

FIFTH GRADE

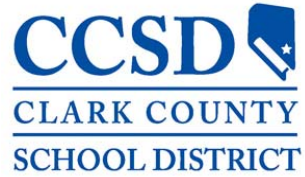
**HUMAN GROWTH AND
DEVELOPMENT**

UNIT OF INSTRUCTION



Developed 1988
Revised 1993, February 2010
CPD-MST-PUB 001





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ACKNOWLEDGEMENTS

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Introduction

Young people are naturally curious about the physical and emotional changes related to puberty. They have questions about their changing bodies and are generally receptive to information about growth patterns and rates of development. Students need information which is accurate and reliable. They need reassurance that the “time of change” is truly on an individual basis. It is important to relate changes of adolescence with personal responsibility for health and appearance. This unit of instruction focuses on the male and female reproductive system, puberty, and HIV/AIDS education.

Communication between parents/guardians and students about these sensitive topics is strongly encouraged in order to promote meaningful discussion at school and home.

NRS 389.065

Instruction on acquired immune deficiency syndrome, human reproductive system, related communicable diseases and sexual responsibility.

1. The board of trustees of a school district shall establish a course or unit of a course of:
 - (a) Factual instruction concerning acquired immune deficiency syndrome; and
 - (b) Instruction on the human reproductive system, related communicable diseases and sexual responsibility.
2. Each board of trustees shall appoint an advisory committee consisting of:
 - (a) Five parents of children who attend schools in the district; and
 - (b) Four representatives, one from each of four of the following professions or occupations:
 - Medicine or nursing;
 - Counseling;
 - Religion;
 - Pupils who attend schools in the district; or
 - Teaching.

This committee shall advise the district concerning the content of and materials to be used in a course of instruction established pursuant to this section, and the recommended ages of the pupils to whom the course is offered. The final decision on these matters must be that of the board of trustees.

3. The subjects of the courses may be taught only by a teacher or school nurse whose qualifications have been previously approved by the board of trustees.
4. The parent or guardian of each pupil to whom a course is offered must first be furnished written notice that the course will be offered. The notice must be given in the usual manner used by the local district to transmit written material to parents, and must contain a form for the signature of the parent or guardian of the pupil consenting to his attendance. Upon receipt of the written consent of the parent or guardian, the pupil may attend the course. If the written consent of the parent or guardian is not received, he must be excused from such attendance without any penalty as to credits or academic standing. Any course offered pursuant to this section is not a requirement for graduation.
5. All instructional materials to be used in a course must be available for inspection by parents or guardians of pupils at reasonable times and locations before the course is taught, and appropriate written notice of the availability of the material must be furnished to all parents and guardians.

(Added to NRS by 1979, 836; A 1987, 1734)



CLARK COUNTY SCHOOL DISTRICT REGULATION 6123

INSTRUCTION IN THE HUMAN REPRODUCTIVE SYSTEM, RELATED COMMUNICABLE DISEASES, SEXUAL RESPONSIBILITY, AND ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

- I. The Board of School Trustees authorizes the establishment of units of instruction on the human reproductive system, related communicable diseases, sexual responsibility, and Acquired Immune Deficiency Syndrome.
 - A. Recognizing the sensitive nature of this area of instruction, the Board shall appoint an advisory committee consisting of:
 1. Five parents of children who attend schools in the Clark County School District.
 2. Four representatives, one from each of four of the following professions or occupations:
 - a. Medicine or nursing.
 - b. Counseling.
 - c. Religion.
 - d. Pupils who attend school in the district, or
 - e. Teaching.
 3. A male and female student will be appointed as non-voting members to serve as a resource to the committee.
 - B. This committee shall advise the Superintendent, who shall advise the Board concerning the content of and materials to be used in the units of instruction and the recommended grade levels for which the instruction is offered. The final decision on these matters will be made by the Board.
 - C. The concepts and topics for each grade or course are contained in the district's Sex Education Operational Guide for K-12 Curriculum Development. Teaching units will be prepared and instruction will be based within specific guidelines contained in this document.
 - D. All instructional materials used in classroom presentations must be reviewed by the Sex Education Advisory Committee and approved by the Superintendent, and

then presented to the Board for approval. New materials or those not previously approved may be submitted to the Instructional Division for appropriate action.

- E. The subjects of the units of instruction may be taught only by a teacher or school nurse whose qualifications have been previously approved by the Superintendent and the Board.
- F. The parent or guardian of each student to whom the units of instruction are offered must first be furnished written notice that the instruction will be offered. The notice must be given in the usual manner used by the district to transmit written material to parents and must contain a form for the signature of the parent or guardian of the student consenting to the student's attendance. Upon receipt of the written consent of the parent or guardian, the student may attend the instruction. Any student who does not have written consent must be excused from such attendance without any penalty as to credits or academic standing.
- G. All instructional materials to be used in the units of instruction must be available for inspection by parents or guardians of students at reasonable times and locations prior to the actual instruction. Appropriate written notice of the availability of the material must be furnished to all parents and guardians.

Legal Reference: NRS Section 389.065 Courses of Study
Review Responsibility: Instructional Division
Adopted: [6123: 8/13/81]
Revised: 9/24/81; 10/9/90; 3/24/92
Pol Gov Rev: 6/28/01

Using the Teaching Unit

A. Purpose

The material in this unit of instruction on the male and female reproductive systems, puberty, and HIV/AIDS education provides students with basic information about their changing bodies, personal responsibilities, and hygiene.

B. Unit of Instruction

This unit of instruction has been approved by the Sex Education Advisory Committee and the Board of School Trustees and must be taught to fifth grade boys and girls (separately) and completed by the end of May. *The Sex Education Operational Guide for K-12 Curriculum Development* states that the *Fifth Grade Growth and Development Unit of Instruction* may be taught only by the school nurse and/or classroom teacher designated as the instructor(s) for this unit. It is recommended that a school nurse and classroom teacher or two classroom teachers be present in the room during all lessons. **Please note that substitute teachers may not provide instruction on the *Fifth Grade Human Growth and Development Unit of Instruction*.**

Topics include: puberty, male and female reproductive systems, and HIV/AIDS education. The program for both fifth grade girls and boys provides information about physical and emotional changes during puberty and related personal responsibilities for health and appearance. There are two sections of the growth and development unit of instruction for both boys and girls. The first section is a scripted anatomy lesson titled ***Puberty and Human Reproductive System Discussion*** and includes a video titled “Always Changing” which will aid teachers/nurses in the discussion of the male and female reproductive systems, puberty, and hygiene. The scripted discussion will occur prior to the video which is referenced in lesson one. The “Always Changing” materials referenced in the first lesson may be ordered or downloaded by the school nurse (See Appendix J). The second section is comprised of a lesson on HIV/AIDS and disease prevention and includes a PowerPoint. **Please note that both fifth grade boys and girls should get instruction in all lessons. Remember that boys and girls must be taught separately.**

C. Appendices

The appendices contain teaching aids, glossary of terms, sample parent/guardian permission letter, and parent/guardian informational handouts. The terms that are highlighted throughout the document are terms from the glossary which should be emphasized by the teacher/nurse throughout the growth and development unit of instruction.

D. Parent/Guardian Approval/Required Permission Slip

According to district policy, students must have parent/guardian approval to attend this program. All teaching materials are made available for parent/guardian review. Procedures need to be established at each school to facilitate parental involvement. It is suggested that permission letters be color coded according to gender to facilitate distribution and collection. Permission letters should also be reproduced on school letterhead (See Appendix A). A parent/guardian of a fourth grade student may also request that their child meet with the school nurse on an individual basis.

E. Role of the School Nurse/Teacher

- Communicate with administrators and teachers regarding the starting time, specific lessons, and progress of the program.
- Provide parent/guardian with an opportunity to preview all materials that students will study.
- Communicate with students and parents/guardians emphasizing the importance of a signed permission form to participate in the program. All forms will be maintained at the school site for the remainder of the year.
- Make arrangements in advance for alternative assignments for students not participating in the program.
- Ensure that sensitivity is extended to every student's values as well as ethnic, cultural, and religious backgrounds.
- Have knowledge of District approved materials.
- Encourage student self-acceptance and positive self-concept.
- Answer questions appropriately as well as recognizing and handling inappropriate questions.
- Become familiar with and utilize the guidelines in the Sex Education Operational Guide.
- Avoid sharing personal experience or providing opinions.

- Order/download “Always Changing” materials needed for instruction (See Appendix J).
- Go to CCSD’s Approved Sex Education Materials Database at: <https://secure2.ccsd.net/a/asem/Login> to search for approved materials which are age appropriate for instruction in puberty, the human reproductive systems, and HIV/AIDS education.

There may be students who need individualized instruction regarding the male and female reproductive systems, puberty, and hygiene before the end of May based on their changing bodies. Please refer these students to the school nurse for further instruction.

G. Optimum Presentation Guidelines

Number of Students: A maximum of thirty students per class.

Materials: Visual Aids – DVD/TV, LCD projector, handouts (Copy Appendices D – F for student use, Appendices A-B, G-I for parent/guardian use, and Appendices C and J for nurse/teacher use).

Parent/Guardian Permission Forms: It is suggested that the parent/guardian permission form be photocopied on official school letterhead (See Appendix A). Also, there is a material review sheet provided for the parent/guardian of a student who wishes to preview instructional materials (See Appendix B). Hand out the parent/guardian permission form and material review sheets 2 weeks prior to the scheduled instruction date.

Timeline: Complete instruction by the end of May. Please understand the school nurse/classroom teacher and site administrator may choose a different time frame to meet the needs of the student population.

****Both the timeline and pacing guide is “suggested” for the growth and development unit of instruction. Please use your professional discretion.****

****It is recommended that boys and girls receive instruction on both male and female anatomy, puberty, and hygiene.****

Pacing Guide: Female

Lesson 1 Anatomy –

- Discussion of puberty and female reproductive system –
 - 45 minutes
- Video - *Always Changing About You*
 - Girl Version - 21 minutes OR
 - Coed Version – 32 minutes

Lesson 2 HIV/AIDS -

- *HIV/AIDS – A Communicable Disease* PowerPoint
 - 45 minutes

Pacing Guide: Male

Lesson 1 Anatomy –

- Discussion of puberty and male reproductive system –
 - 45 minutes
- Video - *Always Changing About You*
 - Boy Version - 18 minutes OR
 - Coed Version – 32 minutes

Lesson 2 HIV/AIDS -

- *HIV/AIDS – A Communicable Disease* PowerPoint
 - 45 minutes

Unit of Instruction Grade Five: Female Lesson

Lesson One: Puberty and Human Reproductive System Discussion

****Modify script depending on the audience.****

Always Changing

Ever since you were born your body has been growing and changing. Now that you have reached fifth grade you need to learn about the changes a girl's body goes through as she grows from a child to a woman. This time in a girl's life is called **puberty** or **adolescence**. The exact age that these changes take place differs for everyone, just as you all learned to walk at a different time. Each individual grows and changes at her own rate.

Puberty

Your parents, friends, and teachers will soon notice that you are growing taller and that you weigh more than you did. When you begin to notice these physical changes, it means that you are entering a phase in your life that is called **puberty**. This means that sometime between now and when you are 18 years old, you will change from a girl to a woman. The exact age that these changes take place is different for everyone. Each individual grows and changes at her own rate.

****If the discussion arises – remind students to be responsible with their bodies. Students need to understand although they may be physically able to have children this does not mean they are mentally and emotionally ready to become a parent.**

Do Boys Change?

Boys at this age experience growth and physical changes also, but they are different than your physical changes. Changes in boys are usually less visible than in girls (see Appendix F).

Pituitary Gland and Hormones

There is a small but very important gland located at the base of your brain called the **pituitary gland**. This gland regulates your growth. During **puberty** this **pituitary gland** manufactures **hormones** that circulate through your blood stream to all parts of the body. A **hormone** is a special chemical that affects body functions.

Secondary Sex Characteristics

The influence of the **hormone estrogen** causes obvious body changes. These body changes are called **secondary sex characteristics**. You will notice various changes in your body some time between the ages of 9-16. One of the first changes you will notice is general body growth. Feminine features are beginning to happen to your body like breast development and the rounding of your hips and thighs. You are growing taller and weigh more than you did before. Pimples may appear on your face; this is called acne. Acne can be helped by keeping your skin clean, washing it at least two or three times every day, and by eating a well balanced diet. You will notice these changes one to two years before you start a **menstrual period** (See appendix D). These changes include:

1. Increased height and weight
2. Breast development
3. Rounding of hips and thighs
4. Appearance of pubic and underarm hair
5. Increased oil production in hair and face
6. Increased perspiration

Internal Reproductive Organs

The same **hormones** which brought about the secondary sex characteristics also cause changes inside your body. In your lower abdomen are your female reproductive organs. The female **reproductive system** includes the **ovaries, fallopian tubes, uterus, and vagina**. These special organs in a woman's body make it possible to have babies (see Appendix D).

1. **Ovaries** – Place your hands on your hips, with your fingers slanting forward. The ovaries are located under your second finger. Each **ovary** contains 400,000 **egg cells**. Each **ovary** is about the size of an almond or the approximate size of the first section of a person's thumb.
2. **Uterus** – To locate your **uterus**, place the heel of one hand on your navel with fingers extending straight down. Under the second and third finger is the **uterus**. The **uterus** is pear shaped and about the size of your fist.

Menstrual Cycle

The **hormones** produced by the **pituitary gland** reach the ovaries and cause one of the **egg cells** inside the ovaries to develop fully and leave the **ovary**. When this happens, a girl begins to menstruate. This will happen sometime between the age of nine and sixteen. When the **egg cell** leaves the **ovary**, it finds its way to the nearby opening in the **fallopian tube**. The egg travels through the **fallopian tube** (about seven days). If it is not fertilized (meets with a special male cell for reproduction) in the first 48 hours, it continues to

travel until it comes to the **uterus**. At this time, the **uterus** has a thick lining of blood and tissue, the **endometrium**, which has been getting ready to nourish a fertilized **egg cell** to grow a baby (see Appendix D).

When the **egg cells** are not fertilized, the **endometrium**, is not needed and is shed. This is the **menstrual flow** which is often called the monthly period. The **menstrual flow** includes excess blood and tissue from the **uterus** which is passed through the **vagina**. This happens about once each month.

The **menstrual flow** is different for each girl. It takes four to seven days for the **endometrium** to be shed. These days are called **menstruation** or a monthly period. Some girls may experience cramps; others may not. A menstrual cramp is an unpleasant sensation in the abdominal area. Exercise, a warm bath, and/or warmth applied to the abdominal area frequently relieve the cramps. If these simple measures are ineffective, ask your parent/guardian or family doctor regarding other remedies. PMS stands for premenstrual syndrome. In simpler terms, it is a collection of symptoms that occur prior to the monthly cycle. These symptoms can include both physical and emotional changes (Show *Always Changing Video* at this time).

**You may want to discuss the importance of caring for the female reproductive system. Introduce the term gynecologist as a doctor who specializes in the female reproductive system.

Marking of Calendar

Once your **menstrual flow** begins, it is a good idea to mark a calendar. Gradually a pattern will emerge. It is a good idea to keep a record.

Personal Hygiene

The **menstrual flow** is absorbed on a sanitary napkin or tampon. There are many types of sanitary napkins and tampons. These items are made of absorbent material to promote personal hygiene and protect clothing. The first time you menstruate you will want to use a sanitary napkin. Your parent/guardian should discuss a sanitary product to have on hand for use when you start menstruating.

Hygiene Tips For Girls

1. After using the bathroom, wipe from front to back.
2. Wash hands after using the toilet and when changing a sanitary napkin.

3. Be sure to change sanitary napkins often and dispose of sanitary napkins properly.
4. You may need to bathe or shower more often during **menstruation**.
5. Keeping physically active may decrease cramping that may occur during **menstruation**.

Good Health Habits

To keep your body healthy you need to stay physically active and eat the right kinds of food. You need a balanced diet: Please refer to MyPlate found at <http://www.choosemyplate.gov/food-groups/> and the *What's on your Plate* worksheet found at http://www.choosemyplate.gov/downloads/mini_poster_English_final.pdf. Let's review what a balanced diet consists of:

Grains

Make at least half your grains whole grains. 6 ounce equivalents – 1 ounce equivalent is about 1 slice of bread, 1 cup of dry cereal, or ½ cup of cooked rice, pasta, or cereal.

Vegetables

Color your plate with all kinds of great tasting veggies. 2 ½ cups – Choose from dark green, orange, starchy, dry beans and peas, or other veggies.

Fruits

Make most choices fruit, not juice. 1 ½ cups of various fruits.

Milk

Choose fat-free or low-fat most often. 3 cups – 1 cup of yogurt or 1 ½ ounces of cheese = 1 cup of milk.

Meat and Beans

Choose lean meats, such as chicken or turkey. Vary your choices – more fish, beans, peas, nuts, and seeds. 5 ounce equivalents – 1 ounce equivalent is 1 ounce of meat, chicken, turkey, or fish, 1 egg, 1 Tsp. peanut butter, ½ ounce of nuts, or ¼ cup of dry beans.

Some foods do not fit into any group. These “extras” are fats or sugars – limit your intake of these.

Physical Activity

You may also want to build more physical activity into your daily routine at home and school. At least 60 minutes of moderate to vigorous activity a day is recommended.

Emotional Ups and Downs

Those **hormones** which bring about certain physical changes also bring with them a variety of emotional feelings. It takes time for the **hormone** level to become balanced. A person may notice a fluctuation in emotions throughout the day. It is good to know this doesn't last; it is a normal part of growing up.

Seek Out the Correct Information

People who do not understand their body and how it works may tell you stories that are not factual. Now that you have the correct information and know correct body terms, you need not fear what you are told by those less informed. Your parents/guardians, teacher, counselor, and school nurse can help you get the correct facts if you are concerned.

You will need to continue learning about yourself. There is much more to know. Be sure to discuss what you learned with your parent/guardian. If you are at school, you may discuss any of the above topics with your school nurse or classroom teacher.

Lesson Two: HIV and AIDS Education

To The Instructor:

An HIV/AIDS PowerPoint has been developed to teach HIV/AIDS and how it affects the immune system. The PowerPoint can be found within in Interact™ by going to: Ed Link>Curriculum and Prof Dev>CPD Health and Physical Education>CPD Health>Sex Education Information>Email titled, "Fifth Grade Growth and Development Unit of Instruction".

LESSON 1: Grade Five Female Lesson

CONCEPT: Human Growth and Development

SUBCONCEPT: Anatomy

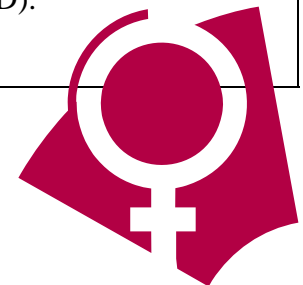


Learner Outcome: The student will identify the parts of the female reproductive system.

| GUIDELINES | VOCABULARY | ACTIVITIES |
|---|---|--|
| 1. Give each student a copy of Appendix H to go over with parent/guardian at home prior to the anatomy lesson. | Fallopian Tubes Egg cell Ovary Uterus Vagina Urethra | See Appendix H – <i>Communicating with Your Young Adolescent About Human Development – Parent/Guardian (H)</i> <ul style="list-style-type: none"> Have students take home the sheet and discuss with their parent/guardian prior to teaching the Growth and Development Unit. Only distribute handouts to students that have returned signed parent permission forms. |
| 2. Start the Puberty and Human Reproductive System Discussion. <ol style="list-style-type: none"> Define bold terms for students (Appendix C). | | See Appendix C – Glossary of Terms <ul style="list-style-type: none"> Have students follow along with the discussion on puberty and the reproductive system. Have students define terms. |
| 3. Show and discuss <i>Always Changing About You</i> PowerPoint or Video. | | See Appendix F – <i>Changing Worksheet (H)</i> <ul style="list-style-type: none"> Have students fill out the worksheet and hand back to their teacher for pre-assessment of what students want to know. |
| 4. Discuss functions of each vocabulary word from handout – Refer to Appendix D. | | See Appendix D- <i>Anatomy Worksheet (H)</i> <ul style="list-style-type: none"> Have students label the worksheet. Review the answer sheet (Appendix D). |
| 5. Field any questions associated with video, PowerPoint or handout. | | |

APPROVED CCSD SEX EDUCATION RESOURCES:

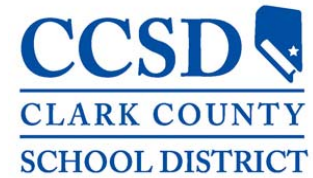
Media Suggestion: *Always Changing About You* – PowerPoint or Video
 Suggested Workbooks: “Who Knew? The Growing Up Issue for Girls!” by Channing Bete



LESSON 2: Grade Five Lesson (same for boys and girls)

CONCEPT: HIV/AIDS

SUBCONCEPT: Disease Prevention



Learner Outcome: The student will describe how the immune system fights and protects against germs.

| GUIDELINES | VOCABULARY | ACTIVITIES |
|--|---|---|
| 1. Show PowerPoint: <i>HIV/AIDS – A Communicable Disease</i> . <ul style="list-style-type: none"> Show video embedded in the PowerPoint | Pathogen Bacteria Virus Communicable Disease | <ul style="list-style-type: none"> Have students follow along and discuss the information in the PowerPoint. Have students watch video. |
| 2. Field any questions associated with the information. | HIV AIDS | <ul style="list-style-type: none"> Have students answer the review questions in the PowerPoint. |
| 3. Review vocabulary words. | Risky Behaviors Bodily Fluids | <ul style="list-style-type: none"> Have students write down definitions of vocabulary words. |

APPROVED CCSD SEX EDUCATION RESOURCES:
 Media Suggestion: *HIV/AIDS – A Communicable Disease* PowerPoint



Unit of Instruction Grade Five: Male Lesson

Lesson One: Puberty and Human Reproductive System Discussion

****Modify script depending on the audience.****

Always Changing

Ever since you were born your body has been growing and changing. Now that you have reached fifth grade you need to learn about the changes a boy's body goes through as he grows from a boy to a man. This time in a boy's life is called **puberty** or **adolescence**. The exact age that these changes take place differs for everyone, just as you all learned to walk at a different time. Each individual grows and changes at his own rate.

Puberty

Your parents, friends, and teachers will soon notice that you are growing taller and that you weigh more than you did. When you begin to notice these physical changes, it means that you are entering a phase in your life that is called **puberty**. This means that sometime between now and when you are 18 years old, you will change from a boy to a man. The exact age that these changes take place is different for everyone. Each individual grows and changes at his own rate.

****If the discussion arises – remind students to be responsible with their bodies. Students need to understand although they may be physically able to have children this does not mean they are mentally and emotionally ready to become a parent.**

Do Girls Change?

Girls at this same age experience growth and physical changes also, but they are different than your physical changes. They will experience changes that help them grow to become women and be able to become mothers. Changes in girls are usually more visible than in boys (see Appendix F).

Pituitary Glands and Hormones

The **pituitary gland** is a little **gland** found at the base of the brain that triggers physical changes that occur during **puberty**. This **gland** begins to manufacture a **hormone** that circulates through your blood stream to all parts of the body. A **hormone** is a special

chemical that affects body functions. Remember, **puberty** is a slow process that may start soon and may not finish until your late teens. **Puberty** changes are different with every person.

External Reproductive Organs

Each boy has two **testicles**; they are found in a sac called the **scrotum** on the outside of the body. These are the male sex **glands**. The **testicles** send out **hormones** that cause changes to occur that help you **mature** into a man. The **testicles** also produce a **hormone** called **testosterone** which causes physical and emotional changes. The **penis** is the other external reproductive organ found on a male's body (see Appendix E).

Secondary Sex Characteristics

The influence of the **hormone testosterone** causes obvious body changes. These body changes are called **secondary sex characteristics**. One of the first changes you notice is general body growth. Masculine features are beginning to happen to your body like broader shoulders and an increase in muscle mass. You are growing taller and weigh more than you did before. Your voice may change and become deeper. Pimples may appear on your face; this is called acne. Acne can be helped by keeping your skin clean, washing it at least two or three times every day, and by eating a well balanced diet. Hair will eventually grow under your arms and on the **pubic** area. You may even see a few hairs begin to grow on your chest and arms. These are secondary sex characteristics that you will acquire as you grow to be a man (See appendix F).

1. Increased height and weight
2. Shoulders become more broad
3. Voice deepens
4. Appearance of pubic and underarm hair
5. Increased oil production in hair and face
6. Increased perspiration

Other changes now occur throughout the male **reproductive system**. When the male sex organs begin to grow, it is a strong indication of maturity from boy to man. The **penis** begins to enlarge; the **scrotum** enlarges as it grows to hold the enlarging **testicles**. When the **testicles** are fully grown, they will be able to manufacture **sperm cells** and **hormones**.

Once the **testicles** grow, they can produce **hormones** and **sperm cells**. **Sperm cells** are very tiny and microscopic. They have a head that contains **chromosomes** and **genes** and a long tail which makes them move. If a **sperm cell** joins with a female **egg cell**, **fertilization** occurs. **Sperm cells** are found in fluid called **semen** and can leave the body through the **penis** (see Appendix E and *Show Always Changing Video* at this time).

Hygiene Tips for Boys

1. Be sure to put on clean underwear and socks daily.
2. Wash hands after using the toilet.
3. Apply deodorant on a daily basis.
4. You may need to bathe or shower more often.

Good Health Habits

To keep your body healthy you need to stay physically active and eat the right kinds of food. You need a balanced diet: Please refer to MyPlate found at <http://www.choosemyplate.gov/food-groups/> and the *What's on your Plate* worksheet found at http://www.choosemyplate.gov/downloads/mini_poster_English_final.pdf. Let's review what a balanced diet consists of:

Grains

Make at least half your grains whole grains. 6 ounce equivalents – 1 ounce equivalent is about 1 slice of bread, 1 cup of dry cereal, or ½ cup of cooked rice, pasta, or cereal.

Vegetables

Color your plate with all kinds of great tasting veggies. 2 ½ cups – Choose from dark green, orange, starchy, dry beans and peas, or other veggies.

Fruits

Make most choices fruit, not juice. 1 ½ cups of various fruits.

Milk

Choose fat-free or low-fat most often. 3 cups – 1 cup of yogurt or 1 ½ ounces of cheese = 1 cup of milk.

Meat and Beans

Choose lean meats, such as chicken or turkey. Vary your choices – more fish, beans, peas, nuts, and seeds. 5 ounce equivalents – 1 ounce equivalent is 1 ounce of meat, chicken, turkey, or fish, 1 egg, 1 Tsp. peanut butter, ½ ounce of nuts, or ¼ cup of dry beans.

Some foods do not fit into any group. These “extras” may be mainly fat or sugar – limit your intake of these.

Physical Activity

You may also want to build more physical activity into your daily routine at home and school. At least 60 minutes of moderate to vigorous activity is recommended.

Emotional Ups and Downs

Those **hormones** which bring about certain physical changes also bring with them a variety of emotional feelings. It takes time for the **hormone** level to become balanced. A person may notice a fluctuation in emotions throughout the day. It is good to know this doesn't last; it is a normal part of growing up.

Seek Out the Correct Information

People who do not understand their body and how it works may tell you stories that are not factual. Now that you have the correct information and know correct body terms, you need not fear what you are told by those less informed. Your parents/guardians, teacher, counselor, and school nurse can help you get the correct facts if you are concerned.

You will need to continue learning about yourself. There is much more to know. Be sure to discuss what you learned with your parent/guardian. If you are at school, you may discuss any of the above topics with your school nurse or classroom teacher.

Lesson Two: HIV and AIDS Education

To The Instructor:

An HIV/AIDS PowerPoint has been developed to teach HIV/AIDS and how it affects the immune system. The PowerPoint can be found within in Interact™ by going to: Ed Link>Curriculum and Prof Dev>CPD Health and Physical Education>CPD Health>Sex Education Information>Email titled “Fifth Grade Growth and Development Unit of Instruction.”

LESSON 1: Grade Five Male Lesson

CONCEPT: Human Growth and Development

SUBCONCEPT: Anatomy



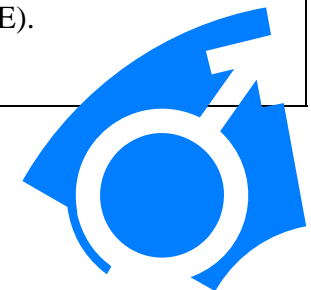
Learner Outcome: The student will identify the parts of the male reproductive system.

| GUIDELINES | VOCABULARY | ACTIVITIES |
|--|--|--|
| 6. Give each student a copy of Appendix H to go over with parent/guardian at home prior to the anatomy lesson. | Penis Bladder Urethra Testicle Scrotum Sperm Cell | See Appendix H – <i>Communicating with Your Young Adolescent About Human Development – Parent/Guardian (H)</i> <ul style="list-style-type: none">• Have students take home the sheet and discuss with their parent/guardian prior to teaching the Growth and Development Unit. Only distribute handouts to students that have returned signed parent permission forms. |
| 7. Start the Puberty and Human Reproductive System Discussion. a. Define bold terms for students (Appendix C). | | See Appendix C – Glossary of Terms <ul style="list-style-type: none">• Have students follow along with the discussion on puberty and the reproductive system.• Have students define terms. |
| 8. Show and discuss <i>Always Changing About You</i> Video. | | See Appendix F – <i>Changing Worksheet (H)</i> <ul style="list-style-type: none">• Have students fill out the worksheet and hand back to their teacher for pre-assessment of what students want to know. |
| 9. Discuss functions of each vocabulary word from handout – Refer to Appendix E. | | See Appendix E - <i>Anatomy Worksheet (H)</i> <ul style="list-style-type: none">• Have students label the worksheet.• Review the answer sheet (Appendix E). |
| 10. Field any questions associated with video or handout. | | |

APPROVED CCSD SEX EDUCATION RESOURCES:

Media Suggestion: *Always Changing About You* –Video

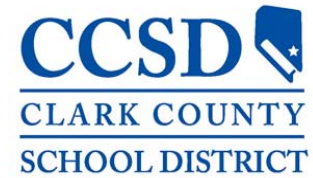
Suggested Workbooks: “Who Knew? The Growing Up Issue for Boys!” by Channing Bete



LESSON 2: Grade Five Lesson (same for boys and girls)

CONCEPT: HIV/AIDS education

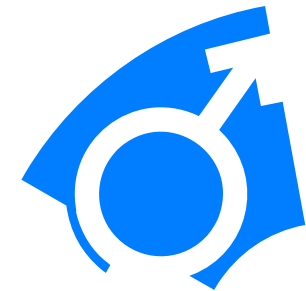
SUBCONCEPT: Disease Prevention



Learner Outcome: The student will describe how the immune system fights and protects against germs.

| GUIDELINES | VOCABULARY | ACTIVITIES |
|--|---|---|
| 1. Show PowerPoint: <i>HIV/AIDS – A Communicable Disease</i> . <ul style="list-style-type: none"> Show video within the PowerPoint. | Pathogen Bacteria Virus Communicable | <ul style="list-style-type: none"> Have students follow along and discuss the information in the PowerPoint. Have students watch video. |
| 2. Field any questions associated with information. | Disease HIV | <ul style="list-style-type: none"> Have students answer the review questions in the PowerPoint. |
| 3. Review vocabulary words. | AIDS Risky Behaviors | <ul style="list-style-type: none"> Have students write down definitions of vocabulary words. |

APPROVED CCSD SEX EDUCATION RESOURCES:
 Film Suggestion: *HIV/AIDS – A Communicable Disease* PowerPoint



APPENDICES

- A. Parent/Guardian Permission Slip – (Parent/Guardian) - **REQUIRED**
- B. Parent/Guardian Materials Review Form – (Parent/Guardian)
- C. Glossary of Terms – (Nurse/Teacher)
- D. Female Anatomy Worksheet – (All Students)
- E. Male Anatomy Worksheet – (All Students)
- F. Changing – Male and Female – (All Students)
- G. Growth and Development Checklist – (Parent/Guardian) **Only distribute handouts to students that have returned signed parent permission forms.**
- H. Communicating With Your Young Adolescent About Human Development – (Parent/Guardian) **Only distribute handouts to students that have returned signed parent permission forms.**
- I. Kids Health Parent/Guardian Resources – (Parent/Guardian) **Only distribute handouts to students that have returned signed parent permission forms.**
- J. How to Access the “Always Changing” Website by Proctor and Gamble – (Nurse/Teacher)

Fifth Grade Human Growth and Development Unit of Instruction
Parent Permission Form
Appendix A
(school logo)

Dear Parent or Guardian:

In compliance with Nevada law (NRS.389.065), schools are required to obtain permission from a parent or guardian of students who attend class during the time that instruction may include topics about the human reproductive systems and HIV/AIDS education. This year, we will be covering the introductory unit on this subject for fifth grade girls and boys on _____.

If you approve of your son/daughter attending this introductory growth and development class, please sign the permission form below on the appropriate line and return it to school by _____.

Please note: Boys and girls will be taught separately during this time, but each group will receive instruction on male and female anatomy, puberty, and hygiene.

Sincerely,

Site Administrator

School Nurse

.....
PLEASE RETURN TO SCHOOL BEFORE

(date)

Student's Name _____

Room _____

_____ I approve of my son/daughter attending the class during the period of instruction as explained above.

_____ I do NOT wish to have my son/daughter attending the class during the period of instruction as outlined above. I understand that an appropriate educational alternative will be provided for my son/daughter during the period of instruction indicated above.

Parent / Guardian Signature

Date

Attention Parents/Guardians of 5th Grade Students

The growth and development and HIV/AIDS education materials are available for parent/guardian review.

Date: _____

Time: _____

Room: _____

ANY QUESTIONS CAN BE DIRECTED TO

Principal

Phone

Attention Parents/Guardians of 5th Grade Students

The growth and development and HIV/AIDS education materials are available for parent/guardian review.

Date: _____

Time: _____

Room: _____

ANY QUESTIONS CAN BE DIRECTED TO

Principal

Phone

Atención Padres/Tutores de Estudiantes del 5º grado

Los materiales educativos de crecimiento y desarrollo y VIH/SIDA se encuentran disponibles para el repaso de los padres/tutores.

Fecha: _____

Hora: _____

Salón: _____

CUALQUIER PREGUNTA PUEDE SER DIRIGIDA A

Director

Teléfono

Atención Padres/Tutores de Estudiantes del 5º grado

Los materiales educativos de crecimiento y desarrollo y VIH/SIDA se encuentran disponibles para el repaso de los padres/tutores.

Fecha: _____

Hora: _____

Salón: _____

CUALQUIER PREGUNTA PUEDE SER DIRIGIDA A

Director

Teléfono

Appendix C

Glossary of Terms

Adolescence – The years from age twelve or thirteen to eighteen.

AIDS – Acquired immunodeficiency syndrome.

Chromosomes (kro'mo-sohms) – Genetic structures that carry hereditary messages from parents to children.

Egg Cell – A tiny single cell that contains genetic material necessary to create a baby.

Endocrine System – The body system that produces hormones to control body activities, such as growth.

Endometrium (en-do-me'tree-um) – The lining of the uterus that supports a fetus during pregnancy. During menstruation, the lining is passed out of the body as menstrual flow.

Estrogen (es'troh-jen) – A female hormone, produced by the ovaries, that is responsible for many of the pubertal changes in girls.

Fallopian Tubes (fah-lo'pee-an) – The female reproductive tubes from the ovaries to the uterus through which the egg cell pass.

Fertilization – The joining of an egg cell and sperm cell.

Fetus – A developing human being after the first eight weeks of development.

Genes – Structures that make up chromosomes and that contain coded messages that direct the way the body grows and develops.

Gland – An organ that releases a chemical into the body.

Growth Spurt – A period of rapid growth in height that occurs during adolescence.

Gynecologist (gahy-ni-kol-uh-jist) – A doctor specializing in female reproductive health.

Heredity – Traits transmitted from parents to child.

HIV – Human immunodeficiency virus.

Hormones – Chemicals that direct body activities; produced by the endocrine glands.

Menstrual Flow (men'stroo-al) – The blood and tissue discharge during menstruation.

Menstrual Period – The time when menstruation is taking place; usually lasts between four to seven days.

Menstrual Protection – Sanitary pads and tampons used during the menstrual period to absorb the menstrual flow.

Menstruation (men-stroo-a'shun) – The normal process in females by which the unfertilized egg and the lining of the uterus are shed.

Ovary (oh'vah-ree) – A female sex gland that produces an egg cell.

Ovulation (oh-vyoo-lay'shun) – The release of a mature egg from an ovary.

Penis (pee'nis) – The external male reproductive organ.

Pituitary Gland (pih-too'ih-tar-ree) – The endocrine gland that makes hormones that control the rest of the endocrine system.

Pregnancy (preg'nan-see) – The time of embryonic and fetal development.

Primary Sex Characteristics – The changes necessary to prepare girls' and boys' bodies for reproduction.

Puberty (pyoo'ber-tee) – The period of physical development during which boys and girls become capable of human reproduction.

Reproduction (re-pro-duk'shun) – The production of offspring.

Reproductive System – The male and female organs involved in reproduction.

Scrotum (skro'tum) – A muscular pouch at the base of the penis on the male in which the testicles are enclosed.

Semen (see'men) – A mixture of sperm cells and other fluids expelled from the penis.

Sperm Cell – The male sex cells produced in the testicles.

Testicles (tes'tih-culs) – The male reproductive glands that produce sperm.

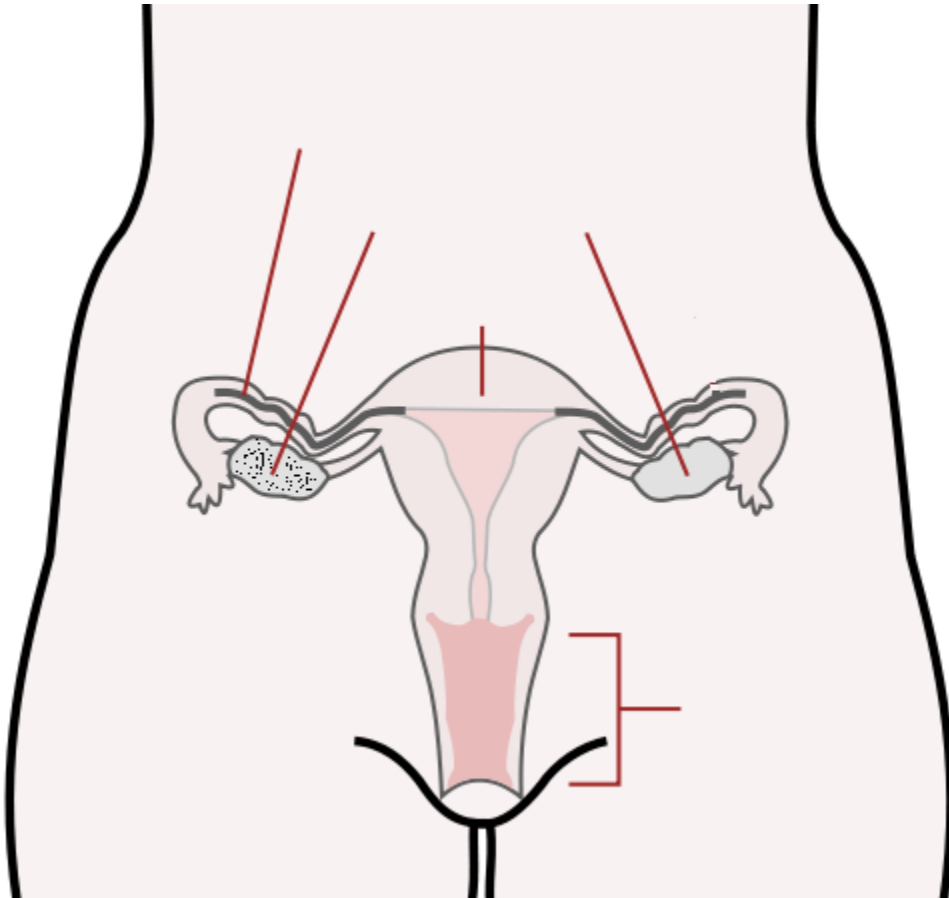
Testosterone (tes-tos'ter-own) – The male hormone that is responsible for many of the pubertal changes in males.

Urethra (yoo-ree'thrah) – The tube through which urine is expelled from the bladder in females and males. In males, semen is expelled through this tube during ejaculation.

Uterus (yoo'ter-us) – The female organ that has a thick muscular wall; fertilized egg cells attach to the lining during pregnancy. This organ is also called the womb and holds a developing fetus.

Vagina (vah-ji'nah) – The passageway in a female's body that connects the uterus with the outside genitals.

Anatomy Worksheet Female



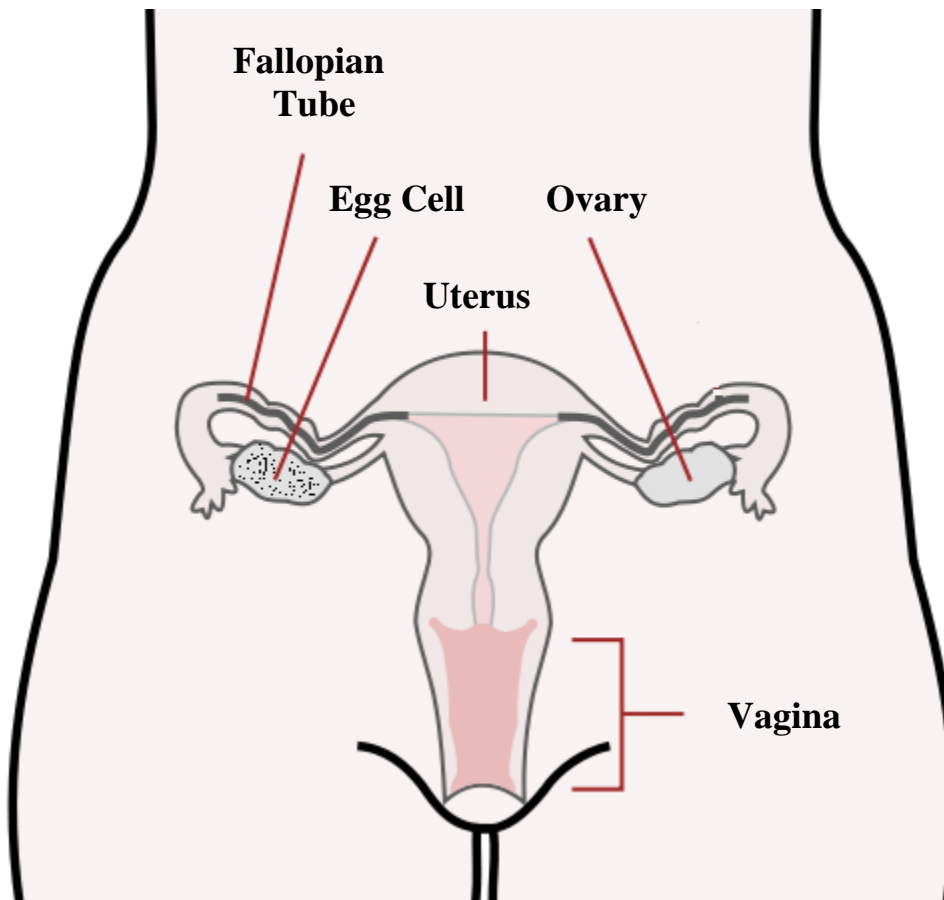
Please fill in the blanks on the drawing with the word(s) that describe each part of the body shown here.

egg cell
ovary
uterus

fallopian tube
vagina
urethra (not shown)

Answer Key

Anatomy Worksheet Female

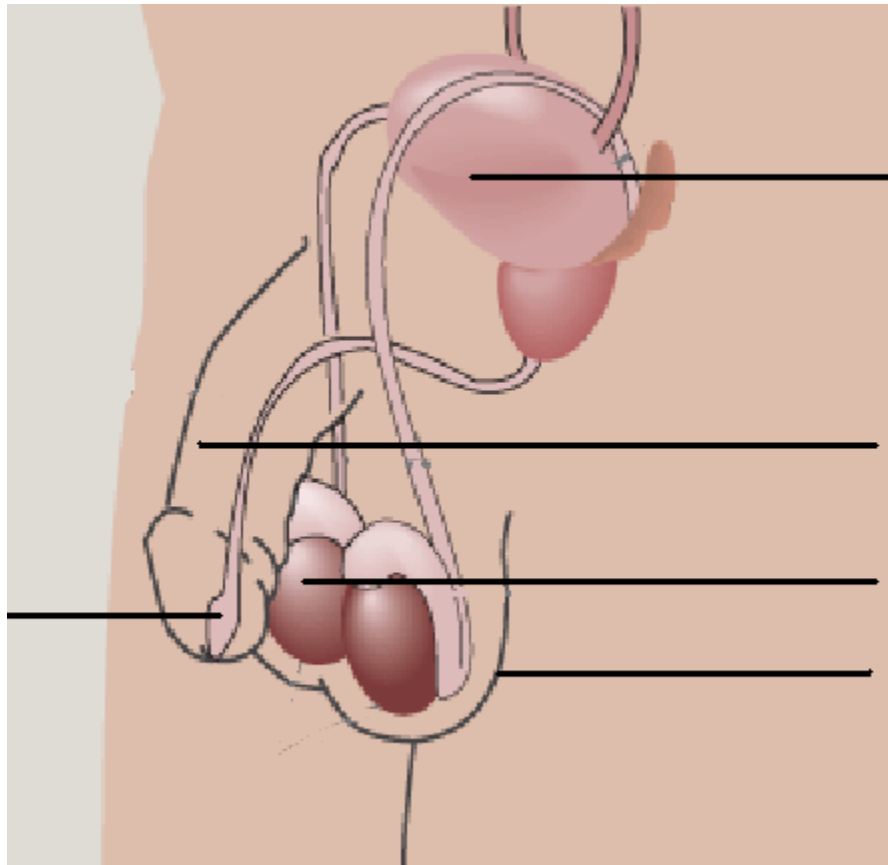


Please fill in the blanks on the drawing with the word(s) that describe each part of the body shown here.

egg cell
ovary
uterus

fallopian tube
vagina
urethra (not shown)

Anatomy Worksheet Male



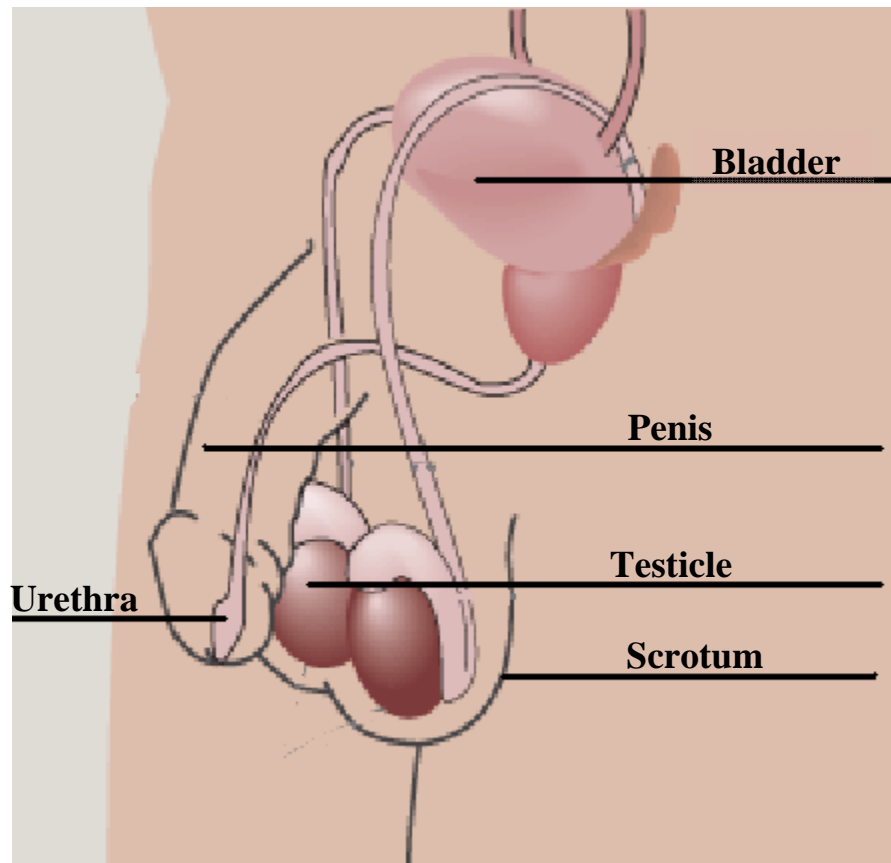
Please fill in the blanks on the drawing with the word that describes each part of the body shown here.

penis
bladder

urethra
testicle
scrotum

Answer Key

Anatomy Worksheet Male



Please fill in the blanks on the drawing with the word that describes each part of the body shown here.

penis
bladder

urethra
testicle
scrotum

Changing

Puberty is a time of change. It is a time when your body will begin to mature and become more like an adult. Put a check mark next to the topics listed below that you would like to learn more about. Write down any specific questions you may have about these topics.

| CHECK HERE | TOPICS I WOULD LIKE TO KNOW MORE ABOUT | QUESTIONS I HAVE ABOUT THIS TOPIC |
|-----------------------|--|--|
| | How a girl's body changes during puberty | |
| | How a boy's body changes during puberty | |
| | The reproductive system – correct terms and functions of organs | |
| | Hormones – what they are and how they affect growth and development | |
| | Menstruation – what it is, how it happens | |
| | Taking care of my body, how to look and feel my best | |
| | Nutrition – ideas for healthy eating | |
| | Exercise – ideas for being physically fit and in shape | |
| | Feelings – how feelings about myself, my friends and my parents are changing | |

GROWTH & DEVELOPMENT CHECKLIST (for parents/guardians)

Here is a list of the physical changes you can expect your adolescent to experience.

Please note: *Changes are not necessarily listed in the order they will take place. Every adolescent has an individual pattern of growth.*

GIRLS

First signs of change can appear anytime between the ages of 8 and 13, with the process continuing through the middle to late teens.

- Breasts begin to develop as small bumps or “buds”
- Increased height and weight
- Increased size of hands and feet
- Change in body proportion (waist becomes narrower in relation to hips)
- Pubic hair begins with a few coarse straight hairs
- Underarm hair appears
- First menstrual period usually occurs
- Body hair on legs and forearms appear

BOYS

First signs of change can appear anytime between the ages of 9 and 13, with the process continuing through the middle to late teens.

- Testicles begin to enlarge, as does the scrotum, which also becomes coarser and darker
- Penis enlarges
- Increased height and weight
- Increased size of hands and feet
- Change in body proportion (shoulders become wider in relation to hips)
- Pubic hair begins with a few coarse, straight hairs
- Underarm hair appears
- Body hair on legs and forearms appear
- Facial hair appears
- Voice begins to change

LISTA DE CONTROL PARA EL CRECIMIENTO Y DESARROLLO (para padres/tutores)

Aquí se encuentra una lista de cambios que usted puede esperar que su adolescente experimente. Tenga en cuenta: *Los cambios no están necesariamente enumerados en el orden que ocurrirán. Cada adolescente tiene un patrón de crecimiento individual.*

NIÑAS

Las primeras señales de cambio pueden surgir en cualquier momento entre las edades de 8 a 13 años, y el proceso continúa durante mediados hasta el final de la adolescencia.

- Los pechos comienzan a desarrollar pequeñas protuberancias o “brotos”
- Aumento de estatura y peso
- Aumento del tamaño de las manos y pies
- Cambio en la proporción del cuerpo (la cintura se reduce en relación a las caderas)
- El vello púbico comienza con algunos vellos gruesos lacios
- Aparecen vellos en las axilas
- Usualmente se presenta el primer periodo mensual
- Aparece vello en el cuerpo y los antebrazos

NIÑOS

Las primeras señales de cambio pueden surgir en cualquier momento entre las edades de 9 a 13 años, y el proceso continúa durante mediados hasta el final de la adolescencia.

- Los testículos comienzan a agrandarse, al igual que el escroto, el cual también se engrosa y oscurece
- El pene se agranda
- Aumento de estatura y peso
- Aumento del tamaño de las manos y pies
- Cambio en la proporción del cuerpo (los hombros se ensanchan en relación con las caderas)
- El vello púbico comienza con algunos vellos gruesos lacios
- Aparecen vellos en las axilas
- Aparece vello en el cuerpo y los antebrazos
- Aparece vello facial
- La voz comienza a cambiar

Communicating With Your Young Adolescent About Human Development

Be a Good Model. Young people learn more from what you do than from what you tell them to do. Practice what you preach about caring, responsibility, intimacy, and honesty.

Be Informed. Young adolescents will ask questions about body changes, about interest in the opposite sex, and about sexuality in general. While it is normal to not have all the answers, it is important to know where to find them! **Please refer to Appendix I for more answers.**

Help Young Adolescents Feel Good About Themselves.

- Be generous with sincere praise.
- Accept questions and comments of all types; provide answers without ridiculing your young adolescent.
- Help young people discover what they can do well.

Help Your Young Person Make Choices. Provide young people with ways to be both independent and responsible. Remember that young adolescents still need structure, limits, adult guidance, and support, along with opportunities to make choices on their own.

Be Willing to Discuss What You Think About Sexuality. Be honest and straight forward about your values (what you think is right and wrong), but avoid lecturing or demanding that your children agree with you. Lectures and threats usually prevent meaningful communication, convey lack of respect, and tempt rebellion.

Be Prepared for Disagreements. Your young teen will question what you believe to be right and wrong about sexuality. This is normal. Be open in discussing your attitudes about human growth and development. Listen to disagreements, but be firm about your beliefs. Be honest about the values you hope they will hold on to.

Be Direct. Without preaching or name-calling, tell them about the sexual message they may give in the way they behave dress, or talk.

Remember You are Important to Your Child. What you believe is right and wrong is important to your young adolescent.

(Adapted from *Living With 10- to 15-Year-olds: A Parent Education Curriculum*. Revised Edition. 1989. Center for Early Adolescence, University of North Carolina at Chapel Hill, Suite 211, Carr Mill Mall, Carrboro, NC 27510. Used with permission.)

Comunicándose Con Su Joven Adolescente Sobre el Desarrollo Humano

Sea un Buen Modelo. Las personas jóvenes aprenden más de lo que usted hace que de lo que usted les dice. Practique lo que proclama en cuanto al afecto, responsabilidad, intimidad y honestidad.

Infórmese. Los adolescentes jóvenes harán preguntas sobre los cambios en el cuerpo, sobre interés en el sexo opuesto, y sobre la sexualidad en general. Mientras que es normal el no tener todas las respuestas, ¡es importante saber dónde encontrarlas! **Por favor refiérase al Apéndice I para más respuestas.**

Ayude a los Adolescentes Jóvenes a Sentirse Bien Sobre Si Mismos.

- Sea generoso con halagos sinceros.
- Acepte preguntas y comentarios de todo tipo; proporcione respuestas sin ridiculizar a su adolescente joven.
- Ayude a las personas jóvenes a descubrir lo que pueden hacer bien.

Ayude a Su Joven a Tomar Buenas Decisiones. Proporcione a los jóvenes maneras para que sean ambos independientes y responsables. Recuerde que los Adolescentes jóvenes aún necesitan estructura, límites, guía de un adulto, y apoyo, junto con las oportunidades de tomar decisiones por sí mismos.

Esté Dispuesto a Hablar Sobre lo Que Usted Piensa En Cuanto a la Sexualidad. Sea honesto y directo sobre sus valores (lo que usted piensa que está bien y mal), pero evite sermonear o exigir que sus hijos estén de acuerdo con usted. Los sermones y amenazas usualmente impiden la comunicación significativa, transmiten una falta de respeto, e inducen a la rebeldía.

Esté Preparado para los Desacuerdos. Su joven cuestionará lo que usted cree que es correcto e incorrecto sobre la sexualidad. Esto es normal. Sea abierto al hablar sobre sus actitudes en cuanto al crecimiento y desarrollo humano. Escuche los desacuerdos, pero sea firme con sus creencias. Sea honesto sobre los valores que usted espera que ellos conserven.

Sea Directo. Sin darles un sermón o insultarles, hable sobre el mensaje sexual que podrían transmitir según la manera en que se comportan, visten, o hablan.

Recuerde Que Usted Es Importante Para Su Hijo. Lo que usted piensa que está bien o mal, es importante para su joven adolescente.

(Adaptado del libro "Living With 10 to 15-Year-olds:" *Un Plan de Estudios Educativo Para Padres*. Edición Revisada. 1989. Centro de la Adolescencia Temprana, Universidad de Carolina del Norte en Chapel Hill, Suite 211, Carr Mill Mall, Carrboro, NC 27510. Utilizado con permiso.)

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Kids Health Parent/Guardian Resources

Talking to Your Child About Puberty -

http://kidshealth.org/parent/growth/growing/talk_about_puberty.html

A Parent's Guide to Surviving the Teen Years -

<http://kidshealth.org/parent/emotions/behavior/adolescence.html>

Female Reproductive System -

http://kidshealth.org/parent/general/body_basics/female_reproductive_system.html

Male Reproductive System -

http://kidshealth.org/parent/general/body_basics/male_reproductive.html

Questions and Answers About Sex -

<http://kidshealth.org/parent/emotions/feelings/sex.html>

Sexual Development -

http://kidshealth.org/parent/growth/sexual_health/development_foyer.html

Talking to Your Child About Menstruation -

http://kidshealth.org/parent/positive/talk/talk_about_menstruation.html

Understanding Puberty -

http://kidshealth.org/parent/growth/growing/understanding_puberty.html

How to Access the “Always Changing” Website by Procter and Gamble

**Puberty Materials
Always Changing® Program**
For 5th Grade Girls and Boys

Reviewed by the American Association for Health Education and specially designed for 5th grade boys and girls, the Always Changing Puberty Education Program helps educators teach the important topics of puberty and development.

3. [Order Now](#) [Enlarge](#)

For Educators

Puberty Materials

- ▶ Always Changing® Program for 5th Grade Girls and Boys
- Being Girl™ Health and Wellness Program for Girls 7th Grade & Up

Oral-Care Materials
Visit Crest.com

Our Program:

P&G School Programs is excited to offer educators a wide range of materials to help guide students and inform them about puberty. In each educator's kit, you'll find an introduction letter highlighting your package contents.

Educator Kit:

- Demonstration materials** — To help you effectively teach in the classroom, each kit includes a Secret® deodorant, an Old Spice® deodorant, Always Infinity® Pads and a package of Thin Pantliners.
- Printed educator guide** — This information will provide teachers with facts and materials to help educate students about puberty and development.

4. **Student Kits:**

- Girl's guide** — At a young age, a girl's primary concern is to understand her body. The kit includes 1 girl educational booklet, 1 conversational card, 1 parent postcard, 1 pocket calendar and 1 3-ct overwrapped liner sample with insert card.
- Boys' guide** — Developing young men can often be hesitant to learn about their bodies. This booklet offers answers to many of their questions (must order separately).

5. **Videos:**

- Puberty education video (English or Spanish)** — These videos effectively guide students in dealing with early adolescent development.

Track Your Order

Enter your information below to track your package.

Enter Your School's PIN Number: [Show Order](#)

OR


Enter Your Order Number: [Show Order](#)


1. Please check the approved database for approved copyright dates of the “Always Changing” materials.
2. Go to the website: <http://www.pgschoolprograms.com/programs.php?pid=1>
3. Click on “Order Now” to purchase a hard copy of the DVD, *Always Changing*. Schools are limited to one copy per site. Label the video with the school’s name and location number.
4. Click on “Student Kits” to access the *Girl’s Guide* and *Boys’ Guide*.

- Click on “Videos” to access videos online via the Internet. Scroll down to view the Always Changing – Girls, Always Changing – Boys, or Always Changing – co-ed video.


Videos

P&G School Programs is proud to offer educators an assortment of tutorial videos to help you teach your fundamentals of adolescent development.






Always Changing — Girls



Always Changing — Boys



Always Changing — Co-ed


Always Changing — Girls

This video offers young girls answers to many of their development questions.


[Download Video](#)
[View Transcripts ▶](#)

- Click on the Downloadable Materials.


Downloadable Materials




Girls Guide PDF
[Hi-Res PDF](#) [Low-Res PDF](#)




Girls Guide PDF (Spanish)
[Hi-Res PDF](#) [Low-Res PDF](#)




Boys Guide PDF
[Hi-Res PDF](#) [Low-Res PDF](#)




Boys Guide PDF (Spanish)
[Hi-Res PDF](#) [Low-Res PDF](#)




Conversation Card PDF
[Hi-Res PDF](#) [Low-Res PDF](#)




Conversation Card PDF (Spanish)
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Parent Postcard PDF
[Hi-Res PDF](#) [Low-Res PDF](#)



Parent Postcard PDF (Spanish)
[Hi-Res PDF](#) [Low-Res PDF](#)



Puberty FAQ PDF
[Hi-Res PDF](#) [Low-Res PDF](#)

This is a good resource for nurses/teachers to use with girls who start their period.

