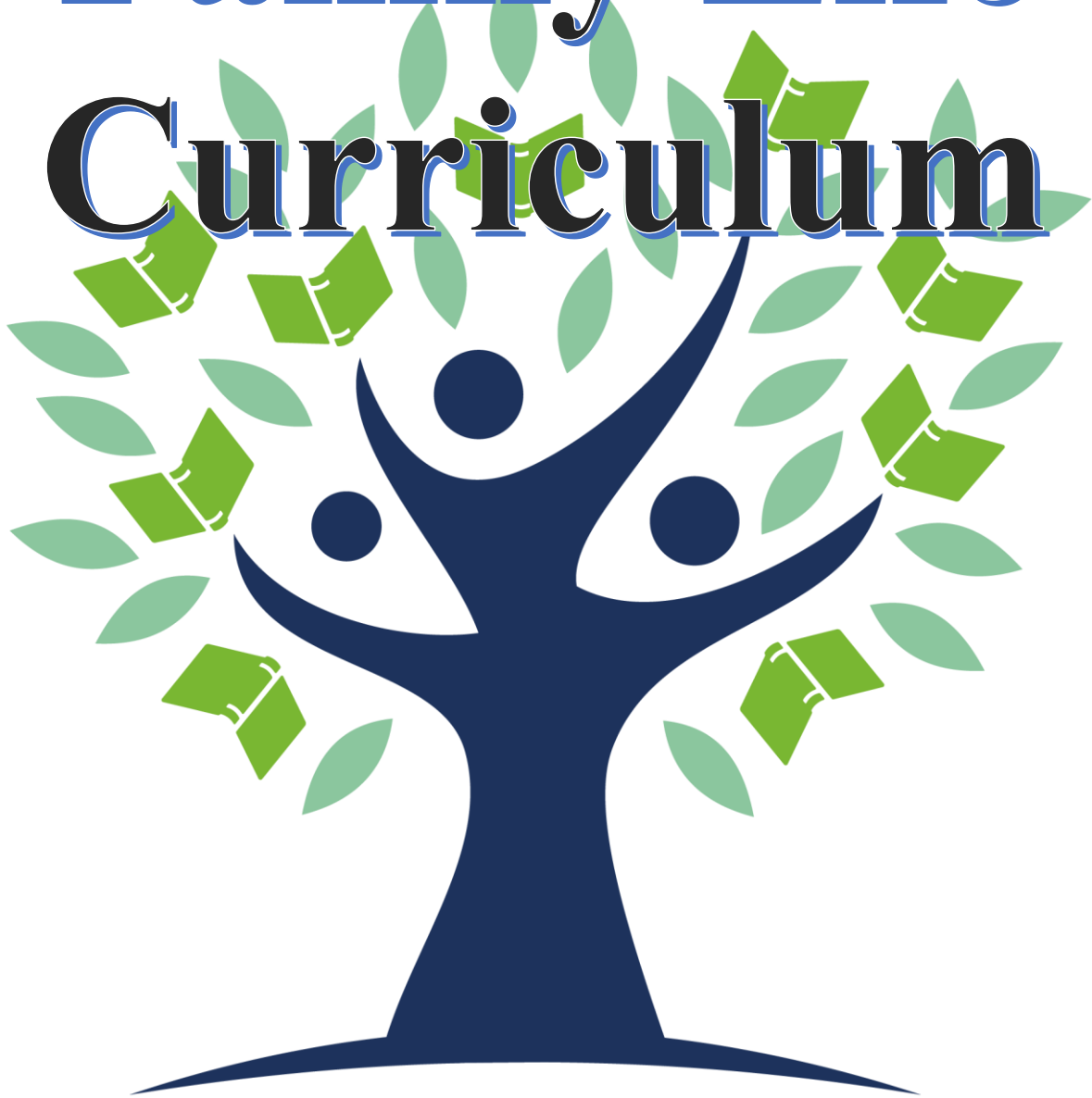


# Family Life Curriculum



**HUMAN GROWTH AND DEVELOPMENT  
HUMAN SEXUALITY  
GRADE 5**

**TUCSON UNIFIED SCHOOL DISTRICT**

# TUCSON UNIFIED SCHOOL DISTRICT

## FAMILY LIFE CURRICULUM

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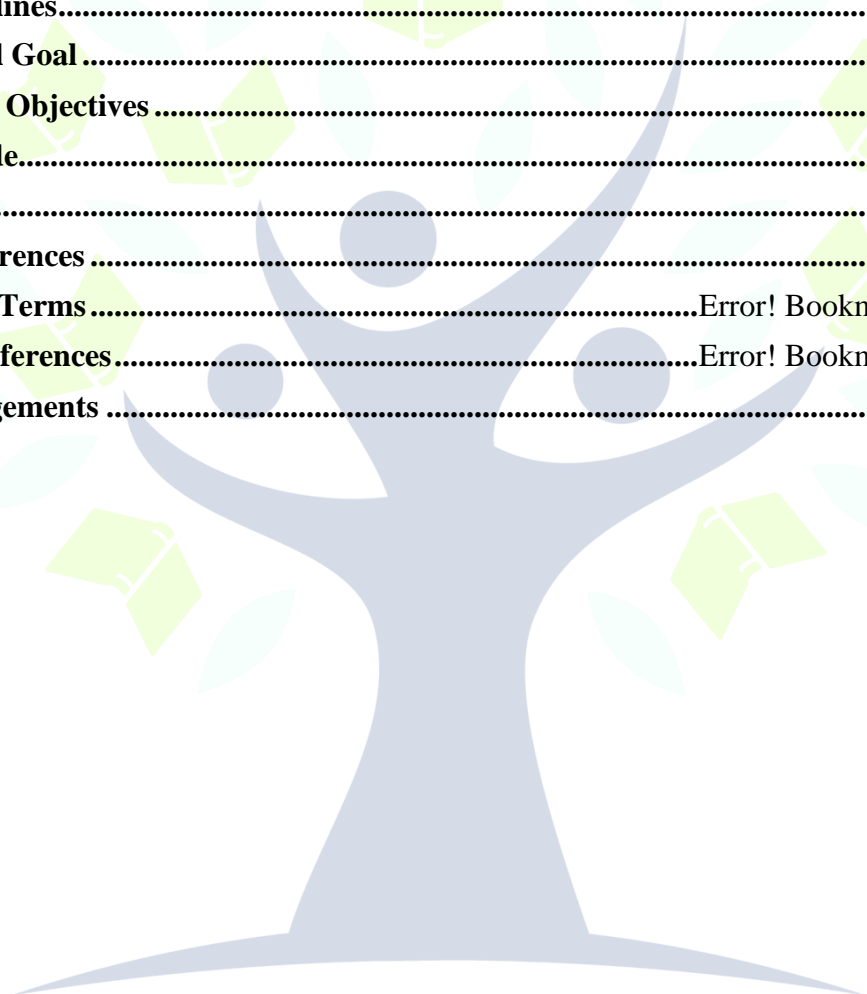
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# **TUCSON UNIFIED SCHOOL DISTRICT FAMILY LIFE CURRICULUM**

## **Overview**

Growth is a life-long process. People grow in many different ways. Growth means positive change, and change brings challenge, excitement, apprehension and new problems to solve. Knowing what to expect eases anxiety, dispels misconceptions and facilitates adjustment to the changes that occur. This curriculum addresses these needs.

Sexuality is an inherent part of each individual's personality and humanity. The Tucson Unified School District's Family Life Curriculum (FLC) helps students learn more about themselves, refine communication skills and develop respect for themselves and others. Successful FLC are those that are a cooperative effort between parents, guardians, families and the school.

Tucson Unified School District's curriculum encourages and stresses communication within the family to learn about sexuality and shared values that influence decisions. The concepts presented are based on the recommendations of the TUSD Family Life Curriculum Advisory Committees.

For those students who have open discussions about human maturation and sexuality with their families, this curriculum serves as a supplemental guide of factual information to be shared at home. For those students who do not have the same familial opportunities, this curriculum provides accurate information about sexuality and the growth processes, personal safety strategies and serves to foster respect for all people and their beliefs.



# TUCSON UNIFIED SCHOOL DISTRICT FAMILY LIFE CURRICULUM

## Philosophy

Education is a lifelong process that begins with parents as the primary teachers. It is the parent's right and responsibility to initiate a child's education in all areas including sexuality. From the time a child begins formal education, the responsibility becomes a shared effort among home, school, and community.

This curriculum is designed to supplement each student's personal family life education inclusive of an understanding of healthy attitudes, interpersonal relationships, decision making, understanding consequences of decisions, and growth and development which arise with emerging sexuality. Additionally, it is intended to encourage open parent-child discussions.

All curricula convey a set of values that are supported in a democratic society. Thus, sensitivity and respect for individual beliefs are of critical importance in presenting a sex education curriculum. The main values espoused by this curriculum include:

- Show respect for the values and uniqueness of each individual.
- Show respect for every family unit.
- Accept responsibility for one's own actions.
- Accept responsibility to protect self and others.
- Accept responsibility as a member of society.



# TUCSON UNIFIED SCHOOL DISTRICT FAMILY LIFE CURRICULUM

## Classroom Climate

In order to create a climate conducive to effective learning within a comfortable, non-threatening environment:

- clear rules and regulations of behavior must be emphasized.
- teachers need to introduce themselves as trained and knowledgeable about human growth and development.
- all students' questions will be considered valid and answered using age-appropriate, scientifically accurate information.
- proper terminology will be used by the teacher and student slang words or expressions will be interpreted to correct terminology.
- teachers will encourage students to discuss the course content and their questions with their parents, guardians and families.
- students' questions or vocabulary that are not included in the grade-level lessons will be identified and the student will then be referred to their parents, guardians and family, if the questions cannot be answered using age-appropriate, scientifically accurate information.
- teachers will emphasize that students' peers, social media, and the internet do not always have correct information about human growth and development.

## Parent Participation

Parent participation is highly valued by TUSD. An informational meeting for parents, guardians and families will be held prior to classroom presentations to allow for a review of curriculum content, classroom processes and viewing of materials to be used in teaching the lessons. A content outline will be provided for parents/guardians with a letter requesting permission for students to participate. Information regarding alternative lessons will also be presented at this time.



# TUCSON UNIFIED SCHOOL DISTRICT FAMILY LIFE CURRICULUM

## State Guidelines

Arizona State Guidelines (State Board of Education R7-2-303) for sex education:

- Lessons will not exceed the equivalent of one class period per day for four weeks of the school year (K-4).
- Lessons will not exceed the equivalent of one class period per day for nine weeks of the school year (5-8).
- Alternative elective lesson(s) from the state adopted optional subject list (K-8).
- Lessons will be taught to boys and girls separately (K-8).
- Lessons will not be graded and teachers may not require homework (K-8).
- Lessons will be a supplement to the Health Course of Study (K-8).
- Evaluations are anonymous and shall not be retained or recorded (K-8).
- Questions about the students' or his/her parents' beliefs, morals or practices shall not be asked (K-8).
- Written parental permission will be secured (K-8), TUSD requires this for (K-12).



# TUCSON UNIFIED SCHOOL DISTRICT FAMILY LIFE CURRICULUM

## Grade Level Goal

Students will acquire scientifically accurate information about human maturation and will develop knowledge of physical, social and emotional aspects of personal maturation, human sexuality and family life. Students will develop critical thinking skills leading to positive self-esteem, effective communication skills, responsible decision-making, and personal safety strategies.

## Curriculum Objectives

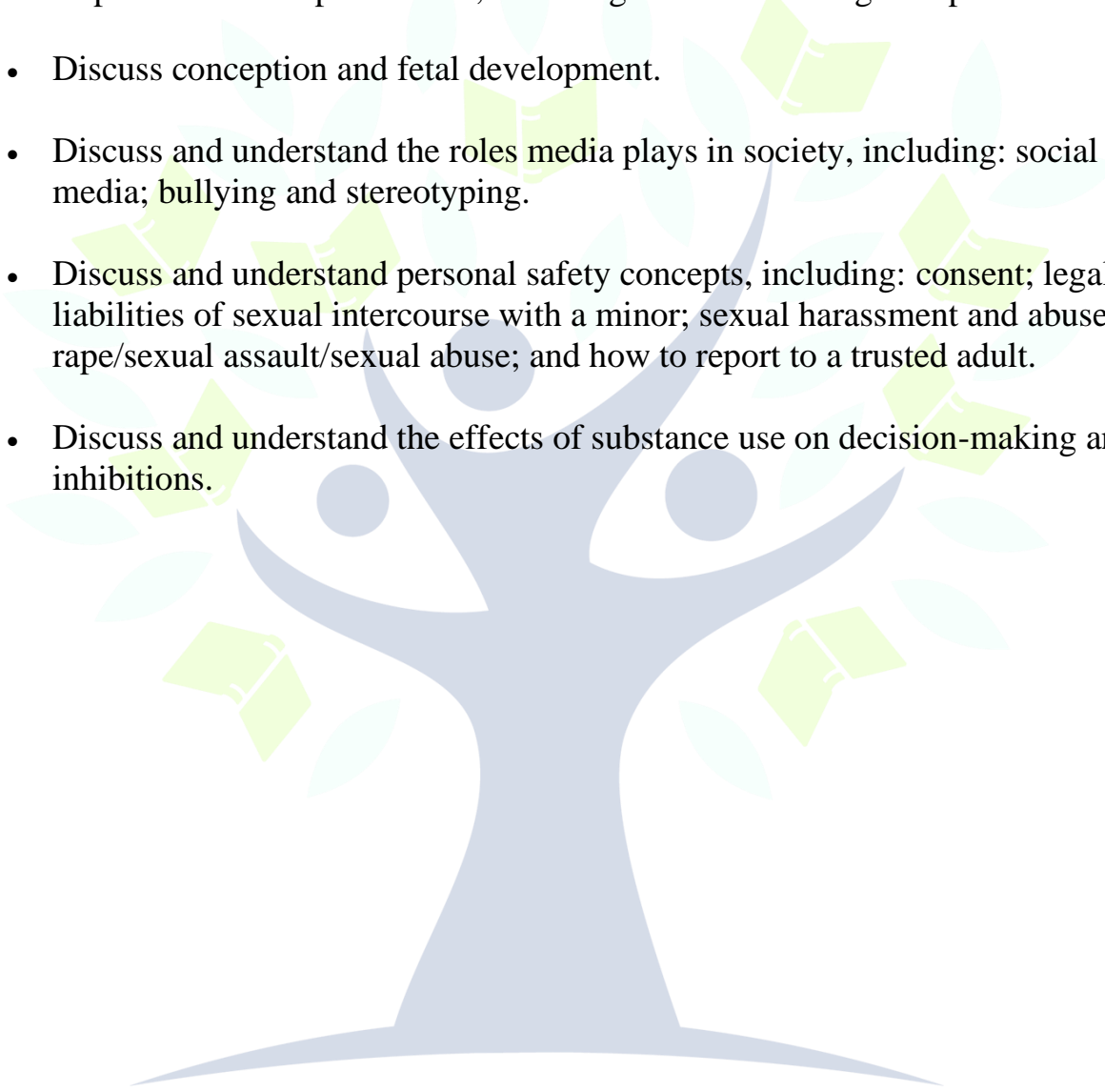
The purpose of the Family Life Curriculum is to provide students with information to

- Discuss and understand the physical, emotional and hormonal changes that occur at puberty.
- Discuss and understand personal hygiene.
- Discuss and understand key concepts of personal development, including: effective communication skills; decision making; self-confidence and empowerment; overcoming peer pressure; concept of self; refusal skills; and assertiveness.
- Discuss and understand healthy relationships, including: boundaries; families; friendships; dating; and the responsibilities within various relationships.
- Discuss and understand concepts of sexual characteristics and sexuality.
- Explain the anatomy of the female and male reproductive system.
- Identify and understand risks of sexual activity, including abstinence as the only 100% effective method of preventing pregnancy and sexually transmitted infections.





- Understand and describe advantages and disadvantages of different contraceptives.
- Discuss and understand the realities of teenage pregnancy and responsibilities of parenthood, including financial and legal responsibilities.
- Discuss conception and fetal development.
- Discuss and understand the roles media plays in society, including: social media; bullying and stereotyping.
- Discuss and understand personal safety concepts, including: consent; legal liabilities of sexual intercourse with a minor; sexual harassment and abuse; rape/sexual assault/sexual abuse; and how to report to a trusted adult.
- Discuss and understand the effects of substance use on decision-making and inhibitions.



## The Question Box

At the beginning of the Family Life Curriculum, introduce the question box. Explain to the students that people of all ages have questions about sexual matters. Some may feel uncomfortable asking questions in public although it is very natural to have questions about sex. The question box should be available to all class members throughout the lessons to help address concerns and questions of students in a non-threatening way.

### **Guidelines for submitting/answering questions in the question box:**

1. There is no such thing as a “dumb” question.
2. All questions are valid except for personal questions about the teacher or other students.
3. Questions are anonymous, unless the student wants to be identified.
4. If a question is not answered in class, it may be considered inappropriate for class discussion. (Questions might be answered privately should the student choose to raise this topic with the teacher.)
5. Correct and appropriate vocabulary will be used in the course, but students may use words they know or may have heard. Answers will be translated from the slang words used to correct terminology.
6. Questions will be read by the teacher daily or periodically to insure a prompt response. (The teacher may read them one day and answer the next to give time for response.)
7. Teachers will answer questions simply and in a scientifically accurate manner.



## Pacing Guide

### 5<sup>th</sup> Grade

#### Week 1

Day 1 Lesson 1 Communication with Family	Day 2 Lesson 2 Self-Concept	Day 3 Lesson 3 Decision-Making	Day 4 Lesson 4 Effective Communication Skills and Assertiveness	Day 5 Lesson 5 Belonging to Groups
<p><b><u>Health Standards</u></b> S5C1PO1 S5C2PO1 S7C1PO1</p> <p><b><u>Lesson Objective</u></b> <b>Students will be able to:</b> identify their personal responsibilities within their family or household.</p>	<p><b><u>Health Standards</u></b> S4C1PO1</p> <p><b><u>Lesson Objectives</u></b> <b>Students will be able to:</b> identify their strengths.  understand how self-talk enhances or detracts from their self-concept.</p>	<p><b><u>Health Standards</u></b> S5C2PO1 S5C2PO2 S5C2PO3 S5C2PO5 S5C2PO6</p> <p><b><u>Lesson Objectives</u></b> <b>Students will be able to:</b> identify logical steps to making a decision.  understand how decisions can have a long-term and short-term impact on their lives.</p>	<p><b><u>Health Standards</u></b> S4C1PO1 S5C2PO1 S5C2PO3 S5C2PO5</p> <p><b><u>Lesson Objectives</u></b> <b>Students will be able to:</b> demonstrate the value of communication with parents.  explain the need of positive interpersonal relations.  describe the advantages of building relationships based on mutual respect.  discuss the need for the practice of communication, trust, honesty, and assertiveness.  discuss making decisions that do not hurt him/herself or others.  discuss the fact that making sexual comments or gestures to another</p>	<p><b><u>Health Standards</u></b> S5C2PO1 S5C2PO3 S5C2PO4 S5C2PO5 S5C2PO6</p> <p><b><u>Lesson Objectives</u></b> <b>Students will be able to:</b> identify social, school, and team groups.  understand that most people can belong to many groups.  recognize the importance in maintaining their individual values as they participate in groups or teams.</p>



			person is hurtful and against the law.	
<b>Week 2</b>				
<b>Day 6 Lesson 6 Cyberbullying / Bullying / Hazing</b>	<b>Day 7 Lesson 7 Personal Safety (day 1)</b>	<b>Day 8 Lesson 7 Personal Safety (day 2)</b>	<b>Day 9 Lesson 8 Puberty: Reproductive System</b>	<b>Day 10 Lesson 9 Puberty: Hormones / Hygiene</b>
<u><b>Health Standards</b></u> S2C1PO3 S2C1PO5 S2C1PO6 S4C1PO1 S5C2PO1  <u><b>Lesson Objectives</b></u> <b>Students will be able to:</b> discuss the need for and practice communication, trust, honesty, and assertiveness.	<u><b>Health Standards</b></u> S3C2PO1 S4C1PO1 S4C1PO2 S5C2PO2  <u><b>Lesson Objectives</b></u> <b>Students will be able to:</b> understand giving permission, agreement or consent.  practice refusal skills.  understand sexual abuse and sexual harassment.  identify sources of help from abuse.	<u><b>Health Standards</b></u> S3C2PO1 S4C1PO1 S4C1PO2 S5C2PO2  <u><b>Lesson Objectives</b></u> <b>Students will be able to:</b> understand giving permission, agreement or consent.  practice refusal skills.  understand sexual abuse and sexual harassment.  identify sources of help from abuse.	<u><b>Health Standards</b></u> S1C1PO1 S1C2PO1  <u><b>Lesson Objectives</b></u> <b>Students will be able to:</b> describe the physical changes during puberty.  identify the structure and function of the male and female reproductive systems.	<u><b>Health Standards</b></u> S1C1PO1 S3C2PO1  <u><b>Lesson Objectives</b></u> <b>Students will be able to:</b> recognize the emotional and mental changes that will occur during puberty.  understand hygiene practices accompanying puberty.  understand the importance of confiding in a trusted adult or doctor.



## Lessons

<b>Grade: 5</b> <b>Lesson: 1</b> <b>taught together</b>	<b>Lesson Title/Focus:</b> Communication with Family	<b>Materials:</b> <ul style="list-style-type: none"> <li>• Lined paper for anticipatory set and closure</li> </ul>
<b>Health Standards:</b> S5C1PO1 Identify circumstances that can help or hinder healthy decision-making. S5C2PO1 Identify health-related situations that might require a thoughtful decision. S7C1PO1 Identify responsible personal health behaviors.		
<b>Lesson Objectives:</b> Students will be able to: <ul style="list-style-type: none"> <li>• identify their personal responsibilities within their family or household</li> </ul>		
<b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>• relationships</li> <li>• responsibilities</li> <li>• communication</li> </ul>		
<b>Teacher Background:</b> <ul style="list-style-type: none"> <li>• Families and households have lots of moving parts.</li> <li>• As kids get older, they take on more responsibilities in keeping the family moving smoothly. It's important for them to understand how communication is important to family routine.</li> </ul>		
<b>Anticipatory Set:</b> <ul style="list-style-type: none"> <li>• Write down all of the people that you have a relationship with.</li> <li>• Put them in categories: family, friends, others (teammates, classmates, distant relatives).</li> </ul>		
<b>Direct Instruction:</b> <ul style="list-style-type: none"> <li>• Class discussion: <ul style="list-style-type: none"> <li>○ Are there specific times each day that you are together with family or household members? (at breakfast, driving to school, at afterschool sports)</li> <li>○ When you think about those instances, is there a routine that you expect to occur? (someone cooks, someone always drives or takes you to the bus stop, someone does certain chores like washing the dishes after the meal)</li> <li>○ Who sets up these routines?</li> <li>○ How do you communicate these responsibilities or expectations? (Do you have a chart of chores? Does everyone just pitch in?)</li> </ul> </li> </ul>		
<b>Guided Practice:</b> <ul style="list-style-type: none"> <li>• Read this scenario to the class: Tom gets home from school at 4:15 every day. The bus drops him off at the corner of his street. On Tuesday, his mother worked until 5 p.m. but when she arrived home, she realized that Tom was not there. There were none of his books, and the kitchen showed no signs of his usual after-school snack. He hadn't begun dinner. There was no note telling his mom where he was. His mom immediately began calling Tom's friends. When no one seemed to know where he was, she became frantic and went to the police annex to file a report. Then, she spent the next hour driving around the neighborhood looking for him. After an hour of this, with not sign of Tom, she drove home. Tom was watching TV when she went in the</li> </ul>		



house. It seems that he made friends with a new student in his class, and they went to his apartment to play video games. Tom's mom began yelling at him and told him that he would be punished.

**Discussion:**

- What were the decisions that Tom had made that created confusion in the entire afternoon?
- What were some of the clues of Tom's presence that his mom was expecting to see when she came in from work?
- What did Tom's mom's behavior tell Tom?
- How was she really feeling?
- What could Tom have communicated differently with his mom after school?

**Independent Practice:**

- Reflection:
  - What responsibilities do you have in your family or household? (specific cleaning, babysitting, picking up after the animals taking your little brother to school)
  - Do you do them regularly or just when you are told?
  - Does the household still run smoothly if you don't "take care of business?"
  - What happens if you don't fulfill your responsibilities?

**Closure:**

- Think about the responsibilities and chores you may have within your family.
- Write a brief description of you resolving with an adult in your household, an issue similar to Tom's. You wish to do something that is outside of your usual behavior or responsibilities. You want the adult to know that you want to change the family routine.



<b>Grade: 5</b> <b>Lesson: 2</b> <b>taught together</b>	Lesson Title/Focus: Self-Concept	<b>Materials:</b> “I Am Creed” poem
<b>Heath Objectives:</b> S2C2P01 Demonstrate effective verbal and nonverbal communication skills to enhance health.		
<b>Lesson Objectives:</b> Students will be able to: <ul style="list-style-type: none"> <li>● identify their strengths.</li> <li>● understand how self-talk enhances or detracts from their self-concept.</li> </ul>		
<b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>● self-esteem</li> <li>● self-concept</li> <li>● self-talk</li> </ul>		
<b>Teacher Background:</b> <ul style="list-style-type: none"> <li>● Self-concept is often impacted by the cues and statements that we give ourselves.</li> <li>● How we praise or discount our talents and actions can become a strong determinant of our self-concept.</li> </ul>		
<b>Anticipatory Set:</b> <ul style="list-style-type: none"> <li>● Have students read: “I Am Creed” poem</li> <li>● Discuss the meaning of the poem and how it relates to each student.             <ol style="list-style-type: none"> <li>A. What is important to remember?</li> <li>B. What personal qualities are special?</li> <li>C. Name personal talents, strengths, and interests.</li> </ol> </li> </ul>		
<b>Direct Instruction:</b> <ul style="list-style-type: none"> <li>● Have each student trace their hand on paper.</li> <li>● In each finger list one thing that makes the student special (talent, quality, strength, interest, hobby).</li> <li>● With a partner, share the information they put on their hands.</li> <li>● Then, state one trait you think your partner should add to their positive traits. This can be designated as a bracelet around the wrist.</li> <li>● Class Discussion:             <ul style="list-style-type: none"> <li>○ Was it easy to come up with 5 personal positive traits?</li> <li>○ How did you judge or know which traits to pick?</li> <li>○ Could you think of three things that you aren’t good at?</li> <li>○ Is it easier to find the negatives or the positives?</li> </ul> </li> </ul>		
<b>Guided Practice:</b> <ul style="list-style-type: none"> <li>● Take the 6 positive traits from your hand tracing.</li> <li>● Write a positive statement for each of them. “I know that I am _____ because _____”</li> <li>● On the back of the page, jot down those three negative traits.</li> <li>● Write a “Not So Positive” statement for each of them. “I know that I am not good at _____ because _____.”</li> <li>● Example: I know that I am not good at tennis because I have a hard time seeing the ball.</li> <li>● With those 3 negative traits, it’s time to “flip the script.”</li> <li>● Example: I know that I am not good at tennis, but my serves are getting better with practice.</li> <li>● The point is to find a way to take that negative and help it to feel like it can become a positive.</li> <li>● <b>Remind the students that what they say to themselves determines a lot about how they see themselves. Flipping the script can help you find positives when you need them.</b></li> </ul>		



**Independent Practice:**

- Students will take their handprints and traits and write their own “**I Am Creed**” poem.

**Closure:**

- Optional share-out of poems.

**“I Am Creed”**

I am unique in the world;  
I am capable of learning and growing daily;  
I am a person who appreciates the difference in others;  
I am talented and I share my talents;  
I am unlike any other human being;  
I am a dreamer who pursues personal dreams;  
I am an active participant in life;  
I am committed to my values;  
I am the kind of person I enjoy being;  
I am a one-of-a-kind human being and a celebration of life.

Mark Scharenbroich





<b>Grade: 5</b> <b>Lesson: 3</b> <b>taught together</b>	<b>Lesson Title/Focus:3</b> Decision-Making	<b>Materials:</b> <ul style="list-style-type: none"> <li>Steps to Making a Decision (posted in classroom)</li> </ul>
<b>Health Standards:</b> S5C2PO1 Identify health-related situations that might require a thoughtful decision. S5C2PO2 Analyze when assistance is needed when making a health-related decision. S5C2PO3 List healthy options to health-related issues or problems. S5C2PO5 Choose a healthy option when making a decision. S5C2PO6 Describe the outcomes of a health-related decision.		
<b>Lesson Objectives:</b> Students will be able to: <ul style="list-style-type: none"> <li>identify logical steps to making a decision.</li> <li>understand how decisions can have long-term and short-term impact on their lives.</li> </ul>		
<b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>alternatives</li> <li>consequences</li> <li>good decisions</li> </ul>		
<b>Teacher Background:</b> <ul style="list-style-type: none"> <li>When a logical progression for making a decision is used, impulsive actions with negative consequences are less prevalent.</li> </ul>		
<b>Anticipatory Set:</b> <ul style="list-style-type: none"> <li>What are some of the decisions you make during a typical day? (getting out of bed in the morning, eating breakfast, leaving on time to get to school on time)</li> <li>How would your day go differently if you made a different choice in each case?</li> <li>List student responses on the board.</li> </ul>		
<b>Direct Instruction:</b> <ul style="list-style-type: none"> <li>Class Discussion:             <ul style="list-style-type: none"> <li>Are there some decisions that are easy to make and others that require more thought?</li> <li>What factors in a person's life influence the action a person could take in resolving a decision? (peers, family members, values, religious upbringing, present and future goals)</li> </ul> </li> <li>Review the Steps to Making a Decision: (Post in the classroom and have students record in their notes:             <ul style="list-style-type: none"> <li>Steps to Making a Decision:                 <ul style="list-style-type: none"> <li>State the problem clearly.</li> <li>Write down all the ways that the problem can be solved (alternatives).</li> <li>Examine each alternative. List all the positive and negative things that could happen if that alternative is selected.</li> <li>Decide which alternative to the problem seems best.</li> <li>Outline the action steps that should be taken to complete the solution.</li> </ul> </li> </ul> </li> </ul>		
<b>Guided Practice:</b> <ul style="list-style-type: none"> <li>Consider this scenario:</li> </ul>		



Your dad lets you use the computer for an hour of personal time after you complete your homework and chores. You took care of most of your responsibilities but still have to finish math. You know that your friends are going to be gaming online at 7 o'clock tonight. You really want to play, too. It's 6:50 p.m.

- Apply the **Steps to Making a Decision** to determine what to do.
- Consider this scenario:
  - Your grandma works late on Thursday and Friday evenings, so your neighbor, Tracy, keeps an eye on you and your younger sister. Usually you have dinner, finish your homework, and watch some TV. For the last couple of weeks, Tracy's girlfriend has been coming over. It's no big deal although you've noticed that they've been drinking while they're over. They're really cool, but your grandma doesn't know about the company or the drinking. You really like Tracy and don't want anyone to get in trouble.
- Apply the **Steps to Making a Decision** to determine what to do.
- While going through the steps to resolve each situation, discuss which alternatives have short-term or long-term consequences.

### **Independent Practice:**

- Select one of your Lesson 2 challenges (negative traits) - one that you believe that you can change from a challenge to a positive in your life
- Once you select the trait, make some decisions about the actions you can take to improve this talent or situation.
- Write down each Step in the process.
- Write down your action steps.

#### **Example:**

- I don't play basketball very well. I know that we will be playing basketball in PE in about 4 weeks. I really want to get better at it so that I won't feel like a total LOSER when we get to the basketball unit in PE.
- After going through the Steps, I have decided that I will go to the playground and shoot for fifteen minutes four times a week and will practice with my older sister twice a week. I will shoot 25 free throws each time. And, I will watch technique videos on YouTube.

**Always encourage your students to share their process with their parents or a trusted adult so that they take action in a supportive environment.**

### **Closure:**

- With the Action Steps from the Guided Practice activity, have students add some specific numbers to each step.  
(Notice in the example that there was a specific amount of practices or free throws included in the Action Steps)



<b>Grade: 5</b> <b>Lesson: 4</b> <b>taught together</b>	<b>Lesson Title/Focus:</b> Effective Communication Skills and Assertiveness	<b>Materials</b> <ul style="list-style-type: none"> <li>● Whiteboard or chart paper</li> <li>● “Effective Communication Skills” worksheet</li> </ul>
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**Health Standards:**

S4C1PO1 Demonstrate effective verbal and nonverbal communication skills to enhance health.  
 S5C2PO1 Identify health-related situations that might require a thoughtful decision.  
 S5C2PO3 List healthy options to health-related issues or problems.  
 S5C2PO5 Choose a healthy option when making a decision.

**Lesson Objectives:**

Students will be able to:

- demonstrate the value of communication with parents.
- explain the need of positive interpersonal relations.
- describe the advantages of building relationships based on mutual respect.
- discuss the need for the practice of communication, trust, honesty, and assertiveness.
- discuss making decisions that do not hurt him/herself or others.
- discuss the fact that making sexual comments or gestures to another person is hurtful and against the law.

**Academic Vocabulary:**

- communication
- peer pressure
- dignity
- respect
- assertiveness

**Anticipatory Set:**

- Quietly think about a person (or people) who you trust and know that you could go to if you needed help.
- If you don’t see them every day, how do you reach out and connect with them?
- Why do you trust them?

**Direct Instruction:**

- Brainstorm these questions with students while recording responses on whiteboard/chart paper:
  - What does “appropriate” communication mean?
  - What does it look like in our classroom?
  - How is it different from “inappropriate” communication?
  - Who decides whether communication is “appropriate” or “inappropriate?”
  - What are other examples of good communication?
  - With whom do you communicate well?

**Guided Practice:**

- Discuss/guide group conversations on issues that cause problems with family members. Some ideas might be:
  - poor or failing grades in school
  - restricted privileges
  - curfew
  - chores
- Discuss different feelings each person has in these situations.

**Independent Practice:**

- Have students read or role-play the scenarios on the worksheet “Effective Communication Skills.”



- Ask the class to choose the most effective response to each scenario and discuss the reasoning for the choice.

**Closure:**

- Leave the last 10 minutes of the class to ask:  
“What has been learned by these activities?”

## Effective Communication Skills Worksheet

### SCENARIO #1:

Your substitute teacher tells you to repeat an assignment you have already completed. How should you respond?

- A. "I'm not going to do that; I've already done it."
- B. "Make me. You're not my real teacher."
- C. "I think I have already done this assignment; it is in the folder on the desk."
- D. "Let me show you where we are at in the book."

### SCENARIO #2:

Your friend Sara asked you to come to their home after school, but someone in your family will need to pick you up after dinner. Which option should you select?

- A. You stop at home and say, "Mom, may I ask you something? Sara's mom is outside in the car and Sara asked me to come over to play, but she can't bring me back home. I really want to go. Could you please pick me up at 6:30?"
- B. You go ahead and go to your friend's home and just call home later to get someone to pick you up.
- C. You stop at home and yell, "Hey Mom, I'm going over to Sara's house. Pick me up about 6:30," as you run out the door.
- D. You call from school and say, "You better give me a ride home when I'm done playing at Sara's house. I'll call you when I want you to be there."

### SCENARIO #3:

Your grandpa asks you to take out the trash. You say you will but forget and go off to ride bikes with your friends. When you come home, your grandpa reminds you to take out the trash. How should you respond?

POSSIBLE RESPONSES:

- A. "Why do I always have to do it? I don't see why I always get the yukky jobs."
- B. "YOU could have done it. You've just been watching TV."
- C. "Yeah. I'll do it later."
- D. "I'm sorry that I forgot. Okay, I'll do it now."

### SCENARIO #4:

You are waiting for school to start with a group of friends. Another student walks by and your friends say loudly, "what a loser." What should you do?

POSSIBLE RESPONSES:

- A. Laugh with the group and make a comment about the person's looks.
- B. Laugh with the group but don't say anything.
- C. Don't laugh or say anything.
- D. Speak up and help your friends understand that what they are doing is hurtful.



<b>Grade: 5</b> <b>Lesson: 5</b> <b>taught together</b>	<b>Lesson Title/Focus:</b> Belonging to Groups	<b>Materials:</b> <ul style="list-style-type: none"> <li>• Whiteboard or chart paper</li> <li>• Lined paper for students</li> </ul>
<b>Health Standards:</b> S5C2PO1 Identify health-related situations that might require a thoughtful decision S5C2PO3 List healthy options to health-related issues or problems. S5C2PO4 Predict the potential outcomes of each option when making a health-related decision. S5C2PO5 Choose a healthy option when making a decision. S5C2PO6 Describe the outcomes of a health-related decision.		
<b>Lesson Objectives:</b> Students will be able to: <ul style="list-style-type: none"> <li>• identify social, school and team groups.</li> <li>• understand that most people can belong to many groups.</li> <li>• recognize the importance in maintaining their individual values as they participate in groups or teams.</li> </ul>		
<b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>• stereotype</li> <li>• individuality</li> </ul>		
<b>Teacher Background:</b> <ul style="list-style-type: none"> <li>• As kids become more social, joining a group allows them to develop social skills.</li> <li>• Some groups are positive and enhance their lives.</li> <li>• The secret is to not lose their individuality.</li> </ul>		
<b>Anticipatory Set:</b> <ul style="list-style-type: none"> <li>• We have lots of groups in our school and community. Write down the names of all the groups you can identify in our school.</li> </ul>		
<b>Direct Instruction:</b> <ul style="list-style-type: none"> <li>• Have students share-out their lists as you record a class list on the whiteboard or chart paper.</li> <li>• Note: Make sure that groups that reflect social standing are also included. Just be sensitive that this is where kids can be labeled and teased. Remind students of class norms regarding respecting classmates prior to discussion.</li> <li>• Have students copy the list, or work as a class from the list on the board:             <ul style="list-style-type: none"> <li>○ Mark each group that needs the member to pass a skill or knowledge test/requirement in order to belong to the group.</li> <li>○ Underline all of the groups where you can tell a member by the clothes or uniforms they wear. Can you tell by other physical traits?</li> </ul> </li> <li>• Student Reflection:             <ul style="list-style-type: none"> <li>○ Which groups do you belong to?</li> <li>○ Can being part of a group hurt who you are as an individual?</li> </ul> </li> </ul>		
<b>Guided Practice:</b> <ul style="list-style-type: none"> <li>• Working in groups of 2 or 3:             <ul style="list-style-type: none"> <li>○ Think of a Positive Group that a 5<sup>th</sup> grader would like to join.</li> </ul> </li> </ul>		



- Write a 3-minute skit that introduces the Positive Group.
  - Make sure your skit tells us what the group likes to do, how to join the group, and how joining will make them a better person. (This can be a team, club or even one that the students make up.)
  - Think of this as a Public Service Announcement or commercial for this positive group.
- Ask for volunteers to present skits as time permits.

**Independent Practice:**

- Written response:
  - You want to do something new and different in the next year or so.
  - Is there a Positive Group that you can join that will help you accomplish this goal?
  - What steps should you take in order to join in?

**Closure:**

- Optional sharing of written responses.



<b>Grade: 5</b> <b>Lesson: 6</b> <b>taught</b> <b>together</b>	<b>Lesson Title/Focus:</b> Cyberbullying/ Bullying /Hazing	<b>Materials:</b> <ul style="list-style-type: none"> <li>• Blank paper for independent practice activity</li> <li>• Video: <a href="#">Lilian Schumacher Elementary Anti-Bullying Message</a> Liberty Public Schools <b>OR</b></li> <li>• Video: <a href="#">Anti-bullying Elementary School Video</a> (Dunsford)</li> </ul> <b>(Both videos use the same technique of silent labeling of students and mixed messages.)</b>
<b>Health Standards:</b> S2C1PO3 Identify how peers can influence healthy and unhealthy behaviors. S2C1PO5 Explain how media influences thoughts, feelings, and health behaviors. S2C1PO6 Describe way that technology can influence personal health. S4C1PO1 Demonstrate effective verbal and nonverbal communication skills to enhance health. S5C2PO1 Identify health-related situations that might require a thoughtful situation.		
<b>Lesson Objectives:</b> Students will be able to: <ul style="list-style-type: none"> <li>• discuss the need for and practice communication, trust, honesty, and assertiveness</li> </ul>		
<b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>• bullying</li> <li>• hazing</li> <li>• cyber bullying</li> <li>• empathy</li> <li>• body language</li> </ul>		
<b>Teacher Background:</b> <ul style="list-style-type: none"> <li>• The mechanics of bullying / hazing and cyber-bullying are straightforward.</li> <li>• Recognizing the dynamics of breaking down bullying assists in student empowerment.</li> </ul>		
<b>Anticipatory Set:</b> <ul style="list-style-type: none"> <li>• Class discussion or quick write on:             <ul style="list-style-type: none"> <li>○ When someone is lonely what are some emotions they might feel?</li> <li>○ Are there nonverbal clues the lonely person may give?</li> </ul> </li> </ul>		
<b>Direct Instruction:</b> <ul style="list-style-type: none"> <li>• Show one of the videos.</li> <li>• After the video, have the students take a minute or two to jot down all of the labels and messages they saw in the video.</li> <li>• Class Discussion: Let’s break down the images and messages in the video.             <ul style="list-style-type: none"> <li>• What is the main feeling the “labeled” student is expressing? How can you tell that by the body language?</li> <li>• Did you notice how everyone jumped in and participated in the bullying?</li> <li>• Did any adults speak to the victim?</li> <li>• Is it hard for a student to tell adults about bullying? Why?</li> <li>• When the student arrived in class, what was the label worn by the student sitting next to the victim? (“I could help”) How did the other students in the class act? (ignored and isolated the student)</li> </ul> </li> </ul>		





- Let's change directions for a moment. Think about cyber-bullying.
  - How could cyber-bullying be similar to the bullying that is happening to the video victim? (It can be done quietly. The messages are usually in writing. Adults do not usually know about them. When the victim goes to school or out in public, he/she feels isolated.)
  - How does carrying all of those negative labels and messages, whether through technology or in person, make someone feel?
- Final point to students: If you were bullied or knew it was happening to another student, when is it important to discuss this with a parent or trusted adult? (If appropriate with your class, add some quick rehearsal of making that report.)

**Guided Practice:**

- Now it is time to stop being a bystander.
- What was the first thing that happened to let the victim know that someone really cared? (Another student asked, "What's wrong?")
- Jot down five words, phrases or questions you could use to let someone know that you had empathy for them and wanted to support them.
- Share these with an elbow-partner.

**Independent Practice:**

- Draw three or four cartoon cells depicting a bullying situation and intervention.
- It is okay to have Superhero Bystanders but try to keep the dialogue realistic!

**Closure:**

- Personal challenge to students:
  - Do you know someone who is alone or isolated, in class or on the playground or at lunch?
  - Make a plan to reach out to them.

**Additional Resources:**

- Remind students that these concepts are included in the TUSD Code of Conduct.
- Students and parents can access this information on the TUSD website and through the Code of Conduct App.



<b>Grade: 5</b> <b>Lesson: 7</b> <b>(days 1 and 2)</b>	<b>Lesson Title/Focus:</b> Personal Safety	<b>Materials:</b> <ul style="list-style-type: none"> <li>• Whiteboard or chart paper</li> <li>• Lined paper for independent practice activity</li> </ul>
<b>Health Standards:</b> S3C2PO1 Locate resources from home, school, and community that provide valid health information. S4C1PO1 Demonstrate effective verbal and nonverbal communication skills to enhance health. S4C1PO2 Demonstrate refusal skills that avoid or reduce health risks. S5C2PO2 Analyze when assistance is needed when making a health-related decision.		
<b>Lesson Objectives:</b> Students will be able to: <ul style="list-style-type: none"> <li>• understand giving permission, agreement or consent.</li> <li>• practice refusal skills.</li> <li>• understand sexual abuse and sexual harassment.</li> <li>• identify sources of help from abuse.</li> </ul>		
<b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>• sexual abuse</li> <li>• sexual harassment</li> </ul>		
<b>Anticipatory Set:</b> <ul style="list-style-type: none"> <li>○ Make a list of different ways to show someone that you like or love them (high fives, hugs, holding hands, saying “I love you,” pat on the back).</li> </ul>		
<b>Direct Instruction:</b> <ul style="list-style-type: none"> <li>○ Class Discussion:             <ul style="list-style-type: none"> <li>○ What is respect?</li> <li>○ How about affection?</li> <li>○ Can you have affection without respect? (No)</li> </ul> </li> <li>○ Ask:             <ul style="list-style-type: none"> <li>○ When you look at your list (from anticipatory set), how do you know which technique for showing affection is appropriate?</li> <li>○ When you like someone who’s your age is showing affection inappropriately, how do you let them know?</li> <li>○ Do you feel awkward when you approach them? Do you say goofy things?</li> </ul> </li> </ul> <p><b>Explain: When people feel awkward, they may act inappropriately. That’s when situations that are considered sexually inappropriate, and even illegal, are likely to happen.</b></p> <p><b>Note: You, as the teacher who knows these students, should pick appropriate scenarios to depict sexual harassment and abuse. (tugging on someone’s clothing or underwear, taking photos, making suggestive comments about their physical appearance) Be firm in stating that being disrespectful is ALWAYS the way these actions will be taken by the victim. Often these incidences occur when someone is showing off in front of other people.</b></p>		
<b>Guided Practice:</b> <ul style="list-style-type: none"> <li>• Class Discussion             <ul style="list-style-type: none"> <li>○ What are some things you can do to stay out of difficult situations?</li> <li>○ Who are the people to tell when personal safety has been threatened? (parents, friend, teacher, school nurse, principal)</li> </ul> </li> </ul>		



- Review Refusal Skills: (post in classroom)

Be sure to include:

- A. Get away from the person
- B. Go to public place
- C. Make noise
- D. Tell someone who is trusted.

**Do not get into a vehicle. Fight.**

**Independent Practice:**

- Post the refusal skills practice scenarios below:
  - Have students' select one scenario and write how they will use the Refusal Skills. Write a script of what they would say.
    - The temperature is 106 degrees, and you are trying to keep cool. Your neighbor, Mr. Frank, invites you to go swimming in his pool. When you get there, he says you don't need a swimsuit.
    - Your sixteen-year old cousin comes to visit for two weeks during the summer break. One day when your parents are out, he shows you pictures on his phone of naked people. He says he will give them to you.

**Closure:**

- Review the student responses to the Refusal Skills Practice.
- Final points to emphasize:
  - A. It is your body
  - B. If YOU feel like something is wrong, you are right
  - C. It is always better to tell a trusted person and keep telling until something is done



<b>Grade: 5</b> <b>Lesson: 8</b> <i>taught separately</i>	<b>Lesson Title/Focus:</b> Puberty / Reproductive System	<b>Materials:</b> <ul style="list-style-type: none"> <li>• Female Reproductive System Diagram</li> <li>• Male Reproductive System Diagram</li> <li>• <b>Adolescent Physical Development Chart (for teacher reference only)</b></li> </ul>
<b>Health Standards:</b> S1C1PO1 Demonstrate the relationship between healthy behaviors and personal health. S1C2PO1 Describe ways in which a safe and healthy school and community environment can promote personal health.		
<b>Lesson Objectives:</b> Students will be able to: <ul style="list-style-type: none"> <li>• describe the physical changes during puberty.</li> <li>• identify the structure and function of the male and female reproductive systems.</li> </ul>		
<b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>• puberty</li> <li>• hormones</li> </ul>		
<b>Teacher Background:</b> <ul style="list-style-type: none"> <li>• The changes that occur during puberty will happen over a period of years.</li> </ul> <b>For teacher reference:</b> Signs of puberty before age 8 in girls or age 9 in boys may not be healthy; if there are NO signs of puberty by age 13 in girls or age 14 in boys, that may not be healthy either; for girls that do have breast development or other secondary sex characteristics, no start of menstruation by age 15 may not be healthy.		
<b>Anticipatory Set:</b> <ul style="list-style-type: none"> <li>• Students examine the term “Puberty.”           <ul style="list-style-type: none"> <li>○ What is it?</li> <li>○ What are some of the physical changes happening to our bodies during puberty?</li> <li>○ How can we tell when puberty is happening?</li> </ul> </li> </ul> <p><i>Stress that puberty will begin at different ages and continue over a period of years. Females typically experience changes between the ages: 8-13. Males will experience changes between 9 and 14 years old.</i></p> <p><b>See Teacher Reference: Adolescent Physical Development</b></p>		
<b>Direct Instruction:</b> <ul style="list-style-type: none"> <li>• Using the diagram handouts, have students label the <b>male and female reproductive organs</b> - penis - cervix - urethra - vagina - scrotum - uterus – testes/testis - fallopian tubes - vas deferens – ovaries</li> <li>• Add the terms <b>sperm</b> and <b>egg</b> and <b>menstruation</b> to vocabulary.</li> <li>• Beginning with production in the testis, follow the sperm through the Male Reproductive System.</li> <li>• Examine the two functions of the Female Reproductive System: producing the egg and carrying out pregnancy. Also, review the menstruation cycle.</li> </ul>		
<b>Guided Practice:</b> <ul style="list-style-type: none"> <li>• Have a class discussion or have students write their responses:           <ul style="list-style-type: none"> <li>○ What is the purpose of the reproductive system?</li> <li>○ Why does the reproductive system need to change during puberty?</li> </ul> </li> </ul>		



- Why is it important to know the location of the organs?
- Why is it important to know the proper names for the organs, both male and female?

**Independent Practice:**

- Pretend that you have a younger family member who is about to enter puberty and is nervous about the changes that they are about to experience.
- You will produce a brochure or handout for your family member that explains what is happening.
- Include the physical, mental and emotional changes that they can expect.

**Closure:**

- Optional sharing of brochures.

**Additional Resources:**

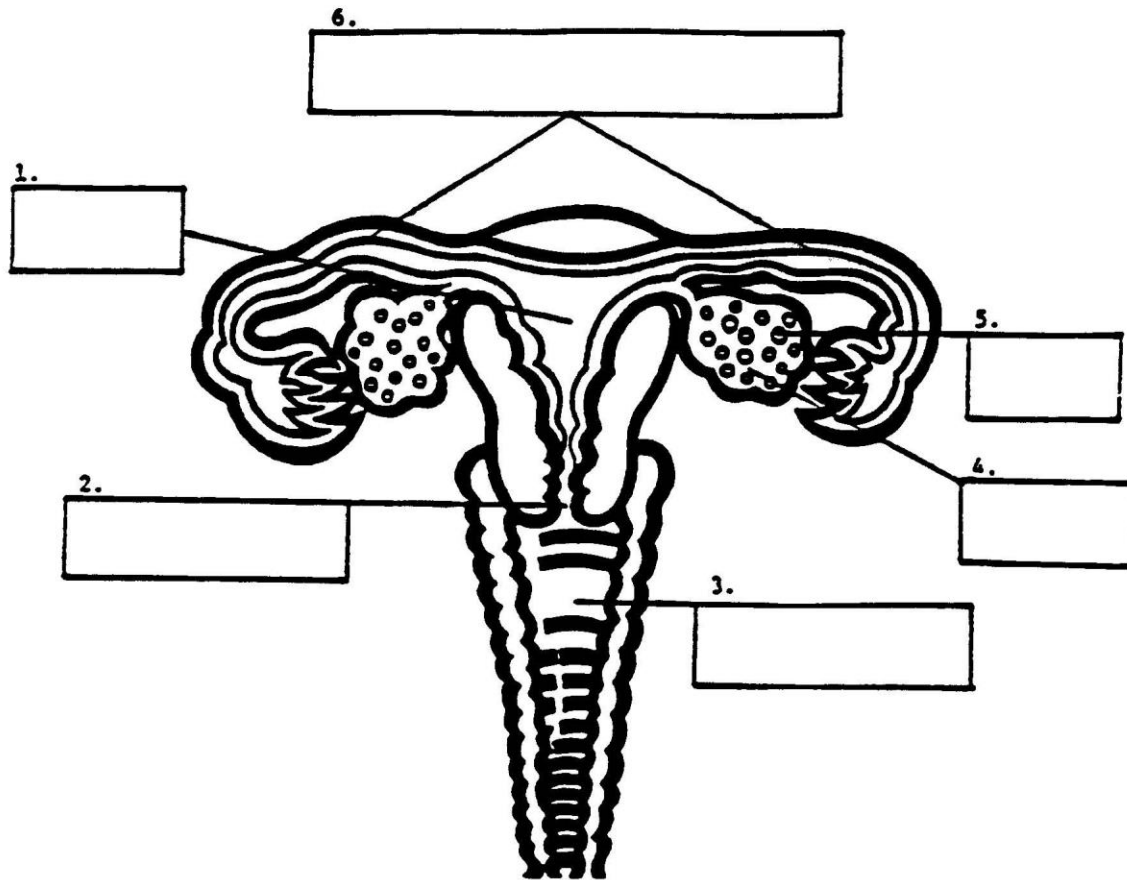
**Reference: Holt, Decisions for Health, Level Green, p. 192-195**

- **Male Reproductive System:** The main function of the system is to make and store sperm, the male sex cells. The reproductive system also makes the hormone testosterone, which controls much of the growth and function of the male body. Sperm are produced in the testes. A healthy adult male makes several million sperm each day. Then, they are carried into the vas deferens, the long tubes leading to the urethra. The urethra is the tube running through the penis.
- **Female Reproductive System:** The two main functions are to make the female sex cell, the egg, and to carry out pregnancy. The ovaries are the organs that make the eggs and the hormones estrogen and progesterone. These hormones control much of the growth and function of the female body. The uterus is the organ that holds a fetus during pregnancy.
- **Menstruation:** Beginning at puberty, the lining of the uterus thickens every month in preparation for pregnancy. The monthly breakdown and shedding of the lining is called menstruation. During the menstrual cycle, blood and tissue leave the woman's body through the vagina. The bleeding generally lasts 3-8 days, but usually lasts about 5 days. The menstruation cycle typically occurs about every 28 days. Many young women have cycles that vary in length from month-to-month or are irregular.



## Female Reproductive System

### JOURNEY OF THE EGG (FRONT VIEW)



Fill in the boxes with the correct term for the parts of the female reproductive system.

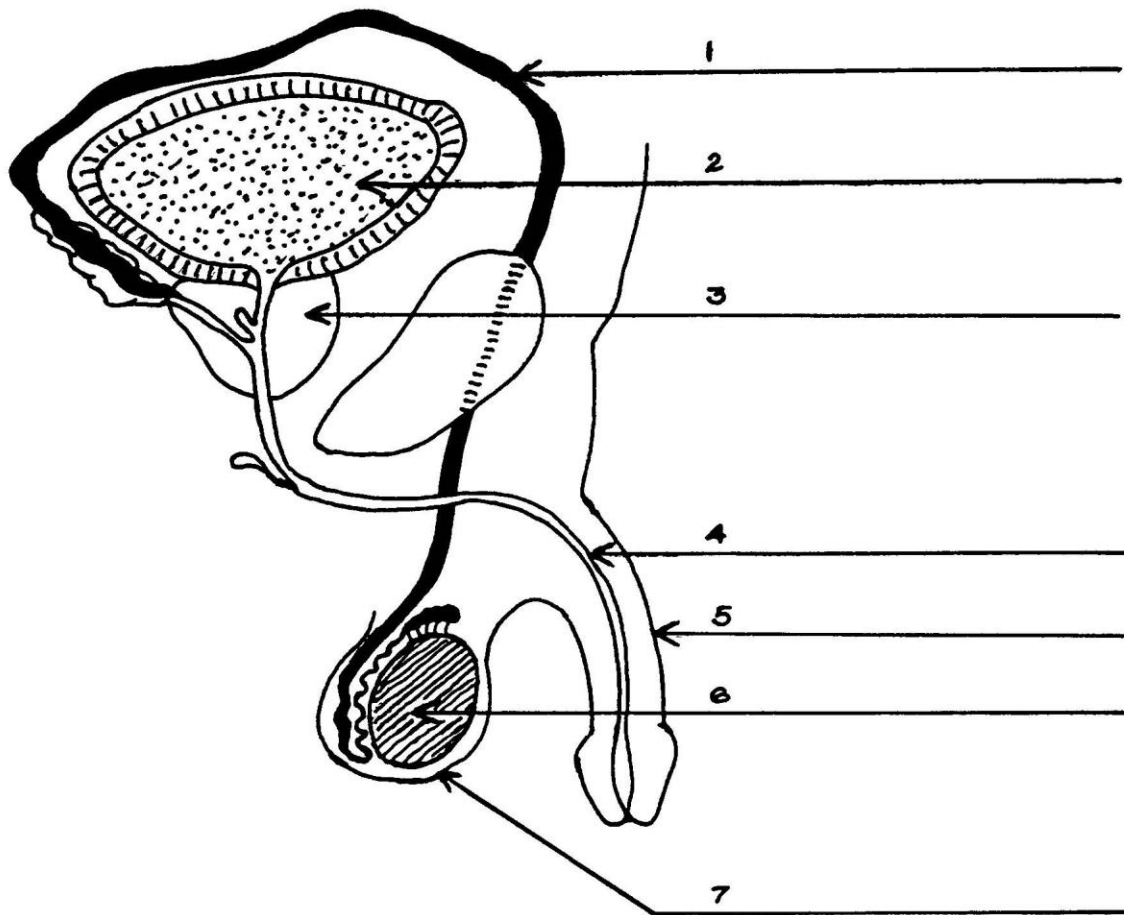
uterus      ovary      oviduct      vagina      cervix      egg

Draw a dotted line (---) showing how the menstrual blood leaves the body.

Draw a solid line (—) showing how the egg travels from the ovary through the vagina.

# Male Reproductive System

ANATOMY DRAWING (MALE)



Label the parts of the male anatomy.

- urethra
- urinary bladder
- penis
- scrotum
- vas deferens
- prostate gland
- testes (testicle)

<b>Grade: 5</b> <b>Lesson: 9</b> <i>taught separately</i>	<b>Lesson Title/Focus:</b> Puberty: Hormones/Hygiene	<b>Materials:</b> <ul style="list-style-type: none"> <li>• Whiteboard or chart paper</li> <li>• Paper for student to record information</li> </ul>
<b>Health Standards:</b> S1C1PO1 Demonstrate the relationship between healthy behaviors and personal health. S3C2PO1 Locate resources from home, school, and community that provide valid health information.		
<b>Lesson Objectives:</b> Students will be able to: <ul style="list-style-type: none"> <li>• recognize the emotional and mental changes that will occur during puberty.</li> <li>• understand hygiene practices accompanying puberty.</li> <li>• understand the importance of confiding in a trusted adult or doctor.</li> </ul>		
<b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>• puberty</li> <li>• hygiene</li> <li>• hormone</li> </ul>		
<b>Teacher Background:</b> <ul style="list-style-type: none"> <li>• It is important to understand both the male and female reproductive systems.</li> <li>• Using correct terminology reduces confusion.</li> </ul>		
<b>Anticipatory Set:</b> <ul style="list-style-type: none"> <li>• Students will make a chart recording the changes that happen for <b>Females, Only</b> and <b>Males, Only</b>. Also, keep a category of changes that occur with <b>Both</b>.</li> <li>• Have students cite changes that occur during puberty.             <ul style="list-style-type: none"> <li>○ They may include: Height growth, broadening shoulders, developing breasts and genitalia, menstruation, hair growth in underarms and in genital area, increased body odor, acne, facial hair, voice changes</li> </ul> </li> <li>• Next to each change, jot down which hormone might contribute to that change.</li> </ul>		
<b>Direct Instruction:</b> Tailor the information to girls or boys as is appropriate for your group of students. <ul style="list-style-type: none"> <li>• Explain: While your body is changing physically, expect that you will also grow mentally and emotionally.             <ul style="list-style-type: none"> <li>○ You will be able to understand and analyze more complex ideas and situations.</li> <li>○ You may begin to feel attracted to other people and become interested in romantic relations.</li> <li>○ You may experience mood swings.</li> <li>○ You may feel tempted to try new experiences.</li> </ul> </li> <li>• Class Discussion:             <ul style="list-style-type: none"> <li>○ As you move through the anticipated physical changes during puberty, what are your greatest concerns for being prepared?</li> <li>○ Who is your parent or trusted adult who you can rely upon for information and support?</li> </ul> </li> </ul> <b>Female students only:</b> <ul style="list-style-type: none"> <li>• Preparing for menstruation:</li> </ul>		





- If you haven't had your first period, you may be a bit nervous about what it will be like, but mostly, when will it happen.
- If you have already had some of the first physical signs of puberty, like hair growth underarms or in the genital area or the development of breasts, you are on your way.
- In order to lessen the anxiety, or nerves, get some supplies so that you feel prepared.
- You may have to talk to your parent or a trusted adult or an older sibling in order to purchase the right products.

**Guided Instruction:**

- Record this activity on the board while students make a personal copy.
  - Using their answers from the anticipatory set, compile a class list of the changes.
  - In a second column, list the hygiene needs that each change will incur.
  - Finally, have the students make a third column on their personal list, noting who they will go to for help.
  - Personal hygiene techniques to include:

<b>Physical change(s) during puberty</b>	<b>Hygiene needs to address these changes</b>	<b>Who can I go to for information/support?</b>
Increased perspiration and body odor	<ul style="list-style-type: none"> <li>- Use of antiperspirant and/or deodorant</li> <li>- Reminder: body spray will not get rid of body odor</li> </ul>	
Increased moisture where hair grows	Clean underwear and clothes each day <ul style="list-style-type: none"> <li>- Daily showering (at least after physical activity)</li> <li>- Carrying pre-moistened towelettes</li> </ul>	
Increased skin outbreaks (acne)	<ul style="list-style-type: none"> <li>- Cleansing face, checking with the doctor</li> </ul>	

**Independent Practice:**

- Have students prepare a personal shopping list for the items they want to have on hand. They should include the parent or trusted adult they will speak with.

**Closure:**

- Have students complete an exit ticket listing what they view as the top three most important things they learned during the family life curriculum.



## Lesson References

Liberty Public Schools: Video [Lilian Schumacher Elementary Anti-Bullying Message](#)

(Dunsford): Video [Anti-bullying Elementary School Video](#)



# Family Life Curriculum

## Glossary of Terms

**Important Note:** This glossary of terms is a comprehensive list of the academic vocabulary for the entire 5-12<sup>th</sup> grade Family Life Curriculum. Terms are introduced according to age and grade level. For specific vocabulary introduced at each grade level please see each lesson.

**Abstinence-** Refraining from all forms of sexual activity and genital contact such as vaginal, oral, or anal sex.

**Acne-** An inflammatory disease resulting from excess sebum production, follicle plugging, and increased bacterial production.

**Active Listening-** A way of listening and responding to another person that improves mutual understanding.

**Adjustment-** The process of adapting or becoming used to a new situation.

**Adolescence-** The stage of life when humans grow from childhood to adulthood.

**Adoption-** The act of voluntarily taking a child, of other parents, as one's own child.

**Adverse Situation-** Decisions, conditions or effects that are unfavorable to a person.

**Affection-** A feeling of liking, attraction or fondness.

**AIDS:** (taught separately in health education curriculum under communicable diseases). The **Acquired Immunodeficiency Syndrome**. AIDS is the late stage of HIV (Human Immunodeficiency Virus) that occurs when the body's immune system is badly damaged because of the virus. HIV is a virus that attacks cells that help the body fight infection, making a person more vulnerable to other infections and diseases. It is spread by contact with certain bodily fluids of a person with HIV, most commonly during unprotected sex or through sharing injection drug equipment. The human body can't get rid of HIV and no effective HIV cure exists.

**Ally-** A person who is not a member of a marginalized or mistreated group but who expresses or gives support to that group.

**Alternatives-** The different choices or actions possible.

**Amygdala-** Is one of two almond-shaped clusters of nuclei located deep and medially within the temporal lobes of the brain.



**Aromantic-** Having little or no romantic feeling toward others.

**Asexual-** A term used to describe someone who does not experience sexual attraction toward individuals of any gender.

**Assertiveness-** The quality of being self-assured and confident without being aggressive. A method of critical thinking where an individual speaks up in defense of their views or in light of erroneous information.

**Bacterial Vaginosis-** A type of vaginal inflammation caused by the overgrowth of bacteria naturally found in the vagina. Bacterial vaginosis is the most common cause of abnormal vaginal odor and discharge.

**Basic Needs-** Essential items necessary to sustain life, like food, shelter, and clothing.

**Bisexual-** A person who experiences emotional, romantic and/or sexual attractions to, or engages in romantic or sexual relationships with, more than one sex or gender.

**Body Autonomy-** A person has the right to accept or reject physical touch (this concept is often tested when two people greet each other).

**Body Language-** The nonverbal messaging of gestures and movement.

**Bullying/Hazing-** Repeated threats meant to create fear or harm to a person by someone who has more power or status. Hazing is harassment or ridicule directed at members of a group or team.

**Chancere-** A painless, small sore that appears at the spot where bacteria entered the body. Often known as the first of Syphilis.

**Change-** To make different in some way.

**Chlamydia-** A common sexually transmitted infection (STI) caused by bacteria. Can cause serious, permanent damage to a women's reproductive system.

**Cisgender-** Individuals whose current gender identity is the same as the sex they were assigned at birth. For example, a person who was assigned female at birth and identifies as a woman is regarded as a cisgender or as a cisgender woman.

**Coercion-** The use of force to persuade someone to do something that they are unwilling to do.

**Communication-** Sending and receiving messages. Good communication helps people in relationships know and understand each other.

**Conception-** The process of becoming pregnant involving fertilization and implantation.



**Consent-** Permission, agreement or willingness to do something with another person (v) give permission for something to happen.

**Consequences-** The final result of a decision (short-term and long-term).

**Contraceptives-** A device or drug used to prevent pregnancy.

**Core Values-** The fundamental beliefs of a person.

**Custodial Arrangements-** The care, control and maintenance of a child awarded by a court.

**Customs-** A practice common to many, or to a particular place, class or individual.

**Cyber Bullying-** Mistreating a person through technology especially via social media.

**Cyber Sexual Harassment-** Uninvited or unwelcome verbal or physical behavior of a sexual nature via the web.

**Dating-** To regularly spend time with someone with whom you are romantically involved.

**Decision-** The act or process of making a final choice or judgement or selecting a course of action.

**Decontextualization-** The process of isolating a component from its normal or expected context.

**Depersonalization-** The process of taking away personal identity.

**Dignity-** The quality or state of being worthy, honored or esteemed.

**Dynamic-** A system of continuous change.

**Effective Communication-** Communication between two or more persons with the purpose of delivering, receiving and understanding the message successfully.

**Empathy-** The ability to understand and share the feelings of another person.

**Empowerment-** Becoming stronger and more confident of one's ability to control one's life.

**Esteem-** Respect and admiration.

**Evaluate-** To determine the value of something by careful appraisal and study.

**Explicit-** Fully revealed or expressed without vagueness.

**Family-** A family is a group of two or more persons related by birth, marriage, or adoption who live together; all such related persons are considered as members of one family.



**Fertilization-** When a sperm and egg combine to form a zygote.

**Gay-** A person who is attracted primarily to members of the same gender. Gay is most frequently used to describe men who are attracted primarily to other men, although it can be used for men and women.

**Gender-** The behavioral, cultural or psychological traits typically associated with one's sex.

**Gender Dysphoria-** One's dissatisfaction with one's gender.

**Gender Expression-** How an individual chooses to present their gender to others through physical appearance and behaviors, such as style of hair or dress, voice, or movement.

**Gender Identity-** An individual's sense of their self as man, woman, transgender, or something else.

**Gender Preference-** can be defined as any of the following:

(a)- gender preference or sexual preference is used to describe the desire of biological parents for either a male or a female child.

(b)- gender preference is to describe explicit or implicit job discrimination by which women are perceived as unable to perform certain skills (e.g. tasks requiring heavy lifting and other such manual labor).

(c) - gender preference is used to describe sexual preference in reference to sexual orientation.

**Gonorrhea-** A sexually transmitted bacterial infection of the urethra, rectum, throat or cervix in females.

**Good Decisions-** Those that are made after you carefully examine the alternatives and act on the best one.

**Group Dates-** A group of single men and women hang out in hopes of finding a romantic relationship.

**Growth Spurts-** A time in which a child has more intense periods of growth.

**Harassment-** Aggressive pressure or intimidation.

**Hazing-** Hazing is defined as "requiring or encouraging any act, whether or not the act is voluntarily agreed upon, in conjunction with initiation, affiliation with, continued membership, or participation in any group, that causes or creates a substantial risk of causing mental or physical harm or humiliation."

**Hepatitis-** Inflammation or infection of the liver.

**Herpes-** A common sexually transmitted infection characterized by painful, itchy sores in the genital area.



**Heteronormative-** An attitude that heterosexuality is the only normal and natural expression of sexuality.

**Hormonal Birth Control-** A form of contraception used to influence a women's hormone levels and prevent ovulation.

**Hormone-** A chemical that is made in one part of the body that causes a change in another part of the body- estrogen, testosterone.

**Human Papillomavirus (HPV)-** A viral infection that causes skin or mucus membrane growths (Warts).

**Hygiene-** Conditions or practices used to maintain health and prevent disease especially through cleanliness.

**I-Message-** In interpersonal communication, an assertion about the feelings, beliefs, values, etc. of the person speaking, generally expressed as a sentence beginning with the word "I".

**Immunizations-** Vaccines used to protect against viruses.

**Impaired/Impairment-** Having a disability of a specified kind, for example hearing loss.

**Implicit-** Implied, not plainly expressed.

**Individuality-** Characteristics that distinguishes people.

**Infant Mortality-** The death of young children under the age of one.

**Influence-** The capacity to have an effect on the character development of someone or something.

**Intersex-** A general term used for the variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definition of male or female.

**Lesbian-** A woman who is primarily attracted to other women.

**LGBTQ-** Acronym that refers to the lesbian, gay, bisexual, transgender, and queer/questioning community.

**Liking Yourself-** Accepting yourself and coming to terms with those aspects of yourself that you cannot change.

**Maslow's Hierarchy-** A five tier model of human needs – consisting of Psychological needs, Safety needs, Belonginess and Love needs, Esteem needs, and Self-Actualization.



**Media-** Means of communication that influence people widely such as, radio, televisions, newspaper, magazine, and internet.

**Menstrual Cycle-** The monthly hormonal cycle a female's body goes through to prepare for pregnancy.

**Menstruation-** The process of a woman discharging blood and other material from the lining of the uterus.

**Mutual Support-** The act of respecting and assisting one another.

**Nocturnal Emission-** An involuntary ejaculation of semen during sleep.

**Nonbinary-** Individuals who do not identify their gender as man or woman. Other terms to describe this identity include genderqueer, agender, bigender, gender creative, etc.

**Ovulation-** The process in which a mature egg is released from the ovary.

**Pansexual-** Pansexuality is a sexual orientation in which a person can be romantically and sexually attracted to all people, regardless of their gender or sex. The prefix "pan" translates to "all" in Greek.

**Paternity-** The state of being someone's father especially in legal context.

**Pediculosis (Pubic Lice)-** Tiny insects, that look like crabs, that live on the skin and course hairs around the genitals and feed on blood.

**Peer Pressure-** The feeling that you should act a certain way because your friends want you to.

**Pelvic Inflammatory Disease (PID)-** An infection of the female reproductive organs most often occurs when sexually transmitted bacteria spreads to the uterus, fallopian tubes, or ovaries.

**Perpetuate-** To make something continue indefinitely.

**Personal Boundaries-** Setting standards for how people can treat you.

**Perspiration-** The process of sweating; sweat.

**Physiological-** A branch of biology that deals with living organisms and their parts.

**Power Differential-** Situations in which one person is perceived or actually has more authority, agency or knowledge than another person.

**Prefrontal Cortex-** Is the front part of the frontal lobes of the brain. It lies in front of the motor and premotor areas.





**Pregnancy-** A term used to describe the period in which a fetus develops inside a woman's womb.

**Pre-Natal Care-** Checkups women receive from a doctor, nurse, or midwife throughout pregnancy.

**Prescription Barrier Methods-** Devices used to block sperm from entering the uterus.

**Puberty-** The transition into adulthood. The body's hormonal activity increases and begins the series of physical, mental and emotional changes.

**Queer-** An umbrella term sometimes used to refer to the entire LGBT community.

**Refusal Skills-** A process where someone lets another person know that they aren't giving permission to the action.

**Refusal Strategies-** Ways of saying "No."

**Relationships-** Connections between two or more people.

**Reproductive System-** The system of organs involved in producing offspring.

**Resiliency-** The process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands. A number of factors contribute to how well people adapt to adversities, predominant among them (a) the ways in which individuals view and engage with the world, (b) the availability and quality of social resources, and (c) specific coping strategies. Psychological research demonstrates that the resources and skills associated with more positive adaptation (i.e., greater resilience) can be cultivated and practiced.

**Respect-** A feeling of deep admiration for someone or something.

**Responsibilities-** The state or fact of having duty or control over something.

**Selective Abstinence-** Choosing to have certain kinds of sex and not others.

**Self-Actualization-** The psychological process aimed at maximizing the use of a person's abilities and resources. This process may vary from one person to another.

**Self-Awareness-** Conscious knowledge of one's own character, feelings, motives, and desires.

**Self-Concept-** The way a person sees themselves in comparison to others.

**Self-Confidence-** Self-assurance- trust in one's abilities, capacities, and judgment. Because it is typically viewed as a positive attitude, the bolstering of self-confidence is often a mediate or end goal in psychotherapy.



**Self-Empowered-** Taking care of your own life through the decisions you make every day.

**Self-Esteem-** A measure of how much you value, respect and feel confident about yourself. “Liking yourself”.

**Self-Perception-** A person’s view of his or herself or of any of the mental or physical attributes that constitute the self. Such a view may involve genuine self-knowledge or varying degrees of distortion. Also called **self-percept**. See also perceived self; self-concept.

**Self-Talk-** The messages a person gives themselves.

**Self-Worth-** An individual’s evaluation of himself or herself as a valuable, capable human being deserving of respect and consideration. Positive feelings of self-worth tend to be associated with a high degree of self-acceptance and self-esteem.

**Sexual Abuse-** When one is forced, tricked, or confused into touching or looking at parts of the body that would be covered by a swimsuit. It could be sexual mistreatment of another person.

**Sexual Assault-** The term “sexual assault” means any nonconsensual sexual act proscribed by Federal, tribal, or State law, including when the victim lacks capacity to consent.

**Sexual Harassment-** Making unwelcome sexual advances, requests for sexual favors, and other verbal, graphic, written, or physical conduct of a sexual nature where such conduct has the purpose or effect of creating an intimidating, hostile, or offensive educational environment. Sexual harassment can include nonverbal forms (e.g., “sexting,” tweeting, or otherwise sending messages through networking sites and/or telecommunication devices).

**Sexual Violence-** Forcing or manipulating someone into unwanted sexual activity.

**Sexuality-** All aspects of sexual behavior, including gender identity, orientation, attitudes, and activity.

**Sexually Transmitted Infections (STIs)-** An infection transmitted by sexual activity. More than 20 STDs have been identified, including those caused by viruses (e.g., hepatitis B, herpes, HIV) and those caused by bacteria (e.g., chlamydia, gonorrhea, syphilis). STDs are also known as **venereal diseases**, the term used traditionally for syphilis and gonorrhea.

**Spermicide-** A kind of birth control that has chemicals that stop sperm from reaching an egg.

**Stereotype-** A preconceived idea or image of people who belong to a certain group.

**Syphilis-** Bacterial infection spread by sexual contact that starts with painless sores. The infection can remain inactive in the body for years.

**Tact-** A keen sense of what to do or say in order to maintain good relations with others.

**Tolerance-** The ability to overlook differences and accept people for who they are.



**Tone-** The general character or attitude of a place or a piece of writing or situation.

**Toxic Masculinity-** A set of attitudes and ways of behaving associated with or expected of men regarded as having a negative impact on men and society as a whole.

**Transgender-** People whose gender identity differs from the gender they were assigned at birth.

**Trichomoniasis-** A common STI caused by a parasite. Symptoms may include foul smelling discharge, or genital itching or painful urination in women but usually no symptoms in men.

**Two-Spirit-** A third gender found in some Native American cultures that involves birth assigned men or women taking on the identities and roles of the opposite sex.

**Vaginitis-** Inflammation of the vagina that can result in discharge, itching and pain.

**Validation-** Demonstrate or support the truth or value of something.

**Values-** A person's principals or standards of behaviors; one's judgement of what is important in life.



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Leslie Franzblau  
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Flori Huitt

Brenda Kazen  
Michelle Merrick  
Logan Mutz  
Dynah Oviedo  
Kim Luire  
Kathryn Stinely  
Sara Sultan  
Noel Valle

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Cheryl Gerken  
Dr. Ravi Grivois-Shah

Bernadette Gruber  
Stephanie Hamilton  
Adam Ragan

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Andres Cano  
Cindy Coleman  
Deja Foxx  
Bernadette Gruber  
Stephanie Hamilton  
Grace Liatti  
Elisa Medina  
Matt Merrill

Adrianna Moerkerken  
Annabelle Nunez  
Timoteio Padilla  
Shaun Pfund  
Kate Remlow Meyer  
Kathy Shuppert  
Magdalena Verdugo

### Previous Revisions and Updates

Joe Abney  
Lorraine Aguilar  
Dr. Mary Alexander  
Laura Almquist  
Walter Altman  
Linda Arzoumanian  
Toni Ashenbrener  
Dr. Linda Augenstein  
Barbara Benton  
Doug Bowman  
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