

DOCUMENT RESUME

ED 096 548

CE 002 189

TITLE Science, Health, Safety Curriculum Guide: Unit Revision for Family Living Curriculum. K-6.
INSTITUTION Rochester City School District, N.Y.
PUB DATE 71
NOTE 57p.
EDRS PRICE MF-\$0.75 HC-\$3.15 PLUS POSTAGE
DESCRIPTORS *Course Content; *Curriculum Guides; Elementary Grades; *Elementary School Curriculum; *Family Life Education; Health Education; Interpersonal Competence; Interpersonal Relationship; Parent Participation; Physical Development; Reproduction (Biology); Resource Materials; *Sex Education; Sexuality; Social Development; Student Attitudes; Teacher Attitudes; Teaching Guides

ABSTRACT

The curriculum guide is a revised unit in family living and sex education for K-6, planned as a continuing school experience for the child and meant to be correlated, integrated, and articulated with the total educational program. It involves concepts of human sexuality and provides activities to motivate student learning. Five topics are treated at three levels (primary, early intermediate, and later intermediate): (1) the individual and personality, (2) the family, (3) peers and environment, (4) physical growth and reproduction, and (5) male and female sexuality. For each topic at each level, the guide includes concepts and understandings, activities, questions pupils might ask, and resources (with availability information). The philosophy on which the unit is based, its objectives, and a chart depicting its scope and sequence are provided. Eighteen tips are offered to help the teacher present the unit comfortably and effectively. (AJ)

CITY SCHOOL DISTRICT
ROCHESTER, NEW YORK

1970-71

• Division of Instruction

Science, Health, Safety Curriculum Guide

Unit Revision For

Family Living Curriculum Guide

K-6

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

CE 002 189

FD 096548

FAMILY LIVING CURRICULUM GUIDE

CONTENTS

	Pages
Foreword	1
Philosophy	111
Objectives	v
Scope and Sequence	vii
Tips to Teachers	xi
Primary Level	
The Individual and Personality	1
The Family	2
Peers and Environment	5
Physical Growth and Reproduction	6
Male and Female Sexuality	12
Early Intermediate	
The Individual and Personality	13
The Family	14
Peers and Environment	17
Physical Growth and Reproduction	19
Male and Female Sexuality	24
Later Intermediate	
The Individual and Personality	25
The Family	27
Peers and Environment	29
Physical Growth and Reproduction	30
Male and Female Sexuality	38

F O R E W O R D

The ultimate goal of the family living and sex education program is the creation of wholesome attitudes that will result in desirable behavior. This is far more important than simply learning facts. Therefore, "how" material is being taught is as important as "what" is being taught.

Avoidance, suppression, embarrassment and shock are negative forms of sex education. Teachers do not really choose whether or not they will teach sex education. They only choose whether they will do something positive or negative about it; whether they will accept or deny their responsibility.

This guide has been designed to be flexible so as to allow each teacher to develop and present material to meet the specific needs of the pupils. These needs will obviously differ and depend on the environmental and cultural factors which affect the pupils being taught.

The following have served as the curriculum committee in preparing this guide:

Marilyn Aroesty - Teacher, No. 2
Lynn Belluscio - Teacher, No. 7
Margaret Casey - Teacher, No. 11
Eleanor Clark - Teacher, Douglass
Agnes Keuper - Teacher, World of Inquiry

Elizabeth Koepke - Teacher, No. 6
Marcia Ostroff - Teacher, No. 22
Donald Sippel - Teacher, No. 21
Ellen Hawver - Ass't Director, Health and Physical Education
Emma Jean Lutus - Ass't Director of Elementary Education

Consultants to the committee:

George J. Rentsch - Assistant Superintendent in Charge of Instruction
Helen R. Gerhardt - Supervising Director of Elementary Education
Samuel W. Bloom - Director of Science
Ruth Kimpland - Director of Home Economics
Nicholas A. Zona - Director of Health and Physical Education

The committee acknowledges the assistance of Effie Williams and Violet Russo, Department of Mental Health Clinical Services.

P H I L O S O P H Y

Family living and sex education consist of instruction to develop an understanding of the physical, mental, emotional, social, economic and psychological phases of human relations as they are affected by male and female relationships. It includes more than anatomical and reproductive information. It emphasizes the development of proper attitudes and relationships between the sexes. It implies that sexuality is a part of the total personality; the total adjustment of the individual in his family and society. It is needed to prepare the individual to live in and contribute to a heterosexual society.

Through this program, the child should learn to make responsible decisions affecting all phases of his life, including the sex area, because he will know facts, will have developed standards and values to guide his personal life and will be able to relate learned information to his immediate experiences and values.

It is a recognized fact that family living and sex education must and do begin in the home and are enhanced by the church and the school. The school has an obligation to offer an educational program which will strengthen the student's character and contribute toward his development as a well-balanced, responsible citizen today and an adequate parent of tomorrow.

O B J E C T I V E S

To help children to:

1. Develop an appreciation of the wonder of life.
2. Understand the nature and purpose of the family in our society.
3. Learn the values and responsibilities of being a good family member.
4. Understand that families differ from one another.
5. Understand environmental forces as they affect human growth and development.
6. Develop an understanding of the physical, mental, emotional and social phases of growing up.
7. Accept the role of being a girl or a boy.
8. Create a wholesome understanding of, interest in, and respect for the opposite sex.
9. Understand that sex development, impulses and activities are vital to life.
10. Understand growth and development and the facts of human reproduction.
11. Know and use correct terminology of body parts.
12. Distinguish between facts, false notions and superstitions in matters relating to sex, health, and well-being.

SCOPE AND SEQUENCE

Sex education is a continuous process throughout life and must be planned as a continuing school experience for the child. It should not be isolated in the curriculum, but should be correlated, integrated, and articulated with the total educational program from the kindergarten through twelfth grade. It should involve concepts of human sexuality and provide for activities to motivate student learning. It should be offered co-educationally at all levels. The only exception to this is when male and female hygiene is discussed.

The primary level focuses on helping children develop an adequate vocabulary of body parts and their functions, a simple understanding of where babies come from, and the sex differences of boys and girls. The emphasis shall be upon developing a simple appreciation of the nature and purpose of the family.

The intermediate grades lend themselves to a more profound examination of how life begins, including a study of the birth of a baby and examining the growth processes. Glandular functions in growth and the organs involved in human reproduction should also be included. Lessons on menstruation should be conducted for both the boys and girls. However, at the outset, a separation of sexes may be considered more appropriate for the area of personal female and male hygiene. Other than this separation, sex education should be taught in the same natural setting (co-educationally) as any area of the curriculum. Menstruation should be included in the co-educational framework, particularly as it relates to the psychosocial development of the female, and to empathy and understanding in the male's role as son, brother, husband and father.

At the 6 and 7th grade level, attempts can be made to relate growth and development to personality and to relationships with others. An understanding of how heredity and environment influence body size, physical appearance, and character should be covered. The emphasis should be placed upon the dynamics of the family and how the basic and socio-emotional needs are met. Communicable disease as it affects the health of mothers, babies, children, adolescents, and adults with attention to venereal disease should be included.

SCOPE AND SEQUENCE

	The Individual and Personality	The Family	Peers and Environment	Physical Growth and Reproduction	Male and Female Sexuality
Early Primary	The child as an individual Respect for individual privacy	The family unit - member roles and differences	Sharing, taking turns, playing together, working together Social development	Reproduction and growth - living things The baby inside the mother Parts of the body and their functions	Differences between boys and girls
Early Intermediate	Detailed extension of above material	The child's responsibilities to the family	The child's emotional role with peers, adults, and siblings Environmental influences	How life begins Parts of the body and their functions Heredity and environmental influences The baby during gestation	The roles of boys and girls
Later Intermediate	Personality development The individual's self image and feelings Respect for privacy Physical and emotional concerns of this age	The individual's role in the family and peer group	Development of all concepts above	Development of the above Parts of the body and their functions	Male-female adult roles Male and female hygiene Responsibility for sexual behavior to self and others Roles of boys and girls

SCOPE AND SEQUENCE K-6

	Primary						Early Int.	Later Int.
	K	1	2	3	4	5	6	
<u>The Individual and Personality</u>								
<u>The child as an individual - his feelings and self image</u>	X	X	X	X	X	X	X	
<u>Respect for individual privacy</u>	X	X	X	X	X	X	X	
<u>Personality development</u>								
<u>Physical and emotional concerns of this age</u>								
<u>Kinds of love</u>								
<u>Responsibilities to self and others</u>								
<u>Developing friendships</u>								
<u>The Family</u>								
<u>The family unit-member roles and differences</u>	X	X	X	X	X	X	X	
<u>The child's responsibilities to the family</u>	X	X	X	X	X	X	X	
<u>The individual's role in the family and peer group</u>	X	X	X	X	X	X	X	
<u>Adolescent - parent relationships</u>								
<u>Peers and Environment</u>								
<u>Social development</u>	X	X	X	X	X	X	X	
<u>Child's emotional role with others</u>	X	X	X	X	X	X	X	
<u>Environmental influences</u>								
<u>Influence of peer group</u>								
<u>Developing friendships</u>								
<u>Physical Growth and Reproduction</u>								
<u>Human reproduction and growth</u>	X	X	X	X	X	X	X	
<u>The baby inside the mother</u>	X	X	X	X	X	X	X	
<u>Parts of the body and their functions</u>	X	X	X	X	X	X	X	
<u>How life begins</u>								
<u>Heredity and environmental influence</u>								
<u>The baby during gestation</u>								
<u>Growth patterns</u>								
<u>Male and Female Sexuality</u>								
<u>Differences between boys and girls</u>	X	X	X	X	X	X	X	
<u>The roles of boys and girls</u>								
<u>Male - female adult roles</u>								
<u>Male and female hygiene</u>								
<u>Responsibility for sexual behavior to self and others</u>								
<u>Boy-girl relationships</u>								



T I P S T O T E A C H E R S

The following tips are offered to help teachers understand that:

1. The teacher must have a wholesome philosophy about human sexuality: must possess satisfactory sexual adjustment and feel comfortable about teaching sexuality.
2. Questions which are asked and not answered is sex education of a negative nature. If students can verbalize problems or concerns, an adult must be capable of giving frank and honest answers. If the teacher doesn't have a ready answer, students can be directed to resource books to seek the answer.
3. The teacher should be prepared to use the proper anatomical and scientific terms as casually as he uses the words, "eyes, ears, nose," etc. Questions proposed at any grade level can be answered simply, directly, and satisfactorily.
4. The program should be taught on the level of the children's understanding and maturity level, making use of practical examples within their life experiences. Material can be repeated at different grade levels as long as it is presented at the maturity level of the pupils.
5. In order to discover the status of the students' comprehension of the subject matter and their concerns, the teacher may ask for written anonymous questions before each unit.
6. Family living and sex education should be directed toward anticipatory learning rather than "too little, too late."
7. Small group discussions are helpful in evaluating students' reactions and stimulating free participation. The teacher should be ever sensitive to the tenor of the attitudes of students.

8. Role-playing is a good technique to invite students' critical thinking.
9. Answering students' questions with the technique of counter-questioning helps to stimulate critical thinking.
10. A teacher may seek help from other professionals when he feel his knowledge is limited.
11. A medical dictionary can be helpful to the teacher.
12. There is a need to review new films and resources constantly to supplement the program.
13. Resource material on sex, venereal disease, and family living should be available to all students and left on a shelf in the library where they need not ask to use it.
14. Objectivity is primary in discussions; the teacher should strive to avoid feelings of bias in making judgments and statements about sex, family living and human relations.
15. The teacher should be aware of the scope and sequence of the total family living program.
16. Resource materials have been located at the Resource Center of the City School District for teachers to appraise.
17. The teacher should avoid giving moral values and judgments when discussing topics which concern religious beliefs, i.e. use of contraceptives in family planning.
18. The parents should be involved in the family living program.
Resources mentioned in this guide are coded (T)-teacher, (P)-pupils.

The Individual and Personality

The Family

Peers and Environment

Physical Growth and Reproduction

Male and Female Sexuality

**P
R
I
M
A
R
Y**

BEST COPY AVAILABLE

PRIMARY

THE INDIVIDUAL AND PERSONALITY

Concepts and Understandings	Activities	Questions Pupils might ask	Resources
<p>1. Each child is an individual and differs in his social, emotional, and physical development</p> <p>2. All people are different in some ways and alike in others</p> <p>3. We learn from our successes and failures</p> <p>4. Each individual needs privacy</p>	<p>Discuss how each pupil is proud of his differences</p> <p>Bring in photographs of self</p> <p>Make self portraits (crayon)</p> <p>Use growth charts (compare fall and spring height)</p> <p>Discuss their favorite activity at home and at school</p> <p>Discuss hobbies</p> <p>Discuss what we learn from successes and failures</p> <p>Make silhouettes</p>	<p>How can I make _____ like me?</p> <p>Why don't I get picked?</p> <p>Why can't I go into the bathroom with someone else?</p> <p>Why can't I use John's pencil, crayon, etc?</p>	<p><u>Books:</u></p> <p>(T) Schulz, Esther and Williams, Sally, <u>Family Life and Sex Education: Curriculum and Instruction</u>, New York: Harcourt, Brace and World, 1969</p> <p>(T) American School Health Association, <u>Growth Patterns and Sex Education</u>. Kent, Ohio, 1967</p>

PRIMARY

THE FAMILY


Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>1. Family members have different roles</p> <p>a. Mother-work at home, outside home, care of children</p> <p>b. Father-work outside home, at home, head of family</p> <p>c. Brothers, sisters share, help</p> <p>d. Grandparents-role in family</p> <p>e. Aunts and uncles-role in family</p>	<p>Make puppets and pictures of family groups</p> <p>Take snapshots of children and their families</p> <p>Write experience charts</p> <p>Show films</p> <p>Read and discuss books</p> <p>Read and discuss poems</p> <p>Watch T.V. programs</p> <p>Use flannel-board cutouts</p> <p>Use stand-up figures</p> <p>Use role playing</p>	<p>Why do we have families?</p> <p>Why do I have to take care of my younger brother or sister?</p> <p>Why doesn't my brother or sister like me?</p> <p>Why does my sister (brother) tell lies to get me into trouble?</p> <p>Why do I have to take care of my toys?</p>	<p>Books:</p> <p>(T) Schulz, Esther and Williams, Sally, <u>Family Life and Sex Education: Curriculum and Instruction</u>. New York: Harcourt, Brace and World, 1969</p> <p>(T) American School Health Association, <u>Growth Patterns and Sex Education</u>. Kent, Ohio 1967</p>
<p>2. Families are different</p> <p>a. Size</p>	<p>Collect magazine pictures and discuss books and stories</p> <p>Show films</p> <p>Write experience charts</p>	<p>Why is my family smaller than John's?</p> <p>Why don't I have a brother or sister?</p>	<p>(P) Gill and Vranna, <u>What is a Brother? New York: Houghton Mifflin, 1968</u></p> <p>(T) Senesh, Lawrence, <u>Our Working World</u>. Chicago: Science Research Associates, 1966</p> <p>Pamphlets:</p> <p>(T) Ullmann, Frances, <u>Getting Along With Brothers and Sisters</u>. Chicago: Science Research Associates, 1950</p>



PRIMARY
THE FAMILY

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>2. b. Composition c. Other Cultures</p> <p>3. Family members need a feeling of belonging</p> <p>a. Respect b. Loyalty c. Emotional relationships</p> <p>4. *A new baby changes family patterns</p> <p>a. Preparation for the new baby b. Care of the new baby</p> <p>*Some teachers may wish to teach human reproduction at this point. See unit on Physical Growth and Reproduction 1. c.</p>	<p>Have discussions Use Senech Social Studies materials (records and books)</p> <p>Use role playing Use puppets</p> <p>Use picture charts <u>Beginning the Human Story</u> Bring in baby snapshots Invite a mother to bring in a young baby and demonstrate care</p>	<p>Why doesn't Mary have a father?</p> <p>Why does my brother pick on me?</p> <p>Why does _____ yell at me?</p> <p>Where did I come from?</p> <p>When will the baby come?</p> <p>Will it be a boy or a girl?</p> <p>What will it look like?</p> <p>How does the baby get out of the mother?</p>	<p>(T) Whiteside-Taylor, Katherine, <u>Getting Along With Parents</u>. Chicago: Science Research Associates, 1952</p> <p><u>Films:</u></p> <p>*<u>Robin Redbreast</u> Cat. #43800</p> <p>*<u>You and Your Family</u> Cat. #59000</p> <p>*<u>Family Team Work</u> Cat. #15125</p> <p>*<u>Happy Little Hamsters</u> Cat. #20110</p> <p>*<u>Mother Duck's Surprise</u> Cat. #35050</p> <p>*<u>Mother Hen's Family</u> Cat. #35100</p> <p>*<u>Our Family Works Together</u> Cat. #38025</p> <p>*<u>What Do Fathers Do?</u> Cat. #55710</p> <p>*City School District Film Library</p>

PRIMARY
THE FAMILY

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
			<p><u>Films:</u></p> <p><u>**The Family</u></p> <p><u>**Families First</u></p> <p><u>**Family Life</u></p> <p><u>Records:</u></p> <p>Senesh Social Studies Materials: <u>Our Working World. Chicago: Science Research Associates, 1966.</u></p> <p><u>Families Are Alike</u></p> <p><u>Families Are Different</u></p> <p><u>How Do Families Produce</u></p> <p><u>Families Sometimes Work</u></p> <p><u>Families Sometimes Play</u></p> <p><u>Charts:</u></p> <p><u>*Beginning the Human Story, Chicago: Scott, Foresman, 1967</u></p> <p><u>*Resource Center - City School District</u></p> <p><u>**Reynolds Film Library</u></p>

PRIMARY

PEERS AND ENVIRONMENT

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>1. Some qualities help us to make friends: other qualities make it difficult for us to play and work with others</p> <p>2. Taking turns and cooperating helps us to live more happily with people</p> <p>3. Good manners and courtesy show kindness and consideration for others</p>	<p>Discuss what we like or don't like about friends</p> <p>Discuss ways of working and playing more harmoniously</p> <p>Discuss ways of helping friends and parents</p> <p>Dramatize simple courtesies and manners</p> <p>Discuss respect for an individual's property</p>		<p><u>Books:</u></p> <p>(T) Schulz, Esther and Williams, Sally, <u>Family Life and Sex Education: Curriculum and Instruction</u> New York: Harcourt, Brace, and World. 1969</p> <p>(T) American School Health Association, <u>Growth Patterns and Sex Education.</u> Kent, Ohio 1967</p> <p><u>Films:</u></p> <p>*<u>The Cautious Twins</u> Cat. #17570</p> <p>*<u>The Dangerous Stranger</u> Cat. #10900</p> <p>*<u>The Fun of Making Friends</u> Cat. #17375</p> <p>*<u>Let's Share With Others</u> Cat. #29175</p> <p>*City School District Film Library</p>



PRIMARY
PHYSICAL GROWTH AND REPRODUCTION

All living things reproduce - life comes from life

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>1. The creation of life is nature's wonder</p> <p>a. Plants</p> <p>How plants begin</p> <p>How plants grow</p> <p>How plants reproduce</p>	<p>Plant seeds</p> <p>Observe lima beans sprouting</p> <p>Carry out experiments showing effect of sunlight, water, and soil or lack of them</p> <p>Plant potatoes</p> <p>Show films</p> <p>Watch T.V. programs</p> <p>Make drawings showing the progressive growth of plants</p> <p>Bring in budding pussy-willows and branches</p> <p>Cut flowers from construction paper</p> <p>Make posters</p> <p>Take field trips</p> <p>Take trip to conservatory</p> <p>Write experience charts</p>	<p>Where do seeds come from?</p> <p>Where do buds come from?</p> <p>What happens to grass in winter?</p>	<p><u>Books:</u></p> <p>(P) Chaltas, J. and Chaltas, P., <u>Families Live Together; The World of Living Things; How New Life Begins.</u> New York: Follett Publishing Co., 1969</p> <p>(P) Darby, Gene, <u>What is a Plant?</u> Chicago: Benefic Press, 1960</p> <p>(T) Science-Health-Safety Tentative Guide K-7, City School District, 1953</p> <p><u>Films</u></p> <p>*<u>Flowers at Work</u> Cat. # 10400</p> <p>*<u>Garden Plants and How They Grow</u> Cat. # 17900</p> <p>*<u>How Seeds are Scattered</u> Cat. # 22250</p> <p>*<u>Learning About Flowers</u> Cat. # 23450</p>



PRIMARY
PHYSICAL GROWTH AND REPRODUCTION

All living things reproduce - life comes from life

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
			<p><u>Films</u></p> <p>*Seeds Grow Into Plants Cat. # 45700</p> <p>*Wonders of Plant Growth Cat. # 57850</p> <p>*City School District Film Library</p>



PRIMARY

PHYSICAL GROWTH AND REPRODUCTION

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>1. b. Animals</p> <p>How animals are born</p> <p>How animals grow</p> <p>How animals reproduce-female, male, mammal, mating, pregnant, twins</p>	<p>Have male and female guppies in an aquarium</p> <p>Hatch eggs in an incubator</p> <p>Have gerbils in classroom</p> <p>Borrow animals from Humane Society</p> <p>Bring pets to school</p> <p>Watch frog or toad eggs develop</p> <p>Visit a hatchery</p> <p>Visit Lollypop Farm and Zoo</p> <p>Draw pictures</p> <p>Make stuffed animals</p> <p>Write stories</p> <p>Visit a pet shop</p> <p>Use films</p> <p>Use filmstrips</p> <p>Read and discuss books</p> <p>Write experience charts</p> <p>Have discussions</p> <p>Use material from Dairy Council</p> <p>Make animal puppets</p> <p>Make paper sculpture animals</p>	<p>Why are some animals hatched from eggs and others born alive.</p>	<p><u>Films:</u></p> <p>*<u>Animals Growing Up</u> <u>Cat. # 2800</u></p> <p>*<u>Common Animals of the Woods</u> <u>Cat. # 9500</u></p> <p>*<u>Forest Babies</u> <u>Cat. # 10050</u></p> <p><u>Books:</u></p> <p>Chaltas, J. and Chaltas, P., <u>How We Are Born; Man and Woman.</u> New York: Follett Publishing Co., 1969</p>
			<p>*City School District Film Library</p>

PRIMARY

PHYSICAL GROWTH AND REPRODUCTION

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>1. *c. Human Beings- Every child has a mother and a father in the beginning</p> <p>How babies are born</p> <p>How babies grow</p> <p>*Some teachers may want to teach human reproduction in the unit on The Family #4</p>	<p>Use picture charts <u>Beginning the Human Story</u></p> <p>Show film <u>Human and Animal Beginnings</u></p> <p>Bring in snapshots of babies</p> <p>Make pictures of baby brothers or sisters</p> <p>Make progress charts showing a baby's development</p> <p>Read books and share reactions</p>	<p>Did I grow inside mother like a puppy?</p> <p>Where did I come from?</p> <p>How did I get out.</p> <p>When does the baby come out?</p> <p>What does a baby do inside the mother?</p> <p>How did I get inside my mother?</p> <p>Why do I have a belly-button?</p> <p>How do human beings reproduce.</p>	<p><u>Books:</u></p> <p>(T) <u>The Journal of School Health, Growth Patterns and Sex Education.</u> <u>Columbus: American School Health Association, 1967</u></p> <p>(T) <u>Lerrigo, Marion O. and Manley, Helen, A Curriculum Guide in Sex Education.</u> St. Louis: <u>State Publishing Co. Inc., 1967</u></p> <p>(T) <u>Manley, Helen, Family Life and Sex Education in the Elementary School.</u> Washington: <u>National Education Association, 1968</u></p> <p>(T) <u>Schulz, Estner D. and Williams, Sally R., Family Life and Sex Education: Curriculum and Instruction.</u> New York: <u>Harcourt, Brace and World Inc. 1969</u></p>



PRIMARY

PHYSICAL GROWTH AND REPRODUCTION

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>2. We need to learn the correct terms for body parts</p> <p>abdomen breast navel nipple rectum penis urinate urine vagina</p>	<p>Write experience charts Invite nurse to come to room to discuss vocabulary</p>	<p>Why do you have those things on your chest?</p>	<p>(T) Parker, Bertha Morris, <u>The Stream of Life</u>. New York: Harper and Row, 1967</p> <p>(P) Gruenberg, N., <u>The Wonderful Story of How You Were Born</u>. Garden City: Doubleday and Co., 1959</p> <p>(P) Hobson, Laura Z., <u>I'm Going to Have a Baby</u>. New York: John Day Co., 1967</p> <p>(P) Langstaff, Nancy and Szasz, Suzanne, <u>A Tiny Baby For You</u>. New York: Harcourt, Brace and World, 1955</p> <p>(T) Levine, Milton I. and Seligmann, Jean H., <u>A Baby Is Born</u>. New York: Golden Press, 1963</p> <p>(T) Orenstein, Irving, <u>Where Do Babies Come From?</u> New York: Pyramid Books, 1962</p>

PRIMARY

PHYSICAL GROWTH AND REPRODUCTION

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
			<p>(P) Showers, Paul and Showers, Kay Sperry, <u>Before You Were A Baby</u>. New York: Thomas Y. Crowell, 1968</p> <p>(T) Johnson, Eric, <u>Love and Sex in Plain Language</u>. Philadelphia: J.B. Lippincott, 1969</p> <p><u>Pamphlets:</u></p> <p>(T) Southard, Helen, <u>Facts Aren't Enough</u>. Washington: National Education Association, 1962</p> <p>(T) Hymes, James F., <u>How To Tell Your Child About Sex</u>. New York: Public Affairs Pamphlet #149, 1967</p> <p><u>Charts:</u></p> <p>*<u>Beginning the Human Story</u>, Chicago: Scott, Foresman, 1967</p> <p>*Resource Center - City School District</p>



PRIMARY

MALE AND FEMALE SEXUALITY

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>1. Boys and girls look different because boys are growing up to be men and fathers and girls to be women and mothers</p> <p>2. Boys and girls have their own pattern of growth and development</p>	<p>Discuss how they are different from each other with respect to eye color, size, hair type, height, weight</p> <p>Discuss Growth Guides in cumulative files</p> <p>Use pictures which show differences in growth patterns</p>		<p><u>Books:</u></p> <p>(T) Schulz, Esther and Williams, Sally, <u>Family Life and Sex Education: Curriculum and Instruction</u>. New York: Harcourt, Brace and World, 1969</p> <p>(T) American School Health Association, <u>Growth Patterns and Sex Education</u>. Kent, Ohio, 1967</p> <p><u>Pamphlets:</u></p> <p>(T) Levine, Milton, and Seligmann, Jean, <u>Helping Boys and Girls Understand Their Sex Roles</u>. Chicago: Science Research Association, 1953</p>

E A R L Y

The Individual and Personality

The Family

Peers and Environment

Physical Growth and Reproduction

Male and Female Sexuality

I N T E R M E D I A T E

BEST COPY AVAILABLE

EARLY INTERMEDIATE

THE INDIVIDUAL AND PERSONALITY

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>1. Each child is an individual</p> <p>2. There are times when an individual needs privacy</p>	<p>Write a story about "Me"</p> <p>Discuss the unique factor that makes each child different</p> <p>Have a hobby show</p> <p>Have a talent show</p> <p>Discuss what privacy means</p> <p>Discuss or write on the topic, "Times I want to be alone"</p>	<p>How can I have privacy when I share a room with my sister?</p>	<p><u>Pamphlets:</u></p> <p>(T) Lerrigo, Marlon and Southard, Helen, A Story About You. Washington: National Education Association, 1964</p>

EARLY INTERMEDIATE

THE FAMILY

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>1. The family is the basic unit of life</p> <p>2. Everyone has a unique family</p>	<p>List definitions of a family Decide on a working definition of family Read, discuss and report about families around the world Collect pictures of families from magazines Discuss immediate family and ancestors</p> <p>Make booklets about their family showing: number of members sex and age duties of members family pets where family lives the family having fun</p> <p>Make puppets and use them to show family situations and activities</p>	<p>What is a foster family?</p> <p>What is an adopted child?</p> <p>Do humans always have family groups?</p> <p>When was the first family?</p> <p>If my cousin lives with us, is he a member of our family?</p> <p>My mother was divorced and is married to another man. Is he a member of my family?</p> <p>Are his children my brothers and sisters?</p> <p>My parents blame me for things my sister does. Why don't they believe me?</p> <p>-14-</p>	<p><u>Books:</u></p> <p>(P) Ets, Marie Hall, <u>The Story of a Baby</u>. New York: Viking Press, 1939</p> <p>(T) Senesh, Lawrence, <u>Our Working World</u>. Chicago: Science Research Associates, 1966</p> <p><u>Pamphlets:</u></p> <p>(T) Ullman, Francis, <u>Getting Along With Brothers and Sisters</u>. Chicago: Science Research Associates, 1950</p> <p>(T) Whiteside-Taylor Katherine, <u>Getting Along With Parents</u>. Chicago: Science Research Associates, 1952</p> <p><u>Films:</u></p> <p>*<u>You and Your Family</u> Cat. # 59000</p> <p>*City School District Film Library</p>

EARLY INTERMEDIATE

THE FAMILY

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>3. Every member of the family has a specific role</p>	<p>Role play family situations such as: how the family solves a problem; how the family prepares for a new baby; etc. Write a story about an event the family shared Discuss and role play brother and sister relationships</p> <p>Discuss who: mows the lawn washes dishes takes care of baby drives the car cooks dinner works outside the home discuss why in the above Talk about the differences in families and the roles played by the family members</p>		<p><u>Films:</u> *<u>Family Life</u> <u>Charts:</u> **<u>Beginning the Human Story, Chicago: Scott Foresman, 1967</u></p> <p>*Reynolds Film Library **Resource Center - City School District</p>

EARLY INTERMEDIATE

THE FAMILY

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>4. The child has a responsibility to the family</p>	<p>Have children list their definitions of responsibility Decide on a working definition Have children relate their family responsibilities Have children relate responsibilities of other members in the family</p>	<p>Why do some children have to do so much in their family and others don't have much responsibility? Why do some children get allowances and others don't?</p>	
<p>5. The child's responsibility increases as he grows</p>	<p>Compare responsibility now as it was two or three years before Talk about the responsibility the child will have in a few years Discuss the responsibility of parents</p>	<p>Do you think it is fair that my older sister doesn't have to do anything around the house but I do?</p>	

EARLY INTERMEDIATE
PEERS AND ENVIRONMENT

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>1. The child relates differently to every one with whom he comes in contact</p> <p>The child may relate differently at times with the same people</p> <p>a. Peer group</p>	<p>Discuss what makes a good friend</p> <p>Write about a favorite playmate</p> <p>Discuss the qualities of a good student</p> <p>Use role play or puppets to portray peer group situations</p> <p>Discuss quarreling, fighting, tattling</p>	<p>Is it ok of you don't have any friends?</p> <p>Do you have to be smart to be a good student?</p>	<p><u>Films:</u></p> <p><u>*The Fun of Making Friends</u> <u>Cat. #17375</u></p> <p><u>Filmstrip and Records:</u></p> <p>Guidance Associates, Pleasantville, N.Y.</p> <p><u>**As They Grow</u></p>
<p>b. Older children and younger children</p> <p>c. Opposite sex</p>	<p>Discuss and role play how to play with older and younger children</p> <p>Write a story about "When I'm in sixth (or fifth or fourth) grade I'd like to be like..."</p> <p>Discuss why boys like to play with boys and girls like to play with girls</p>	<p>Why doesn't my mother let me play with older kids?</p>	<p>*City School District Film Library</p> <p>**Resource Center - City School District</p>

EARLY INTERMEDIATE
PEERS AND ENVIRONMENT

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>d. Adults</p> <p>3. The child is influenced by his community</p> <p>a. Communities may vary in their facilities</p> <p>b. Communities are unique</p>	<p>Report on "People we admire"</p> <p>Discuss or role play situations with:</p> <p>teacher principal policeman store clerk family adult grandparent stranger</p> <p>Have children observe likenesses and differences as they walk around the neighborhood noting stores, churches, community centers, parks, schools, apartments, firehouses, etc.</p> <p>Make a model of the community</p> <p>If children are from different communities have them compare the two communities</p>		<p>Films:</p> <p>*<u>The Dangerous Stranger</u> Cat. #10900</p> <p>*City School District Film Library</p>

EARLY INTERMEDIATE
PHYSICAL GROWTH AND REPRODUCTION

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>1. Life begins with the fertilization of an egg by a sperm</p> <p>2. All animals must have a mother and a father in the beginning</p>	<p>Show film <u>Fertilization and Birth</u></p> <p>Show film <u>Human and Animal Beginnings</u></p> <p>Discuss the roles of the mother as the producer of the egg and the father as the producer of the sperm</p> <p>Discuss how some animals such as turtles, fish, frogs, leave their young</p> <p>Discuss why human parents cannot leave their young alone and why if they do, other parents have to be provided</p> <p>Include the dependency of the baby on adults for food, care, protection</p> <p>Discuss intercourse if question comes up</p>	<p>How big is a sperm?</p> <p>How big is an egg?</p> <p>Is a sperm like a fish because it swims?</p> <p>Can fathers have babies?</p> <p>Why don't I have a father?</p>	<p><u>Books:</u></p> <p>(P) Chaltas, J. and Chaltas, P., <u>How New Life Begins; Living Things and their Young; How Was I Born.</u> New York: Follett, 1969</p> <p>(P) Ets, Marie Hall, <u>The Story of a Baby.</u> New York: The Viking Press, 1939</p> <p>(P) Elementary Science Study, Webster Division, <u>Eggs and Tadpoles.</u> New York: McGraw-Hill</p> <p>(T) Johnson, Eric, <u>Love and Sex in Plain Language.</u> Philadelphia: J.B. Lippincott, 1965</p> <p>(P) de Schweintz, Karl, <u>Growing Up.</u> New York: Macmillan, 1953</p> <p>(P) Levine, Milton and Seligmann, Jean, <u>A Baby is Born.</u> New York: Golden Press, 1967</p>



EARLY INTERMEDIATE
PHYSICAL GROWTH AND REPRODUCTION

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
			(P) Orenstein, Irving, Where Do Babies Come From. New York: Pyramid Books, 1967

EARLY INTERMEDIATE
PHYSICAL GROWTH AND REPRODUCTION

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>3. Reproduction of some animals begins with an egg cell inside the mother</p> <p>4. Some animals reproduce from eggs outside the mother</p> <p>5. The unborn baby is called an embryo</p> <p>6. An embryo inside the mother is connected to its mother by the umbilical cord which provides the embryo with food and oxygen</p>	<p>Discuss the kinds of animals that reproduce the same as humans: dogs, cats, horses. (mammals) etc.</p> <p>Refer to Elementary Science Study, <u>Eggs and Tadpoles</u> Hatch chicken eggs in an incubator</p> <p>Use pictures to illustrate</p> <p>Discuss the importance of the umbilical cord Discuss the "umbilical cord" as used in the space program to clarify an understanding of it (the way the astronauts float) Explain what happens when the umbilical cord is cut and how it dies and the scar becomes the navel or "belly button"</p>	<p>How does the baby inside the mother get out of the shell?</p> <p>What is the difference between the egg we eat and the one that makes babies?</p> <p>How does the embryo eat the food?</p> <p>How does he breathe?</p> <p>Does it hurt the baby when the cord is cut?</p> <p>Why is the umbilical cord thrown away?</p>	<p><u>Pamphlets:</u></p> <p>(T) Lerrigo, Marion and Southard, Helen, <u>Facts Aren't Enough. Washington: National Education Association, 1962</u></p> <p>(T) Levine, Milton and Seligmann, Jean, <u>Helping Boys and Girls Understand Their Sex Roles. Chicago: Science Research Associates, 1953</u></p> <p>(T) Lerrigo, Marion and Southard, Helen, <u>A Story About You. Washington: National Education Association, 1964</u></p> <p>(T) Hofstein, Sadie, <u>The Human Story. Chicago: Scott, Foresman, 1967</u></p>

EARLY INTERMEDIATE
PHYSICAL GROWTH AND REPRODUCTION

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>7. It takes nine months for a human embryo to develop before it is born</p>	<p>Use pictures showing the development of the embryo</p>	<p>What happens if the baby is born early? What happens if the baby doesn't come out? Why does the mother go to the hospital to have a baby? How does a mother know she is ready to have a baby? How does the baby get inside? Does the embryo sleep in the womb? Does the baby feel uncomfortable in the uterus? What are triplets? Are puppies called triplets or quintuplets?</p>	<p><u>Films:</u> *<u>Fertilization and Birth</u> <u>Cat. #15725</u> *<u>Human and Animal Be-</u> <u>ginnings</u> <u>Cat. #23540</u> <u>Filmstrip:</u> **<u>How Babies Are Made</u></p>
<p>8. The embryo grows inside the mother in a special place called the womb or uterus</p> <p>9. Twins are the result of one egg being fertilized by one sperm and splitting or two eggs being fertilized by two separate sperm at the same time</p>	<p>Have children tell about twins they know and try to determine fraternal or identical twins</p>	<p>-22-</p>	<p>*City School District Film Library **Resource Center - City School District</p>

EARLY INTERMEDIATE
PHYSICAL GROWTH AND REPRODUCTION

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>10. When the baby is born he leaves the mother's body through a special opening called the vagina</p> <p>11. Animals feed and care for their babies in different ways</p>	<p>Discuss labor if the question arises</p> <p>Use pictures and read stories to show how birds bring food to their young</p> <p>Discuss how mammals feed their young</p>	<p>Does it hurt the mother to have a baby?</p> <p>How can a baby come out through such a small opening?</p> <p>How does the milk come out from the breasts?</p>	
<p>12. Some physical characteristics are determined by heredity such as skin coloring, hair color, eye color, curly hair, potential stature</p>	<p>Have children list their characteristics which they inherited from their parents</p> <p>Raise a family of hamsters or guinea pigs to observe inherited traits</p> <p>Bring pictures of mothers, fathers when they were young to compare with children</p>	<p>Why don't young girls have big breasts?</p> <p>Why do boys and girls have nipples?</p>	

EARLY INTERMEDIATE
MALE AND FEMALE SEXUALITY

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>1. Boys and girls grow up differently because boys will become men and girls will become women</p>	<p>Talk about how boys play and how girls play Discuss occupations that are interesting to children Use role playing to demonstrate manners such as: opening doors, giving up chairs to girls, sitting "lady like", etc.</p>	<p>What is a "tomboy?" Can a girl become a doctor, or can a boy become a nurse? Why do boys have to wait on girls? Who decided that we need manners?</p>	

L A T E R

The Individual and Personality

The Family

Peers and Environment

Physical Growth and Reproduction

Male and Female Sexuality

I N T E R M E D I A T E

BEST COPY AVAILABLE

LATER INTERMEDIATE
THE INDIVIDUAL AND PERSONALITY

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>1. We should be aware of personal strengths and weaknesses</p> <p>2. Our strengths and weaknesses can be used in different ways</p>	<p>Discussion of individual strengths and weaknesses</p> <p>Write reports about outstanding personalities in many fields</p> <p>Discuss the ways your strengths and weaknesses are pointed out and handled by family and by friends</p>	<p>How do you become aware of your strengths and weaknesses?</p> <p>How do you react to special talents?</p> <p>What do you do when you are nervous? under pressure?</p>	<p><u>Books:</u></p> <p>(T) American School Health Association, <u>Growth Patterns and Sex Education</u>. Kent, Ohio, 1907</p> <p>(P) de Schweintz, Karl, <u>Growing Up</u>. New York: MacMillan Co., 1966</p> <p><u>Pamphlets:</u></p> <p>(P) Lerrigo, Marion and Southland, Helen, <u>Finding Yourself</u>. Washington: National Education Association, 1962</p>
<p>3. We think and feel differently about different people</p> <p>4. Success means different things to different people</p>	<p>Analyze the difference between a friend and an acquaintance</p> <p>List qualities that boys and girls like in each other</p> <p>Discuss the meaning of success in sports, in popularity, good grades, neatness, etc.</p> <p>Discuss what areas are important to parents for success and why</p>	<p>What does personality include?</p> <p>What if no one cares about you?</p> <p>Are you successful if you are popular?</p>	

GRADE INTERMEDIATE
THE INDIVIDUAL AND PERSONALITY

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>4. There are ways of showing and dealing with our emotions</p> <p>5. Some people know themselves better than others</p> <p>6. Experience helps us become emotionally and socially mature</p>	<p>Discuss the different ways boys and girls express emotions</p> <p>Use role playing to demonstrate ways of showing emotions, and evaluate for constructiveness</p> <p>List some of the emotional needs of humans</p> <p>Discuss whether leaders are people who seem to know themselves</p> <p>Design a self-rating scale on personal qualities and rate self and have family and friends rate you; compare and discuss</p> <p>Discuss the statement "In our class, most girls are more interested in boys than boys are in girls"</p> <p>Act out many social situations</p>	<p>How do you know if someone is your friend, or really loves you.</p> <p>What is infatuation.</p> <p>Can a person have more than one personality:</p>	<p><u>Filmstrips:</u></p> <p>*Guidance Discussion Series (visualized), Jam Handy Organization <u>Your Feelings</u></p> <p><u>Using Your Time and Ability</u></p> <p><u>Looking Ahead to High School</u></p> <p><u>You and Your Growth</u></p> <p>*Resource Center - City School District</p>

LATER INTERMEDIATE
THE FAMILY

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>1. There are cultural differences in family life</p> <p>2. It is important to have good family relationships</p>	<p>Correlate with social studies, comparing differences among families and the differences in parent roles</p> <p>Have a lunch with various foods from different cultures</p> <p>Discuss: "What can I do when I think my parents are too strict"</p> <p>Have a panel, discuss: How can we show our parents we appreciate them</p> <p>Make a list of things pupils do to help younger brothers or sisters</p> <p>Discuss how pupils can make parents proud of them</p> <p>Discuss ways of settling disagreements with brothers and sisters</p>	<p>Does the father always do the punishing?</p>	<p><u>Books:</u></p> <p>(T) Schulz, Esther and Williams, Sally, <u>Family Life and Sex Education: Curriculum and Instruction</u>. New York: Harcourt, Brace and World, 1969</p> <p><u>Pamphlets:</u></p> <p>(P) Ullman, Frances, <u>Getting Along With Brothers and Sisters</u>. Chicago: Science Research Associates, 1950</p> <p>(P) Taylor, Katherine, <u>Getting Along With Parents</u>. Chicago: Science Research Associates, 1952</p> <p><u>Filmstrips:</u></p> <p>*Guidance Discussion Series (Visualized) Jam Handy Organization <u>Your Family and You</u></p> <p>*Resource Center - City School District</p>

LATER INTERMEDIATE
THE FAMILY

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
			<p><u>Films:</u></p> <p>*<u>Family Team Work</u> <u>Cat. #15125</u></p> <p>*<u>Our Family Works Together</u> <u>Cat. #38025</u></p> <p><u>Charts:</u></p> <p>**<u>Beginning the Human Story, Chicago: Scott, Foresman, 1967</u></p> <p>*<u>City School District</u> <u>Film Library</u></p> <p>**<u>Resource Center -</u> <u>City School District</u></p>

LATER INTERMEDIATE
PEERS AND ENVIRONMENT

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>1. We need to know how to get along with our friends</p>	<p>Have pupils list what they feel are the basic requirements and discuss these Use role play showing positive and negative behavior in getting along with others Analyze the difference between a friend and an acquaintance Discuss how you can agree and disagree with one another and still remain friends Discuss how to make and keep friends</p>		<p><u>Books:</u> (T) Schulz, Esther and Williams, Sally, Family Life and Sex Education: Curriculum and Instruction, New York: Harcourt, Brace and World, 1969</p> <p><u>Filmstrips:</u> *Guidance Discussion Series (Visualized) Jam Handy Organization <u>Making Friends</u></p>
<p>2. Our friends have a big influence on us</p> <p>3. Everyone needs to have friends</p>	<p>Discuss importance of picking the right kinds of friends Discuss conformity Discuss why we need friends Make a list of reasons why we select who we do for our friends</p>		<p>*Resource Center - City School District</p>



LATER INTERMEDIATE
PHYSICAL GROWTH AND REPRODUCTION

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>1. Man, physical changes take place during puberty</p>	<p>Discussion of relationship of common words to anatomical terms. (Use to achieve understanding) Discuss the meaning of puberty Have some pupils prepare and give an oral report on the pituitary gland Discuss the secondary sex characteristics Have pupils bring in full-length pictures taken at an early age and compare the changes in size and shape view and discuss the films: <u>The Story of Menstruation and Girl to Woman (6th grade)</u> <u>Discuss with girls the pamphlet: Growing Up and Liking It (At this time, anything pertaining to hygiene)</u></p>	<p>Do boys menstruate? What is menopause? Do animals have menstrual periods? Can you be pregnant and still menstruate?</p>	<p><u>Books:</u> (T) <u>Schulz, Esther and Williams, Sally, Family Life and Sex Education: Curriculum and Instruction.</u> New York: Harcourt, Brace and World, 1969 (T) <u>Johnson, Eric, Love and Sex in Plain Language.</u> Philadelphia: J.B. Lippincott, 1965 (P) <u>Peck, Lester, Human Growth.</u> New York: Harcourt, Brace and World, 1949 (P) <u>Parker, Bertha, The Stream of Life.</u> New York: Harper and Row, 1967 (P) <u>de Schweintz, Karl, Growing Up.</u> New York: MacMillan Co., 1966 (T) <u>American School Health Association, Growth Patterns and Sex Education.</u> Kent, Ohio, 1967</p>

LATER INTERMEDIATE
PHYSICAL GROWTH AND REPRODUCTION

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
			<p><u>Books:</u> Chaltas, J. and Chaltas, P., <u>How We Are Born; Man and Woman.</u> New York: Follett Publishing Co., 1969.</p>

LATER INTERMEDIATE
PHYSICAL GROWTH AND REPRODUCTION

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
	<p>View and discuss the films: <u>As Boys Grow</u> (6th, 7th grade) <u>Boy to Man</u> (6th, 7th grade)</p> <p>Discuss nocturnal emissions Discuss masturbation Discuss the fact that masturbation is not physically harmful</p>	<p>Is there a limit to the number of sperm?</p> <p>Why do people masturbate?</p>	<p><u>Pamphlets:</u></p> <p>(T) Personal Products Co., <u>How Shall I Tell My Daughter?</u> Milltown, New Jersey</p> <p>(P) Personal Products Co., <u>Growing Up and Liking It.</u> Milltown, New Jersey</p> <p>(P) Hayes, M.V., <u>A Boy Today, A Man Tomorrow.</u> St. Louis: Optomists International, 1961</p> <p><u>Films:</u></p> <p>*<u>Boy to Man</u> (6th grade) Cat. #6075</p> <p>*<u>As Boys Grow</u> (6th/7th grade) Cat. #3800</p> <p><u>Pamphlets:</u></p> <p>(T) Johnson, Warren, <u>Masturbation,</u> New York: <u>SI ECUS</u> Publications Office, 1967</p> <p>*City School District, Film Library</p>

LATER INTERMEDIATE
PHYSICAL GROWTH AND REPRODUCTION

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>2. Adolescence is a period of emotional as well as physical change</p>	<p>Write a report on how changes in glandular functioning affects emotions List some recent moods of pupils View and discuss the film <u>Human Growth</u></p>	<p>Discuss the sex roles of boys and girls</p>	<p><u>Pamphlets:</u> (P) Levine, Milton and Seligmann, Jean, <u>Helping Boys and Girls Understand Their Sex Roles.</u> Chicago: Science Research Associates, 1953</p>
<p>3. An interest in the opposite sex is normal</p>	<p>Have a panel, discuss: Why it is difficult for parents to discuss sex with their children Have a question box and discuss the questions. This could also be used for terms which students wouldn't otherwise admit not knowing.</p>	<p>What is sex? What is love?</p>	<p><u>Films:</u> *<u>Human Growth (6th/7th grade) Cat. #2368</u></p>
<p>4. Sexuality is part of one's personality</p>	<p>Discuss how clothing, conversations, manners, habits, etc. are used as a basis for judging people</p>		<p><u>Charts:</u> **<u>Beginning the Human Story. Chicago: Scott, Foresman, 1967</u></p> <p><u>Filmstrips:</u> **<u>Eye-Gate House (Life Begins Series) Jamaca, New York</u> <u>Reproduction in Flowers (Part C)</u> <u>Human Reproduction (Part D)</u></p>
<p>5. We need to understand human reproduction</p>	<p>View and discuss charts: <u>Beginning the Human Story</u></p>		<p>*<u>City School District Film Library</u> **<u>Resource Center - City School District</u></p>



LATER INTERMEDIATE
PHYSICAL GROWTH AND REPRODUCTION

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>6. Fertilization is the union of the sperm cell with the ovum</p>	<p>View and discuss the film: <u>Fertilization and Birth</u> View and discuss the film: <u>The Human Body: Reproductive System</u></p>	<p>Why don't some women have babies? Why can't some men become fathers? How does the sperm get into the egg? Can two sperm cells enter the egg cell? How long does it take for a baby to be born? How can you tell if the baby will be a boy or girl?</p>	<p><u>Books:</u></p> <p>(P) Hofstein, Sadie, <u>The Human Story</u>. Chicago: Scott, Foresman Co., 1967</p> <p>(T) Johnson, Eric, <u>Love and Sex in Plain Language</u>. Philadelphia: J.B. Lippincott, 1965</p> <p>(P) Levine, Milton and Seligmann, Jean, <u>A Baby Is Born</u>. New York: Golden Press, 1962</p> <p>(P) Beck, Lester, <u>Human Growth</u>. New York: Harcourt, Brace and World, 1949</p> <p><u>Pamphlets:</u></p> <p>(P) Lerrigo, Marion and Cassidy, Michael, <u>A Doctor Talks to 9-to-12 Year Olds</u>. Chicago: Budlong Press, 1967</p>



LATER INTERMEDIATE
PHYSICAL GROWTH AND REPRODUCTION

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
			<p><u>Pamphlets:</u></p> <p>(P) Lerrigo, Marlon and Southard, Helen, <u>A Story About You.</u> Washington: National Education Association, 1964</p> <p>(T) Lerrigo, Marion and Southard, Helen, <u>Facts Aren't Enough.</u> Washington: National Education Association 1962</p> <p>(P) Office of New York State Public Health Department, Albany, <u>The Gift of Life.</u></p> <p><u>Films:</u></p> <p>*<u>Fertilization and Birth (5th Grade) Cat.#15725</u></p> <p>*<u>The Human Body: The Reproductive System (6th/7th grade) Cat. #23650</u></p> <p>*City School District Film Library</p>

LATER INTERMEDIATE
PHYSICAL GROWTH AND REPRODUCTION

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>7. Babies inherit many things from their parents</p>	<p>Discuss the various stages of embryo-fetus development Discuss the baby growing inside the mother</p> <p>Raise a family of mice, rats, guinea pigs to observe inherited traits</p>	<p>What is an abortion? What is a premature birth? a Caesarian birth? How can the baby eat inside the mother? What is a breach baby? What is after birth? Why do humans tie the umbilical cord and other animals don't? What is mating. When are we old enough to mate? Does it hurt to have a baby? Why does the doctor spank the baby? Why do I have brown eyes and my parents don't?</p>	<p><u>Models:</u> *Nystrom Human Development Models <u>Transparencies:</u> *Projecto-Aids Sex Education-Understanding Growth and Social Development, Unit 5-The Baby: Its Conception: Growth and Birth. *SIECUS-Human Reproduction 100 Birth Sequence-slides 70-80 *Resource Center - City School District</p> <p><u>Books:</u> (T) Schulz, Esther and Williams, Sally, Family Life and Sex Education: Curriculum and Instruction. New York: Harcourt, Brace and World, 1969</p>



LATER INTERMEDIATE
PHYSICAL GROWTH AND REPRODUCTION

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>8. Parenthood is a responsibility</p>	<p>Discuss the fact that of all animals, humans have the longest period of dependency</p>	<p>What happens if you aren't married and you are going to have a baby?</p> <p>Why is it wrong to mate before marriage?</p> <p>Why do people have sexual intercourse?</p>	<p><u>Pamphlets:</u></p> <p>(P) Lerrigo, Marlon and Cassidy, Michael, A Doctor Talks to 9-to-12 Year Olds. Chicago: Budlong Press, 1967</p> <p><u>Films:</u></p> <p>*Human Heredity <u>Cat. #23700</u></p> <p>*City School District Film Library</p>

LATER INTERMEDIATE
 MALE AND FEMALE SEXUALITY

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>1. It is very natural for adolescents to be interested in the meaning of sex and in members of the opposite sex</p> <p>2. Many boys find girls undesirable although they may be curious about them.</p> <p>3. Many girls find the boys in their grade too immature.</p> <p>4. Adolescence is a time for becoming acquainted with many people of both sexes</p>	<p>Discuss the different types of dates (group, double, single, casual, and formal) Poll the class to determine which types they feel are appropriate for their age. Have students ask their parents the same information and report the findings to the class. Correlate the information.</p> <p>Discuss problems students have with parents concerning friends. (They think I'm too young to go out with boys. They always want to know where I'm going. They don't like my friends, etc.) Collect letters from newspaper columns which reflect similar problems to see how they were answered</p>	<p>Is there anything wrong with having a boy in your house when your parents aren't home?</p> <p>Is there anything wrong with liking too many boys at once?</p> <p>How do you tell your parents you think you're old enough to go out with a boy?</p> <p>My friends have boy-friends why won't my parents let me?</p> <p>Why does my mother bother me about having a boyfriend?</p> <p>How do you stop a boy from getting fresh with you in school?</p> <p>What can I do on a date?</p>	<p><u>Books:</u></p> <p>(P) Johnson, Eric, Love and Sex in Plain Language. Philadelphia J.B. Lippincott, 1965</p> <p><u>Pamphlets:</u></p> <p>(T) Duvall, Evelyn, Keeping Up With Teenagers. New York: Public Affairs Pamphlets, 1965</p> <p>(T) Levine, Milton and Seligmann, Jean, Helping Boys and Girls Understand Their Sex Roles. Chicago: Science Research Associates, 1953</p> <p>(T) Lerrigo, Marlon and Southard, Helen, Facts Aren't Enough. Washington: National Education Association, 1962</p>



LATER INTERMEDIATE
MALE AND FEMALE SEXUALITY

Concepts and Understandings	Activities	Questions Pupils Might Ask	Resources
<p>5. Many adolescents are not really very interested in physical expressions of affections and may even feel embarrassed by them. However, they may feel pressured into necking and petting by their peers</p> <p>6. Adolescents, especially girls, tend to have many fantasies about love</p> <p>7. The feelings of boys and girls are different and dating is a means of understanding these differences</p>	<p>Have students write their own "Dear Abby" letters and give them to another student to answer (or invite some adults in to answer them)</p> <p>Discuss whether pupils this age are ready for an intense relationship with someone of the opposite sex.</p> <p>Collect pictures which show different types of affection - mother-child boy-girl husband-wife person-group</p> <p>Role-play or write skits about boy-girl situations. A few examples might be: A girl trying to talk to a shy boy</p>		<p>(P) Lerrigo, Marion and Southard, Helen, <u>Finding Yourself</u>. Washington: National Education Association, 1961</p> <p><u>Filmstrips:</u></p> <p>*Guidance Associates, Pleasantville, N.Y. <u>Sex-A Moral Dilemma For Teenagers</u> <u>The Tuned Out Generation</u></p> <p>*Resource Center - City School District</p>