. Viewers are introduced to the ovaries, fallopian tubes, uterus, cervix, vagina, endometrium, labia and clitoris. The reproductive system releases hormones, stores ova (eggs) and nourishes a fertilized ovum as it develops. The host explains that girls are born with hundreds of thousands of ova. One ovum/egg will develop each month until menopause. Each ovum contains half the DNA necessary to create another human.

Girls begin their menstrual cycles during puberty. Hormones trigger a series of changes that result in a girl getting her first period, usually about two years after the first signs of puberty. The first day of the menstrual cycle is Day 1. About 14 days later, one ovary releases an egg. This process is called ovulation. The egg travels through the fallopian tube into the uterus. The uterus, a muscular organ, is lined with a spongy tissue called the endometrium. Each month, estrogen is released to stimulate the growth of the endometrium to prepare for a possible pregnancy. If a pregnancy does not occur, the uterus contracts to expel the unneeded tissue and blood out through the vagina. This is called getting your period. Viewers are reminded that ovulation is important because an egg can be fertilized by a male sperm cell to create a pregnancy.

Alie addresses common questions about menstruation. Girls learn that it's normal for their periods to be irregular at first. The first period can come anywhere from age 9-15. Dr. Thornton advises that girls will need to use sanitary pads or tampons to absorb the menstrual flow. Hygiene is especially important during the menstrual period. Some girls get cramps before or during their periods, which can be uncomfortable but can be managed by exercise or medication.

Name: _____

ACTIVITY 4A

The Female Reproductive System

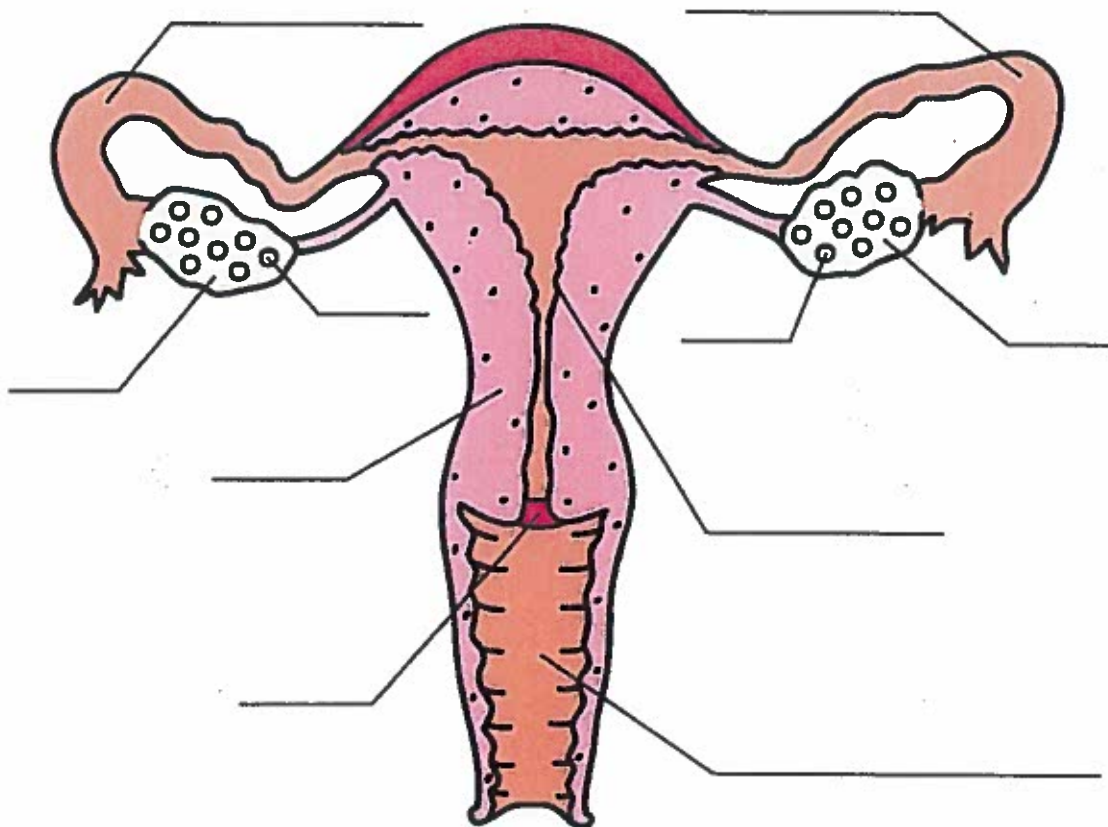
The female reproductive system has both internal (inside) and external (outside) elements. Label the parts of the female reproductive system on the diagrams shown below and on the next page. Keep in mind that some of the words in the first word bank will be used more than once. When you are finished, consult the *Female Anatomy* fact sheets on pages 51-52 to see labeled diagrams of the internal and external portions of the female reproductive system.

Word Bank

cervix
eggs
endometrium
fallopian tube

ovary
uterus
vagina
(or birth canal)

**The Female Reproductive System
(Internal View)**



This activity is continued on the next page.

Name: _____

ACTIVITY 4B

The Female Reproductive System

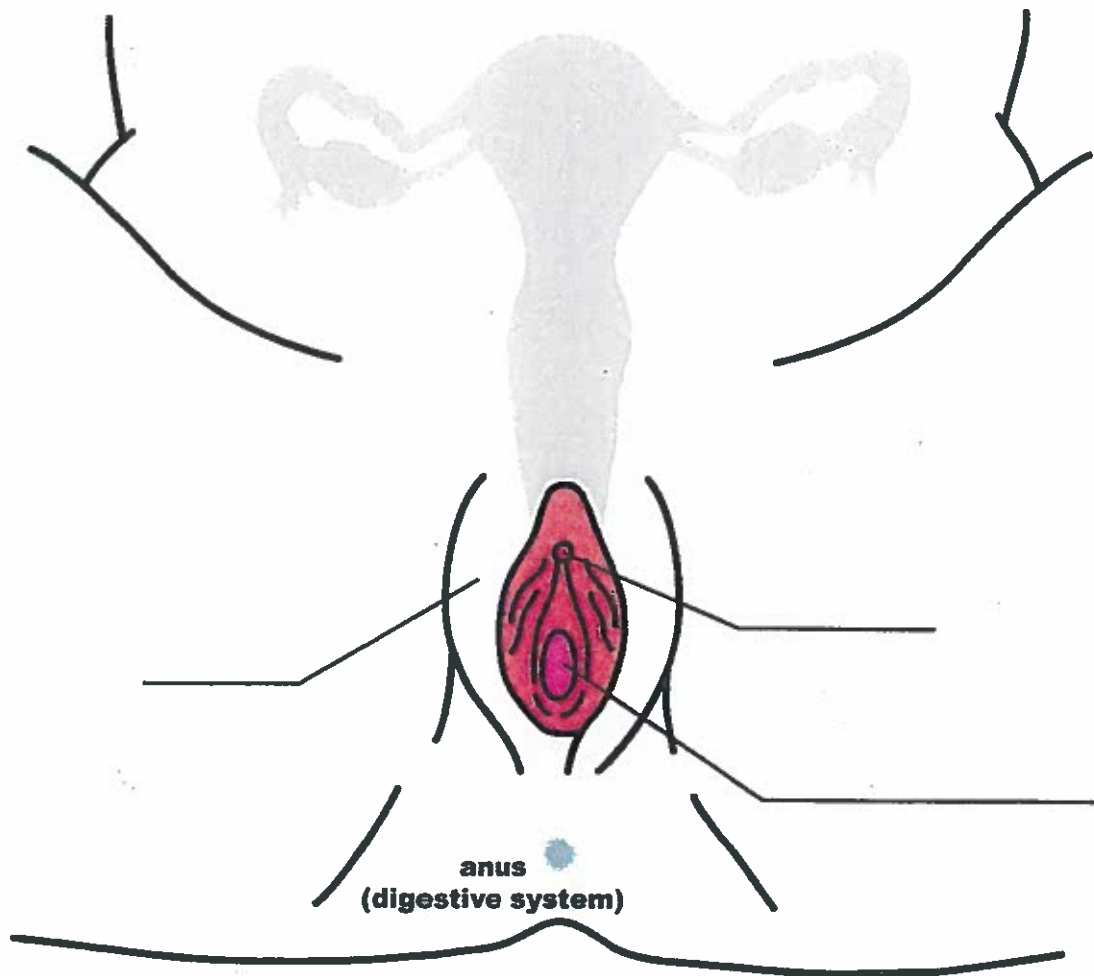
Word Bank

clitoris

labia

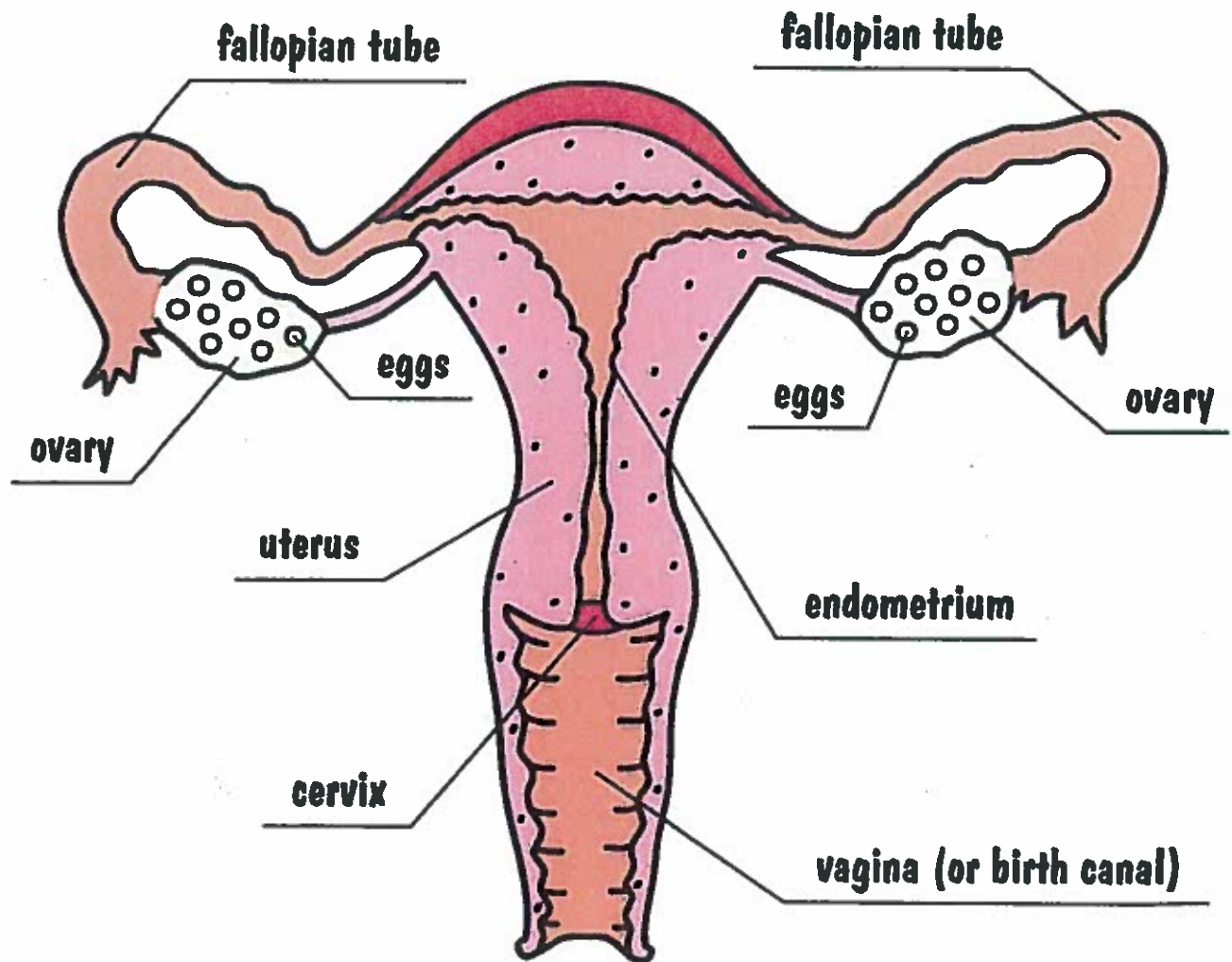
vaginal opening

**The Female Reproductive System
(External View)**



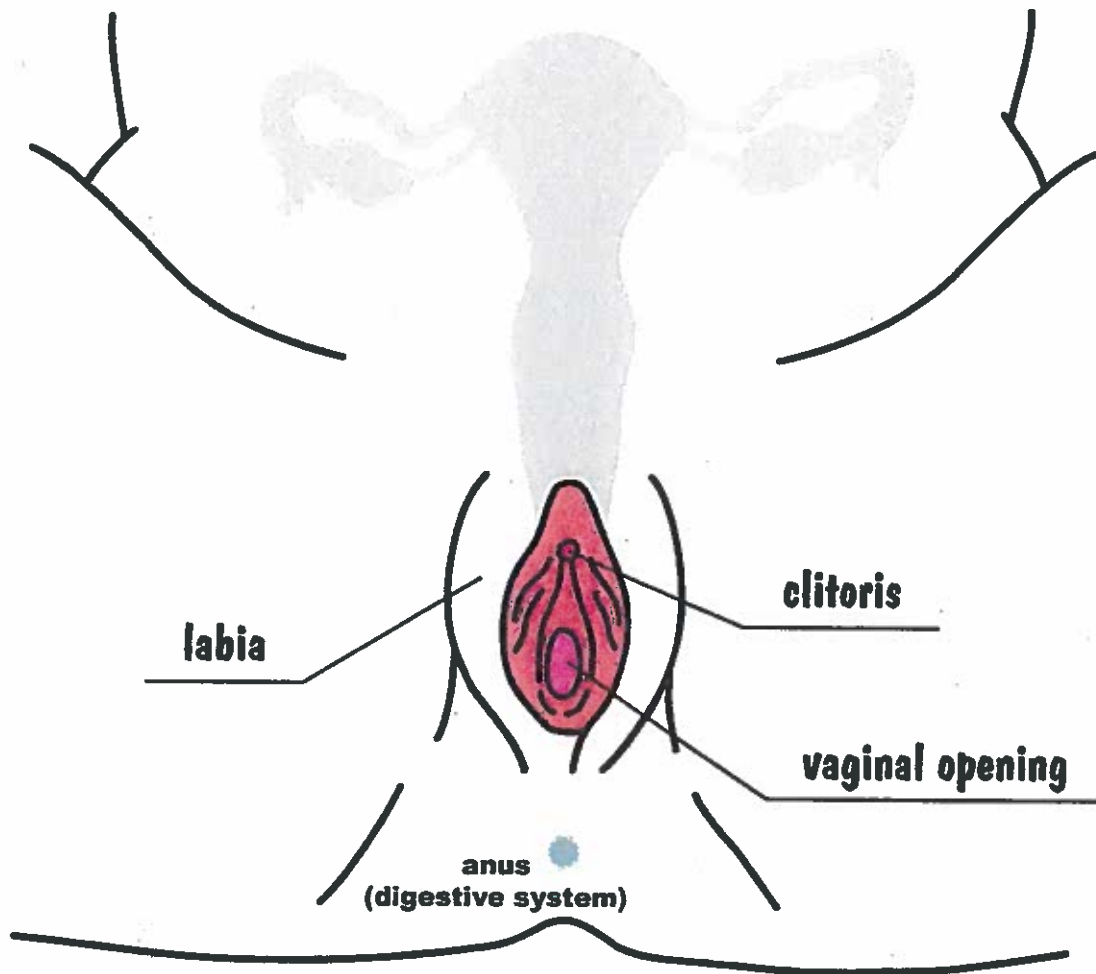
Name: _____

The Female Reproductive System (Internal View)



Name: _____

The Female Reproductive System (External View)

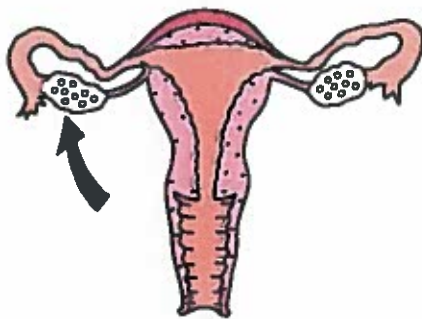


The Menstrual Cycle

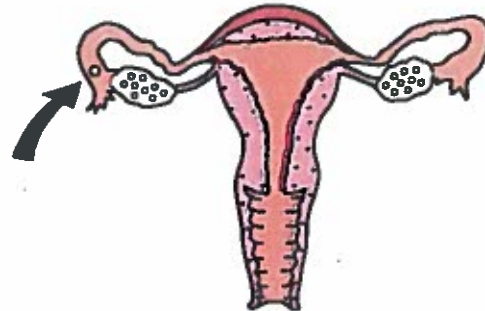
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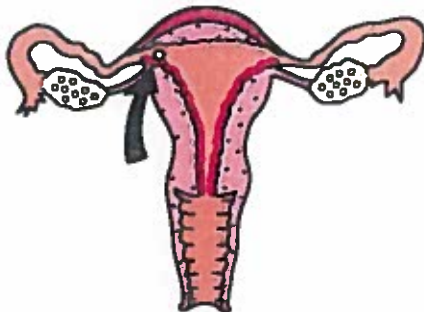
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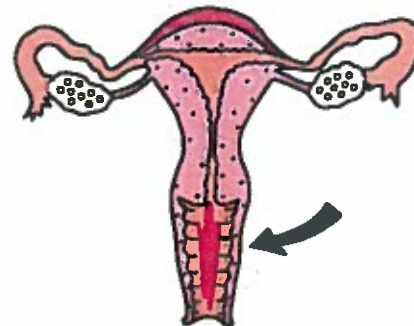
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The egg travels along the fallopian tube to the uterus. The lining of the uterus gets thicker.



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This fact sheet is continued on the next page.

Name: _____

ACTIVITY 4A

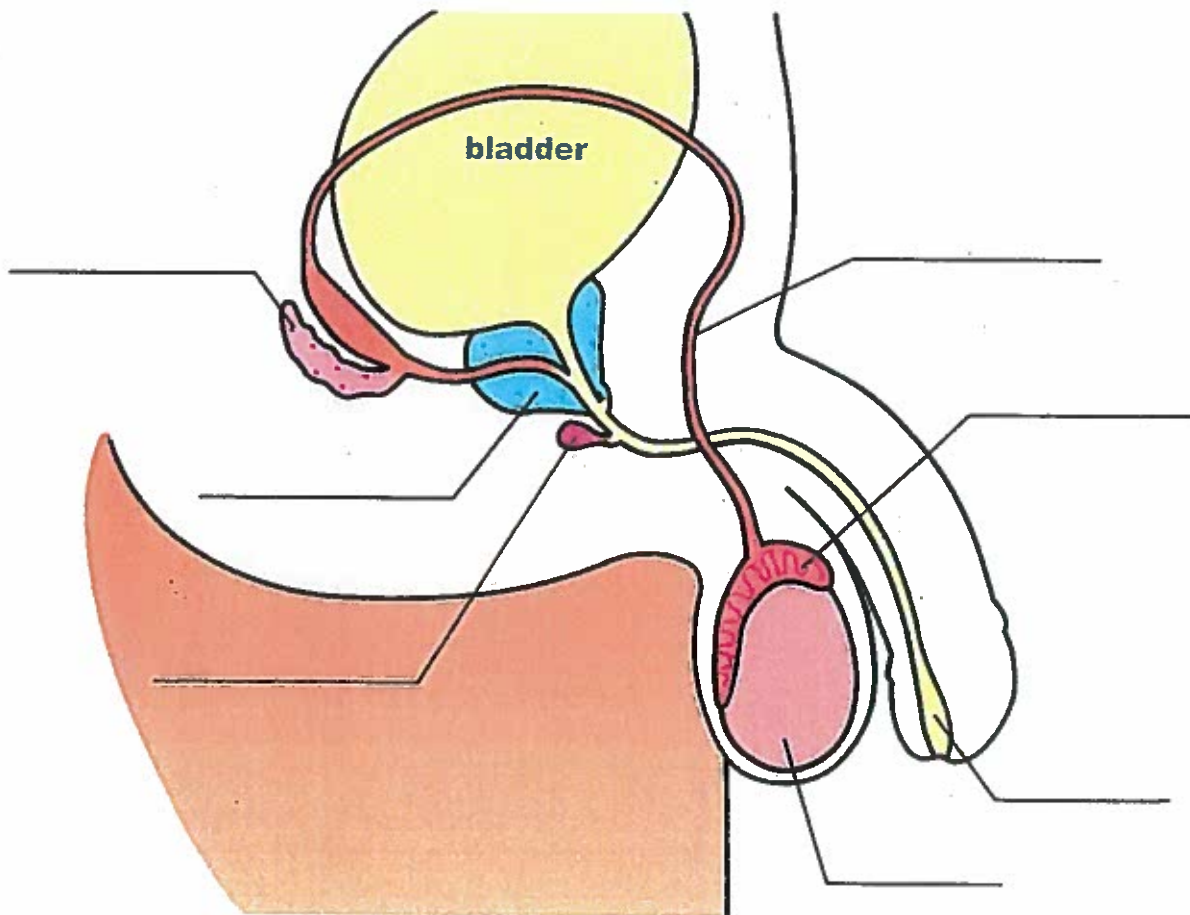
The Male Reproductive System

Label the parts of the male reproductive system on the diagram below. Each word in the word bank will be used once. When you are finished, consult the *Male Anatomy* fact sheets on pages 73-74 to see a labeled diagram of the male reproductive system.

Word Bank

Cowper's gland	epididymis	glans	penis	prostate gland
scrotum	seminal vesicle	shaft	testicle	urethra
vas deferens				

**The Male Reproductive System
(Internal View)**



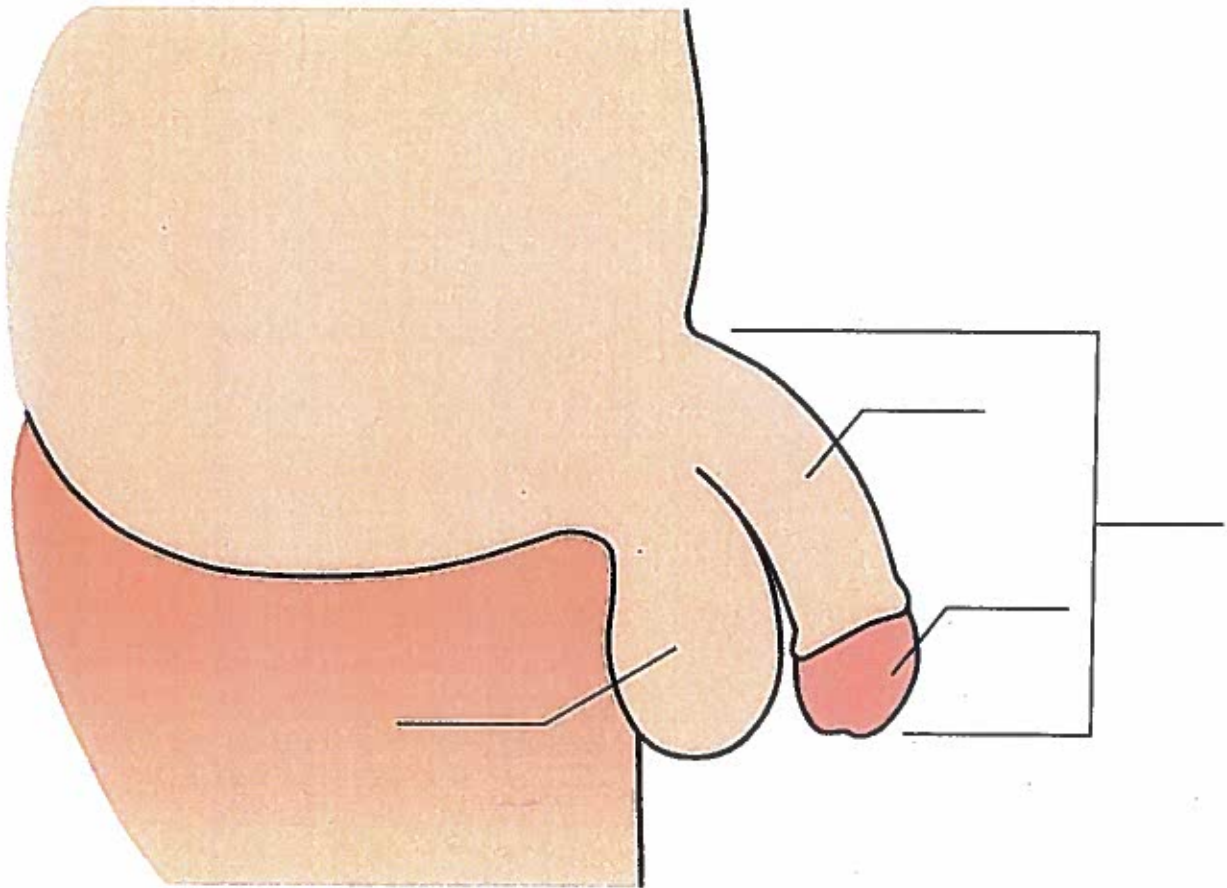
This activity is continued on the next page.

Name: _____

ACTIVITY 4B

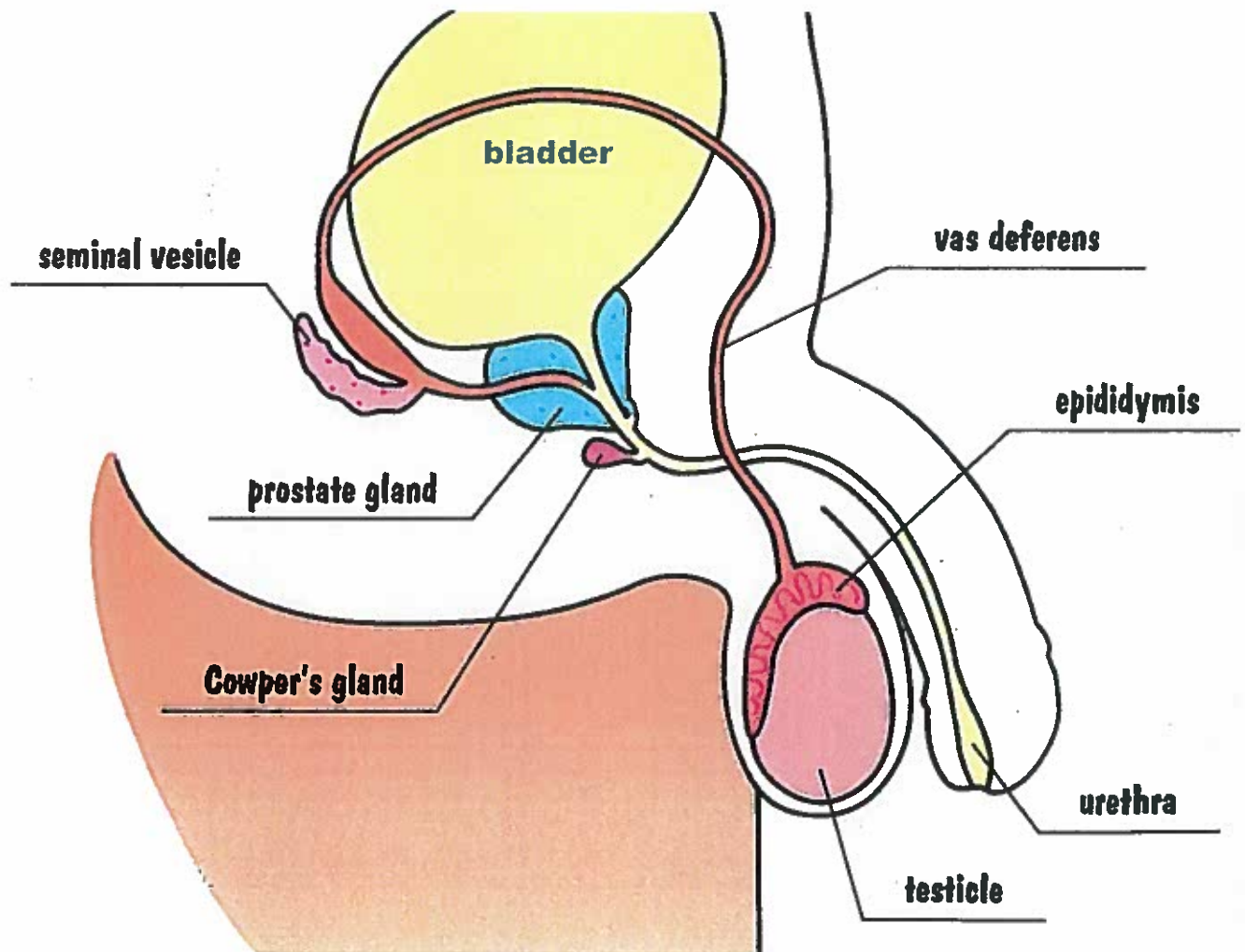
The Male Reproductive System

The Male Reproductive System (External View)



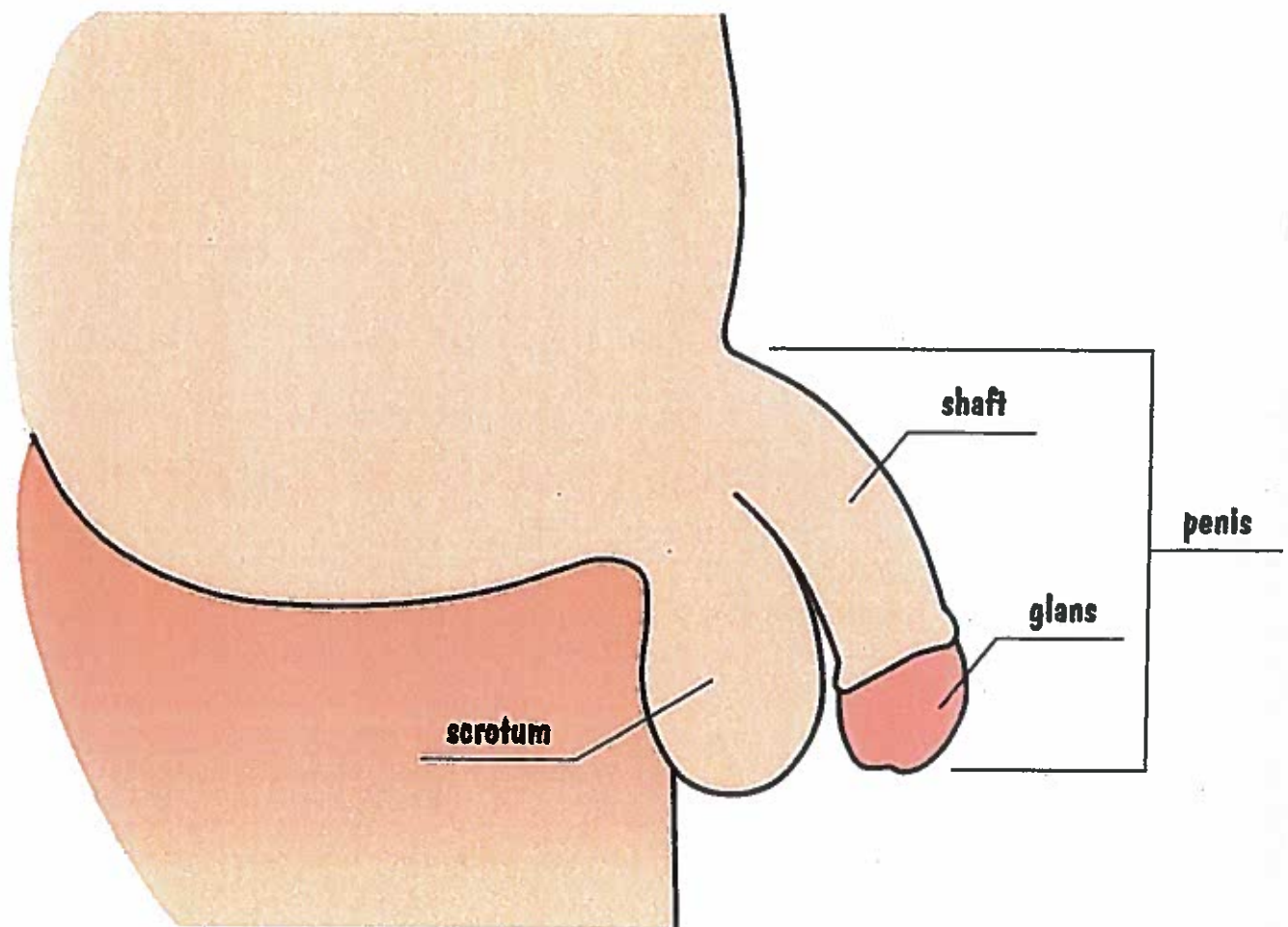
Name: _____

The Male Reproductive System (Internal View)



Name: _____

The Male Reproductive System (External View)



Human Growth & Development

Grade 5, Session 3

Boys

Content approved by the CFSD Governing Board on 6/9/15

GROUND RULES

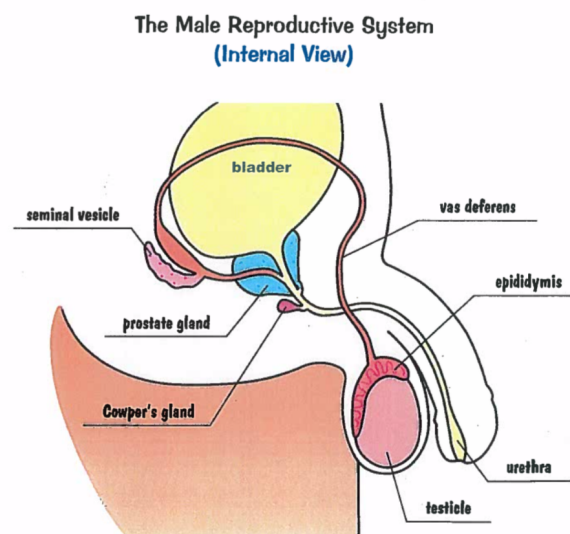
- No “put downs.”
- Be sensitive to each other’s feelings.
- Use correct terminology.
- Personal matters should be discussed with the teacher, and not during group discussion.
- There are no dumb questions.
- It is okay to pass in any discussion.
- Use the question box.

Content approved by the CFSD Governing Board on 6/9/15

QUESTION BOX

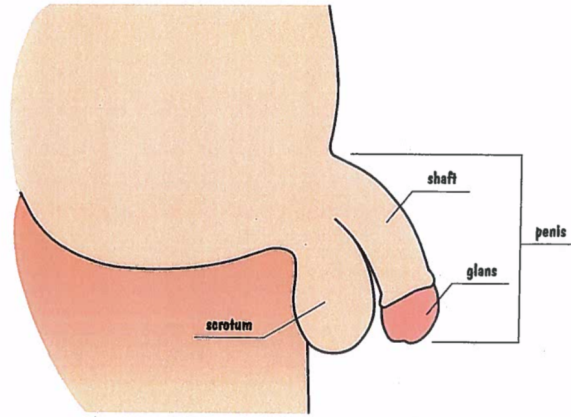
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Content approved by the CFSD Governing Board on 6/9/15



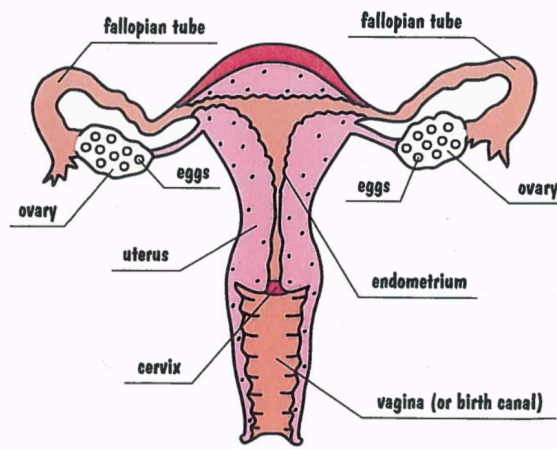
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The Male Reproductive System (External View)



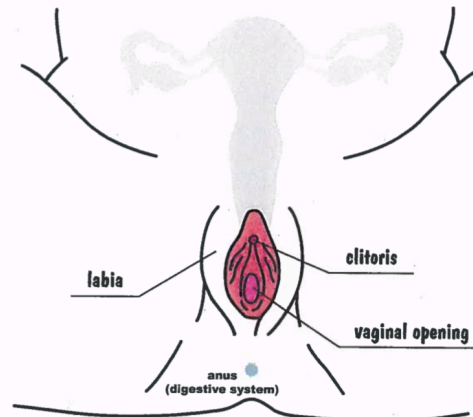
Content approved by the CFSD Governing Board on 6/9/15

The Female Reproductive System (Internal View)



Content approved by the CFSD Governing Board on 6/9/15

The Female Reproductive System (External View)

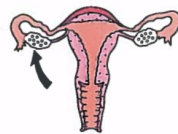


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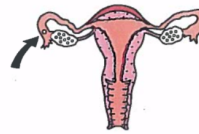
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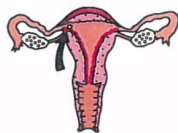
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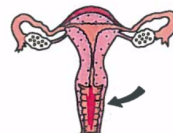
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Content approved by the CFSD Governing Board on 6/9/15

Human Growth & Development

Grade 5, Session 3

Girls

Content approved by the CFSD Governing Board on 6/9/15

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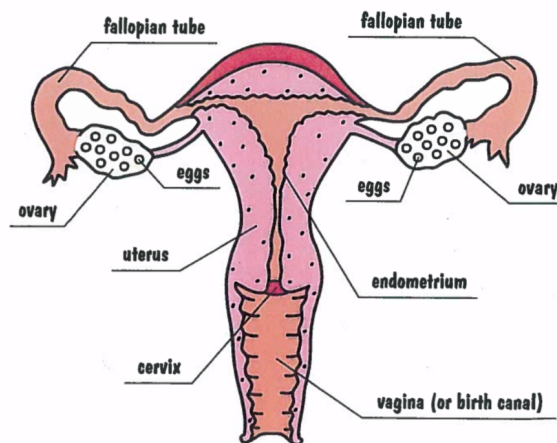
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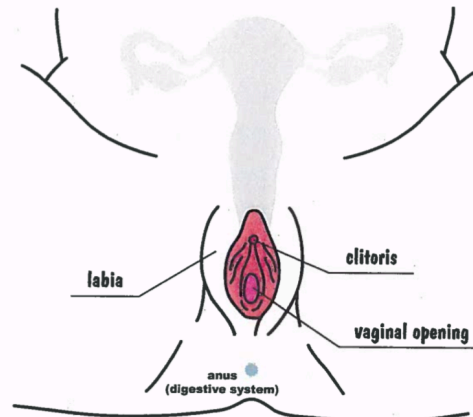
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The Female Reproductive System
(Internal View)



Content approved by the CFSD Governing Board on 6/9/15

The Female Reproductive System (External View)

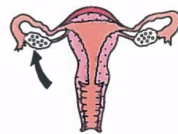


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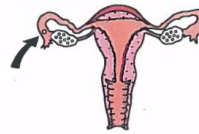
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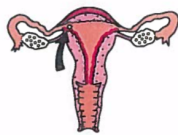
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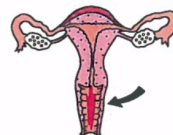
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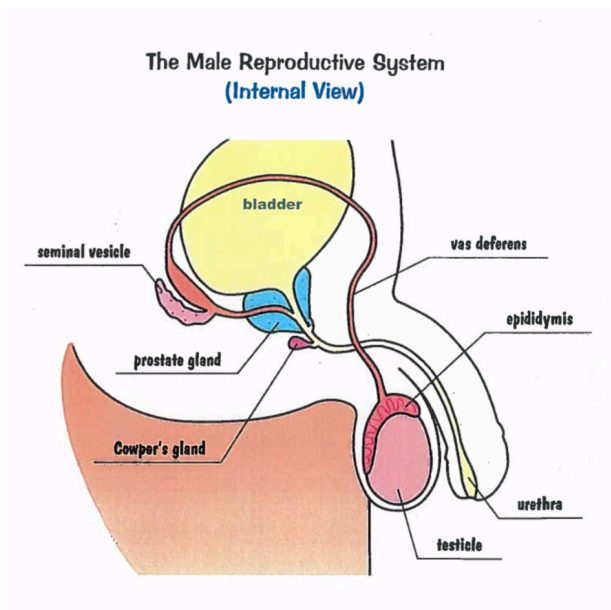
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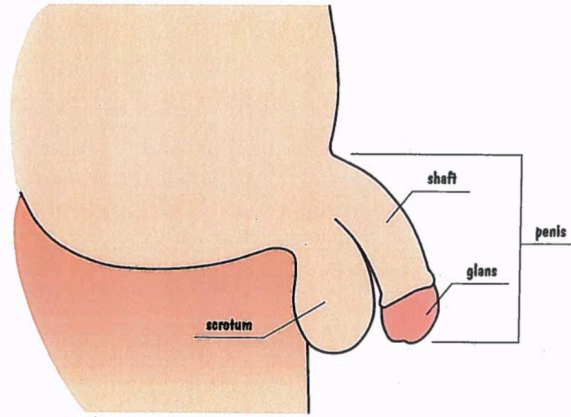
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Content approved by the CFSD Governing Board on 6/9/15

The Male Reproductive System
(External View)



Content approved by the CFSD Governing Board on 6/9/15

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Human Growth and Development
Fifth Grade

BENCHMARK FOCUS:

- AP-5-1 Recognize that there are physical changes occurring in the male and female reproductive systems during puberty.
- AP-5-2 Understand specific terminology relating to puberty and body changes and understand that each person's rate of development is varied.
- M-5-2 Recognize aspects of gender stereotyping. (Moved from grade 4 to grade 5)

MATERIALS:

- DVD (Girls' Version and Boys' Version): *New Emotions, New Feelings* - Video 4 in the *Puberty Workshop and Curriculum*, 16 minutes (Human Media Relations)
- Worksheets:
 - "Pre/Post Test" pages 83-84 (True or False?)
 - Positive/Negative Images (Moved from grade 4 to grade 5)
 - Gender Stereotypes (Moved from grade 4 to grade 5)
 - "Appreciate Yourself" 5A sheet page 89
 - "Appreciate Yourself" 5B sheet page 90
- Videos:
 - Real Beauty Sketches by Dove (3 minutes) (Moved from grade 4 to grade 5)
 - Gender Stereotypes within Children video (3 minutes) (Moved from grade 4 to grade 5)
 - #LikeABoy Social Media video, Good Morning America, abcNews.com (3 minutes) (Moved from grade 4 to grade 5)
- PowerPoint Slides for Session 4

PROCEDURE:

1. Answer questions in Question Box from the previous day.
2. Complete post-test, page 83 (True or False?)
3. Watch *New Emotions, New Feelings* video. Show Boys' Version to Boys and Girls' Version to Girls.
4. Review answers to the post-test with the whole class.
5. Complete "Appreciate Yourself," 5A worksheet, page 89.
6. Final questions and discussion. Allow students to share some of their "Appreciate Yourself" responses in either small groups or with the whole class. Collect papers.
7. Complete "Appreciate Yourself" 5B worksheet, page 90 and collect papers.

5. Show "Positive Thinking" PPT slide, which addresses thoughts regarding puberty. (Moved from grade 4 to grade 5)

Reinforce how "feeling good about our bodies helps us to grow up feeling good about ourselves. It also helps in making healthy choices for ourselves." Talk about how complimenting others, accepting compliments, and complimenting oneself all help to contribute to a good feeling about ourselves.

Show Real Beauty Sketches video by Dove. (Moved from grade 4 to grade 5)

6. Have students complete the Positive/Negative Images sheet. Turn the negative statement into a positive...read the example out loud. (Moved from grade 4 to grade 5)

Examples:

Negative message:

"Oh, I look so fat today."

Positive message:

"Oh, I must be growing; these jeans are too small for me."

Negative message:

"I can't go to school, I have a pimple on my forehead and everyone will see!"

Positive message:

Negative message:

"I could not stop the other team from scoring the soccer goal when I played the goalie position. The rest of the team will be mad at me."

Positive message:

Negative message:

"No one will like me in middle school; I'm just too short!"

Positive message:

Negative message:

"My hair is just awful... it is going in all the wrong directions!"

Positive message:

Negative message:

"I didn't get an A on my project; everyone will think I'm not smart."

Positive message:

Negative message:

"I'm so clumsy; I keep falling all over the place. No wonder no one wants to pick me for their team."

Positive message:

Once students have completed the other statements on the sheet, review them as a group. Talk about how complimenting others, accepting compliments, and complimenting oneself all help to contribute to a good feeling about ourselves.

Have students practice saying some of the positive messages out loud to someone sitting near them.

- You feel more grown up
- You can wear different clothes
- You are taller
- You have more privileges
- You are making new friendships, often that last a lifetime

- Your body is developing in new and exciting ways
- Adults talk to you in a more mature manner

7. Use PowerPoint Slides 9-11 and “Gender Stereotypes” information sheet. (Moved from grade 4 to grade 5)

Have students think about and discuss the following:

- What is a stereotype? (PowerPoint Slide 9) Show Gender Stereotypes within Children video.
- Why do you think the items on the “Gender Stereotypes” list are there? (Use information sheet and PowerPoint Slide 10). Use some examples...“boys are stronger” perhaps. Have them think, “Are there different kinds of strengths?”
- What happens when you have expectations about how an individual is “supposed to be”? Does that mean you are likely to live like this?
- What decisions are you likely to make based on some of these “stereotypes”?
- Does this affect career choice? How?

8. How can we overcome stereotypes? (Show video #LikeABoy, abcNews.com). (Moved from grade 4 to grade 5)

Teachers: During discussions about gender stereotypes you may have students ask you questions about gender identify or expression, or transgender people. Please note that CFSD Policy JB, Equal Educational Opportunities, includes gender identify or expression. The policy is included in the section on Background Information for Teachers.

Gender identity refers to “one’s sense of oneself as male, female, or transgender” (American Psychological Association, 2006).

Gender expression refers to the “...way in which a person acts to communicate gender within a given culture; for example, in terms of clothing, communication patterns and interests. A person’s gender expression may or may not be consistent with socially prescribed gender roles, and may or may not reflect his or her gender identity” (American Psychological Association, 2008, p. 28).

Session 4 Materials

**- BOYS -
and
- GIRLS -**

Fifth Grade

NEW EMOTIONS, NEW FEELINGS
PROGRAM SUMMARY

In the fourth video of *The Puberty Workshop and Curriculum*, Damian and Alie discuss the new emotions and feelings that come along with puberty. Dr. Peter Richel assures viewers that mood swings, self-consciousness, needing to sleep more and arguing with parents are all normal for young people. Dr. Lisa Thornton reminds viewers that the human body comes in all shapes and sizes.

The program points out that a changing body can make young people feel awkward, embarrassed or even proud. Changes in self-confidence, or how you feel about yourself, are a normal part of growing up. The experts urge viewers not to compare themselves to models in magazines or on TV, or to their peers. Everyone gets through puberty on his or her own schedule.

Dr. Richel notes that it's common for teens to experience increased conflict with their parents as they question authority and seek independence. Open communication, respect and asking parents for privacy can help everyone in the family get along. Viewers learn that intense feelings and mood swings are also part of growing up. Mood swings are caused by the rapid release of hormones, but are a temporary imbalance and will settle down. Part of becoming an adult is learning how to control strong emotions.

Another emotional development of puberty is beginning to have romantic crushes. New relationships are an opportunity to learn new skills—such as communication and making good decisions—but can also present new challenges. Dr. Thornton urges viewers to treat everyone with respect. Viewers learn that both boys and girls value trust and honesty in relationships. Dr. Thornton explains that the desire to begin dating is influenced by family, culture and one's own readiness. Just as with other developments of puberty, dating begins on a different schedule for everyone.

The experts emphasize the importance of not picking on or bullying your peers. Dr. Thornton points out that any behavior that makes someone feel bad is not harmless fun or flirting, and should stop. Viewers are reminded to treat everyone the way they'd like to be treated. The hosts advise students to ask parents or another trusted adult if they have questions about the many changes of puberty.

Name: _____

ACTIVITY 1A

Pre/Post Test

True or False?

1. Boys and girls may experience romantic feelings towards others during puberty.

2. Adolescence is the time in a young person's life when the physical changes of puberty occur as well as many emotional changes.

3. Celebrities, models and athletes look the same in real life as they do in photographs.

4. It's normal for boys and girls to feel awkward or self-conscious about their appearances during puberty.

5. It's helpful to compare your body to those of your friends, so that you can more accurately decide what your body should look like.

6. It's normal for boys and girls to argue more with their parents during puberty.

7. Most boys and girls should start dating by the time they turn 13.

The Answer Key for this activity appears on the next page.

Answer Key

1. Boys and girls may experience romantic feelings towards others during puberty.
TRUE!
2. Adolescence is the time in a young person's life when the physical changes of puberty occur as well as many emotional changes.
TRUE!
3. Celebrities, models and athletes look the same in real life as they do in photographs.
FALSE! Magazine photographs are retouched and heavily edited to make celebrities, models, and athletes look "perfect." In real life, these people have pimples and bad hair days just like everyone else.
4. It's normal for boys and girls to feel awkward or self-conscious about their appearances during puberty.
TRUE!
5. It's helpful to compare your body to those of your friends, so that you can more accurately decide what your body should look like.
FALSE! Bodies come in all shapes and sizes, and develop at different speeds. It's important to appreciate your own unique body for what it does for you, rather than how it looks. There is no single "right" way for your body to look.
6. It's normal for boys and girls to argue more with their parents during puberty.
TRUE!
7. Most boys and girls should start dating by the time they turn 13.
FALSE! There's no single "right" age when it comes to relationships and dating. Sometimes families make rules about how old a teen can be before beginning to date. What's most important is for any dating relationship to be built on trust and respect, and for both people involved to feel safe and comfortable with each other.

Positive / Negative Images

Turn the negative statement into a positive . . .

Negative message:

"Oh, I look so fat today."

for

Positive message:

"Oh, I must be growing;
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Negative message:

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"I'm so clumsy; I keep falling all over
the place. No wonder no one wants to
pick me for their team."

Positive message:

Human Growth & Development

Grade 5, Session 4

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3. Celebrities, models and athletes look the same in real life as they do in photographs.
4. It's normal for boys and girls to feel awkward or self-conscious about their appearances during puberty.
5. It's helpful to compare your body to those of your friends, so that you can more accurately decide what your body should look like.
6. It's normal for boys and girls to argue more with their parents during puberty.
7. Most boys and girls should start dating by the time they turn 13.

Content approved by the CFSD Governing Board on 6/9/15

Answer Key

1. Boys and girls may experience romantic feelings towards others during puberty.
TRUE!
2. Adolescence is the time in a young person's life when the physical changes of puberty occur as well as many emotional changes.
TRUE!
3. Celebrities, models and athletes look the same in real life as they do in photographs.
FALSE! Magazine photographs are retouched and heavily edited to make celebrities, models, and athletes look "perfect." In real life, these people have pimples and bad hair days just like everyone else.
4. It's normal for boys and girls to feel awkward or self-conscious about their appearances during puberty.
TRUE!
5. It's helpful to compare your body to those of your friends, so that you can more accurately decide what your body should look like.
FALSE! Bodies come in all shapes and sizes, and develop at different speeds. It's important to appreciate your own unique body for what it does for you, rather than how it looks. There is no single "right" way for your body to look.
6. It's normal for boys and girls to argue more with their parents during puberty.
TRUE!
7. Most boys and girls should start dating by the time they turn 13.
FALSE! There's no single "right" age when it comes to relationships and dating. Sometimes families make rules about how old a teen can be before beginning to date. What's most important is for any dating relationship to be built on trust and respect, and for both people involved to feel safe and comfortable with each other.

Content approved by the CFSD Governing Board on 6/9/15

Sometimes what we think about ourselves is not how others perceive us. Feeling good about our bodies helps us to grow up feeling good about ourselves. It also helps in making healthy choices about ourselves.

When you feel yourself being negative, try to turn it into a positive message.

Content approved by the CFSD Governing Board on 6/9/15

Positive / Negative Images

Turn the negative statement into a positive . . .

Negative message:
"Oh, I look so fat today."

for

Positive message:
"Oh, I must be growing;
these jeans are too small me."

Negative message:
"I can't go to school, I have a pimple
on my forehead and everyone will see!"

Positive message:

Negative message:
"I could not stop the other team from
scoring the soccer goal when I played
the goalie position. The rest of the team
will be mad at me."

Positive message:

Negative message:
"No one will like me in middle school;
I'm just too short!"

Positive message:

Negative message:
"My hair is just awful... it is going in
all the wrong directions!"

Positive message:

Negative message:
"I didn't get an A on my project;
everyone will think I'm not smart."

Positive message:

Negative message:
"I'm so clumsy; I keep falling all over
the place. No wonder no one wants to
pick me for their team."

Positive message:

Content approved by the CFSD Governing Board on 6/9/15

**Complimenting others, accepting
compliments, and complimenting
oneself all help to contribute to a
good feeling about ourselves.**

Content approved by the CFSD Governing Board on 6/9/15

What is a stereotype?

Stereotype: a popular belief about a group of people based on assumptions that are often extreme and inaccurate.

Gender: social ideas about what it means to be masculine or feminine.

Gender Stereotypes

Every day we are exposed to different influences in our lives like our family, friends, and media (TV, Internet). All of these influence the messages that we receive about ourselves and our roles in life. These don't actually reflect **who** we really are, but frequently tell us **how** we are supposed to be.

Here are some common gender stereotypes that you may have heard of:

Men	Women
hunt	sew
are strong	are weak
unemotional	cry
doctors	are nurses
can fix things	cook
play with trucks	girls play with dolls
climb trees	take dance lessons

Content approved by the CFSD Governing Board on 6/9/15

How can we overcome stereotypes?

Content approved by the CFSD Governing Board on 6/9/15

TEACHER RESOURCE PACKET

Human Growth & Development

Fifth Grade

Contents:

- **Permission Letter**
- **State of Arizona Statutory Guidelines**
- **Background Information FOR TEACHER USE ONLY**

Permission Letter

Fifth Grade

The permission letter is provided to the principal of the school as a Word document in order to personalize it with dates and times each school year.

Permission Letter
- Fifth Grade -

ONLY students whose parent(s)/guardian(s) request in writing that they be included in the Human Growth and Development program lessons may participate. Students without written permission must be provided an alternate program.



Date

Dear Parents:

Human Growth and Development is a state approved curricular program offered on a voluntary basis to fifth through ninth grade students in the Catalina Foothills School District. The curriculum will be taught at SCHOOL to 5th grade students in four sessions on DATE (Lesson 1), DATE (Lesson 2), DATE (Lesson 3), and DATE (Lesson 4). All lessons will be held from TIME.

Copies of the program materials are available for preview in the school library. All supplementary materials will also be available for preview at least two weeks prior to the instructional time span. If you are interested in viewing these materials, they can be viewed in the library. The following summary will acquaint you with the general content of this instruction.

5th Grade students will:

- Learn the ground rules for discussion and the proper use of the question box.
- Understand the importance of basic hygiene (e.g., acne, menstrual products).
- Recognize that there are physical changes occurring in the male/female reproductive systems during puberty.
- Understand specific terminology relating to puberty and body changes and understand that each person's rate of development is varied.
- Recognize that the media has influence on a person's self-image and self-concept.
- Recognize aspects of gender stereotyping.
- Know that counselors, school nurse, teachers, and family members are resources for dealing with personal concerns and health issues.

Please sign and return the attached permission form by DATE, indicating your wishes for your child's participation. Students whose parents do not give permission to participate in this program, or who do not return their forms, will be provided an alternate program.

Sincerely,

NAME

Principal

Permission Form

Fifth Grade Human Growth & Development Curriculum

PLEASE RETURN TO YOUR CHILD'S TEACHER BY **DATE**.

_____ I wish to have my child participate in learning the 5th grade Human Growth and Development Curriculum at **SCHOOL NAME** Elementary School.

_____ I do **not** wish to have my child participate in learning the 5th grade Human Growth and Development Curriculum at **SCHOOL NAME** Elementary School. I understand that an alternative program will be provided.

_____ I wish to have my child participate in the circled sessions only (1 2 3 4) of the 5th grade Human Growth and Development Curriculum at **SCHOOL NAME** Elementary School.

I understand that an alternative program will be provided during those HG&D sessions in which my child is not participating.

Session 1: **Date (Time)**

Session 2: **Date (Time)**

Session 3: **Date (Time)**

Session 4: **Date (Time)**

Parent's Signature _____

Child's Name _____

Child's Teacher _____

Catalina Foothills School District Human Growth and Development Overview

Human Growth and Development is an optional curriculum taught at fifth grade in elementary school as a component of Catalina Foothills School District's K-12 Comprehensive Health Curriculum. In accordance with state statutes, written parental permission is a requirement for student participation in the lessons delineated herein.

In Fifth Grade, students will:

BC-5-1	Understand the importance of basic hygiene (e.g., acne, menstrual products).
AP-5-1	Recognize that there are physical changes occurring in the male and female reproductive systems during puberty.
AP-5-2	Understand specific terminology relating to puberty and body changes and understand that each person's rate of development is varied.
M-5-1	Recognize that the media has influence on a person's self-image and self-concept.
M-5-2	Recognize aspects of gender stereotyping.
I-5-1	Differentiate between conformity and individuality.
R-5-1	Know that counselors, school nurse, teachers, and family members are resources for dealing with personal concerns and health issues.

Fifth Grade Session Focuses:

Session 1

Benchmark Focus:

M-5-1	Recognize that the media has influence on a person's self-image and self-concept.
I-5-1	Differentiate between conformity and individuality.

Session 2

Benchmark Focus:

BC-5-1	Understand the importance of basic hygiene (e.g., acne, menstrual products).
AP-5-1	Recognize that there are physical changes occurring in the male and female reproductive systems during puberty.
AP-5-2	Understand specific terminology relating to puberty and body changes and understand that each person's rate of development is varied.

Session 3

Benchmark Focus:

AP-5-1	Recognize that there are physical changes occurring in the male and female reproductive systems during puberty.
AP-5-2	Understand specific terminology relating to puberty and body changes and understand that each person's rate of development is varied.
R-5-1	Know that counselors, school nurse, teachers, and family members are resources for dealing with personal concerns and health issues.

Session 4

Benchmark Focus:

AP-5-1	Recognize that there are physical changes occurring in the male and female reproductive systems during puberty.
AP-5-2	Understand specific terminology relating to puberty and body changes and understand that each person's rate of development is varied.
M-5-1	Recognize that the media has influence on a person's self-image and self-concept.
M-5-2	Recognize aspects of gender stereotyping.

Annotated List of Fifth Grade Videos:

Session 1

Evolution by Dove (Video, 1.5 minutes)

http://selfesteem.dove.us/Articles/Video/Evolution_video_how_images_of_beauty_are_manipulated_by_the_media.aspx

The video illustrates how clever lighting, make-up, and digital manipulation (Photoshop) make it possible to completely transform an image so that it no longer reflects the shape, size, or features of the original model. Professional makeup artists prepare a model for a photo shoot and show the process of photoshopping the final image before publication.

Session 2

What is Puberty? DVD, Video 1 (Boys' Version to Boys and Girls' Version to Girls) in The Puberty Workshop and Curriculum, 14 minutes (Human Relations Media)

Viewers meet hosts Damian and Alie who introduce two expert doctors who explain the biological and physical changes that are common during puberty. Basic hygiene is also addressed as well as other changes in puberty, such as sleeping more, desire for independence, fighting with parents more often, making new friends, and having new romantic interest in peers.

Session 3

Girls and Puberty – DVD, Video 2 in The Puberty Workshop (Boys' Version to Boys and Girls' Version to Girls), 15 minutes (Human Relations Media)

The focus of this video is girls and puberty. It addresses the changes in girls that are common during puberty, the female reproductive system, and menstruation. Basic hygiene during the menstrual period is also addressed.

Boys and Puberty – DVD, Video 3 in The Puberty Workshop and Curriculum (Boys' Version to Boys and Girls' Version to Girls), 13 minutes (Human Relations Media)

The focus of this video is boys and puberty. It addresses the common changes that most boys experience during puberty and the male reproductive system.

Both the Girls' Version and the Boys' Version address puberty of both genders.

Session 4

New Emotions, New Feelings – DVD, Video 4 in The Puberty Workshop and Curriculum (Boys' Version to Boys and Girls' Version to Girls), 16 minutes (Human Media Relations)

Hosts, Damien and Alie, discuss the new emotions and feelings that come along with puberty, emphasizing that a changing body can make young people feel awkward, embarrassed, or even proud. Changes in self-confidence, or how one feels about his/her self is a normal part of growing up. Also addressed are new relationships (e.g., romantic crushes) and the need to communicate well and make good decisions.

NOTE: All materials will be available at least two weeks prior to the instructional time span. If you are interested in viewing these materials, please contact the school's main office.

**State of Arizona
Statutory Guidelines**

for

**Sex Education &
HIV/AIDS**

**Instruction in the
Public Schools**

State of Arizona Statutory Guidelines

AZ 15-102 Parental involvement in the school; definition

4. If a school district offers any sex education curricula pursuant to section 15-711 or 15-716 or pursuant to any rules adopted by the state board of education, procedures to prohibit a school district from providing sex education instruction to a pupil unless the pupil's parent provides written permission for the child to participate in the sex education curricula.

5. Procedures by which parents will be notified in advance of and given the opportunity to withdraw their children from any instruction or presentations regarding sexuality in courses other than formal sex education curricula.

7. Procedures by which parents may learn about parental rights and responsibilities under the laws of this state, including the following:

(a) The right to opt in to a sex education curriculum if one is provided by the school district.

AZ 15-711. Sex education curricula; sexual conduct with a minor

All school districts with existing sex education curricula shall include instruction on the laws relating to sexual conduct with a minor for pupils in grades seven, eight, nine, ten, eleven and twelve. Each school district may develop its own course of study to meet the requirements of this section.

AZ 15-115. Preference for childbirth and adoption; allowable presentations

A. In view of the state's strong interest in promoting childbirth and adoption over elective abortion, no school district or charter school in this state may endorse or provide financial or instructional program support to any program that does not present childbirth and adoption as preferred options to elective abortion.

B. In view of the state's strong interest in promoting childbirth and adoption over elective abortion, no school district or charter school in this state may allow any presentation during instructional time or furnish any materials to pupils as part of any instruction that does not give preference, encouragement and support to childbirth and adoption as preferred options to elective abortion.

AZ 15-712. Instruction on alcohol, tobacco, narcotic drugs, marijuana, date rape drugs and other dangerous drugs; chemical abuse prevention programs; definitions

A. Instruction on the nature and harmful effects of alcohol, tobacco, narcotic drugs, marijuana, date rape drugs and other dangerous drugs on the human system and instruction on the laws related to the control of these substances and the nonuse and prevention of use and abuse of alcohol, tobacco, narcotic drugs, marijuana, date rape drugs and other dangerous drugs may be included in the courses of study in common and high schools, with emphasis on grades four through nine. Instruction on the nature and harmful effects of alcohol, tobacco, narcotic drugs, marijuana, date rape drugs and other dangerous drugs on a human fetus may be included in the courses of study in grades six through twelve. The instruction may be integrated into existing health, science, citizenship or similar studies and shall meet the criteria for chemical abuse prevention education programs developed pursuant to subsection C of this section.

E. For the purpose of this section:

1. "Date rape drug" means a drug prescribed in section 13-3401, paragraph 30, subdivisions (f) through (m).
2. "Narcotic drug", "marijuana" and "dangerous drug" have the same meaning prescribed in section 13-3401.

AZ 15-716. Instruction on acquired immune deficiency syndrome; department assistance

A. Each common, high and unified school district may provide instruction to kindergarten programs through the twelfth grade on acquired immune deficiency syndrome and the human immunodeficiency virus.

B. Each district is free to develop its own course of study for each grade. At a minimum, instruction shall:

1. Be appropriate to the grade level in which it is offered.
2. Be medically accurate.
3. Promote abstinence.
4. Discourage drug abuse.
5. Dispel myths regarding transmission of the human immunodeficiency virus.

C. No district shall include in its course of study instruction which:

1. Promotes a homosexual life-style.
2. Portrays homosexuality as a positive alternative life-style.
3. Suggests that some methods of sex are safe methods of homosexual sex.

D. At the request of a school district, the department of health services or the department of education shall review instruction materials to determine their medical accuracy.

E. At the request of a school district, the department of education shall provide the following assistance:

1. A suggested course of study.
2. Teacher training.
3. A list of available films and other teaching aids.

F. At the request of a parent, a pupil shall be excused from instruction on acquired immune deficiency syndrome and the human immunodeficiency virus as provided in subsection A of this section. The school district shall notify all parents of their ability to withdraw their child from the instruction.

AZ 13-1415. Human immunodeficiency virus and sexually transmitted disease testing; victim's rights; petition; definitions

A. A defendant, including a defendant who is a minor, who is alleged to have committed a sexual offense or another offense involving significant exposure is subject to a court order that requires the defendant to submit to testing for the human immunodeficiency virus and other sexually transmitted diseases and to consent to the release of the test results to the victim.

B. Pursuant to subsection A of this section, the prosecuting attorney, if requested by the victim, or, if the victim is a minor, by the parent or guardian of the minor, shall petition the court for an order requiring that the person submit a specimen, to be determined by the submitting entity, for laboratory testing by the department of health services or another licensed laboratory for the presence of the human immunodeficiency virus and other sexually transmitted diseases. The court, within ten days, shall determine if sufficient evidence exists to indicate that significant exposure occurred. If the court makes this finding or the act committed against the victim is a sexual offense it shall order that the testing be performed in compliance with rules adopted by the department of health services. The prosecuting attorney shall provide the victim's name and last known address of record to the department of health services for notification purposes. The victim's name and address are confidential, except that the department of health services may disclose the information to a local health department for victim notification purposes.

C. After a specimen has been tested pursuant to subsection B of this section, the laboratory that performed the test shall report the results to the submitting entity.

D. The submitting entity shall provide the results to the department of health services or a local health department. The department of health services or a local health department shall notify the victim of the results

of the test conducted pursuant to subsection B of this section and shall counsel the victim regarding the health implications of the results.

E. The submitting entity or the department of health services shall notify the person tested of the results of the test conducted pursuant to subsection B of this section and shall counsel the person regarding the health implications of the results. If the submitting entity does not notify the person tested of the test results, the submitting entity shall provide both the name and last known address of record of the person tested and the test results to the department of health services or a local health department for notification purposes.

F. Notwithstanding any other law, copies of the test results shall be provided only to the victim of the crime, the person tested, the submitting entity and the department of health services.

G. For the purposes of this section:

1. "Sexual offense" means oral sexual contact, sexual contact or sexual intercourse as defined in section 13-1401.

2. "Sexually transmitted diseases" means:

(a) Chlamydia.

(b) Genital herpes.

(c) Gonorrhea.

(d) Syphilis.

(e) Trichomonas.

3. "Significant exposure" means contact of the victim's ruptured or broken skin or mucous membranes with a person's blood or body fluids, other than tears, saliva or perspiration, of a magnitude that the centers for disease control have epidemiologically demonstrated can result in transmission of the human immunodeficiency virus.

4. "Submitting entity" means one of the following:

(a) A local health department.

(b) A health unit of the state department of corrections.

(c) A health unit of any detention facility.

(d) A physician licensed pursuant to title 32, chapter 13, 17 or 29.

R7-2-303. Sex education

A. Instruction in sex education in the public schools of Arizona shall be offered only in conformity with the following requirements.

1. Common schools: Nature of instruction; approval; format.

a. Supplemental/elective nature of instruction. The common schools of Arizona may provide a specific elective lesson or lessons concerning sex education as a supplement to the health course of study.

i. This supplement may only be taken by the student at the written request of the student's parent or guardian.

ii. Alternative elective lessons from the state-adopted optional subjects shall be provided for students who do not enroll in elective sex education.

iii. Elective sex education lessons shall not exceed the equivalent of one class period per day for 1/8 of the school year for grades K-4.

iv. Elective sex education lessons shall not exceed the equivalent of one class period per day for 1/4 of the school year for grades 5-8.

b. Local governing board approval. All elective sex education lessons to be offered shall first be approved by the local governing board.

i. Each local governing board contemplating the offering of elective sex education shall establish an advisory committee with membership representative of district size and the racial and ethnic composition of the community to assist in the development of lessons and advise the local governing board on an ongoing basis.

ii. The local governing board shall review the total instructional materials for lessons presented for approval.

iii. The local governing board shall publicize and hold at least two public hearings for the purpose of receiving public input at least one week prior to the local governing board meeting at which the elective sex education lessons will be considered for approval.

iv. The local governing board shall maintain for viewing by the public the total instructional materials to be used in approved elective sex education lessons within the district.

c. Format of instruction.

i. Lessons shall be taught to boys and girls separately.

ii. Lessons shall be ungraded, require no homework, and any evaluation administered for the purpose of self-analysis shall not be retained or recorded by the school or the teacher in any form.

iii. Lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about the student's or his parents' personal beliefs or practices in sex, family life, morality, values or religion.

2. High schools: Course offering; approval; format.

a. A course in sex education may be provided in the high schools of Arizona.

b. The local governing board shall review the total instructional materials and approve all lessons in the course of study to be offered in sex education.

c. Lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about the student's or his parents' personal beliefs or practices in sex, family life, morality, values or religion.

d. Local governing boards shall maintain for viewing by the public the total instructional materials to be used in all sex education courses to be offered in high schools within the district.

3. Content of instruction: Common schools and high schools.

a. All sex education materials and instruction shall be age appropriate, recognize the needs of

exceptional students, meet the needs of the district, recognize local community standards and sensitivities, shall not include the teaching of abnormal, deviate, or unusual sexual acts and practices, and shall include the following:

- i. Emphasis upon the power of individuals to control their own personal behavior. Pupils shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control and ethical considerations such as respect for self and others; and
 - ii. Instruction on how to say “no” to unwanted sexual advances and to resist negative peer pressure. Pupils shall be taught that it is wrong to take advantage of, or to exploit, another person.
- b. All sex education materials and instruction which discuss sexual intercourse shall:
- i. Stress that pupils should abstain from sexual intercourse until they are mature adults; (Adult = 18 in Arizona)
 - ii. Emphasize that abstinence from sexual intercourse is the only method for avoiding pregnancy that is 100% effective;
 - iii. Stress that sexually transmitted diseases have severe consequences and constitute a serious and widespread public health problem;
 - iv. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual intercourse and the consequences of preadolescent and adolescent pregnancy;
 - v. Promote honor and respect for monogamous heterosexual marriage; and
 - vi. Advise pupils of Arizona law pertaining to the financial responsibilities of parenting, and legal liabilities related to sexual intercourse with a minor.
- B. Certification of compliance. All districts offering a local governing board-approved sex education course or lesson shall certify, under the notarized signature of both the president of the local governing board and the chief administrator of the school district, compliance with this rule except as specified in subsection (C). Acknowledgment of receipt of the compliance certification from the State Board of Education is required as a prerequisite to the initiation of instruction. Certification of compliance shall be in a format and with such particulars as shall be specified by the Department of Education.
- C. All districts offering State Board approved sex education lessons or courses prior to the effective date of this rule shall comply with this rule on or before June 30, 1990.

Historical Note

Former Section R7-2-303 repealed, new Section R7-2-303 adopted effective December 4, 1978 (Supp. 78-6).
Former Section R7-2-303 repealed, new Section R7-2-303 adopted effective June 12, 1989 (Supp. 89-2).

Definitions and Classifications for Sexual Offenses in Arizona

AZ 13-1401. Definitions

In this chapter, unless the context otherwise requires:

1. "Oral sexual contact" means oral contact with the penis, vulva or anus.
2. "Sexual contact" means any direct or indirect touching, fondling or manipulating of any part of the genitals, anus or female breast by any part of the body or by any object or causing a person to engage in such contact.
3. "Sexual intercourse" means penetration into the penis, vulva or anus by any part of the body or by any object or masturbatory contact with the penis or vulva.
4. "Spouse" means a person who is legally married and cohabiting.
5. "Without consent" includes any of the following:
 - (a) The victim is coerced by the immediate use or threatened use of force against a person or property.
 - (b) The victim is incapable of consent by reason of mental disorder, mental defect, drugs, alcohol, sleep or any other similar impairment of cognition and such condition is known or should have reasonably been known to the defendant. For purposes of this subdivision, "mental defect" means the victim is unable to comprehend the distinctively sexual nature of the conduct or is incapable of understanding or exercising the right to refuse to engage in the conduct with another.
 - (c) The victim is intentionally deceived as to the nature of the act.
 - (d) The victim is intentionally deceived to erroneously believe that the person is the victim's spouse.

AZ 13-1404. Sexual abuse; classification

- A. A person commits sexual abuse by intentionally or knowingly engaging in sexual contact with any person who is fifteen or more years of age without consent of that person or with any person who is under fifteen years of age if the sexual contact involves only the female breast.
- B. Sexual abuse is a class 5 felony unless the victim is under fifteen years of age in which case sexual abuse is a class 3 felony punishable pursuant to section 13-705.

AZ 13-1405. Sexual conduct with a minor; classification; definition

- A. A person commits sexual conduct with a minor by intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person who is under eighteen years of age.
- B. Sexual conduct with a minor who is under fifteen years of age is a class 2 felony and is punishable pursuant to section 13-705. Sexual conduct with a minor who is at least fifteen years of age is a class 6 felony. Sexual conduct with a minor who is at least fifteen years of age is a class 2 felony if the person is or was the minor's parent, stepparent, adoptive parent, legal guardian or foster parent or the minor's teacher or clergyman or priest and the convicted person is not eligible for suspension of sentence, probation, pardon or release from confinement on any basis except as specifically authorized by section 31-233, subsection A or B until the sentence imposed has been served or commuted.
- C. For the purposes of this section, "teacher" means a certificated teacher as defined in section 15-501 or any other person who provides instruction to pupils in any school district, charter school or accommodation school, the Arizona state schools for the deaf and the blind or a private school in this state.

AZ 13-1406. Sexual assault; classification; increased punishment

- A. A person commits sexual assault by intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person without consent of such person.
- B. Sexual assault is a class 2 felony, and the person convicted shall be sentenced pursuant to this section and the person is not eligible for suspension of sentence, probation, pardon or release from confinement on any

basis except as specifically authorized by section 31-233, subsection A or B until the sentence imposed by the court has been served or commuted. If the victim is under fifteen years of age, sexual assault is punishable pursuant to section 13-705. The presumptive term may be aggravated or mitigated within the range under this section pursuant to section 13-701, subsections C, D and E. If the sexual assault involved the intentional or knowing administration of flunitrazepam, gamma hydroxy butyrate or ketamine hydrochloride without the victim's knowledge, the presumptive, minimum and maximum sentence for the offense shall be increased by three years. The additional sentence imposed pursuant to this subsection is in addition to any enhanced sentence that may be applicable. The term for a first offense is as follows:

<u>Minimum</u>	<u>Presumptive</u>	<u>Maximum</u>
5.25 years	7 years	14 years

The term for a defendant who has one historical prior felony conviction is as follows:

<u>Minimum</u>	<u>Presumptive</u>	<u>Maximum</u>
7 years	10.5 years	21 years

The term for a defendant who has two or more historical prior felony convictions is as follows:

<u>Minimum</u>	<u>Presumptive</u>	<u>Maximum</u>
14 years	15.75 years	28 years

C. The sentence imposed on a person for a sexual assault shall be consecutive to any other sexual assault sentence imposed on the person at any time.

D. Notwithstanding section 13-703, section 13-704, section 13-705, section 13-706, subsection A and section 13-708, subsection D, if the sexual assault involved the intentional or knowing infliction of serious physical injury, the person may be sentenced to life imprisonment and is not eligible for suspension of sentence, probation, pardon or release from confinement on any basis except as specifically authorized by section 31-233, subsection A or B until at least twenty-five years have been served or the sentence is commuted. If the person was at least eighteen years of age and the victim was twelve years of age or younger, the person shall be sentenced pursuant to section 13-705.

AZ 15-712.01. Instruction on dating abuse; definitions

A. A school district that provides instruction in grades seven through twelve may incorporate dating abuse information that is age appropriate into the school district's existing health curriculum for pupils in grades seven through twelve that includes the following components:

1. A definition of dating abuse.
2. The recognition of dating abuse warning signs.
3. The characteristics of healthy relationships.

B. On written request to the principal of the school where a child is enrolled, the parent or guardian of a pupil who is under eighteen years of age shall be permitted to review the dating abuse information instructional materials within a reasonable time after submitting the written request.

C. For the purposes of this section:

1. "Dating abuse" means a pattern of behavior in which one person uses or threatens to use physical, sexual, verbal or emotional abuse to control the person's dating partner.
2. "Dating partner" means any person who is involved in an intimate association with another person that is primarily characterized by the expectation of affectionate involvement and that includes casual, serious and long-term dating partners.

AZ 13-2921. Harassment; classification; definition

A. A person commits harassment if, with intent to harass or with knowledge that the person is harassing another person, the person:

1. Anonymously or otherwise contacts, communicates or causes a communication with another person by verbal, electronic, mechanical, telegraphic, telephonic or written means in a manner that harasses.
2. Continues to follow another person in or about a public place for no legitimate purpose after being asked to desist.
3. Repeatedly commits an act or acts that harass another person.
4. Surveils or causes another person to surveil a person for no legitimate purpose.
5. On more than one occasion makes a false report to a law enforcement, credit or social service agency.
6. Interferes with the delivery of any public or regulated utility to a person.

B. A person commits harassment against a public officer or employee if the person, with intent to harass, files a nonconsensual lien against any public officer or employee that is not accompanied by an order or a judgment from a court of competent jurisdiction authorizing the filing of the lien or is not issued by a governmental entity or political subdivision or agency pursuant to its statutory authority, a validly licensed utility or water delivery company, a mechanics' lien claimant or an entity created under covenants, conditions, restrictions or declarations affecting real property.

C. Harassment under subsection A is a class 1 misdemeanor. Harassment under subsection B is a class 5 felony.

D. This section does not apply to an otherwise lawful demonstration, assembly or picketing.

E. For the purposes of this section, "harassment" means conduct that is directed at a specific person and that would cause a reasonable person to be seriously alarmed, annoyed or harassed and the conduct in fact seriously alarms, annoys or harasses the person.

13-1410. Molestation of a child; classification

A. A person commits molestation of a child by intentionally or knowingly engaging in or causing a person to engage in sexual contact, except sexual contact with the female breast, with a child who is under fifteen years of age.

B. Molestation of a child is a class 2 felony that is punishable pursuant to section 13-705.

BACKGROUND INFORMATION

Elementary Level

Fifth Grade

FOR TEACHER USE ONLY

FAMILY LIFE EDUCATION

Instruction in Sex Education

Grades K - 8:

- *Elective lessons. The District may provide a specific elective lesson or lessons concerning sex education as a supplement to the health course of study.*
 - Such supplement may be taken by the student only upon the written request of the student's parent or guardian.
 - Alternative elective lessons from the state-adopted optional subjects shall be provided for students who do not enroll in elective sex education.
 - Elective sex education lessons shall not exceed the equivalent of one (1) class period per day for one-eighth (1/8th) of the school year for grades K - 4.
 - Elective sex education lessons shall not exceed the equivalent of one (1) class period per day for one-quarter (1/4th) of the school year for grades 5 - 8.
- *Governing Board approval. All elective sex education lessons to be offered must have prior approval from the Governing Board.*
- *Format of instruction:*
 - Lessons shall be taught to boys and girls separately.
 - Lessons shall be ungraded and shall require no homework; any evaluation administered for the purpose of self-analysis shall not be retained or recorded by the school or the teacher in any form.
 - Lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about personal beliefs or practices in sex, family life, morality, values, or religion on the part of students or their parents.
 - Lessons for grades seven (7) and eight (8) shall include instruction on the laws relating to sexual conduct with a minor.

Grades 9 - 12:

- A course in sex education may be provided in the high schools of Arizona.
- Lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about personal beliefs or practices in sex, family life, morality, values, or religion on the part of students or their parents.

Content of instruction (Grades K - 12):

- All sex education materials and instruction shall be age appropriate, shall recognize the needs of exceptional students, shall meet the needs of the District, shall recognize local community standards and sensitivities, shall not include the teaching of abnormal, deviate, or unusual sexual acts and practices, and shall include the following:

- Emphasis upon the power of individuals to control their own personal behavior.

⇒ Students shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control, and ethical considerations such as respect for self and others.

- Instruction on how to say "no" to unwanted sexual advances and to resist negative peer pressure.

⇒ Students shall be taught that it is wrong to take advantage of, or to exploit, another person.

- Instruction on the laws relating to sexual conduct with a minor.

- All sex education materials and instruction that discuss sexual intercourse shall:

- Stress that students should abstain from sexual intercourse until they are mature adults.

- Emphasize that abstinence from sexual intercourse is the only method for avoiding pregnancy that is one hundred percent (100%) effective.

- Stress that sexually transmitted diseases have severe consequences and constitute a serious and widespread public health problem.

- Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual intercourse and the consequences of preadolescent and adolescent pregnancy.

- Promote honor and respect for monogamous heterosexual marriage.

- Advise students of Arizona law pertaining to the financial responsibilities of parenting, and legal liabilities related to sexual intercourse with a minor.

Instruction on Acquired Immune Deficiency Syndrome and Human Immunodeficiency Virus

The District will develop its own course of study for each grade. At a minimum, instruction shall:

- Be appropriate to the grade level in which it is offered.
- Be medically accurate.

- Promote abstinence.
- Discourage drug abuse.
- Dispel myths regarding transmission of the human immunodeficiency virus.

Nothing shall be included in the course of study instruction that:

- Promotes a homosexual life-style.
- Portrays homosexuality as a positive alternative life-style.
- Suggests that some methods of sex are safe methods of homosexual sex.

The District may request that the Department of Health Services, in conjunction with the Department of Education, review instruction materials to determine their medical accuracy.

The District may request that the Department of Education provide the following assistance:

- A suggested course of study.
- Teacher training.
- A list of available films and other teaching aids.

At the request of a parent, a student shall be excused from the instruction on acquired immune deficiency syndrome and the human immunodeficiency virus. The District shall notify all parents of their ability to withdraw their children from the instruction.

SEX OFFENSES IN ARIZONA -- INFORMATION FOR TEACHERS

Revised 12/19

SEXUAL OFFENSES IN ARIZONA

Arizona's criminal code is contained in Title 13 of Arizona Revised Statutes ("A.R.S."). Most sexual offenses relevant to teens are found in Chapters 14, 35 and 35.1 of Title 13 (A.R.S. §§13-1401 through 13-1428; §§13-3501 through 13-3513; and §§13-3551 through 13-3562). The most relevant of these offenses are set out below. Prosecutions involving these crimes are not limited to situations where adults victimize children; minors (a person under 18 years of age) can also be prosecuted for these crimes and, if convicted, can face very serious consequences. Note that certain conduct can be more than one crime. Also note that a number of the offenses use the term "sexual contact." The law defines the term "sexual contact" as any direct or indirect touching, fondling or manipulating of any part of the genitals, anus or female breast by any part of the body or by any object or causing a person to engage in such contact. Sexual contact does not need to be skin-to-skin, but also involves touching over a person's clothing.

Any District employee who reasonably believes that a minor (a person under 18 years of age) has been the victim of any of the offenses referenced in this handout must immediately report the matter to law enforcement. (A.R.S. §13-3620—commonly referred to as "Arizona's Mandatory Report Law").

OFFENSES INVOLVING SEXUAL INTERCOURSE, ORAL SEXUAL CONTACT OR SEXUAL CONTACT

Indecent Exposure – (A.R.S. §13-1402)

Indecent Exposure is exposing one's breast (if female), genitals, or anus to another person in circumstances where the other person might reasonably be offended or alarmed. It does not include a nursing mother. Indecent exposure is a class 1 misdemeanor unless the victim is a minor under the age of 15, in which case it is a class 6 felony.

This offense can include mooning or flashing.

Public Sexual Indecency – (A.R.S. §13-1403)

Public sexual indecency is engaging in any of the following conduct in front of a third person in circumstances where the third person might reasonably be offended or alarmed:

- Any sexual contact or causing another person to engage in such conduct
- Oral sexual contact
- Sexual intercourse

Public sexual indecency is a class 1 misdemeanor unless the victim is a minor under the age of 15, in which case it is a class 6 felony.

Sexual Abuse – (A.R.S. §13-1404)

Sexual Abuse is (1) having sexual contact with a person age 15 or more years of age without the consent of that person or (2) having sexual contact with a person under the age of 15 if the sexual contact only involves the female's breast. Sexual Abuse is a class 5 felony unless the victim is under fifteen years of age, in which case it is a class 3 felony punishable as a dangerous crime against children.

Sexual Conduct with a Minor – (A.R.S. §13-1405)

Sexual Conduct with a Minor is having sexual intercourse or oral sexual contact with any person under the age of 18. Sexual Conduct with a Minor who is under 15 years of age is a class 2 felony punishable as a dangerous crime against children. Sexual Conduct with a Minor who is at least 15 years of age is a class 6 felony unless the perpetrator is the minor's parent, stepparent, adoptive parent, legal guardian, foster parent or the minor's teacher or clergyman or priest, in which case it is a class 2 felony.

Molestation of a Child – (A.R.S. §13-1410)

Molestation of a Child is having or causing a person to engage in sexual contact with a child under the age of 15 years, unless the sexual contact only involves the female breast. Molestation of a Child is a class 2 felony punishable as a dangerous crime against children. Note that sexual contact involving only the female breast is not included in Molestation of a Child but is defined as Sexual Abuse a class 3 felony, punishable as a dangerous crime against children.

Sexual Assault – (A.R.S. §13-1406)

Sexual Assault is having sexual intercourse or oral sexual contact with any person, regardless of age, without the consent of such person. Sexual Assault is a class 2 felony.

GENERAL RULE FOR SEXUAL CONDUCT INVOLVING TEENS (the “Romeo and Juliet rules.”)

With three exceptions, it is a crime in Arizona to have sexual contact, oral sexual contact or intercourse with a minor—someone 17 years of age or younger. This is true regardless of whether both individuals are minors or one individual is a minor and the other individual is an adult—18 years of age or older. (A.R.S. §13-1407(E)).

The exceptions to the general rule are as follows:

1. Both persons consent to the sexual conduct, and both persons are minors who are 15, 16 or 17. Unfortunately A.R.S. §13-1407(E) contains a “dangling modifier,” and it is unclear whether the persons must be within twenty-four months of age of one another to fit this exception.
2. Both persons consent to the sexual conduct, and the adult is 18 years of age. Again, it is unclear whether the persons must also be within twenty-four months of age of one another to fit this exception.
3. Both persons consent to the sexual conduct, and the adult is 19 years of age and is still in high school, and the minor is within 24 months of age of the adult.

Note: There is also an inconsistency in the law where both persons are minors and one or both of them is 14 years of age. Although minors who are 14 do not technically fall into the first exception listed above--individuals who are 15, 16, or 17--under Arizona's Mandatory Report Law, an educator is not required to make a report to law enforcement if the conduct is otherwise consensual and involves minors who are 14, 15, 16 or 17 years of age. Also, note that there is no requirement under Arizona's Mandatory Report Law that the individuals be within 24 months of age of one another. (A.R.S. §13-3620(B)(1)).¹

Examples Applying Above Exceptions—All assume otherwise consensual sexual conduct:

- An adult who is 19 and does not attend high school is having sex with someone who is 18 and still in high school. This would not be a crime or mandatory report. Both of the individuals involved are adults.

¹ The practical impact of this inconsistency probably is that a minor who is 14 and otherwise having consensual sexual conduct with a minor who is 14, 15, 16 or 17 will not be reported by a teacher to law enforcement. Note, however, that the parent of the 14-year-old minor may still complain to law enforcement.

- A minor who is 13 is having sex with another minor. This would be a crime regardless of the age of the second minor. A mandatory report to law enforcement is required because a minor who is 13 does not fall into any of the statutory exceptions.
- A minor who is 14 is having sex with another minor who is 17. This would technically be a crime but not a mandatory report. See discussion about inconsistency in the Mandatory Report Law above.
- An adult who is 18 is having sex with a minor who is 16, and the minor is within 24 months of age of the adult. This would not be a crime or mandatory report regardless of whether the adult is or is not a high school student. If the adult who is 18 is more than 24 months apart in age from the minor, it is unclear whether this would be a crime. Educators are trained to make a mandatory report in this situation.
- An adult who is 19 and still attending high school is having sex with a minor who is 17, and the minor is within 24 months of age of the adult. This would not be a crime or a mandatory report. If the adult is more than 24 months apart in age from the minor, it would be a crime and a mandatory report to law enforcement.
- An adult who is 19 but not in high school is having sex with a minor. This would be a crime and a mandatory report to law enforcement regardless of the age of the minor.
- An adult who is 20 is in high school and is having sex with a minor. This would be a crime and a mandatory report to law enforcement regardless of the age of the minor.

Except as set out above, children under the age of 18 cannot legally consent to any sexual activity.

OBSCENITY AND SEXUAL EXPLOITATION OF CHILDREN

There are other crimes about which teens should be aware. These include:

Furnishing Harmful Items to a Minor Through the Internet (A.R.S. 13-3506.01)

Furnishing Harmful Items to a Minor Through the Internet involves sending a minor by email, personal messaging or any other direct Internet communication a description photograph, film or other representation of nudity or sexual activity. Furnishing Harmful Items to a Minor Through the Internet is a class 4 felony. This law does not apply to posting on a web site, bulletin board or newsgroup. Also, the law defines items that are “harmful to minors” as items that have no serious literary, artistic, political, or scientific value for minors.

This crime can apply to teens who are “sexting.” Example--girlfriend and boyfriend are both age 17. Girlfriend takes photograph of boyfriend’s penis on her cell phone and sends it to several of her friends.

Sexual Exploitation of a Minor (Creating Child Pornography) (A.R.S. 13-3553)

Sexual Exploitation of a Minor involves recording, filming, photographing, developing or duplicating any visual image of a minor’s genitals, pubic or rectal areas for the purpose of sexual stimulation of the viewer. Sexual Exploitation of a Minor is a class 2 felony and if the minor is under 15 years of age it is punishable under the sentencing criteria of dangerous crimes against children.

See also Unlawful Disclosure of Images Depicting States of Nudity or Specific Sexual Activities (A.R.S. §13-1425).

These crimes can also apply to teens who are “sexting.”

Surreptitiously Viewing (A.R.S. 13-3019)

Surreptitiously Viewing involves the viewing (as well as the photographing, videotaping, filming or digital recording) of another person without that person's consent under either of the following: (1) in a restroom, bathroom, locker room, bedroom or other location where the person has a reasonable expectation of privacy and the person is urinating, defecating, dressing, undressing, nude or involved in sexual intercourse or sexual contact; or (2) in a manner that directly or indirectly captures or allows the viewing of the person's genitalia, buttock or female breast, whether clothed or unclothed that is not otherwise visible to the public. This offense is a class 5 felony except that it becomes a class 4 felony if the person depicted is recognizable and it becomes a class 6 felony if no device is used.

See also Voyeurism (A.R.S. §13-1424)

These crimes apply to a "Peeping Tom."

INFORMATION ABOUT POSSIBLE PUNISHMENTS

The severity of the punishment is primarily based on: (1) the seriousness of the crime that has been committed, and (2) the age of the victim.

Class 1 felonies are the most serious crimes. First and second-degree murder are the only class 1 felonies in Arizona. Serious sexual offenses may involve class 2 felonies. The presumptive punishment for a class 2 felony is a prison sentence of five years. Class 6 felonies are the least serious felonies under Arizona law and defendants are seldom sentenced to prison for class 6 felonies. Misdemeanor offenses are less serious than felony offenses with the maximum sentence being 6 months in jail.

If the victim of a sexual offense is under 15 years of age, the perpetrator is punishable under the "dangerous crimes against children" sentencing statute and the length of the sentence is usually considerably more severe than a sentence imposed when the victim is 15 years of age or older. (A.R.S. 13-705)

Persons under the age of 18 who are convicted of sex crimes face serious consequences. Lengthy sentences can be imposed on someone as young as 14 years of age because Arizona law allows for the prosecution of children as young as 14 years of age in adult criminal court. The prosecutor who files a sex offense has the discretion to determine whether the case should be heard in adult or juvenile court.

HOW DO THE POLICE FIND OUT ABOUT CHILDREN UNDER 18 WHO ARE HAVING SEXUAL ACTIVITY?

Arizona's Mandatory Report Law (A.R.S. 13-3620.) requires certain classes of persons who have a reasonable belief that a child has been the victim of one of the crimes referenced in this informational resource to immediately report the information to law enforcement. (In limited situations the report may instead be made to the Arizona Department of Child Safety, formerly known as Child Protective Services or CPS). Individuals who are required to report information to law enforcement are frequently referenced to as "mandatory reporters." They include schoolteachers, counselors, nurses, administrators and other school personnel. A child's parent or legal guardian is also a mandatory reporter.

FINANCIAL RESPONSIBILITY

If sexual intercourse results in a pregnancy, the parents of the child, regardless of their age and whether or not one or both of them are minors, have a legal responsibility to provide support and care for the child until the child reaches the age of 18.

This document was provided to teachers by CFSD's attorney to use as an informational resource when providing instruction on the laws relating to sexual conduct with a minor at grades 7-9. This document is not intended as legal advice.

Human Growth and Development

Glossary of Terms

abstinence – deciding not to be sexually active.

age of consent – the age a person is legally able to consent to sexual activity. It varies from state to state, but ranges from 14 to 18 years of age in the United States.

AIDS – Acquired Immune Deficiency Syndrome (AIDS). AIDS is caused by the Human Immunodeficiency Virus (HIV). People do not die from AIDS; they die from one of the infections their body acquires as a result of the weakened immune system (see also HIV).

appropriate and inappropriate touch/safe and unsafe touch – teaching students to recognize the different contact between appropriate (doctor/nurse) vs. stranger.

body image – how people feel about their body. This may or may not match a person's actual appearance.

conflict management/negotiation skills – steps that can be taken to settle a disagreement in a responsible way.

consensual – when a person agrees to engage in sexual behaviors with another person. "Consensual sex" means that no one was forced or manipulated in any way to participate in a sexual behavior.

contraception – any means to prevent pregnancy, including abstinence, barrier methods such as condoms and hormonal methods such as the pill, patch, injection and others.

dating violence – controlling, abusive and/or aggressive behavior within the context of a romantic relationship. It can include verbal, emotional, physical and/or sexual abuse, be perpetrated against someone of any gender and happen in any relationship regardless of sexual orientation.

delaying tactics/refusal skills – skills that are used to say no to an action or to leave a situation.

egg – the female reproductive cell.

ejaculation – occurs when the muscles around the male genitals constrict or tighten, causing semen to leave the penis.

estrogen – hormone that causes and maintains the sexual development of females.

gender – the emotional, behavioral and cultural characteristics attached to a person's assigned biological sex. Gender can be understood to have several components, including gender identity, gender expression and gender role (see below).

gender expression – the manner in which people outwardly express their gender.

gender identity – people's inner sense of their gender. Most people develop a gender identity that corresponds to their biological sex, but some do not.

gender roles – the social expectations of how people should act, think and/or feel based on their assigned biological sex.

genitals – the male and female reproductive organs as they are seen on the outside of the body.

harassment – unwelcome or offensive behavior by one person to another. Examples are making unwanted sexual comments to another person, sending unwanted sexual texts, bullying or intimidation.

heterosexual – a term used to describe people who are romantically and sexually attracted to people of different gender from their own.

HIV – The Human Immunodeficiency Virus (HIV), which causes AIDS (Acquired Immune Deficiency Syndrome). The virus weakens a person's immune system so that the person cannot fight off many everyday infections. HIV is transmitted through exposure to an infected person's blood, semen, vaginal fluids or breast milk.

hormones – chemicals released by the brain that control the changes caused by puberty.

incest – sexual contact between persons who are closely related that marriage between those two people would be considered illegal (e.g., a parent or step parent and a child, siblings, etc.)

media – the various forms of mass communication.

medically-accurate – grounded in evidence-based, peer-reviewed science and research.

menstruation – a monthly discharge of fluid from the uterus in girls and women who are not pregnant.

negotiation skills/conflict management – steps that can be taken to settle a disagreement in a responsible way.

ovaries – the female reproductive glands.

ovum – see “egg”

peer pressure – influence that peers place on others to convince them to behave in certain ways.

penis – male sex organ; where semen and urine leave the body.

pituitary – gland near the brain that releases hormones into the body.

puberty – a time when the pituitary gland triggers production of testosterone in boys and estrogen and progesterone in girls. Puberty typically begins between ages 9 and 12 for girls, and between the ages of 11 and 14 for boys, and includes such body changes as hair growth around the genitals, menstruation in girls, sperm production in boys, and much more.

rape – a type of sexual assault that involves forced vaginal, anal, or oral sex using a body part or object.

scrotum – a pouch of skin that holds the testicles.

semen – made when sperm mixes with fluids in the testicles.

sexual abuse – any unwanted sex act committed by a person or people against another person.

sexual harassment – unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

sexual intercourse – when a penis is inserted into a vagina, mouth or anus.

sexually transmitted diseases (STDs) – diseases caused by bacteria, viruses or parasites that are transmitted from one person to another during sexual contact. Also called sexually transmitted infections or STIs.

socio-emotional development – the process of developing more mature relationships.

sperm – the male reproductive cell.

testes – the male reproductive glands.

testosterone – hormone that causes and maintains the sexual development of males.

toxic shock – a severe illness resulting from toxins secret hystaphylococcuss bacteria.

urethra – tube inside the penis that carries urine and semen to the outside of the body.

uterus – muscular organ that holds the fetus and pushes it out of the body during childbirth.

vagina – the passage that leads from the uterus to the outside of the body.