

2019 Revision of the Health Education Framework

The California Department of Education (CDE), Instructional Quality Commission (IQC), and State Board of Education (SBE) are currently in the process of revising the *2019 Health Education Curriculum Framework for California Public Schools, Transitional Kindergarten Through Grade Twelve (Health Education Framework)*, which is scheduled for adoption by the SBE in May 2019.

Elementary School: It is permissible to teach knowledge and skills related to comprehensive sexual health and HIV prevention education in grades kindergarten through grade six (K–6), inclusive. All instruction and materials in grades K–6 must meet the instructional criteria or baseline requirements in EC Section 51933. Content that is required in grades 7–12 may be also be included in an age-appropriate way in earlier grades. (EC sections 51933, 51934[b].)

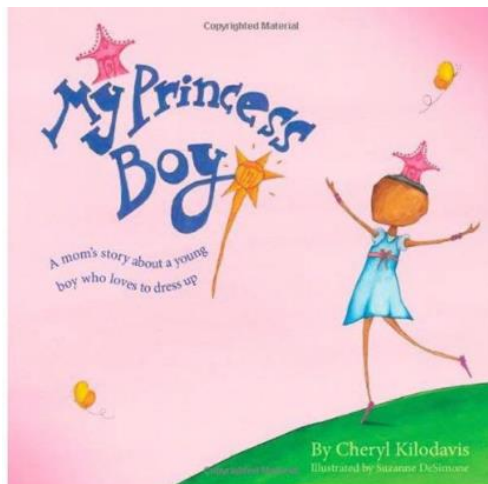
(This information has been cut and pasted directly from the California Department of Education Website: <https://www.cde.ca.gov/ci/he/cf/>. None of the wording has been altered. We have added the photos and descriptions of the books, as well as underlined portions. The page numbers have been added for your reference to the original document.)

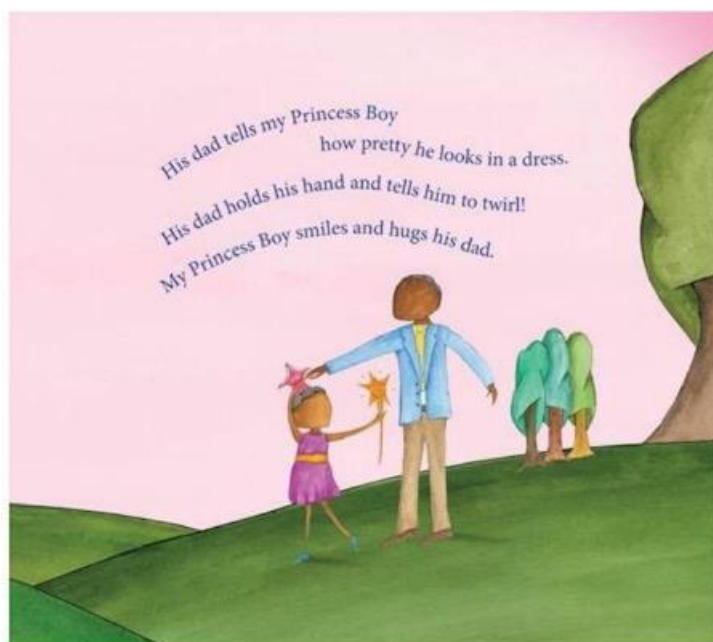
Kindergarten

Chapter 3 page 43.

Students also learn about individual differences, including gender, from a very early age. Gender socialization begins before children start school—students may believe that different norms are associated with people of particular genders by the time they enter kindergarten. While this understanding may be limited, students can still begin to challenge gender stereotypes in a way that is age appropriate. While students may not fully understand the concepts of gender expression and identity, some children in kindergarten and even younger have identified as transgender or understand they have a gender identity that is different from their sex assigned at birth. This may present itself in different ways including dress, activity preferences, experimenting with dramatic play, and feeling uncomfortable self-identifying with

their sex assigned at birth. However, gender non-conformity does not necessarily indicate that an individual is transgender, and all forms of gender expression should be respected. ***My Princess Boy* by Cheryl Kilodavis is an age-appropriate book that can be used to demonstrate gender differences and inclusion.** (See the Access and Equity chapter for additional information about inclusive instruction.)





Product description

Dyson loves pink, sparkly things. Sometimes he wears dresses. Sometimes he wears jeans. He likes to wear his princess tiara, even when climbing trees. He's a Princess Boy.

Inspired by the author's son, and by her own initial struggles to understand, this is a heart-warming book about unconditional love and one remarkable family. It is also a call for tolerance and an end to bullying and judgments. The world is a brighter place when we accept everyone for who they are.

Kristopher Miller

☆☆☆☆☆ Uninspiring

September 3, 2018

Format: Hardcover

Nothing enriching about this book. Packed as a golden rule lesson, it actually teaches children that the way you are treated by others is of tantamount importance. Worst way to equip a child to deal with the slings of this world.

One person found this helpful

Helpful

Report

Vincent

☆☆☆☆☆ Confusing

February 19, 2019

Format: Hardcover

This book is confusing. Makes it seem like boys aren't boys, and girls aren't girls. Very confusing!

One person found this helpful

Helpful

Report

Mrs Julia Kratovil

☆☆☆☆☆ ...

November 25, 2013

Verified Purchase

Format: Hardcover

Chapter 3 Page 44

Dispelling myths about gender expectations in kindergarten can lay the groundwork for acceptance, inclusiveness, and an anti-bullying environment in schools. Gender non-conformity and physical characteristics are often at the root of many forms of bullying. As students learn to accept differences and unique characteristics of others, they also learn about the characteristics of bullying and how to avoid being a bully (K.1.3.G, K.1.6.–7.S, Essential Concepts; K.7.2.M, Practicing Health-Enhancing Behaviors). Discuss gender with kindergarteners by exploring gender stereotypes and asking open-ended questions, such as what are preferred colors, toys, and activities for boys/girls, and then challenging stereotypes if presented. Throughout this discussion, show images of children around the same age who do not conform to typical gender stereotypes. Examples do not have to be exaggerated

or overt. Simple differences, such as colors or toy preferences, can demonstrate acceptance of gender non-conformity.

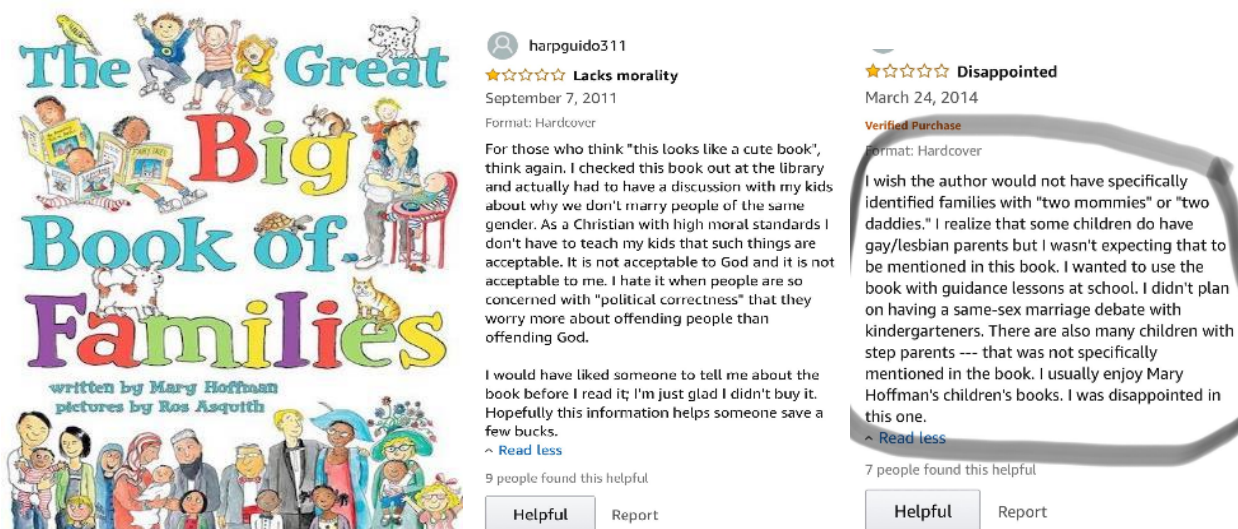
Chapter 3 Page 44

Partnering with your community: Members of the community who defy traditional stereotypes (e.g., women firefighters, male nurses, and <byh>stay-at-home fathers/guardians/caretakers<eyh> could be invited as guest speakers to share about their jobs and to serve as role models and myth busters. Be sure to include individuals of all genders, including people who are transgender. Students write and illustrate a collective letter requesting a healthcare professional to speak to the class. Dental providers may offer free dental health checks <byh>and identify students in need of care. Dental providers may also offer other preventive services such as fluoride treatments (with parental consent).<eyh> School nurses can provide mandated vision and hearing assessments for all kindergarteners. As a part of this process, school nurses may provide referrals for follow-up with community vision, hearing<byh>, and dental<eyh> services providers. In addition, students, families, teachers and staff may reach out to their school nurse as a health resource at any time (K.1.4.G, Essential Concepts).

Partnering with the family: Parents, guardians, and caretakers help reinforce that every child has similarities but is also unique and special. Families are encouraged to share their own experiences with growth and development with their child and read books such as *All Families Are Special* by Norma Simon and Teresa Flavin (2003) together at home (K.1.3.G, Essential Concepts).

Chapter 3 Page 61

After reading the book, *The Great Big Book of Families* by Mary Hoffman (2010) or *Families Are Different* by Nina Pellergrini (1991), students learn that there are different family structures in our society and that all family structures are valid. For example, there are immigrant families; families with lesbian, gay, bisexual, or transgender



parents, guardians, or caretakers and children; families of various race and ethnicities; step- and blended families; families headed by single parents, guardians or caretakers; extended families; multi-generational families; families with members with disabilities; families from different religious

traditions; foster families; and adoptive families. Some students live with grandparents or other adult relatives, a guardian, or caretaker.

Grade 1

Page 71

Partnering with the family: At this young age, it is important for students to recognize parents, guardians, caretakers, and other trusted adults as resources for information on growth and development (1.3.1.G, Accessing Valid Information). Setting a foundation for dialogue at this early age can establish a comfortable rapport between students and their parents, guardians, or caretakers as they encounter more complex subjects related to growth and development. Parents, guardians, or caretakers receive a handout with suggestions on how to initiate a conversation on growth and development with their child. Books such as *It's Not the Stork! A Book About Girls, Boys, Babies, Bodies, Families and Friends* by Robie H. Harris (2008) or *Who Are You?: The Kids Guide to Gender Identity* by Brook Pessin-Whedbee (2017) can be shared together.



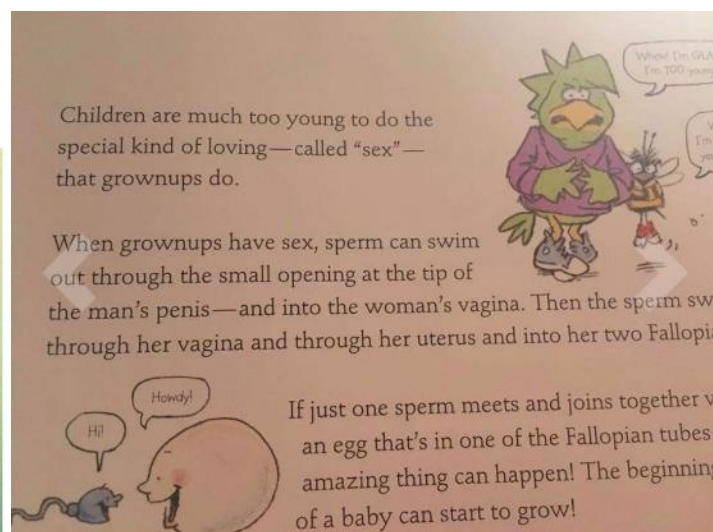
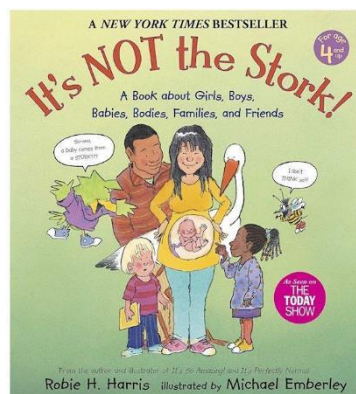
Page 76-77. First grade students are aware of the basic concepts of boundaries and consent. Students have practiced asking for permission before giving classmates hugs or high-fives, and it is important to encourage this practice throughout their education. To further demonstrate setting and respecting boundaries, have students actively participate in asking for consent. Divide students into two groups. Students in one group will partner with a student from the other group and practice asking for a high-five, a hug, or a handshake. Remind students that everyone has the right to say “no” and that the students asking must respect the other students’ responses. Provide an example so students understand what is meant. “If Maria asks Julia for a hug, and Julia says ‘no, thank you’ – what should Maria do?” Students may offer a response such as “Say ‘ok’,” or “Ask for a high-five instead.” Some students may not feel comfortable or want to ask others for a high-five, hug, or handshake. Let students know that

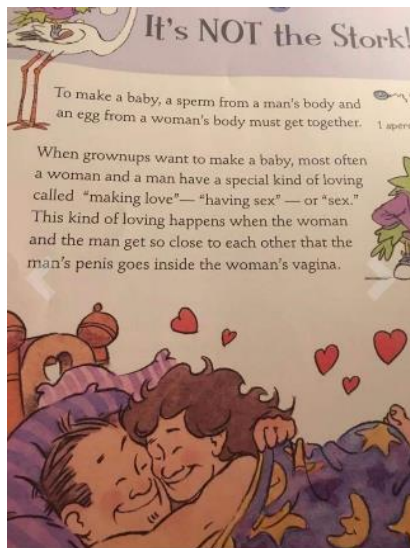
they may alternatively wave, fist bump, or give a thumbs-up if they do not want to initiate physical contact.

This activity can also generate discussion to help students distinguish between appropriate and inappropriate touching (1.1.7.S, Essential Concepts). It is important for students to understand that there are appropriate and inappropriate places for touch on the body (public and private parts). It is also important to explain that appropriate and inappropriate touching has to do with how someone feels—whether the touch feels comfortable or uncomfortable. A high-five, handshake, or even hugs can be appropriate if desired by the student. However, sometimes what is generally considered appropriate touch might not feel good. First graders can identify if certain types of touch make them feel uncomfortable or scared, which is an example of inappropriate touch. Inappropriate touch may also have to do with certain areas on the body that are considered private. Students should be aware that sometimes trusted adults such as doctors might need to touch more private areas, but those adults should explain the reason for any kind of touching and still ask for permission. First grade students should feel empowered to say “no” or express when they are uncomfortable. Similarly to the previous activity, students can work in pairs to practice refusal skills (1.1.13.S, Essential Concepts). First graders can practice a variety of “no” statements, some which may include politely declining a request and others that may consist of a more clear and firm “no.”

Some students may practice refusal skills and statements in other settings. If a student does not want to complete an activity, for example, rather than forcing the student to change their mind, demonstrate empathy and try to understand the reason. Respect the student’s boundaries and talk with them. Students who feel heard and respected are more likely to participate and communicate. They also are more likely to see this teacher as a safe and trusted adult with whom they can share any discomfort or potentially abusive experiences. Empowering young learners to use their voice and express their needs in an appropriate way can be effective in promoting respecting boundaries and resolving conflict (1.1.12.S, Essential Concepts).

It’s Not the Stork!: A Book About Girls, Boys, Babies, Bodies, Families and Friends (2008) by Robie Harris

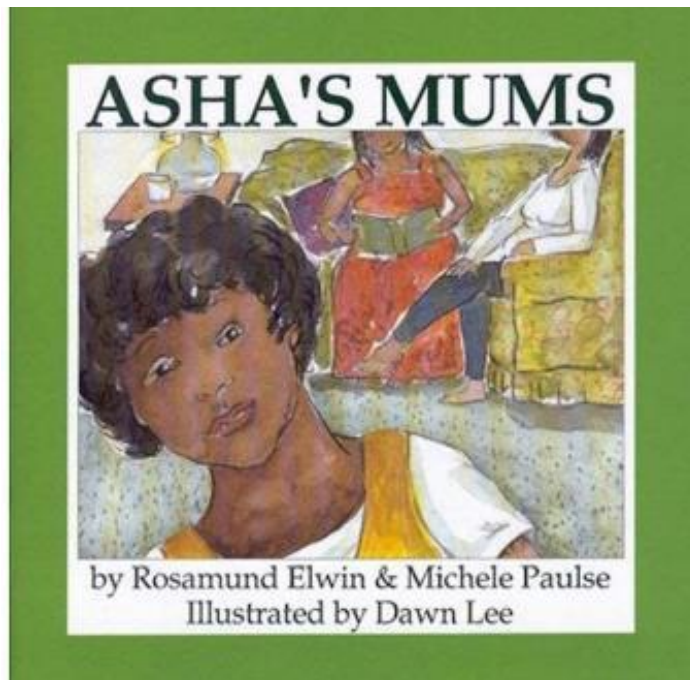




Grade 2

Page 109

These activities can serve as lead-ins to discussions about appropriate touch and healthy relationships. Students can understand that a *relationship* is how any two people are connected and can include relationships with family, friends, caregivers, classmates, neighbors, and teachers. As students build relationship and decision making skills, they learn that healthy relationships begin with respect. Through teacher-led discussions, students define respect and consider about what it means to respect another person, including asking before entering another person's personal space. A healthy relationship is when both people who are connected respect each other—students respect parents, guardians, caretakers, teachers, and classmates and in return those people the student. This understanding is the first step in forming healthy relationships. **Asha's Mums: Respecting Differences by Rosamund Elwin and Michele Pause (1990)** is a book that can be used to demonstrate respect for individuals and groups.



Description

Product description

Asha, an African-Canadian girl whose lesbian mums become an issue for the teacher and the curiosity of classmates, responds with clarity and assuredness that having two mums is no big deal—they are a family.

About the Author

Rosamund and Michele currently live in Toronto. Rosamund likes attending to her plants and romping around with the kids. Michele likes knitting, sewing and bicycling. Rosamund Elwin has been involved in publishing for the past eight years, working on children's and adults' books. Her involvement in publishing children's books sparked her interest in writing for children. This led to the co-written stories *Asha's Mums* and *The Moonlight Hide Seek Club*. Rosamund sees publishing first-time writers as cultural activism. She enjoys publishing and wants to see many more of her ideas materialize, including anthologies on lesbians and men, and Caribbean lesbians, both of which she is currently developing.

Features & details

Product information

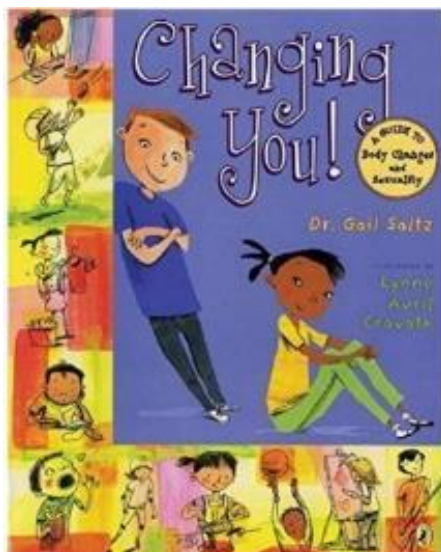
Reading level	9 and up
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Grade 3

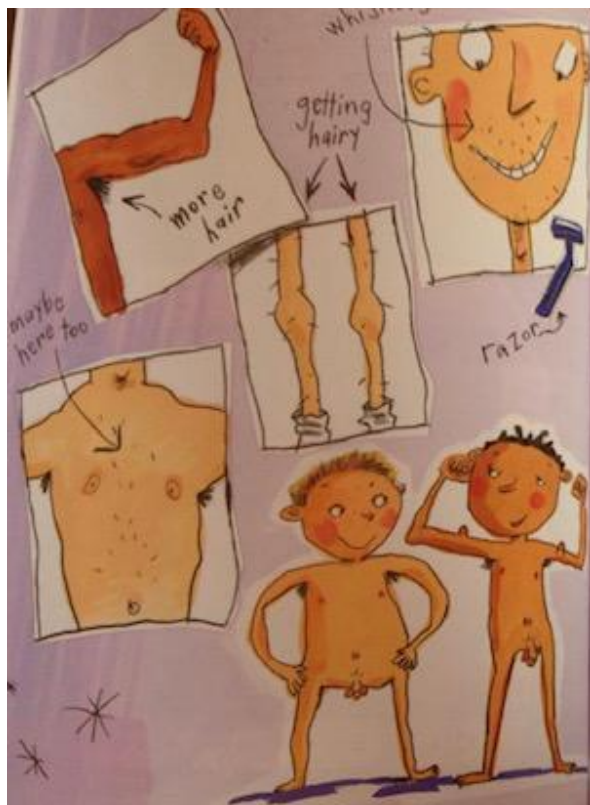
Growth and Development (G)

Page 114

Accessing free videos from medically accurate resources, third grade students view the life cycle of various living things. Students can research online or via the school's library and write a paper comparing and contrasting life cycles. Student research topics could include: which animals lay eggs; which animals breastfeed like human babies; which animal species live for very short periods of life; and which animals live shorter or longer lives than humans. Students can also write short reports on



suggested readings such as *Tom, Johnny, and the Growing Arm Bone* (2016) by Anat Shabi and Arjun Mohan, ***Changing You!: A Guide to Body Changes and Sexuality* (2009) by Gail Saltz, or *It's Not the Stork!: A Book About Girls, Boys, Babies, Bodies, Families and Friends* (2008) by Robie Harris (3.1.1.G, 3.1.2.G, Essential Concepts).** <bbh>(This activity also supports third-grades students in writing informative/explanatory texts consistent with the California Common Core Standards for English Language Arts/Literacy [CA CCSS for ELA/Literacy], CA CCSS ELA/Literacy W.3.2.)<ebh>



In boys, hair begins to grow around the penis, under the arms, and over other parts of the body and the lower face. Their testicles begin to make sperm.

Sperm swim inside fluid that the glands produce.

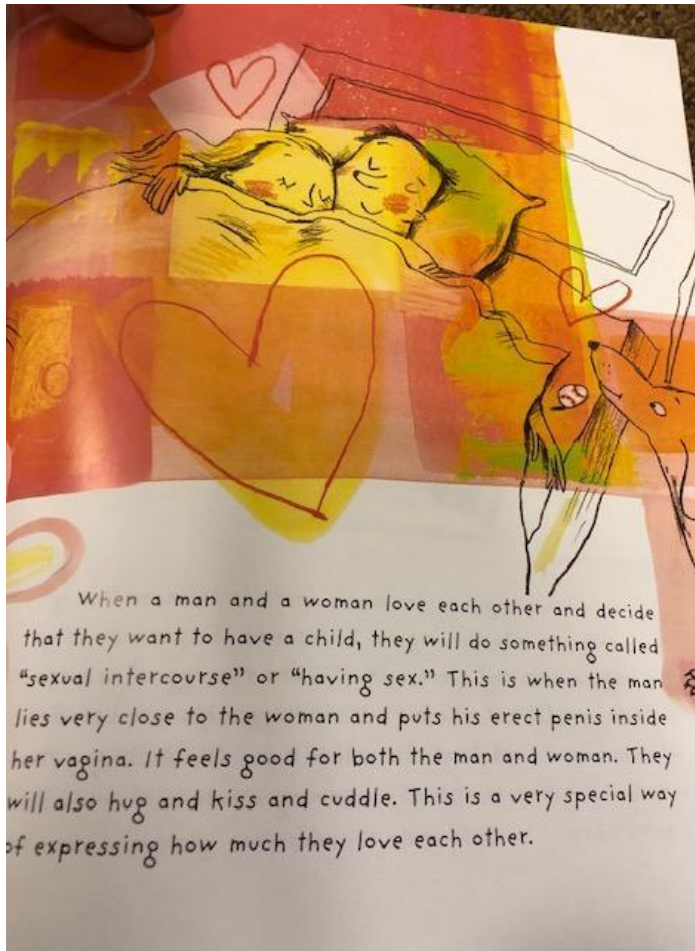
Boys will also have more frequent erections. An erection is when blood flow to the penis increases and the penis grows hard and stands out straight. This is normal, and the penis will gradually go back to being the way it was.

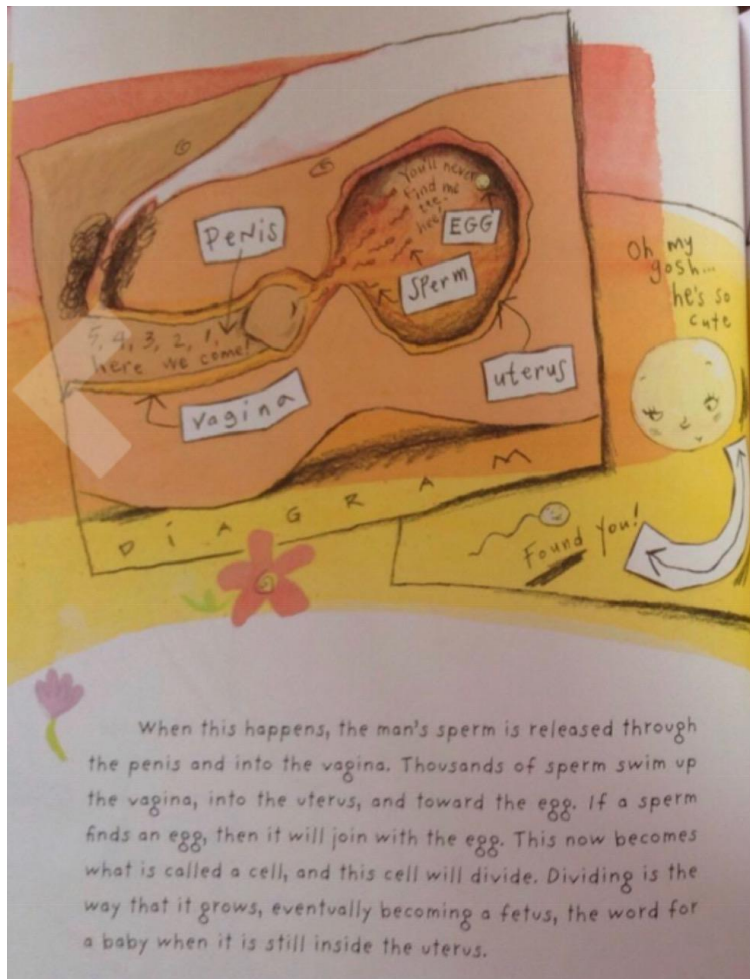


Girls' bodies grow during puberty, too. As with boys, hair will grow under their arms, on their legs, and over the outside of their genitals, particularly the mons, the triangle of soft tissue that covers the pubic bone. They will also begin to grow breasts. Sometimes breasts grow quickly, sometimes slowly, and sometimes one breast can grow a little faster than the other.

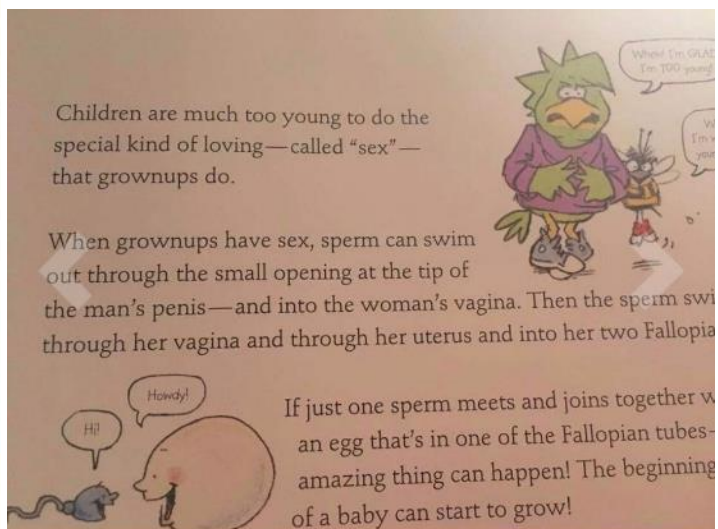
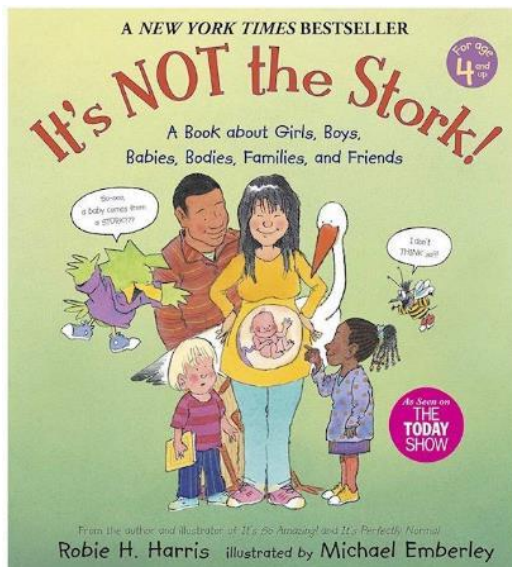


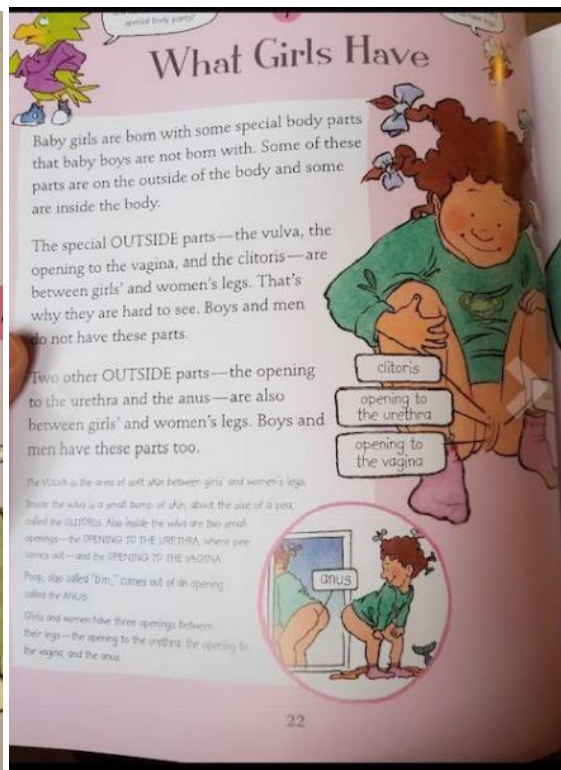
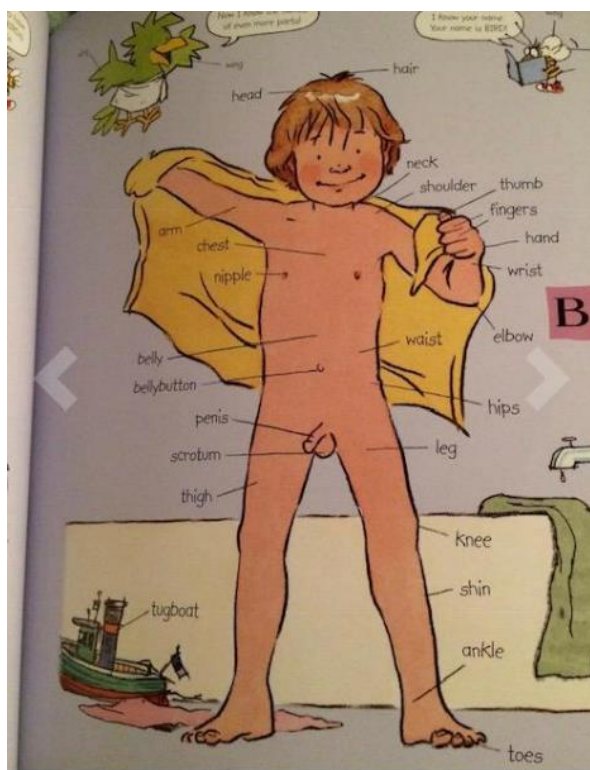
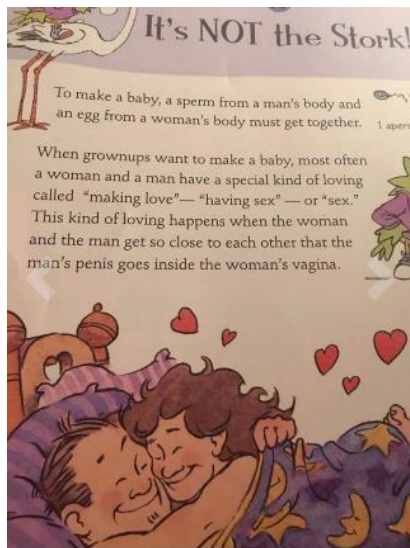
The ovaries in a girl's body contain tiny eggs, which are released, one per month, into the uterus. About one year to eighteen months after their breasts start to grow, girls will begin to menstruate. Menstruating, also called getting your period, is when a small amount of blood and tissue that was lining the uterus is shed out of the body through the vagina. Periods happen once every month and last a few days. They are Mother Nature's way of cleaning the uterus when there is no baby inside.





It's Not the Stork!: A Book About Girls, Boys, Babies, Bodies, Families and Friends (2008) by Robie Harris





Page 116

When providing instruction on sexual and reproductive organs, teachers can introduce the concept that gender does not always match the sexual and reproductive organs described. For example, teachers may share, "In the classroom, we may use the term 'female reproductive organs' but some people <byh>who identify as<eyh> male have these organs. The actual anatomical name for organs is utilized.

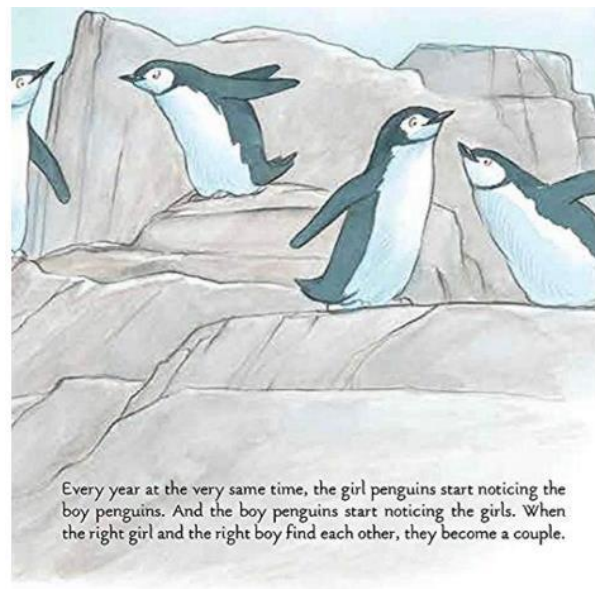
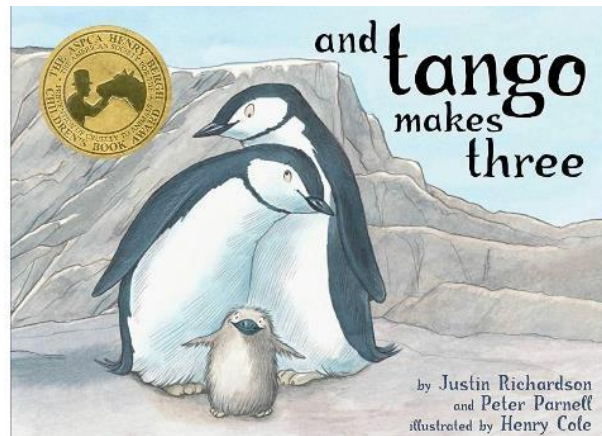
Page 117-118

Around ages eight or nine, most students understand the finality of death and begin to conceptualize that it is something that happens within the body. Although students this age understand that death is universal and happens to each person and all other living things, they may still consider death to be associated with elderly people. Death is also an important part of the lifecycle that students encounter at some point. Comprehensive curriculum on the lifecycle ideally includes a few assignments on death and dying to enable students to process this important stage. Note that teachers should never insert their own opinions on death and dying or use euphemistic or religious verbiage or language. Teachers should inform families before engaging in discussion or instruction on death and dying as some students may experience memories or strong emotional responses.

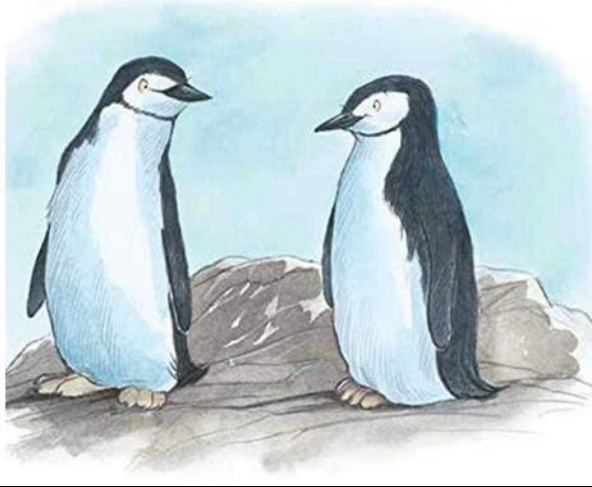
Page 131-133

A Supportive Family Member

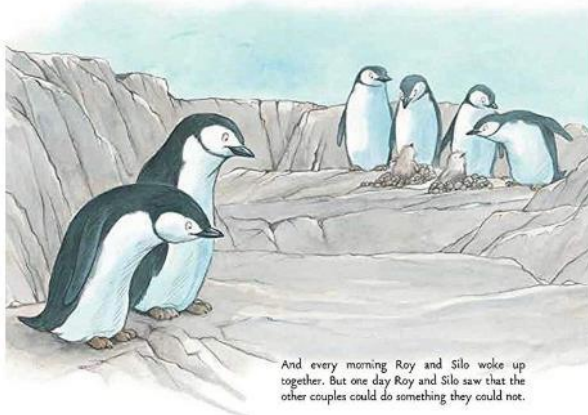
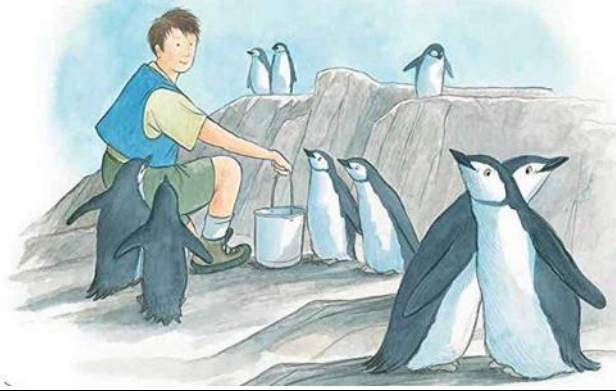
Students describe a plan to help at home and be a responsible family member after reading various books that provide examples of the qualities of a supportive family member such as ***And Tango Makes Three*** or ***Tres con Tango*** by Justin Richardson and Peter Parnell (2015) or ***Frog and Toad Are Friends*** by Arnold Lobel (2003).



Two penguins in the penguin house were a little bit different.
One was named Roy, and the other was named Silo.
Roy and Silo were both boys. But they did everything together.



They didn't spend much time with the girl penguins, and the girl penguins didn't spend much time with them. Instead, Roy and Silo wound their necks around each other. Their keeper Mr. Gramzy noticed the two penguins and thought to himself, "They must be in love."



And every morning Roy and Silo woke up together. But one day Roy and Silo saw that the other couples could do something they could not.



Roy and Silo watched how the other penguins made a home.
So they built a nest of stones for themselves. Every night Roy and Silo slept there together, just like the other penguin couples.



Students write a paragraph or two about ways they can be a responsible family member. <bbh>(This activity also supports students in writing informative/explanatory texts, CA CCSS for ELA/Literacy W.3.2.)<ebh>

Page 142-143

Partnering with your community: Who Can I Call? Following a discussion and role-playing scenarios of third grade students feeling threatened, students research and discover who to call if they are feeling threatened (3.3.2.P, Accessing Valid Information). Students create a contact card to place in their backpack or other easily accessible place. Each card contains information for various contacts such as the teacher, school nurse, principal, <byh>school<eyh> counselor, parent, guardian, caretaker, trusted adult, or community organization. Students also enjoy a field trip to a fire department or emergency

response unit to see firsthand how these agencies respond to such emergencies as heart attacks and poisonings (3.1.4.P, Essential Concepts).

Grade 4

Page 5-6

An estimated 3.1 percent of California high school students reported being sexually active *before* the age of 13. Approximately 32.3 percent of high school students are sexually active, making sexual health education a critical content area in late elementary (CDC 2015c).

Health Education Standards for Grades Four Through Six

All six of the content areas (Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco, and Other Drugs; Mental, Emotional, and Social Health; and Personal and Community Health) are covered when the fourth through sixth grade health education standards are combined, but not every content area is covered in every grade level.

Page 32

The Substance Abuse and Mental Health Services Administration's (SAMHSA) *Reach Out Now* program provides free lesson plans and resources in English and Spanish for educators on the short- and long-term effects of ATOD (4.1.1.A, Essential Concepts) including discussion prompts and informative resources. The NIH's National Institute for Abuse (NIA) has free interactive curriculum for grades four and five called **Brain Power! (drugabuse.gov)** that covers the effects of drugs on the brain. The book ***Straight Talk: Smoking (TIME FOR KIDS® Nonfiction Readers)*** by Stephanie Paris (2012) can be a resource included in the classroom or school library for students to read.

Grade 5

Page 38

Three of the six content areas are covered in the fifth grade health education standards: Nutrition and Physical Activity; Growth, Development, and Sexual Health; and Personal and Community Health. All eight overarching standards are addressed in fifth grade when instruction includes all three content areas. Teachers are encouraged to incorporate content areas for which there are no standards in grade five to address students' needs and interests.

Page 56-58

Growth, Development, and Sexual Health (G)

Students in fifth grade are experiencing many changes with their own bodies related to development and puberty. Students at this age may also be developing romantic interest in

others or experiencing their first “crush.” The Sexuality Information and Education Council of the United States (SIECUS 2017) states, “sexuality education is a lifelong learning process of acquiring information. As young people grow and mature, they need access to accurate information about their sexuality.” Adolescents and even pre-adolescents are developing the attitudes, knowledge, and skills needed to become sexually healthy adults (SIECUS 2017). Providing medically accurate, unbiased information on sexual health to students is important and necessary; therefore, teachers are often motivated to teach development and sexuality education. Teachers and administrators should ensure they have the knowledge, resources, support, and collaborative environment to do so effectively.

An estimated 3.1 percent of California high school students reported being sexually active before the age of 13 with rates increasing to 32.3 percent in high school (CDC 2015c). Setting a standards-based foundation for growth and development education, including sexual health, in fifth grade can have a positive influence on academic performance, retention, and social and emotional wellbeing. Sexual health education can play a role in preventing pregnancy, sexually transmitted infection (STI) and human immunodeficiency virus (HIV) and reducing sexual risk-taking behaviors once students do become sexually active (Kirby et al 2007). Additionally, the CDC (2017) recommends children ages 11 or 12 obtain the human papilloma virus (HPV) vaccine for protection against cervical and other cancers and genital warts.

While the California Healthy Youth Act of 2016 (CHYA) (*Education Code [EC] Sections 51930–51939*) mandates sexual health instruction in higher grades, **schools are encouraged to provide age-appropriate, medically accurate sexual health instruction earlier than grade seven.** If provided, it is important to note that per *EC* section 51933, instruction is required to be age-appropriate; medically accurate; and appropriate and inclusive for students of all races, ethnicities, cultural backgrounds, genders, and sexual orientations, as well as students with developmental and physical disabilities and students who are English learners. Instruction must provide a foundation for students to learn about topics required under *EC* section 51934(a) at higher grades. **Students must also receive sexual health and HIV prevention instruction from trained instructors.** Check the CDE Comprehensive Sexual Health Web page for up-to-date information.

Page 58

While recognizing that gender is not binary, the use of “boys/girls” and “male/female” is intentional in this chapter to accommodate the developmental stage of fifth graders who are more concrete learners than students in middle or high school. More inclusive terms related to gender identity will be used in higher grades.

Ideally, sexual health instruction in the fifth grade will support each of the required components of the CHYA in an age-appropriate manner. **Instruction on sexual health content**

must affirm diverse sexual orientations and include examples of same-sex relationships when discussing relationships. Comprehensive sexual health instruction must also include gender, gender expression, gender identity, and the harmful outcomes that may occur from negative gender stereotypes (EC section 51933[d][6]). Sexual health instruction is most effective when provided in an open, safe, supportive, inclusive, and judgment-free learning environment. While some teachers may prefer to separate male and female students during sexual health education, this is not recommended. Receiving puberty and sexual health education separately can foster anxiety and misinformation between males and females and allow for some students to be misgendered, or placed in a group that does not reflect their gender identity. In a safe learning environment where students of all genders learn together about growth and development, teachers can reduce discomfort and foster understanding about both similarities and differences in the puberty changes experienced by students. For additional guidance on creating an inclusive learning environment, see the Access and Equity chapter.

Page 58

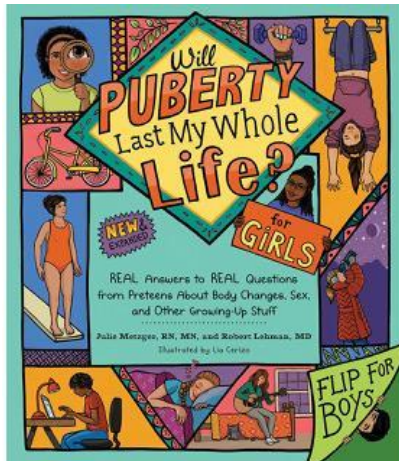
Collaborate with the school nurse or community-based organizations to ensure that you are providing medically accurate information that is unbiased and age-appropriate. Prior to providing instruction in growth and development and sexual health education, Education Code (EC) 51938 requires school districts to notify parents of the instruction and to make materials available for parents to review. School districts must notify parents/guardians either at the beginning of the school year or at least 14 days prior to instruction. The school must also notify parents and guardians of their right to excuse their child from comprehensive sexual health education by stating their request in writing to the school district.

Page 59

Growth, development, and sexual health education should include opportunities for students to discuss any concerns they have with their changing bodies (5.2.3.G, Analyzing Influences). An activity that provides this opportunity is to facilitate an anonymous “group chat” where students write questions they have about puberty on index cards. The teacher and students should generate a list of expected behavioral norms for the activity. Students are reminded to write questions that are respectful and focused to the topic of puberty, using accurate terms when possible. The teacher responds to selected questions in a non-intrusive, objective, supportive, and reassuring way. An alternate way to obtain students’ questions is to have a “question box” located in the classroom where students submit anonymous questions. To first initiate dialogue for the group chat, teachers can start by reading to students carefully selected excerpts from books on puberty such as; *Will Puberty Last My Whole Life? REAL Answers to REAL Questions From Preteens About Body Changes, Sex, and Other Growing-Up Stuff* by Julie Metzger (2012); *Sex, Puberty, and All That Stuff: A Guide to Growing Up* (2014) by Jacqui Bailey or *What’s Happening to My Body? Book for Boys, What’s Happening to My Body? Book*

for Girls, both by Lynn Madaras (2007) (there is also a Spanish-language 2011 version of the books by Madaras); and LGBTQ+ inclusive books such as *George* by Alex Gina (2015); and *Sex is a Funny Word: A Book about Bodies, Feelings, and YOU* by Cory Silverberg (2015). At the beginning of the discussion, students are asked to give examples from books, magazines, movies, commercials, or online videos of how puberty is portrayed. In this way, students can begin to participate in the discussion without revealing personal information that they are not yet comfortable sharing.

Will Puberty Last My Whole Life? REAL Answers to REAL Questions From Preteens About Body Changes, Sex, and Other Growing-Up Stuff by Julie Metzger (2012)

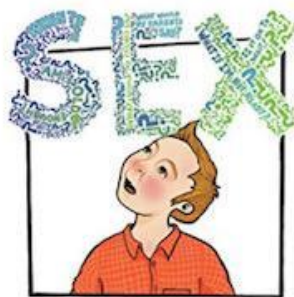


Product description

An expanded and revised edition of the popular flip book for preteens. One half of the book is filled with questions commonly asked by girls entering puberty, and the other half with questions asked by boys.

"If you can only afford one book on puberty for this age group, this is the one to have."
--School Library Journal

This book contains informative, honest, and reassuring answers to questions that preadolescents have about puberty--from friendships and feelings, to pimples, babies, body hair, menstruation, bras, and much more. Straightforward, age-appropriate answers are provided by an experienced nurse-and-physician team who have been giving seminars to preteens and their parents throughout the Pacific Northwest and Bay Area for more than 25 years. Each question in the book has been asked by kids during their classes (many of them frequently). This new edition also contains updated language throughout and additional questions and answers regarding sex, sexuality, consent, and gender identity and norms.



How was sex invented?

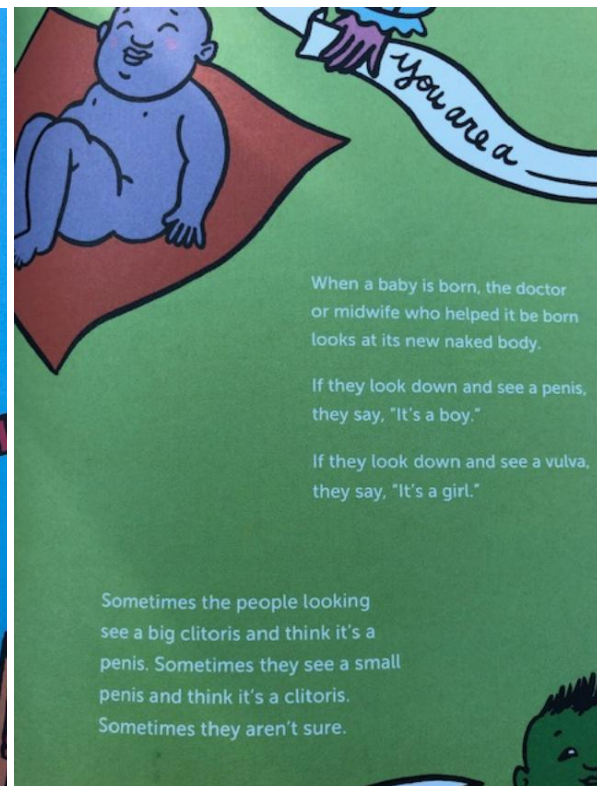
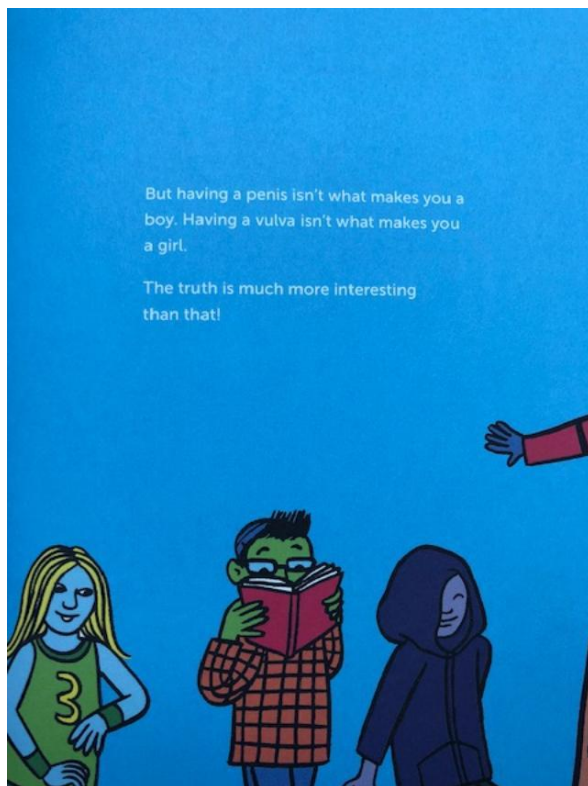
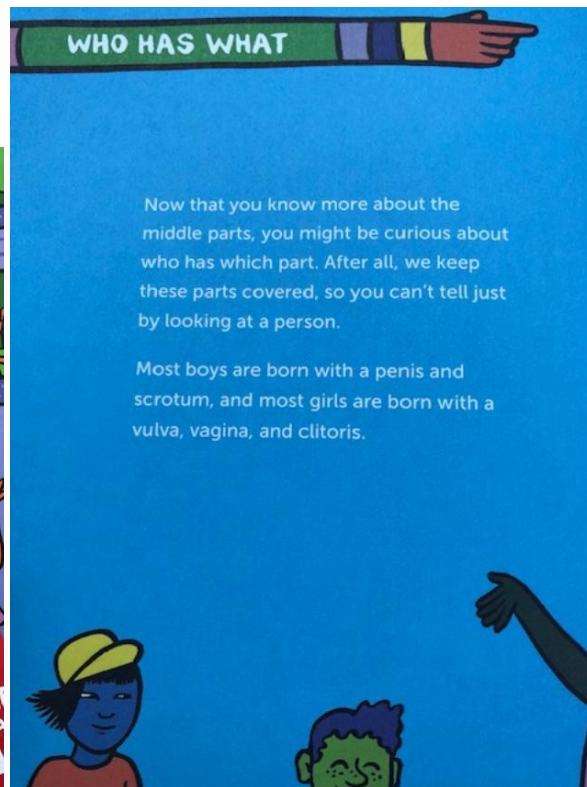
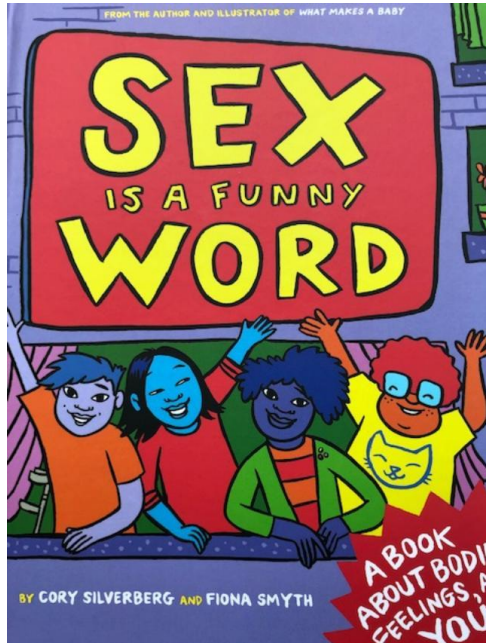
No one 'invented' or 'discovered' sex--sex has always been a part of life. In fact, it's how we got here. As animals evolved, new animals came into being from sexual interactions. Sex is the way we reproduce ourselves.



What is 'gay'?

Being gay means being primarily attracted to other people of the same gender for romantic and sexual partnerships. People who are straight are primarily attracted to people of the opposite gender. Throughout history there have always been people who are attracted to the same gender and others who are attracted to the opposite gender or either gender. As you are growing up and exploring relationships and attractions, you will experience many feelings for a wide range of people. Time and experiences in all sorts of friendships and relationships help you discover and understand your sexuality.

Sex is a Funny Word: A Book about Bodies, Feelings, and YOU by Cory Silverberg (2015)



When we are born, a doctor or midwife calls us boy or girl because of what we look like on the outside. They choose a word or label (usually boy or girl, or male or female) to describe our bodies.

But that's based on our outside, our cover, and who *they* think we are.

What about our whole body, inside and out? What about who we think we are?



Touching isn't just something we do with other people. We also touch ourselves.



We touch ourselves all the time, in all kinds of places, for all kinds of reasons.

Touching yourself is one way to learn about yourself, your body, and your feelings.



You may have discovered that touching some parts of your body, especially the middle parts, can make you feel warm and tingly.

Grown-ups call this kind of touch masturbation.

Masturbation is when we touch ourselves, usually our middle parts, to get that warm and tingly feeling.

TALKING ABOUT SEX CAN FEEL UNCOMFORTABLE, BUT IT CAN ALSO BE EXCITING AND FUN.

THERE IS ROOM FOR PEOPLE WHO ARE HAPPY TO TALK ABOUT SEX. THERE IS ALSO ROOM FOR PEOPLE WHO DON'T WANT TO TALK ABOUT SEX.

You may have noticed that people often talk about relationships between men and women as if those are the only kinds of relationships that can have a crush, love, or sexy feelings. But they aren't.

Have you heard people use the words gay or lesbian? How about asexual or queer?

Those are words people may use to describe themselves, the kinds of relationships they have, and who they have them with. Every community has its own words, but here are a few that lots of people use:

BISEXUAL **GAY**
STRAIGHT **LESBIAN**
ASEXUAL
QUEER

Some of these words may be new to you. (They may be new to a grown-up you're reading this with too!) If you want to learn more about what they mean, you can look in the back of the book.

Intersex It's easy to think there are only two options for sex: "male" and "female."

But our bodies are more interesting than that!

Many of us have bodies that aren't considered typically male or female.

The way our middle parts look on the outside, and the way our bodies look and work on the inside, might not fit into the expectations of either male or female bodies. When this happens we call that intersex.

Sometimes this is noticed when a baby is born, and sometimes no one notices until later (usually after puberty). Like all bodies, intersex bodies are different from each other and that is just fine. They aren't wrong or bad.

Gender Nobody agrees on what exactly gender means. Most people would say that gender has something to do with being a boy or a girl. But since there are more than just those two options, gender is always more than that.

Some people say that gender is something we learn. Some people say that gender is

something we are born with. Wherever it comes from, and whatever it is, gender is something that people feel on the inside and something we can show on the outside in the way we dress, the way we act, the things we do, and who we like to be friends with. Gender is also something other people will attribute to us, even if we don't agree with it, because of what they think about how we dress, look, and act.

There are lots of different words people use to describe their gender, including words like man, woman, boy, girl, queer, trans, and androgynous. Some Indigenous peoples of North America use the term two-spirit, which is an English word for a very, very old idea that some of us are more than just one thing when it comes to gender.

Trans or Transgender Someone who was called a boy but knows they are a girl—or someone who was called a girl but knows they are a boy—might call themselves trans or transgender as they grow up and learn more about themselves and who they are.

Some people who are called boy or girl—but who don't feel

like either of those words fit—might also choose the word transgender.

Some people know this for sure when they are very young, and some people take more time to figure it out.

Gender Diverse, Gender Creative, Gender Non-Conforming.

Gender Queer After you are born, sometimes people around you expect you to dress a certain way, make friends with certain people, and want to play in particular ways based on your gender. That works for some kids. But it doesn't work for other kids. Check out the section on Boys, Girls, All of Us if you want to know more about this.

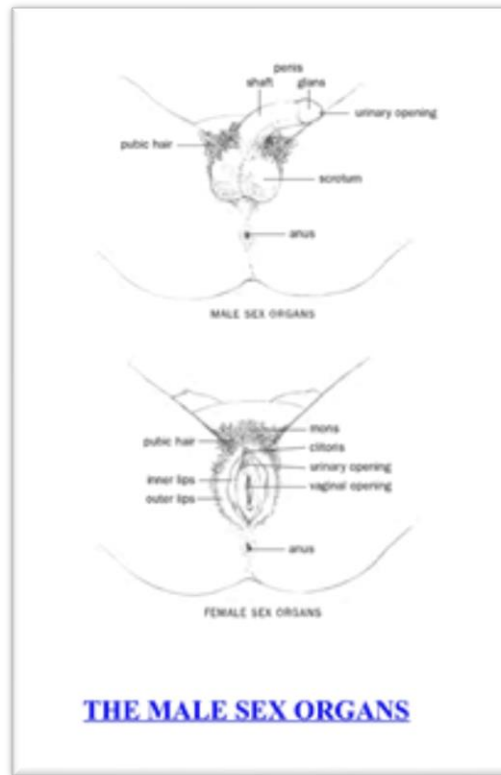
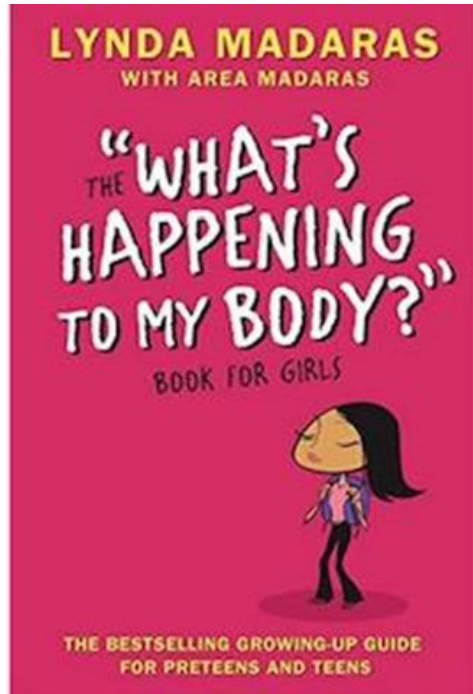
Gender diverse, gender creative and gender non-conforming are just a few of the terms used to describe kids whose gender doesn't fit with other peoples' expectations.

A GLOSSARY IS A LIST OF WORDS WITH EXPLANATIONS OF WHAT EACH WORD MEANS.

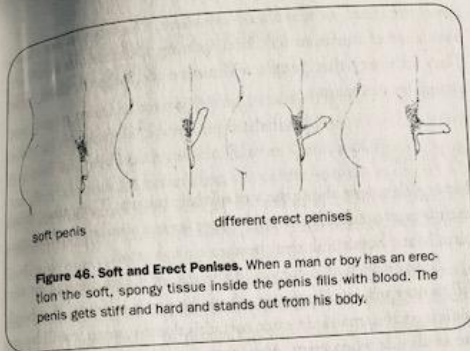
WHO NEEDS A GLOSSARY? I JUST MAKE UP MY OWN WORDS



What's Happening to My Body? Book for Girls, both by Lynn Madaras (2007)



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Males get erections throughout their lives, even when they are tiny babies. Stroking or touching the penis can cause an erection. Getting sexually excited and having sexual fantasies can cause an erection. Males can also get erections even if they aren't feeling or thinking about anything sexual. Some males wake up in the morning with erections. Having to urinate can also cause erections.

Spontaneous Erections

During puberty, boys are apt to get erections more often than when they were younger. As they go through puberty, most boys start to have *spontaneous erections*. Spontaneous erections are erections that happen all by themselves, without any sexual feelings or thoughts.

A girl might be embarrassed by some of the changes that happen to her, like growing breasts, having periods, and so on. Similarly, spontaneous erections can be very embarrassing for a boy. They may happen when he is in school, at home, walking

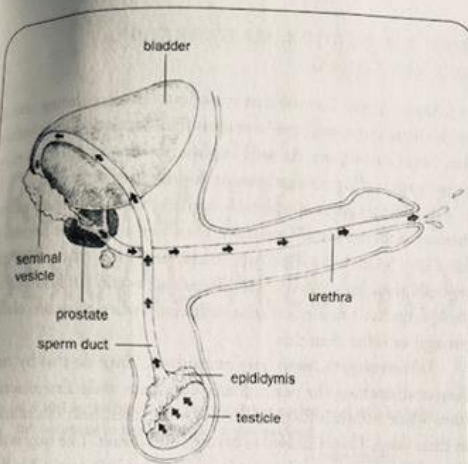


Figure 48. Semen and Ejaculation. Shortly before ejaculation, muscles in each testicle, epididymis, and sperm duct contract rhythmically. Sperm are pumped up through the sperm ducts into the main part of the body and into the prostate. Here the sperm mix with fluid from the seminal vesicles and prostate to form semen. At the time of ejaculation, more muscle contractions pump the semen through the urethra and out the urinary opening.

there's nothing gross or disgusting about it. Urine is just another liquid. Unless the male has an infection, his urine is germ-free. Besides, urine and semen don't travel through the urethra at the same time. A little valve closes off the man's bladder before he ejaculates.

energy and embarrassment. They've also gotten a good idea of where these body parts are. This helps in understanding how babies are made.

SEXUAL INTERCOURSE

Sexual intercourse between a male and a female can make a baby. When a male and female have intercourse, the penis fits inside the vagina. As soon as I tell my class this, they always have two questions right off the bat. First, they want to know *how* a penis can get inside a vagina.

I begin my answer by explaining about *erections*. Sometimes, the penis gets stiff and hard and sticks out from the body at an angle. (See Figure 4.) This is called having an erection. Males of all ages, even babies, have erections. An erection can happen when a male is having sexual feelings and at other times, too. During an

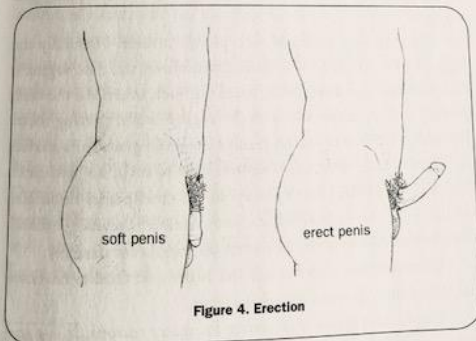


Figure 4. Erection

erections (ih-REK-shuns)

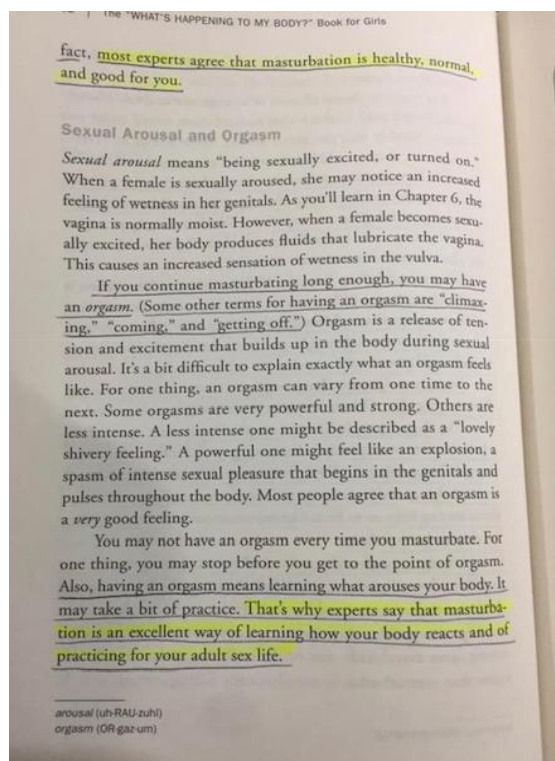
older. Some of us never masturbate. It's normal if you do it and normal if you don't.

You may have heard all sorts of strange stories about masturbation. People used to think that masturbation would make you insane or blind or turn you into a moron. These stories aren't true. (If they were, there would be an awful lot of insane, blind morons around!) You may have heard that masturbation will make you enjoy sex with another person less. Also not true. Masturbating is a way of practicing for your adult sex life. Learning how to give yourself pleasure can be the first step in learning how to have sexual pleasure with someone else some day.

Can masturbating "too much" hurt a person? The answer is no. Nothing bad will happen to your body regardless of how much you masturbate. Masturbation is not physically harmful in any way. (Your genitals might get a little sore if you are rubbing them a whole lot.)

Some people masturbate every day. Some masturbate many times in one day. Others only rarely masturbate, and still others never do. Some people like to imagine things that excite them when they are masturbating. Imagining or pretending that something is happening is called *fantasizing*. We fantasize about all sorts of things. Almost everyone has fantasies about sex. These fantasies can help us to better know our sexual self. So our advice is: relax and enjoy them.

Having fantasies about sex and masturbating are against some people's religious or moral beliefs, however. Personally, we think masturbation is good for you. And most people believe it's morally acceptable, too. But if you believe masturbation is wrong, you can decide not to do it. In any case, you should know that masturbation is *not* physically harmful in any way. In



☆☆☆☆☆ If you are a devout Christian or Catholic, don't buy this book.

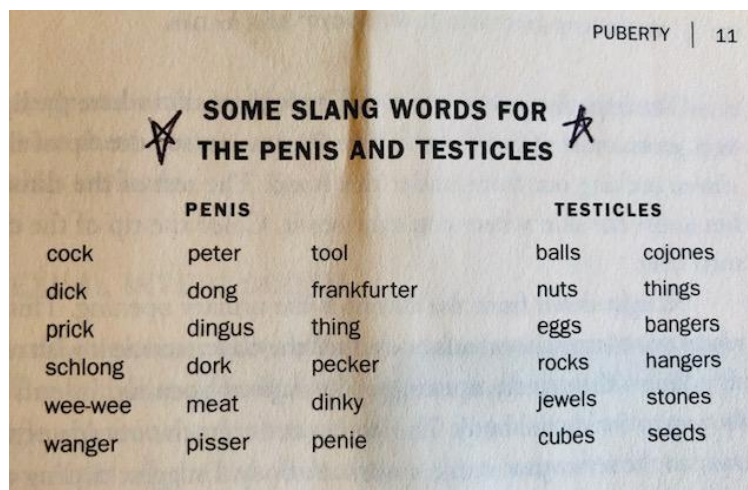
March 14, 2013

Verified Purchase

Format: Hardcover

I will not be giving my son this book and will be returning it. I will continue searching for one that corresponds with the teachings of God to provide to my son. Statements such as the ones on pages 198-199 under the "Making Decisions about How to Handle Your Romantic and Sexual Feelings" heading are as follows:

"Other young people just 'go along' with what their parents or their religions say is right or wrong, without really thinking much about it... We're not saying that you shouldn't follow your parents' or your religion's teachings or rules... But we've found that young people who accept, without question, what they've been taught sometimes run into problems... The rules sort of 'fall apart' or 'cave in' in the face of tremendous pressure to experiment sexually. We think this sometimes happens because the rules weren't really 'theirs' in the first place."





milashka13

☆☆☆☆☆

Not for 10 year old as advertised.

March 9, 2015

Verified Purchase

Format: Paperback

This book is not for 10 year old boys! Please read before purchasing, as my copy is going back. Before giving this book to my 10 year old, thankfully I opened it myself. The first thing that caught my attention was the slang words for men's and women's privates. In my 40 years of life some of the words were new to me. I'm not a prude, not religious, very open to the idea of teaching my kid things that I would rather him hear from me not from his friends. But does a 10-14 year old really need to know that slang?! Or the details that the authors go into about the sex, anal sex, homosexual sex, etc, didn't make me comfortable either. I don't think any 10 year old needs to know in details how the women private parts look, or part about menstruation... This book is going back. Too much information.



tml

☆☆☆☆☆

NOT A BOOK FOR 10YR

OLDS,BUYERS BEWARE TOPICS LIKE G-SPOTS ,MASTURBATION SEX HARD PENISES ,PICTURES ETC

August 18, 2014

Verified Purchase

Format: Paperback

PLEASE DONT BUY THIS BOOK IF YOUR CHILD IS 10 THIS BOOK IS FOR 16 17 YR OLDS ,I BOUGHT THIS BOOK THINKING IT WAS A GREAT LEARNING MATERIAL BUT WHEN I OPEND THE BOOK AND STARTED READING ABOUT G -SPOTS AND LESBIANS AND HOW A ~~SEX~~ GETS HARD AND WHAT HAPPENDS ,SEXUAL FEELINGS MASTURBATION ,WHAT MAD ME SO UPSET IS HOW ARE YOU GOING TO TEACH YOUR 10 YRD OLD KNOWING THAT SHE SHOULD BE A VIRGIN ABOUT HOW TO STIMULATE HER G-SPOT , WHAT KIND OF WORLD WE ARE LIVING IN KNOWADAYS ??!!!! NO WONDER THEY ARE GETTING PREGNANT YOUNGER AND YOUNGER.PLEASE PLEASE DONT BUY THIS BOOK FOR A 10 YR OLD.



Deana D. Miller

☆☆☆☆☆

Read Before You Buy!!!

September 12, 2014

Verified Purchase

Format: Paperback

This book was not for us. We definitely do not agree on their views of homosexuality. The way she describes it everyone has homosexual feelings and experiences.

when they should say
is the correct term for the sex organs on the outside of the female body.) Finally, we come to the anus. Color it any way you like.

While they're coloring the female genitals, we also make a list of slang words for these parts of a woman's body.

✱ SOME SLANG WORDS FOR ✱ THE CLITORIS, VULVA, AND VAGINA

CLITORIS

clit
bud
pea
man in the boat
spot

VULVA AND VAGINA

pussy	box	snatch
cunt	beaver	poontang
muff	honeypot	pudie
stuff	hole	slit
quim	thing	twat

“What’s Happening to My Body: Book For Boys” By, Lynda Madaras

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150 | The "WHAT'S HAPPENING TO MY BODY?" Book for Boys

The Male Sexual Response

Orgasm is the peak of the body's response to sexual arousal (being "turned on"). The changes in the male body leading to and following orgasm—as well as the orgasm itself—are called the male sexual response. Sometimes the response is more intense than at other times, but it's basically the same whether you're masturbating by yourself or having sex with a partner.

The male sexual response begins with sexual *arousal* and erection. The erection may last until after orgasm. Or it may decrease and increase a number of times before ejaculation actually takes place.

As arousal continues and builds toward orgasm, several other

SPONTANEOUS ERECTIONS, ORGASMS, MASTURBATION, AND WET DREAMS | 151

As orgasm is about to happen, there is a feeling of building to a climax. Muscle tension and heart rate reach their maximum. During orgasm, there is an explosive release of the tension that has been building in the muscles. Waves of muscle contractions in the genital area give feelings of intense physical pleasure. The contractions happen a little less than a second apart. The first three or four are the strongest and give the most intense pleasure.

At the point of orgasm, there may be involuntary muscle movements in the face (a grimace) or the hands and feet (clutching, grasping, arching). There may be muscle spasms in other parts of the body as well.

After orgasm, the body relaxes and begins to return to normal.

Is masturbation "sinful" or morally wrong?

One person's idea of what's "sinful" or morally wrong may be quite different from another person's. Nowadays, most people do not think masturbation is morally wrong or sinful, and personally, we go along with that point of view. In the past, many religions held that masturbation was a sin. Many religious leaders no longer feel this way, but some still do. For example, the Catholic religion's official point of view holds that masturbation is a sin. This doesn't mean that all Catholics or even all Catholic priests and church leaders feel this way.

If you're bothered by the notion that masturbation may be sinful or morally wrong, perhaps you should talk with your minister, priest, or religious leader.

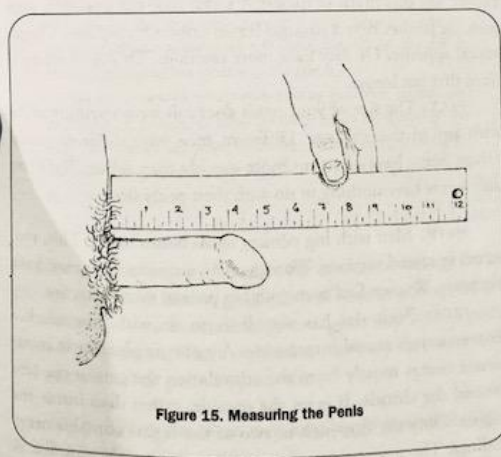
Is it weird for a boy to masturbate with other boys?

Some boys learn about masturbation from other boys. Some boys even experiment by masturbating together. Boys who do this often worry about whether this is weird. Sometimes they think that this means they are *homosexual*.

Homosexuals are people who prefer to have sexual contacts with people who are the same sex as they are. Most adults in our society are *heterosexuals*. Heterosexuals are people who prefer to have sexual experiences with people of the opposite sex. We'll talk more about homosexuality in Chapter 9. For now, you should know that masturbating with other boys does not mean you are a homosexual. Many boys engage in some form of what we call "sex play" with other boys as they're growing up. You may have had such experiences and have wondered about them or felt uncomfortable. If so, be sure to read Chapter 9, where we talk more about these things.

The famous sex researcher Alfred Kinsey and his coworkers studied penis size. Thousands of volunteers were asked to measure the length of their erect penis and mail in the results. The average erect penis size from the Kinsey studies was just under 6 1/4 inches. There are some newer studies where the measuring was done by doctors or from photographs. These studies show an average erect penis length of very close to 6 inches. But, again, some of these studies had to rely on volunteers, which may have affected the results.

The best we can do is to tell you results based on less than perfect studies. These studies tell us that 7 out of 10 adult men have erect penises between 5 1/4 and 6 3/4 inches in length. Also, in adult men the average distance measuring around the widest part of an erect penis is a little under 5 inches.



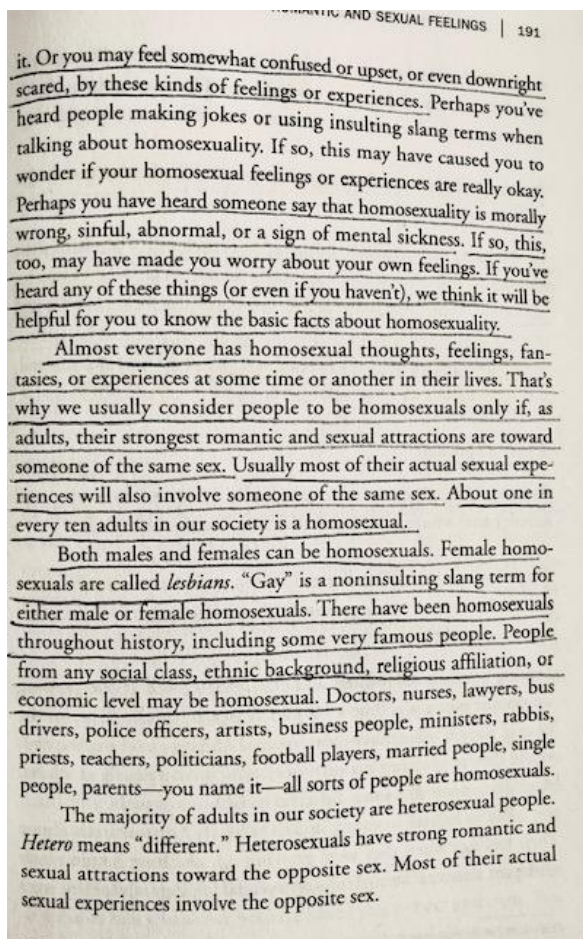
HOMOSEXUAL FEELINGS

Sometimes people have crushes on people of the same sex. When we talk about this in class it always brings up questions about *homosexuality*.

Homo means "same." Having homosexual feelings means having romantic or sexual feelings, fantasies, dreams, or crushes about someone of the same sex. Many boys and girls have homosexual thoughts or feelings or actual sexual experiences with someone of the same sex, while they're growing up.

If you've had homosexual feelings or experiences, you may know that this is quite normal. You may not be at all worried about

homosexuality (hoh-moh-SEK-shoo-AL-eh-tee)



Page 59-60

Students can engage in creative, standards-based, growth, development, and sexual health instructional activities. After some initial reading of information provided in their instructional materials, resources in the school library, or a Web search to identify the physical, emotional, and social changes that occur in puberty (5.1.3.G, Essential Concepts). Students work in pairs to match puberty changes printed on strips of paper with their corresponding area (physical, emotional, or social). These three area options are written on the white board or large poster paper placed on tables around the classroom. Examples of some items that may be listed include voice changes, production of sex hormones, acne, mood swings, or becoming romantically interested in someone. Students learn how some students will experience menstruation and breast development and others may experience facial hair growth and erections. They also learn that females tend to experience puberty earlier than males on average (between the ages of eight and thirteen years old for females and between the ages of nine and fourteen for males) (American Psychological Association 2016). It is important for the teacher to reassure students that puberty occurs at different times for different youth and these differences are normal. (5.1.6.G, 5.1.9.G, Essential Concepts). Teachers should normalize

sexual feelings and explain to students these feelings do not mean that students should feel pressured to participate in sexual activities. If the topic of masturbation arises, teachers may explain masturbation is not physically harmful. This is also an important time to discuss gender, gender roles, and gender expression as puberty can be a difficult time for young transgender students. Educators should acknowledge this and create an environment that is inclusive and challenges binary concepts about gender. Refer to the Gender Socialization Classroom Example found later in this section. For additional resources on how to support transgender and gender non-conforming students in the classroom, visit the <byh>GLSEN Web<eyh> site.

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The connection between sex, reproduction, and the human life cycle may still be a vague concept for some students, making fifth grade an opportune time for students to learn more about conception, reproduction, birth, growth, aging, and death (5.1.1.G, 5.1.2.G, Essential Concepts). Cards containing photos of the various stages of conception and reproduction (for example, a sperm fertilizing an egg), birth, growth, or aging can be displayed around the classroom or on large group tables. Brief definitions for each term are written on the back of the cards for students to read. Working in small teams or pairs, students can create a timeline of the events. Another activity may be for students to label key terms on diagrams of reproductive organs using medically accurate vocabulary. Students describe or write what the functions of each organ are. Both activities should follow students' research or reading on the topic and a group discussion on the content with special emphasis given to conception and pregnancy. During the group discussion, the teacher listens for any misinformation or misunderstandings and uses a questioning strategy to help students identify correct information.

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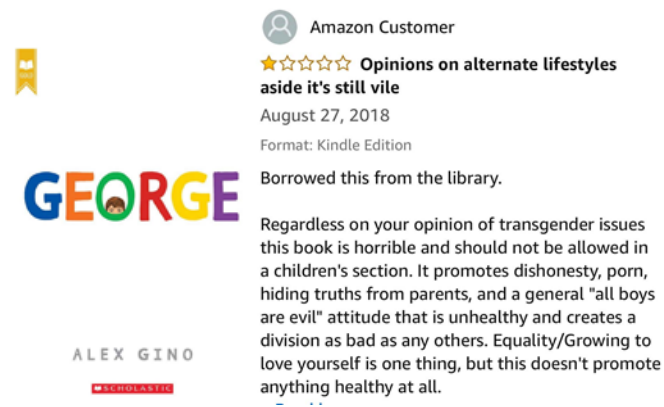
Facts About HIV Handout from Advocates for Youth, Learning About HIV: A Lesson Plan from Rights, Respect, and Responsibility: A K–12 Curriculum or another age-appropriate, medically-accurate resource.

Page 65-66

As students enter puberty, there is a heightened awareness of gender, physical differences, and attraction. It is important for students to recognize differences in growth and development, physical appearance, and perceived gender roles or gender socialization (5.1.6.G, Essential Concepts). Early socialization plays a critical role in developing attitudes toward individual differences and, ultimately, discrimination and violence. In fifth grade, teachers guide students in exploring social agents that frame perspectives regarding gender and relationships. It is important to examine gender socialization and how culture, media, and peers influence an individual's view of self and others (5.2.1.G, Analyzing Influences). Young learners may compare themselves to other classmates and people they see in the media as a model for the standard in body image and attractiveness. For example, a student may compare themselves to women in

the media who are thin and hypersexualized. Students may also look to the media for examples of different ways that individuals express their gender. Fifth-grade students will have an opportunity to learn that gender is not strictly defined by physical anatomy or sex assigned at birth. Rather, students understand that gender refers to attitudes, feelings, characteristics, and behaviors that a given culture associates with being male or female, sometimes labeled “masculine” and “feminine.” Moreover, a person’s gender identity refers to their sense of self, while gender expression refers to their outward gender presentation including physical appearance and behaviors. Understanding individual differences will help students feel accepted and be more accepting of others. **George by Alex Gino (2015)** is an age-appropriate book and resource for fifth-grade students. Teachers should be mindful of personal biases and use gender neutral language when discussing peer and romantic relationships to be inclusive of all students in terms of gender identity, gender expression, and sexual attraction. For example, use “they” instead of using “he/she.”

George by Alex Gino (2015)



Page 66-70

Purpose of Lesson: Students are exposed to stereotypes regarding gender, gender roles, and sexuality in their social environments including in their communities, families, friendships, and the media. Many of these stereotypes are evident in peer interactions and may contribute to bullying, discrimination, and harassment, including sexual harassment. When students do not conform to gender-normative expectations, there are often negative social consequences. Challenging gender stereotypes may reduce discrimination, bullying, sexual harassment, and violence. This activity provides an opportunity for students to think outside the “gender box” and develop understanding and acceptance of others.

Note to teachers: This lesson is designed to explore and challenge traditional social roles assigned to people based on their gender. The use of “girls” and “boys” is intentional to explore the gender binary.

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Partnering with your school: Encourage your school teacher librarian to purchase and make available age-appropriate books on growth and development, puberty, gender, sexuality, and healthy relationships such as the titles mentioned in this section. These books should be inclusive of students of all genders and sexual orientations. Ask the teacher librarian to introduce students to the books and encourage students to borrow the books. If your school does not have a library, consider obtaining book donations for an in-class library or utilizing your public library for loaned copies. A follow-up activity may be to assign a research report based on your inventory of books (5.1.1.G, 5.1.3.G, Essential Concepts).

Grade 6

Page 98-97

To begin the discussion of Internet safety and hazards (6.1.7.S, Essential Concepts) students share if they have ever heard of the following terms or if a friend or family member has ever experienced *cyber bullying*, *cyber harassment*, *cyber stalking*, *sexting*, or has been the victim of an *online predator*. Students follow up by spending time online reviewing resources from Web Wise Kids, a nonprofit Web site that has free safety curriculum, videos, and interactive games designed to teach students the principles of Internet and mobile device safety in an engaging format. Students then complete an Internet safety pledge and commit to not engaging in actions that can lead to dangerous consequences: sharing personal information such as their address or phone number; if or when they are home alone; their schedule; their parent's, guardian's or caregiver's information; or provocative photos. Students learn the "netiquette" of being nice and courteous online and via e-mail communication and to tell a trusted adult if someone is not being nice, is in danger, or is being bullied online. They also learn about the consequences of being a cyber bully and sexting such as sending sexually suggestive photos through social networks. The *Model School Library Standards for California Public Schools* call for students to demonstrate the ethical, legal, and safe use of technology and serves as a resource for instruction and learning about Internet safety.

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Periodically checking in with students on how they are feeling and their emotional wellbeing offers support and care in their lives that, in turn, may create a more empathetic, caring student who excels psychosocially and academically. One way to elicit information about students' mental, emotional, and social health is a "check-in" box in which students submit their concerns as they arise. The teacher regularly checks the box and addresses any student concerns. Another approach is to give each student a set of *How Am I Feeling?* cards that indicate various color levels of stress (red = high stress day, orange = moderate stress day, yellow = low stress day, green = no stress day). The teacher explains that the cards will be used

periodically for checking in to see how each person is feeling. Students are encouraged to reference the cards on their own to check in on how they are feeling each day.

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Students are introduced to the concept of mindfulness for managing stress: being present, being aware of emotions, focusing on peace and meditation, even if only briefly, and taking time for oneself. Useful resources such as *The Stress Reduction Workbook for Teens: Mindfulness Skills to Help You Deal with Stress (2017)* by Gina M. Biegel, *Mindfulness for Teen Anxiety (2014)* by Christopher Willard, and *The Self Esteem Workbook for Teens (2013)* by Lisa Schab provide valuable resources for pre-teens and teens experiencing stress and anxiety. Students research online and create stress-prevention tip cards, electronic memes, or video PSAs including how to seek the help of a trusted adult when necessary. Students present their approved pieces to younger grades if in upper elementary or fellow classes or their peers if in middle school to help create a healthy school environment (6.1.1.M, 6.1.6.M, Essential Concepts; 6.3.1-2.M, Accessing Valid Information; 6.4.1.M, Interpersonal Communication; 6.6.1.M, Goal Setting). See the Injury Prevention and Safety section for additional resources.

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Comprehensive curriculum on the human lifecycle ideally includes a few assignments on death and dying to enable students to process this important stage. Note that teachers should never insert their own opinions on death and dying or use euphemistic or religious verbiage or language. To explore feelings associated with empathy, grief, and loss, students write a letter or a story of a time in their life when they experienced the loss of a family member, friend, or pet.

Other activities can be incorporated such as planting a memorial garden or tree; creating a memorial scrapbook or ornament; creating a Dia de los Muertos/Day of the Dead altar or art project such as a painting; or a tissue box activity where students make and decorate a tissue box to insert notes in remembrance of those they have lost. Teachers should notify the school nurse, <byh>school counselor,<eyh> site administrators, and other school staff before students engage in this activity. Teachers should also be prepared to connect students with appropriate school staff and other resources as this may be a triggering activity for some. Parents, guardians, and caretakers are notified of this activity prior to implementation, and students are encouraged to discuss the activity at home with their parent, guardian, or caretaker to further process the experience (6.1.1.M, 6.1.2.M, 6.1.5.M, Essential Concepts).

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As pre-teens, many sixth graders have more responsibility and are more engaged academically and socially than in previous years. In fifth grade, students explored gender socialization and analyzed influences on attitudes and beliefs regarding differences of others. After being reminded of gender socialization and the importance of respecting other students, sixth graders can analyze these influences further and think critically about how to practice appropriate ways

to respect and include others who are different from them (6.7.3.M, Practicing Health-Enhancing Behaviors). It is important for teachers and school staff to model how to be inclusive so students can also encourage a school environment that is respectful of individual differences and demonstrates respect for diversity (6.8.1.M, Health Promotion; 6.4.3.M, Interpersonal Communication). This practice includes having empathy for others and applies to all differences including levels of ability, chronic health issues, cultural backgrounds, gender, gender expression, and sexual orientation (6.1.5.M, Essential Concepts). As students learn about bullying and its harmful effects, they also learn to object appropriately to teasing or bullying of peers that is based on personal characteristics, gender, gender expression, and sexual orientation (6.8.2.M, Health Promotion). For additional guidance on creating an inclusive learning environment, see the **Access and Equity chapter**.