



(Revised 12.18.18)

5th Grade Positive Prevention Plus Parent Resources



Article: [Are you an Askable Parent?](#)
 Resources: www.saratogausd.org/cse



| <u>Positive Prevention Plus Lesson</u> | <u>National Health Education Standards</u> | <u>Optional Homework Assignment & Conversation questions</u> |
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| <p>A. DAY 1: GETTING STARTED</p> <ul style="list-style-type: none"> • Discussing Uncomfortable Topics • Group Agreements • Reliable Sources of Information/ Identifying Trusted Adults • Medically Accurate Terminology • The Human Life Cycle • Hereditary Traits | <ul style="list-style-type: none"> • Describe the human cycle of reproduction, birth, growth, aging, and death. 1.1.G • Describe how heredity influences growth and development. 2.2.G | <ul style="list-style-type: none"> • Students: Ask your parent(s) or trusted adult at what age they went through puberty and how they felt about it • Parents: Ask your child if they have a favorite trait that they think they inherited • Share: Share with your child some of the personality traits you may have inherited from your own parent(s) (good or bad). |
| <p>B. DAY 2: LESSON 1: PHYSICAL, SOCIAL, AND EMOTIONAL CHANGES DURING PUBERTY</p> <ul style="list-style-type: none"> • Puberty • Mental, Social, and Emotional Changes • Gender and Sexual Orientation • Identifying and Managing Emotions • Hygiene (Part 1) | <ul style="list-style-type: none"> • Identify the physical, social, and emotional changes that occur during puberty. 1.3.G • Discuss how changes during puberty affect thoughts, emotions, and behaviors. 2.3.G • Recognize that there are individual differences in growth and development, physical appearance, and gender roles. 1.6.G • Define sexual orientation as the romantic attraction of an individual to someone of the same gender or a different gender. 3.1.G • Use effective communication skills to discuss with parents, guardians, and other trusted adults the changes that occur during puberty. 4.1.G • Differentiate between reliable and | <ul style="list-style-type: none"> • Students: Ask your parent(s) about the things that make them feel happy, sad, embarrassed, scared, angry or hurt. • Parents: Ask your child what they would do if they are really angry with someone. • Share: Share with your child what body changes you noticed first or you were most concerned with when you went through puberty. |

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| | <p>unreliable sources of information about puberty. 3.2G, 3.5.1 N</p> <ul style="list-style-type: none"> Identify medically accurate information and resources about puberty and personal hygiene. PD.5.AI.1 | |
| <p>C. DAY 3-4: LESSON 2 & 3: HUMAN REPRODUCTION</p> <ul style="list-style-type: none"> Male Reproductive System and Functions Female Reproductive System and Functions Conception, Fetal Development, and the Birth of a Baby Hygiene (Part 2) | <ul style="list-style-type: none"> Describe how puberty prepares human bodies for the potential to reproduce. PD.5.CC.3 Describe male and female reproductive systems including body parts and their functions. AP.5. CC.1 Describe the process of human reproduction. PR.5.CC.1 Identify medically accurate information about male and female reproductive anatomy. AP.5.AI.1 Identify medically accurate information and resources about puberty and personal hygiene. PD.5.AI.1 | <ul style="list-style-type: none"> Students: Ask your parent(s) to tell you about your birth or adoption. What do they remember? Parents: Ask your child when they think it would be a good time in their life to think about having children. Why? Share: Share with your child the things you would like to see her or him accomplish before becoming a parent |
| <p>D. DAY 5: LESSON 4: DISEASES AND THEIR TRANSMISSION</p> <ul style="list-style-type: none"> Germ Transmission Universal Precautions for prevention of contagious infections Sexually Transmitted Infections (STIs) HIV and AIDS | <ul style="list-style-type: none"> Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission. SH.5.CC.1 | <ul style="list-style-type: none"> Students: Ask your parent(s) when they first learned about HIV and AIDS. Parents: Ask your child about ways they can avoid getting sick. Share: Discuss things that you can do for people who are sick to make them feel better. |
| <p>E. DAY 6: LESSON 5: FRIENDSHIP</p> <ul style="list-style-type: none"> Friendship What Being a Good Friend Means Liking vs. Loving | <ul style="list-style-type: none"> Describe characteristics of healthy relationships. HR.5.CC.1 Demonstrate ways to treat others with dignity and respect. ID.5.SM.1 Compare positive and negative ways friends and peers can influence relationships. HR.5.INF.1 Identify parents and other trusted adults they can talk to about relationships. HR.5.AI.1 | <ul style="list-style-type: none"> Students: Ask your parent(s) about the friendships they had in school and what their favorite activity is with their friends. Parents: Ask your child what their favorite activity is to do with friends. Why? Share: Share with your child an experience in which you hurt someone's feelings accidentally. How were you able or not able to fix it? |
| <p>F. DAY 7: LESSON 6: BOUNDARIES AND BULLYING</p> <ul style="list-style-type: none"> Bullying and Harassment | <ul style="list-style-type: none"> Define teasing, harassment and bullying, and explain why they are wrong. PS.5.CC.1. Explain why people tease, harass, or | <ul style="list-style-type: none"> Students: Ask your parent(s) how they would want you to handle being bullied. |

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| <ul style="list-style-type: none"> • Verbal and Non-Verbal Communication • Terms about Sexual Abuse • Setting Boundaries/Consent • Resisting Peer Pressure | <p>bully others. PS.5.INF.1</p> <ul style="list-style-type: none"> • Define sexual harassment and sexual abuse. PS.5.CC.2 • Demonstrate positive ways to communicate differences of opinion while maintaining relationships. HR.5.IC.1 • Demonstrate ways to communicate about how one is being treated. PS.5.IC.1 • Discuss effective ways in which students could respond when they or someone else is being teased, harassed, or bullied. PS.5.SM.1 • Demonstrate refusal skills (e.g., clear “NO” statements, walk away, repeat refusal). PS.5.IC.2 • Identify how peers can influence healthy and unhealthy behaviors. HR5.INF.1 • Identify parents or other trusted adults they can tell if they are being teased harassed or bullied. PS.5.AI.1 • Persuade others to take action when someone else is being teased, harassed, or bullied. PS.5.ADV.1. • Identify parents or other trusted adults they can tell if they are being bullied. | <ul style="list-style-type: none"> • Parents: Ask your child what they would do if a friend were being picked on by someone else. • Share: Share with your child a personal bullying experience you may have had or observed when growing up and how you handled it or should have handled it. |
| <p>G. DAY 8: LESSON 7: STAYING HEALTHY</p> <ul style="list-style-type: none"> • Peer and Media Influences • Identifying Resources and Assistance • Personal Contract to Stay Healthy | <ul style="list-style-type: none"> • Describe how friends, family, media, society, and culture can influence ideas about body image. PD.5.INF.1 • Identify parents and other trusted adults of whom students can ask questions about puberty and adolescent health issues. PD.5.AI.2 | <ul style="list-style-type: none"> • Students: Ask your parent(s) or trusted adult to suggest ways you can maintain and improve your health together as a family. • Parents: Ask your child what life goals they would like to achieve. • Share: Share with your child who you like them to talk with regarding health issues. |

For great resources for any of these topics, we love the videos on www.amaze.org as a great place to start for some upper Elementary and Middle School students and their families. As a parent, you will want to watch these cartoons first to see if they align with your family’s values. They are all medically-accurate and age appropriate, according to national level sexual health experts.