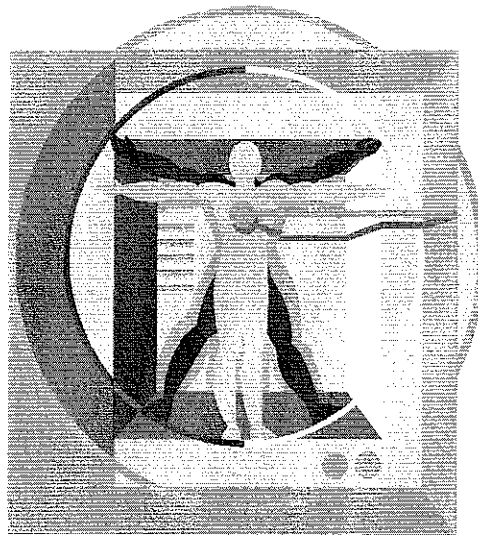


# **HUMAN GROWTH AND DEVELOPMENT**



## **5TH GRADE**

# Human Growth and Development

## Grade Five

### Unit Overview

#### Lesson One, approx. 20-30 minutes

- Establish guidelines for appropriate behavior

#### Lesson Two, approx. 50-60 minutes

- View films/videos on male and female physical changes and reproductive systems, boys and girls together
- Teacher may respond to written student questions

#### Lesson Three, approx. 40-50 minutes

- Boys and girls separated
- Read from booklet:  
    "A Time of Changes"
- Discussion based on student questions
- Send booklets home

## HUMAN GROWTH AND DEVELOPMENT

DAY 1 - 5th Grade

Time:

20-30 minutes

Materials:

paper for questions  
question box or envelope

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.

Background Information for the Teacher:

Questions vs Discussion:

By having the students write their questions on a sheet of paper to be handed in, "whole class discussions" are not necessary. The teacher need only respond to written questions collected from students, and 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, the teacher should 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.

Procedure for Questions:

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

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LESSON INTRODUCTION:

TEACHER SAYS: "Today we are beginning a unit on human growth and development. Everyone here either has begun or will soon begin to physically develop into an adult. This unit will help you understand the changes that are involved. We are doing this unit so that you will have correct information about things like bodies and growth; so that you will feel comfortable about changes that will take place or are taking place; so that you will feel more comfortable asking questions of your parents or doctors; so that you will understand and appreciate yourself, your families and one another; and finally so that you will be better able to protect yourself from sexual abuse."

ESTABLISH A TONE FOR APPROPRIATE BEHAVIOR:

1. TEACHER SAYS: "Most of you studied this information on human growth and development last year in fourth grade, so you already know how to discuss this information. You already know that in discussions about human growth and development we may feel a little uncomfortable and we certainly don't allow put-downs of each other."

"But I am going to read a case study that will help us with some of the things we need to remember. A case study is like a short story about a specific situation and I want your reactions to this particular one."

2. TEACHER READS CASE STUDY ALOUD: "The class was beginning a unit on growth and development in health that day. They came in from recess and Mr. Clark asked everyone to calm down and get ready to work. But everybody was a little nervous and excited, and it took a longer than usual for the class to settle down. When it was quiet, Mr. Clark asked whether anyone knew what kinds of things they would be studying in this next unit called Growth and Development. Marco raised his hand and asked, 'What about the reproductive system?' A few people giggled. Then Shawna raised her hand. She asked whether the class would learn about menstrual periods. The class giggled again."

3. THE TEACHER LEADS THE CLASS IN A DISCUSSION OF THE CASE STUDY: Suggested questions:

1. Why do you think some people laughed?
2. How did Shawna and Marco feel when they asked questions?
3. Do you think other students will feel comfortable asking questions?
4. How could the problem have been avoided in the first place?
5. Do you think this kind of thing could happen in our class?

4. TEACHER SAYS: "What kind of rules should we have to insure that everyone feels as comfortable as possible during this unit?"

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. This is a personal and private subject. It is natural and normal to be a little uncomfortable or anxious.
2. No put-downs.
3. 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.)
4. It's OK NOT to ask questions.
5. Be considerate of other people's feelings.
6. It's OK NOT to share personal beliefs.

CONCLUSION:

Encourage students to discuss this lesson with their families. Explain that tomorrow the class will see films about human growth and development. The following day they will divide into two groups (boys - girls). They will be receiving booklets to take home.

## HUMAN GROWTH AND DEVELOPMENT

DAY - 2 - 5th Grade

### Time:

50-60 Minutes

### Materials:

Films/Videos: "New Improved Me"

paper to write student questions on  
selected questions to answer from previous day  
rules from previous day

### Student Learning Objective:

Recognize the medical terms, locations, and functions of the major structures in and near the male and female reproductive systems.

### LESSON INTRODUCTION:

1. Teacher reviews rules from the day before.
2. Questions from the previous day should also be collected. The teacher may want to categorize the questions for future use. Teachers can add questions of their own to help clarify issues that may be confusing to the students.
3. TEACHER SAYS: "Today we will be watching films. The first, 'New Improved Me' for girls deals with the physical changes that take place in a girl's body as she goes through puberty. I have given each of you a sheet of paper so that you can write down any questions that you may have during the film."

### FILM VIEWING AND QUESTIONS:

1. Show "New Improved Me."
2. TEACHER SAYS: "While I'm changing films, please write down any questions you may have about the first film."
3. TEACHER SAYS: "Our next film is 'New Improved Me' for boys. This film is about the physical changes that take place in a boy's body during puberty."
4. Show "New Improved Me" for boys.

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Day 2 - page 2

5. TEACHER SAYS: "Please take a few minutes now to write down one or two questions you have about the films you saw today. Everyone is encouraged to write down at least one question."

The teacher should collect the questions.

6. The teacher may read and answer 2-3 pre-selected questions that students have written. The teacher may wish to select questions he/she is most comfortable with.

Sample questions the teacher may want to ask:

Q. If a 12 year old hasn't started changing physically should he/she see a doctor?

A. No. Each person grows and develops at his/her own rate. If you are concerned about your own growth and development, talk to your parents.

Q. When should a boy/girl start using deodorant?

A. When physical changes start taking place.

## HUMAN GROWTH AND DEVELOPMENT

DAY 3 - 5th Grade Boys

Time:

40 - 50 minutes

Materials:

"A Time of Changes" booklet

Student Learning Objective:

Develop an understanding of the medical terms, locations, and functions of the major structures in and near the male and female reproductive systems.

LESSON INTRODUCTION:

TEACHER SAYS: "We are doing today's lesson so that people will understand their own bodies better and feel more confident asking questions and discussing bodies with their 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. The information we will cover is the same for both the boys and the girls."

LOCATE, NAME, AND DESCRIBE THE PARTS AND FUNCTIONS OF THE REPRODUCTIVE SYSTEM:

TEACHER SAYS: "We have books for you to take home today named "A Time of Changes." Let's take a look at the book. As you can see it has the same material we saw in the films yesterday.

"The first two pages talk about changes you will experience as you go through puberty. Read these pages with me. . . .  
Now please follow along as I read from page 3 about male puberty. . .



Male Reproductive System:

TEACHER SAYS: "On page 4 is a diagram of the male reproductive system. It is important to know the correct names of the body parts as well as their functions and locations.

"This is a side view of the male reproductive system. On the outside there are two parts. The correct medical terms are the 'penis' and the 'scrotum.' The function of the scrotum is to hold the 'testicles' at the proper temperature. The function of the testicles is to produce sperm.

"Inside the body are more parts. The tube, which goes through the penis, is the urethra. Urine passes from the bladder to the outside of the body through it and semen passes through it during ejaculation.

"Find the bladder. This is where the body stores urine. The anus and rectum are also on this diagram but are not part of the reproductive system."

(Go through the diagram - name, function, location)

Female Reproductive System:

TEACHER SAYS: "Now look at the information on the female reproductive system on page 7. Again, it is important to know the correct names of the body parts and the function and location."

Review the film as you explain the diagram on page 8.

Define intercourse:

After you complete the explanation of the diagram of the female reproductive system, cover ovulation and fertilization on pages 10 - 12.

Then move on to the definition of sexual intercourse on page 13 as a part of the function of the reproductive organs. Read to the students the definition of sexual intercourse on page 13.

CONTINUE WITH ADDITIONAL INFORMATION FROM THE BOOKLET:

TEACHER SAYS: "This book also contains important information on nutrition, new feelings that begin at puberty, and grooming. It also contains a glossary at the end of the book. We do not have time to look at the entire book together today but take your book home, read it and discuss it with an adult in your family. If you have more questions, please write them down. The question box and will be here for another week or so."

NOTE: Please stress handling the books with care and privacy, especially walking home from school or riding the bus.

ADDITIONAL HELP FOR STUDENTS:

You may need to help students who may need more information that you have provided.

TEACHER SAYS: "What can you do if you want more information than you can get from this booklet? 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 information.

family members  
teacher

school nurse  
doctor

counselor  
principal your place of worship

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

## HUMAN GROWTH AND DEVELOPMENT

DAY 3 - 5th Grade Girls

Time:

45 minutes

Materials:

"A Time of Changes" booklet

Student Learning Objectives:

Develop an understanding of the medical terms, locations, functions of the major structures in and near the male and female reproductive systems.

LESSON INTRODUCTION:

**TEACHER SAYS:** "We are doing today's lesson so that people will understand their own bodies better and feel more confident asking questions and discussing bodies with their 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. The information we will cover is the same for both the boys and the girls."

LOCATE, NAME, AND DESCRIBE THE PARTS AND FUNCTIONS OF THE REPRODUCTIVE SYSTEM:

**TEACHER SAYS:** "We have books for you to take home today named "A Time of Changes." Let's take a look at the book. As you can see it has the same material we saw in the films yesterday.

"The first two pages talk about changes you will experience as you go through puberty. Read these pages with me. . . .

"Now please follow along as I read from page 6 about female puberty."

Female Reproductive System:

TEACHER SAYS: "On page 8 is a diagram of the female reproductive system. It is important to know the correct names of the body parts as well as their functions and locations.

"Find the ovary. This is the organ where the egg cells are produced and stored. The egg cells pass through the Fallopian tube, just above the ovary on the diagram, on its way to the uterus . . . "

Go through the diagram--name, location, function.

Male Reproductive System:

TEACHER SAYS: "Now look at the diagram of the male reproductive system on page 4. Again, it is important to know the correct names of the body parts and the function and location".

"This is a side view of the male reproductive system. On the outside there are two parts. The correct medical terms are the 'penis' and the 'scrotum'. The function of the scrotum is to hold the 'testicles' at the proper temperature. The function of the testicles are to produce sperm.

"Inside the body are more parts. The tube, which goes through the penis, is the urethra. Urine passes from the bladder to the outside of the body through it and semen passes through it during ejaculation.

"Find the bladder. This is where the body stores urine. The anus and rectum are also on this diagram but are not a part of the reproductive system.

(Go through the diagram - name, location, function.)

Define Intercourse:

As you complete the review of the diagrams and films, tell the students that pregnancy results when the sperm comes in contact with the ovum. This leads to a definition of sexual intercourse as part of the function of the reproductive organs.

Read to the students the definition of sexual intercourse on page 13.

CONTINUE WITH ADDITIONAL INFORMATION FROM THE BOOKLET:

TEACHER SAYS: "This book also contains important information on nutrition, new feelings that begin at puberty, and grooming. It also contains a glossary at the end of the book. We do not have time to look at it together today but take your book home, read it and discuss it with an adult in your family. If you have more questions write them down and give them to me. The question box will be here for another week or so."

NOTE: Please stress handling the books with care and privacy, especially walking home from school or riding the bus.

ADDITIONAL HELP FOR STUDENTS:

You may need to help students who may need more information that you have provided.

TEACHER SAYS: "What can you do if you want more information than you can get from this booklet? 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 information.

family members      school nurse      counselor teacher      doctor  
principal your place of worship

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

## TEACHER'S VOCABULARY LIST

anus - the opening in the body through which bowel movements pass

bladder - where urine is stored before leaving the body

ejaculation - release of semen through the penis

Fallopian tube - tube between the ovary and the uterus through which the eggs pass

fertilization - the joining of the sperm with an egg

genitals - sex organs located outside the body

intercourse - the penis being inside the vagina

menstruation - process during which an unfertilized egg, blood and tissue pass out of a female's body

nocturnal emission - release of semen during sleep

ovary - female organ where eggs are produced and stored

ovulation - the egg leaving the ovary

ovum - egg

penis - male reproductive organ located outside the body

pituitary gland - a gland that controls other glands

puberty - the time during adolescence when a boy or a girl becomes physically mature

rectum - the part of the lower intestines connected to the anus

scrotum - pouch that contains the testes/testicles

semen - fluid made in male reproductive organs containing sperm

sperm - male sex cells

testicle/testes - male reproductive glands in which sperm is produced

urethra - tube through which semen or urine leave the male body; opening through which urine leaves the female body

uterus - female sex organ in which a baby develops

vagina - passageway in the female from the uterus to the outside of the body