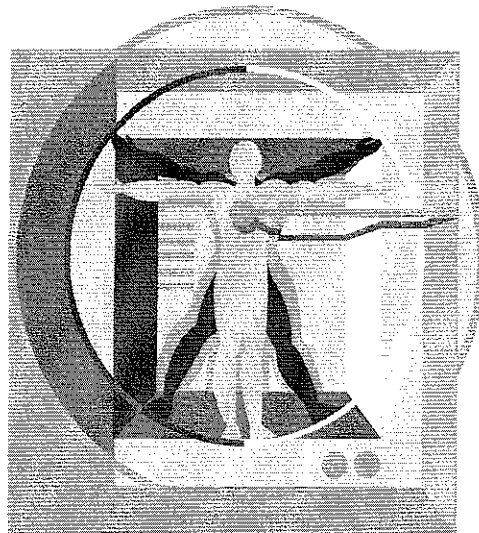


HUMAN GROWTH AND DEVELOPMENT



4TH GRADE

Human Growth and Development Grade Four

The fourth grade parent letter is to be send home with the "growing up" pamphlet.

This is a two-day curriculum on the physical changes which occur during adolescence. It is recommended that after the first day of instruction there are two days given for parents to review the home activity booklet with their children before the second day which includes showing films. Boys see the film "Growing Up: Up Body Male". and girls see "Growing UP: Your Body Female". Discussion following the film is based on student questions.

DAY 1

Boys and Girls together with classroom teacher

Time

30-40 minutes

Materials

1. Poster of classroom rules
2. Work sheet for questions
3. Question box or envelope
4. Boy & Girl booklets
5. Parent Letter

Lesson objective:

To establish guidelines for appropriate behavior and responses, and establish a feeling, tone, or atmosphere of respect during the growth and development unit.

TEACHER SAYS: Today let's talk about changes. Let's think back to the youngest age you can remember. What are changes that have happened since then? (class discussion)

The years between 10 and 14 may be a lot of fun. But physically, they'll probably be among the most puzzling years of your life.

That's because you're turning from a child into a young adult. Changes are taking place, both in your mind and your body.

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Day 1 Page Two
Grade 4

We are having this discussion for these reasons:

1. You will have correct information about the growth and development of your bodies.
2. You will feel more comfortable about changes that will take place or are taking place.
3. You will feel more comfortable asking questions of your parents or doctor.
4. You will understand and appreciate yourself, your families and one another.

ESTABLISH A TONE:

When we talk about body parts we often feel uncomfortable. What are some ways people show nervousness or embarrassment?

(CLASS RESPONSE)

POSSIBLE RESPONSES - giggles, blushing, fidgeting, not looking at teacher, joking, playing with something in desk, "put downs".

(DISPLAY POSTER WITH CLASS RULES)

It is OK to feel embarrassed or uncomfortable, but we need some rules to insure that everyone feels as comfortable as possible during this unit. This is a personal and private subject. It is natural and normal to be a little uncomfortable or anxious.

TEACHER DIRECTIONS:

Help students develop ground rules. Feel free to add to their list. The following ideas should be included, but may be in the students wording:

1. "No put-downs." (Giggling or joking) [option of leaving room until in control]
2. "Protect people's privacy" (i.e., questions about friends and family members should NOT include names or identities. Use "Someone I know..." This is not a time to discuss personal problems.)
3. "Respect feelings and beliefs of yourself and others."

During the following two days we will be discussing and seeing some films about changes in our bodies. You will have opportunities to ask questions about what is happening to you.

Questions and Discussion: (Teacher Background Information)

Have the students write their questions on a sheet of paper to be handed in, "whole class discussions" are not necessary. The teacher can edit the questions if needed.

Students may use incorrect or slang terms in their questions. Sometimes, the individual is testing you. ("Will she be shocked if I ask what's really on my mind?" "Does he know the meaning of slang terms?") Sometimes, the student doesn't know the standard or medical term. In either case, use the **MATTER-OF-FACT, NON-JUDGMENTAL** medical term. It will diffuse the need for the students to test the teacher, and it will offer important information. Again, responding only to written questions will ease this problem.

ACTIVITY:

EXPLAIN:

1. Hand out blank question sheets
2. The students need to return the question sheets to the question box before the next health lesson begins.
3. While students do not have to write questions, they are encouraged to write at least one.
4. The students should indicate on the question sheet if they wish an appointment with the nurse for a private answer to their question.
5. The student's name should not have to be on the paper.

Conclusion:

Encourage students to discuss this lesson with their families. Explain that in two days the class will see films about body changes. On the day of the film, they will divide into two groups (boys -girls).

Home Activity:

Send booklet, fourth grade parent letter, and question sheet home in an envelope as homework. The signed envelope should be returned. (Teachers, please use your discretion regarding returning of signed envelope.)

Parent Note: Please read and discuss this booklet with your child imparting your own personal, moral, and religious beliefs. We will be discussing the growth changes involved in puberty, female and male reproductive systems and an introduction to the physiology of these systems.

Human Growth and Development
Day 2 Page One
Grade 4

DAY TWO - 4th Grade

Boys/Girls separately (film presentations)

Time: 30 - 40 minutes

Materials:

Films: Growing Up - Your Body: Male
Growing Up - Your Body: Female

Overhead transparencies
Vocabulary lists: student and teacher
Rules posted
Question box and papers

Lesson Objective:

The student will be introduced to the medical terms, locations, and functions of the major structures in and near the male and female reproductive systems.

Students will view films/videos dealing with female and male physical changes that occur during puberty. Pass out paper.

Discuss the purpose of this lesson:

TEACHER SAYS: "We are doing today's lesson so that you will understand your bodies better and feel more confident asking questions and/or discussing bodies with your parents and doctors during this time of rapid growth and body changes. We have separated the girls and boys so that you might be more comfortable with this lesson.

Review rules from the day before. Teacher will read and answer questions previously written by students.

TEACHER SAYS: As we are discussing and watching the film please write any questions on paper. After the film we will collect and answer the questions.

Display overhead transparency to appropriate gender.
i.e. girls see female, boys see male.

Locate and name the anatomical parts.

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Human Growth and Development
Day 2 Page Two
Grade 4

Boys/Girls separately

Activity:

Show the appropriate film : Growing Up - Your Body: Male
or Growing Up - Your Body: Female by Disney

TEACHER SAYS: "What can you do if you want more information or your question has not been answered? For example, suppose you have a friend who has started puberty and you haven't. You're pretty sure there's nothing wrong, but you can't help worrying. Where could you turn for help?"

Ask the students to suggest where they could go to seek reliable help about this or related problems. Emphasize that a friend may give information, however, it may not be accurate. An older, trusted adult would be a better source of information.

family members

school nurse

counselor

teacher

doctor

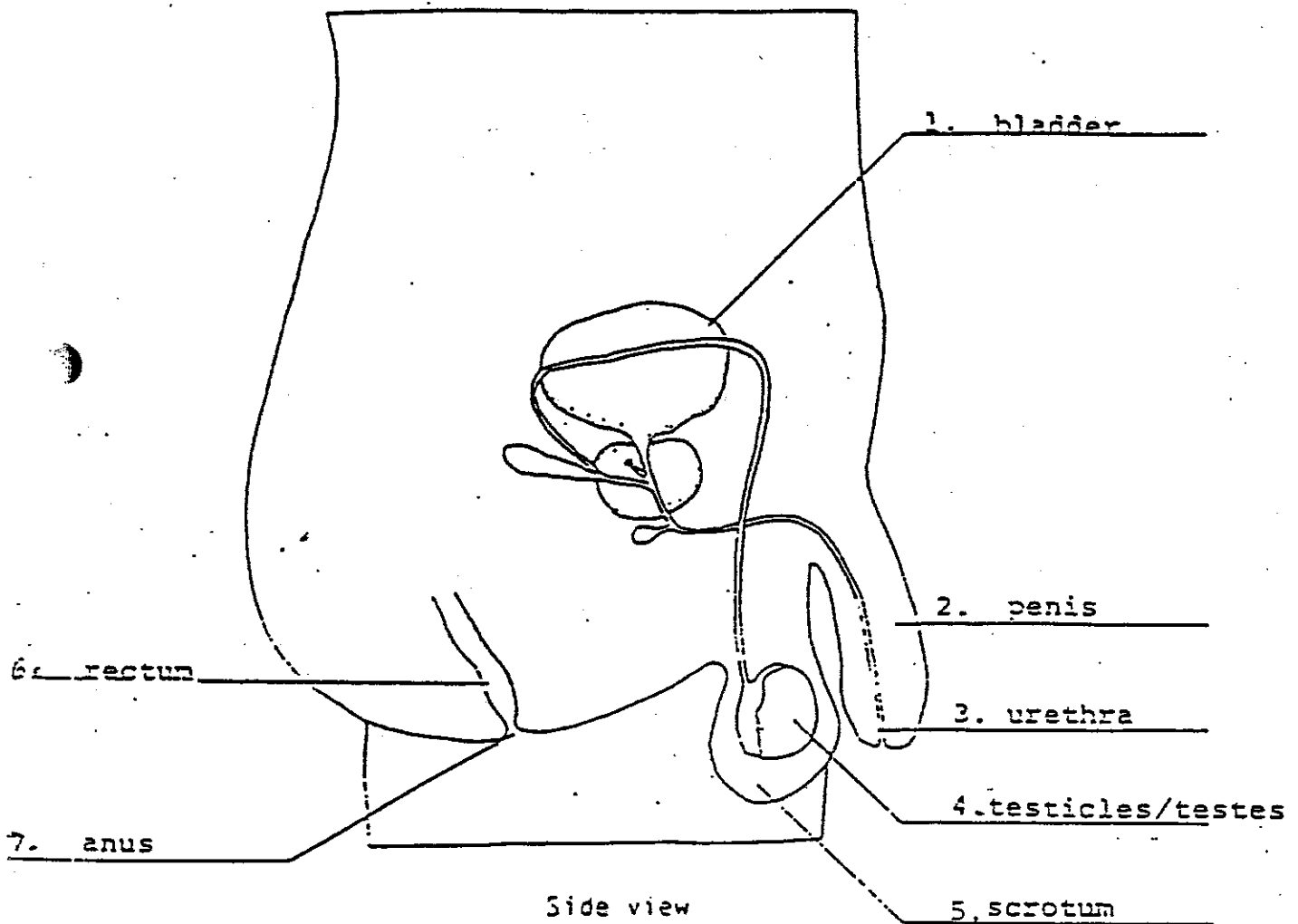
principal

your place of worship

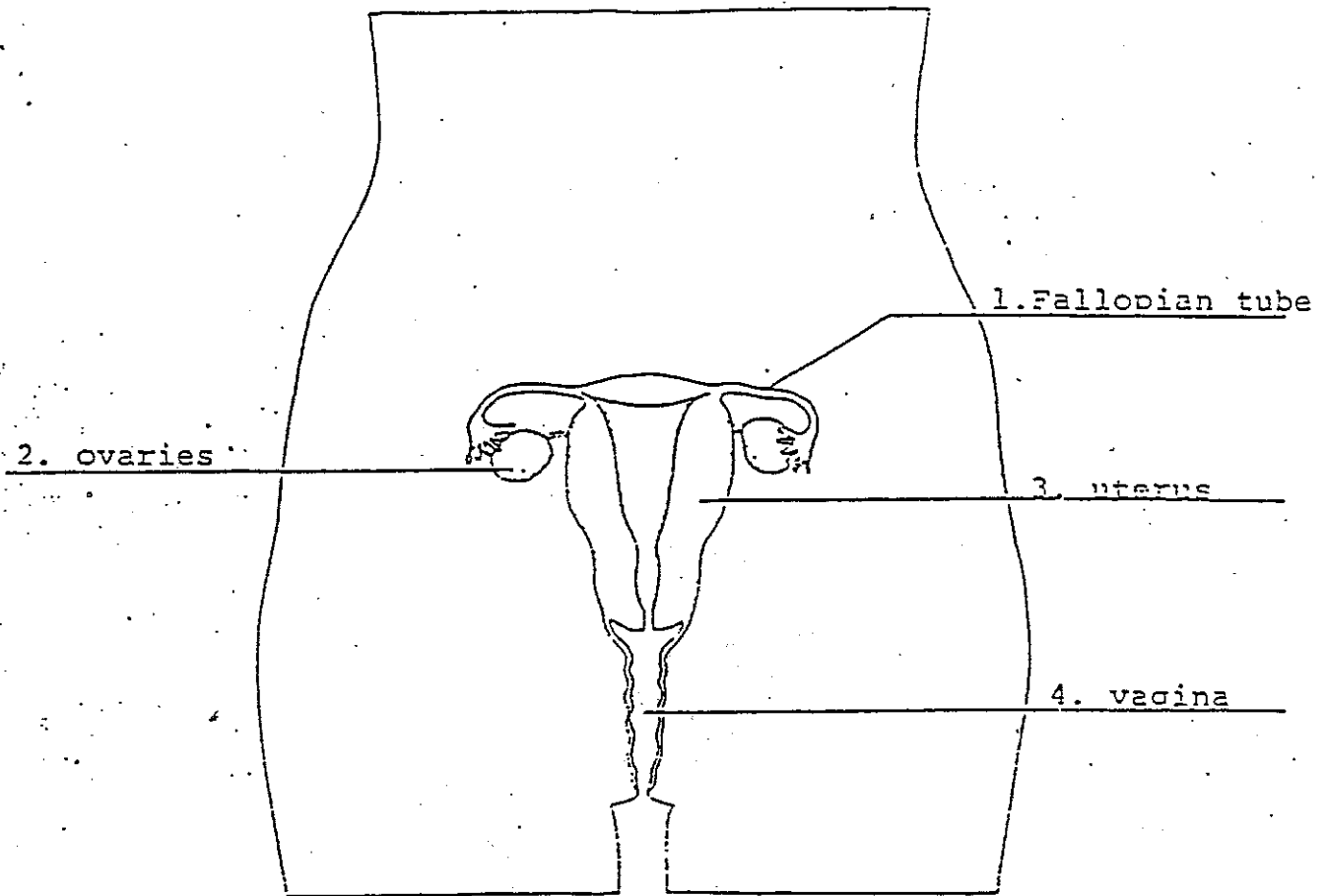
Write the student's ideas on the board. Evaluate their suggestions. Remind the students that you want accurate information.

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MALE REPRODUCTIVE SYSTEM



FEMALE REPRODUCTIVE SYSTEM



Front view

TEACHERS COPY

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POSSIBLE QUESTIONS AND ANSWERS FOR TEACHER REFERENCE

1. What do I do if I am at school and begin my period?

Tell a teacher, school nurse or secretary. They will help you get a pad and/or call your parent.

2. Does it hurt to have your period?

Some girls experience discomfort or cramps. Taking care of your body every day with exercise, proper diet and adequate sleep should decrease discomfort.

3. How come boys don't have periods?

*Boys' bodies are different than girls'.
The organs and hormones are different.*

4. What is AIDS?

*Acquired Immune Deficiency Syndrome. A blood disease contracted in different ways.
(From body fluid contact)*

QUESTIONS NOT TO BE ANSWERED

****ANSWER TO QUESTIONS BELOW:**

"THIS IS A GOOD QUESTION TO ASK YOUR PARENTS, SCHOOL NURSE OR DOCTOR"

1. How are babies made?
2. What is sex or intercourse?-Why do people have intercourse?
3. What is V.D. or sexually transmitted disease?
4. How do you get pregnant?
5. Pornography related questions.
6. Homosexual related questions.
7. Birth control and abortion related questions.