



SMMUSD 5th Grade Growth and Development 2021-2022

Administrator Presentation

Kristen R. Furano, RN, BSN, CV-BC

Let's get excited about PUBERTY!

In a few weeks, the 5th grade students will study the subject of Human Growth and Development in accordance with Ed Code 51933(a)(b)(c). The content of the course has been carefully prepared and is designed for the comprehension level of 5th grade students. The course will include:

- Mind and body changes that occur during puberty
- Health and wellness during puberty
- Gender definition and gender identity
- Body image and body positivity

Course Goals:

- teach healthy habits
- promote positive body image and inclusion
- provide students with a better understanding of themselves and others during adolescence

The course includes videos, teacher and staff instruction, as well as a **group** discussion of the students' questions.

Parent Consent

Education Code (EC) 51938 requires school districts to notify parents of the instruction prior to implementation and to make materials available for parents to review. School districts must notify parents/guardians either at the beginning of the school year or **at least 14 days prior to instruction**. The school must also **notify parents and guardians of their right to excuse their child from comprehensive sexual health education by stating their request in writing to the school district**. Teachers or outside speakers must have training in and knowledge of the most recent medically accurate research on the topic. District must also periodically provide training to all district personnel who provide HIV prevention instruction. Outside organizations or speakers must also follow all laws when they present. Instruction must be appropriate for students with disabilities, English language learners, and students of all races and ethnic, religious, and cultural backgrounds. Schools must make sure that all students can get sexual health education and HIV prevention in a way that works for them.



Principles of Gender-Inclusive
Gender Inclusive Puberty
Education: life affirming for all
people, life saving for some.

5 Principles of Gender Inclusive Health and Puberty Education

https://gender-spectrum.cdn.prismic.io/gender-spectrum%2F9ab3b6f1-314f-4e09-89d8-d5d8adc6511a_genderspectrum_2019_report_web_final.pdf

1. Provide a Foundation of Gender Literacy:

This literacy requires an understanding of the complexity of gender, realizing that gender is about more than bodies; it is the complex interrelationship between the following three dimensions:

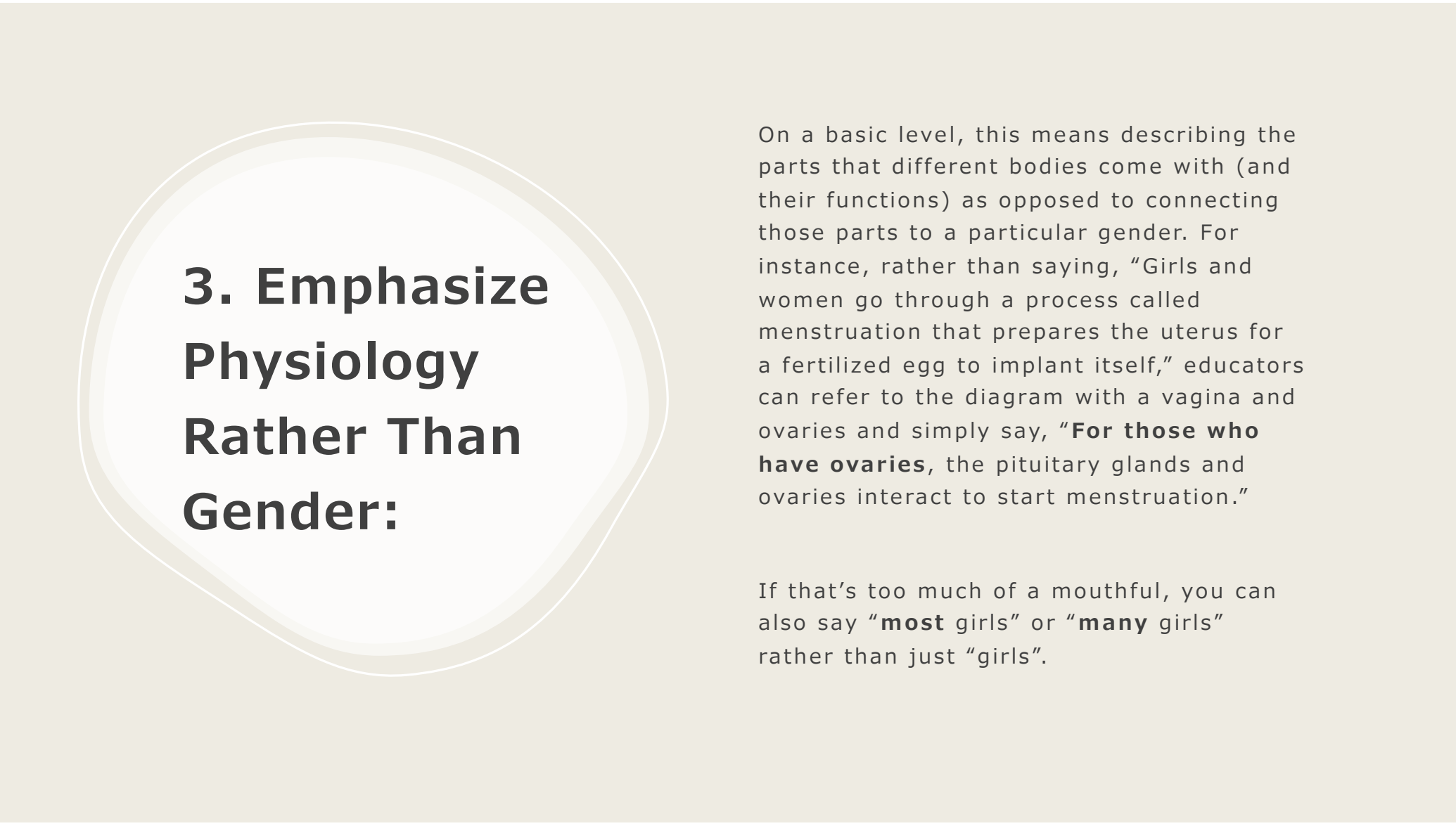
- **Body:** our body, our experience of our own body, how society genders bodies, and how others interact with us based on our body.
- **Identity:** our internal experience and naming of our gender as a boy, girl, a combination or blend of both, or neither; who we internally know ourselves to be.
- **Expression:** how we present our gender in the world and how society, culture, community, and family perceive, interact with, and try to shape our gender. Gender expression is also related to gender roles and how those roles are used to enforce conformity to current gender norms.

Gender encompasses a person's body, gender expression, and gender identity, each of which can be viewed on a spectrum. We cannot tell someone's gender just by looking at them.

2. Distinguish Patterns from Rules:

Recognizing the concept of “patterns vs. rules” will help students understand the dimensions of gender. For example, given time to reflect, even very young children can see that **many gender stereotypes are not true** for themselves or for their classmates. In relation to bodies, an educator can share that although most people have physiology that is traditionally associated with being male or female, some people do not.

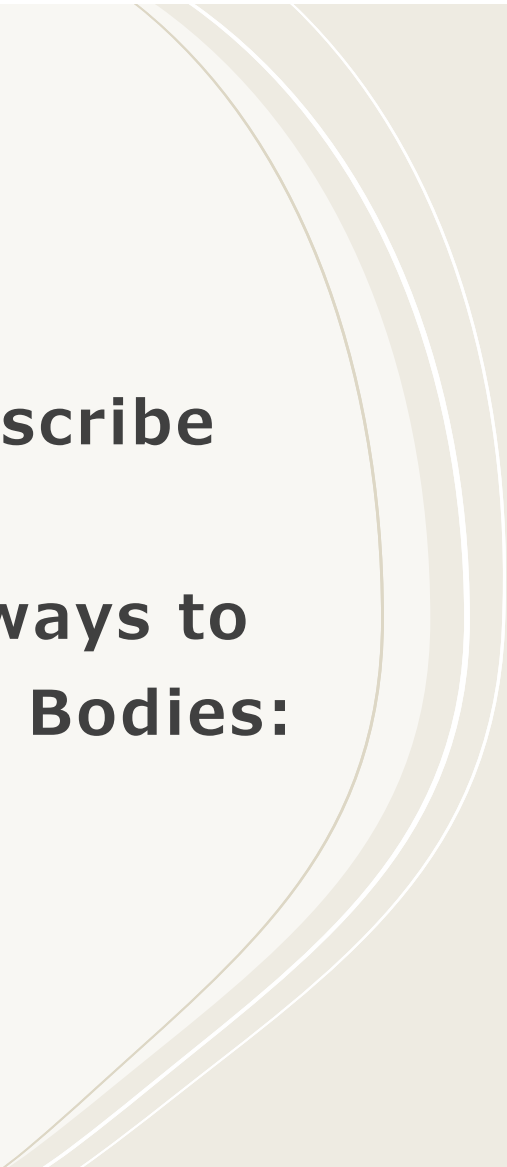
In addition, for those whose bodies conform with a male or female classification, there is tremendous physiological **diversity** that belies binary categories. These range from differences in height, body shape, and hormone levels.



3. Emphasize Physiology Rather Than Gender:

On a basic level, this means describing the parts that different bodies come with (and their functions) as opposed to connecting those parts to a particular gender. For instance, rather than saying, “Girls and women go through a process called menstruation that prepares the uterus for a fertilized egg to implant itself,” educators can refer to the diagram with a vagina and ovaries and simply say, “**For those who have ovaries**, the pituitary glands and ovaries interact to start menstruation.”

If that’s too much of a mouthful, you can also say “**most** girls” or “**many** girls” rather than just “girls”.



4. Describe Many Pathways to Adult Bodies:

There aren't just two kinds of bodies!

Educators who **convey the range of experience** people have in this maturation process will help every student see their path within a norm. The degree to which someone grows facial hair is an example of a standard variation. A commonly cited secondary sex characteristic for boys, students will hear "boys will begin growing facial hair during puberty." In reality, some boys will grow almost no facial hair during that time while some girls will be shocked to find that they are growing facial hair. **When these natural variations are not acknowledged, young people who fall outside of the typical range generally experience shame and secrecy, and a certainty that there is something wrong with them.** In addition to self-esteem issues, students who do not fit narrow expectations may become targets for mistreatment by their peers.

5. Describe Many Pathways to Families

Egg donors and sperm donors, blended families, surrogacy, and adoption all **become part of the story by which children come into their families**. This allows all students to recognize that they themselves will have many options for creating their own family. This knowledge is critical to young people who may want to be a parent someday, but who have medical conditions that preclude biological reproduction, along with those students whose sexuality or gender may leave them concerned that parenthood won't be an option. This open discussion will create a sense of possibility for all students who envision themselves as parents in the future.

Are we allowed to discuss Gender?

Comprehensive sexual health instruction must also include gender, gender expression, gender identity, and the harmful outcomes that may occur from negative gender stereotypes (*EC* section 51933[d][6]). Sexual health instruction is most effective when provided in an open, safe, supportive, inclusive, and judgment-free learning environment.

Health Education Framework
May 2019 Revision

Chapter 4: Grades Four Through Six, May 2019 Revision, Page 59 of 128

Mind and Body changes that occur during Puberty



Puberty teaching points

You can always go to the School Nurse with questions or for supplies!

Puberty occurs due to changes in the endocrine glands, one of these glands is the pituitary gland. During puberty, the pituitary gland makes larger amounts of growth hormone and leads to physical and emotional changes in the body to prepare our bodies for being adults.

Everyone goes through puberty, and it is a temporary process that our bodies go through. Puberty happens at different times for everyone. For some, it occurs quickly and for others can take a longer time. Every individual has their own pace for the changes that occur during puberty.

These changes can create feelings of uncertainty and insecurity in children. Many young people worry about their height and weight, especially compared to the various growth changes in their peers.

It is helpful to reinforce that everyone's body develops at a different rate. Discussing these concerns with a trusted adult can help them feel better about themselves and their emotions.

Take some time to reflect on changes you went through as you grew up. Sharing these experiences may help your child understand their changes happening during puberty.

Many girls experience puberty between the ages of 10-14

Development of breasts

Voice becomes softer & fuller, in some this may not be noticeable

Hips become a wider shape

Vaginal discharge & cramps

Menstruation or “period”- this typically lasts 3-7 days and may be irregular at first

Many boys experience puberty between the ages of 12-16

Growth of facial hair

Voice changes

The voice begins to deepen

The larynx, or voice box gets larger, the Adam’s apple, which is the front part of the larynx bulges out more.

Their voice may “crack” or “squeak”- often in the middle of a sentence. In time this will decrease.

Becoming more muscular

Experiencing erections

Experiencing nocturnal emissions or “wet dreams”

This can be embarrassing for them to discuss with parents. Many boys will think they wet the bed and not know what happened.

Changes that occur for almost everyone

Increased sweat

Perspiration by itself has no odor. Odor develops when perspiration reacts with bacteria on the skin.

Growth spurt in height and weight

Changing body shape

Growing body hair in the arms, legs, armpits, and pubic areas

Scalp hair may become oilier, thicker, coarser or change texture

Changes in emotions or feelings

Skin glands develop very quickly during puberty, these include oil glands and sweat glands. The oil glands can become clogged with dirt and bacteria which can lead to pimples or acne.

Health and Wellness during Puberty



Health and Wellness teaching points

Get enough sleep, watch tech intake before bed

Eat healthy fruits, vegetables, protein, increase water intake

Exercise, get moving- this helps chill out hormonal mood swings

Take a shower and use an underarm deodorant to manage body odor

If your hair gets oily, and that bothers you, wash it more frequently

Wash your face daily with soap & water. Don't pop pimples. Drinking lots of water is good for your skin and your body.

Brush your teeth twice a day & floss...we all know this by now!

Some people choose to start shaving, some people don't

For people with ovaries: prepare an "emergency kit": include pads & a fresh pair of underwear, or period underwear. Then, if you get your period at school, you'll be ready. Use a calendar to keep track of period dates to be prepared each month.

-Period, nutrition, and physical activity apps

Gender Definition and Gender Identity



Gender Definition and Gender Identity



Gender teaching points

- Sex assigned at birth: visible body parts at birth
- Gender identity: how someone feels about themselves
- Gender expression: how someone expresses themselves to others
- Cisgender** (male, female) vs. **non-binary** (an umbrella term for gender identities that are not solely male or female) vs. **transgender** (sex assigned at birth does not match gender identity)

We cannot tell someone's gender just by looking at them.



Body Image and Body Positivity



Body Image teaching points

- Adolescence is be a tough time, many tweens start to question their bodies or and how they look
- Pimples, hair growth, weight changes (what can feel like too much or not enough), voice changes, etc. are totally normal.
- What is reflected in movies, TV, on-line and in social media is not real
- Encourage students to be kind to themselves and to others, everyone is unique and on their own individual path
- Acts of kindness boost our own self-esteem and self-confidence so share the love!

Student Q&A:

To **Separate** or Not to Separate, That Is the Question

- Segregated instruction conveys to students that **bodies unlike their own are taboo and should remain mysterious**. The effect is to stigmatize bodies that are different. Separating instruction based on assumed physiology also serves to reinforce notions of a rigid binary based solely on genitals.
- When separated, students **do not have the guided experience of communicating about potentially sensitive topics** with peers whose bodies and gender differ from their own. This is a key skill they will need as they enter into relationships, whether in the context of friendship, dating, sex or parenting.
- **Transgender, non-binary, and/or intersex students**, who often already feel **invisible and isolated**, are likely to have these feelings redoubled in the face of a curriculum that doesn't account for their existence or experience.

While some teachers may prefer to separate students by gender during sexual health education, this is not recommended.

Receiving puberty and sexual health education separately can foster anxiety and misinformation between genders and allow for some students to be misgendered, or placed in a group that does not reflect their gender identity. In a safe learning environment where students of all genders learn together about growth and development, teachers can reduce discomfort and foster understanding about both similarities and differences in the puberty changes experienced by students.

**Subjects that
could be
reviewed in
class
before or after
G&D lesson**

-Endocrine system, hormones

-Reproductive system

-Pronouns

-Gender stereotypes

-Allyship

Resources for Parents and Families

AMAZE: [Parents - amaze / USA](#)

Always Changing: [Puberty Education for Teachers, Students and Parents | Always@](#)

Planned Parenthood: [What should I teach my elementary school aged child about their body?](#)

Kids Health: www.kidshealth.org

CDC: [Middle Childhood \(9-11 years of age\)](#)

Gender Spectrum: [Understanding Gender](#)

Books:

[You-ology: A Puberty Guide for EVERY Body - Kindle edition by Hutchison, Trish, Lowe, Kathryn, Holmes, Melisa. Children Kindle eBooks @ Amazon.com](#)

[The Care and Keeping of You: The Body Book for Younger Girls, Revised Edition \(American Girl Library\): Schaefer, Valorie, Masse, Josee](#)

[Guy Stuff: The Body Book for Boys Paperback - August 8, 2017](#)

Additional resources for staff

[Don't Panic About Puberty | Operation Ouch | Back to School | Nugget](#)

[Am I Normal? Puberty, Explained | Planned Parenthood Video](#)

[Is This Normal? Puberty in People With Penises, Explained | Planned Parenthood Video](#)

[Is This Normal? Puberty in People with Vaginas, Explained | Planned Parenthood Video](#)

[Is This Normal? Puberty in Intersex and Non-Binary People, Explained | Planned Parenthood Video](#)

[Every Body Curious | PUBERTY | Shaftesbury Kids](#)

[Book: Sex Positive Talks to Have With Kids](#)

<https://open.spotify.com/episode/5y5gCSUWwyP0jtzKAbwIN1> PODCAST

[Every Body Curious | BODY IMAGE | Shaftesbury Kids](#)

[Bodies: Different Shapes and Sizes. All Beautiful! Developing a Healthy Relationship with Your Body Image](#) [How To Be A LGBTQIA+ Ally](#)

[Gender Identity: Being Female, Male, Transgender or Genderfluid](#)

[Sex Assigned at Birth and Gender Identity: What Is The Difference](#)

[What Are Pronouns?](#)

[Gender Pronouns Explained for Kids | Pop'n'Olly | Olly Pike](#)

[Kids Explain Pronouns](#)

[Kids Explain Allyship](#)

Supplies, props, and goodies:

- Flash cards and pencils for anonymous Q&A
- Period poster with pads, tampons, period undies
- Deodorant for all 5th graders:

https://www.amazon.com/Degree-Protection-Antiperspirant-Deodorant-Shower/dp/B01J4FV3WK/ref=asc_df_B01J4FV3WK/?tag=hyprod-20&linkCode=df0&hvadid=309804809897&hvpos=&hvnetw=g&hvr_and=577236110642342072&hvpone=&hvptwo=&hvgmt=&hvdev=c&hvdvcmidl=&hvlocint=&hvloc

- Pads for half:

https://www.amazon.com/Always-Regular-Absorbency-Feminine-Unscented/dp/B01IZ5EYJO/ref=sr_1_6?keywords=individually+wrapped+teen+pads&qid=1651004568&sr=8-6



Questions?