

HOMESCHOOL TOOLKIT – EMPOWERING INCLUSIVE SEX EDUCATION

About

Before the pandemic, young people across the nation participated in a homeschool setting. Now more than ever, many families have continued to educate their young people at home. Most homeschool environments are conducted by parents, caregivers, tutor, online teacher, or even a former K-12 teacher. As with any formalized school environment, students are taught general education. Oftentimes, comprehensive sex education is not included in homeschooling curriculum.

Comprehensive sex education equips students with the knowledge and skills they need to make informed decisions about their bodies, relationships, and health. In a homeschooling setting, parents and educators have a unique opportunity to tailor this education to the individual needs and values of each student, fostering a deeper understanding and sense of empowerment.

Background Information

Homeschooling parents and educators play a crucial role in creating a safe and supportive environment for discussing sensitive topics related to sex and relationships. By incorporating comprehensive sex education into your homeschooling curriculum, you can ensure that your child has a trusted and open space to ask questions, seek guidance, and navigate the challenges of adolescence safely.

Comprehensive sex education not only benefits individual learners but also empowers them to become informed advocates for themselves and their communities. Homeschooled learners can play an active role in promoting sexual health and wellness within society, breaking down stigma and misconceptions. Additionally, understanding consent, boundaries, and communication are fundamental aspects of comprehensive sex education. These skills are essential for each learner for building healthy relationships, both now and in the future. By including this information in your homeschooling curriculum, you can help your learner develop strong interpersonal skills that will serve them throughout their lives.

This comprehensive homeschooling toolkit is dedicated to providing a holistic and inclusive approach to sex education within the homeschooling environment. Comprehensive sex education is not just a vital component of a well-rounded education but also an essential life skill that every student should have access to. This toolkit is committed to inclusivity, recognizing that every learner is unique. This resource addresses topics such as gender identity, sexual orientation, and cultural diversity, ensuring that all students feel seen, respected, and supported in their learning journey. In the homeschooling environment, you can personalize these lessons to suit each learner's unique experiences and questions.

The information in this toolkit is designed to serve as a stand-alone health education course or a supplement to a current health education homeschool lesson plan. The lessons in this toolkit have been adapted from Advocates for Youth Rights, Respect, Responsibility (3Rs) Curriculum. Each lesson is created for a homeschool educator to teach to a single learner or multiple learners. If a homeschool educator has multiple learners in the same age-range, it is recommended to use the full, unadapted, 3Rs lesson.

In this toolkit, there are 6 lessons adapted from 3Rs that are 40 minutes for ages 5-11. The lessons in this toolkit focus on healthy relationships, puberty, sexual anatomy and reproduction, and inclusivity.

Overall, in this homeschooling toolkit, you'll find a wealth of resources, lesson plans, and guidance to help you integrate comprehensive sex education seamlessly into your curriculum. We are committed to providing a safe, inclusive, and informative space for parents, guardians, and educators to ensure that their children receive the education they deserve.

About the 3Rs Curriculum

The 3Rs curriculum is dedicated to the memory of our dear colleague Barbara Huberman, Advocates' Director of Education and Outreach from 1994 to 2014.

Barbara had a tremendous influence on our collective work here at Advocates for Youth. It was she who coined the term Rights, Respect, Responsibility to reflect findings from her decade long efforts coordinating the European Study Tour. Hundreds of youth-serving professionals participated, traveling to the Netherlands, France and Germany in an effort to better understand the values, attitudes, policies and programs that helped young people in northern Europe have much better sexual health outcomes than their peers in the United States. It is through this work that Barb helped Advocates to shape the values that underpin our mission to this day:

Rights Youth have the inalienable right to honest sexual health information; confidential, consensual sexual health services; and equitable opportunities to reach their full potential.

Respect Youth deserve respect. Valuing young people means authentically involving them in the design, implementation, and evaluation of programs and policies that affect their health and well-being.

Responsibility Society has the responsibility to provide young people with all of the tools they need to safeguard their sexual health, and young people have the responsibility to protect themselves.

We honor Barb's vision and leadership by creating the Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum and ensuring it is free for all to access so that money will no longer stand as a barrier to young people receiving the high quality sexuality education to which they have a right.

GETTING STARTED: A GUIDE FOR HOMESCHOOLING EDUCATORS

As a homeschool educator, you play a vital role in providing your learner with a well-rounded and inclusive education. Here are some guidelines to help you get started:

1 Familiarize Yourself with the Toolkit

- Take some time to explore the contents of our toolkit. Familiarize yourself with the available resources, lesson plans, and materials.
- Read through the introductory sections to understand the importance of comprehensive sex education and its benefits within the homeschooling context.

2 Set Clear Objectives

- Determine your goals and objectives for integrating comprehensive sex education into your homeschooling curriculum. Consider your learner's age, development, and any specific topics or issues you want to address.
- Keep in mind the principles of inclusivity, diversity, and respect for individual identity.

3 Create a Safe and Open Environment

- Establish a safe and open environment for discussing sensitive topics related to sex and relationships. Encourage your learner to ask questions and express their thoughts and concerns.
- Emphasize the importance of confidentiality and let your learner know they can trust you with their questions and worries.

4 Age-Appropriate Education

- Tailor your approach to your learner's age and maturity level. The toolkit provides age-appropriate resources and materials to help you navigate these discussions.
- Start with foundational concepts and gradually introduce more complex topics as your learner grows.

5 Use Diverse Resources

- Make use of the diverse resources provided in the toolkit, including books, videos, and interactive activities. This will help you present information in engaging and relatable ways.
- Encourage critical thinking by discussing various perspectives and respecting different cultural and individual beliefs.

6 Communication and Consent

- Teach your learner about the importance of consent, boundaries, and healthy communication in relationships. Use real-life scenarios and role-play exercises to reinforce these concepts.
- Emphasize that consent is an ongoing process and that it's okay to say no or change one's mind.

7 Be Supportive and Non-Judgmental

- Maintain a non-judgmental attitude throughout your discussions. Let your learner know that they can come to you with any questions or concerns without fear of judgment.

- If you're unsure about a specific topic, research together or seek guidance from trusted resources.

8 Monitor Progress and Adapt

- Regularly assess your learner's understanding and comfort level with the material. Adjust your approach as needed to address their evolving needs and questions.
- Encourage open feedback and make any necessary modifications to your curriculum.

9 Seek Community and Professional Support

- Connect with other homeschooling educators and parents to share experiences and resources related to comprehensive sex education.
- If you encounter complex or challenging questions, consider seeking advice from professionals or organizations specializing in sexual health education.

10 Foster Lifelong Learning

Remember that comprehensive sex education is a lifelong journey. Continue to engage in open and informed discussions with your learner as they grow and encounter new experiences.

NOTE FOR PARENTS AS HOMESCHOOL EDUCATORS

As a parent and a homeschool educator, it's natural to feel a mix of excitement and nervousness when approaching the topic of comprehensive sex education for the first time. We want you to know that you've got this!

Here are some helpful reminders that we want you to know as you explore utilizing this toolkit:

1. You Are the Expert on Your Child

No one knows your child better than you do. Your love, care, and dedication make you the perfect person to guide them through this essential aspect of life.

2. You Are Their First Sex Educator

Parents/caregivers are the primary sexuality educators of their children. By starting these conversations early and on your terms, you ensure that your child receives accurate, respectful, and age-appropriate information about sex and relationships.

3. Building Trust

These conversations are an opportunity to build trust and strengthen your bond with your child. When you approach sex education with an open heart and a listening ear, you create a safe space for them to turn to you with their questions and concerns.

4. Preparing for the Future

Equipping your child with knowledge about their bodies, boundaries, consent, and healthy relationships sets them up for a future where they can make informed choices and navigate life's challenges with confidence.

5. Embracing Inclusivity

Our toolkit promotes inclusivity and diversity, ensuring that every child feels seen and valued. By using these materials, you are helping to create a more inclusive and understanding world.

6. Lifelong Learning

Remember, this is just the beginning. Comprehensive sex education is a journey that evolves as your child grows. You're not just teaching them about "the birds and the bees"; you're nurturing a lifelong commitment to understanding and respecting themselves and others.

Take a deep breath, trust in yourself, and get ready to empower your child with knowledge, empathy, and the tools they need to thrive. You've got this, and we're here to support you every step of the way.



Standards Alignment:

[National Sex Education Standards](#)

[National Health Education Standards](#)

Other resources:

[National Teacher Preparation Standards for Sexuality Education](#)

[Share My Lesson](#)

Related research and articles:

[How to Teach Sex Education at Home](#) —Twinkl

[I Want To Provide My Kids with a Decent Sex Education. Where the Heck Do I Start?](#) —Scarleteen

[Sex Education, Homeschool Style](#) — Siecus

UNDERSTANDING OUR BODIES – THE BASICS

This lesson is designed for learners aged 5 to 7. Adapted from [this 3Rs lesson](#).

Materials

- Powerpoint — [Anatomy](#)
- AMAZE Video — [Help Kids Learn How Bodies Are Mostly Alike](#)

Part 1

[Read out loud to the learner:]

Welcome to today's lesson! Our topic for today is the amazing human body. We have a wonderful opportunity to explore and understand our bodies in a comfortable and engaging environment.

Today's lesson will revolve around the human body—its common parts, differences among people, and how we take care of it. Just like we learn about various subjects, it's important for us to learn about our own bodies as well. By the end of this lesson, you'll have a better understanding of the parts that are the same in everyone, the parts that make us unique, and the parts we usually keep private when we're around others.

Part 2

[Ask the learner to name body parts that most people have in common. Answers could include arms, legs, feet, fingers, head, eyes, mouth, etc. Wait for the learner to respond.]

[Next, ask the learner if each of the body parts look the same. Wait for the learner to respond. Then say:]

Even though they do the same things, they can look very different. We each have our own special bodies. Just like some people don't have any hair and others have a lot of hair, and some people may have a lot of freckles or no freckles at all, we are all humans with bodies.

Activity 1: Powerpoint

[Utilizing the 3Rs [Anatomy](#) Powerpoint, walk the learner through each of the diagrams of both male and female bodied anatomy.]

Activity 2: Video

[Show the AMAZE Jr. Video [Help Kids Learn How Bodies Are Mostly Alike](#) to the learner. After watching the video, ask the learner the following questions:]

1. What parts of the body are similar?
2. What parts of the body are different?
3. What was something new that you learned from the video?

MY SPACE, YOUR SPACE

This lesson is designed for learners aged 5 to 7. Adapted from [this 3Rs lesson](#).

Materials

- Flipchart paper or whiteboard
- AMAZE Video — [Help Kids Learn That Bodies Are Private](#)

Part 1

[Read out loud to the learner:]

Today, we are going to talk more about people's bodies. Do you remember some of the names of your body parts? I am going to say the name of a body part and I want you to say and point to the name of that body part.

[Answers can include: arms, legs, feet, fingers, head, eyes, mouth, etc.]

Now, which of those body parts belong to you?

[Wait for the learner to respond. Answer: Mine! My body!]

Very good. That is your body—and so we have the right to say whether and how we want someone else to touch them. That also means we need to listen and stop touching others when someone else says they don't want to be touched.

Part 2

[Read out loud to the learner:]

Is there any time when someone might touch us in a way that we might not like but it's okay?

[Wait for the learner to respond, then say:]

A parent/caregiver may need to give you medicine you don't like or when a doctor may give you a shot. But even if a doctor—or any other person or adult—touches you in a way that makes us feel uncomfortable, you have a right to say that you don't like it and that you want it to stop.

Let's talk about some behaviors that we might or might not like.

Activity 1: I Like It, I Don't Like It

[Read out loud to the learner:]

You may be someone who loves to hug or snuggle with family members or wrestle with your friends, or you may not like some of any of those. Let's take a look at some behaviors that people tend to do with each other and talk about whether we like them, whether we don't like them, or whether it depends.

(Continued on next page)

[Write on a flipchart paper or whiteboard the following behaviors:]

- Hitting
- Kissing
- Pushing
- Holding hands
- Biting
- Walking with an arm around another person
- Kicking
- Wrestling
- Scratching
- Shoving
- Tickling

[Be sure to go through each of the behaviors, asking the learner:]

Is this a behavior you tend to like?

[There should be a universal response from the learner on the stated behaviors (hitting, punching, etc). A learner may respond "sometimes" to others (kissing, tickling). When they say, "sometimes," ask:]

When do we like this? When do we NOT like this?

[If the students do not say "sometimes" or has challenges with some of the behaviors, use the guide below to discuss when or why a person might not like the behavior.]

Hugging	Some people don't like to be hugged; some people hug too tightly; and there are some people you just might not want to be hugged by.
Kissing	Some people dislike being kissed when it's someone they don't know well or someone they don't wish to kiss or be kissed by, like a particular relative or a neighbor.
Holding hands	Some people don't like to be touched.
Walking with an arm around another person	Some people don't like to be touched; some find it hard to walk that way.
Wrestling/roughhousing	Some people don't like it if they're always the one being pinned down; some don't like it because they end up getting hurt.
Tickling	Most people don't like it when it's too much/goes on for too long.

[After all the behaviors are read, ask the learner:]

How do you know when someone doesn't like it when you do any of the behaviors on the list?

[Wait for the learner to respond. Answers could include: "They tell me to stop," "They push me/my arm away," "They cry," "They yell at me," etc. Ask the learner:]

Has anyone ever done something to you that's on this list, you haven't liked it, but you haven't said anything? How did that make you feel?

[Wait for the learner to respond and thank the learner for sharing. Then say:]

We need to be clear when we want someone to stop—and we need to listen when other people say they don't want us to do things they don't like, and stop. If a person continues to touch you in a way that you do not like, be sure to tell the person "No," walk away from the person, share with the person the behavior that you DO like, and most importantly, tell a trusted adult, like a parent or caregiver what happened.

Activity 2: AMAZE Jr. Video

[Show the AMAZE Jr. Video [Help Kids Learn That Bodies Are Private](#) to the learner. After watching the video, ask the learner the following questions:]

1. What parts of the body parts were mentioned in the video?
2. What was something new that you learned from the video?

Part 3

[Read out loud to the learner:]

Thank you for sharing and participating in the lesson today! Be sure to give yourself a high five or a hug.

FRIENDSHIPS

This lesson is designed for learners aged 5 to 7. Adapted from [this 3Rs lesson](#).

Materials

- Flipchart paper or whiteboard
- Paper
- Pencil

Part 1

[Read out loud to the learner:]

Let's take a moment to appreciate the importance of friendship in our lives. Friends bring joy, and being a good friend is equally significant. We're going to do an activity that lets us reflect on a friend. Close your eyes gently and think of a friend. This friend could be a sibling, cousin, or someone else you cherish. Picture your friend's face in your mind. Now, think about a time you and your friend had an incredible amount of fun together. Try to recall what you were doing, where you were, and what made it so enjoyable. Spend a moment reflecting on this memory. Okay, you can open your eyes now. Would you like to share the fun memory you thought about? Feel free to share your memory out loud or write the memory down.

[Wait for the learner to respond or they have completed writing down their memory.]

[Read out loud to the learner:]

Now, I want you to think about what you like about your friend that makes it fun to be together. Would you like to share what you like about your friend? Feel free to share what you like out loud or write down what you like about your friend.

[Wait for the learner to respond or they have completed their writing.]

[Read out loud to the learner:]

If we were baking a cake, what ingredients would we need?"

[Wait for the learner to respond.]

If there was no flour, could it still be a cake? What about no eggs? The answer is 'yes' to both since cakes, just like friends, come in a wide variety of flavors and types. Next, we are going to make a Good Friend cake.

Activity 1: Good Friend Cake

[On a piece of flipchart paper or white board, draw a cake. Read out loud to the learner:]

I want you to pause and think for a moment about what makes a good friend. If we were baking a Good Friend cake, what would the ingredients of a good friend be? Share out loud what your Good Friend cake ingredients are.

[On the cake, write down all the ingredients that the learner shares out loud and write those words on the cake. Responses may include: likes the same things as you; is nice to you; makes you laugh; always plays with you; listens to you; doesn't tease you or hurt your feelings on purpose; you can depend on them. Read out loud to the learner:]

Friends usually make us very happy, and we have fun together. But sometimes problems can come up in a friendship. A friend may do something we don't like, we may do something that makes our friends mad or we might disagree with our friend about something.

[Have the learner write down responses to the following sentences:]

- "I like it when my friend..."
- "It sometimes bothers me when my friend..."
- "A good way to let my friend know how I feel is..."

Activity 2: Scenarios

[In each scenario, learners should imagine that Person A and Person B are good friends. Ask learners to try to write down a good way to share their feelings with their friend. For this activity, learners can come up with a name for Person A and Person B.]

- Person A and Person B are playing together. All of a sudden, Person B sees another friend and runs over to talk to them leaving Person A all alone.
- Friends decide to play a game and are choosing teams. Person B, who is a captain, is Person A's best friend but chooses someone else for their team.
- During lunch time, Person A gets up to throw something away and when they get back to their seat, Person B has taken a big bite out of Person A's cupcake without asking.
- At the local youth center, Person B whispers a funny joke that makes Person A laugh out loud and get into trouble from the trusted adult. When the trusted adult asked what was going on, Person B denies doing anything.

[Read out loud to the learner:]

You did a great job today! In order to have a good friend it is important to be a good friend. It doesn't matter if you have a lot of friends or just one very good friend. Friends enjoy each other's company and look out for each other. Being a good friend is an important skill to develop throughout their whole lives.

RESPECT FOR ALL

This lesson is designed for learners aged 7 to 9. Adapted from [this 3Rs lesson](#).

Materials

- Flipchart paper or whiteboard
- Paper
- Pencil
- Construction paper
- Crayons, markers
- Image/picture of a rainbow flag

Part 1

[Read out loud to the learner:]

What are some ways that people are the same?

[Wait for the learner to respond out loud or have the learner write down their response. Then, read out loud to the learner:]

Even though there are lots and lots of ways that people are the same, there are also a lot of ways that people are different from one another. Diversity means that people come in all shapes, sizes, colors, religions, and backgrounds. That is what makes each person special. What are some ways that people are different?

[Wait for the learner to respond out loud or have the learner write down their response. Then read them the following:]

Some of the ways that people are different is in the ways their families are put together. There are many different kinds of families and each one is special and wonderful. Today we are going to talk about how we treat other people, especially when we think they are different from us in some way.

Part 2

[Read out loud to the learner:]

Prejudice is when you judge or make assumptions about someone based on who they are or who you think they are. If we write down the word "prejudice" it looks like "pre-judge. Prejudice is to make a judgment or assumption about a person before you really even know them. For example, if you saw someone wearing a Star Wars t-shirt, what would you assume about them?

[Wait for the learner to respond out loud or have the learner write down their response. Then have learners provide other examples of what people make a judgment about before they get to know a person.]

[Read out loud to the learner:]

People who are prejudiced against someone often treat that person poorly or are hurtful to them or don't treat them fairly or with respect. That is called discrimination. Some people show prejudice and discriminate against other people and it is not okay. It is never okay to be rude or to insult anyone or to treat them unfairly. When you do this to someone just because of assumptions you make about them that

is a form of prejudice.

Everyone has a right to feel good about themselves, their families and what they believe. That is why it is so important to treat everyone with dignity and respect. Treating people with dignity and respect means treating them well and showing appreciation for other people's beliefs, ideas, and how they live (what they eat, how they dress, how they celebrate holidays, etc.) even if they are different from us or if we don't agree with their ideas or beliefs. How can a person show dignity and respect for all people, no matter who they are?

[Wait for the learner to respond out loud or have the learner write down their response.]

Activity: Respect Poster

[Have learners put their ideas about respect into a poster on construction paper. Share with learners that you are going to post their poster somewhere in their learning environment for everyone to see and to let others know that this is a space where everyone should feel welcome and that we treat everyone here with dignity and respect.]

[Read out loud to the learner:]

What are some ways people can work together as a group to make sure everyone is treated with dignity and respect?

[Wait for the learner to respond out loud or have the learner write down their response.]

[Show a rainbow flag or a picture of one, and read out loud to the learner:]

This rainbow flag represents the pride of gay and lesbian people. Can you think of other symbols that people use to show their pride in their heritage or culture or some other trait about them?

[Wait for the learner to respond out loud or have the learner write down their response. Examples: parades, books or movies and religious symbols.]

[Read out loud to the learner:]

Thank you for all of their hard work in thinking about how to show respect and dignity for all people. We all benefit when everyone is treated well. While the ideas we came up with for doing this are a great step towards that goal, creating a world in which everyone is treated with dignity and respect takes a lot of ongoing work. One lesson is not enough. It is up to each of us to keep our commitment to this goal and to remind one another of how important it is for everyone to do their part.

SEXUAL AND REPRODUCTIVE ANATOMY

This lesson is designed for learners aged 7 to 11. Adapted from [this 3Rs lesson](#).

Materials

- Flipchart paper or whiteboard
- Paper
- Pencil
- Powerpoint: [Sexual and Reproductive Anatomy](#)

A Note about this Lesson

The terms “boy” and “girl” are used intentionally in this lesson to make it accessible for learners aged 7 to 11, who are more concrete learners than learners aged 12 and up. While we use the terms “male” and “female” when referring to particular anatomy (the “male” or “female” reproductive systems, for example), it is important to remember that someone can have a penis even if they don’t identify as a boy or a vulva even if they don’t identify as a girl. The use of more inclusive terms related to gender identity and biological sex are introduced in subsequent grade levels. You should be familiar with the functioning of the reproductive system and human reproduction and be prepared to respond to questions. A review can be found at [this link](#).

Part 1

[Read out loud to the learner:]

We have hundreds of different body parts. Can someone tell me a body part that almost everyone has?

[Wait for the learner to respond out loud or have the learner write down their response. Then read them the following:]

While there are hundreds of parts that almost everyone has in common, there are only a few parts that just biological males have that biological females don’t have and there are only a few parts that just biological females have that biological males don’t have. Today, we are going to talk about those biological male and biological female parts which are part of our reproductive system. The reproductive system includes those body parts that are used in reproduction; that is, in making and having babies. Most people have either biological male reproductive parts or biological female reproductive parts and that most people who have biological male reproductive parts are boys and most people who have biological female reproductive parts are girls, but sometimes people can have reproductive parts that don’t match who they are.

Part 2a: Male Anatomy

[Review the [Powerpoint](#).]

[Show the “Male Body” slide, and point to each body part as you review them.]

[Point to the opening in the penis, and read out loud to the learner:]

This is the opening to the urethra. Does anyone know what comes out from here?

[Wait for the learner to respond out loud or have the learner write down their response.]

It is the opening at the tip of the penis where the urine, or pee, comes out. Once a male goes through puberty, the urethra is also where semen comes out, semen contains sperm. Sperm are tiny cells that are

needed if a male decides they want to make a baby.

[Point to the testicles and pronounce the term.]

These are the testicles. Does anyone know what they do?

[Wait for the learner to respond out loud or write down their response.]

The testicles are two little round organs that make sperm. It takes sperm and an egg to make a baby.

[Point to the scrotum and pronounce the term.]

The scrotum is the pouch of skin that holds the testicles and keeps them the right temperature to make sperm.

[Point back to the urethral opening and show on the diagram how sperm can be made in the testicles and travel through the male reproductive system to leave the body through the urethral opening.]

[Point out the bladder and explain that this is where urine, or pee, is stored. Show how urine also travels from the bladder, through the urethra and out of the body. Explain that these parts of the body are called genitals.]

Part 2b: Female Anatomy

[Show the Female Body slide and point to each body part as you review them.]

[Point out an ovary and pronounce the word. Read out loud to the learner:]

Does anyone know what the ovary does?

[Wait for the learner to respond out loud or have the learner write down their response.]

The ovaries are two little round organs that store ova. Ova is another word for eggs. The ova are very small, about the size of a period at the end of a sentence, and are needed if a grown female decides they want to make a baby. The female provides the egg, which can join with the male's sperm to make a baby. Once a female goes through puberty, the ovaries start to send out one egg each month to the uterus.

Before a baby is born, it is called a fetus.

[Point to the uterus in the interior view.]

Inside the female's body is the uterus, the place where a fetus can grow if a person is pregnant.

[Point out the vagina and pronounce the word.]

This is the passageway between the uterus and the vaginal opening through which a baby comes out when it is time to be born.

[Point to the exterior view and point out the vulva. Remember to pronounce the word.]

This is another term for the female's genitals. These parts are on the outside of her body.

[Point to the urinary, or urethral opening.]

This is the opening in the female body where urine leaves the body. Just like males, females have a urethra that connects to the bladder and carries urine outside the body through the urethral opening.

[Point to the vaginal opening.]

This is the opening to the vagina through which a baby is born and through which blood passes when a

girl menstruates each month.

[Point to the clitoris.]

This is the clitoris, located above the urethral opening, it is very sensitive.

Activity: AMAZE Videos

[Ahead of time, view both AMAZE videos [Anatomy: Assigned Sex at Birth \(Female\)](#) and/or [Anatomy: Assigned Sex at Birth \(Male\)](#).]

[Show the videos to the learner, then discuss the following questions:]

Assigned Sex at Birth (Female) Video

1. What are some of the external body parts that were mentioned in the video?
 - a. What is the function of that body part?
2. What are some of the internal body parts that were mentioned in the video?
 - a. What is the function of that body part?
3. Were there any body parts or names for body parts that were new or surprising to you?
4. How might using the correct anatomy terms be useful to someone?

Assigned Sex at Birth (Male) Video

1. What are some of the external body parts that were mentioned in the video?
 - a. What is the function of that body part?
2. What are some of the internal body parts that were mentioned in the video?
 - a. What is the function of that body part?
3. Were there any body parts or names for body parts that were new or surprising to you?
4. How might using the correct anatomy terms be useful to someone?

[Read out loud to the learner:]

Learning about your body is good! It is good to know the names of your body parts and to take care of your body. You should feel proud of your body!

PUBERTY AND REPRODUCTION

This lesson is designed for learners aged 7 to 11. Adapted from [this 3Rs lesson](#).

Materials

- Flipchart paper or whiteboard
- Paper
- Pencil
- Powerpoint: [Puberty and Reproduction](#)

A Note about this Lesson

The terms “boy” and “girl” are used intentionally in this lesson to make it accessible for learners aged 7 to 11, who are more concrete learners than learners aged 12 and up. While we use the terms “male” and “female” when referring to particular anatomy (the “male” or “female” reproductive systems, for example), it is important to remember that someone can have a penis even if they don’t identify as a boy or a vulva even if they don’t identify as a girl. The use of more inclusive terms related to gender identity and biological sex are introduced in subsequent grade levels. You should be familiar with the functioning of the reproductive system and human reproduction and be prepared to respond to questions. A review can be found at [this link](#).

Part 1

[Read out loud to the learner]

Today, we are going to discuss how puberty can prepare the human body for the potential to reproduce. Do you know what puberty means?

[Wait for the learner to respond out loud or have the learner write down their response.]

[Read out loud to the learner:]

Puberty is a normal part of growing up when our bodies change from being a child’s body to an adult body. Puberty typically begins anywhere from age 8-16 — usually a little earlier for female bodies than male bodies — and continues all the way until a person reaches their full adult height, sometime in the later teens for female bodies and up to the early twenties for male bodies.

[Read out loud to the learner:]

One of the biggest differences between a person who has gone through puberty and somebody who has not is that an adult body is the ability to reproduce, or make a baby. That is an important change that happens during puberty. The main changes that happen during puberty are the result of hormones: testosterone and estrogen mainly. Hormones are the natural chemicals our bodies make.

Part 2

[Review the [Powerpoint](#) from the Sexual and Reproductive Anatomy Lesson. Have the learner name the various parts of the reproductive anatomy.]

[Read out loud to the learner:]

Puberty starts because a person’s body starts to produce a very large quantity of hormones that they were only producing in small amounts before. Male bodies start to produce a lot more testosterone and a little bit of estrogen and female bodies start to produce a lot more estrogen and a little bit of

testosterone. All of these changes happen because of the new surge of these hormones.

[Show the learner slide four that has both the male and female interior diagrams on it together.]

[Read out loud to the learner:]

Only some of the male and female body parts are needed for reproduction and therefore are part of the reproductive system. On the male diagram, the parts that are used in reproduction are the testicles, penis, urethra and vas deferens. On the female diagram, the parts that are used in reproduction are the uterus, ovaries, fallopian tubes and vagina.

Through the production of testosterone and estrogen, the reproductive system becomes able to reproduce or make a baby.

Part 3

[Explain to the learner how conception occurs. As you go through the process of conception, use the diagrams of the interior male and female bodies to help to explain each of these processes. The description below is a suggestion for explaining the process of human conception.]

[Read out loud to the learner:]

When puberty begins, testicles, which is where most of the hormone testosterone is produced, start to produce sperm. Sperm are tiny cells that are needed to reproduce. For reproduction to happen, the sperm exit the testicles and travel up through the two small tubes called the vas deferens. After they pass through the vas deferens, the sperm cells mix with semen. Semen is a fluid that helps to protect and nourish the sperm and make them able to fertilize an egg. After the sperm mix with the semen, they travel up through the urethra in the penis and out of the tip of the penis. This is called an ejaculation.

When puberty begins, ovaries, which produce most of the hormone called estrogen, start to release an egg, called an ovum, about once a month. The process of the ovary releasing an ovum is called ovulation. When ovulation occurs, the egg or ovum enters the fallopian tube.

Once ovulation begins, the uterus, each month, starts to prepare for a fertilized ovum because if a person becomes pregnant, the uterus is where the fetus will live and grow until it is born.

So, every month, the lining of the uterus thickens with extra blood and tissue. If no fertilized egg comes down to the uterus, which is most months, then the uterus sheds its lining, which flows out of the body through the vagina and this is called menstruation or having a period. Conception, or reproduction, generally happens when the semen containing hundreds of millions of sperm cells leaves the penis (ejaculation) and enters the vagina through sexual intercourse.

The semen with the sperm travels through the vagina and into the uterus through its opening called the cervix and then into the fallopian tubes. Even though hundreds of millions of sperm are ejaculated only one sperm can attach itself to the egg and fertilize it. The fertilized egg then travels back down to the uterus where if it attaches itself to the wall of the uterus a pregnancy has started. The fetus will stay in the uterus for about nine months before a baby is born.

Activity: AMAZE Video

[Where Do Babies Come From](#) and/or [Pregnancy and Reproduction Explained](#)

[View both AMAZE videos ahead of time and decide which video is most appropriate for your learner. After watching the selected video together, ask the learner the following questions:]

1. According to the video, what happens in the testicles once puberty has begun? What happens in the

ovaries?

2. How could someone prevent pregnancy if they are not ready or don't want to have a baby?
3. What was something new that you learned from the video?

[Ask the learner if they have any additional questions regarding the lesson and allow for the learner to ask questions. Share with the learner that it is okay if they still have questions and you will allow space to answer any additional questions they may have. If you are still uncertain about their question, visit trusted resources like [amaze.org](https://www.amaze.org).]