

Fifth Grade Family Life

Growth, Development, and Health (Boys)



Day 1

- Personal Growth and Development
 - Puberty
 - Self Care
 - Hormones
 - Trusted Adults

Day 2

- Family Life
 - Pregnancy and Parenting
 - Gender Roles and Stereotypes
 - Dignity and Respect

Family Life Behavior Expectations

- Be Respectful
- Do not Call Out
- Raise your hand if you have a question and wait to be called on
- Keep your language clean and appropriate for the classroom setting



Day 1

PERSONAL GROWTH & DEVELOPMENT

- Body Changes Puberty and Self Care
- Emotions during puberty
- Common human sexual development and hormones
- Identify trusting adults to ask questions to

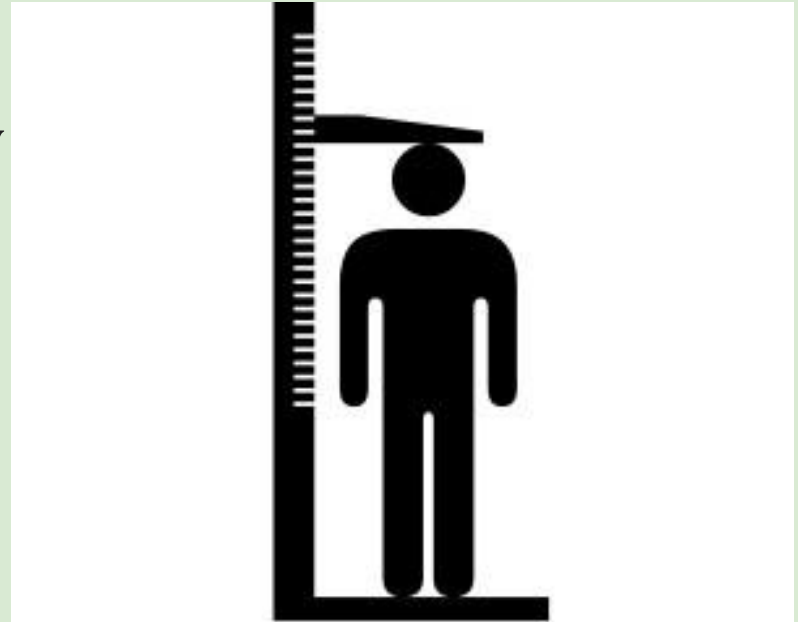


PUBERTY (boys)

Puberty- The time of life when a child experiences physical and hormonal changes that mark a transition into adulthood.

Changes in males during puberty

- Increase in height
- Body hair
- Body odor
- Deepened voice



Hormones and Development

- **Hormones-** chemical substances that act like messenger molecules in the body. After being made in one part of the body, they travel to other parts of the body where they help control how cells and organs do their work.
- **Development-** process that involves growth and/or progress
- **Timing of pubetal onset-** the different times of puberty in males and females

SELF CARE

- Bathing and showering
- Oral Hygiene
- Ear care
- Foot care
- Potential body odor
- Skin changes, pimples, and acne
- Sleep, rest and relaxation



Emotions During Puberty

- Mood Swings – an abrupt and apparently unaccountable change of mood.
- Peer Pressure – The need to fit in
- Changes- relationships, bodies, voices
- Nervous- easily agitated or alarmed; tending to be anxious
- Excited- very enthusiastic and eager
- Uncertainty- the state of having doubts
- Indecisiveness- the condition or quality of being unable to decide, conclude, or resolve something

Trusted Adults:

When concerns or issues arise please know there are always people in your life you can trust. Sometimes friends are not always the greatest resource. The internet is not a reliable resource.

Who can you trust?

- Family Members (Mom/Dad, Aunt/Uncle, Grandma/Grandpa, Brother/Sister)
- School Staff (Guidance, Health Teacher, Etc)
- Health Care Professional

Remember: adults have gone through these things before.



Day 1 Conclusion:

Questions can be asked two different ways:

1. Any individual questions please raise your hand, wait until called upon to ask the question(s).
2. Index Cards; Please write down any questions you may have on index cards. Cards will be collected afterwards, screened for relevance, and then asked in front of the class.

Day 2 (Boys)

PREGNANCY & PARENTING

- Wide Range of the ways Pregnancy can occur
- Relationship between sexual intercourse and human reproduction

SOCIAL SEXUAL HEALTH

- Demonstrate ways to promote dignity and respect for all people
- Differentiate between sexual orientation and gender identity
- Describe gender-role stereotypes and their potential impact on self and others

Behavior Expectations

- Be Respectful
- Do not Call Out
- Raise your hand if you have a question and wait to be called on
- Keep your language clean and appropriate for the classroom setting



Pregnancy and Parenting

Pregnancy can occur in different ways:

- **Traditional:**
 - **Sexual Intercourse-** Sexual contact between a man and a woman involving the insertion of a man's penis into a woman's vagina.
 - **Human Reproduction-** when an egg cell from a woman and a sperm cell from a man unite and develop in the womb to form a baby.
 - Relationship between sexual intercourse and human reproduction
 - [Sexual Reproduction Information Video](#)
- **IVF (In-Vitro Fertilization)-** medical procedure where eggs and sperm are fertilized outside the body.
- **Surrogacy-** type of pregnancy where a woman carries and gives birth to a baby for another person.

Gender Stereotypes and Gender Identity



KEY DEFINITIONS:

- **Gender Stereotype:** Generalized view or preconception about attributes or characteristics. These are the roles that should be possessed by a gender or roles that should be performed by a gender.
- **Sexual Orientation:** Part of identity that includes sexual/emotional attraction to another person.
- **Gender Identity:** One's self-identification as male, female, or an alternative gender

Dignity and Respect:

Dignity- the state or quality of being worthy of honor or respect.

Respect- to consider worthy of high regard



Ways in which we demonstrate Dignity and Respect for all people regardless of race, religion, gender identify, sexual orientation, etc. ;

- Treat each other with dignity and respect.
- Listen to each others' points of view, recognizing that there may be disagreement.
- Keep discussion and comments on the topic, and off the people (do not make it personal).
- Do not use inflammatory or offensive language, sarcasm, or raised voices.
- Come to an understanding of the situations and people involved. Be open minded without compromising own values. █

Day 2 Conclusion:

End of Day 2 questions can be asked two different ways:

1. Any individual questions please raise your hand and wait until called upon to ask the question(s).
2. Index Cards; please write down any questions you may have on index cards. Cards will be collected afterwards, screened for relevance, and then discussed in front of the class.