

2022 6th Grade FLASH

Lesson Plan Instructions & Adaptations

Lessons Overview

Lesson 1- Puberty – Adapted Lesson Plan – Elementary FLASH

Lesson 2- Sexual Orientation & Gender Identity - FLASH

Lesson 3- Reproductive Anatomy – FLASH

Lesson 4- STI Prevention - Adapted Lesson Plan

1 - Puberty

New Lesson Plan – Adapted From Elementary FLASH Lessons 9 & 10

Notes:

- 1) This lesson plan may need a bit of studying. It is largely a review of the puberty lesson they received in 5th grade- however the selected video is different.
- 2) This lesson is lecture-heavy. To alleviate this, you can ask students what they know about each change- ex: “What do you remember about ovulation and menstruation? What does that mean? What can a person do to manage a period?”
- 3) If possible, you may want to have some period products and deodorant available to show to the class.
- 4) Tips for facilitation of the 3-Category Puberty Brainstorm:
 1. If students are shy to suggest changes, ask them to begin with the “everybody” column.
 2. If students identify a change as one that happens to “boys” or “girls”, try to tie the change back to anatomical parts and use the language “assigned male or female” without shaming the student.
 - a. Example: “Okay I heard you say that girls get their period. Remember, a period is when blood comes out of the uterus and the vagina. People who have a vagina are assigned female at birth, so we can place that in this column.”
 3. If students are struggling to think of changes, prompt them with questions related to the body part or give a definition and ask for the term.
 - a. Ex: “For people who are male, what body part gets wider or more broad?” or “What happens to chests during puberty?”
 - b. Ex: “What is it called when a person has an ejaculation (when semen and sperm come out of the penis) during sleep?”

2 – Sexual Orientation & Gender Identity

FLASH Lesson 2, As Written

Adaptations:

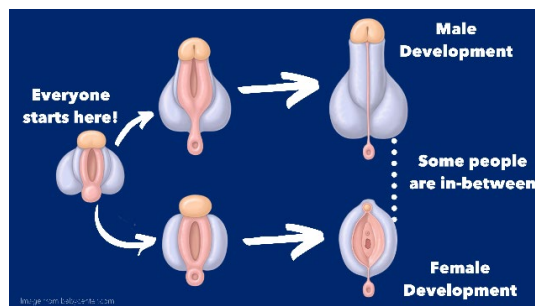
- 1) **Definitions Activity:** Encourage students to use the terms **Woman/Girl and Man/Boy as Gender Identities**. Male and Female are more commonly used to describe a person's Sex Assigned At Birth. However, there are many people who use those terms to label their gender identity. The point here is to emphasize that if someone is assigned female at birth, they may not be a girl. They may identify as a boy, non-binary, genderqueer, or another identity. (And similarly if someone is assigned male at birth). **Female Sex ≠ Female Gender, Male Sex ≠ Male Gender.**

3 – Reproductive Anatomy

FLASH Lesson 1, As Written

Adaptations:

- 1) Emphasize again that the terms **male and female refer to a person's sex assigned at birth** (or biological sex). Emphasize that if someone is born with male reproductive parts, they may commonly identify as a boy/man, and they may also identify as a girl, non-binary, genderqueer, or another gender (repeat this for born female).
- 2) Before reviewing the male and female anatomy, **review this image (below) with the class**. Say “We are going to take a look at the male and female reproductive systems. But first, let's look at where our reproductive body parts come from. When babies are growing in the womb, we all have a similar set of genital structures- we all start out the same! Depending on what genes and chromosomes a person has, their body usually grows into male development or female development and some people wind up somewhere in-between. When a person has genitals or reproductive organs that don't fit our usual definitions of male or female, they are called intersex. About 2% of people are born intersex. Because we all start out the same, you will notice that there are a lot of similarities between the male and female reproductive systems. Really, we all have the same parts, just arranged differently.” Or play [this video](#) (start at (0:43)).



- 3) **Mention the Vulva** when reviewing the Female Anatomy. The vulva is a term used to describe the external genitals on the female body. The vulva includes the labia, the clitoris, the urethral opening, and the vaginal opening. Many people call the vulva the vagina, but actually the vagina is just the inner canal leading the uterus.
- 4) **Discuss Pregnancy Prevention-** When reviewing the process of pregnancy- ask students- **What could a person do to prevent a pregnancy from happening?** *Abstinence (avoiding sex), using hormonal birth control methods and/or a condom.*
- 5) **Trivia Question 10:** This question should be adapted to “True or False? All male reproductive systems look exactly the same, as do all female reproductive systems.”
- 6) **Trivia Question 18 Answer.** Define masturbation. “Masturbation refers to when a person touches their genitals in a way that feels good to them. People usually masturbate by touching their penis or clitoris. Masturbation is not harmful to the body and it is something that should always be done in private. Many people have different opinions about whether masturbation is okay or not. Some people have cultural or religious beliefs that masturbation is *not okay* to do. Other people do not hold these beliefs and feel that masturbation *is okay* to do. If you have questions about whether masturbation is okay or not, you should talk to an adult that you trust, like a parent, family member, or faith leader.”
- 7) **If short on time**, skip Trivia Questions 5, 13, 14, and/or 16 (these are least pertinent to the learning objectives)

4 – STI Prevention

New Lesson Plan- Adapted from FLASH Lessons 5 & 6

Notes:

- 1) Pre-Work
 - a) Print STI Transmission Worksheets
 - b) Print the Sexual Health Resources Sheet from FLASH Lesson 5
- 2) The condom-demonstration video has been age-restricted by YouTube, but the script is directly from the FLASH lesson. If you play the video, you will need to log into an account to access it. Alternatively, you can demonstrate the steps and give explanations yourself using the script for lesson 6.
- 3) Aim to use the language STI and Sexually Transmitted Infection over STD. Both are correct, however, STI is more accurate and less stigmatizing.
- 4) If students struggle to come up with STI prevention ideas- it can help to relate the concept back to the pandemic and preventing COVID-19 infection- “If someone thought they might have been exposed to COVID, what do they usually do?” “Do people with a COVID infection sometimes not show any symptoms?”
- 5) Option to assign the individual and/or family homework from FLASH Lesson 5.