

Grade: 5	Lesson Name: Bloodborne Pathogens	Strand: Sexually Transmitted Infections and HIV
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Materials Needed: Short Google Slides presentation on Hepatitis https://docs.google.com/presentation/d/10CUqqTv-Nn315GbsZNEOFTfNGIRntSk5qUI-aPaxn2w/edit?usp=sharing	Other Notes:
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Learning Objective: #68 SH.5.CC.1 Define bloodborne pathogens including HIV, Hepatitis A, B, and C and identify some age-appropriate methods of transmission as well as ways to prevent transmission.
Lesson Plan: show short google slide presentation on Hepatitis https://docs.google.com/presentation/d/10CUqqTv-Nn315GbsZNEOFTfNGIRntSk5qUI-aPaxn2w/edit?usp=sharing Define bloodborne pathogens: infectious microorganisms in human blood that can cause diseases in humans. *Write the definition on the board along with a list of examples: HIV, AIDS, Hepatitis A, B, and C Talking Points *diseases are spread by germs too small to see *bloodborne pathogens are viruses and are very difficult to catch *there are no cures or vaccines for BBPs, but scientists are working hard to find one Ways BBPs CANNOT be contracted: -sneezing -sharing utensils -sitting next to someone with the disease -caring for someone with the disease -touching someone with the disease -holding hands -playing sports with someone with the disease How Can We Avoid BBPs -Do not touch anyone's blood or bodily fluids. -Contact a teacher or adult when someone is bleeding for proper cleanup. Show: BrainPop AIDS Closure/Reflection: How do we avoid contracting bloodborne pathogens?

<p>Assessment of Learning (Formal):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other: 	<p>Assessment of Learning (Informal):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input type="checkbox"/> Class work <input type="checkbox"/> Oral questioning <input type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other: 	<p>Resources (Text and Technology):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Text <input type="checkbox"/> Video <input type="checkbox"/> PowerPoint <input type="checkbox"/> Internet <input type="checkbox"/> Reference Materials <input type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other: 	<p>Differentiation Strategies/Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input type="checkbox"/> Adjusting questions <input type="checkbox"/> Choice provided <input type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:
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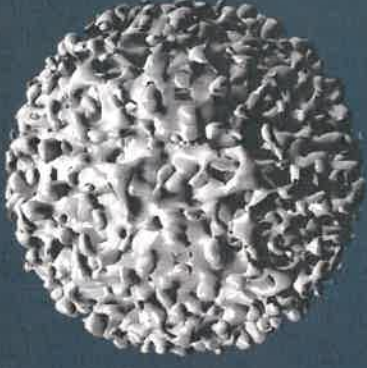
Bloodborne Pathogens

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Grade 5

What is Hepatitis?

Hepatitis is an injury and the inflammation of the liver cells. There are 5 types of hepatitis. The most common types are A, B, and C.



How is Hepatitis contracted?

Hepatitis type A is usually contracted through food, drink or objects contaminated by an infected person's feces. It is also contracted through unprotected sexual contact.

Hepatitis type B and C is contracted through the exchange of bodily fluids. This most commonly occurs through unprotected sexual contact with an infected person and sharing needles, razors and toothbrushes. It can also be passed from an infected mother to her unborn child.



Long Term Effects:

Hepatitis A - Some individuals may experience a lack of energy and many may experience nausea. **There is a vaccine for Hepatitis A

Hepatitis B - This is a more serious infection than A. It can lead to cirrhosis (permanent scarring) of the liver, liver failure, or liver cancer, causing severe illness and even death, if left untreated. **There is a vaccine for Hepatitis B

Hepatitis C - This is the most serious type of hepatitis infection. Similar effects to Hepatitis B. It's now one of the most common reasons for liver transplants in adults.

**There is no current vaccine for Hepatitis C

Symptoms of Hepatitis that May Occur:

- Fever
- Fatigue
- Loss of appetite
- Nausea
- Vomiting
- Abdominal pain
- Muscle and joint pain
- Jaundice

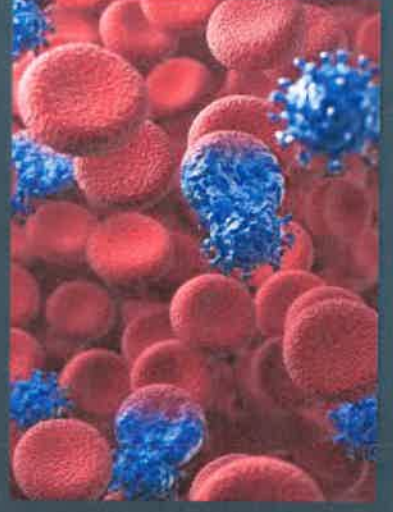




HIV/AIDS

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[BrainPop: AIDS](#)



Grade: 5	Lesson Name: Body Image	Strand: Puberty and Adolescent Development
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Materials Needed:

Dove Self-Esteem Teaching Resources - Confident Me:
Single Lesson

Other Notes:

Downloaded Resource from Dove:
<https://www.dove.com/us/en/dove-self-esteem-project/school-workshops-on-body-image-confident-me/self-esteem-teaching-resources-single-session.html>

Learning Objectives: #68

PD.5.INF.1 Describe how peers, media, family, society and culture influence ideas about body image

Lesson Plan:

Single Session Student Presentation:

<https://drive.google.com/a/neenah.k12.wi.us/file/d/1WeMr8GvBtD2AINWa3vwtpT's4adUxI1hH/view?usp=sharing>

Use the student presentation and clickable video link (pg. 4) to discuss body image with students.

Additional Resource

Workshop Guide for Teachers

<https://drive.google.com/open?id=1gEBxeLBFgopBwDMnpqkRhA4ZV-a12n0K>

Optional

Use extension activities on pgs. 19-22 with clickable video link (pg. 19).

Activity Sheets

<https://drive.google.com/open?id=1A1f6AKUiAqapGCH2r7nFnCTeEB9VoAv6>

Definition Cards

<https://drive.google.com/open?id=1dpOHqIz0ZeKGWpBaBw0O-MyCUBDvTmEu>

Closure/Reflection:

What can we do to positively impact our body image? Set a personal goal and how you will work toward achieving body confidence.

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What are our workshop group agreements?

- Respect differences
- Right to pass
- Keep it confidential
- Please contribute



What are we learning today?

- Appearance pressures
- Professional media
- Personal and social media



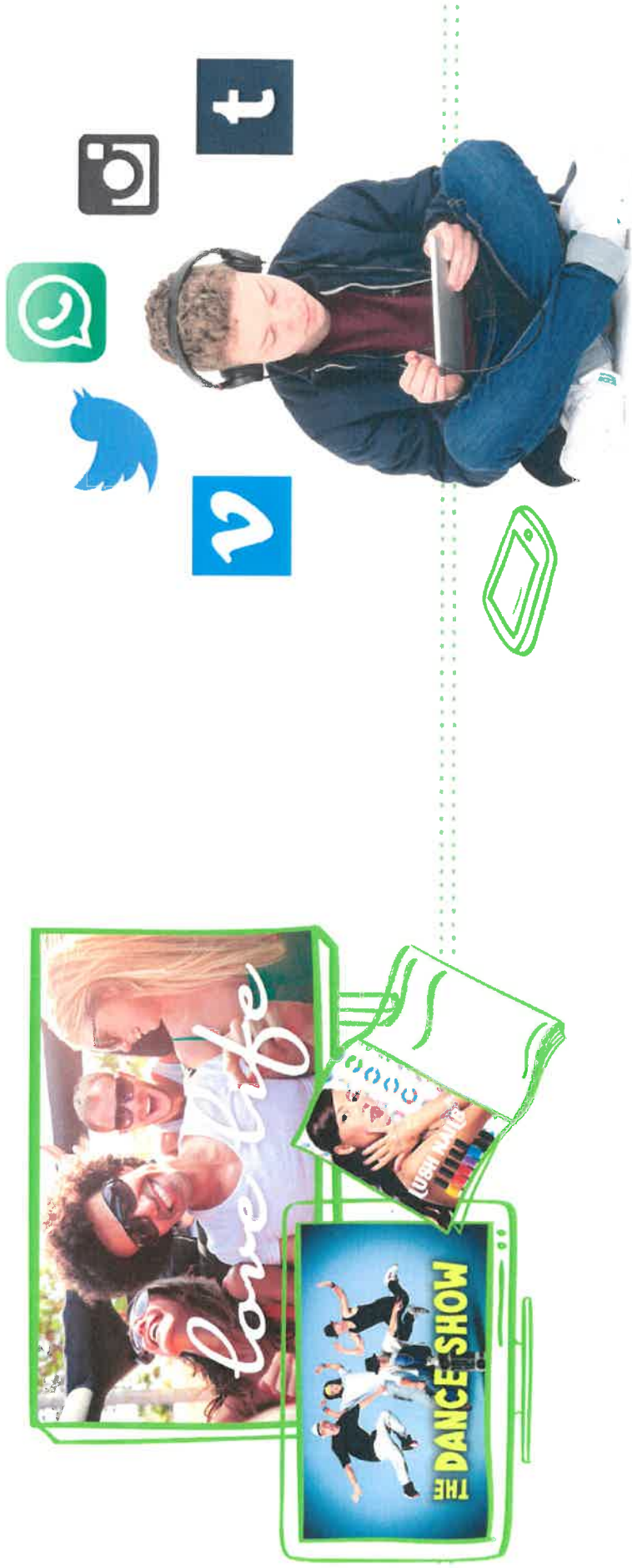
What are appearance pressures?



Where does this pressure come from?

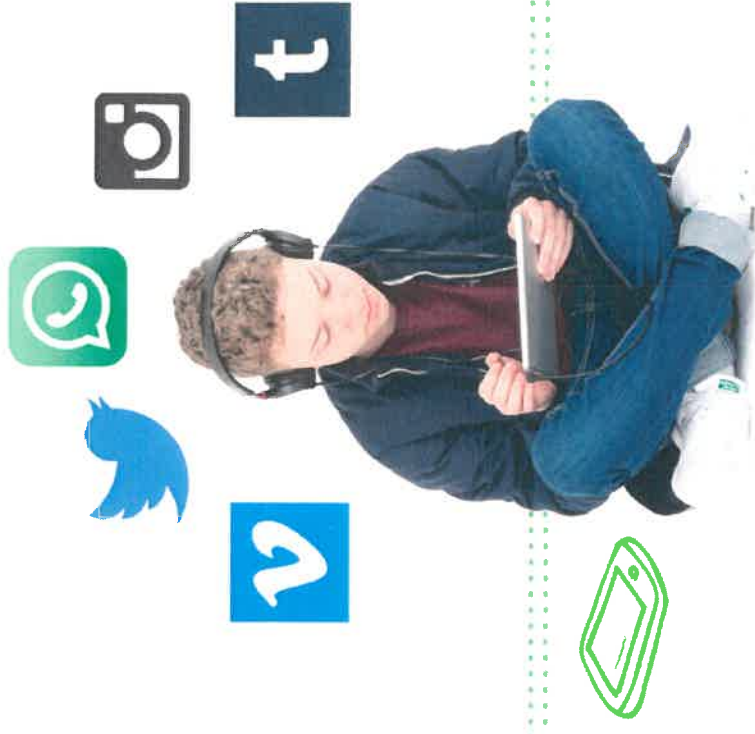


What do we mean by media?



What do we mean by media?

Professional media

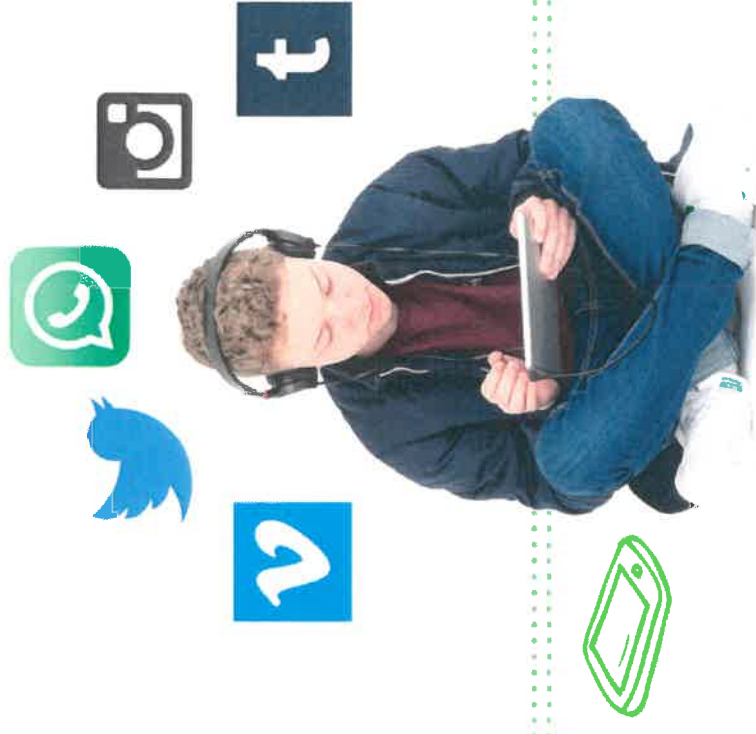


What do we mean by media?

Professional media



Social/Personal media



How can images be manipulated?



How can images be manipulated?



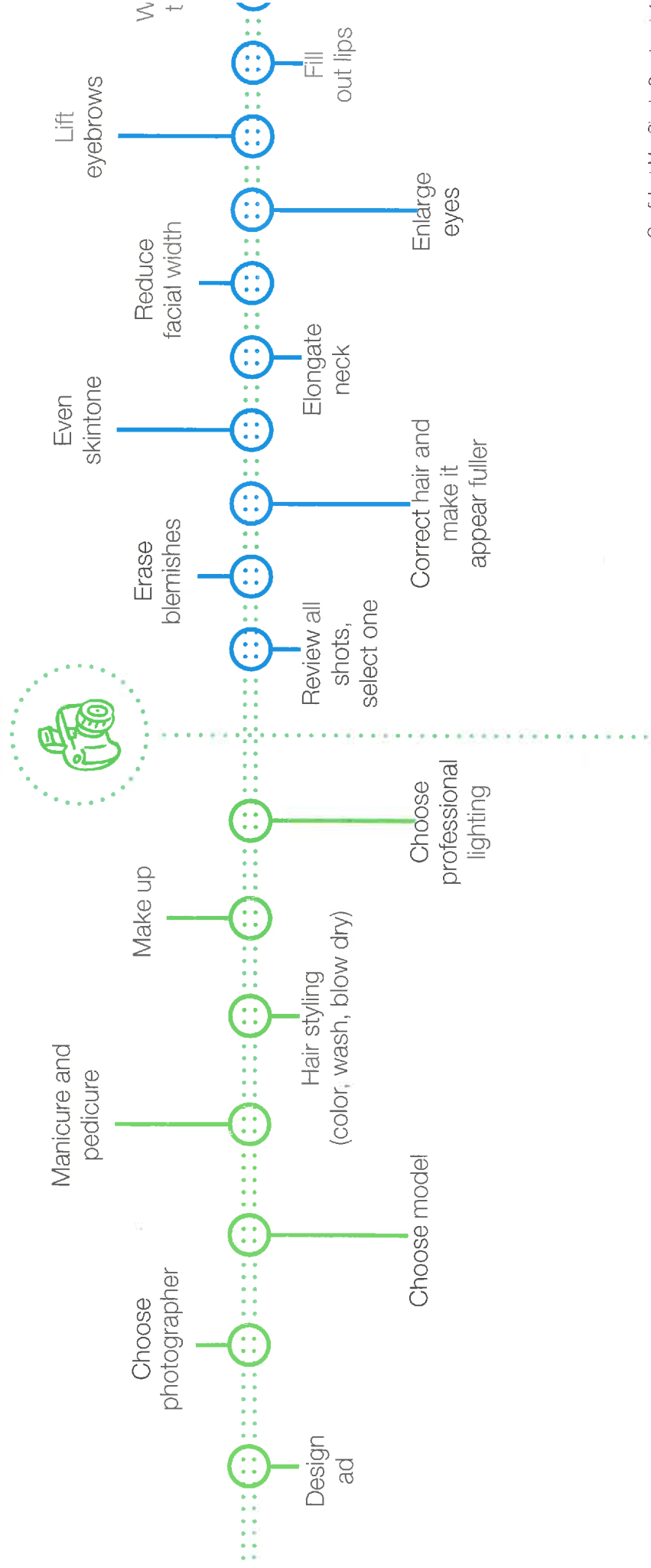
- 1. What do you find surprising, funny or off-putting about what you see in the images?
- 2. List all the decisions that were made in the first three images. Which one did you think the artist made?
- 3. How do the images that were made after the initial step differ from the original image? How do you think it is surprising or funny to compare the way you or your friends may be manipulated images of people you see in professional media?

How can images be manipulated?

Before

Photos taken

After

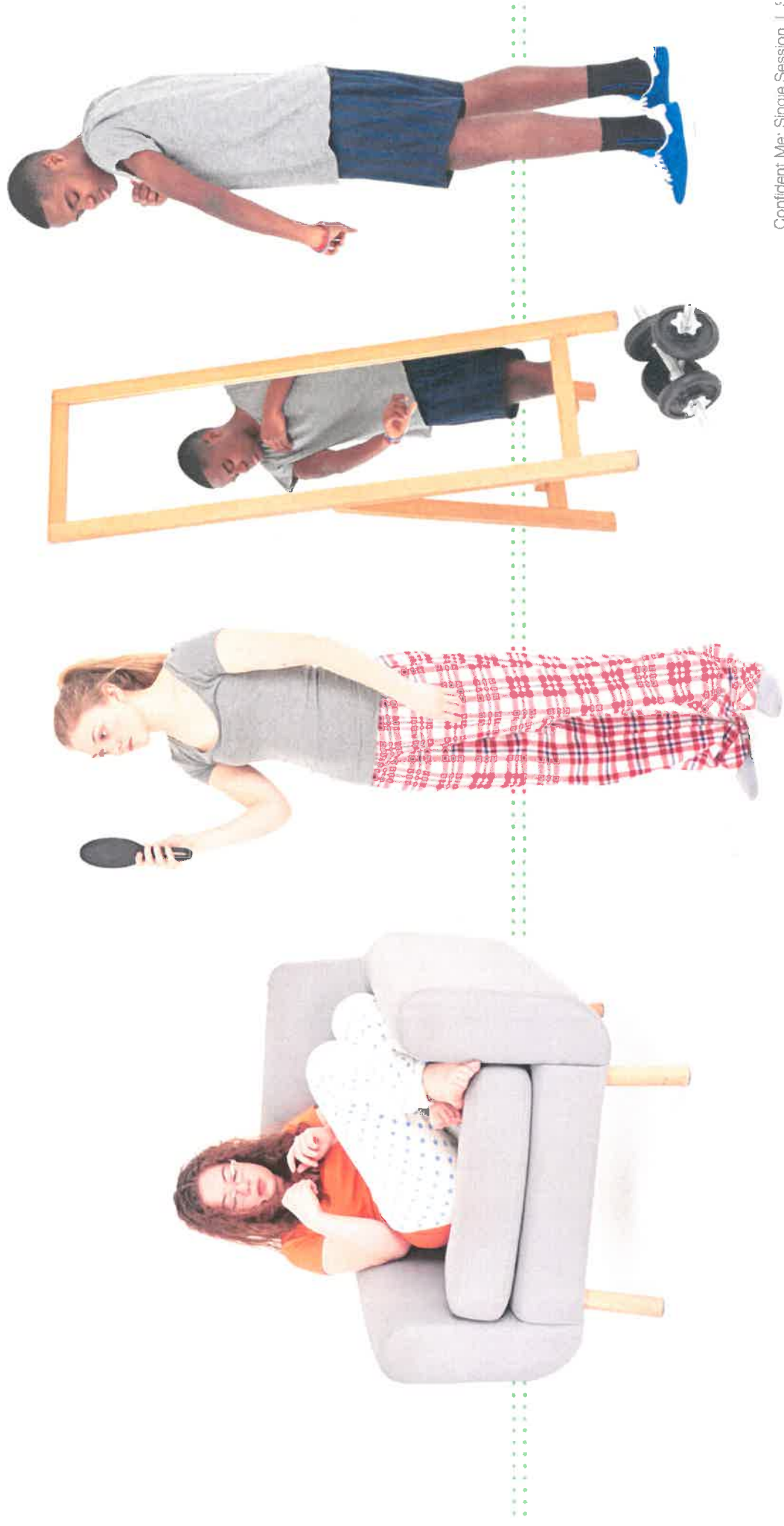


Questions:

- **What** is being sold in this advertisement?
- **Why** are they using a person who looks like this?
- **Who** are they using to sell it?
- **Why** would they manipulate a picture of this person to make them look more “ideal” in this ad?
- **What** is the overall message of this ad?

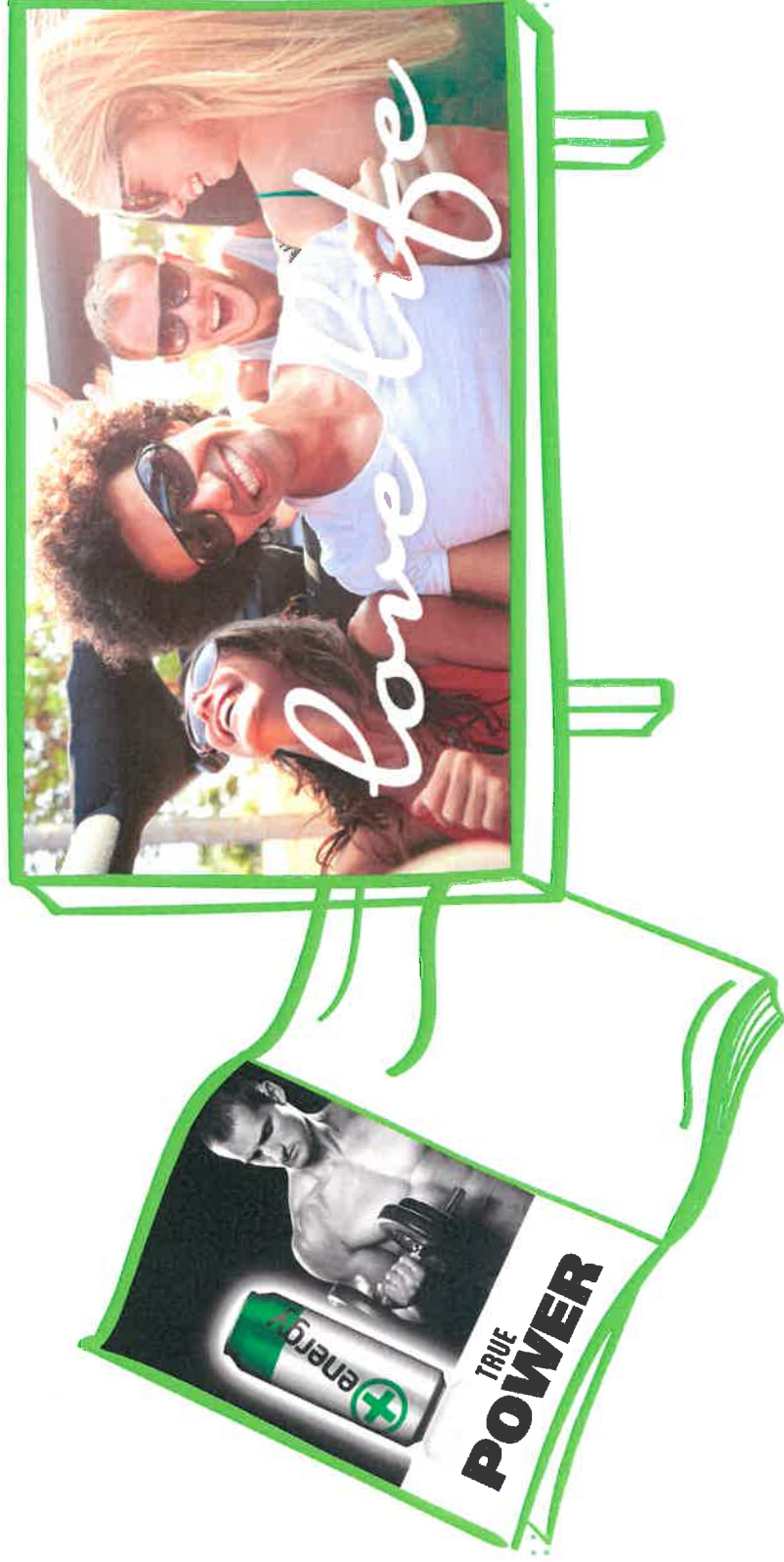


On your chart paper, list what problems this may cause
How might this make some people feel?



Why is professional media often created in this way?

- Promise
- Feelings
- Actions
- Results
- Fix



What can we do about this?

What are some actions you could take when you thin media shows people in an unrealistic way?



What have we learned today?

Pressure to look a certain way comes from the world around us.

It's important to remember images of people that we see in all types of media aren't always real.

It's unfair to compare ourselves to this media.

Set a personal goal!



Set a Personal Goal

Write it down!

- 1. Write down your goal.
- 2. Write down why you want to achieve it.
- 3. Write down how you will achieve it.

Write it up!



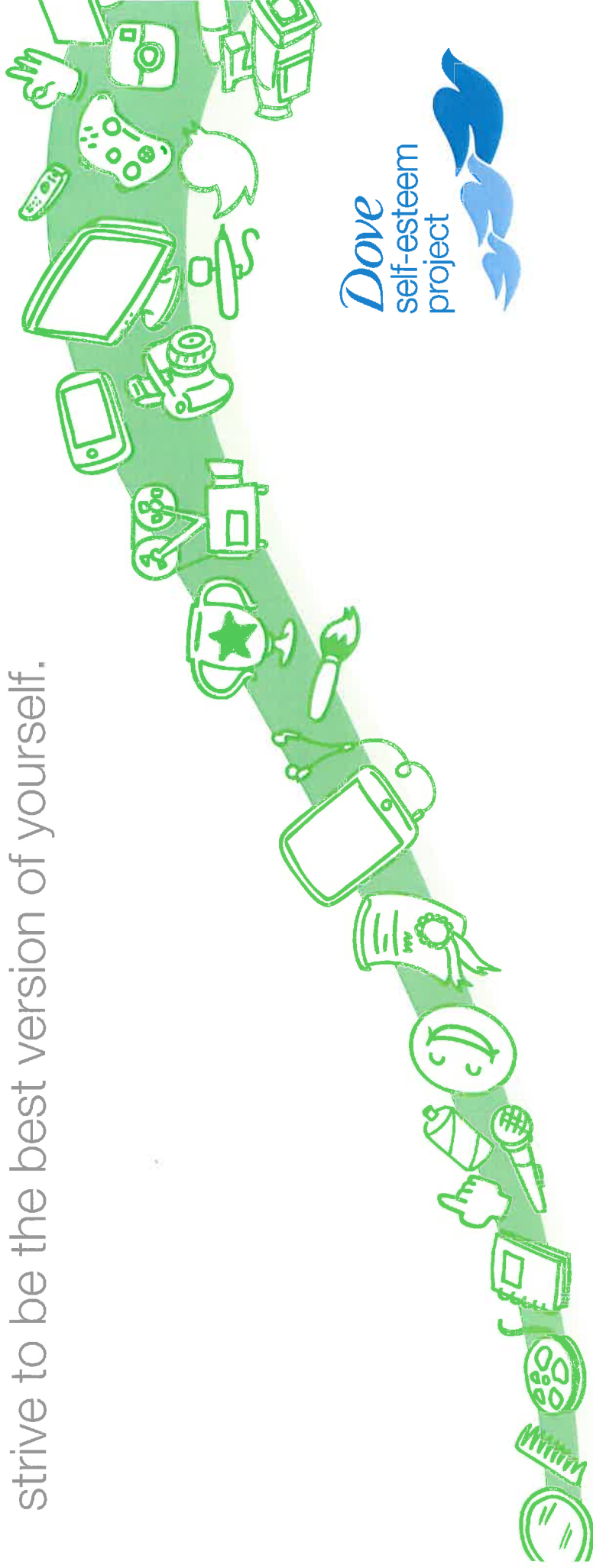
Remember your ability and the abilities of the people you know. Aim to do the best you can do... you can do it!



Congratulations!

You've now completed **Confident Me: Single Lesson**.

Remember your work toward your goal to achieve body confidence every day, and strive to be the best version of yourself.



What problems can comparing with those around us cause?



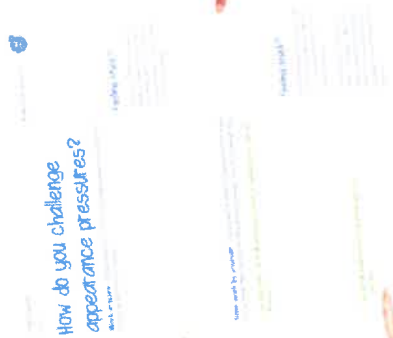
How can media made by you and your peers be manipulated?



What problems can this cause?



What can we do about this?



What did you find surprising, unreal or unlikeable about what you saw in the images?



List all the decisions that were made in the first three images BEFORE the final photo for the ad was taken.



3 Discussion card:

List all the decisions that were made about the image AFTER the photo for the ad was taken.



4 Discussion card:

Think how the image of the model has been changed from reality. How does seeing these unrealistic changes make you feel?



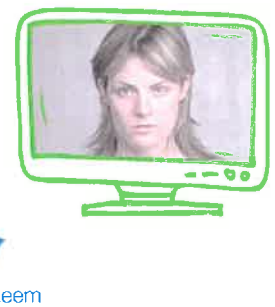
5 Discussion card:

Why do you think the unrealistic photo you see in the ad is unfair and misleading?



6 Discussion card:

Why do you think it is unrealistic or unfair to compare the way you or your friends look to manipulated images of people you see in professional media?





Set a Personal Goal

Work by yourself. One action I will take as a result of what I learned today about appearance ideals and professional media is...

.....

.....

I will complete this action by (date)

.....

I will take these steps (at least two) to complete my goal

.....

When I am successful, I will feel

.....

Feeling stuck?

Think about what will help you challenge the pressure you and your friends feel to look a certain way. Try to choose a simple action that is easy to achieve.



Celebrate your individuality and the diversity of the people you know.
Aim to be the best you can be – you are one of a kind!



How do you challenge appearance pressures?

Work in pairs. What could you do to resist appearance pressures in personal and social media?

Feeling stuck?

Think about what you could do differently when you comment on your friends' photos. Could you change the type or style of photos you choose to upload?

Now, work by yourself. Complete the exercise below and let others know what they can do to reduce the pressure to look a certain way.

One thing people can do differently when creating or sharing pictures, films and messages is...

Feeling stuck?

Use the ideas you have discussed as a class and with your partner. Try to choose a simple action that is easy to achieve.

This will help people feel better about the way they look because...

Think about why some types of images, messages or films can make us feel pressure to look a certain way. How will the action you suggest help to reduce that pressure?

DEFINITION CARDS

Appearance ideals:

The way our culture tells us is the ideal way to look at a certain moment in time.

Media:

Messages, images and films that are communicated in different ways.

Appearance pressures:

Pressures we feel to look like an appearance ideal and to be beautiful, glamorous and attractive.

Professional media:

Images, messages and films produced by companies or businesses that are communicated through channels such as TV programmes, magazines, advertising, films, music videos.

Body confidence:

The way we think and feel about the way we look and how we behave as a result.

Personal and social media:

Images, messages and films produced by you and your friends and shared in person, online and via social networks.

Manipulation of media:

The way images in the media are carefully prepared, selected, air-brushed and digitally altered so they no longer reflect the real person they feature.

Goal:

Something you plan to change or achieve.



JULIA

**TOP
NEW
LOOKS**



SUMMER STYLING



dove.com/selfesteem

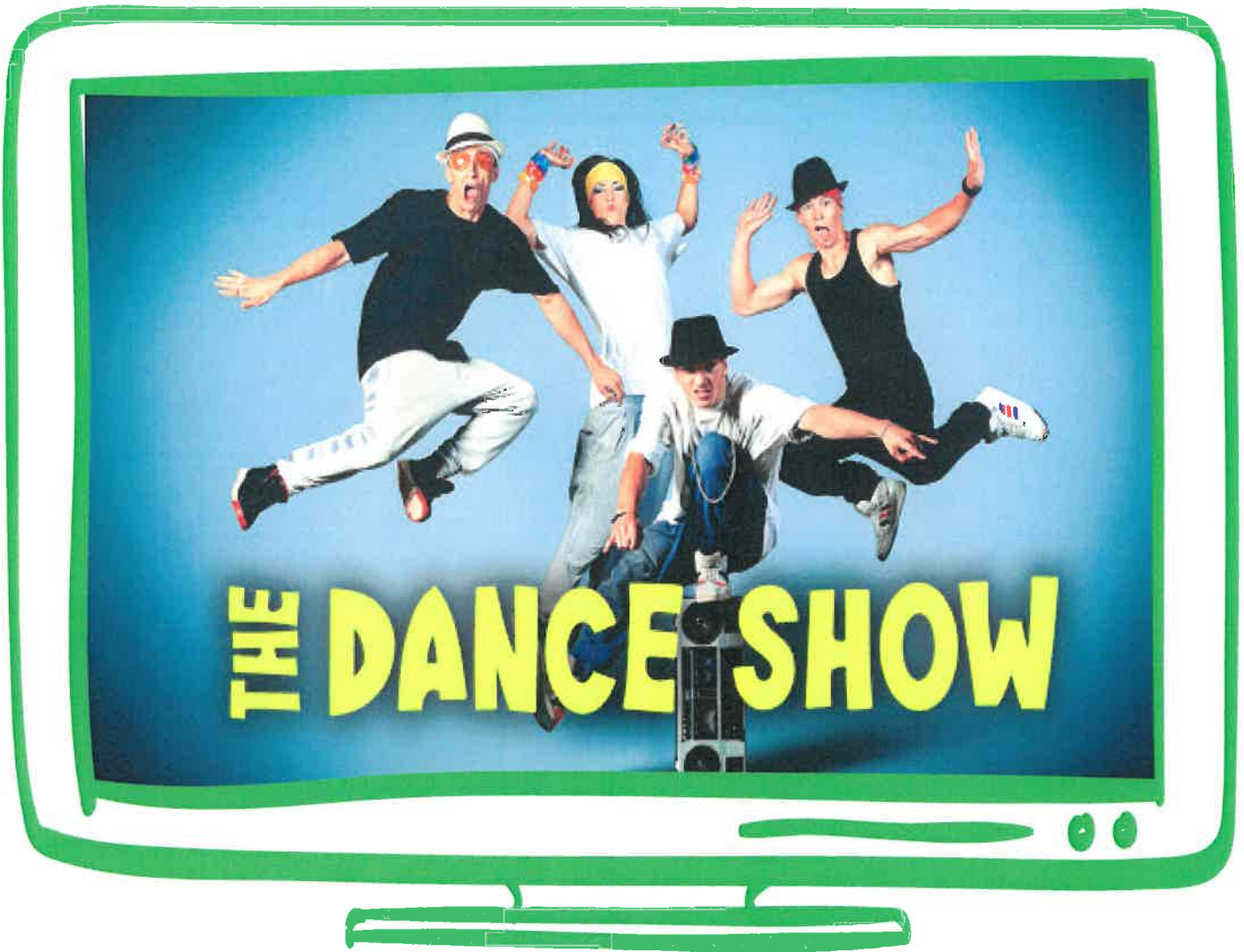


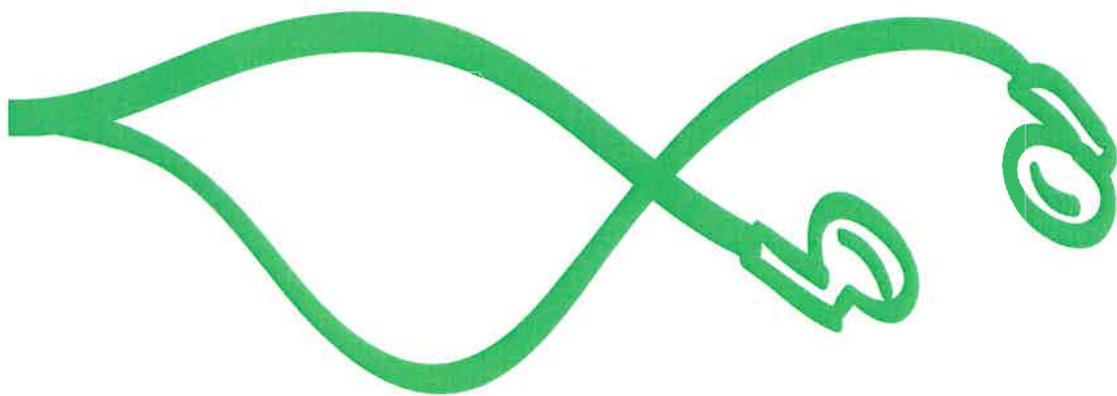
SPEEDSTERS ➔

MAKE A STATEMENT



dove.com/selfesteem





Grade: 5th	Lesson Name: Harassment and Abuse	Topic: Healthy Relationships and Personal Safety
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Materials Needed: PowerPoint Presentation Sexual Harassment Card Line-Up Handouts	Other Notes: Taught by school counselors in partnership with Reach Counseling
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Learning Objectives: #96,130,133,134,135

- HR.5.SM.1: Demonstrate ways to treat others with dignity and respect
- PS.5.CC.2: Define sexual harassment, sexual abuse, and sex trafficking. Identify risk factors contributing to sexual abuse and sex trafficking. **REACH will be contacted to ask that this lesson will be adjusted to include this content**
- PS.5.AI.2: Identify parents or other trusted adults they can tell if they are being sexually harassed or abused
- PS.5.IC.1: Demonstrate ways to communicate assertively about how one is being treated and/or about what one needs
- PS.5.IC.2: Demonstrate refusal skills (clear "no" statement, walk away, repeat refusal)

Lesson Plan:

Share the [PowerPoint Presentation](#) (10-15 minute review from previous years):

- **Read the definition of sexual abuse:**
 - When someone more powerful than you tries to look at or touch your private parts, wants you to look at or touch their private parts or shows you pornography.
- **Ask:** Who is considered more powerful than you?
 - (*parents, teachers, people who are bigger, stronger, smarter, bigger kids, babysitters, people in authority positions, etc.*)
- **Explain that:** A person can misuse this power, especially in the case of sexual abuse. A person who is more powerful than you or an authority figure should know better than to be touching your private parts or asking you to touch theirs.
- **Discuss:** threats, bribes, tricks, and force
 - What are some examples of threats?
 - What are some examples of bribes?
 - What are some examples of tricks?
 - What are some examples of force?
- Is it your fault if someone does this to you? **NEVER your fault!!**
- **Secrets**
 - If someone does this to you is it a good secret or a bad secret?
 - How do you know if it is a good secret or a bad secret?
 - Early Warning Signs (EWS)
 - Is sexual abuse a secret you should keep? **No. If you tell, you can get help.**
- What can you do?

- Listen to yourself-early warning signs
- 3 Safety rules
 - say no/stop
 - walk/get away
 - Tell an adult you trust
- Who can you tell?
- What if the person you tell does not help or does not believe you?
 - Tell the next adult on your list and KEEP TELLING!
- **Define Sexual harassment:** a type of bullying involving sexual words or actions *that* makes another person feel uncomfortable or unsafe
 - It is up to the person receiving the behavior to decide how they feel about it
 - What this means is that it's not up to the person who is acting out the behavior, it is up to the person it is happening to to decide how THEY feel about it.

Sexual Harassment Activity:

- Explain that you have a stacks of cards with a behavior written on each card and you (as a class) are going to make a continuum.
- You are going to decide how the behaviors listed on the cards make each of you feel.
- Choose one side to represent "this doesn't bother me at all" and the opposite side to represent "this behavior would really bother, embarrass, make me angry."
- Explain that line is progressive from one side to the other, so the behaviors become less tolerable as the line moves up.
- Explain that cards can move up or down if another card is picked that they think is worse or not as bad as one already up there.
- Ask for volunteers to pick a card and place it on the line.
- Have each volunteer explain why they put a card in a certain place.
- Once each card is up on the line, ask the class if they would move that card, and why.
- Make sure to let a few kids talk.
- By the time the whole line is up, the last card should be **SEXUAL HARASSMENT**.
- Ask the whole class where it goes on the line... explain that every behavior on the line is sexual harassment and pull out the definition.

Closure/Reflection:

- Reiterate that sexual harassment is a form of bullying and the person who is on the receiving end of sexual words or actions determines whether it feels uncomfortable or unsafe.
- Review the safety rules and trusted adults that you can talk to about sexual abuse or harassment.

<p>Assessment of Learning (Formal):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other: 	<p>Assessment of Learning (Informal):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input type="checkbox"/> Class work <input checked="" type="checkbox"/> Oral questioning <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other: 	<p>Resources (Text and Technology):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Text <input type="checkbox"/> Video <input checked="" type="checkbox"/> PowerPoint <input checked="" type="checkbox"/> Internet <input checked="" type="checkbox"/> Reference Materials <input type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other: 	<p>Differentiation Strategies/Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input checked="" type="checkbox"/> Adjusting questions <input checked="" type="checkbox"/> Choice provided <input checked="" type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input checked="" type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:
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Sexual Abuse and Harassment... What You Need to Know

5th Grade Protective Behaviors

DEFINITION OF SEXUAL ABUSE...

When Someone More **POWERFUL**
than you

↑ Threatens ↑ Bribes

↑ Tricks or ↑ Forces

DEFINITION OF SEXUAL ABUSE...

↑ You to let them **LOOK AT** or
TOUCH your **PRIVATE** parts

or

↑ You to have you **LOOK AT** or
TOUCH their **PRIVATE** parts

EARLY WARNING SIGNS...

↑ The body's automatic response when
a person feels uncomfortable or unsafe...

↑ What are some of your early warning
signs?



EARLY WARNING SIGNS...

There are more than 2,100 Early Warning Signs...something to pay attention to!



THREE SAFETY RULES AND RIGHTS...

- 1) To say No
- 2) To GO away
- 3) To TELL a grown up you trust *

RESPECT...DIGNITY...AND EQUALITY

RESPECT- Treating Ourselves and Others...Bodies, Clothing and Property with Care

DIGNITY- You and Everyone Else is Important

EQUALITY- Everyone Deserves the Same Rights

BOUNDARIES...

Your Personal Space *and* Comfort Zone

↑ Physical

↑ Property and Possessions

↑ Psychological/Emotional

DEFINITION OF SEXUAL HARASSMENT

- ➡ A type of Bullying
- ➡ “When a person uses sexual words or actions *that* makes another person feel uncomfortable or unsafe, it is probably sexual harassment...”

“THE EYE OF THE BEHOLDER...”

The person who is on the receiving end of sexual words or actions determines whether it feels uncomfortable or unsafe...



WE ALL ARE RESPONSIBLE FOR OUR OWN CHOICES AND ACTIONS...

- ➡ How do you know if you are making another person feel uncomfortable or unsafe?

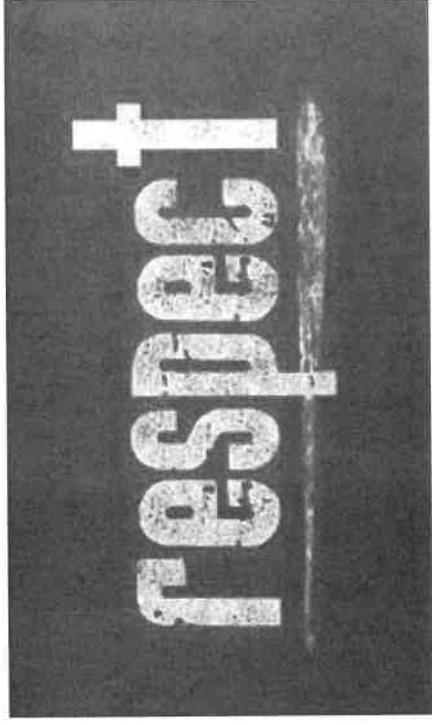


SEXUAL HARASSMENT IS NOT ACCEPTABLE...

- ➡ It Hurts the Person being Harassed
- ➡ It Makes Others Feel Unsafe
- ➡ The Neenah Joint School District has School Board Policies against it
- ➡ It is Illegal... Discipline or Charges could be filed for Sexual Harassment... at School, in the Community, and on the Job

SOME ADVICE...

- ↑ Learn About Your and Others' Rights
- ↑ Respect Everyone
- ↑ Think Before you Act
- ↑ Treat Others as You Want to be Treated
(or want your family to be treated)
- ↑ Stand up for What is Right....



Taught by School Guidance Counselor

Grade: 5th Grade	Lesson Name: Harassment/Bullying	Strand: Personal Safety
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Materials Needed: <u>Harassment/Bullying Brochure</u> for each student <u>Worksheet</u> for each student	Other Notes: Taught by the school counseling in a 30-45 minute lesson.
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Learning Objectives: #129,131,132

PS.5.CC.1: Define teasing, harassment and bullying and explain why they are wrong

PS.5.INF.1: Explain why people tease, harass or bully others

PS.5.AI.1: Identify parents and other trusted adults students can tell if they are being teased, harassed, abused or bullied

Lesson Plan:

- Begin by telling the class that we will be talking/learning about bullying and harassment today.
- Ask: Does anyone know why people tease, bully or harass others?
- Discuss the imbalance of power, that something may be wrong in the life of the person doing the bullying and they feel they'll gain power and feel better by putting someone else down
- Give each student a brochure and a worksheet, and tell the class that they will do a scavenger hunt by hunting for the answers to the questions by looking through the brochure. (They may work in partners if you allow, depending on the group)
- Allow students to work on this for 15-20 minutes, then regroup and discuss each answer as a class.

Closure/Reflection:

- Be sure to specifically define harassment, teasing and bullying and discuss how each are different
- Review why people tease, harass or bully others
- Stress with the class about telling a trusted adult if they feel they are being teased, harassed or bullied.
- Have students write at the bottom of their papers trusted adults outside of school who they could tell or talk to. (The worksheet only asks for individuals at school who could help)
- Review problem solving steps (ignore, move away, talk friendly, talk firmly, report) and when it's necessary to report immediately vs trying to solve it on your own first.

Taught by School Guidance Counselor

Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/Activities:
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Who Could Be Involved In Harassing Behaviors?

- Student to Student
- Student to Staff
- Staff to Staff
- Staff to Student

All are prohibited by our school district's policy and all are illegal. Each of us deserves a harassment-free environment in which to learn and work.

Are You Harassing Someone?

If you're not sure, ask yourself these questions:

- Am I making the person feel uncomfortable?
- Would I do the same things in front of a parent, teacher, or others I respect?
- Would it be OK if someone did the same thing to my sister, brother, or other relative?
- How would I feel (and how would my family feel) if my actions were reported in the local news?

What Could Happen To You If You Are Harassing Others?

Harassment is serious business and against the law. If you choose to harass someone, here are some possible consequences:

- verbal warnings
- disciplinary referral
- phone call to parents
- suspension
- police involvement
- law suits

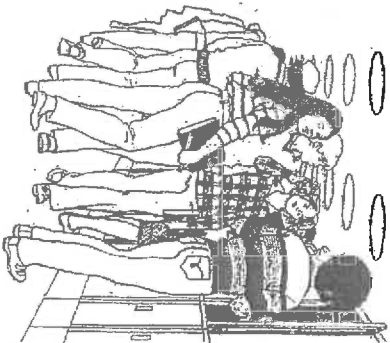
What Can I Do If I Feel I Am Being Harassed?

1. Remember that harassment is not your fault.
2. Make it clear to the harasser that the behavior is not welcome and must stop.
3. Keep a written record of specific harassing behaviors with dates, times, places, names of any witnesses, and how you felt.
4. Get support from your friends; there's safety in numbers.
5. Report your concerns to a trusted teacher, counselor, coach, or principal. You don't have to "put up with" harassing behaviors.

HARASSMENT

What It Is
and

What Students Can
Do About It

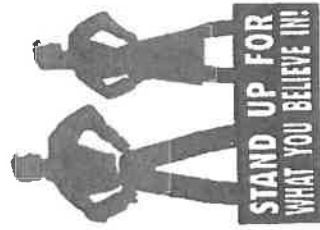


HARASSMENT

You have probably heard some things about harassment in the news. The Fond du Lac School District has a policy against harassment in order to protect its students and staff. It is also important to know that harassment is against state and federal laws.

What Does It Mean?

Harassment means any unwanted, deliberate, or repeated unsolicited behavior that makes someone feel uncomfortable or unsafe. It is essentially denying or interfering with the rights of others on the basis of their sex, race, color, national origin, ancestry, religion, creed, pregnancy, age, marital or parental status, sexual orientation, arrest or conviction record, or physical, mental, or emotional disability.



What Does it Look Like?

Harassment can take many forms. Here are some examples:

Physical

- inappropriate and unwanted touching, grabbing, or kisses
- blocking someone's way
- purposely bumping into someone

Verbal

- pressure for sexual activity
- threats or insults
- damaging rumors or stereotypes
- degrading jokes and slurs about race, religion, sexuality, etc.
- comments about a person's body
- notes, letters, or graffiti
- whistles or rude noises

Non-Verbal

- staring at someone for the purpose of intimidation
- displaying offensive drawings, cartoons, or posters
- suggestive or offensive gestures or body movements

What If I Only Meant To Joke Or Flirt With That Person?

It is important to remember that harassment is determined from the point of view of the victim, not from the intentions of the harasser. If the person feels threatened, uncomfortable, or afraid, then harassment has probably occurred.

THERE IS A DIFFERENCE

Flirting/Mutual Respect

- feels good
- two-way
- wanted
- complimentary
- happy
- feels in control
- positive self-esteem

Harassment

- feels bad
- power-based/one-sided
- unwanted
- degrading
- sad/angry
- feels powerless
- negative self-esteem

HARASSMENT BROCHURE

"SCAVENGER HUNT"

Team: _____ Recorder: _____

1. Harassment means: _____

2. Tell what type of harassment each example is: **physical**, **verbal**, or **non-verbal**.

- a. _____ threatening someone that if they won't give you a dollar, you will beat them up.
- b. _____ writing lies about someone on the bathroom walls at school.
- c. _____ kissing someone who does not want to be kissed.
- d. _____ staring at someone to try to scare them.
- e. _____ drawing an ugly, embarrassing picture of someone and showing it to others.
- f. _____ not letting someone get by you in the hall.
- g. _____ telling mean jokes about a person who was born in a different country.

3. If someone feels threatened, uncomfortable, or scared, then they have probably been harassed, even if the harasser says it was only a _____.

4. Can a student be accused of harassing a teacher? _____

5. If I'm not sure if I am harassing someone else, how many questions can I ask myself (as listed in the brochure)? _____

6. If you are harassing someone and they report it, how many possible consequences are listed? _____ Which one could cost your parents a lot of money? _____

7. If you are the target of harassment, you should keep a written record of the harassing behaviors with dates, _____, _____, names of any _____, and how you _____.

8. Name 3 people at school who could help you if you were being harassed.

- a. _____
- b. _____
- c. _____

Grade: 5	Lesson Name: Gender	Strand: Identity
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Materials Needed: Who Are You? by Brook Pessin-Whedbee	Other Notes:
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Learning Objectives: # 21,22,23,24,25,26

ID.2.INF.1 Provide examples of how friends, family, media, society and culture influence ways in which boys and girls think they should act (gender roles).

ID.5.CC.1 Define sexual orientation as a person's experience of being romantically, physically, and emotionally attracted to men, women, both or neither.

ID.5.CC.2 Define gender identity as a person's deeply held sense or psychological knowledge of their own gender.

ID.5.AI.1 Identify parents or other trusted adults to whom they can ask questions about gender identity and sexual orientation.

ID.5.SM.1 Demonstrate ways to treat others with dignity and respect

ID.5.ADV.1 Demonstrate ways students can work together to promote dignity and respect for all people

Lesson Plan:

What is gender? Define the concept of gender with the group.

gender: being male or female

Discuss typical gender role stereotypes. Make a t-chart that is labeled Stereotypes of Boys and Stereotypes of Girls.

Brainstorm with the students the ways in which society views genders (examples: boys - get dirty, like trucks --- girls - like dolls, dress nicer).

*be sure to include discussion on sexual orientation during the t-chart activity

Read aloud: Who Are You? by Brook Pessin-Whedbee

*use the discussion questions in the back of the book (pgs. 25-26) to further talk about gender with students

*use the Gender Wheel included in the back of the book, as well as pg. 27 to guide discussion

Go back to the t-chart created at the beginning of the lesson. Talk about how these can be stereotypes. Are there types of things you enjoy or identify with that are stereotyped with a gender you do not associate with? Share with the class if comfortable.

Closure/Reflection:

How can we break stereotypes of gender identity and sexual orientation?

Who can we talk to if we have questions about gender identity and sexual orientation?

<p>Assessment of Learning (Formal):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other: 	<p>Assessment of Learning (Informal):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input type="checkbox"/> Class work <input type="checkbox"/> Oral questioning <input type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other: 	<p>Resources (Text and Technology):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Text <input type="checkbox"/> Video <input type="checkbox"/> PowerPoint <input type="checkbox"/> Internet <input type="checkbox"/> Reference Materials <input type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other: 	<p>Differentiation Strategies/Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input type="checkbox"/> Adjusting questions <input type="checkbox"/> Choice provided <input type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:
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Grade: 5th	Lesson Name: Puberty and Adolescent Development	Strand: Puberty and Adolescent Development/ Anatomy and Physiology
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Materials Needed: Video and Teacher's Resource Book: You, Your Body and Puberty	Other Notes: Watch video Copy any worksheets needed in resource book

Learning Objectives: # 2,3,7,9,11,12,13

- AP.5.CC.1 Identify male and female reproductive systems including body parts and their functions
- AP.5.AI.1 Identify medically-accurate information about female and male reproductive anatomy
- PD.5.CC.1 Explain the physical, social, and emotional changes that occur during puberty and adolescence
- PD.5.CC.2 Explain how the timing of puberty and adolescent development varies considerably and can still be healthy
- PD.5.CC.3 Describe how puberty prepares human bodies for the potential to reproduce
- PD.5.AI.1 Identify medically-accurate information and resources about puberty and personal hygiene
- PD.5.AI.2 Identify parents or other trusted adults of whom they can ask questions about puberty and adolescent health issues
- PD.5.SM.1 Explain ways to manage the physical and emotional changes associated with puberty
- PR.5.CC.1 Describe the process of human reproduction

Lesson Plans:

*Show students the CO-ED Video portion (this portion of the video shows both male and female reproductive body parts and their functions) in a co-ed group.

Closure/Reflection:

Suggested resource to use along with video (in teacher resource book):

Page 5: Rewind Quiz (a true and false quiz that would help review the video)

Page 6: Answer Key for Rewind Quiz

Page 7 and 8: Reflections (students will use this page to reflect on the information they just watched on the video)

Page 9: Second Chance (students have a chance to role play or write how to respond to question about puberty)

Page 10: Growing Goals (student will create goals for themselves and reflect about how they can achieve)

Page 17: Match-Up (students will match the vocabulary word with the correct definition)

Page 18: Match -Up Answer Key

Any of the following pages could be sent home with students to discuss the video with their parents/guardians

Pages 3 - 4: Program Summary

Page 25: Puberty Basics

Page 26: Fact Sheet Puberty: Guys

Page 28 Fact Sheet. Puberty: Girls

Page 30: Puberty: Myths and Facts

Page 31: Remember to Relax

Page 32: Tips for Surviving Puberty

Page 33: Simple Skin Care

Page 34: All About Menstruation

Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/Activities:
<input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other:	<input type="checkbox"/> Observation <input type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input type="checkbox"/> Class work <input type="checkbox"/> Oral questioning <input type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other:	<input type="checkbox"/> Text <input checked="" type="checkbox"/> Video <input type="checkbox"/> PowerPoint <input type="checkbox"/> Internet <input type="checkbox"/> Reference Materials <input type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other:	<input type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input type="checkbox"/> Adjusting questions <input type="checkbox"/> Choice provided <input type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:

Taught by School Guidance Counselor

Grade: 5th	Lesson Name: Relationships	Strand: Healthy Relationships
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Materials Needed:

Quiz, Quiz, Trade cards
T chart with heading - Healthy and Unhealthy Relationships
Markers

Other Notes:

Taught by School Counselor during guidance

Learning Objectives: #92,93,94, 95, 96

- HR.5.CC.1: Describe the characteristics of healthy relationships (e.g., family, friends, peers)
- HR.5.INF.1: Describe positive and negative ways friends and peers can influence relationships
- HR.5.AI.1: Identify parents and other trusted adults they can talk to about relationships
- HR.5.IC.1: Demonstrate positive ways to communicate differences of opinion while maintaining relationships
- HR.5.SM.1: Demonstrate ways to treat others with dignity and respect

*Students will understand that healthy relationships are based on respect, both respect for self and respect for others. • Students will understand that respect refers to both your words and actions.

Lesson Plan:

1. Ask: "What comes to mind when I say the word relationship?" "Does a relationship always have to refer to two people dating?" "What are various types of relationships people can have?" • Friendship • A relationship between a child and an adult such as parent, teacher, coach, doctor, etc. Today we are going to explore healthy friendships. In order to do this, we must also take a look at unhealthy friendships.
2. Hand out the Healthy and Unhealthy Relationships Cards to students. Allow them time to complete it using the Quiz, Quiz Trade method.
3. Healthy friendships are respectful and being respectful involves our words as well as our actions. Therefore, we are going to make a t-chart to sort our cards as a class as well as record our new ideas.
4. As a class, create a t-chart titled: Friendship Qualities. On one side of the t-chart write "Would Want" and on the other write "Would Not Want". Record qualities students would want in a friend and those they wouldn't using the cards as well as new ideas. 2. Create a second t-chart titled: Friendship Actions. Write "Healthy" on one side and "Unhealthy" on the other. Ask students for examples of things people do to show a healthy relationship and things people do that are signs of an unhealthy relationship.

Example:

WOULD WANT / HEALTHY:

- Someone who respects themselves and others
- Someone you have fun with
- Someone who you can laugh with
- Someone you can talk to about things
- Someone to do things with

- Someone you can learn from
- Someone who is a good listener
- Someone who is understanding
- Someone who is supportive when you have a problem
- Someone who is encouraging
- Someone who includes you in a group and doesn't leave you out
- Someone who is sincere
- Someone who keeps their word and does not take advantage of you
- Someone who doesn't tell other people what is shared in confidence
- Someone who cares about you and helps you stay safe
- Someone who is thoughtful about how they treat you
- Someone who is reliable and dependable
- Someone who is trustworthy
- Someone who respects your privacy
- Someone who respects your boundaries (if you do not want to do something, they do not pressure you)

WOULD NOT WANT / UNHEALTHY:

- Someone who doesn't listen
- Someone who is mean to you
- Someone who talks about you behind your back
- Someone who leaves you out
- Someone who makes fun of you
- Someone who lies to you
- Someone who pressures you to do things you do not want to do
- Someone who does things that are not safe
- Someone you cannot trust
- Someone who does not respect your boundaries
- Someone who is selfish
- Someone you cannot rely on
- Someone who doesn't support you
- Someone who tells others things you share with them in confidence
- Someone who gets you in to trouble

Closure/Reflection:

Make the connection to transitioning to middle school and how important our friendship/relationship choices are. Reference peer pressure. Encourage students to think about their own friendships and relationships. Do they notice more qualities of healthy or unhealthy relationships? What will they do if they notice unhealthy qualities in their friendships? What if they are the one having unhealthy boundaries or making unkind choices? Who can they talk to and what can they do?

<p>Assessment of Learning (Formal):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input checked="" type="checkbox"/> Project <input type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other: 	<p>Assessment of Learning (Informal):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input type="checkbox"/> Class work <input checked="" type="checkbox"/> Oral questioning <input type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other: 	<p>Resources (Text and Technology):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Text <input type="checkbox"/> Video <input type="checkbox"/> PowerPoint <input type="checkbox"/> Internet <input type="checkbox"/> Reference Materials <input type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other: 	<p>Differentiation Strategies/Activities:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input checked="" type="checkbox"/> Adjusting questions <input type="checkbox"/> Choice provided <input checked="" type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input checked="" type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:
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Enjoy hanging out together.

Spend all your time together.

Laugh together.

Pressure someone when they don't want to do something.

Never wear clothes that the other person doesn't like.

Share personal stories and trust each other.

Do what your friend wants if she or he is mad at you

Be able to joke around and not take things too seriously (such as being teased, calling you fat or stupid or swearing at you).

Never ever disagree about anything.

HEALTHY AND UNHEALTHY RELATIONSHIPS

When you have a healthy, respectful relationship with a friend you should

Do whatever the other person says (play mean tricks on people, say mean things about your friend).

Try to change things about the person that you don't like.

Help them when they fall down at recess.

Compliment them when they do a good job.

Laugh at them if they make a mistake.

Tell an adult a lie about them to get them in trouble.

Tell an adult when they are doing something dangerous.

Say nice things to their face and then laugh at them behind their back.

Talk it out if they have an argument (or problem-solve with the help of an adult).