

## Lesson 4

### Anatomy and Physiology

(Our bodies: How they work and change)



#### Contents

1. Anatomy: our body parts
2. How our body parts work
3. Gender identity and expression
4. Puberty: changes as we grow
5. Touch in public and private
6. Hygiene and grooming
7. Protecting our bodies (hello, boundaries and consent!)

- Knowing the right names for our body parts helps us understand our bodies, care for our bodies, and communicate to doctors about our bodies.
- Everybody's body is different, and all of them change as we grow.
- Others need to respect how we want our bodies to be treated!

We spend our entire lives within them, so let's get to know them!

There are some parts that we feel a little embarrassed talking about, but the more comfortable we become with our bodies, the more we can take pride and care of them. From washing up and keeping healthy to expressing how (and if!) we want others touching them, it is time to celebrate our strong, beautiful, unique bodies...and how to keep them safe.

This unit will explore the human body: the correct names of its parts, how these parts work, and how to take care of the body on the whole.

A person's cognitive age is not always the same as their chronological age. However, while everybody and each body is different, people with intellectual and developmental disabilities physically mature at the same rate as people without disabilities, and should therefore receive age-appropriate sex health information. This curriculum is intended for *all* transition students ages 14-21.

\*Section 3 of this lesson introduces the concept of puberty - including sexual feelings - and gender. While it is important for your student to learn about what happens to the body during puberty, you may choose to skip portions that conflict with your religious or moral beliefs.

"Regarding sex education: no secrets!" - Albert Einstein

According to the Public Library of Science, comprehensive sex education helps students "feel more informed, make safer choices, and have healthier outcomes."

This is exactly what we want!

Our purpose is to guide you through a comprehensive and accurate home-based sex education curriculum, ensuring that you have all the information you need to teach effectively.

For Parent/Caregiver/Teacher to **read to yourself**:

You may be uncomfortable with some of this material, and that's okay. Our kit is designed so that if any of the topics is in conflict with your religious or moral beliefs, you may simply skip over those parts and pick up at a place at which you are more comfortable. You may also want to adapt or adjust certain lessons, and that's okay too.

As for the parts that are simply embarrassing, uncomfortable, or feel icky, we ask you to keep pushing through! It is important that your student/loved one gain all the knowledge they need to make safe, healthy, informed decisions as they become more independent. And that means, well, talking about stuff that we don't feel great talking about.

Just remember: The more you talk about it, the easier it gets.

For Parent/Caregiver/Teacher to **read aloud before each session**:

We are going to talk openly here, ask questions, and allow each other to express ourselves without judgement. There are no silly questions and no wrong feelings. This is a safe space. This is a learning space. If you hear something that you do not understand or that upsets you, please speak up. You can take breaks or leave the room for a while if you need to. We are going to learn together.

This unit is about ANATOMY AND PHYSIOLOGY.

It's your body - get to know it!

**Topics will include:**

**Our body parts and how they work**

**Puberty**

**Grooming and hygiene**

**Protecting our bodies**

If any of these topics is a trigger for anxiety or negative feelings, please speak up so we can skip those areas or talk through what bothers you.

**You will need:**

- Pen or pencil
- Magazines
- Scissors
- Glue or tape
- Worksheets 17, 36 - 44

**Learning objectives for this lesson:**

- Identifying body parts
- Understanding how our body parts works
- Understanding human sexual development
- Recognizing different gender identities, gender expression, and gender roles
- Understanding and identifying markers of puberty
- Familiarity with the difference between public and private touch
- Demonstrating competency in grooming and hygiene
- Understanding how to keep one's body safe

**You may read this lesson as it is written or use your own words.  
And because everyone's abilities are different, you may choose to skip some worksheets.**

**Section 1: Anatomy: our body parts** ★

What do we see when we look in the mirror? Our body!

What do we see when we look at other people? Their bodies!

And what do we see when we go into a private place and look at ourselves with no clothes on?

(Remember: a private place is somewhere we can be by ourselves, with no one else around to see us.

If you can see someone, they can see you, too!) We see our whole *anatomy*!

ANATOMY is all the parts of our bodies.

Look around you. Even though we have mostly the same body parts, how can we all look different?

That's because no one's parts look exactly the same as anyone else's. (Even twins don't look *exactly* alike!)



Take out **WORKSHEET 36, "All Bodies are Different!"**

Look through magazines and cut out different pictures of the body parts listed. Try to find ones that do not look like any of the others. How many can you find? Discuss what makes these parts the same and what makes them different. (For eyes: Is someone wearing glasses? Are someone else's blue? Are some round and some up- or down-turned?) Then locate each of these parts on yourselves and discuss what makes them beautiful! Practice finding and naming these parts on yourself - remember: *repetition helps us remember things!*

We have so many parts, and some of these parts have even more parts!

For instance, point to your head.

The head is one part of the body, but your head has also has a back, sides, and a front.

The ears are on the sides of your head.

The face is on the front.

The face is one part of the body, but it also has its own parts!

The eyes, nose, mouth, forehead, cheeks, chin, and eyebrows are parts of your face.

Practice finding and naming your parts.

Take turns leading the song, "Head, Shoulders, Knees, and Toes."

Don't know it? The lyrics are as follows:



*Head, shoulders, knees, and toes. Knees and toes.*

*Head, shoulders, knees, and toes. Knees and toes.*

*Eyes and ears and mouth and nose.*

*Head, shoulders, knees, and toes. Knees and toes.*

Point to each body part as you sing the song.

BONUS: Make up your own song with other body parts in them!

But what about the parts whose names we don't know?

And how can I explain to the doctor if I have a pain in one of these parts?

It is important to know the real names of our body parts so when we tell the doctor or need help with something, others can understand what part we are talking about. Nicknames are fun, but not everyone understands what they mean. We must know the *real* names, too!

...Even for our private parts.

...Especially for our private parts.

Take out **WORKSHEETS 37a and 37b, "Our Bodies."** Worksheet 37a is an introduction to Worksheet 37b. Here is a list of important outside body parts. It may take a little while to get used to saying these words, but the more you practice, the easier it gets. Get to know the names of all of the parts - even the private ones - and locate them over your clothes.



Repeat this often.

BONUS: Quiz each other! You can ask, "Where is your elbow?" and "Where is your butt?" and have the other person point to theirs, or you can point to a part on yourself and ask the other person, "What is this part called?" Get as familiar as possible with these parts so you both remember them easily.

(While "butt" is not a real name, it is a universally understood name for the buttocks and anus.)

Remind your student that this game is only for playing with a caregiver or a doctor; other people may have boundaries around their body parts and we should never try to get them to show them to us or talk about them. And - unless they are a romantic partner and we get consent (permission) - we should never try to touch someone else's body parts, especially the private ones.

### **DO IT YOURSELF!**

This is like role-playing, but something you do all on your own.

The next time you are in the shower or the bath, name each body part as you wash it. This will help you remember all of your parts - including private parts - in a private place, the bathroom!



Take out **WORKSHEET 38, "Build a Body."** Cut out the body parts and glue them together to form two bodies on a separate page. Name each part as you add it (remember: *repetition helps us remember things!*) Then, locate each part on your own body. Once you have the bigger parts memorized (arms, legs, back), see if you can then include the smaller parts (hands, fingers, feet, toes, shoulder blades).

## Section 2: How our body parts work ★

Every body part has at least one purpose (what it is meant to do), usually more. Eyes are meant to see, to blink away dust, to shed tears when we cry. Ears are meant to hear...and they are good for hanging earrings on, too! We use the mushy outside part of our butts for sitting, and the anus for pooping.



Take out **WORKSHEET 39, "How Our Parts Work."** Look at each body part (and say its name!) and draw a line from the part to its purpose. Some of the parts share a purpose! Most of these parts have other purposes that aren't listed, too (some of which we will learn in later lessons) - discuss what purposes they might have. (For instance, feet can be for tapping along to music; hands can be used for tickling!) Now think of other body parts that aren't on the worksheet. Can you point to them on your own body? What is that body part meant to do? Does it have more than one purpose?

There are other parts whose purpose you may not know about. Did you know that eyelashes aren't just for looking pretty? They help protect the eyes from dust in the air! And people who have had babies can actually feed those babies from milk that comes from their nipples!

Even though most bodies share the same parts, they don't *all* have the same parts. Some people have a penis, some have a vagina. Everyone has breasts, but they are different depending on size, shape, and development (more on that later!). A person can have long hair or short hair or no hair! And, as we've learned, even when parts are the same, they all look different.

Sometimes a person's parts do not work or the person does not have certain body parts at all. A person can be born with eyes that are unable to see, or they might have been born without eyes. A person can have two legs that do not move, or one leg, or no legs. They can even have been born with two legs that were able to walk, but they had an injury that made them lose one or both legs, or the ability to walk. Many people with two eyes might need to wear glasses, and many people with two legs walk with a limp or have scars. That is just part of how each body is different - and that's what makes us beautiful.

The next time you are doing something - listening to music, eating lunch, washing your face - think about all the body parts that are working together to help you do that thing. See if you can get even more body parts involved in some way - like nodding your head along to the music or breaking out into a dance as you wash your face. Love your body for everything it can do!

As we have learned, everyone's body parts look different in some way, but did you know that even your own body parts look different than they used to, and will look even more different when you get older? This is known as *human development*.

HUMAN DEVELOPMENT is how we continue to grow and change from the time we are born.



Look through magazines and find pictures of a baby: see how small that baby was? How the head was much larger compared to the rest of the body? How little they weighed? Then find a picture of a toddler: see how they are bigger than the baby but still small? See how much more hair they have and that they have teeth? Look at more pictures and try to find the ways that people change over time.

BONUS: If personal pictures are available, look at those and see how you have grown and changed over the years!

### Section 3: Gender identity and expression ★

There are many important moments in human development that let us figure out who we are and who will grow up to become. When we are born, one of the first things the doctor or doula will do is look at our private parts and assign (give) us a *biological sex*, or *sex*.



BIOLOGICAL SEX is a label that you are given at birth based on medical factors, including chemicals in your body called hormones, chromosomes, and your private parts (a penis, vagina, and sex organs inside the body).

Our biological sex was always meant to tell us and the world who we really are: having a penis meant we were a boy, and having a vagina meant we were a girl. But we now know that our private parts do not always match who we are and how we feel in our hearts. That is because our biological sex is different than our *gender, or gender identity*.

GENDER IDENTITY is who you know you are. That can mean masculine (like a boy) or feminine (like a girl), or it could mean so many other things! It can mean a little bit masculine and a little bit feminine, it can mean feeling like a masculine girl or a feminine boy, or it can mean you just are who you are, whether or not there is a word for it.

*Biological sex* is mostly about our outside (private parts).

*Gender* is all about how you feel inside.

Back when people thought your biological sex (your body) was the same as your gender (how you feel inside), they also thought that there were only two genders, male (boy) and female (girl). But there are actually many more genders than we first thought!

MASCULINE is like a male (boy).

FEMININE is like a female (girl).

CIS-GENDER is when gender matches sex assigned at birth.

TRANSGENDER is when gender is different than sex assigned at birth. (A transgender woman is someone who was assigned “male” at birth but is female; a transgender man is someone who was assigned “female” at birth but is male.)

Nonbinary: neither masculine nor feminine, or some of each.

GENDER FLUID is gender that changes over time, day by day or month by month or year by year.

GENDER QUESTIONING is a person who is not yet certain what gender they are.

ANDROGYNE is both masculine and feminine at the same time.

We already know that all bodies are different in their own wonderful ways, and now we know that all of us are different on the inside, too - and only we know who we really are. How we choose to show this to the world is called *gender expression*.



GENDER EXPRESSION is a person's behavior, dress, speech, interests, and appearance that shows on the outside how we feel on the inside.



Take out **WORKSHEET 40, "Our Many Genders!"** Take a look at the pictures and discuss how our outside appearance does not always show the world how we feel on the inside. Or that how we look on the outside may be the way we choose to express our gender, even if it does not conform to traditional gender roles. This is a great time to discuss what gender means to you and how you feel inside!

But with all of these different genders, how are we supposed to express the right one to the world? The answer is: any way we want!

For instance, a cis-gender girl (has vagina and feels like a girl on the inside) might express that gender by wearing pink, growing her hair long, and doing ballet. But another cis-gender girl might express her gender by wearing black, shaving her head, and skateboarding. Yet another cis-gender girl might wear green overalls, a rainbow hat, and play the bongos.

That is because everyone's idea of gender is different, and there is no right way or wrong way to feel inside. So it makes sense that there is no right way or wrong way to express that feeling with your clothes and appearance and activities. It is up to us how we want to express ourselves!

All of this can be confusing - to your caregiver, too! - but just remember that we are all people. And to show respect for other people, we should try to use their preferred gender *pronouns* ("he," "she," "they"). If you are not sure which pronouns someone prefers, ask them!

It is also helpful to let others know our pronouns so they know what to call us!

#### **Section 4: Puberty: changes as we grow** ★

PUBERTY is what happens to a body when it changes from a child to an adult, usually beginning between the ages of 9 and 14, but sometimes earlier or later.

When we are children, our breasts are flat and the penis and vagina are smooth and hairless. But when we begin to change from children into adults, our bodies change, too! Your body may even have started (or finished) puberty. There are many ways that our bodies and minds grow during this time, but all are perfectly normal. And everybody goes through it.

These changes happen slowly - so slowly that we often don't even notice it is happening! One day you may look down and notice that something has changed; maybe it already has!

Here are some ways that the body changes during puberty:

- Some bodies grow taller - and quickly!
- Some bodies gain weight.
- Some bodies begin to grow hair under their arms and on their legs.
- Some bodies develop pimples on their face or back.
- Some bodies start to smell bad and require more regular washing and deodorant.
- Bodies with vaginas may become rounder in the hips and slimmer in the waist.
- Bodies with vaginas may begin to grow round and swollen breasts, so you can notice them even when wearing clothes.
- Bodies with vaginas might find hair growing on their vulva.
- Bodies with vaginas can release a sticky discharge.
- Bodies with penises might find their voices start to sound funny, and then become low and deep.
- Bodies with penises might find their muscles grow.
- Bodies with penises might find hair growing on their face, chest, and around their penis.
- Bodies with penises might notice their penis become hard once in a while, like when we touch our private body parts. This is known as an *erection*.

ERECTIONS are when the penis fills with blood and becomes hard. This may happen during waking hours or in sleep. When an erect penis is stimulated, it will *ejaculate*, or release a fluid called *semen*; this may also happen during sleep, known as a *wet dream*. It is perfectly normal!

- Some people become irritable and have stronger emotions (don't worry - this doesn't last!)
- Some people develop romantic or sexual feelings for other people



Take out **WORKSHEET 41, "Puberty."**

Look at each pair of pictures and decide who is in puberty (or has been through it!). Use the information above to make your decisions. What do you notice about the people who are in puberty? Do they look happy?

**BONUS:** Look at the people in your world and think about if they have been through puberty yet. (Everyone will, but not everyone has!) Discuss these findings only with your teacher.

When bodies with vaginas have become so mature, or old enough, that they are able to have babies (more on that later!), they will begin to *menstruate*.

MENSTRUATION (also known as a "period") is the process of the vagina releasing blood. This happens once a month, for anywhere from three to seven days (usually around five).

The idea of bleeding may sound scary, but it is natural and not upsetting if you know what is happening. In the days leading up to menstruation, people sometimes feel stronger emotions, increased hunger, and may find more pimples on their faces. During menstruation, people sometimes feel more tired, and experience stomach or back pain. This is easily handled with Tylenol® or another pain reliever. (If you are not verbal, try using **Worksheet 42, "The Arc of New Jersey Pain Scale Chart"** to figure out if pain reliever is necessary.) Bodies with vaginas will continue to menstruate every month - except when they are pregnant (carrying a baby) - until menopause, usually between the ages of 45 and 55.

The most important part of puberty is that it means young bodies have matured into adult bodies that can make babies. We will explore this more in future lessons!

### **Section 5: Touch in public and private** ★

When our bodies mature into adulthood, it is very likely that you may have feelings that you have never had before, or the feelings you have had may become stronger. These feelings may include thinking about people in a romantic way, wanting to kiss or touch them, or wanting to touch your own private parts. That's totally normal - everybody feels that way, and it is perfectly natural to touch yourself! However, because our private parts are not for anyone but ourselves, our doctors, and our romantic partners to see (with our consent), we have to make sure that touching our private parts is done in private places! (Because that is for you and only you.)



Take out **WORKSHEET 17, "Where Do I...?"** This worksheet helped you figure out what you can do in public (where others can see you) and what you should keep private (where no one else can see you). Add the phrase, "Touch myself" to the list of behaviors. Draw a line to either "Public" or "Private?" Why did you choose this one?

Making sure that no one else sees our private parts or how we touch them is not only to protect our own privacy, it is also to protect others. Most people would become upset, scared, or even angry if they were to see someone else's private parts without their consent. Most people only want to see their own, their romantic partner's, or their children's parts when helping them bathe or go to the bathroom. We have to respect other people's boundaries (those invisible fences around us and our emotions) and never show them our private parts and never touch ourselves in front of them.

Sometimes we might think we can touch ourselves in a public place and that no one will notice (maybe your hand is inside your pants or in your pocket, and you think people won't realize what you are doing). But people can tell, and it is as upsetting to them as seeing the private parts themselves. So it is very important to only touch yourself in a private place, where no one else can see, hear, or walk in.



The same goes for other people - no one should ever show you their private parts or touch themselves in front of you unless you have given consent! (Remember: consent is agreement to do something, or permission for something to happen.) There is never a reason for someone to show you their private parts or touch themselves in front of you without your consent. Not even if it is a caregiver, doctor, teacher, or other adult that you trust. If that ever happens, tell someone else you trust - even a police officer!

So...do you think it is ok for *you* to touch someone *else's* private parts?

The answer is: NO, not without their consent.

In fact, you should never touch anyone else's anatomy (body parts) without getting their consent first. That is because we all have different boundaries, and we don't know anyone else's are unless we ask them.

And no one should *ever* touch any part of our body with their private parts.

Not your doctor, not your family. They should not touch your mouth or your hand or your private parts with their mouth, their hands, or their private parts.

No one should ever see or touch your private parts at all without your consent, except:

- The doctor when they examine you (you can have a caregiver in the room if you like).
- Whoever helps you in the bathroom, and only to wipe your private parts with toilet paper or to wash you (have them use a sponge or washcloth so their hands don't actually touch you)
- Anyone who helps you get dressed if you need help with that - and, even then, there is no reason for their body parts to touch your private parts.

It is great practice to require your doctor, caregiver, and whoever helps you go to the bathroom, wash, or dress to ask for your consent *every time* before they help you! You will be a great role model for them, reminding them that we must all ask for consent! And then they will be a great role model for you, reminding you that we must all ask for consent!



Take turns asking for consent before helping each other - even if it is asking for consent to touch their arm before helping them cross the street! Come up with different ways to help each other, and practice different ways of asking for their consent (then practice giving the consent or non-consent). Do this as a role play or before you really help someone.

Remember: *repetition helps us remember things!*

## Spotlight



Christy Brown was an Irish writer and painter with cerebral palsy. Because of his disability, he was only able to use the toes on his left foot. His **anatomy** (body parts) may have made it difficult to achieve his goals, but he never gave up. He learned to use his left foot for holding a paintbrush and typing on a typewriter! Christy went on to write 14 books and paint hundreds of pictures with that one body part. He is a great example of not letting a disability stop a dream!

### Section 6: Hygiene and grooming ★

Our bodies are important, and we need to keep them clean and healthy.

This requires good *hygiene* and *grooming*.

HYGIENE means keeping clean so you stay healthy.

GROOMING means making ourselves look and smell nice.

Even if we don't move around a lot (we love a rainy day in front of the TV!), we still get dirty every day. We might work with dirty tools, lie on an unvacuumed carpet, or have eaten messy food.

Or we might be going through puberty or menstruating, and our bodies are producing more oil and sweat than they used to. We always have some amount of dirt on us by the end of the day.

Depending on how dirty we have gotten and how much it bothers us, we may want to shower or bathe every morning or evening; if not, it is still important to bathe regularly to make sure that the oils do not cause more pimples and that our bodies don't begin to smell bad. We also have to wash our hair at least once a week to keep it clean and smelling fresh. Having good hygiene by bathing is an important way to keep our skin and hair in good shape, while making sure that others find it pleasant to be near us! After all, it's not fun to stand near someone when they are unclean and smell bad.

Another form of hygiene is brushing our teeth. We may not love the taste of toothpaste or the feeling of those bubbles in our mouths, but brushing our teeth not only keeps our breath smelling good when we talk to others, but it keeps our teeth healthy and helps prevent cavities. Unlike bathing and washing our hair- which do not have to be done every day if we do not smell bad - we do have to brush our teeth twice a day, morning and night, for good health!

Examples of hygiene are:

Showering or bathing with soap and water

Washing our face with soap or cleanser and water

Washing our hair with shampoo

Brushing our teeth morning and night with toothpaste

We practice hygiene to keep our skin, hair, and mouths healthy.

We practice grooming so we look presentable to other people and let them know that we care about ourselves. Remember self-esteem (how we value ourselves)? Taking good care of our bodies with grooming is another way of having self-esteem, because we know we deserve to look and feel fresh. And it shows others that we have good self-esteem, too!

Grooming is also important for forming relationships with other people. Showing people that we care for ourselves, and looking and smelling nice makes others want to be around us.

Examples of grooming are:

Brushing or combing hair

Using deodorant on our armpits

Clipping finger- and toenails

Wearing clean clothes every day

Maybe shaving faces, armpits, and/or legs

If you are able, learning to take care of hygiene and grooming without help is a great way to gain more independence. If you are not able, go to the store with your caretaker and pick out your own hygiene and grooming products! Smell the different fragrances, choose the different flavors, and have fun making your own routine; hygiene and grooming should be as enjoyable as possible so we are more likely to do it every day!

Caretakers should be good role models for proper hygiene and grooming, too. The more they do it, the more likely you will be!



Take out **WORKSHEETS 43a and 43b, “Time for Hygiene and Grooming.”** Worksheet 43a shows an example of a hygiene/grooming schedule, the shaded areas indicating when you might want to perform the activity. On Worksheet 43b, fill in your own schedule! Check off the activity once it is completed, and print out a new one every week! It's a great way to remember to keep ourselves clean and healthy.

Think about creating a schedule or setting a timer for changing sanitary pads or tampons during menstruation, too!

Sometimes we are sensitive to physical sensations, like having water on our body, having wet hair, or drying off with a towel. This can make us not want to bathe or shower. And that is understandable. Bad physical sensations make us uncomfortable and make us not want to do certain activities.

There are some ways to make the activity feel better, though.

1. If you don't like water getting in your eyes when you shower or wash your face, try wearing swimming goggles! It will keep your eyes dry and give you a giggle when you look in the mirror!
2. If you don't like getting wet from a shower or bath, try washing your body *one part at a time* with a damp, soapy washcloth, taking extra time with underarms, private parts, and feet. Then wipe off the soap with a clean, wet washcloth and get that part completely dry before you start on the next part. It takes a little more time, but you won't get soaked.  
(Don't forget to follow up with deodorant under your arms!)
3. If you don't like wet hair, wear a bathing or shower cap on the days when you do not need to shampoo. It will keep your hair drier!
4. If you have afro-textured hair, think about styling in ponytails, braids, or locs. It will keep the hair stretched and prevent tangling. And instead of washing hair in a shower or sink, section the hair and spritz each with water until it is damp, then use cleanser on hair and scalp, finger comb, twist, then rinse. It is much less overwhelming than getting the whole head soaked at one time!
5. If you have smooth-textured hair, try to use lots of conditioner (rinsing it out well), to prevent painful tangles.
6. If minty toothpaste tastes too intense, use a different flavor! Children's toothpastes have all the fluoride and cleanser adults need, but they are often available in flavors like fruit, bubble gum, chocolate, and even flavorless varieties.
7. Toothbrushes can also be irritating to some people, so consider a nano-brush (with smaller, softer bristles) or a silicone finger brush. Mouthwash and water flossers are also helpful additions.
8. If you hate the feeling of having your nails clipped, try doing it after a shower or bath so the nails are softer and easier to cut through. Caregivers might also consider cutting their own nails first (here's good role-modeling again!).

However you agree to wash and groom yourself, be sure to enjoy the clean, sweet-smelling (or fragrance-free) outcome! You should love what you see in the mirror, and others will love being near you. Most important, it will keep you healthy and feeling great about yourself.



Take out **WORKSHEET 44, "My Grooming Products."** Keep a list of favorite products or something you want to try out so you never forget what to pick up at the store! **BONUS:** Keep a replenishing schedule of your products so you never run out!

## Section 7: Protecting our bodies (hello, boundaries and consent!) ★

Besides hygiene and grooming, there is another very important way to take care of our bodies: keeping them safe from harm. The best way to do this is by using what we have learned about boundaries (those invisible fences) and consent (agreement or permission to do something).

Sometimes people can be rough or do hurtful things with their hands or their teeth, and sometimes we have sensitive areas that feel pain or discomfort when someone touches us at all.

Because we want to make sure that no one does hurts us this way, we:

- a) Tell them our boundaries, so they do not touch us anywhere we do not want to be touched
- b) Give them our non-consent (not agreeing to do something) before they touch us, when possible

We can say, "I prefer that you don't touch me" or "please don't put your hands on me" or, if they have already put their hands on us, tell them that was not ok and then get away from that person. Follow the motto, "My body, my choice!"

Even if something sounds like it wouldn't hurt us - say, a kiss or a gentle touch on one of our parts - but our boundaries tell us that we don't want it, we have to give non-consent to protect ourselves. Being touched when or where you don't want to be touched can make you feel bad even when it hasn't actually hurt your body. Think about your self-esteem and know that you have the right to speak up for what you do and don't want!

In the same way, we must always ask a person for their consent (or ask them their boundaries) before we touch them! Simply ask, "Is it ok if I do this?" or "do you mind if I touch your...?" and actively listen when they let you know how they feel! Whatever their answer, we must respect their decision.

Because they care about their bodies - and feelings - just like we care about ours!

Taking care of our anatomy (body parts) is important inside and out; keeping ourselves clean, nice-smelling, and safe (our outside), as well as keeping our boundaries strong and our feelings respected (our insides).

Be true to who you are and how you feel, and take pride in all of it.

We are worth every minute of attention our bodies get!

## END OF LESSON 4 ★

Be sure to check in with your student about how they feel. Hard topics can bring up emotions like sadness or fear - make sure your student is ok, and talk it through if they are not. Then you can see if they have any questions! Great job!



ANATOMY is all the parts of our bodies.

ANDROGYNE is both masculine and feminine at the same time.

BIOLOGICAL SEX is a label that you are given at birth based on medical factors, including chemicals in your body called hormones, chromosomes, and your private parts (a penis, vagina, and sex organs inside the body).

CIS-GENDER is gender matching sex assigned at birth.

ERECTIONS are the penis filling with blood and becoming hard.

FEMININE is like a female (girl).

GENDER EXPRESSION is a person's behavior, dress, speech, interests, and appearance that shows on the outside how we feel on the inside.

GENDER FLUID is gender changing over time, day by day or month by month or year by year.

GENDER IDENTITY is who you know you are.

GENDER QUESTIONING is not yet being certain about one's gender.

GROOMING is making ourselves look and smell nice.

HUMAN DEVELOPMENT is how we continue to grow and change from the time we are born.

HYGIENE is keeping clean so you stay healthy.

MASCULINE is like a male (boy).

MENSTRUATION (also known as a "period") is the process of the vagina releasing blood.

NONBINARY is neither masculine nor feminine, or some of each.

PUBERTY is what happens to a body when it changes from a child to an adult, usually beginning between the ages of 9 and 14, but sometimes earlier or later.

TRANSGENDER is gender being different than sex assigned at birth.