

5TH GRADE MATURATION

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INTRODUCTION/GOALS, ESSENTIAL QUESTIONS AND OBJECTIVES

Introduction/Goals:

Health Education is an essential part of the elementary curriculum. Health Education provides students with functional knowledge on their bodies, physical activity, nutrition, social health and mental/emotional health while empowering them with skills such as decision making, self-management and advocacy.

Maturation is a time during adolescence where students need to be provided with a comprehensive health education curriculum which educates them about the changes which occur to their bodies physically, as well as ease their worries about the mental/emotional/and social changes which are also occurring.

The following curriculum has been created, closely adhering to the NYS Health Education Standards and Guidance Document, and also modeled partially after the NYC DOE HIV Curriculum to provide age-appropriate puberty and HIV education.

Essential Questions:

- 1) How does the onset of puberty affect my body and emotions?
- 2) How can I manage the changes that occur in my body during puberty effectively?
- 3) How can I make good decisions to protect my health both now and in the future during puberty?

Objectives:

Students will be able to:

- 1) Identify changes that occur in both the male and female body.
- 2) Explore similarities in the emotional and social changes which occur in both male and females during maturation.
- 3) Describe how the immune system works.
- 4) Explain how HIV affects the immune system.
- 5) Articulate the difference between HIV and AIDS.
- 6) Identify risk behaviors and their consequences (positive and negative).
- 7) Identify ways to support a friend's positive health behaviors.
- 8) Role model how to refuse negative risk scenarios.

COURSE OUTLINE OVERVIEW
FOR SEPARATE MALE AND FEMALE SESSIONS AND THE COMBINED SESSION

Separate Male and Female Session:

- 1) Introduction/Welcome/Icebreaker-10 minutes.
- 2) Who Am I? Mini lesson on self-acceptance/self-esteem-10 minutes.
- 3) Who Am I Activity-15 minutes.
- 4) Intro to Puberty-What is Puberty? K/W/L worksheet-15 minutes.
- 5) Puberty Video-20 minutes.
- 6) Puberty Lesson-What changes, hormones, maintenance, hygiene-30 minutes.
- 7) Puberty Worksheet-10 minutes.
- 8) Review of worksheet/last questions-10 minutes.
- 9) Students complete the learned part of K-W-L chart and share answers-10 minutes.

Combined Session:

- 1) Recap-Male/Female Puberty-10 minutes (focus on changes that occur for both male/females, safe people in school to speak with for help, hygiene).
- 2) What is HIV? Define HIV/AIDS, modes of transmission-40 minutes.
- 3) HIV Fact Sheet Review-In Groups-15 minutes.
- 4) Risk Taking Discussion-15 minutes.
- 5) Risk Taking Activity and Review-30 minutes.
- 6) HIV Individual Assessment-15 minutes.
- 7) Review of Answers/Closure-15 minutes.

IN-DEPTH LESSON SEQUENCE FOR SEPARATE MALE AND FEMALE SESSIONS

Introduction:

- 1) Introduction of teachers, establishing norms for the day.
- 2) Introduction and playing of skittle game. Each student will be partnered up and given a handful of skittles. For each color the students have, they have to respond to the following prompts...for every red say something that makes you happy, for every purple something that makes you sad, for every yellow something you are proud of, for every orange something you would like to accomplish, for every blue something you like about yourself and for every green something you are excited for. This activity is created to help students identify and express emotions while building a level of comfortability.
- 3) Who Am I? Mini lesson: Students will be asked to define self-esteem (self-esteem is a collection of beliefs or feelings we have about ourselves, it is how we define ourselves which influences our motivations, attitudes, and behaviors).
 - a. After the working definition is created, students will brainstorm ways to increase their self esteem (take care of their bodies, identify and express emotions, surround yourself with positive people and friends, do things you like to do).
 - b. Self-Acceptance is a big key to building positive self-esteem. We must accept and appreciate who we are in order to feel good about ourselves.
 - c. Before we begin learning about the changes that can occur in our bodies, it is first important to feel good about our bodies and who we are. Expressing who we are and being comfortable with who we are is an especially important step. It is also important to be accepting and kind to others when they have changes going on in their body.
 - d. Students will be given a star cut-out. The star cut out is reflective of the five components of health; physical, mental, social, emotional, and spiritual that will be taught in health during their high school years. For now the students will use the star to identify their strengths and positive values. Students will be asked to create a “visual representation” of who they are and what makes them unique. Students will be asked to identify three adjectives to describe themselves: three of their strengths and three of their favorite things. The students will decorate the star as they see fit (15 minutes). Students will be encouraged to share their work with others.
- 4) Next, students will be given a K-W-L worksheet. They will complete the K and W, expressing what they already know (K) and what they want to know (W) about puberty. Students will be encouraged to share answers and create a working definition of puberty (the period when your body begins to grow and change to a man or woman). Students will be asked to brainstorm everything they know about puberty; answers will be recorded.
- 5) Students will watch the video (“Always Changing and Growing Up”), and then students will review key points after video as seen in chart below:
 - a. Puberty is a series of changes that your body goes through as you grow up. It happens to everyone.

<p style="text-align: center;"><u>Male Functional Knowledge</u></p>	<p style="text-align: center;"><u>Female Functional Knowledge</u></p>
<p>In boys, the first puberty change is the enlargement of the scrotum and testes. At this point, the penis does not enlarge.</p> <p>As the testes and scrotum continue to grow, the penis grows.</p> <p>The first growth of pubic hair produces long, soft hair that is only in a small area around the genitals.</p> <p>Body size will increase. Sometimes the feet, arms, legs and hands may grow faster than the rest of the body. This may cause a teen to feel clumsy.</p> <p>Some boys may get some swelling in the breast area. This is a result of the hormonal changes that are happening. This is common among teenage boys and is often a short-term or temporary condition.</p> <p>Voice changes may happen, as the voice gets deeper. Sometimes the voice may "crack" during this time. This is a temporary condition and will improve over time.</p> <p>As the puberty hormones increase, teens may have an increase in oily skin and sweating. This is a normal part of growing. It's important to wash daily, including the face. Acne may develop.</p> <p>As the penis enlarges, the teen boy may begin to have erections. This is when the penis becomes hard and erect because it is filled with blood. This is due to hormonal changes and may happen when the boy feels a romantic feeling or it may happen for no reason at all. This is normal.</p>	<p>Girls get taller, breasts enlarge, body hair, body odor, oily skin, pimples, body order, mood changes, onset of period.</p> <p>Pituitary gland sends a message to ovaries to create estrogen which is created to help menstruation.</p> <p>Hair under arm, in private areas, and thicker hair on legs.</p> <p>Endocrine glands create perspiration.</p> <p>Hygiene: Deodorant with antiperspirant, daily showering; acne is common during puberty, wash face twice a day with gentle cleanser and use moisturizer; wash hair everyday or every other day and brushing teeth helps keep teeth clean and prevents cavities.</p> <p>Breast development occurs. Bras help support growing breasts.</p> <p>There is a way to know for sure when you will get your first period. Everybody is on their own schedule. Usually occurs about two years after your breasts begin to develop or when you begin getting pubic hair.</p> <p>Vaginal discharge may be indicative that the first period will begin. A normal period comes about every 28 days.</p> <p>The first year of a female's cycle may vary.</p> <p>Each month your body produces hormones which causes an egg to mature and ripen. At the same time, the lining of the uterus (the endometrium) matures and ripens. When the egg is mature, the ovary releases an egg into the fallopian tube. If the egg is fertilized by a sperm cell in the fallopian tubes, the fertilized egg will then travel through the fallopian tube and attach itself to the endometrium. If the egg is not fertilized (which it usually is not), the egg will travel through the uterus and the endometrium lining will shed through the vagina causing the female to get</p>

<p>During puberty, a boy's body also begins making sperm. Semen, which is made up of sperm and other body fluids, may be released during an erection. This is called ejaculation. Sometimes this may happen while the teen is sleeping. This is called a wet dream (nocturnal emission). This is a normal part of puberty.</p> <p>There are personal hygiene habits adolescents need to practice daily, such as bathing with soap and water, using deodorant and/or antiperspirant, and washing face and hair more often to remove excess oil. Emphasize the importance of a healthy diet, physical activity, and sleep to maintain health.</p>	<p>their period. When the blood and tissue is shed, it is called menstruation or a period.</p> <p>Most females get their period between 10-16 years old.</p> <p>Using period protection such as pads and pantliners can help keep you clean and fresh during menstruation.</p> <p>Period cramps occur when the uterus contracts and squeezes during menstruation. Some girls get them, some do not. Light exercise, heating pads or a hot bath can help symptoms.</p> <p>PMS is a medical term used to describe symptoms a female may have before their period. Mood swings and breast tenderness are common symptoms of PMS.</p> <p>Eating properly, exercising, and getting plenty of rest can help your body stay strong and healthy during puberty.</p>
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- 6) After review of the video, have students complete 'Puberty, What Do You Know Worksheet'. Answers will be reviewed and there will be time for additional questions. Finally, students will summarize key concepts they learned during the session by completing the "learned" section of the K-W-L chart they began earlier.
- 7) Conclusion and Break

IN-DEPTH LESSON SEQUENCE FOR COMBINED SESSION

- 1) Welcome: teachers will introduce themselves and will review norms which were established by the male and female groups to keep the room a safe place for all participating.
- 2) Review of key concepts talked about in male and female section. Emphasis will be on similarities and how everyone is growing and changing. It will be explained that while our bodies are changing differently, we all have similar emotional and social changes going on.
- 3) Students will be asked to identify similarities that occur in both male and female maturation. Answers could include mood swings, sensitivity, self-consciousness, confusion, etc. While we all experience these changes, it is important to manage these changes effectively.
- 4) People in the building or potential people in their home-lives will be identified as safe people to turn to discuss these changes.
- 5) "I-Messages" will be introduced as a healthy way to express feelings they may have or sort out conflicts with others. "I feel ___ when you ___." Students will be asked to create an I message and share with a partner.
- 6) Students will break into groups of 4 or 5, coed, and complete the "maturation word match." The word match emphasizes key terms learned in both the male and female break out sections. Students will help one another correctly match key terms and answers will be reviewed, promoting comfortability with talking about maturation changes with the opposite sex.
- 7) Next, the importance of learning about how to keep our bodies safe during changing times will be introduced.
 - a. Students will be asked how their body works to keep germs out. Explain that skin is one of the body's most important means of protection. Eyelashes keep dust out of eyes. Tears cleanse eyes. Dirt and germs are caught and swept out of the body by cilia (tiny hair like structures): mucus in the nose and wax in the ears. The body expects that some germs will enter the body. So, inside the body there is more protection against germs: the organs and cells of the immune system.
 - b. Review the functions on the immune system and discuss the following terms:
 - i. Antigen
 - ii. Antibodies
 - iii. Immunity
 - iv. Vaccines
 - c. Students will be asked: "What would happen if the body's immune system could not work properly?" (the body would not have defense against antigens who invade it).
 - d. Write out HIV: Human Immunodeficiency Virus" and explain that HIV and AIDS are related but different, and that you will discuss what the terms stand for, how they are related and how they are different.
 - i. What is HIV? HIV stands for Human Immunodeficiency Virus. The best way to understand this is to take one word at a time.
 1. Human refers to people. HIV can infect humans but not animals.
 2. Immune is defined as protected and invulnerable. Things that are immune cannot be hurt or defeated. Our bodies have an immune system, and it is the job of the immune system to protect us from diseases like colds, the flu and others. Sometimes, even though our immune system works we may still get sick, but our immune systems continue to fight and we get better. The immune system works by

creating antibodies to fight the source of the disease that is in us. The immune system is what keeps us from getting sick all the time.

3. Deficiency means a shortage or not enough of something. For example, people eat nutritious foods everyday to prevent vitamin deficiency (or lack of vitamins in their body). When we talk about HIV, we put the two words immune and deficiency together. If someone is immune deficient, it means they are not able to fight germs and diseases the way the body is supposed to. When this happens, the body is vulnerable to various germs and diseases, some of them very serious, and the person gets sick from diseases that a person with a healthy immune system would not get.
 4. A virus is a microscopic organism which can make someone sick. So HIV is a virus, which can only spread to humans, which weakens the immune system, and can cause AIDS.
- ii. AIDS stands for acquired immune deficiency syndrome. AIDS is “acquired” because a person can only get it from another person who has HIV. The underlying infection, HIV, weakens the body’s ability to protect itself from diseases (immune deficiency). AIDS is a syndrome (group of related symptoms), that is defined by a specific list of symptoms, in addition to the presence of the HIV infection. This list of symptoms is compiled and reviewed regularly by the U.S. Department of Health and Human Services’ Centers for Disease Control and Prevention. The same list of symptoms is used all over the U.S. to define cases of AIDS. In order to have AIDS, the immune system of an HIV positive person has been damaged to the point where there are fewer than 200 T-cells per millimeter of blood or the person has an opportunistic infection. An infection that would normally not harm a person takes advantage of the compromised immune system of an HIV infected person, sometimes making the person very sick.
 - iii. Say, “You have heard many things about HIV. How do you think HIV gets transmitted from one person to another?” List students’ answers on the board/newsprint.
 1. Explain modes of transmission. For example, exposure to HIV-infected fluids can occur through: Sexual intercourse with an HIV-positive person. Abstinence from sexual intercourse is the safest and only 100 percent effective way to prevent the sexual transmission of HIV.
 2. (a) Needle-sharing for drugs, steroids, vitamins or prescription medications; sharing of other drug equipment; or sharing of other sharp objects that could be infected, such as razors, pins, and scissors.
(b) Pregnancy, childbirth, breastfeeding. In the U.S., transmission of HIV from a woman to her infant has been dramatically reduced by testing women during their pregnancy and giving antiretroviral therapy or medicines (ART) to HIV-positive women during pregnancy and delivery. ART is also given to the infants of HIV-positive mothers in the first weeks of life. It is recommended that the infants of HIV-positive mothers be given formula because HIV can be transmitted through breast milk.
(c) Blood transfusions with HIV-infected blood. The U.S. blood supply has been routinely tested for HIV antibodies since 1985, and donors are screened for potential risk behaviors. This mode of transmission is highly unlikely, though not impossible.

- iv. Divide students into small groups. Distribute the Handout “HIV and AIDS – Fact Sheet.” Have students break into groups and begin reading the facts aloud, then instruct the groups to determine which entries on the board/newsprint are inaccurate.
8. Reconvene the full class. Ask a representative from each group to share his or her group’s findings. Revise the list on the board/newsprint and add to it any additional facts learned from the activity sheet. Emphasize that abstinence from drug use and other risk behaviors is a sure way to prevent HIV infection.
9. Ask students to define the terms ‘risk’ - positive risk and negative risk. (Positive risk can result in a beneficial consequence that can improve someone’s life and help a person to grow. Negative risk can result in a harmful consequence that can impair or endanger someone’s life.)
 - a. Brainstorm reasons people take positive and negative risks (experimentation, adventure, peer pressure, triumph over fear or nervousness, curiosity, to get attention, to gain someone’s approval, to prove something, to feel grown-up, to act on a dare, etc.).
 - b. Have students identify risks for HIV infection. Possible answers may include:
 - i. Sexual intercourse with an infected person.
 - ii. Sharing of infected needles or syringes or other injection drug equipment with an infected person.
 - iii. Receiving a blood transfusion from an infected person.
 - iv. Being born to or breastfed by an infected mother. (In the U.S., the transmission of HIV from mother to baby has been dramatically reduced using antiretroviral medications and emphasis on not breastfeeding. Antiretroviral medications are given to the woman during pregnancy and delivery and given to the child in the first weeks of life.)
 - c. Explain that certain risks are not worth taking and using refusal skills can help a person diffuse a negative situation and avoid unhealthy situations.
10. Distribute the Activity Sheet “Risks.” Students will break into groups and identify if the risk presented is positive or negative. Students will also be asked to identify long-term and short-term consequences or the risks presented.
11. When class reconvenes to full group, the risks will be shared out by a presenter, and class will identify possible refusal skills which could be used to avoid the negative risks discussed.
12. For closure, students will complete HIV/AIDS Myth or Fact sheet. Answers will be reviewed as class.

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GLOSSARY OF TERMS

Puberty	Series of changes your body goes through as you grow up
Self-Esteem	collection of beliefs or feelings we have about ourselves, this is how we define ourselves which influences our motivations, attitudes, and behaviors
Endocrine glands	Produces sweat, throughout puberty these glands may become more active causing body odor
Hygiene	The practice of taking care of your body though daily cleaning, use of antiperspirant, hair cleaning, and wearing clean clothes
Testicles	Part of the male reproductive system which holds sperm
Endometrium	Part of the female reproductive system, which is created to hold a fertilized egg, and sheds during menstruation
PMS	A series of mood and hormonal changes which can occur before a female receives her menstrual cycle
Ovaries	Part of the female reproductive system which hold the eggs

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APPENDIX: WHO AM I WORKSHEET



APPENDIX: MATURATION K – W - L

WHAT I KNOW	WHAT I WANT TO LEARN	WHAT I HAVE LEARNED

APPENDIX: HIV & AIDS – FACT SHEET

1. AIDS is caused by a virus called HIV.
2. HIV weakens the immune system.
3. A person can look and feel healthy but still be infected with HIV.
4. HIV is not transmitted in the air.
5. HIV is not transmitted by sneezing.
6. Anyone who shares needles, syringes or other drug equipment with an infected person can get the virus, even if the infected person looks and feels healthy. Needle and syringe sharing is risky whether used for drugs, steroids, hormones, or tattoos. Taking drugs is dangerous for many reasons and the risk of getting HIV is just one.
7. HIV can be transmitted through exchange of blood. Since blood supplies are now tested for HIV and anyone with risk for HIV is discouraged from donating blood, blood transfusion is highly unlikely to transmit infection, though not impossible. HIV can be passed from an HIV-positive woman to her baby during pregnancy, childbirth or through breastfeeding. However, in the U.S., transmission of HIV from mother to baby has been dramatically reduced with the use of antiretroviral therapy during pregnancy, childbirth, and in the first weeks of the newborn's life and through avoidance of breastfeeding
8. There is no cure for HIV, but there are many treatments for HIV infection and HIV-related illnesses.
9. Abstaining from the use of alcohol and other drugs will help a person avoid risk behaviors.
10. HIV is a transmissible virus. HIV can affect all people who engage in risk behaviors, regardless of their race, ethnicity, color, gender, age, sexual orientation or economic status.
11. Many forms of affection—hugging, touching, etc.—carry no risk of transmitting HIV from one person to another.
12. There is no vaccine that effectively prevents infection with HIV.

APPENDIX: HIV & AIDS REVIEW

HIV/AIDS Questions/Statements

1. The virus that may lead to AIDS is called: a) HIV b) HVI c) IHV
2. **True or False:** HIV attacks the immune system and affects every system in the body.
3. The role of the immune system is _____

4. **True or False:** You can get HIV if you hug someone who has the disease.
5. **True or False:** A pregnant woman who has HIV may pass the virus to her child during pregnancy or childbirth if she doesn't get the proper treatment.
6. **True or False:** All people who use drugs have HIV.
7. **True or False:** A person can be infected with HIV for many years without knowing it.
8. Why is a person who abuses alcohol or other drugs at a greater risk for getting HIV?

9. Define the word "epidemic."

10. **True or False:** A person can get immunized against HIV.
11. **True or False:** Donated blood is tested for HIV antibodies.
12. **True or False:** You can get HIV from sitting on a bus next to someone who has AIDS.
13. **True or False:** HIV is a disease found only in the United States.

APPENDIX: POSITIVE & NEGATIVE RISK WORKSHEET

IDENTIFY WHETHER THE FOLLOWING RISKS ARE POSITIVE RISKS OR NEGATIVE RISKS, AND WHAT THEIR SHORT-TERM AND LONG-TERM CONSEQUENCES COULD BE.

1. Jackson skips school at least one day a week and hangs out with friends.
2. Two of Julia's friends vape and they offer it to her, but she decides not to start smoking.
3. Nina sees an ad in the newspaper for a volunteer for an animal shelter. She has never gone to that part of town before, but decides to ask a parent/ guardian for permission to go there and applies for the volunteer job.
4. Christopher's friend, Theresa, is HIV-positive. Christopher's other friends say they will not hang out with him if he continues to be friends with Theresa. Christopher decides to continue the friendship with Theresa and tells his other friends that they have no right to demand he stop seeing his friend.

NYS HEALTH EDUCATION BENCHMARKS MET (AS APPROPRIATE FOR GRADE 5)

HIV Functional Knowledge Elementary

1. HIV.E.1 HIV/AIDS is a disease that is causing some adults to get very sick, but it does not commonly affect children.
2. HIV.E.2 HIV is the virus that causes AIDS (Acquired Immune Deficiency Syndrome).
3. HIV.E.3 Individuals cannot get HIV/AIDS by being near or touching someone who has it.
4. HIV.E.4 Some viruses cause disease and can be transmitted from an infected individual to an uninfected individual through various means.
5. HIV.E.5 HIV/AIDS is caused by a virus that weakens the ability of infected individuals to fight off disease.
6. HIV.E.6 Scientists are working hard to find a way to stop individuals from getting HIV/AIDS and to cure those who have it

Sexual Risk Functional Knowledge Elementary Level:

SR.E.1 Some viruses cause disease and can be transmitted from an infected individual to an uninfected individual through various means.

Family Life/Sexual Health Knowledge Elementary Level:

1. FLS.E.1 The family is the basic unit of society with varying types and styles of function and structure.
2. FLS.E.2 Family members have various roles, responsibilities, and individual needs.
3. FLS.E.3 Individuals have a right to privacy and an obligation to respect the privacy of others.
4. FLS.E.4 An individual's culture, tradition and environment influence relationships and personal development.
5. FLS.E.5 As individuals grow, their appearance, interests, and abilities change.
6. FLS.E.6 Individuals appreciate and accept personal growth and developmental patterns.
7. FLS.E.7 Individuals are unique and special and deserve to be treated with respect.
8. FLS.E.8 The average age of the onset of puberty is between the ages of eight and fourteen in females and nine and fifteen in males with females generally experiencing physical growth characteristics of puberty two years before males.
9. FLS.E.9 Hormones influence growth and development, feelings and behavior.
10. FLS.E.10 Individuals pursue their interests regardless of their gender or gender stereotypes.
11. FLS.E.11 Although males and females are alike and different in many ways, each individual has unique physical, psychological, and emotional needs.

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